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Richard D. Krugman *Editors*

Handbook of Child Maltreatment

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Child Maltreatment

Contemporary Issues in Research and Policy

Series Editors

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This series provides a high-quality, cutting edge, and comprehensive source offering the current best knowledge on child maltreatment from multidisciplinary and multicultural perspectives. It consists of a core handbook that is followed by two or three edited volumes of original contributions per year. The core handbook will present a comprehensive view of the field. Each chapter will summarize current knowledge and suggest future directions in a specific area. It will also highlight controversial and contested issues in that area, thus moving the field forward. The handbook will be updated every five years. The edited volumes will focus on critical issues in the field from basic biology and neuroscience to practice and policy. Both the handbook and edited volumes will involve creative thinking about moving the field forward and will not be a recitation of past research. Both will also take multidisciplinary, multicultural and mixed methods approaches.

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Handbook of Child Maltreatment

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Lily Alpert is a Harold A. Richman Postdoctoral Research Fellow at Chapin Hall. Alpert's scholarly work focuses on research evidence use by public and private child welfare administrators. In this work, she draws on her prior experience bridging social science research and child welfare policy and practice as a Senior Policy Analyst at Children's Rights, and before that, as a SRCD/AAAS Congressional Fellow responsible for Senator Hillary Rodham Clinton's child welfare legislative portfolio.

Arlene Bowers Andrews social worker, community psychologist, and Carolina Distinguished Professor of Social Work at the University of South Carolina, has extensive experience in community-based practice and research about families affected by turbulence. She was a founder and director of the USC Institute for Families in Society, an interdisciplinary center that conducts research to enhance families through community partnerships. Dr. Andrews is author of *Social History Assessment* (Sage, 2007), *Victimization and Survivor Services* (Springer, 1992), *Send Me! The Story of Salkehatchie Summer Service* (Providence Publishing House, 2006), coeditor of *The UN Convention on the Rights of the Child: Implementing the Right to an Adequate Standard of Living* (Praeger, 1999), and coauthor of *In the Shadow of Death: Families of Loved Ones Who Face the Death Penalty* (Oxford University Press, 2006). Her work includes articles and book chapters regarding family strengthening, violence prevention, and community systems development.

Donald J. Baumann has a Ph.D. in Social Psychology and over 30 years experience designing and managing large-scale research projects as both a Principal Investigator and as a Project Director. He has been on the faculties of the University of Texas, Trinity University, and Saint Edwards University. He has directed numerous national multi-year research and evaluation projects over the years. For the last 20 years, he has been housed in the Texas Department of Family and Protective Services where he was head of the Evaluation Section of Child Protective Services. He currently teaches at St. Edwards University and is a Senior Research Fellow at the American Humane Association. His areas

of interest are decision-making, risk assessment, and disproportionality. He has written over 75 reports, articles, and book chapters.

William R. Beardslee is the Gardner-Monks Professor of Child Psychiatry at Harvard Medical School, and Director of Baer Prevention Initiatives and Chairman Emeritus, in the Department of Psychiatry at Boston Children's Hospital. Dr. Beardslee has led groundbreaking studies to develop and demonstrate effectiveness of early interventions for the prevention of mood disorders in high-risk children. The resulting interventions have been disseminated across many diverse U.S. communities and countrywide in Finland, Norway, and Costa Rica. The author of over 200 articles and chapters, as well as two books, Dr. Beardslee has written on topics from what enabled civil rights workers to endure and to change the southern USA, how resilience develops in children, to how families can overcome depression. Dr. Beardslee is the recipient of numerous prestigious awards and is on the Board of Children, Youth, and Families of the Institute of Medicine and the National Academy of Sciences.

Genevieve Benedetti is a project associate at Chapin Hall at the University of Chicago and currently serves as the Evaluation Coordinator for the Doris Duke Fellowships for the Promotion of Child Well-Being. In this capacity, she is responsible for conducting ongoing assessments of the progress fellows are achieving in the programs and coordinating with each fellow's academic and policy mentors. Her research interests include early childhood, systems development, and identifying new innovations in research across disciplines that will strengthen and move forward the child maltreatment field. Ms. Benedetti earned her master's in Public Policy from the Harris School of Public Policy at the University of Chicago, and she received her BA in Ethnic Studies and Gender and Women's Studies from the University of California at Berkeley.

Lucy Berliner is Director, Harborview Center for Sexual Assault and Traumatic Stress, and Clinical Associate Professor, University of Washington School of Social Work and Department of Psychiatry and Behavioral Sciences. Her activities include clinical practice with child and adult victims of trauma and crime; research on the impact of trauma and the effectiveness of clinical and societal interventions; and participation in local and national social policy initiatives to promote the interests of trauma and crime victims. Ms. Berliner is on the editorial boards of leading journals concerned with interpersonal violence, has authored numerous peer-reviewed articles and book chapters, and has served/serves on local and national boards of organizations, programs, and professional societies.

Kristin Bernard is a doctoral candidate in Clinical Science program in the Department of Psychology at the University of Delaware. She is interested in the effects of early adversity on children's development of behavioral and neurobiological regulation, as well as how optimal caregiving and preventative interventions may buffer at-risk children from problematic outcomes.

Sara R. Berzenski research investigates emotional development in the context of adversity, from a developmental psychopathology perspective. In particular, her research at the University of California, Riverside, has focused on the development of emotion competence, and more specifically, domains of self-regulation, including emotion, behavior, and physiology. Her research takes a systems-level approach to clarifying how these domains of functioning cohere to enable children to successfully meet the challenges of development in contexts of adversity and how these processes contribute to adult psychopathology and competence. Her research on child maltreatment seeks to clarify specific mechanisms by which adversity eventuates in negative adjustment (e.g., psychopathology) in some children, but resilience in others. Focusing on traditionally overlooked forms of maltreatment, her work in multiple samples has demonstrated pathways to adjustment as well as individual difference factors, emphasizing specific features (e.g., severity, chronicity) and subtypes (e.g., physical abuse, emotional abuse) of maltreatment.

Donald C. Bross is Professor of Pediatrics (Family Law) at the University of Colorado School of Medicine, and Director of Education and Legal Counsel for the Kempe Center for the Prevention and Treatment of Child Abuse and Neglect. Since being appointed to the faculty in 1976, he has

represented maltreated children in court, drafted child protection legislation, and established the National Association of Counsel for Children (NACC), to advance the field of pediatric law. Awards include the Distinguished Service Award of the International Society for the Prevention of Child Abuse and Neglect (1994), Distinguished Service Award of the National Association of Counsel for Children (2000), University of Colorado School of Law Alumni Award for Distinguished Achievement in Education (2001), US Department of Health & Human Services Commissioner's Award (2003) for Leadership and Services in the Prevention of Child Abuse and Neglect, and the American Professional Society on the Abuse of Children Ronald C. Laney Distinguished Service Award (2011). He works clinically with The Children's Hospital Colorado Child Protection Team and the State and Regional Team against crimes on children. He has administered more than \$6 million in research and services contracts and has more than 100 publications.

Jacquelyn C. Campbell is a national leader in research and advocacy in the field of intimate partner violence. Her studies paved the way for a growing body of interdisciplinary investigations by researchers in the disciplines of nursing, medicine, and public health. She is the Principal Investigator of an [NIH-funded \(T32\) fellowship](#) that provides funding for pre- and postdoctoral fellows in violence research. Elected to the Institute of Medicine in 2000, Dr. Campbell also was the Institute of Medicine/American Academy of Nursing/American Nurses' Foundation Senior Scholar in Residence and currently serves as Co-Chair of the [IOM Forum on the Prevention of Global Violence](#). Other honors include the Pathfinder Distinguished Researcher by the Friends of the National Institute of Health and the National Institute for Nursing Research, Outstanding Alumna and Distinguished Contributions to Nursing Science Awards, Duke University School of Nursing, the American Society of Criminology Vollmer award, and being named one of the inaugural 17 Gilman Scholars at Johns Hopkins University.

Len I. Dalglish was a psychologist who was instrumental in developing and testing approaches to understanding decision making in the context of service delivery. Dr. Dalglish originated the General Assessment and Decision Making Model (GADM). In his many years working in applied clinical contexts, at the Department of Social Work (1981–1988) and the School of Psychology (1988–2005) at the University of Queensland, and at the Department of Nursing and Midwifery (2005–2010), University of Stirling, Scotland, he applied the psychology of judgment and decision making, to a variety of problems. These included the social worker's judgment of child safety and the decision to remove the child from the home. His international legacy in child welfare and other fields through his research, publications, presentations, and teaching remains highly influential.

Deborah Daro has played a key role in the development and assessment of evidence-based home visitation programs for the past 30 years and has worked with Federal administrators and Congressional leaders in crafting guidelines for Federal Maternal, Infant, and Early Childhood Program (MIECHV) passed as part of the Affordable Care Act of 2010. In June 2009, she testified before the House Ways and Means Committee in support of President Obama's original proposal outlining this legislation. Prior to joining Chapin Hall in January 1999, Dr. Daro contributed to the development of Healthy Families America (HFA), one of the nine evidence-based national home visiting models supported under MIECHV. She is considered one of the nation's leading experts in the area of child abuse prevention and was recently appointed to the Institute of Medicine's Committee on Child Maltreatment Research, Policy, and Practice for the Next Decade. Dr. Daro earned her Ph.D. in social welfare at the University of California at Berkeley.

Alan J. Dettlaff is Associate Professor in the Jane Addams College of Social Work, University of Illinois, Chicago. Dr. Dettlaff received his Ph.D. in Social Work from the University of Texas at Arlington in 2004. His practice background includes several years in public child welfare as a practitioner and administrator, where he specialized in investigations of child maltreatment. Dr. Dettlaff's research focuses on understanding and addressing racial disparities in the child welfare system and on understanding and addressing the unique needs of immigrant Latino children who come to the attention

of this system. Dr. Dettlaff is also Principal Investigator of the Jane Addams Child Welfare Traineeship Project, which provides advanced training and financial assistance to students pursuing careers in child welfare.

Mary Dozier is the Amy E. DuPont Chair of Child Development in the Department of Psychology at the University of Delaware, where she directs the Infant Caregiver Project lab. She studies the development of infants and young children who have experienced maltreatment and disruptions in their relationships with caregivers. She developed the Attachment and Biobehavioral Catch-up (ABC) intervention for infants in foster care, infants living with their high-risk birth parents, and young children adopted internationally.

Brett Drake is Professor of School of Social Work at the George Warren Brown School of Social Work at Washington University in St. Louis. Drawing on his prior experience as a child abuse investigator in San Diego county, he has pursued research in early child welfare system response. Within the area of child maltreatment, Dr. Drake has focused particularly on the issue of substantiation, his work showing that substantiated and unsubstantiated families face similar risk of recurrence. He has also done considerable work in the areas of poverty and race as they relate to public child welfare, and has done longitudinal cross-sector work providing insight into life courses and cross-sector contacts among children and families who do and do not contact the child welfare system.

Howard Dubowitz is a Professor of Pediatrics and Director of the Center for Families at the University of Maryland School of Medicine, Baltimore. He is on the Council of the International Society for the Prevention of Child Abuse and Neglect and is President of the Helper Society, an honorary international group of physicians working in the field of child maltreatment. He is also a board member of Prevent Child Abuse America. Dr. Dubowitz is a clinician, researcher, and educator, and he is active in the policy arena. His main interests are in child neglect and prevention. He edited *Neglected Children: Research, Practice, and Policy* and coedited the *Handbook for Child Protection Practice* as well as *International Aspects of Child Abuse and Neglect* and ISPCAN's *World Perspectives on Child Abuse*, 2012. Dr. Dubowitz has over 150 publications and has presented at many regional, national, and international conferences.

Byron Egeland is the Irving B. Harris Professor of Child Development at the University of Minnesota. He is a Co-Principal Investigator of the Minnesota Longitudinal Study of Risk and Adaptation, a 37-year longitudinal study of high-risk children and their families. He and his colleague Marti Erickson were the Principal Investigators of Project STEEP, an NIMH-funded prevention program for high-risk parents and their infants. Dr. Egeland is a fellow in the American Psychological Association, the American Psychological Society, and the American Association of Applied and Preventive Psychology. He coauthored *The Development of the Person*, which has won several awards, including the Eleanor Maccoby American Psychological Association Book of the Year in 2007. Dr. Egeland has served on numerous Boards, including Prevent Child Abuse America. He has published extensively in the areas of child maltreatment, child psychopathology, resilience, social and emotional development, and intervention/prevention with high-risk families.

Raquel T. Ellis is a Senior Study Director at Westat. She currently plays several key roles on the Permanency Innovations Initiative (PII), a national initiative to reduce long-term foster care. This includes leading an experimental evaluation of a trauma-focused practice model in Illinois. She has conducted research in the areas of adoption recruitment, relative search and engagement practices, informal kinship care, differential response, child welfare-juvenile court relations, contraceptive behaviors of community college students, clinical supervision of child welfare workers, and judicial decision-making during termination of parental rights proceedings. She also has 8 years of practice experience in the human service field, mainly in child welfare. She is the sole author of the *Journal on Public Child Welfare* article entitled, "Exploring the influence of juvenile court personnel on child welfare practice" and has coauthored several publications on vulnerable children and families.

Sara Wolf Feldman is a Researcher at Chapin Hall. Her work concentrates on the implementation and impact of child welfare reform efforts, both in the context of out-of-home care and preventive services. Dr. Feldman recently completed a study of the impact of a family-team conferencing model on child-level outcomes. She is currently overseeing the evaluation of Child Success New York City, an initiative designed to provide NYC's family foster care system with a formal, evidence-based foster care model.

As a part of her work, Dr. Feldman uses administrative data to understand private and public child welfare agency performance. Dr. Feldman has developed and measured performance outcomes in the areas of safety and risk assessments, maltreatment investigations, and the use of multiple response systems, foster care, and preventive services.

Dr. Feldman obtained her M.S.W. and Ph.D. degrees from Columbia University. Prior to joining Chapin Hall, Dr. Feldman worked as a clinical social worker and administrative supervisor within a large, New York City-based foster care agency.

Monica M. Fitzgerald is a licensed clinical psychologist and Assistant Professor at the Kempe Center for the Prevention and Treatment of Child Abuse and Neglect at the University of Colorado Medical School. Dr. Fitzgerald is the Director of Training and Evaluation in the Kempe Child Trauma Program and leads the "Evidence Based Practice Training Initiative" focusing on evaluating effective models to spread evidence-based, trauma-informed interventions. Dr. Fitzgerald is currently working as part of the SAMHSA-funded National Child Traumatic Stress Network, building the capacity to deliver evidence-based trauma-informed services for families involved in the military and child welfare. As Co-Principal Investigator on *Kempe Safe Start*, Dr. Fitzgerald is conducting a clinical trial evaluating strategic enhancement to Trauma-Focused Cognitive Behavioral Therapy. Dr. Fitzgerald is an expert trainer in evidence-based trauma-focused treatments and regularly conducts trainings, consultation, and evaluation. She is a Board member of the American Professional Society on the Abuse of Children.

John D. Fluke is an Associate Director for Systems Research and Evaluation and Associate Professor at the Kempe Center for the Prevention of Treatment of Child Abuse and Neglect in the Department of Pediatrics, University of Colorado School of Medicine. Dr. Fluke has over 32 years of experience in social service delivery system research in the area of Child Welfare and Mental Health Services for children including local, state, national, and international projects. He is internationally recognized as a researcher specializing in assessing and analyzing decision making in human services delivery systems. He is also known for his innovative and informative evaluation work in the areas of child maltreatment epidemiology, child welfare administrative data analysis, workload and costing, and performance and outcome measurement for children and family services. The author or coauthor of numerous scholarly publications, Dr. Fluke has presented papers at both national and international meetings and conferences.

Tamara Fuller is the Director of the Children and Family Research Center at the University of Illinois at Urbana-Champaign. Her research interests focus on the child protection system and the effectiveness of the services that are provided to families once they become involved in a maltreatment investigation. Her studies have examined the impact of safety assessment protocols on maltreatment recurrence, worker decision-making during child protection investigations, and predictors of maltreatment recurrence following reunification. Currently, Dr. Fuller serves as the evaluator of the statewide Differential Response randomized clinical trial in Illinois, which includes several studies that examine parent engagement in child protective services using both qualitative and quantitative methodologies.

Angelo P. Giardino received his medical degree from the University of Pennsylvania School of Medicine. He received his doctorate in education from Graduate School of Education at the University of Pennsylvania. Dr. Giardino currently serves as Vice President/Chief Medical Officer for Texas Children's Health Plan, which provides Medicaid and CHIP benefits to over 355,000 children

in Southeast Texas. Dr. Giardino also serves as the Chief Quality Officer for Medicine at Texas Children's Hospital and is a Clinical Professor of Pediatrics at Baylor College of Medicine. He is board-certified by the American Board of Pediatrics in Pediatrics and Child Abuse.

Dr. Giardino has over 20 years experience as a pediatrician specializing in disease management and child maltreatment. His broad career goal is to raise awareness in the evaluation of child maltreatment, care for children with special needs, and to improve the health care delivery system for all. His academic accomplishments include publishing several textbooks on child abuse and neglect, presenting on a variety of pediatric topics at regional and national conferences.

Eileen R. Giardino is an Associate Professor at the School of Nursing at the University of Texas Health Science Center (UTHSC) at Houston. Dr. Giardino received her BSN and Ph.D. from the University of Pennsylvania, her MSN from Widener University, and her NP certification in adult and family from LaSalle University. Clinically, Dr. Giardino works as a nurse practitioner at a university student health service. Her academic accomplishments include coediting several text books in the areas of child maltreatment and intimate partner violence and she presents at professional meetings on issues related to physical assessment and conducting a differential diagnosis. Prior to moving to Houston, Dr. Giardino served on the board of directors for Bethany Christian Services in Fort Washington, PA; was on the advisory board for the LaSalle University Nursing Center in Philadelphia; and completed two terms on the board of directors for the Philadelphia Children's Alliance where she also chaired the Research Committee. Finally, Dr. Giardino teaches on a variety of topics in the adult and family nurse practitioner tracks at UTHSC at Houston and is involved in supervising a number of clinical preceptorships within the nurse practitioner training program.

Patricia Y. Hashima is a developmental psychologist with expertise in planning, implementing, and evaluating community-level approaches to promote the health and well-being of children, youth, and families. Most recently, Dr. Hashima was a behavioral scientist at the Centers for Disease Control and Prevention (CDC) where she collaborated with state and local public health officials and other federal and non-governmental agencies to create infrastructure at local, state, and national levels to further the application of science-based violence prevention strategies into everyday practice. Prior to her employment at CDC, she was a research associate at the Institute on Family and Neighborhood Life at Clemson University, where she was involved in a comprehensive child maltreatment prevention initiative to build systems of support for families of young children living in South Carolina. Dr. Hashima also was instrumental in bridging across disciplines while serving as the lead researcher on a project funded by the Administration of Children and Families of the US Department of Health and Human Services to build state-level research capacity at the South Carolina Department of Social Services. Additionally, she managed and directed the evaluation of South Carolina's Early Care and Education Technical Assistance System, a statewide coordinated system to facilitate the provision of high-quality support for educators of young children. Currently, Dr. Hashima is a private consultant in Decatur, Georgia.

Astrid Heppenstall Heger is the Executive Director of the Violence Intervention Program (VIP), located at the Los Angeles County (LAC) + University of Southern California (USC) Medical Center where she is a Professor of Clinical Pediatrics. Dr. Heger is the preeminent expert in the field of child sexual abuse and assault and the author of numerous articles in this field as well as the definitive textbook *Evaluation of the Sexually Abused Child*, now in its second edition. In 1984, Dr. Heger founded the Center for the Vulnerable Child (CVC), the first medically based child advocacy center in the world, annually evaluating over 15,000 child abuse and child sexual assault victims. In 1995, Dr. Heger established the first of its kind, "one stop shop" community Family Advocacy Center, offering medical, mental health, protective, legal, and social services to victims of family violence and sexual assault throughout Los Angeles County. Dr. Heger has received numerous honors and awards for her work with victims of abuse including the President's highest award for victim advocacy.

Grace W.K. Ho is currently a doctoral candidate at the Johns Hopkins University School of Nursing. She graduated with her BSN in 2009 and obtained a Post-Bachelor's Forensic Nursing Certificate, also from Johns Hopkins University School of Nursing. Her research interests include physical discipline, child physical abuse, and parenting perceptions and behaviors. Ms. Ho's dissertation study will use Q-methodology to examine how Chinese American mothers and pediatric nurses differentiate physical discipline from child physical abuse. Her doctoral studies are supported by the A.T. Mary Blades Foundation Scholarship, the Caylor Award, the Ellen Levi Zamoiski Fellowship, the Johns Hopkins University School of Nursing Scholarship, and the Jonas Center for Nursing Excellence. Her dissertation study is supported by the Sigma Theta Tau International (STTI)/American Nurses Foundation Research Award, the Southern Nursing Research Society Dissertation Award, and the STTI Nu Beta Chapter Research Award.

Sarah McCue Horwitz is a member of the faculty of the Department of Child and Adolescent Psychiatry at New York University. She has a Ph.D. in Epidemiology and Health Services from the Department of Epidemiology and Public Health, Yale University. Her areas of interest are children's mental health, children's mental health services and the implementation of evidenced practices in usual care. Dr. Horwitz has been a faculty member at Yale University, Case Western Reserve University, and Stanford University. She is currently involved in studies examining: the adoption of evidence-based practices by child serving mental health agencies; the use of learning collaboratives as a strategy to improve implementation of evidence-based practices; the physical health, and mental health, and mental health services use of children investigated by US child welfare agencies; and the effectiveness of a six session CBT-based intervention to alleviate symptoms of depression, anxiety, and trauma in women who have delivered an infant preterm.

Reena Isaac is a full-time forensic pediatrician in the Child Protection Program, section of the Emergency Medicine Service of Texas Children's Hospital. She was exposed to numerous cases of child abuse while completing her pediatric residency at Albert Einstein College of Medicine, Jacobi Medical Center, Bronx, New York. Inspired by learning that she could make a difference in a child's life, Dr. Isaac completed a forensic pediatric fellowship from Brown Medical School in Providence, Rhode Island. Her work brings education and research into communities to raise awareness, with the hope of reducing the rate of child abuse.

Melissa Jonson-Reid is Professor of Social Work and Director of the Brown Center for Violence and Injury Prevention at the George Warren Brown School of Social Work, Washington University. Her primary research interests include services and outcomes for abused and neglected children and child maltreatment prevention. She has received ongoing federal funding to explore how children reported for neglect and other reasons move through systems and experience various outcomes. Based on this work, she is currently evaluating a new intervention for mothers with young children in the child welfare system – "Early Childhood Connections." She currently directs the Centers for Disease Control and Prevention–funded Brown Center for Violence and Injury Prevention which focuses on child maltreatment, intimate partner violence, suicide, and sexual violence prevention and intervention. She is also an investigator and host for the current Translational Child Neglect Consortium annual meetings.

Homer D. Kern In 1980, Homer earned a Ph.D. degree in College Teaching and Political Science from the University of North Texas. His dissertation was "Burnout in Child Welfare Social Workers." He also has M.A. and B.A. degrees in Government and Political Science from Texas Tech University and the University of Southern California. He completed additional undergraduate work at the University of Vienna, and additional graduate work at several schools in Human Behavior, Law, Research, Statistics, Management, Social Work, and Computer Science.

After 2 years (1975–1977) as a generic Child Welfare caseworker, and 2 more years as a regional researcher/planner, he moved to a series of positions conducting statewide social services research for

Texas. In 1980, he also started providing part-time consulting and research for social service agencies around the nation. In 1996, he retired from what is now the Texas Department of Family and Protective Services and began full-time consulting nationally. He provided consultation and research for many social service agencies across the country for years. He is currently retired.

Robin Kimbrough-Melton is a Senior Instructor of Pediatrics in the University of Colorado School of Medicine and a faculty member in the Kempe Center for Prevention and Treatment of Child Abuse and Neglect. She teaches in *Health and Human Rights* in the Colorado School of Public Health. She holds adjunct appointment at Clemson University where she has taught courses on international law and human rights. As a lawyer, Professor Kimbrough-Melton has long been active in service system reform related to juvenile justice, criminal justice, education, social services and the courts. She is also the executive director of the American Orthopsychiatric Association. She has received awards for child advocacy from the American Psychological Association Division of Child, Youth, and Family Services and the South Carolina Professional Society on the Abuse of Children.

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Mrs. Knapp has provided expert witness testimony in both civil and criminal courts and has been qualified as an expert in Federal Court. Recently, Mrs. Knapp was honored by the US Attorney's Office at the District of Arizona's 2012 Victims of Crime ceremony and was recognized for "going above and beyond" in serving victims of crime.

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Jill E. Korbin is Associate Dean, Professor of Anthropology, Director of the Schubert Center for Child Studies, and Co-Director of the Childhood Studies Program in the College of Arts and Sciences at Case Western Reserve University. Korbin earned her Ph.D. in 1978 from the University of California at Los Angeles. Her awards include the Margaret Mead Award (1986) from the American Anthropological Association and the Society for Applied Anthropology; a Congressional Science Fellowship (1985–1986 in the Office of Senator Bill Bradley) through the American Association for the Advancement of Science and the Society for Research in Child Development; the Wittke Award for Excellence in Undergraduate Teaching at Case Western Reserve University (1992); and a Fulbright Senior Specialist Award (2005). Korbin served on the National Research Council's Panel on Research on Child Abuse and Neglect, and the Institute of Medicine's Panel on Pathophysiology and Prevention

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Richard D. Krugman is Distinguished Professor of Pediatrics, Vice Chancellor for Health Affairs, and Dean of the University of Colorado (CU) School of Medicine. He served as Director of the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect from 1981 to 1992 and has gained international prominence in the field of child abuse. Dr. Krugman is a graduate of Princeton University and earned his medical degree at New York University School of Medicine. A board-certified pediatrician, he did his internship and residency in pediatrics at the University of Colorado School of Medicine. Following a two-year appointment in the early 1970s with the Public Health Service at the National Institute of Health and the Food and Drug Administration, Dr. Krugman joined the CU faculty in 1973. He went back to the Washington area in 1980 as a Robert Wood Johnson Health Policy Fellow and served for a year as a legislative assistant in the office of U.S. Senator Dave Durenberger of Minnesota. He has earned many honors in the field of child abuse and neglect and headed the U.S. Advisory Board of Child Abuse and Neglect from 1988 to 1991. Dr. Krugman is a member of the Institute of Medicine (IOM) and has authored over 100 original papers, chapters, editorials, and four books and stepped down after 15 years as Editor-in-Chief of *Child Abuse and Neglect: The International Journal* in 2001.

Scott D. Krugman is Chairman, Department of Pediatrics, and Director, Community Medicine and Wellness Service Line at MedStar Franklin Square Medical Center, and Clinical Professor, Pediatrics and Epidemiology, at the University of Maryland School of Medicine. He is board-certified in General Pediatrics and Child Abuse Pediatrics and is the founder and medical director of MedStar Franklin Square's Child Protection Team. In addition to child abuse evaluations, he initiated child abuse prevention services at the hospital. Dr. Krugman is also a member of the Child Abuse Medical Providers (CHAMP) faculty, the Baltimore County Child Fatality Review Team, the Baltimore County Child Protection Review Panel, and a past member of the State Council on Child Abuse and Neglect and the board of The Family Tree. He is past-chair of the Child Maltreatment Committee of the Maryland Chapter of the American Academy of Pediatrics and current president of the chapter.

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Sarah Miller-Fellows is a graduate student in the Department of Anthropology and the Department of Public Health and a research associate at the Schubert Center for Child Studies at Case Western Reserve University. She previously received a B.A. in anthropology and French studies from Smith College and an M.A. in medical anthropology from Case Western Reserve University. Her research interests include reproduction, early childcare, genetic disorders, infectious disease, and religious identity. Her M.P.H. thesis examines the relationship between childhood infection with schistosomiasis and adult subfertility among women in coastal Kenya. Her dissertation research will explore how Amish parents experience pregnancy and caring for young children in the context of a high rate of genetic disorders.

Beth E. Molnar is a social and psychiatric epidemiologist. She is an Associate Professor of Health Sciences and an Associate Director of the Institute on Urban Health Research at Northeastern University. Dr. Molnar's research is grounded in three public health domains: social epidemiology, prevention science, and psychiatric epidemiology. Studies focus on three major areas: (1) violent, traumatic experiences (including child maltreatment, sexual violence, community violence) and ways they affect children and adolescents; (2) the social context of high-risk behaviors such as youth violence (the latter often being sequelae of the first), and development and evaluation of violence prevention interventions. Areas of Dr. Molnar's expertise include multilevel methods, community-based participatory research, and survey research. Using both qualitative and quantitative methods, strongly influenced by Bronfenbrenner's Bioecological Theory of Human Development,

Dr. Molnar has focused on identifying neighborhood-level social resources that can be mobilized to decrease violence in both families and communities.

Michael Nash received his undergraduate degree from UCLA and his law degree from Loyola Law School in Los Angeles. Prior to being appointed as a Municipal Court Judge in 1985, Judge Nash served as Deputy Attorney General in the criminal division of the California Attorney General's Office where he handled criminal appeals and trials for over 10 years. Judge Nash was elevated to the Superior court in 1989 and has served in the Juvenile Court since 1990. Since 1995, he has served as either Presiding Judge of the Juvenile Court or Supervising Judge of the Juvenile Dependency Court in Los Angeles. He is President of the National Council of Juvenile and Family Court Judges.

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Andrea J. Sedlak, Westat Vice President and social psychologist, specializes in research on victimized, vulnerable, and troubled children, youth, and families. She designed and directed the last three cycles of the National Incidence Study of Child Abuse and Neglect (NIS-2, NIS-3, and NIS-4) and national surveys on youth in juvenile justice custody for the US Department of Justice. Currently, she directs the national evaluation of the Permanency Innovations Initiative (PII), which builds evidence for interventions that reduce the risk of children remaining in long-term foster care, and the Third National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NIS-MART-3), which will provide updated estimates of the numbers of these children and describe their characteristics and experiences. She is also Principal Investigator on the second National Survey of Youth in Custody (NSYC-2), the Survey of Juveniles Charged in Adult Criminal Courts, and the National Juvenile Probation Census Project.

Kamala F. Smith currently serves as Research Analyst at Abt Associates, carrying a broad portfolio of work in behavioral health policy analysis and program evaluation, including study of families with high social and health risks and service members and veterans with post-traumatic stress disorder. She pursues her interest in both intimate partner violence (IPV) and family violence, which emerged while working as a parental stress line counselor and an emergency room victim advocate. Ms. Smith has coauthored numerous posters and publications on different forms of violence including IPV, rape, and torture. She spent 2 years working in the Women's Division of the National Center for PTSD as a member of the research teams examining the psychological impacts of IPV on women and the use of cognitive behavioral therapies to treat PTSD. Additionally, Ms. Smith has worked internationally to expand mental health services for victims of sex trafficking. She has a BA in psychology from Boston University and an MPH from Johns Hopkins Bloomberg School of Public Health.

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Michael S. Wald is the Jackson Eli Reynolds Professor of Law at Stanford University. He joined the faculty in 1967. His teaching and research focuses on children and public policy, especially with respect to child maltreatment. He was Director of the Stanford Center on Child, Youth, and their Families from 1984–1987.

Professor Wald served as the reporter for the American Association's Standards Related to Child Abuse and Neglect and has helped author legislation related to child welfare at the federal and state levels.

Professor Wald has held a number of nonacademic positions related to child welfare. He was Director of the San Francisco Human Services Agency in 1996–1997, Deputy General Counsel of the US Department of Health and Human Services from 1993–1995, and has sat as a juvenile court judge in California. He also has been a member of the US Advisory Committee on Child Abuse and Neglect, was chair of the California State Advisory Committee on Child Abuse, and the Carnegie Foundation Commission on Children 0–3.

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Fred H. Wulczyn is a Senior Research Fellow at and founding staff member of Chapin Hall at the University of Chicago. His public sector experience includes a decade long post with the New York State Department of Social Services. Today, he splits his time between Chapin Hall and the United States Department of Health and Human Services where he is a special advisor to Commissioner Bryan Samuels, who oversees the US child welfare system.

Dr. Wulczyn's principal areas of expertise focus on child welfare broadly defined, with an emphasis on child maltreatment and foster care. He is the founding director of the Center for State Child Welfare Data, a collaborative effort involving Chapin Hall, the National Association of Public Child Welfare Administrators and the University of California at Berkeley. As Special Assistant to Commissioner Samuels, Dr. Wulczyn is also leading a redesign of the methods used by the federal government to monitor the performance of state child welfare agencies. In recognition of his work, Dr. Wulczyn has received the 2005 Peter Forsythe Award, the 2011 Flynn Prize, and an honorary Doctorate of Humane Letters by Marywood University.

Tuppett M. Yates earned her Ph.D. in developmental psychopathology and clinical science from the Institute of Child Development at the University of Minnesota in 2005. She is an Associate Professor at the University of California, Riverside (UCR), where she directs the Adversity and Adaptation Laboratory (www.adlab.ucr.edu). Dr. Yates' research focuses on how childhood adversity influences developmental pathways toward psychopathology and competence with particular emphases on social and regulatory developmental processes. Her current research activities center on longitudinal studies of risk and resilience, including an investigation of formal school transition among 250 preschooler-caregiver dyads, and a study of young adult transitions among 200 youth as they “age out” of the foster care system. Dr. Yates has extensive clinical experience with high-risk youth. She is also the founder and director of the UCR Guardian Scholars (www.guardianscholars.ucr.edu), which provides a comprehensive network of support to emancipated foster youth as they pursue higher education.

Introduction

Jill E. Korbin and Richard D. Krugman

One of the early pioneers in the field of Child Maltreatment was Brandt Steele. He was the psychiatrist on the original “Battered Child” paper with C. Henry Kempe in 1962 (Kempe et al. 1962). Brandt saw his first case in 1956 and spent nearly a half century listening to abused children and abusive adults before his death in 2005 at the age of 97. One of his favorite sayings was “If you don’t understand someone’s behavior, you don’t have enough history.” He always took time to pause and to listen, to ask questions and to try to understand what it was that led to the behaviors – and the consequences of those behaviors.

With that in mind, you may wonder what it was that led us to start this new *Handbook of Child Maltreatment* and the series, *Child Maltreatment: Contemporary Issues in Research and Policy* of which it is a part. There are many books and journals now that regularly report on what is new or what is going on in the field of child maltreatment. Substantial progress has been made in addressing child maltreatment, as will be seen in the chapters in this volume. Nevertheless, many of the core questions of the field remain, and the chapters point us in the direction both of what is known, and, perhaps even more importantly, what remains to be known to make progress in helping abused children, their families, and their communities.

The complexity of child abuse and neglect has posed many challenges. We asked our colleagues in the field if they would contribute to a volume whose aim is to review what we know and what we don’t know at this stage of the development of the field of child maltreatment with an emphasis on what we need to be doing from here. We asked for “executive summaries” of the decades of work that have gone on in specific areas, with the additional aim of having future volumes of the series be specific monographs that build on these chapters and update them as time goes on. Other chapters could have been and will be included in future versions of the *Handbook*, which we intend to update approximately every 5 years.

We initially planned to have the *Handbook* be the first volume in the series, followed by monographs taking up the issues presented in the *Handbook*. Along the way, we realized that last year (2012) was the 50th anniversary of the Battered Child paper (Kempe et al. 1962). We then decided to take a different path, and Volume 1 of this series was published to commemorate that event (Krugman and Korbin 2013). We invited professionals who had worked with or been influenced by Henry Kempe and his work to comment specifically on four of Kempe’s key papers with an eye towards where this work had led the field.

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Thirty years ago, there was a saying in Washington, DC: “where you stand depends on where you sit.” If you search that phrase now, it is attributed to Nelson Mandela – and the truth of who said it first is not as important as the truth of the phrase. The field of child abuse and neglect is one that is a sub-set of some very large fields: anthropology, criminology, law, medicine, pediatrics, psychiatry, psychology, social work, and sociology, to name just some. Not surprisingly, those scholars and practitioners who come from each of these fields (and others) tend to see the problem from that perspective.

The organization of the *Handbook* is along reportorial lines: What is child maltreatment? Why does it occur? What are the consequences? What can and should we do about it? How does child maltreatment look in a more global perspective?

The first section of the *Handbook* addresses one of the major challenges in child maltreatment work: What are we talking about? What *is* child abuse and neglect? At its most basic, since the beginning of the “field,” we have questioned whether child maltreatment can be measured in behaviors of caregivers or by the identified injuries and consequences to children that result in agency reports. Most research on child maltreatment relies on cases reported to child protective services. Chapter 1 by Sedlak and Ellis helps us to understand “what it is” by examining national incidence studies and trends in reporting. The next three chapters examine the major forms of maltreatment that are identified by mandatory reporting statutes: child neglect by Proctor and Dubowitz in Chapter 2; physical abuse by Palusci in Chapter 3; and sexual abuse by Heger in Chapter 4. A final chapter in this section, Chapter 5 by Krugman and Lane, tackles one of the most disturbing forms of child maltreatment, when a child dies as the result of abuse and/or neglect.

A second challenge, and the second section of this book, addresses the basic question of why child maltreatment occurs. An early and persisting explanation for the existence of child maltreatment is that it is passed from generation to generation, and that the abused children of today become the abusive parents of tomorrow. In Chapter 6, Bezenski, Yates and Egeland assess the evidence for intergenerational transmission of abusive parenting. Another explanation asks whether child maltreatment is most powerfully related to poverty. Drake and Jonson-Reid in Chapter 7 tackle this issue. Related to poverty, in Chapter 8, Dettlaff brings to bear the evidence and arguments for and against disproportionality in child maltreatment report rates, asking if disproportionality exists and how the answer to this question has shaped our understandings of why child maltreatment occurs. Another line of thinking about the etiology of child maltreatment is that there are certain children who are more susceptible to being maltreated. In Chapter 9, Giardino, Giardino and Issac consider the evidence related to the maltreatment of children with disabilities. Child maltreatment also has been explained by asking whether some families (including parents) are simply more violent than others. In Chapter 10, Alhusen and colleagues review the challenges of understanding the dynamics and overlap of intimate partner violence and child maltreatment.

A third challenge in child maltreatment work is assessing the consequences of maltreatment. One might argue that the very experience of an abused or neglected child is sufficient in and of itself to demand a concerted response, both to help the child and family and to prevent future abuse to that child or any other child. It has been very difficult to sort out the consequences of child maltreatment from other difficult circumstances in which children live, such as poverty and disadvantage. Increasing evidence, however, has pointed to the long-term consequences of early adverse experiences, including maltreatment. Yet, the pathways from child maltreatment to difficulties later in life remain less clear. Are abused children compromised neurologically, leading to later difficulties? Are abused children set on a path leading them to risky behaviors, including substance abuse, dating violence, early sexuality? At the core of these questions is the concern to determine the balance of risk and resilience, why some abused children have dire consequences from the experience, some seem to function well in some areas and not others, and some go on to lead lives indistinguishable from their non-maltreated peers. This section of the book examines two of these issues. In Chapter 11, Bernard, Lind and Dozier examine the consequences to the developing brain and neurological development among maltreated children, as well as the evidence for whether these early consequences can

be mitigated. In Chapter 12, Widom brings together evidence about the life course of abused children taking a prospective rather than the usual retrospective approach. The reader is also referred to the earlier Chapter 6 that considers one of the most persistent beliefs about child maltreatment and its consequences – intergenerational transmission of abusive parenting such that the abused child of today becomes the abusive parent of tomorrow.

The fourth, and largest section, considers what we should do about child maltreatment. These chapters address such efforts despite the challenges examined in the earlier sections including lack of definitional clarity and questions about etiologies and outcomes. Wald begins this section in Chapter 13 with a broad view of what the goals of ensuring child well-being should be and how child protection fits into this framework. He considers options, expanded upon in several subsequent chapters about how we might move forward towards those goals.

While there has sometimes been a tension between prevention and treatment in the field, particularly as to where resources should be devoted, both are represented in this section. The first subsection deals with prevention issues, beginning with an overview by Daro and Benedetti in Chapter 14. This overview of where we have been and need to go is followed by Chapter 15 by Molnar and Beardslee who argue for a community approach to prevention and Chapter 16 by Hashima also suggesting a broader public health approach to prevention. An example of one community-based prevention program, Strong Communities, is the focus of Chapter 17 by Melton. The subsection concludes with Wulczyn and colleagues' questions in Chapter 18 about the match, or mismatch, between resources and needs.

The next subsection turns to treatment approaches, beginning with Timmer and Urquiza's Chapter 19 that brings together issues in child development with empirically based programs. The three chapters that follow emphasize different approaches to intervention. Fitzgerald and Berliner in Chapter 20 examine psychosocial interventions for abused and neglected children; Taussig and Raviv foster care in Chapter 21; and Andrews mutual support and self-help for maltreating parents in Chapter 22. Vaughan-Eden's Chapter 23 asks that the field consider non-offending mothers of sexually abused children. Fuller's Chapter 24 then examines what we know about the successes of differential or alternative response approaches to working with maltreating families. The subsection concludes with Fluke and colleagues' Chapter 25 that brings us back to the basics of how child protective services make decisions that bring maltreatment cases to the attention of intervenors in the first place.

In the last subsection on legal issues, in Chapter 26, Mathews and Bross consider legal approaches, including mandatory reporting. Russell and colleagues in Chapter 27 offer a perspective on the judicial process. Knapp's Chapter 28 brings the perspective of law enforcement, which is responsible for the initial investigations.

Finally, we end with Section V that calls us back to thinking about the broader international and cross-cultural human experience. In Chapter 29, Kimbrough-Melton considers how international law and conventions have shaped our views of, and responses to, child maltreatment. Kimbrough-Melton includes a consideration of how international law has addressed the balance between the universal rights and needs of children with cultural diversity in behaviors and beliefs about what is regarded as abusive to children around the world. Kohrt concludes the volume in Chapter 30 by bringing a biocultural perspective to the consideration of child maltreatment.

We are grateful to those who contributed to this volume and to our colleagues at Springer for affording us the opportunity to bring this *Handbook*, and this new series, forward to the field. We look forward to the work of our colleagues that will be reflected in regular updates to the *Handbook* and new books to expand our knowledge and contribute to the well-being of children, their families, and their communities. Because *Child Maltreatment: Contemporary Issues in Research and Policy* will be a dynamic and ongoing series, we value reader's comments about what was helpful or other directions we could explore in future volumes, both in updates of the *Handbook* and future monographs. To the reader, this series is for you.

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Part I
Child Maltreatment:
What Is It?

Chapter 1

Trends in Child Abuse Reporting

Andrea J. Sedlak and Raquel T. Ellis

Introduction

Organized public efforts to protect children from abuse and neglect began in the late 1800s with the rise of private organizations that took public stances against cruelty to children (Schene 1998). Although the 1935 Social Security Act provided funding to states for child welfare services to vulnerable children, mandated reporting laws were enacted only after Dr. Henry Kempe's 1962 article on the "battered child syndrome" raised widespread concern and brought national attention to child physical abuse inflicted by parents and caregivers (Kempe et al. 1962; Melton 2005).

In the same year that Kempe and his colleagues published their seminal article, 1962, the Children's Bureau held two meetings to explore strategies for addressing the problem. These culminated in a model child abuse reporting law, which the Children's Bureau disseminated widely to child welfare organizations and state legislatures (Nelson 1984). The model state child protection act authorized state departments of social services and/or child protective services to receive suspected child maltreatment reports and authorized the reporting of child maltreatment by any person, while requiring certain professionals who have frequent interactions with children (such as law enforcement and medical professionals) to report suspected maltreatment (Kalichman 1993).

By 1967, all states and the District of Columbia had enacted mandatory child maltreatment reporting laws, incorporating some or all of the provisions of the Model Act (Nelson 1984). Federal legislation was enacted in 1974, when Congress passed the Child Abuse Prevention and Treatment Act (CAPTA, P.L. 93-247). CAPTA established the National Center on Child Abuse and Neglect (NCCAN) to provide policy and standard guidelines for handling the reports, and offered limited grants to states to develop child protective services. CAPTA also established requirements for state reporting laws, which states had to meet in order to be eligible for state service grants (Nelson 1984; Schene 1998).

Mandatory reporting requirements. Section 1.5 of this volume discusses the legal issues surrounding mandatory reporting requirements. For purposes here it is important to recognize that these vary from state to state, both in terms of who must report and the types of maltreatment they must report. Only about 18 states require *any individual* who suspects child maltreatment to report.¹ In most states, specific professionals who have frequent interactions with children are mandated reporters, whereas other professionals and members of the general public are simply encouraged to voluntarily report. The professionals most commonly identified as mandated reporters in State statutes include medical,

¹ States frequently amend their laws (Child Welfare Information Gateway 2009a).

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mental health, social work, educational and legal professionals (Child Welfare Information Gateway 2011a). State laws also mention judges, attorneys, court-appointed special advocates, Christian Science practitioners, and the staff and volunteers of various social service or community agencies including health and human services, public housing, public assistance, domestic violence, and victim and rape centers. Some state statutes also identify public or private agency staff who provide recreational or sports activities, animal protection or control, veterinarians, and computer and internet providers' installation or repair staff.

States' statutes vary substantially in the degree of detail in their descriptions of the maltreatment that must be reported and in whether they include or exclude a given type of maltreatment from the requirement. An extensive review of states' reporting statutes (Sedlak et al. 2003) considered the number of specific acts mentioned in states' statutes and found that most states provided highly differentiated definitions of sexual abuse and of physical neglect. Less than one-third of states gave a moderately differentiated definition of mandated physical abuse, whereas only one-tenth of states did so for emotional abuse. Only about one-half of states even mentioned emotional neglect or educational neglect, with extremely little differentiation of the acts or omissions defined in these categories.

Recent information on current state statutes indicates the situation is unchanged for educational neglect, with just a slight majority of states' statutes mentioning it at all (Child Welfare Information Gateway 2011a). Recently, child protective service agencies have increasingly considered a child's exposure to domestic violence to be a form of maltreatment, but states that mention it vary in their treatment of it, with some states including it in their definition of physical abuse, others considering it to be a form of neglect. However, most states still omit any mention of it and one state specifically excludes it from maltreatment that must be reported. Only about one-fourth of states include in utero exposure to drugs in their definitions of abuse or neglect (Child Welfare Information Gateway 2011b).

CPS responses. Some cases of child maltreatment never reach CPS because the individual who noticed the situation and suspected maltreatment did not contact CPS to report it. Once an individual reports the maltreatment of a child to a local CPS agency or state or regional hotline, the referral undergoes a screening process to determine whether the situation meets the agency's criteria for a CPS investigation. Referrals are screened-out with no investigation when there is insufficient information to contact the family for follow-up and when the situation described in the report does not meet a state's legal definition of child maltreatment. The agency will not provide any direct response to screened-out cases although they may tell the reporter to contact another agency or service.

Some CPS agencies can offer a non-investigative response to selected low risk cases that do not meet their standards for investigation. These non-investigative responses go by a variety of labels, including "differential response," "alternative response," "multi-track response," and "dual-track" response. Whatever their label, these responses involve offering services to meet various needs of the child and family in order to prevent the family from becoming a high-risk case. The CPS agency does not focus on gathering evidence to confirm the occurrence of abuse or neglect and the family is not legally mandated to accept the agency's intervention (as they may be with a CPS investigation response). Differential response systems began to emerge in the early 1990s a result of dissatisfaction with the inflexible and limited capacity of the CPS response, the adversarial orientation of CPS (which can discourage family engagement and compliance), and the inability of traditional child welfare services to address the underlying causes of the safety issues that bring families to the attention of CPS (Child Welfare Information Gateway 2008; Daro et al. 2005; Farrow 1997; Schene 2005; Zielewski et al. 2006).

Challenges of studying mandated reporting. The fact that reporting of child abuse and neglect is mandated by law makes it difficult to study reporting directly. Researchers cannot explicitly ask respondents to describe child abuse cases they have encountered and then ask whether they have reported these specific cases. To do so is to ask respondents whether they have complied with the law. Moreover, present-day human subjects protection standards would require a researcher to forewarn