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ELEMENTARY SCHOOL EDUCATORS' OPINIONS
ABOUT CHILD PROTECTIVE SERVICES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Anna-Melissa Cecilia McCarthy

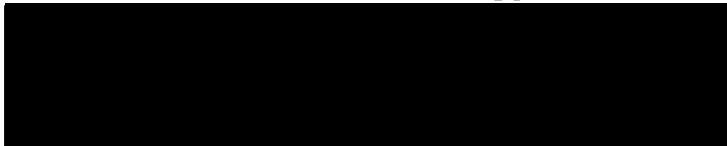
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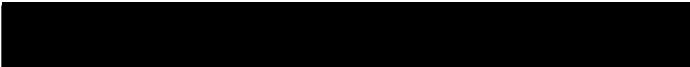
by
Anna-Melissa Cecilia McCarthy
June 2002

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5-29-02
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Steve Eimers, Director of Administrative
Services, Jurupa Unified School District


Dr. Rosemary McCaslin,
M.S.W. Research Coordinator

ABSTRACT

This study examined the opinions of public elementary school educators in Western Riverside County towards Child Protective Services (CPS). In addition, this study investigated whether their opinions influenced cooperation with CPS surrounding child abuse and neglect. It is important to understand this problem further because the opinions of elementary school educators about CPS may prevent the provision of accurate and current information on suspected child abuse cases. Without accurate and timely responses, Child Protective Services is unable to properly perform its functions, or coordinate its activities with community agencies involved in the protection of children. By first determining what opinions elementary school educators have about CPS and whether these opinions influenced educators' levels of under-reporting or cooperating with CPS, then, hopefully, steps can be formulated to address these opinions.

Data was gathered using a quantitative, non-standardized, group-administered questionnaire. Twelve elementary schools from three school districts in Western Riverside County participated in this study. One hundred ninety-six public elementary school educators voluntarily completed the questionnaire.

The findings of this study indicated respondents were unfamiliar with the child abuse reporting laws and legalities. Respondents reported negative opinions about the quality of services delivered by CPS. Such opinions about Child Protective Services, whether or not based on fact, could negatively impact the respondents level of reporting of suspected child abuse to CPS resulting in underreporting. Further study of this subject would provide social workers and educators with additional information from which to develop strategies to further educate and support mandated reporters who are reluctant to report child abuse concerns.

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DEDICATION

To my father, Douglas McCarthy

To my mother, Diana McCarthy

To my sister, Sara-Amanda McCarthy

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CHAPTER ONE

INTRODUCTION

The contents of Chapter One present an overview of the project. The problem statement, policy, and practice context are discussed followed by the purpose of the study, context of the problem. Finally, the significance of the project for social work is presented.

Problem Statement

Crenshaw, Crenshaw, and Lichtenberg (1995) indicate that schools are both the largest source of reports of child abuse, and are also the largest source of "underreporting" of child abuse. Several studies (Kenny, 2001; Tite, 1993) found that a percentage of educators, who are mandated reporters of child abuse, have negative attitudes about the functions of Child Protective Services, and that, because of those negative attitudes towards CPS, those mandated reporters do not report all of suspected incidents of child abuse. These studies did not determine why the educators had negative attitudes about the functions of CPS, only that some educators had negative attitudes. The reported negative attitudes of these teachers towards CPS prevent important information from being conveyed to CPS and also prevent the better

coordination of the services available to address child abuse situations (Kenny, 2001; Tilden, Schmidt, Limandri, Chiodo, Garland, & Loveless, 1994; Tite, 1993).

This study examined the beliefs of public elementary school educators towards Child Protective Services. In addition, this study investigated whether their beliefs influence their reporting and cooperating with CPS about child abuse and neglect.

Policy Context.

California Penal Code Sections 11166(a), c; 11165.7(a) require that teachers report to appropriate agencies when they have knowledge of or observe a child in their professional capacity or within the scope of their employment, whom they know or reasonably suspect has been the victim of child abuse (U. S. Department of Health and Human Services & National Clearinghouse on Child Abuse and Neglect Information, 2000).

The enactment in 1974 of the Child Abuse Prevention and Treatment Act prompted the implementation of mandated reporting laws throughout the nation (Deisz, Doueck, George, & Levine, 1996). Deisz et al. found that by 1992, almost 2 million reports alleging maltreatment of 2.9 million children were investigated by child protection agencies nationwide. By early 1990, studies showed that

mandated reporters were critical about the functioning of child protective agencies. Many of the mandated reporters were unhappy with local or state CPS policies and personnel and were unsure whether reporting abuse actually benefited the child involved (Zellman & Antler, 1990). Zellman and Antler, in their study of non-educators, found that while mandated reporters are required to report any suspected abuse or neglect, their research data indicated that the mandated reporters often chose not to report their suspicions, resulting in an under-reporting of abuse cases. The increased alienation of the mandated reporters from the child protective system was traced to several problem areas including continuing increases in the number of reports, perceived insufficient resources of CPS to deal with the increased number of reports, the reporters perception that CPS effectiveness was declining because of its lack of resources, and greater difficulty in getting access to CPS to make reports.

King and Reese (1998) report in a study also of non-educators that other mandated reporting professionals, such as pediatricians, physician assistants and social workers (MSWs) who considered that reporting may produce more harm than good for the child had a lower life time reporting proportion (LRP) than those that felt that this

view point was not important. King and Reese reported that mandated reporting professionals who considered it very or extremely important that reporting a suspected case may result in the removal of a child from the family had a much lower LRP (46.1%) than those professionals who viewed this opinion as not important (73.6%) or moderately important [64.4%] (p. 4).

Practice Context

Social workers are designated as mandatory reporters of child abuse and neglect. "Social workers play key roles in the prevention, identification, investigation, treatment, and administration of services for children and families. The profession of social work should facilitate child protection through comprehensive efforts to ensure the healthy development of children" (Mayden & Nieves, 2000, p. 29).

Purpose of the Study

The purpose of this research was to assess the opinions about CPS held by public elementary school educators in western Riverside County and to determine if those opinions impact the reporting to CPS by those educators. A questionnaire was created and was distributed to elementary school educators, and administrators. The

questionnaires were placed in the educators' mailboxes and the educators were requested to return the surveys in two weeks to a labeled box in the staff lounge.

It was important to research this problem further. If the opinions of elementary school educators toward CPS prevent the provision of accurate and current information on child abuse or cause under-reporting, then CPS will be unable to properly perform its functions, or coordinate its activities with other community agencies involved with the protection of children. By first determining what the beliefs among elementary school educators were towards CPS, which may cause educators to under-report information to or cooperate with CPS, then, hopefully, steps can be formulated to positively influence the beliefs or dispel negative opinions of those educators about CPS. There appears to have been no surveys that focused primarily on beliefs of educators toward CPS, and if those opinions would impact the educators' responses toward CPS.

People concerned with this issue include CPS staff workers and administrators, the clients of CPS, elementary school educators, elementary school students and their parents, and other agencies involved in addressing child abuse issues, such as law enforcement, the judicial system, and treatment facilities.

Zellman and Antler (1990) suggest that the frustration of the mandated reporters with CPS may have been due to the overwhelming number of reports of child abuse received by CPS in the early 1990s and the lack of resources available to CPS to investigate those reports. However, as noted by Tracy and Pine (2000), in order for CPS to achieve the goals set forth in the Adoption and Safe Families Act of 1997, CPS will have to collaborate with a wide range of agencies and resources. Findlater and Kelly (1999) report a similar need for collaboration with child protective services and other protection programs in Michigan.

Significance of the Project for Social Work

The significance of the project for social work is to determine if there were opinions among public elementary school educators that prevented them from cooperating with CPS to ensure the healthy development of children through comprehensive and coordinated efforts. In the National Association of Social Workers Child Abuse and Neglect policy statement it is noted that the "profession of social work should continue its historic commitment to child protection through comprehensive efforts to ensure the safety and healthy development of children. In

promotion of these efforts, NASW supports...mandatory reporting of suspected child neglect and abuse" (Mayden & Nieves, 2000, p. 30).

The study is relevant to child welfare practice. In the Child Abuse and Neglect policy statement of NASW, it is noted that "child welfare professionals need a more comprehensive array of services, including preventive services, before problems manifest. Social workers can provide assistance that protects children by helping families recognize and build on their own strengths and the strengths of their communities" (Mayden & Nieves, 2000, p. 28). In order to construct this kind of family-centered, comprehensive, and community-based system of services it requires "the broad and deep involvement of every agency serving children, of parents and communities, and of other groups and institutions that play important roles in protecting children" (Mayden & Nieves, 2000, p. 29). Schools and educators serve children and therefore play important roles in protecting children.

This study is relevant to child welfare practice because educators are required to report instances of abuse of children in their schools, and their opinions about CPS may influence their interactions with CPS.

.The research question for this project is the following. What are the opinions of public elementary school educators in Western Riverside County towards Child Protective Services and would their opinions impact their levels of reporting and cooperation with CPS about child abuse and neglect?

CHAPTER TWO
LITERATURE REVIEW

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, included are articles that provide a background of reporting problems of educators, address the theoretical perspectives that have guided past research, focus on the reporting characteristics of non-educators, and discuss the reporting characteristics of non-public school educators.

Background

Although mandatory reporting of child abuse has been required since the 1970s and teachers have received in-service training about recognizing and reporting child abuse, there continues to be problems with teachers reporting child abuse to the appropriate agencies. A number of explanations have been given for this under-reporting. The educators in the study of Crenshaw, Crenshaw, and Lichtenberg (1995) explained the under-reporting was a result of ambiguous definitions of abuse and symptoms of abuse often appearing as other childhood dysfunctions. Forman and Bernet (2000) report

confusion of mandated reporters with statutory reporting requirements.

Abrahams, Casey, and Daro (1992) in a study of 568 teachers report that the majority of teachers felt they had insufficient education on how to address child abuse. The teachers also reported they were unaware of the policies of their school districts about reporting child abuse and were unaware of the protections provided to them by law as mandated reporters.

Reinger, Robison, and McHugh (1995) report a survey of 1,368 mandated reporters in New York indicated that substantial numbers of the reporters were not aware of indicators of abuse and had even less knowledge about their legal obligations and procedures for reporting. One surprising finding was that nearly half (47%) of the teachers reported that the information on emotional abuse was all or mostly new to them.

Palmer, McCorkle, Durbin, and O'Neili (2001) in their study of teachers who work in schools with large numbers of at-risk students suggest that the teachers had limited preparation to help children and families access social services for such problems as child abuse and economic hardship.

Kenny (2001) surveyed 197 Florida teachers. Seventy-three percent responded that they had never made a report of child abuse, while those who made reports, made an average of one report. The most common reasons for not reporting given by the teachers included no apparent signs of physical abuse, fear of making an inaccurate report, and believing that CPS did not protect the families.

Human Behavior in Social Environment
Theories Guiding Conceptualization

It is thought that cognitive behavioral will explain the behavior of people as a result of their beliefs.

Beckett and Johnson (1995) note:

Cognitive theory emphasizes the influence of thoughts-beliefs about the self and the world-on behavior and emotional states. Behavioral theory focuses on the environmental conditions or stimuli that induce and maintain behaviors. Cognitive-behavioral theory, which incorporates cognitive, behavioral, and social learning components, explains human functioning as the product of reciprocal interactions between personal and environmental variables . . . Berlin postulated that human functioning can be changed by altering cognition, behavior, affect, or interpersonal and social situations. Berlin's work involved a nine- step sequence of problem solving, including developing awareness of early warning signals; scrutinizing one's expectations for realism; defining the problem; and formulating and implementing solution alternatives using cognitive, behavioral, and affective strategies. (p. 1398)

According to cognitive-behavioral theory, educators with negative opinions about CPS could be provided with appropriate information that would change their opinions about CPS. Also, educators with negative opinions about reporting suspected child abuse unrelated to their opinions about CPS could be given instruction to alter their opinions about reporting. It was hypothesized that educators with negative opinions about Child Protective Services will have lower total reporting rates than those educators with favorable opinions about CPS

Studies of Non-Educators Reporting Characteristics

Surveys of the reporting practices of non-educator mandatory reporters reveal similar reporting practices and problems. Zellman and Antler (1990) mailed a survey to 20,000 general and family practitioners, pediatricians, child psychologists, clinical psychologists, social workers, principals of public schools and heads of child care centers. The survey asked the respondents to indicate whether they had ever reported child abuse or neglect, whether they had done so in the past year, and if so, why they had decided to report. The respondents were also asked to report whether they had ever suspected child abuse or neglect and decided not to make a report, and the

reasons why. Professional and personal backgrounds were also collected. In the second year of study interviews were conducted in six states to determine the response of CPS to reports of child abuse. The mandated reporters indicated they were displeased with their interactions and correspondence with CPS, as reported previously, because of their perception that CPS effectiveness was declining due to a lack of resources and increased reports of child abuse.

Besharov (1990) reports that surveyed professionals failed to report almost 40% of the sexually abused children they saw, and they did not report nearly 30% of fatal or serious physical abuse cases. Also, they did not report almost 50% of moderate physical abuse cases. In addition, nearly 70% of serious or fatal physical neglect cases went unreported. Besharov (1990) gives a number of reasons for this underreporting including the failure of the reporter to be aware of the danger that the child might be in, and the reporters' lack of knowledge of protective procedures available for the child.

Tilden et al. (1994) sent 2100 questionnaires to dentists, dental hygienists, doctors, nurses, psychologists, and social workers to explore factors, such as gender and training that were likely to influence the

clinician's assessment and management of abuse victims. Surprisingly, 33% of the respondents reported no education in child abuse, spousal abuse, and elder abuse, with dentists and dental hygienists reporting the least amount of such education.

Deisz, Doueck, George, and Levine (1996) interviewed twenty-nine therapists and twenty child protection workers regarding their experiences with mandated reporting, including each of those group's understanding of the requirements of the law, the nature of appropriate reports, and the process designed to protect children and help families. The results indicated wide-spread disagreement between the groups concerning the groups' understanding of their functions.

Kaufman and Raymond (1996) sent a state-wide survey to 452 adults to determine their knowledge and attitudes toward the social work profession. Included in the survey, were background questions and whether the respondent had used social work services. In addition, the survey consisted of four statements to measure the attitudes of those surveyed toward social workers. The overall findings indicated that the respondents held somewhat negative attitudes toward social workers. Their study asked the respondents about their attitudes toward CPS but did not

inquire as to the respondents' reasons for those attitudes. /

Compann and Doueck (1997) conducted a survey of 472 mandated reporters in a Western New York County. The survey consisted of 42 questions. Of the 472 respondents, 28.2% indicated that they had never filed a report of suspected child maltreatment. In addition, those respondents that had no reporting experiences, indicated that they did not do so because they mistrusted the system.

King and Reese (1998) sent a questionnaire to pediatricians, M. S. W.s, and physician's assistants. Sociodemographic and professional questions were asked concerning the respondent's age, gender, parental status, professional discipline, practice setting, age of their clients, and professional training, including the length of time spent in training on identifying child maltreatment and the amount of training received. Those surveyed were asked to respond on a five-point scale from strongly disagree to strongly agree concerning the statement that CPS in the community adequately protects children who have been maltreated. Those surveyed were also asked to indicate how often they received feedback on cases they reported to CPS.

King and Reese (1998) found that those mandated professionals who strongly believed that reporting may produce more harm than good for the child had much lower reporting rates than those who did not strongly believe that reporting could produce more harm. Similarly, there was a lower reporting rate for those mandated professionals who indicated that they had never received feedback from CPS concerning a reported case of child maltreatment.

Ashton (1998) surveyed 86 graduate social work students concerning their attitudes about the seriousness of problematic behavior presented in 12 vignettes. The behavior presented in each of the vignettes was serious enough to warrant reporting, but the results of the survey indicated that the respondents were unsure about their legal duties to report suspected maltreatment.

School Educators

Turbett and O'Toole (1993) in their survey of 35 teachers report that ethnic or socioeconomic status have little or no relationship to teacher's recognition and reporting of child abuse. In addition, a number of other studies indicate that a teacher's reporting of child abuse can be influenced by the teacher's perceptions of CPS

Tite (1993) in a survey of women teachers and educators in Ontario, Canada found that the reporting by the teachers was influenced by the teacher's perception that some cases could be more effectively handled by the school without the intervention of CPS. Similarly, Crenshaw, Crenshaw, and Lichtenberg (1995) report that the rate of reporting of educators was influenced by their perceptions by CPS. O'Toole, Webster, O'Toole, and Lucal (1999) report that teachers with favorable attitudes towards CPS reported more abuse. Palmer, McCorkle, Durbin, and O'Neili report that only one of the teachers they surveyed indicated that they had contacted CPS when a child evidenced suspected abuse. Abrahams, Casey, and Daro (1992) also report that only 23% of the surveyed teachers reported cases of suspected abuse directly to CPS.

The findings in the above reports of the teachers' attitudes and interactions/correspondence with CPS were disclosed as part of overall surveys to determine the reporting practices of the surveyed educators. There were no surveys which directly inquired about the educators' opinions toward CPS and whether those opinions influenced their reporting practices. Many of the surveys contained vignettes of potential child abuse situations and the educators were asked to indicate if they would report the

incident. This study questioned teachers about their opinions about CPS and their reporting histories of suspected child abuse.

Summary

The literature important to this project was presented in Chapter Two. There appears to have been no surveys which questioned educators about their opinions about CPS or about their opinions of the efficacy of reporting suspected child abuse to CPS. Unfortunately, the literature reviewed only identified a few specific questions in the surveys discussed.

CHAPTER THREE

METHODS

Introduction

This chapter will address the methodology of the study, including study design, sampling, data collection and instruments. This chapter will also address the procedures by which the data was gathered and how the data was analyzed.

Study Design

This study examined the opinions of public elementary school educators in Western Riverside County, California about Child Protective Services (CPS). In addition, this study investigated whether their opinions influenced their history and likelihood of reporting to CPS suspected child abuse and neglect cases.

A quantitative, non-standardized, group-administered survey was used to determine the opinions of those elementary school educators in Western Riverside County. A non-standardized measuring instrument was utilized because there was no standardized measuring instrument found to date that addressed the issues of concern for this study. However, previous research indicates that many of the opinions concerning CPS have appeared as responses by

persons other than educators concerning their attitudes about CPS, or their specific beliefs were not surveyed by way of standardized questionnaire. For example, Tite (1993) noted some of the opinions of those surveyed about CPS were elicited during face-to-face interviews with the respondents.

It was discovered that each school district in Western Riverside County had an administrator who was in charge of evaluating requests to conduct research. The superintendent of each school district in Western Riverside County was mailed a letter explaining the purpose of the study and requesting permission to conduct research at the elementary schools in the school district. The request included a copy of the survey for data collection. The superintendent would either respond to the request or submit the request to the appropriate school district administrator. Two school districts in Western Riverside County required an application to be completed. One of the two school districts indicated in writing that the request to conduct research was denied due to school testing. The other school district, Moreno Valley Unified School District, granted permission to seek approval from the elementary school principals. All twenty elementary school principals in this district were contacted,

however, all twenty principals declined or did not respond.

Three school districts participated in the study, they included Jurupa Unified School District, Lake Elsinore Unified School District, and Menifee Union School District. Each of the participating districts had their own procedure by which the surveys could be distributed to educators. The Assistant Superintendent of Lake Elsinore School District invited the researcher to attend a meeting of elementary school principals. During this meeting, the principals were invited to participate in the study and could indicate the granting of participation for their school by mailing a consent letter to the researcher. Once the researcher received the consent letters, the principals of the elementary schools were contacted and arrangement for survey distribution and the educators' school mailboxes was determined. The educators were requested in writing to return the surveys to a labeled box in the staff lounge in two weeks. The label on the box stated name of the study and the date the surveys were to be collected.

The Superintendent from Menifee Union School District indicated his approval in writing providing that the individual schools had agreed to participate in the study.

Three elementary school principals requested that the researcher attend staff meetings. The surveys were distributed to the educators' mailboxes. The educators were requested to return the surveys in two weeks to the labeled box in the staff lounge. The label on the box stated name of the study and the date the surveys were to be collected.

The researcher contacted the Jurupa Unified School District Director of Administrative Services and requested permission to conduct research at the elementary schools in this district. The Director of Administrative Services presented the request to the Superintendent of Jurupa Unified School District. The Superintendent informed the Director of Administrative Services that the elementary school principals could be individually contacted and invited to participate in the study. The Director of Administrative Services contacted elementary school principals in the district. The principal of Pedley Elementary School agreed to participate in the study. The principal indicated that the researcher could select the method of distribution. The researcher elected to attend a staff meeting. At the staff meeting, the researcher was invited to distribute the surveys to the educators present and the remaining surveys were placed in the mailboxes of

the educators who were absent from the meeting. The educators were requested to return the survey in two weeks to the labeled box in the staff lounge. The box indicated the name of the study and the date the surveys were to be collected.

There are several limitations of this study. Twelve school districts in Western Riverside County were contacted. Out of the twelve school districts, three school districts participated in this study. Although the school district superintendent or administrator granted permission to approach the elementary school principals, not all principals elected to participate. In addition, the number of completed surveys may have been influenced by the researcher's presence at the staff meetings. Respondents may react subjectively to the personality of the researcher rather than the content of the survey. However, when the surveys were distributed directly to the educators' mailboxes and not discussed at a staff meeting, there was no opportunity to clarify verbally the location where the surveys could be returned.

Sampling

This study involved purposive sampling. All respondents were mandated reporting educators in public

elementary schools of Western Riverside County. A sample size of 150 to 400 was desired. A total of twelve elementary schools participated in the study. Out of 532 surveys distributed, 196 were completed and returned.

Every participant surveyed was a mandated reporter. The surveys are as valid as the truthfulness and accuracy of the educators' responses. The limitations of this approach included socially desirable responses; the educators may not feel that the alternatives provided were appropriate to their answers; and because the respondents are mandated reporters, the information any educator might give or withhold from CPS can only be inferred from their beliefs.

It was hoped that school administrators would be supportive of this survey because questions in the survey would assist them in evaluating the child abuse training of the educators in their schools. The surveys did not identify the specific respondent, only the school where the respondent was employed. No surveys were distributed and completed at any school without prior approval from the principal and administration of that school and the administration of the school district.

Data Collection and Instruments

The survey included both open and closed-ended questions. Demographic data appeared at the beginning of the survey. Demographic data included variables of ethnicity, highest level of education, total number of children in family, total number of years as educator, and the grade the educator currently teaches were obtained with open-ended questions. Demographic data on the variables of gender, age, present marital status were obtained with closed-ended questions. Closed-ended questions, concerning the respondents' knowledge of CPS and the respondents' involvement with CPS were included in the survey. Other questions, using a Likert-type scale, assessed the respondents' opinions about CPS activities. The survey also included open-ended questions about the following: the number of hours in child abuse education received, the number of suspected child abuse reports made to a superior or an agency other than CPS, and the number of suspected child abuse reports made to CPS. The proposed survey is attached as appendix (A).

The independent variables of the survey included the respondents' beliefs about CPS and the dependant variable was the respondents history of reporting to CPS. The survey was created based on responses to similar surveys

in other research articles. The survey was pre-tested by submitting it to 12 individuals of diverse ethnicity, age, gender, occupation, and education, and included school administrators, educators, and CPS personnel. Twenty-two individuals pre-tested the survey. Based on the suggestions of respondents who chose to remain anonymous, two questions were eliminated and five questions were rewritten. The revised survey was presented by 10 individuals. Both pretests were completed before February 2002. The strength of the survey instrument was that it encouraged or promoted disclosure of the respondents' opinions about CPS and mandated reporting. As noted above, the information respondents provide to or withhold from CPS can only be inferred.

The appropriate type of statistical analysis to use is directed by determination of a variable's level of measurement. Variables such as gender, ethnicity, and marital status are a nominal level of measurement. Variables on the survey that are at the ordinal level of measurement are the questions that required the respondent to select from the following: 5 strongly agree, 4 agree, 3 undecided, 2 disagree, and 1 strongly disagree.

Pre-testing of the survey evaluated the survey for content validity and face validity, that is, does the

survey adequately measure the beliefs of educators toward CPS. The survey was evaluated for criterion validity, that is, does the respondents' responses to the questions about their beliefs about CPS predict their probable behavior in reporting suspected child abuse to CPS. The survey was evaluated for construct validity, that is, can the responses of the survey serve to predict the respondents' reporting to CPS.

Procedures

The evaluating and pre-testing of the original measuring instrument was completed by the researcher with personal debriefing of each of the persons who performed the pre-testing. The pre-testing of the original measuring instrument was completed before January 10, 2002. The pre-testing of the modified measuring instrument was completed before February 4, 2002.

The survey was administered to three school districts within Western Riverside County. Menifee Union School District invited the researcher to attend elementary schools' staff meetings. The surveys were distributed to the educators' school mailboxes. Educators were encouraged to return the surveys by a given date to a labeled box in the staff lounge. The second school district, Lake

Elsinore School District, requested the surveys to be distributed to the educators' school mailboxes. Educators were also encouraged to return the surveys by a given date to a labeled box in the staff lounge. Jurupa Unified School District, the final school district surveyed, requested the researcher to attend a staff meeting and distribute the surveys to the educators during the meeting. Educators were encouraged to return surveys by a pre-determined date to a labeled box in the staff lounge.

Each survey was given a code to identify the school where it was submitted. The surveys were delivered in manila envelopes. The informed consent form stated that the study was voluntary and if the educator did not wish to participate in the survey, the educator could return the survey to the manila envelope without consequence. The informed consent form was not signed, but required a check mark and the date to be valid. If a survey was returned without a completed informed consent form, the survey was not used for data analysis. The debriefing form was provided to all participants and not returned with the completed surveys.

The researcher collected the completed surveys two weeks after the surveys were distributed. The data collection was completed by February 25, 2002.

Protection of Human Subjects

All surveys were confidential and anonymous. Study participants were asked to mark informed consent forms before they voluntarily participated in the study. The respondents were informed that they did not have to participate in the study and that they were free to withdraw their consent to participate or discontinue participation at any time (See Appendix B). Survey procedures were designed to ensure that the respondents' answers are individual and private. In compliance with the regulations of the Institutional Review Board (IRB), California State University, San Bernardino, the researcher will maintain copies of the informed consent forms and data for a minimum of three years. The participants were given debriefing statements with the names of the researcher and the advisor with a phone number to contact either person in the event they had any questions concerning the study.

Child abuse is a sensitive topic. However, in order to assess whether personal experiences with child abuse influenced respondents' beliefs about CPS, the survey had seven closed-ended questions concerning whether the respondents were victims of child abuse or had ever been accused of suspected child abuse. The informed consent

emphasized that if the respondent felt uncomfortable at anytime that they could withdraw from the study without consequence. In addition, the respondents were given the telephone numbers of counseling agencies, should the survey evoke reactions in them that needed to be addressed (See Appendix C).

Data Analysis

Univariate analysis of the data collected was performed to assess significance of findings. In order to locate missing data, a frequency distribution was completed. In addition, a cross-tabulation table was created for several hypothetical statements. For instance, a table will show the joint frequency distribution of total number of hours in child abuse education and the number of suspected child abuse reports made to superiors or to an agency other than CPS.

Summary

The survey will provide information on the beliefs of educators about CPS and about mandated reporting of child abuse. The data collected will be analyzed to determine whether these beliefs of the educators will influence their frequency of reporting to CPS. Both CPS and the school administrators will be able to utilize the findings

to improve communication and services between CPS and the schools.

CHAPTER FOUR

RESULTS

Introduction

Of the 532 surveys distributed to elementary school educators, 196 educators voluntarily completed the questionnaire yielding a 36.8% response rate. The data collected from the questionnaires was analyzed through the use of the computer program "Statistical Program for the Social Sciences" (SPSS 10.0).

Univariate analysis was performed for each variable within the study. Frequencies of the data were calculated to determine mean, mode, and median. The following categories were collapsed as follows. Ages were categorized as 18 to 35, 36 to 55, and 56 to 70. The Likert-scale type questions were originally categorized as strongly agree, agree, undecided, disagree, and strongly disagree. The categories were collapsed as follows: strongly agree/agree, undecided, and disagree/strongly disagree.

The survey included open-ended questions about the following: ethnicity, number of children in the educators' family, highest level of education, total number of years as an educator, grade level taught by educator, the number

of hours in child abuse education received, the number of suspected child abuse reports made to a superior or an agency other than CPS, and the number of suspected child abuse reports made to CPS. For the purposes of data analysis, categories were created from the range of responses received. The number of children the participants had included categories zero or none, 1 to 3, and 4 to 7. The participants' highest level of education was categorized as Bachelor's degree, some amount of graduate school, Master's degree, or doctorate. The number of years employed as an educator was defined as: 1 to 5, 6 to 10, 11 to 20, 21 to 30, and 31 to 40. The participant's current level of elementary school teaching was classified as administration, grades first through third, grades fourth through sixth, grades Kindergarten or Headstart, a combination of grades, and a final category of special day class. The total number of hours in child abuse education received by the participants was categorized as zero or none, 1 to 10 hours, 11 to 20 hours, and 21 to 120 hours. The number of suspected child abuse reports made by the participants to a superior or to an agency other than Child Protective Services (CPS.) was categorized as zero or none, 1 to 4, and 5 to 8. The number of suspected child abuse reports made to CPS noted by the participants were

collapsed as follows: zero or none, "several or too many to count", 1 to 7, and 8 to 100. The label of "several or too many to count" was created from the exact words used by participants in their responses.

Of 196 respondents, 9.2% (n = 18) respondents worked for Jurupa Unified School District, 74.5% (n = 146) respondents worked for Lake Elsinore Unified School District, and 16.3% (n = 32) respondents worked for Menifee Union School District. Approximately 9.7% (n = 19) of the respondents were male and 90.3% (n = 177) of the respondents were female. The age of the respondents ranged from 18 to 70, with 63.3% (n = 124) of the largest number of respondents between the ages of 36 to 55. Of 196 participants, 184 noted ethnicities. One hundred and sixty-one or 82.1% of the respondents were Caucasian, 6.1% (n = 12) of the respondents were Hispanic, .5% (n = 1) were African-American, .5% (n = 1) were Native American, and 1.5% (n = 3) were Asian or Pacific Islander, and 3.1% (n = 6) were biracial. Of the 196 respondents, 73.5% (n = 144) of the respondents were married, 11.7% (n = 23) were divorced, 11.2% (n = 22) reported they had never been married, 2.6% (n = 5) reported they were widowed, and 1.0% (n = 2) reported they were separated. Of 196 participants, 192 noted the number of children in their family. One

hundred and twenty-nine or 65.8% of the respondents had one to three children, 18.9% (n = 37) reported having no children, and 13.3% (n = 26) reported having four to seven children.

Respondents highest level of education, number of years as an educator, and grade currently taught was examined. One respondent did not indicate his or her highest level of education. Of a possible 196 participants, 195 respondents noted the following: 66.3% (n = 130) reported having Master's degrees, while 15.8% (n = 31) indicated they had some graduate school, 15.8% (n = 31) reported having a Bachelor's degree, and only 1.5% (n = 3) of the respondents reported achieving a Ph.D. or doctorate. The number of years in education ranged from one year to thirty-nine years. Of 196 participants, 194 noted the number of years in education. The largest percentage of respondents, 30.6% (n = 60), reported having been educators for eleven to twenty years. Forty-five or 23.0% of respondents indicated that they had been educators for one to five years, while 26.5% (n = 52) of the respondents reported six to ten years. Twenty-nine or 14.8% of respondents were educators for twenty-one to thirty years and 4.1% (n = 8) were educators for thirty-one to forty years.

Of 196 participants, 191 noted the following: 45.9% (n = 90) of the respondents taught first through third grade, 20.4% (n = 40) taught fourth through sixth, 13.3% (n = 26) indicated they taught Kindergarten or Headstart, and 8.2% (n = 16) reported that they taught a combination of two grade levels. Findings also indicated that 5.6% (n = 11) of the respondents taught special day classes, and 4.1% (n = 8) of the respondents were administrators.

Presentation of the Findings

Of 196 participants, 194 noted their familiarity with CPS. One hundred and ninety or 96.9% (n = 190) respondents reported familiarity with CPS. All of the respondents reported awareness of their obligation to report suspected child abuse. Of 196 participants, 194 noted the following: 87.8% (n = 172) agreed that educators should be mandated to report suspected child abuse, while twenty-two or 11.3% disagreed or were undecided. The educators reported a wide range of hours in child abuse education, ranging from 0 hours to 120 hours. Of 196 participants, 149 noted the total number of hours in child abuse education. Twenty-two or 11.2% of respondents reported receiving 0 hours of child abuse education. The largest percentage, 49.5% (n = 97), reported receiving 1 to 10 hours of child abuse

education. In addition, 8.7% (n = 17) of the respondents reported receiving eleven to twenty hours of child abuse education, while 6.6% (n = 13) indicated 21 to 120 hours of child abuse education. Of 196 participants, 191 noted the adequacy of their training. Fifty-two or 26.5% of respondents felt they had not been adequately trained in responding to child abuse. In addition, 20.9% (n = 41) of the respondents were undecided about the adequacy of their training. Findings indicated that 50.0% (n = 98) felt they had been adequately trained in responding to child abuse.

The adequacy of the child abuse training received by the respondents was further indicated in the responses to questions about reporting procedures. Notably, respondents were unfamiliar with the child abuse reporting laws and legalities. Of 196 participants, 195 noted the following: 24% (n = 47) of respondents were undecided or believed that physical evidence of child abuse should be present before suspected child abuse is reported. Of a possible 196, 193 noted the following: thirty-seven or 18.9% of respondents were undecided or believed that they could be sued by a parent for reporting child abuse. Of 196 respondents, 24.5% (n = 48) were undecided or disagreed that suspected child abuse should be reported if the investigation would promote self-blaming for the child

victim. Of 196 participants, 194 noted the following: seventy-nine or 40.3% of the respondents were undecided or agreed reporting suspected child abuse would harm the child's relationship with his or her family. Of 196 respondents, 14.3% (n = 28) of the respondents were undecided or disagreed that suspected child abuse should be reported even if the child was the only person reporting the abuse.

Opinions regarding the quality of services delivered by CPS were examined to first assess their opinions about service delivery and secondly to assess whether the respondents' negative opinions regarding service delivery impacted under-reporting. Of 196 respondents, 73.5% (n = 144) of respondents were undecided or disagreed that CPS timely responded to reports of suspected child abuse. Of 196 participants, (195 which responded) one hundred and fifty-nine or 81.1% of the respondents were undecided or disagreed that CPS appropriately handles reports of suspected child abuse. Of 196 participants, (195 which responded) one hundred and forty-nine or 76.1% respondents were undecided or agreed that CPS receives too many reports to properly investigate all of them.

Respondents were asked to indicate the role educators had in reporting suspected child abuse. Of 196

participants, of which 195 responded, thirty-two or 16.4% respondents indicated that they were unclear about or unaware of their school's procedures for reporting suspected child abuse. Of 196 participants, 193 respondents noted the following: one hundred and seventy-four or 88.8% (n = 174) of respondents indicated that their school administration would support them if they made a suspected child abuse report. Of the 196 respondents, 39.8% (n = 78) agreed or were undecided that the school system was more capable than CPS at handling child abuse incidents.

Respondents were asked if they had ever made a suspected child abuse report to CPS and listed the number of reports made. Of 196 participants, 193 respondents noted the following: seventy-three or 37.2% of the respondents had never made a suspected child abuse report to CPS. Of a possible 196, 125 respondents noted the following: one hundred and seven or 54.6% indicated having made one to seven suspected child abuse reports to CPS. After respondents were requested to list the number of suspected child abuse reports made to CPS, respondents were asked if CPS properly investigated those suspected child abuse reports made to CPS by the respondent. Of 196 participants, 127 respondents noted the following:

seventy-nine or 40.3% respondents disagreed that CPS properly investigated the suspected child abuse reports.

Bivariate analysis was performed for the number of suspected child abuse reports made to CPS and questions about reporting procedures. Cross-tabulation results indicated that of 196 participants, 117 respondents noted the following: respondents who made one to seven suspected child abuse reports, 6% (n = 7) were undecided or agreed as to whether the role of CPS was to permanently remove an abused child from that child's family. Cross-tabulation results indicated that of 196 participants, 117 respondents noted the following: forty-one or 35% of respondents agreed or were undecided as to whether reporting suspected child abuse would harm the child's relationship with his or her family. Further cross-tabulation results indicated that of 196 participants, 117 respondents noted the following: twenty-five or 21.4% of respondents who made one to seven suspected child abuse reports disagreed or were undecided as to whether suspected child abuse should be reported even if the investigation would promote self-blaming for the child. Of 196 participants, 117 respondents reported the following: sixteen or 13.7% of respondents disagreed or were undecided as to whether suspected child abuse

should be reported even if the child is the only person reporting.

Bivariate analysis was performed to assess whether the respondents' opinions about CPS influenced or impacted their level of reporting. Of 196 participants, 117 respondents indicated the following: seventy-two or 61.5% of respondents who made one to seven suspected child abuse reports disagreed or were undecided as to whether CPS timely responded to reports of suspected child abuse. Of 196 participants, 116 respondents indicated the following: eighty-five or 73.3% of respondents who made one to seven suspected child abuse reports, disagreed or were undecided as to the level of appropriateness. Of 196 participants, 116 respondents noted the following: eighty or 69% of respondents who made one to seven suspected child abuse reports to CPS agreed or were undecided as to whether CPS receives too many reports of child abuse to properly investigate all of them. Findings also indicated that six or 5.1% of respondents who made eight to one hundred suspected child abuse reports to CPS agreed or were undecided. The findings indicated that low levels of reporting occurred when respondents disagreed or were undecided as to whether CPS timely responded to reports and appropriately handled reports of child abuse.

Findings indicated that there were respondents with various levels of reporting who agreed or were undecided as to whether CPS received too many reports of child abuse to properly investigate them all.

Bivariate analysis was performed to assess whether educators' opinions about CPS influenced their reliance on their school system to better assess child abuse incidence. Of the 196 participants, 195 respondents indicated the following: nine or 4.6% respondents agreed that the school system is better than CPS in handling child abuse incidents and CPS receives too many reports of child abuse to properly investigate all of them. Three or 1.5% respondents agreed that the school system was better than CPS in handling child abuse incidents but were undecided as to whether CPS receives too many reports. Twenty or 10.3% respondents were uncertain about whether or not the school system was better than CPS in handling child abuse incidents. However, these twenty respondents agreed that CPS receives too many reports of child abuse to properly investigate all of them. Thirty-two or 16.4% respondents indicated they were undecided about both statements.

Bivariate analysis was performed to assess whether the total number of hours in child abuse education

influenced the respondents' knowledge of reporting procedures. Of 149 respondents, 12.1% (n = 18) respondents with one to ten hours of child abuse education felt unaware or undecided about their awareness concerning their school's procedures for reporting suspected child abuse. Findings indicated that seven or 4.7% of respondents with zero or no hours in child abuse education felt unaware or undecided about their awareness concerning their school's procedures for reporting suspected child abuse. The findings indicated that respondents who received fewer than 10 hours of child abuse education were more likely to be unaware or unclear about their school's procedures for reporting suspected child abuse.

Of 196 participants, 149 respondents indicated the following: twenty-four or 16.1% of respondents with one to ten hours in child abuse education agreed or were undecided that physical evidence of child abuse should be present before a suspected child abuse report is made. Findings indicated that eight or 5.4% respondents with zero or no hours of child abuse education agreed or were undecided that physical evidence of child abuse should be present before a suspected child abuse report is made. It is interesting to note that four or 2.6% of respondents with eleven to one hundred and twenty hours of child abuse

education felt that physical evidence of child abuse should be present before a report is made. Thirty-two or 21.5% of the respondents who received zero to ten hours of child abuse education agreed or were undecided as to whether physical evidence was required to report while a smaller percentage, four or 2.6% of those receiving more than eleven hours of child abuse education felt similar.

Of 196 participants, 147 respondents noted the following: twenty or 13.6% of respondents with zero to ten hours in child abuse education agreed or were undecided as to whether they could be sued by a parent for reporting child abuse. Surprisingly, six or 4% with eleven to one hundred and twenty hours in child abuse education agreed or were undecided as to whether they could be sued. There appears to be a trend between low levels of child abuse education and an understanding of mandated reporting laws and protections.

Of 196 participants, 148 respondents indicated the following: thirteen or 8.7% of respondents with zero to ten hours in child abuse education disagreed or were undecided that educators should be mandated reporters. It is interesting to note that three or 2.1% respondents who had eleven to one hundred and twenty hours in child abuse education disagreed or were undecided that educators

should be mandated to report child abuse. Thirteen or 8.7% of respondents with fewer than eleven hours of child abuse education were undecided or agreed that elementary school educators should not be mandated reporters.

Of 196 participants, 149 respondents noted the following: thirty-one or 20.8% of respondents with zero to ten hours in child abuse education disagreed or were undecided that suspected child abuse should be reported even if the investigation would promote self-blaming in the child. Nine or 6.1% of respondents with eleven to one hundred and twenty hours in child abuse education disagreed or were undecided as to whether suspected child abuse should be reported even if the investigation would promote self-blaming in the child. Thirty-one or 20.8% of the respondents who received zero to ten hours of child abuse education disagreed or were undecided as to whether suspected child abuse should be reported even if the investigation would promote self-blaming in the child. It is interesting to note that a smaller percentage, nine or 6.1% of respondents receiving more than eleven hours of child abuse training felt similar.

Of 196 participants, 149 respondents indicated the following: twenty or 13.4% of respondents with zero to ten hours in child abuse education disagreed or were undecided

that suspected child abuse should be reported even if the child is the only person reporting the abuse. Findings indicated that three or 2% respondents with eleven to one hundred and twenty hours in child abuse education disagree or were undecided that suspected child abuse should be reported. Regardless of child abuse education hours, twenty-three or 15.4% of the respondents were undecided or disagreed that suspected child abuse should be reported if the child was the sole reporter.

Bivariate analysis was performed to assess whether the total number of hours in child abuse education influenced their opinions about CPS. Of the 196 participants, 149 respondents noted the following: eleven or 7.3% of respondents with zero to ten hours in child abuse education agreed or felt undecided as to whether the role of CPS is to permanently remove an abused child from that child's family.

Of 196 participants, 149 respondents indicated the following: eighty-seven or 58.4% of respondents with zero to ten hours in child abuse education disagreed or were undecided that CPS timely responds to reports of suspected child abuse. Twelve or 8.1% of respondents with eleven to twenty hours in child abuse education disagreed or were undecided. In addition, twelve or 8% of respondents with

twenty-one to one hundred and twenty hours in child abuse education disagreed or were undecided that CPS timely responds to reports of suspected child abuse. Overall, ninety-nine or 66.5% of respondents who received fewer than twenty-one hours of child abuse education were undecided or disagreed that CPS responds in a timely manner to suspected child abuse cases.

Of 196 participants, 148 respondents indicated the following: ninety-six or 63.9% of respondents with zero to ten hours of child abuse education disagreed or were undecided that CPS appropriately handles reports of child abuse. Findings indicated that thirteen or 8.8% of respondents with eleven to twenty hours of child abuse education disagreed or were undecided. Nonetheless, twelve or 8.1% respondents with twenty-one to one hundred and twenty hours of child abuse education disagreed or were undecided that CPS appropriately handles reports of child abuse. Regardless of the number of child abuse hours, nearly 82%(n = 121) of the 148 respondents were undecided or disagreed as to whether CPS appropriately handles reports of child abuse.

Of 196 participants, 149 respondents noted the following: fifty-five or 36.9% of respondents with zero to twenty hours in child abuse education agreed or were

undecided that the school system is better than CPS in handling child abuse incidents. Four or 2.7% of respondents with twenty-one to one hundred and twenty hours in child abuse education agreed or were undecided that the school system is better than CPS. The findings indicated that respondents who received fewer than twenty-one hours of child abuse education were more likely to agree or feel undecided as to whether the school system is better than CPS in handling child abuse incidents.

Of 196 participants, 149 respondents noted the following: ninety or 60.3% of respondents with zero to ten hours in child abuse education agreed or were undecided that CPS receives too many reports of child abuse to properly investigate all of them. Respondents with higher number of hours in child abuse education indicated they agreed or were undecided. Twenty-four or 16.1% of respondents with eleven to one hundred and twenty hours of child abuse education were undecided or agreed. Overall, regardless of child abuse education hours, 76.4% (n = 114) of the respondents agree or were undecided as to whether CPS receives too many reports of child abuse to properly investigate all of them.

Summary

Significant percentages of the respondents reported negative opinions about CPS. Seventy-four or 37.8% of the respondents believed that CPS receives too many reports of child abuse to properly investigate all of them. Another 40.3% (n = 79) were of the opinion that CPS did not timely respond to reports of suspected child abuse and 39.3% (n = 77) responded that CPS did not appropriately handle reports of child abuse.

Such opinions about Child Protective Services, whether or not based on fact, could negatively impact the respondents level of reporting of suspected child abuse to CPS resulting in underreporting. It was hypothesized that educators with negative opinions about CPS would have lower total reporting histories than those with positive opinions about CPS. Therefore, at the present time there is insufficient data to support the hypothesis that the respondents' negative opinions about CPS resulted in lower reporting histories although trends were identified.

CHAPTER FIVE

DISCUSSION

Introduction

This study examined the opinions of public elementary school educators in Western Riverside County towards Child Protective Services (CPS). In addition, this study investigated whether their opinions influenced cooperation with CPS surrounding child abuse and neglect. It is important to understand this problem further because the opinions of elementary school educators about CPS may prevent the provision of accurate and current information on suspected child abuse cases. Without accurate and timely responses, Child Protective Services is unable to properly perform its functions, or coordinate its activities with community agencies involved in the protection of children. By first determining what opinions elementary school educators have about CPS and whether these opinions influence educators under-reporting or cooperating with CPS, then, hopefully, steps can be formulated to address these opinions.

Discussion

The conclusions extracted from the project follows.

1. It was hypothesized that educators with negative opinions about CPS would have lower total reporting histories than those with positive opinions about CPS.
2. At the present time there is insufficient data to support the hypothesis that the respondents' negative opinions about CPS resulted in lower reporting histories. Statistical significance was not present due to a small expected cell count.
3. Univariate analysis was performed for each variable within the study. Frequencies of the data were calculated to determine mean, mode, and median.
4. Univariate analysis of demographic data resulted in the following findings: of 196 participants, the majority of respondents, 74.5% (n = 146) worked for Lake Elsinore Unified School District. The majority of respondents, 90.3% (n = 177) were female. The age of the respondents ranged from 18 to 70, with 63.3% (n = 124) of the largest number of respondents

between the ages of 36 to 55. Of 196 participants, 184 respondents noted the following: the majority of respondents, 82.1% (n = 161) were Caucasian. The majority respondents, 73.5% (n = 144), were married. Of 196 participants, 192 respondents indicated the following: the majority of respondents, 65.8% (n = 129), had one to three children. Of 196 participants, 195 respondents reported the following: the largest percentage of respondents, 66.3% (n = 130) reported having Master's degrees. Of 196 participants, 194 respondents indicated the following: the largest percentage of respondents, 30.6% (n = 60), reported having been educators for eleven to twenty years. Of 196 participants, 191 respondents reported the following: findings indicated that the majority of respondents, 45.9% (n = 90), taught first through third grade.

5. Univariate analysis of the information about reporting suspected child abuse resulted in the following findings: over 96% (n = 190) of the respondents reported familiarity with Child

Protective Services. All of the respondents reported awareness of their obligation to report suspected child abuse. Of 196 participants, 194 noted the following: 87.8% (n = 172) agreed that educators should be mandated to report suspected child abuse, which twenty-two or 11.3% disagreed or were undecided. The educators reported a wide range of hours in child abuse education, ranging from zero hours to 120 hours. The largest percentage, 49.5% (n = 97), reported receiving 1 to 10 hours of child abuse education. Of 196 participants, 191 noted the adequacy of their training. Fifty-two or 26.5% of respondents felt they had not been adequately trained in responding to child abuse. In addition, 20.9% (n = 41) of the respondents were undecided about the adequacy of their training. Findings indicated that 50.0% (n = 98) felt they had been adequately trained in responding to child abuse.

6. The adequacy of the child abuse training received by the respondents is indicated in the responses to questions about reporting procedures. Notably, respondents were unfamiliar with the child abuse reporting laws

and legalities. Of 196 participants, 195 noted the following: forty-seven or 24% of respondents were undecided or believed that physical evidence of child abuse should be present before suspected child abuse is reported. Of a possible 196, 193 respondents noted the following:

thirty-seven or 18.9% of respondents were undecided or believed that they could be sued by a parent for reporting child abuse. Of 196 respondents, 24.5% (n = 48) were undecided or disagreed that suspected child abuse should be reported if the investigation would promote self-blaming for the child victim. Of 196 participants, 194 noted the following:

seventy-nine or 40.3% of the respondents were undecided or agreed reporting suspected child abuse would harm the child's relationship with his or her family. Of 196 respondents, 14.3% (n = 28) of the respondents were undecided or disagreed that suspected child abuse should be reported even if the child was the only person reporting the abuse.

7. Opinions regarding the quality of services delivered by CPS were examined to first assess

their opinions about service delivery and secondly to assess whether the respondents' negative opinions regarding service delivery impacted under-reporting. Of 196 respondents, 73.5% (n = 144) of respondents were undecided or disagreed that CPS timely responded to reports of suspected child abuse. Of 196 participants, 195 respondents noted the following: one hundred and fifty-nine or 81.1% of the respondents were undecided or disagreed that CPS appropriately handles reports of suspected child abuse. Of 196 participants, 195 respondents noted the following: one hundred and forty-nine or 76.1% respondents were undecided or agreed that CPS receives too many reports to properly investigate all of them.

8. Bivariate analysis was performed for the number of suspected child abuse reports made to CPS and questions about reporting procedures.

Cross-tabulation results indicated that of 196 participants, 117 respondents noted the following: respondents who made one to seven suspected child abuse reports, 6% (n = 7) were undecided or agreed as to whether the role of

CPS was to permanently remove an abused child from that child's family. Cross-tabulation results indicated that of 196 participants, 117 respondents noted the following: forty-one or 35% of respondents agreed or were undecided as to whether reporting suspected child abuse would harm the child's relationship with his or her family. Further cross-tabulation results indicated that of 196 participants, 117 noted the following: twenty-five or 21.4% of respondents who made one to seven suspected child abuse reports disagreed or were undecided as to whether suspected child abuse should be reported even if the investigation would promote self-blaming for the child. Of 196 participants, 117 respondents reported the following: sixteen or 13.7% of respondents disagreed or were undecided as to whether suspected child abuse should be reported even if the child is the only person reporting.

9. Bivariate analysis was performed to assess whether the respondents' opinions about CPS influenced or impacted their level of reporting. The findings indicated that low levels of

reporting occurred when respondents disagreed or were undecided as to whether CPS timely responded to reports and appropriately handled reports of child abuse. Findings indicated that there were respondents with various levels of reporting who agreed or were undecided as to whether CPS received too many reports of child abuse to properly investigate them all.

10. Bivariate analysis was performed to assess whether the total number of hours in child abuse education influenced the respondents' knowledge of reporting procedures. The findings indicated that respondents who received fewer than 10 hours of child abuse education were more likely to be unaware or unclear about their school procedures for reporting suspected child abuse.
11. Of 196 participants, 149 respondents indicated the following: thirty-two or 21.5% of the respondents who received zero to ten hours of child abuse education agreed or were undecided as to whether physical evidence was required to report while a smaller percentage, four or 2.6% of those receiving more than eleven hours of child abuse education felt similar.

12. There appears to be a trend between low levels of child abuse education and an understanding of mandated reporting laws and protections. Twenty or 13.6% of respondents with zero to ten hours in child abuse education agreed or were undecided as to whether they could be sued by a parent for reporting child abuse.
13. Thirteen or 8.7% of respondents with fewer than eleven hours of child abuse education were undecided or agreed that elementary school educators should not be mandated reporters.
14. Thirty-one or 20.8% of the 149 respondents who received zero to ten hours of child abuse education disagreed or were undecided as to whether suspected child abuse should be reported even if the investigation would promote self-blaming in the child. It is interesting to note that a smaller percentage, nine or 6.1% of respondents receiving more than eleven hours of child abuse training felt similar.
15. Regardless of child abuse education hours, 15.4% (n = 23) of the 149 respondents were undecided or disagreed that suspected child abuse should be reported if the child was the sole reporter.

16. Bivariate analysis was performed to assess whether the total number of hours in child abuse education influenced their opinions about CPS. Overall, 66.5% (n = 99) of 149 respondents who received fewer than twenty-one hours of child abuse education were undecided or disagreed that CPS responds in a timely manner to suspected child abuse cases.
17. Regardless of the number of child abuse hours, nearly 82% (n = 121) of the 148 respondents were undecided or were undecided that CPS appropriately handles reports of child abuse. The findings indicated that respondents who received fewer than twenty-one hours of child abuse education were more likely to agree or feel undecided as to whether the school system is better than CPS in handling child abuse incidents. Overall, regardless of child abuse education hours, 76.4% (n = 114) of the respondents agree or were undecided as to whether CPS receives too many reports of child abuse to properly investigate all of them.
18. Bivariate analysis was performed to assess whether the respondents' opinions about CPS

impacted their level of reporting. The findings indicated that low levels of reporting occurred when respondents disagreed or were undecided as to whether CPS timely responded to reports and appropriately handled reports of child abuse. Findings indicated that there were respondents with various levels of reporting who agreed or were undecided as to CPS receiving too many reports of child abuse to properly investigate them all.

19. Bivariate analysis was performed to assess whether educators' opinions about CPS influenced their reliance on their school system to better assess child abuse incidence. Twenty or 10.3% of respondents were uncertain about whether or not the school system was better than CPS in handling child abuse incidents. However, these twenty respondents agreed that CPS receives too many reports of child abuse to properly investigate all of them. Thirty-two or 16.4% of respondents indicated they were undecided about both statements.

Limitations

The following limitations apply to the project:

1. Twelve school districts in Western Riverside County were contacted. Of the twelve school districts, three school districts participated in this study. Although the school district superintendent or administrator granted permission to approach the elementary school principals, not all principals elected to participate, creating a smaller than desired sample size.
2. In addition, the number of completed surveys may have been influenced by the researcher's presence at the staff meetings. Respondents may have reacted subjectively to the personality of the researcher rather than the content of the survey, even though the researcher was not present during the distribution and gathering of the surveys.
3. However, when the surveys were distributed directly to the educators' mailboxes and introduced at a staff meeting, there was no opportunity to clarify verbally the location where the surveys could be returned.

4. The surveys are as valid as the truthfulness and accuracy of the educators' responses. The limitations of this approach included socially desirable responses; the educators may not feel that the alternatives provided were appropriate to their answers; and because the respondents are mandated reporters, the information any educator might give or withhold from CPS can only be inferred from their beliefs.

Recommendations for Social
Work Practice, Policy
and Research

Social workers and educators should be made aware that a percentage of educators have negative opinions about CPS which might impact the educators' reporting of suspected child abuse to CPS. In addition, educators should be made aware that they may encounter colleagues who may dissuade them from reporting suspected child abuse to CPS.

The social work profession should also be aware that a number of educators believe that they have been inadequately trained about child abuse and reporting procedures. School districts and Child Protective Services

can coordinate efforts to improve the training educators receive about child abuse and reporting procedures.

In addition, CPS may wish to investigate whether the number of case loads impact quality of service and service delivery. In addition, child welfare professionals can advocate for lower case loads to enable them to respond to suspected child abuse reports in a timely manner and the development of a public relations department or unit that is responsible for educating the community about the mission and purpose of CPS. The public relations department could also present in-services to mandated reporters. The human resources department could also make presentations to middle school students, high school students, and college students and encourage them to become child welfare professionals. This would help to meet the continual, high demand for social workers in the future. This would hopefully lower the caseload and allow more individual time for each case and client.

In addition to social work practice and policy recommendations, there are a number of recommendations for continued research on this subject. If a longer length of time was granted to complete the project, a larger sample size could be obtained by contacting two or three counties and comparing the educators' opinions about CPS in the

different counties. It would also be interesting to note any differences in the educators' opinions based on the socio-economic status of the school location. In addition, pre and posttests could be administered before and after an in-service training on child abuse, mandated reporting, and CPS.

Conclusions

It is hoped that this research project stimulates interest in this subject and encourage future research. In addition, it is hoped that this project promotes further education and support for mandated reporters who are reluctant to report child abuse concerns.

APPENDIX A
QUESTIONNAIRE

Questionnaire

Questions #1-8 ask you to provide information for statistical purposes.

1. Your gender
(Circle one number below)
 1. Male
 2. Female

2. Your age:
(Circle one number below)
 1. 18 to 25
 2. 26 to 35
 3. 36 to 45
 4. 46 to 55
 5. 56 to 65
 6. 65 to 70
 7. 71 Plus

3. Your ethnicity: (Write your ethnicity on the line below)

4. What is your present marital status?
(Circle one number below)
 1. Married
 2. Divorced
 3. Separated
 4. Widowed
 5. Never Married

5. Number of children in your family:
(Write the number of children you have on the line)

6. Your highest level of education:
(Write your highest level of education on line)

7. The total number of years you have been an educator:
(write the total number of years on line below)

8. What grade do you currently teach?
(Write the grade that you currently teach on the line below)

Questions #9-17 ask you for information about Child Protective Services (CPS) and child abuse

9. I am familiar with Child Protective Services (CPS) and its functions
(Circle one number below)
1. Yes
 2. No
10. I have had interactions with Child Protective Services (CPS)
(Circle one number below)
1. Yes
 2. No
11. Were you ever a victim of child abuse?
(Circle one number below)
1. Yes
 2. No

(If no, skip to Question 15)

12. What type of child abuse were you a victim of?
(Circle all numbers that apply)
1. Physical Abuse
 2. Sexual Abuse
 3. Neglect
 4. Emotional Abuse
13. Was your abuse ever reported?
(Circle one number below)
1. Yes
 2. No
 3. Do Not Know

14. Do you feel your abuse was properly investigated?
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree

Have you ever been reported for suspected child abuse?

(If No, skip to Question 18)

(Circle one number below)

- 1. Yes
- 2. No

15. Do you feel the report of your suspected child abuse was properly investigated?
- (Circle one number below.)
- 1. Yes
 - 2. No

16. Do you feel the report of your suspected child abuse was properly investigated?
- (Circle one number below.)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree

17. Was CPS involved in that investigation?
- (Circle one number below.)
- 1. Yes
 - 2. No
 - 3. Do Not Know

Questions #18-40 will asks you for information about reporting suspected child abuse

18. The total number of hours in child abuse education you have received:
(Write the total number of hours on the line below)

19. I have been adequately trained in responding to child abuse.
(Circle one number below)

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree

20. I am aware of my school's procedures for reporting suspected child abuse.

(Circle one number below)

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree

21. I believe that before I report suspected child abuse, physical evidence of child abuse should be present.

(Circle one number below)

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree

22. I can be sued by a parent for reporting suspected child abuse.

(Circle one number below)

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree

23. The role of CPS is to permanently remove an abused child from that child's family.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
24. CPS timely responds to reports of suspected child abuse.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
25. CPS appropriately handles reports of child abuse.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
26. The school system is better than CPS in handling child abuse incidents
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
27. CPS receives too many reports of child abuse to properly investigate all of them.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree

28. Have you ever reported suspected child abuse to your superiors or to an agency other than CPS?
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
29. How many reports of suspected child abuse have you made to your superiors or to an agency other than CPS?
(Write the number of suspected child abuse reports you have made on line below)
-
30. My reports of suspected child abuse were properly investigated.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
31. In my opinion, there is too much additional work in reporting suspected child abuse.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
32. Have you made a report of suspected child abuse to Child Protective Services (CPS)?
- 1. Yes
 - 2. No
- (If No, skip to Question 35)

33. How many reports of child abuse have you made to Child Protective Services (CPS)?
(Write the number of child abuse reports you have made to CPS on line below)
-
34. I feel CPS properly investigated the suspected child abuse reports I made to it.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
35. My school administrators would support me if I made a suspected child abuse report.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
36. As an educator, I have an obligation to report suspected child abuse.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
37. In my opinion, educators should be mandated to report suspected child abuse.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree

38. In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
39. In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree
40. In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse.
(Circle one number below)
- 5 Strongly Agree
 - 4 Agree
 - 3 Undecided
 - 2 Disagree
 - 1 Strongly Disagree

APPENDIX B
INFORMED CONSENT

Informed Consent

As part of my Master of Social Work Program at California State University, San Bernardino, I am seeking to investigate educators' opinions about Child Protective Services (C. P. S.) and educators responses toward suspected child abuse. This study has been approved by the Department of Social Work Sub-Committee of the C.S.U.S.B. Institutional Review Board. This project is supervised by Rachel Estrada, L. C. S. W., with guidance from Rosemary McCaslin, Ph.D., A.C.S.W., coordinator of M. S. W. Research. The university requires that you give your consent before participating in this study.

Your participation in this study is totally voluntary.

You are free to withdraw at any time during this study without penalty. When you complete the survey, you will receive a debriefing statement describing the study in my detail. In order to ensure the validity of the study, the researcher asks you not to discuss this study with other educators. Your responses are to be individualized and private. Please do not look at the responses of other participants to this survey.

Whether you participate in the survey or not, please return the survey in the manila envelope.

If you have any questions about the study, please feel free to contact Dr. Rosemary McCaslin, M. S. W. Research Coordinator, at (909) 880-5507.

By placing a check mark in the area below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here _____

Today's date: _____

APPENDIX C
DEBRIEFING STATEMENT

Debriefing Statement

The survey you have just completed was designed to investigate educators' opinions about Child Protective Services (CPS) and the reporting of child abuse.

This researcher is particularly interested in the opinions of educators about C. P. S. and the reporting of child abuse to see if there are any opinions that might negatively impact the information provided to CPS or the possible interactions of public school educators with CPS.

Thank you for your participation and for not discussing the contents of the survey with other educators in this school and in other schools. If you need to address any concerns after participation in this research study, please contact Help-line of Riverside, 24-hour, (909) 686-4357 and/or Riverside County Department of Mental Health, Crisis Outpatient and Referral, (909) 358-4705. If you have any questions about this survey, please feel free to contact Dr. Rosemary McCaslin, M. S. W. Research Coordinator at (909) 880-5507 or Rachel Estrada, L. C. S. W. at (909) 736-6660. The group results of this study will be available after June 15, 2002 in the Pfau Library at California State University, San Bernardino.

APPENDIX D
DEMOGRAPHICS FREQUENCY TABLES

Frequencies: Demographics

School Districts

SPSS Labels Defined

- 1 = Jurupa Unified School District**
- 2 = Lake Elsinore Unified School District**
- 3 = Menifee Union School District**

Statistics

School District

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 2.07 |
| Mode | | 2 |
| Std. Deviation | | .50 |
| Variance | | .25 |

School District

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------------|-----------|---------|---------------|--------------------|
| Valid Jurupa Unified School District | 18 | 9.2 | 9.2 | 9.2 |
| Lake Elsinore Unified School District | 146 | 74.5 | 74.5 | 83.7 |
| Menifee Union School District | 32 | 16.3 | 16.3 | 100.0 |
| Total | 196 | 100.0 | 100.0 | |

Frequencies: Demographics

Gender

SPSS Labels Defined

1 = Male

2 = Female

Statistics

GENDER

| | | |
|----------------|---------|----------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 1.90 |
| Mode | | 2 |
| Std. Deviation | | .30 |
| Variance | | 8.80E-02 |

GENDER

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 19 | 9.7 | 9.7 | 9.7 |
| | Female | 177 | 90.3 | 90.3 | 100.0 |
| | Total | 196 | 100.0 | 100.0 | |

Frequencies: Demographics

Age

SPSS Labels Defined

1.0 = 18 to 25

2.0 = 26 to 35

3.0 = 36 to 45

4.0 = 46 to 55

5.0 = 56 to 65

6.0 = 65 to 70

7.0 = 71 Plus

Statistics

AGE

| | | |
|----------------|---------|-------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 3.224 |
| Mode | | 3.0 |
| Std. Deviation | | .998 |
| Variance | | .995 |

AGE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 18 to 25 | 3 | 1.5 | 1.5 | 1.5 |
| 26 to 35 | 49 | 25.0 | 25.0 | 26.5 |
| 36 to 45 | 66 | 33.7 | 33.7 | 60.2 |
| 46 to 55 | 58 | 29.6 | 29.6 | 89.8 |
| 56 to 65 | 19 | 9.7 | 9.7 | 99.5 |
| 65 to 70 | 1 | .5 | .5 | 100.0 |
| Total | 196 | 100.0 | 100.0 | |

Frequencies: Demographics
Age Range---Age Category Collapsed
SPSS Labels Defined

- 1 = 18 to 25
26 to 35
- 2 = 36 to 45
46 to 55
- 3 = 56 to 65
66 to 70

Statistics

age range

| | | |
|----------------|---------|--------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 1.8367 |
| Mode | | 2.00 |
| Std. Deviation | | .5852 |
| Variance | | .3424 |

age range

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 52 | 26.5 | 26.5 | 26.5 |
| 2.00 | 124 | 63.3 | 63.3 | 89.8 |
| 3.00 | 20 | 10.2 | 10.2 | 100.0 |
| Total | 196 | 100.0 | 100.0 | |

Frequencies: Demographics

Ethnicity

SPSS Labels Defined

- 1 = African-American or Black
- 2 = Hispanic or Latino or Chicano
- 3 = Asian or Pacific Islander
- 4 = Caucasian
- 5 = Native American
- 6 = Biracial
- 7 = "European"
- 8 = "American"
- 9 = "Multicultural"
- 10 = "German"

Words in quotes are the exact words used by respondents

Statistics

| ETHNIC | | |
|----------------|---------|------|
| N | Valid | 184 |
| | Missing | 12 |
| Mean | | 4.04 |
| Mode | | 4 |
| Std. Deviation | | 1.04 |
| Variance | | 1.09 |

ETHNIC

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------------------|-----------|---------|---------------|--------------------|
| Valid | African-American or Black | 1 | .5 | .5 | .5 |
| | Hispanic or Latino or Chicano | 12 | 6.1 | 6.5 | 7.1 |
| | Asian or Pacific Islander | 3 | 1.5 | 1.6 | 8.7 |
| | Caucasian or Anglo or White | 156 | 79.6 | 84.8 | 93.5 |
| | Native American | 1 | .5 | .5 | 94.0 |
| | Biracial | 5 | 2.6 | 2.7 | 96.7 |
| | European | 1 | .5 | .5 | 97.3 |
| | American | 3 | 1.5 | 1.6 | 98.9 |
| | multicultural | 1 | .5 | .5 | 99.5 |
| | German | 1 | .5 | .5 | 100.0 |
| | Total | 184 | 93.9 | 100.0 | |
| Missing | System | 12 | 6.1 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics
Range of Ethnicity: Collapsed Categories
SPSS Labels Defined

- 1 = African-American or Black
- 2 = Hispanic or Latino or Chicano
- 3 = Asian or Pacific Islander
- 4 = Caucasian or Anglo or White
or European or American or German
- 5 = Native American
- 6 = Biracial or multicultural

Statistics

range of ethnicity

| | | |
|----------------|---------|--------|
| N | Valid | 184 |
| | Missing | 12 |
| Mean | | 3.9076 |
| Mode | | 4.00 |
| Std. Deviation | | .6752 |
| Variance | | .4559 |

range of ethnicity

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 1 | .5 | .5 | .5 |
| | 2.00 | 12 | 6.1 | 6.5 | 7.1 |
| | 3.00 | 3 | 1.5 | 1.6 | 8.7 |
| | 4.00 | 161 | 82.1 | 87.5 | 96.2 |
| | 5.00 | 1 | .5 | .5 | 96.7 |
| | 6.00 | 6 | 3.1 | 3.3 | 100.0 |
| | Total | 184 | 93.9 | 100.0 | |
| Missing | System | 12 | 6.1 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics

Present Marital Status

SPSS Labels Defined

- 1 = Married
- 2 = Divorced
- 3 = Never Married
- 4 = Separated
- 5 = Widowed

Statistics

MARITAL

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 1.66 |
| Mode | | 1 |
| Std. Deviation | | 1.32 |
| Variance | | 1.75 |

MARITAL

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | Married | 144 | 73.5 | 73.5 | 73.5 |
| | Divorced | 23 | 11.7 | 11.7 | 85.2 |
| | Separated | 2 | 1.0 | 1.0 | 86.2 |
| | Widowed | 5 | 2.6 | 2.6 | 88.8 |
| | Never Married | 22 | 11.2 | 11.2 | 100.0 |
| | Total | 196 | 100.0 | 100.0 | |

Frequencies: Demographics
Number of children in family
SPSS Labels Defined

- 0 = Zero or no children
- 1 = One child
- 2 = Two children
- 3 = Three children
- 4 = Four children
- 5 = Five children
- 6 = Six children
- 7 = Seven children

Statistics

Number of children in family

| | | |
|----------------|---------|------|
| N | Valid | 192 |
| | Missing | 4 |
| Mean | | 1.90 |
| Mode | | 2 |
| Std. Deviation | | 1.43 |
| Variance | | 2.03 |

Number of children in family

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 0 | 37 | 18.9 | 19.3 | 19.3 |
| | 1 | 39 | 19.9 | 20.3 | 39.6 |
| | 2 | 61 | 31.1 | 31.8 | 71.4 |
| | 3 | 29 | 14.8 | 15.1 | 86.5 |
| | 4 | 18 | 9.2 | 9.4 | 95.8 |
| | 5 | 5 | 2.6 | 2.6 | 98.4 |
| | 6 | 2 | 1.0 | 1.0 | 99.5 |
| | 7 | 1 | .5 | .5 | 100.0 |
| | Total | 192 | 98.0 | 100.0 | |
| Missing | System | 4 | 2.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics
Number of Children---Category Collapsed
SPSS Labels Defined

- 1 = 0 or none
- 2 = 1 to 3 children
- 3 = 4 to 7 children

Statistics

child range

| | | |
|----------------|---------|--------|
| N | Valid | 192 |
| | Missing | 4 |
| Mean | | 1.9427 |
| Mode | | 2.00 |
| Std. Deviation | | .5714 |
| Variance | | .3265 |

child range

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 37 | 18.9 | 19.3 | 19.3 |
| | 2.00 | 129 | 65.8 | 67.2 | 86.5 |
| | 3.00 | 26 | 13.3 | 13.5 | 100.0 |
| | Total | 192 | 98.0 | 100.0 | |
| Missing | System | 4 | 2.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics

Highest level of education

SPSS Labels Defined

- 1 = Bachelor's Degree or B.A. or B.S.
- 2 = Bachelor's Degree and teaching credential
- 3 = Master's Degree or M.A. or M.S.
- 4 = Ph.D. or doctorate
- 5 = "Multi-subject credential"
- 6 = "Post-graduate"
- 7 = "Credential/Masters"
- 8 = "Some Graduate School"
- 9 = "Master's Degree and some units"
- 10 = "19"
- 11 = "18"
- 12 = "Graduate School"
- 13 = "Teaching Credential in Progress"
- 14 = "17"
- 15 = "Graduate"
- 16 = "Two Master's Degree"

Words in quotes are the exact words used by respondents

Statistics

Highest level of education

| | | |
|----------------|---------|------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 4.37 |
| Mode | | 3 |
| Std. Deviation | | 3.15 |
| Variance | | 9.95 |

Highest level of education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid | Bachelor's Degree or B. A. or B. S. | 12 | 6.1 | 6.2 | 6.2 |
| | Bachelor's Degree and teaching credential | 17 | 8.7 | 8.7 | 14.9 |
| | Master's Degree | 114 | 58.2 | 58.5 | 73.3 |
| | Ph.D or doctorate | 3 | 1.5 | 1.5 | 74.9 |
| | multi-subject credential | 1 | .5 | .5 | 75.4 |
| | post-graduate | 8 | 4.1 | 4.1 | 79.5 |
| | Credential/Masters | 2 | 1.0 | 1.0 | 80.5 |
| | some graduate school | 10 | 5.1 | 5.1 | 85.6 |
| | Master's Degree and some units | 12 | 6.1 | 6.2 | 91.8 |
| | 19 | 1 | .5 | .5 | 92.3 |
| | 18 | 2 | 1.0 | 1.0 | 93.3 |
| | grad. school | 9 | 4.6 | 4.6 | 97.9 |
| | Teaching Credential in progress | 1 | .5 | .5 | 98.5 |
| | 17 | 1 | .5 | .5 | 99.0 |
| | graduate | 1 | .5 | .5 | 99.5 |
| | Two Master's degrees | 1 | .5 | .5 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics
Highest Level of Education---Category Collapsed
SPSS Labels Defined

- 1 = B.A. or Bachelor's Degree or B.S.
 or "multi-subject credential" or "post-graduate"
 or "19" or "18" or "Teaching Credential in Progress"
 or "17" or "Graduate"
- 2 = Master's Degree or M.A. or M.S.
 or credential/Maseters
 or Master's Degree and some units
 or "Two Master's Degrees"
- 3 = Ph.D. or doctorate
- 4 = Some Graduate School or "Graduate School"

Words in quotes are exact words used by respondents

Statistics

education range

| | | |
|----------------|---------|--------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 2.1744 |
| Mode | | 2.00 |
| Std. Deviation | | .8854 |
| Variance | | .7839 |

education range

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 31 | 15.8 | 15.9 | 15.9 |
| | 2.00 | 130 | 66.3 | 66.7 | 82.6 |
| | 3.00 | 3 | 1.5 | 1.5 | 84.1 |
| | 4.00 | 31 | 15.8 | 15.9 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Total number of years as educator

Statistics

Total number of years as educator

| | | |
|----------------|---------|-------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 12.83 |
| Mode | | 10 |
| Std. Deviation | | 8.79 |
| Variance | | 77.19 |

Total number of years as educator

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 1.0 | 1.0 | 1.0 |
| | 2 | 1 | .5 | .5 | 1.5 |
| | 2 | 11 | 5.6 | 5.6 | 7.2 |
| | 3 | 1 | .5 | .5 | 7.7 |
| | 3 | 5 | 2.6 | 2.6 | 10.3 |
| | 4 | 1 | .5 | .5 | 10.8 |
| | 4 | 13 | 6.6 | 6.7 | 17.4 |
| | 5 | 11 | 5.6 | 5.6 | 23.1 |
| | 6 | 1 | .5 | .5 | 23.6 |
| | 6 | 15 | 7.7 | 7.7 | 31.3 |
| | 7 | 7 | 3.6 | 3.6 | 34.9 |
| | 8 | 8 | 4.1 | 4.1 | 39.0 |
| | 9 | 5 | 2.6 | 2.6 | 41.5 |
| | 10 | 1 | .5 | .5 | 42.1 |
| | 10 | 16 | 8.2 | 8.2 | 50.3 |
| | 11 | 7 | 3.6 | 3.6 | 53.8 |
| | 12 | 7 | 3.6 | 3.6 | 57.4 |
| | 13 | 3 | 1.5 | 1.5 | 59.0 |
| | 14 | 9 | 4.6 | 4.6 | 63.6 |
| | 15 | 5 | 2.6 | 2.6 | 66.2 |
| | 16 | 7 | 3.6 | 3.6 | 69.7 |
| | 17 | 7 | 3.6 | 3.6 | 73.3 |
| | 18 | 5 | 2.6 | 2.6 | 75.9 |
| | 19 | 1 | .5 | .5 | 76.4 |
| | 20 | 9 | 4.6 | 4.6 | 81.0 |
| | 21 | 3 | 1.5 | 1.5 | 82.6 |
| | 22 | 8 | 4.1 | 4.1 | 86.7 |
| | 23 | 4 | 2.0 | 2.1 | 88.7 |
| | 24 | 2 | 1.0 | 1.0 | 89.7 |
| | 25 | 1 | .5 | .5 | 90.3 |
| | 26 | 1 | .5 | .5 | 90.8 |
| | 27 | 2 | 1.0 | 1.0 | 91.8 |
| | 28 | 2 | 1.0 | 1.0 | 92.8 |
| | 30 | 1 | .5 | .5 | 93.3 |
| | 30 | 5 | 2.6 | 2.6 | 95.9 |
| | 32 | 1 | .5 | .5 | 96.4 |
| | 33 | 2 | 1.0 | 1.0 | 97.4 |
| | 35 | 1 | .5 | .5 | 97.9 |
| | 37 | 2 | 1.0 | 1.0 | 99.0 |
| | 38 | 1 | .5 | .5 | 99.5 |
| | 39 | 1 | .5 | .5 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics

Total number of years in education---Category Collapsed

SPSS Labels Defined

- 1 = 1 to 5 years
- 2 = 6 to 10 years
- 3 = 11 to 20 years
- 4 = 21 to 30 years
- 5 = 31 to 40 years

Statistics

range of years in education

| | | |
|----------------|---------|--------|
| N | Valid | 194 |
| | Missing | 2 |
| Mean | | 2.5000 |
| Mode | | 3.00 |
| Std. Deviation | | 1.1255 |
| Variance | | 1.2668 |

range of years in education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 45 | 23.0 | 23.2 | 23.2 |
| | 2.00 | 52 | 26.5 | 26.8 | 50.0 |
| | 3.00 | 60 | 30.6 | 30.9 | 80.9 |
| | 4.00 | 29 | 14.8 | 14.9 | 95.9 |
| | 5.00 | 8 | 4.1 | 4.1 | 100.0 |
| | Total | | 194 | 99.0 | 100.0 |
| Missing | System | 2 | 1.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics

Grade Currently Teaching

SPSS Labels Defined

- 0 = Administrator
- 1 = first grade
- 2 = second grade
- 3 = third grade
- 4 = fourth grade
- 5 = fifth grade
- 6 = sixth grade
- 7 = "Special Day Class: 4 to 6"
- 8 = "Classified"
- 9 = Combination
- 10 = Kindergarten
- 11 = "Special Education"
- 12 = "Special Day Class 1-2"
- 13 = "Special Day Class 3-5"
- 14 = "Special Day Class K-2"
- 15 = "Special Day Class: 2, 3, 4, and 5"
- 16 = Headstart

Statistics

Grade currently teaching

| | | |
|----------------|---------|-------|
| N | Valid | 193 |
| | Missing | 3 |
| Mean | | 4.81 |
| Mode | | 2 |
| Std. Deviation | | 3.70 |
| Variance | | 13.70 |

Grade currently teaching

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Administrator | 8 | 4.1 | 4.1 | 4.1 |
| | 1 | 24 | 12.2 | 12.4 | 16.6 |
| | 2 | 34 | 17.3 | 17.6 | 34.2 |
| | 3 | 32 | 16.3 | 16.6 | 50.8 |
| | 4 | 19 | 9.7 | 9.8 | 60.6 |
| | 5 | 18 | 9.2 | 9.3 | 69.9 |
| | 6 | 3 | 1.5 | 1.6 | 71.5 |
| | special day class: 4-6 classified | 1 | .5 | .5 | 72.0 |
| | combination | 2 | 1.0 | 1.0 | 73.1 |
| | Kindergarten | 16 | 8.2 | 8.3 | 81.3 |
| | Special Education | 25 | 12.8 | 13.0 | 94.3 |
| | special day class 1-2 | 5 | 2.6 | 2.6 | 96.9 |
| | special day class 1-2 | 1 | .5 | .5 | 97.4 |
| | special day class 3-5 | 1 | .5 | .5 | 97.9 |
| | special day class K-2 | 1 | .5 | .5 | 98.4 |
| | special day class 2, 3, 4, and 5 | 2 | 1.0 | 1.0 | 99.5 |
| | Headstart | 1 | .5 | .5 | 100.0 |
| | Total | 193 | 98.5 | 100.0 | |
| Missing | System | 3 | 1.5 | | |
| Total | | 196 | 100.0 | | |

Frequencies: Demographics
Grade Currently Teaching---Category Collapsed
SPSS Labels Defined

- 0 = Administrator
- 1 = First to third grade
- 2 = Fourth to sixth grade
- 3 = Kindergarten/"Headstart"
- 4 = Combination
- 5 = "Special Day" or "Special Day Class: 4 to 6"
 or "Classified" or "Special Education"
 or "Special Day Class: 1-2"
 or "Special Day Class: K-2"
 or "Speical Day Class: 2, 3, 4, 5"

Statistics

grade range

| | | |
|----------------|---------|--------|
| N | Valid | 191 |
| | Missing | 5 |
| Mean | | 1.9215 |
| Mode | | 1.00 |
| Std. Deviation | | 1.2770 |
| Variance | | 1.6306 |

grade range

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | .00 | 8 | 4.1 | 4.2 | 4.2 |
| | 1.00 | 90 | 45.9 | 47.1 | 51.3 |
| | 2.00 | 40 | 20.4 | 20.9 | 72.3 |
| | 3.00 | 26 | 13.3 | 13.6 | 85.9 |
| | 4.00 | 16 | 8.2 | 8.4 | 94.2 |
| | 5.00 | 11 | 5.6 | 5.8 | 100.0 |
| | Total | 191 | 97.4 | 100.0 | |
| Missing | System | 5 | 2.6 | | |
| Total | | 196 | 100.0 | | |

APPENDIX E
FREQUENCY TABLES

Frequencies

I am familiar with Child Protective Services

Statistics

Familiar with Child Protective Services (C. P. S.)

| | | |
|----------------|---------|----------|
| N | Valid | 194 |
| | Missing | 2 |
| Mean | | 1.02 |
| Mode | | 1 |
| Std. Deviation | | .14 |
| Variance | | 2.03E-02 |

Familiar with Child Protective Services (C. P. S.)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 190 | 96.9 | 97.9 | 97.9 |
| | No | 4 | 2.0 | 2.1 | 100.0 |
| | Total | 194 | 99.0 | 100.0 | |
| Missing | System | 2 | 1.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies

As an educator, I have an obligation to report suspected child abuse

Statistics

As an educator, I have an obligation to report suspected child abuse

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 4.00 |
| Mode | | 4 |
| Std. Deviation | | .00 |
| Variance | | .00 |

As an educator, I have an obligation to report suspected child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Agree | 196 | 100.0 | 100.0 | 100.0 |

Frequencies

In my opinion, educators should be mandated to report suspected child abuse

Statistics

In my opinion, educators should be mandated to report suspected child abuse

| | | |
|----------------|---------|------|
| N | Valid | 194 |
| | Missing | 2 |
| Mean | | 3.85 |
| Mode | | 4 |
| Std. Deviation | | .45 |
| Variance | | .20 |

In my opinion, educators should be mandated to report suspected child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 7 | 3.6 | 3.6 | 3.6 |
| | Undecided | 15 | 7.7 | 7.7 | 11.3 |
| | Agree | 172 | 87.8 | 88.7 | 100.0 |
| | Total | 194 | 99.0 | 100.0 | |
| Missing | System | 2 | 1.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies

Total number of hours in child abuse education received

Statistics

Total number of hours in child abuse education received

| | | |
|----------------|---------|--------|
| N | Valid | 150 |
| | Missing | 46 |
| Mean | | 9.61 |
| Mode | | 0 |
| Std. Deviation | | 18.26 |
| Variance | | 333.51 |

Total number of hours in child abuse education received

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 0 | 22 | 11.2 | 14.7 | 14.7 |
| | 1 | 1 | .5 | .7 | 15.3 |
| | 1 | 17 | 8.7 | 11.3 | 26.7 |
| | 2 | 21 | 10.7 | 14.0 | 40.7 |
| | 3 | 14 | 7.1 | 9.3 | 50.0 |
| | 4 | 10 | 5.1 | 6.7 | 56.7 |
| | 5 | 6 | 3.1 | 4.0 | 60.7 |
| | 6 | 8 | 4.1 | 5.3 | 66.0 |
| | 8 | 8 | 4.1 | 5.3 | 71.3 |
| | 10 | 13 | 6.6 | 8.7 | 80.0 |
| | 11 | 2 | 1.0 | 1.3 | 81.3 |
| | 15 | 4 | 2.0 | 2.7 | 84.0 |
| | 16 | 1 | .5 | .7 | 84.7 |
| | 18 | 1 | .5 | .7 | 85.3 |
| | 20 | 9 | 4.6 | 6.0 | 91.3 |
| | 24 | 1 | .5 | .7 | 92.0 |
| | 25 | 2 | 1.0 | 1.3 | 93.3 |
| | 30 | 1 | .5 | .7 | 94.0 |
| | 40 | 3 | 1.5 | 2.0 | 96.0 |
| | 45 | 2 | 1.0 | 1.3 | 97.3 |
| | 97 | 1 | .5 | .7 | 98.0 |
| | 100 | 1 | .5 | .7 | 98.7 |
| | 101 | 1 | .5 | .7 | 99.3 |
| | 120 | 1 | .5 | .7 | 100.0 |
| | Total | 150 | 76.5 | 100.0 | |
| Missing | System | 46 | 23.5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

Total number of hours in child abuse education:

Collapsed Categories

SPSS Labels Defined

1 = 0 or none

2 = 1 to 10

3 = 11 to 20

4 = 21 to 120

Statistics

total number of hours in child abuse education range

| | | |
|----------------|---------|--------|
| N | Valid | 149 |
| | Missing | 47 |
| Mean | | 2.1409 |
| Mode | | 2.00 |
| Std. Deviation | | .7713 |
| Variance | | .5949 |

total number of hours in child abuse education range

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 22 | 11.2 | 14.8 | 14.8 |
| | 2.00 | 97 | 49.5 | 65.1 | 79.9 |
| | 3.00 | 17 | 8.7 | 11.4 | 91.3 |
| | 4.00 | 13 | 6.6 | 8.7 | 100.0 |
| | Total | 149 | 76.0 | 100.0 | |
| Missing | System | 47 | 24.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies

I have been adequately trained in responding to child abuse

Statistics

Have been adequately trained in responding to child abuse

| | | |
|----------------|---------|------|
| N | Valid | 191 |
| | Missing | 5 |
| Mean | | 3.24 |
| Mode | | 4 |
| Std. Deviation | | .86 |
| Variance | | .73 |

Have been adequately trained in responding to child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 52 | 26.5 | 27.2 | 27.2 |
| | Undecided | 41 | 20.9 | 21.5 | 48.7 |
| | Agree | 98 | 50.0 | 51.3 | 100.0 |
| | Total | 191 | 97.4 | 100.0 | |
| Missing | System | 5 | 2.6 | | |
| Total | | 196 | 100.0 | | |

Frequencies

I believe that before I report suspected child abuse, physical evidence of child abuse should be present

Statistics

I believe that before I report suspected child abuse, physical evidence of child abuse should be present

| | | |
|----------------|---------|------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 2.37 |
| Mode | | 2 |
| Std. Deviation | | .70 |
| Variance | | .49 |

I believe that before I report suspected child abuse, physical evidence of child abuse should be present

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 148 | 75.5 | 75.9 | 75.9 |
| | Undecided | 22 | 11.2 | 11.3 | 87.2 |
| | Agree | 25 | 12.8 | 12.8 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

I can be sued by a parent for reporting suspected child abuse

Statistics

I can be sued by a parent for reporting suspected child abuse

| | | |
|----------------|---------|------|
| N | Valid | 193 |
| | Missing | 3 |
| Mean | | 2.25 |
| Mode | | 2 |
| Std. Deviation | | .55 |
| Variance | | .30 |

I can be sued by a parent for reporting suspected child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 156 | 79.6 | 80.8 | 80.8 |
| | Undecided | 26 | 13.3 | 13.5 | 94.3 |
| | Agree | 11 | 5.6 | 5.7 | 100.0 |
| | Total | 193 | 98.5 | 100.0 | |
| Missing | System | 3 | 1.5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child

Statistics

In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 3.73 |
| Mode | | 4 |
| Std. Deviation | | .62 |
| Variance | | .38 |

In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 8 | 4.1 | 4.1 | 4.1 |
| Undecided | 40 | 20.4 | 20.4 | 24.5 |
| Agree | 147 | 75.0 | 75.0 | 99.5 |
| 8 | 1 | .5 | .5 | 100.0 |
| Total | 196 | 100.0 | 100.0 | |

Frequencies

In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family

Statistics

In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family.

| | | |
|----------------|---------|------|
| N | Valid | 194 |
| | Missing | 2 |
| Mean | | 2.51 |
| Mode | | 2 |
| Std. Deviation | | .68 |
| Variance | | .46 |

In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 115 | 58.7 | 59.3 | 59.3 |
| | Undecided | 59 | 30.1 | 30.4 | 89.7 |
| | Agree | 20 | 10.2 | 10.3 | 100.0 |
| | Total | 194 | 99.0 | 100.0 | |
| Missing | System | 2 | 1.0 | | |
| Total | | 196 | 100.0 | | |

Frequencies

In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse

Statistics

In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 3.82 |
| Mode | | 4 |
| Std. Deviation | | .47 |
| Variance | | .22 |

In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 7 | 3.6 | 3.6 | 3.6 |
| | Undecided | 21 | 10.7 | 10.7 | 14.3 |
| | Agree | 168 | 85.7 | 85.7 | 100.0 |
| | Total | 196 | 100.0 | 100.0 | |

Frequencies

CPS timely responds to reports of suspected child abuse

Statistics

C. P. S. timely responds to reports of suspected child abuse

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 2.86 |
| Mode | | 2 |
| Std. Deviation | | .81 |
| Variance | | .65 |

C. P. S. timely responds to reports of suspected child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 79 | 40.3 | 40.3 | 40.3 |
| | Undecided | 65 | 33.2 | 33.2 | 73.5 |
| | Agree | 52 | 26.5 | 26.5 | 100.0 |
| | Total | 196 | 100.0 | 100.0 | |

Frequencies

CPS appropriately handles reports of child abuse

Statistics

C. P. S. appropriately handles reports of child abuse

| | | |
|----------------|---------|------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 2.79 |
| Mode | | 3 |
| Std. Deviation | | .73 |
| Variance | | .54 |

C. P. S. appropriately handles reports of child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 77 | 39.3 | 39.5 | 39.5 |
| | Undecided | 82 | 41.8 | 42.1 | 81.5 |
| | Agree | 36 | 18.4 | 18.5 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

CPS receives too many reports of child abuse to properly investigate all of them

Statistics

C. P. S. receives too many reports of child abuse to properly investigate all of them

| | | |
|----------------|---------|------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 3.14 |
| Mode | | 3 |
| Std. Deviation | | .77 |
| Variance | | .60 |

C. P. S. receives too many reports of child abuse to properly investigate all of them

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 46 | 23.5 | 23.6 | 23.6 |
| | Undecided | 75 | 38.3 | 38.5 | 62.1 |
| | Agree | 74 | 37.8 | 37.9 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

I am aware of my school's procedures for reporting suspected child abuse

Statistics

I am aware of of my school's procedures for reporting suspected child abuse

| | | |
|----------------|---------|------|
| N | Valid | 195 |
| | Missing | 1 |
| Mean | | 3.76 |
| Mode | | 4 |
| Std. Deviation | | .58 |
| Variance | | .34 |

I am aware of of my school's procedures for reporting suspected child abuse

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 15 | 7.7 | 7.7 | 7.7 |
| | Undecided | 17 | 8.7 | 8.7 | 16.4 |
| | Agree | 163 | 83.2 | 83.6 | 100.0 |
| | Total | 195 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

My school administration would support me if I made a suspected child abuse report

Statistics

My school administration would support me if I made a suspected child abuse report

| | | |
|----------------|---------|------|
| N | Valid | 193 |
| | Missing | 3 |
| Mean | | 3.88 |
| Mode | | 4 |
| Std. Deviation | | .40 |
| Variance | | .16 |

My school administration would support me if I made a suspected child abuse report

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 5 | 2.6 | 2.6 | 2.6 |
| | Undecided | 14 | 7.1 | 7.3 | 9.8 |
| | Agree | 174 | 88.8 | 90.2 | 100.0 |
| | Total | 193 | 98.5 | 100.0 | |
| Missing | System | 3 | 1.5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

The school system is better than CPS in handling child abuse incidents

Statistics

The school system is better than C. P. S. in handling child abuse incidents

| | | |
|----------------|---------|------|
| N | Valid | 196 |
| | Missing | 0 |
| Mean | | 2.48 |
| Mode | | 2 |
| Std. Deviation | | .65 |
| Variance | | .43 |

The school system is better than C. P. S. in handling child abuse incidents

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 118 | 60.2 | 60.2 | 60.2 |
| | Undecided | 61 | 31.1 | 31.1 | 91.3 |
| | Agree | 17 | 8.7 | 8.7 | 100.0 |
| | Total | 196 | 100.0 | 100.0 | |

Frequencies

Have you made a report of suspected child abuse to CPS?

Statistics

Have you made a report of suspected child abuse to Child Protective Services (C. P. S.)

| | | |
|----------------|---------|------|
| N | Valid | 193 |
| | Missing | 3 |
| Mean | | 1.38 |
| Mode | | 1 |
| Std. Deviation | | .49 |
| Variance | | .24 |

Have you made a report of suspected child abuse to Child Protective Services (C. P. S.)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 120 | 61.2 | 62.2 | 62.2 |
| | No | 73 | 37.2 | 37.8 | 100.0 |
| | Total | 193 | 98.5 | 100.0 | |
| Missing | System | 3 | 1.5 | | |
| Total | | 196 | 100.0 | | |

Frequencies

How many reports of child abuse have you made to CPS?

Statistics

How many reports of child abuse have you made to Child Protective Services (C. P. S.)?

| | | |
|----------------|---------|-------|
| N | Valid | 125 |
| | Missing | 71 |
| Mean | | 3.72 |
| Mode | | 1 |
| Std. Deviation | | 9.46 |
| Variance | | 89.51 |

How many reports of child abuse have you made to Child Protective Services (C. P. S.)?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------------|-----------|---------|---------------|--------------------|
| Valid | several---too many to count | 9 | 4.6 | 7.2 | 7.2 |
| | 1 | 41 | 20.9 | 32.8 | 40.0 |
| | 2 | 23 | 11.7 | 18.4 | 58.4 |
| | 3 | 24 | 12.2 | 19.2 | 77.6 |
| | 4 | 7 | 3.6 | 5.6 | 83.2 |
| | 5 | 9 | 4.6 | 7.2 | 90.4 |
| | 6 | 2 | 1.0 | 1.6 | 92.0 |
| | 7 | 1 | .5 | .8 | 92.8 |
| | 8 | 2 | 1.0 | 1.6 | 94.4 |
| | 10 | 2 | 1.0 | 1.6 | 96.0 |
| | 13 | 1 | .5 | .8 | 96.8 |
| | 15 | 1 | .5 | .8 | 97.6 |
| | 20 | 1 | .5 | .8 | 98.4 |
| | 30 | 1 | .5 | .8 | 99.2 |
| | 100 | 1 | .5 | .8 | 100.0 |
| | Total | 125 | 63.8 | 100.0 | |
| Missing | System | 71 | 36.2 | | |
| Total | | 196 | 100.0 | | |

Frequencies

How many reports of child abuse have you made to CPS?

SPSS Labels Defined

0 = zero or none

1 = "several" or "too many to count"

2 = 1 to 7

3 = 8 to 100

Statistics

range of number of reports to C. P. S.

| | | |
|----------------|---------|--------|
| N | Valid | 125 |
| | Missing | 71 |
| Mean | | 2.0000 |
| Mode | | 2.00 |
| Std. Deviation | | .3810 |
| Variance | | .1452 |

range of number of reports to C. P. S.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 9 | 4.6 | 7.2 | 7.2 |
| | 2.00 | 107 | 54.6 | 85.6 | 92.8 |
| | 3.00 | 9 | 4.6 | 7.2 | 100.0 |
| | Total | 125 | 63.8 | 100.0 | |
| Missing | System | 71 | 36.2 | | |
| Total | | 196 | 100.0 | | |

Frequencies

I feel CPS properly investigated the suspected child abuse reports I made to it

Statistics

I feel C. P. S. properly investigated the suspected child abuse reports I made to it

| | | |
|----------------|---------|------|
| N | Valid | 127 |
| | Missing | 69 |
| Mean | | 3.06 |
| Mode | | 4 |
| Std. Deviation | | .83 |
| Variance | | .69 |

I feel C. P. S. properly investigated the suspected child abuse reports I made to it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 40 | 20.4 | 31.5 | 31.5 |
| | Undecided | 39 | 19.9 | 30.7 | 62.2 |
| | Agree | 48 | 24.5 | 37.8 | 100.0 |
| | Total | 127 | 64.8 | 100.0 | |
| Missing | System | 69 | 35.2 | | |
| Total | | 196 | 100.0 | | |

APPENDIX F
BIVARITE TABLES

Crosstabs

Number of suspected child abuse reports made to CPS and The role of CPS is to permanently remove an abused child from that child's family

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| The role of C. P. S. is to permanently remove an abused child from that child's family * range of number of reports to C. P. S. | 117 | 97.5% | 3 | 2.5% | 120 | 100.0% |

The role of C. P. S. is to permanently remove an abused child from that child's family * range of number of reports to C. P. S. Crosstabulation

| | | | range of number of reports to C. P. S. | | | Total |
|--|------------|------------|--|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | |
| The role of C. P. S. is to permanently remove an abused child from that child's family | Disagree | Count | 1 | 100 | 9 | 110 |
| | | % of Total | .9% | 85.5% | 7.7% | 94.0% |
| | Undecided | Count | | 4 | | 4 |
| | | % of Total | | 3.4% | | 3.4% |
| | Agree | Count | | 3 | | 3 |
| | | % of Total | | 2.6% | | 2.6% |
| Total | Count | 1 | 107 | 9 | 117 | |
| | % of Total | .9% | 91.5% | 7.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|-------------------|----|-----------------------|
| Pearson Chi-Square | .696 ^a | 4 | .952 |
| Likelihood Ratio | 1.292 | 4 | .863 |
| Linear-by-Linear Association | .379 | 1 | .538 |
| N of Valid Cases | 117 | | |

a. 7 cells (77.8%) have expected count less than 5. The minimum expected count is .03.

Crosstabs

Range of number of reports to CPS and In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family. * range of number of reports to C. P. S. | 117 | 97.5% | 3 | 2.5% | 120 | 100.0% |

In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family. * range of number of reports to C. P. S. Crosstabulation

| | | | range of number of reports to C. P. S. | | | Total |
|---|------------|------------|--|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | |
| In my opinion, reporting suspected child abuse will harm the child's relationship with his or her family. | Disagree | Count | 1 | 66 | 6 | 73 |
| | | % of Total | .9% | 56.4% | 5.1% | 62.4% |
| | Undecided | Count | | 31 | 3 | 34 |
| | | % of Total | | 26.5% | 2.6% | 29.1% |
| | Agree | Count | | 10 | | 10 |
| | | % of Total | | 8.5% | | 8.5% |
| Total | Count | 1 | 107 | 9 | 117 | |
| | % of Total | .9% | 91.5% | 7.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.544 ^a | 4 | .819 |
| Likelihood Ratio | 2.648 | 4 | .618 |
| Linear-by-Linear Association | .120 | 1 | .729 |
| N of Valid Cases | 117 | | |

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .09.

Crosstabs

Range of number of reports to CPS and In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child * range of number of reports to C. P. S. | 117 | 97.5% | 3 | 2.5% | 120 | 100.0% |

In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child * range of number of reports to C. P. S. Crosstabulation

| | | | range of number of reports to C. P. S. | | | Total |
|---|------------|------------|--|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | |
| In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child | Disagree | Count | | 3 | | 3 |
| | | % of Total | | 2.6% | | 2.6% |
| | Undecided | Count | | 22 | 1 | 23 |
| | | % of Total | | 18.8% | .9% | 19.7% |
| | Agree | Count | 1 | 82 | 8 | 91 |
| | | % of Total | .9% | 70.1% | 6.8% | 77.8% |
| Total | Count | 1 | 107 | 9 | 117 | |
| | % of Total | .9% | 91.5% | 7.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.080 ^a | 4 | .897 |
| Likelihood Ratio | 1.583 | 4 | .812 |
| Linear-by-Linear Association | .426 | 1 | .514 |
| N of Valid Cases | 117 | | |

^a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

Crosstabs

Range of number of reports to CPS and In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse * range of number of reports to C. P. S. | 117 | 97.5% | 3 | 2.5% | 120 | 100.0% |

my opinion, suspected child abuse should be reported even if the child is the only person reportin the abuse * range of number of reports to C. P. S. Crosstabulation

| | | | range of number of reports to C. P. S. | | | Total |
|--|------------|------------|--|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | |
| In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse | Disagree | Count | | 4 | | 4 |
| | | % of Total | | 3.4% | | 3.4% |
| | Undecided | Count | | 12 | | 12 |
| | | % of Total | | 10.3% | | 10.3% |
| | Agree | Count | 1 | 91 | 9 | 101 |
| | | % of Total | .9% | 77.8% | 7.7% | 86.3% |
| Total | Count | 1 | 107 | 9 | 117 | |
| | % of Total | .9% | 91.5% | 7.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.732 ^a | 4 | .785 |
| Likelihood Ratio | 3.085 | 4 | .544 |
| Linear-by-Linear Association | .934 | 1 | .334 |
| N of Valid Cases | 117 | | |

^a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

Crosstabs

Range of number of reports to CPS and CPS timely responds to reports of suspected child abuse

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| C. P. S. timely responds to reports of suspected child abuse * range of number of reports to C. P. S. | 117 | 97.5% | 3 | 2.5% | 120 | 100.0% |

C. P. S. timely responds to reports of suspected child abuse * range of number of reports to C. P. S. Crosstabulation

| | | | range of number of reports to C. P. S. | | | Total |
|--|------------|------------|--|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | |
| C. P. S. timely responds to reports of suspected child abuse | Disagree | Count | | 44 | 4 | 48 |
| | | % of Total | | 37.6% | 3.4% | 41.0% |
| | Undecided | Count | 1 | 28 | 1 | 30 |
| | | % of Total | .9% | 23.9% | .9% | 25.6% |
| | Agree | Count | | 35 | 4 | 39 |
| | | % of Total | | 29.9% | 3.4% | 33.3% |
| Total | Count | 1 | 107 | 9 | 117 | |
| | % of Total | .9% | 91.5% | 7.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 4.024 ^a | 4 | .403 |
| Likelihood Ratio | 4.016 | 4 | .404 |
| Linear-by-Linear Association | .054 | 1 | .817 |
| N of Valid Cases | 117 | | |

^a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .26.

Crosstabs

Range of number of reports to CPS

CPS appropriately handles reports of child abuse

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| C. P. S. appropriately handles reports of child abuse * range of number of reports to C. P. S. | 116 | 96.7% | 4 | 3.3% | 120 | 100.0% |

**C. P. S. appropriately handles reports of child abuse * range of number of reports to C. P. S.
Crosstabulation**

| | | range of number of reports to C. P. S. | | | Total | |
|---|------------|--|-------|-------|--------|-------|
| | | 1.00 | 2.00 | 3.00 | | |
| C. P. S. appropriately handles reports of child abuse | Disagree | Count | 46 | 5 | 51 | |
| | | % of Total | 39.7% | 4.3% | 44.0% | |
| | Undecided | Count | 1 | 39 | 1 | 41 |
| | | % of Total | .9% | 33.6% | .9% | 35.3% |
| | Agree | Count | | 21 | 3 | 24 |
| | | % of Total | | 18.1% | 2.6% | 20.7% |
| Total | Count | 1 | 106 | 9 | 116 | |
| | % of Total | .9% | 91.4% | 7.8% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 4.405 ^a | 4 | .354 |
| Likelihood Ratio | 5.077 | 4 | .279 |
| Linear-by-Linear Association | .003 | 1 | .954 |
| N of Valid Cases | 116 | | |

^a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .21.

Crosstabs

Range of number of reports and CPS receives too many reports of child abuse to properly investigate all of them

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| C. P. S. receives too many reports of child abuse to properly investigate all of them * range of number of reports to C. P. S. | 116 | 96.7% | 4 | 3.3% | 120 | 100.0% |

C. P. S. receives too many reports of child abuse to properly investigate all of them * range of number of reports to C. P. S. Crosstabulation

| | | range of number of reports to C. P. S. | | | Total |
|---|------------|--|-------|-------|-------|
| | | 1.00 | 2.00 | 3.00 | |
| C. P. S. receives too many reports of child abuse to properly investigate all of them | Disagree | Count | 26 | 3 | 29 |
| | | % of Total | 22.4% | 2.6% | 25.0% |
| | Undecided | Count | 1 | 37 | 2 |
| | | % of Total | .9% | 31.9% | 1.7% |
| | Agree | Count | 43 | 4 | 47 |
| | | % of Total | 37.1% | 3.4% | 40.5% |
| Total | Count | 1 | 106 | 9 | |
| | % of Total | .9% | 91.4% | 7.8% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 2.592 ^a | 4 | .628 |
| Likelihood Ratio | 2.853 | 4 | .583 |
| Linear-by-Linear Association | .010 | 1 | .922 |
| N of Valid Cases | 116 | | |

^a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .25.

Crosstabs

The school system is better than CPS in handling child abuse incidents and CPS receives too many reports of child abuse to properly investigate all of them

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| The school system is better than C. P. S. in handling child abuse incidents * C. P. S. receives too many reports of child abuse to properly investigate all of them | 195 | 99.5% | 1 | .5% | 196 | 100.0% |

e school system is better than C. P. S. in handling child abuse incidents * C. P. S. receives to many reports of child abuse to properly investigate all of them Crosstabulation

| | | | C. P. S. receives too many reports of child abuse to properly investigate all of them | | | Total |
|---|------------|------------|---|-----------|--------|-------|
| | | | Disagree | Undecided | Agree | |
| The school system is better than C. P. S. in handling child abuse incidents | Disagree | Count | 32 | 40 | 45 | 117 |
| | | % of Total | 16.4% | 20.5% | 23.1% | 60.0% |
| | Undecided | Count | 9 | 32 | 20 | 61 |
| | | % of Total | 4.6% | 16.4% | 10.3% | 31.3% |
| | Agree | Count | 5 | 3 | 9 | 17 |
| | | % of Total | 2.6% | 1.5% | 4.6% | 8.7% |
| Total | Count | 46 | 75 | 74 | 195 | |
| | % of Total | 23.6% | 38.5% | 37.9% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 9.986 ^a | 4 | .041 |
| Likelihood Ratio | 10.345 | 4 | .035 |
| Linear-by-Linear Association | .581 | 1 | .446 |
| N of Valid Cases | 195 | | |

^a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.01.

Crosstabs

I am aware of my school's procedures for reporting suspected child abuse and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| I am aware of of my school's procedures for reporting suspected child abuse * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

I am aware of of my school's procedures for reporting suspected child abuse * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|---|------------|------------|--|-------|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| I am aware of of my school's procedures for reporting suspected child abuse | Disagree | Count | 5 | 10 | | | 15 |
| | | % of Total | 3.4% | 6.7% | | | 10.1% |
| | Undecided | Count | 2 | 8 | | 2 | 12 |
| | | % of Total | 1.3% | 5.4% | | 1.3% | 8.1% |
| | Agree | Count | 15 | 79 | 17 | 11 | 122 |
| | | % of Total | 10.1% | 53.0% | 11.4% | 7.4% | 81.9% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 9.999 ^a | 6 | .125 |
| Likelihood Ratio | 13.257 | 6 | .039 |
| Linear-by-Linear Association | 5.414 | 1 | .020 |
| N of Valid Cases | 149 | | |

^a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.05.

Crosstabs

I believe that before I report suspected child abuse, physical evidence of child abuse should be present and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| I believe that before I report suspected child abuse, physical evidence of child abuse should be present * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

believe that before I report suspected child abuse, physical evidence of child abuse should be present * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|--|------------|------------|--|-------|------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| I believe that before I report suspected child abuse, physical evidence of child abuse should be present | Disagree | Count | 14 | 73 | 14 | 11 | 112 |
| | | % of Total | 9.4% | 49.0% | 9.4% | 7.4% | 75.2% |
| | Undecided | Count | 3 | 13 | 1 | | 17 |
| | | % of Total | 2.0% | 8.7% | .7% | | 11.4% |
| | Agree | Count | 5 | 11 | 2 | 2 | 20 |
| | | % of Total | 3.4% | 7.4% | 1.3% | 1.3% | 13.4% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 4.836 ^a | 6 | .565 |
| Likelihood Ratio | 6.178 | 6 | .404 |
| Linear-by-Linear Association | 1.443 | 1 | .230 |
| N of Valid Cases | 149 | | |

^a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.48.

Crosstabs

I can be sued by a parent for reporting suspected child abuse and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| I can be sued by a parent for reporting suspected child abuse * total number of hours in child abuse education range | 147 | 75.0% | 49 | 25.0% | 196 | 100.0% |

I can be sued by a parent for reporting suspected child abuse * total number of hours in child abuse education range Crosstabulation

| | | total number of hours in child abuse education range | | | | Total | |
|---|------------|--|-------|-------|------|--------|-------|
| | | 1.00 | 2.00 | 3.00 | 4.00 | | |
| I can be sued by a parent for reporting suspected child abuse | Disagree | Count | 15 | 82 | 14 | 10 | 121 |
| | | % of Total | 10.2% | 55.8% | 9.5% | 6.8% | 82.3% |
| | Undecided | Count | 5 | 10 | 3 | | 18 |
| | | % of Total | 3.4% | 6.8% | 2.0% | | 12.2% |
| | Agree | Count | 1 | 4 | | 3 | 8 |
| | | % of Total | .7% | 2.7% | | 2.0% | 5.4% |
| Total | Count | 21 | 96 | 17 | 13 | 147 | |
| | % of Total | 14.3% | 65.3% | 11.6% | 8.8% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 13.672 ^a | 6 | .034 |
| Likelihood Ratio | 12.347 | 6 | .055 |
| Linear-by-Linear Association | .339 | 1 | .561 |
| N of Valid Cases | 147 | | |

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .71.

Crosstabs

In my opinion, educators should be mandated to report suspected child abuse and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| In my opinion, educators should be mandated to report suspected child abuse * total number of hours in child abuse education range | 148 | 75.5% | 48 | 24.5% | 196 | 100.0% |

In my opinion, educators should be mandated to report suspected child abuse * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|---|------------|------------|--|-------|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| In my opinion, educators should be mandated to report suspected child abuse | Disagree | Count | | 3 | | 1 | 4 |
| | | % of Total | | 2.0% | | .7% | 2.7% |
| | Undecided | Count | 3 | 7 | 1 | 1 | 12 |
| | | % of Total | 2.0% | 4.7% | .7% | .7% | 8.1% |
| | Agree | Count | 19 | 86 | 16 | 11 | 132 |
| | | % of Total | 12.8% | 58.1% | 10.8% | 7.4% | 89.2% |
| Total | Count | 22 | 96 | 17 | 13 | 148 | |
| | % of Total | 14.9% | 64.9% | 11.5% | 8.8% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 3.428 ^a | 6 | .754 |
| Likelihood Ratio | 3.947 | 6 | .684 |
| Linear-by-Linear Association | .089 | 1 | .765 |
| N of Valid Cases | 148 | | |

^a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .35.

Crosstabs

In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming the child * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|---|------------|------------|--|-------|------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| In my opinion, suspected child abuse should be reported even if the investigation would promote self-blaming in the child | Disagree | Count | | 3 | 1 | | 4 |
| | | % of Total | | 2.0% | .7% | | 2.7% |
| | Undecided | Count | 5 | 23 | 7 | 1 | 36 |
| | | % of Total | 3.4% | 15.4% | 4.7% | .7% | 24.2% |
| | Agree | Count | 17 | 71 | 9 | 12 | 109 |
| | | % of Total | 11.4% | 47.7% | 6.0% | 8.1% | 73.2% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 6.823 ^a | 6 | .338 |
| Likelihood Ratio | 7.820 | 6 | .252 |
| Linear-by-Linear Association | .002 | 1 | .967 |
| N of Valid Cases | 149 | | |

^a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .35.

Crosstabs

In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse total number of hours in child abuse education range Crosstabulation

| | | total number of hours in child abuse education range | | | | Total |
|--|------------|--|-------|-------|-------|-------|
| | | 1.00 | 2.00 | 3.00 | 4.00 | |
| In my opinion, suspected child abuse should be reported even if the child is the only person reporting the abuse | Disagree | Count | 2 | 3 | 1 | 6 |
| | | % of Total | 1.3% | 2.0% | .7% | 4.0% |
| | Undecided | Count | 7 | 8 | | 2 |
| | | % of Total | 4.7% | 5.4% | | 11.4% |
| | Agree | Count | 13 | 86 | 16 | 11 |
| | | % of Total | 8.7% | 57.7% | 10.7% | 7.4% |
| Total | Count | 22 | 97 | 17 | 13 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 15.345 ^a | 6 | .018 |
| Likelihood Ratio | 15.048 | 6 | .020 |
| Linear-by-Linear Association | 3.926 | 1 | .048 |
| N of Valid Cases | 149 | | |

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .52.

Crosstabs

The role of CPS is to permanently remove an abused child from that child's family and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| The role of C. P. S. is to permanently remove an abused child from that child's family * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

The role of C. P. S. is to permanently remove an abused child from that child's family * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|--|------------|------------|--|-------|-------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| The role of C. P. S. is to permanently remove an abused child from that child's family | Disagree | Count | 18 | 90 | 17 | 12 | 137 |
| | | % of Total | 12.1% | 60.4% | 11.4% | 8.1% | 91.9% |
| | Undecided | Count | 2 | 5 | | | 7 |
| | | % of Total | 1.3% | 3.4% | | | 4.7% |
| | Agree | Count | 2 | 2 | | 1 | 5 |
| | | % of Total | 1.3% | 1.3% | | .7% | 3.4% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 6.668 ^a | 6 | .353 |
| Likelihood Ratio | 7.645 | 6 | .265 |
| Linear-by-Linear Association | 1.296 | 1 | .255 |
| N of Valid Cases | 149 | | |

^a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .44.

Crosstabs

CPS timely responds to reports of suspected child abuse and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| C. P. S. timely responds to reports of suspected child abuse * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

. P. S. timely responds to reports of suspected child abuse * total number of hours in child abuse education rang Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|--|------------|------------|--|-------|------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| C. P. S. timely responds to reports of suspected child abuse | Disagree | Count | 10 | 32 | 7 | 9 | 58 |
| | | % of Total | 6.7% | 21.5% | 4.7% | 6.0% | 38.9% |
| | Undecided | Count | 6 | 39 | 5 | 3 | 53 |
| | | % of Total | 4.0% | 26.2% | 3.4% | 2.0% | 35.6% |
| | Agree | Count | 6 | 26 | 5 | 1 | 38 |
| | | % of Total | 4.0% | 17.4% | 3.4% | .7% | 25.5% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 7.782 ^a | 6 | .255 |
| Likelihood Ratio | 7.952 | 6 | .242 |
| Linear-by-Linear Association | 2.252 | 1 | .133 |
| N of Valid Cases | 149 | | |

^a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 3.32.

Crosstabs

CPS appropriately handles reports of child abuse and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| C. P. S. appropriately handles reports of child abuse * total number of hours in child abuse education range | 148 | 75.5% | 48 | 24.5% | 196 | 100.0% |

C. P. S. appropriately handles reports of child abuse * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|---|------------|------------|--|-------|------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| C. P. S. appropriately handles reports of child abuse | Disagree | Count | 9 | 31 | 8 | 9 | 57 |
| | | % of Total | 6.1% | 20.9% | 5.4% | 6.1% | 38.5% |
| | Undecided | Count | 10 | 46 | 5 | 3 | 64 |
| | | % of Total | 6.8% | 31.1% | 3.4% | 2.0% | 43.2% |
| | Agree | Count | 3 | 20 | 3 | 1 | 27 |
| | | % of Total | 2.0% | 13.5% | 2.0% | .7% | 18.2% |
| Total | Count | 22 | 97 | 16 | 13 | 148 | |
| | % of Total | 14.9% | 65.5% | 10.8% | 8.8% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 8.371 ^a | 6 | .212 |
| Likelihood Ratio | 8.307 | 6 | .216 |
| Linear-by-Linear Association | 2.589 | 1 | .108 |
| N of Valid Cases | 148 | | |

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.37.

Crosstabs

The school system is better than CPS in handling child abuse incidents and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| The school system is better than C. P. S. in handling child abuse incidents * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

he school system is better than C. P. S. in handling child abuse incidents * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|---|------------|------------|--|-------|------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| The school system is better than C. P. S. in handling child abuse incidents | Disagree | Count | 15 | 58 | 8 | 9 | 90 |
| | | % of Total | 10.1% | 38.9% | 5.4% | 6.0% | 60.4% |
| | Undecided | Count | 6 | 31 | 6 | 3 | 46 |
| | | % of Total | 4.0% | 20.8% | 4.0% | 2.0% | 30.9% |
| | Agree | Count | 1 | 8 | 3 | 1 | 13 |
| | | % of Total | .7% | 5.4% | 2.0% | .7% | 8.7% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 3.421 ^a | 6 | .754 |
| Likelihood Ratio | 3.207 | 6 | .782 |
| Linear-by-Linear Association | .395 | 1 | .530 |
| N of Valid Cases | 149 | | |

^a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.13.

Crosstabs

CPS receives too many reports of child abuse to properly investigate all of them and total number of hours in child abuse education range

Case Processing Summary

| | Cases | | | | | |
|--|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| C. P. S. receives too many reports of child abuse to properly investigate all of them * total number of hours in child abuse education range | 149 | 76.0% | 47 | 24.0% | 196 | 100.0% |

C. P. S. receives too many reports of child abuse to properly investigate all of them * total number of hours in child abuse education range Crosstabulation

| | | | total number of hours in child abuse education range | | | | Total |
|---|------------|------------|--|-------|------|--------|-------|
| | | | 1.00 | 2.00 | 3.00 | 4.00 | |
| C. P. S. receives too many reports of child abuse to properly investigate all of them | Disagree | Count | 5 | 24 | 3 | 3 | 35 |
| | | % of Total | 3.4% | 16.1% | 2.0% | 2.0% | 23.5% |
| | Undecided | Count | 10 | 40 | 8 | 4 | 62 |
| | | % of Total | 6.7% | 26.8% | 5.4% | 2.7% | 41.6% |
| | Agree | Count | 7 | 33 | 6 | 6 | 52 |
| | | % of Total | 4.7% | 22.1% | 4.0% | 4.0% | 34.9% |
| Total | Count | 22 | 97 | 17 | 13 | 149 | |
| | % of Total | 14.8% | 65.1% | 11.4% | 8.7% | 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.442 ^a | 6 | .963 |
| Likelihood Ratio | 1.452 | 6 | .963 |
| Linear-by-Linear Association | .419 | 1 | .517 |
| N of Valid Cases | 149 | | |

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 3.05.

APPENDIX G
AGENCY LETTERS

JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER, 4850 Pedley Road, Riverside, CA 92509 (909) 360-4100

BOARD OF EDUCATION: Mary Burns, President; Carolyn A. Adams, Clerk; John J. Chavez; Sam D. Knight Sr.; Ray E. Teagarden
SUPERINTENDENT: Rollin Edmunds

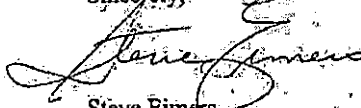
February 5, 2002

To Whom It May Concern:

Anna-Melissa McCarthy had approval from the Superintendent of the Jurupa Unified School District and the Principal of Pedley Elementary School to distribute her questionnaire regarding elementary school educators beliefs re: Child Protective Services during the Spring, 2002.

If you have any questions, please feel free to contact me at 360-4140.

Sincerely,



Steve Eimers
Director of Administrative Services

SE:jmf

30205 Menifee Road, Menifee, CA 92584
Telephone: (909) 672-1851
FAX: (909) 672-6447

**Menifee Union School
District**

Fax

To: Anna-Melissa McCarthy From: Dr. Gary Cnngan

Fax: (909) 364-8291 354-5638 Pages: 1

Phone: Date: December 7, 2001

Re: CPS Research CC:

Urgent For Review Please Comment Please Reply Please Recycle

Comments:

Dear Ms. McCarthy:

I apologize for not getting back to you sooner. I have contacted our four elementary schools regarding you surveying their staff. Three of the principals said they would be happy to give your survey to staff members. Our fourth elementary (Menifee Elementary) is already participating in a doctoral survey and have several other big projects and will not be able to.

You may contact the schools directly regarding a time to give out the survey as follows.

Gaille Kirkpatrick Elementary School (Mrs. Linda Tororeti, Principal) 672-6420.

Chester W. Morrison Elementary School (Mr. Ken Murdock, Principal) 679-7076.

Ridgemoor Elementary School (Mrs. Midge James, Principal) 672-6450.

If you have any questions, give us a call.

Gary Cnngan, Ed.D., Superintendent



LAKE ELSINORE UNIFIED SCHOOL DISTRICT
Educational Services

545 Chaney Street
Lake Elsinore, CA 92530
909-674-7731
Fax #: 909-245-6695

DATE: December 17, 2001

TO: Anna-Melissa McCarthy

FAX #: 909-354-6791

FROM: Dr. Bonnie Maspero
Assistant Superintendent
Educational Services

In response to your letter of 12/10/01, I would be happy to assist you in your research project. The next meeting scheduled for our elementary principals is on Thursday, January 10, 2002. The time would be approx. 10:00 a.m. Please call my secretary, Terri, in January to confirm (909) 674-7731, ext. 209.

Number of pages including this cover sheet: 1

If you have any problems receiving, please call Terri Nunn
at (909) 674-7731, ext. 209.

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