

THE IMPACT OF TRAINING, EXPERIENCE, AND CONFIDENCE
ON MANDATED REPORTING AMONG
SCHOOL PERSONNEL

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By
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CERTIFICATION OF APPROVAL

THE IMPACT OF TRAINING, EXPERIENCE, AND CONFIDENCE
ON MANDATED REPORTING IN
EDUCATIONAL STAFF

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DEDICATION

Even with great support, a thesis can seem like a daunting, scary task. I would like to dedicate this to those people who supported me, even on days when this thesis grew bigger than it needed to be.

To my family, who assured me that they would love me even if I never finished writing my thesis.

To my friends, who listened as I complained about how tough this was, and offered to help me celebrate milestones as I progressed.

And to my Thesis Chair, Dr. Roy, who was unendingly patient, even when I took months to do something that should have only taken days to complete.

TABLE OF CONTENTS

	PAGE
Dedication.....	iv
List of Tables	vii
Abstract.....	viii
CHAPTER	
I. Introduction to the Study	1
Definitions.....	2
II. Review of the Literature	4
Effects of Child Abuse.....	4
Development of Mandated Reporting.....	6
Influencing Factors	9
Hypotheses.....	17
III. Methodology.....	18
Data Collection	18
Instrumentation	20
Research Design.....	21
IV. Results.....	22
Hypothesis 1.....	24
Hypothesis 2.....	25
Hypothesis 3.....	25
Hypothesis 4.....	25
Hypothesis 5.....	25
Hypothesis 6.....	26
Hypothesis 7.....	26
V. Discussion and Recommendations	27
Limitations to the Present Study.....	31
Directions for Future Research.....	34
Conclusion	35

References.....	38
Appendices	
A. Informed Consent Form.....	43
B. Confidence and Mandated Reporting	45
C. Debriefing Form.....	48
D. Distribution Graphs.....	49

LIST OF TABLES

TABLE	PAGE
1. Frequency of roles in sample of elementary school employees	22
2. Educational levels of elementary school employees based on role type	23
3. Means of items based on role type.....	23
4. Missing data based on role type.....	24

ABSTRACT

Child abuse and neglect is still a problem, in spite of efforts to reduce its impact. The requirement of mandated reporting duties of elementary school employees has continued to be a focus of research, and underreporting of child abuse and neglect continues to be an issue, but research has demonstrated that training and experience increase confidence of mandated reporters, which may lead to less underreporting. The present study examined training, experience, and confidence levels in classified and certificated elementary school employees ($n = 76$) in different roles on campus. Overall associations were found between training and confidence, experience and confidence. Training and experience both had a positive relationship with confidence in elementary personnel. Additionally, classified staff were found to have received more training than certificated staff, although no significant differences were found in the areas of experience or confidence.

CHAPTER I

INTRODUCTION TO THE STUDY

Long-term sustained efforts have been made for many years in an effort to reduce rates of child abuse and neglect in the United States. One of the most notable efforts was the formation of mandated reporting duties for multiple professions, including schoolteachers and other classified school employees (Child Abuse and Neglect Reporting Act, 1980). Employees in the educational system are particularly important in their roles as mandated reporters, because they spend a large proportion of active hours with a large number of children (for example, see Dombrowski & Gischlar, 2006).

However, little is known regarding mandated reporting behaviors of schoolteachers, and even less is known about mandated reporting behaviors of school staff members who are also held to mandated reporting duties. Underreporting of child abuse and neglect is well documented in the literature (see Delaronde, King, Bendel & Reece, 2000; Hussey, Change, & Kotch, 2006; Kenny, 2001; for examples), but the cause of this underreporting is difficult to ascertain. Research has demonstrated that the decision to report child abuse and neglect may be more dependent on teacher factors (training, feelings about Child Protective Services, history of reporting child abuse and neglect, etc.), than the child or case factors (Kelly, 1990). Several possible factors in underreporting of child abuse and neglect in schools may be the amount of training teachers and other employees receive, their confidence in their role, and their prior experience in making reports.

The present study examines mandated reporting behaviors in all types of elementary school employees. In particular, the study will assess elementary school employees' training

levels and experience in making mandated reports and their corresponding self-reported confidence in their professional competence at making reports.

Definitions

For the purposes of this study, child abuse and neglect refers to the types of abuse that are required by law to be reported by mandated reporters. According to the state of California's Child Abuse and Reporting Act of 1980 (CANRA, 1980), these types of abuse are a physical injury that is not the result of an accident (P.C. 11165.6), child sexual abuse (P.C. 11165.1), willful cruelty or unjustifiable punishment (P.C. 11165.3), and neglect of a child by a caregiver or person responsible for the child's well-being (P.C. 11165.2). The term mandated reporter refers to those people identified by CANRA (1980) as having a legal duty to make official reports to appropriate authorities when they have a reasonable suspicion of an occurrence of child abuse or neglect. This designation includes many professions, including teachers, school administrators, and other classified employees, among others (PC 11165.7 (a)(1-4)). For the purposes of this study, these mandated reporters will be further classified into two groups: classified and certificated employees. This appears consistent with the current terminology in school settings. Classified employees include: school aides, janitorial staff, cafeteria staff, yard duty staff, office assistants, attendance secretaries, teacher's aides, and other staff that are not credentialed. Certificated employees include: principals, vice principals, school nurses, teachers, and school psychologists, among other staff that have credentials.

As previously mentioned, the present study seeks to understand the relationship that training and experience have with the professional confidence of the aforementioned mandated reporters in educational settings. Here, confidence will be defined as the degree of self-assurance or certainty in a mandated reporter's ability to perform their duty and

knowledge of reporting information and child abuse and neglect, as is consistent with the literature (for example, see Eichelberger, 2011). The present study will seek to better understand several variables that have influence on a mandated reporter's confidence in their abilities to report child abuse and neglect.

CHAPTER II

REVIEW OF THE LITERATURE

Current studies of the prevalence of child abuse and neglect demonstrate that the problem continues in today's society. Annually, the U.S. Department of Health and Human Services collects data from all 50 states through the National Child Abuse and Neglect Data System (NCANDS) regarding reported national incidences of child maltreatment. In their report, *Child Maltreatment 2012* (U.S. Department of Health and Human Services, 2012), they presented an analysis of all data collected from Child Protection Services agencies across the country, and indicated that, while the overall rates of substantiated victimization of children declined by 3.3 percent, approximately 686,000 children were reported as confirmed victims of child abuse and neglect, with approximately 1,640 child deaths as a result of child abuse and neglect. While some children experienced multiple types of maltreatment, neglect accounted for approximately 78.3% of victims (or 531,241 children), with physical and sexual abuse accounting for approximately 18.3% (124,544 children) and 9.3% (62,936 children), respectively. An additional 10.6% of victims were identified as receiving maltreatment not identified in the other categories. This type of maltreatment could include situations such as threatened abuse or parental substance abuse, among others (U.S. Department of Health and Human Services, 2012).

Effects of Child Abuse

In light of these daunting numbers, child abuse and neglect has continued to be a long-established problem, with many harmful effects for individuals, families, and overall societal wellness (for examples, see Greenfield, 2010; Krug, Mercy, Dahlberg, & Zwi, 2002; Norman, Byambaa, De, Butchart, Scott, & Vos, 2012). Norman et al. (2012) analyzed the

long-term effects of multiple nonsexual forms of child abuse and maltreatment through a meta-analysis of the literature base regarding forms of child-maltreatment and their effect on health. The authors found that child abuse and maltreatment had a significant effect on the likelihood of the person's later development of mental health concerns; specifically, they reported that a child who is a victim of abuse that is nonsexual in nature has twice as much of a chance of having mental health concerns in the future (Norman et al., 2012). A child's exposure to abuse and maltreatment increases the likelihood not only of mental health concerns in adulthood, such as Major Depressive Disorder, anxiety disorders, and child behavior disorders, among others, but also increases numbers of suicide attempts, sexually transmitted infections, drug use, risky sexual behavior, and numerous medical issues such as obesity, cardiovascular diseases, asthma, ulcers, chronic fatigue syndrome, and poor adult health (Greenfield, 2010; Norman et al., 2012). Some reports go so far as to state that approximately 1 million children are affected by child abuse and neglect annually, with around 1500 of those cases of child abuse and neglect resulting in death of the affected children (Hussey et al., 2006). In addition, some authors have suggested that child abuse and neglect may have a long-term effect on the economic status of the individual. Currie and Widom (2010) assert that, as a result of the multiple effects of child abuse and neglect (Greenfield, 2010; Norman et al., 2012), the abilities of the affected child can manifest in lower levels of academic achievement and intellectual performance, as well as higher levels of behavioral issues (i.e., truancy, suspension, or expulsion from school). The authors continue by reporting that an early childhood experience of child abuse and neglect may have a long term effect on the person's earning potential, reducing the individual's peak earnings by as much as \$5,000 a year (Currie & Widom, 2010).

The impact of child abuse and maltreatment extends beyond the individual level. Hussey et al. (2006) examined the existing societal situation in regards to child abuse, and identified its impact long term on adolescent well-being. The authors recognized that the societal costs of child abuse and neglect and related services cost the government more than \$20 million dollars annually (Hussey et al., 2006). Wang and Holton (2007) corroborated the cost of child abuse and neglect on a societal level, and reported that while multiple examples of long term effects of child abuse and neglect on the individual are well established in the literature, the cost of child abuse and neglect continues to extend to society. In their Economic Impact study (Wang & Holton, 2007), the authors identify child abuse and neglect as costing \$103.8 billion in 2007 in both direct (immediate costs of addressing the needs of the victimized children) and indirect costs (cost of long term effects). As this problem has continued, protection of children and prevention of child abuse and neglect is an issue that continues to be the focus of the mental health community and our society at large. This long-established issue of child abuse and the accompanying cost at the personal and societal levels sets an important background to the present study of impacting variables on mandated reporting in elementary school faculty and staff.

The Development of Mandated Reporting

The response to this widespread phenomenon has been developing over many years. Modern understanding and systemic development of response to child abuse and neglect came with the research of Dr. Henry Kempe in the 1960's, resulting in the understanding of the "Battered Child Syndrome," and leading to the passing of mandated reporting laws on the state and federal level. In California, mandated reporting laws were passed in 1963, and initially pertained only to physicians (Gil, 2012). This process was furthered by multiple legal movements and passage of laws in all 50 states, including the passing of mandated reporting

laws, which were adopted by the majority of the states by 1967 and further amended to include a mandate to report (versus a voluntary report), as well as expanded to include professions beyond the medical field (Gil, 2012).

In California, the Child Abuse and Reporting Act (CANRA) was passed in 1980 and provides an extensive list of professionals identified as mandated reporters including, but not limited to: teachers, instructional aides, classified employees of a public school, law enforcement officers, mental health professionals, day care providers and clergy members, among others. The United States Department of Health and Human Services report, *Child Maltreatment*, in 2012, identified that mandated reporter professionals are responsible for about 58.7% of reports that are made to Child Protective Services (CPS) agencies in the U.S. The remainder of reports are made by community members, neighbors, family members, or other people who have a reason to suspect or report child abuse and neglect. A further breakdown of the 58.7% of reports made by professionals demonstrates that educational staff are the second highest reporters when compared with other professionals, and are responsible for 16.6%. Educational staff nearly matched law enforcement personnel at 16.7%, with the next closest group of reporting professionals (social services personnel) being responsible for 11.1%. Research continues to examine the best ways to prevent and reduce child abuse and neglect and has continued to look to those professions identified as mandated reporters to provide the first line of defense of those affected children, including employees in educational settings.

Due to the identification of mandated reporters in the law, it is clearly known who has a responsibility to report child abuse and neglect. However, further consideration of these numbers demonstrates a discrepancy; those professionals with the most access to vulnerable populations of children and with the largest amount of time spent with children, educational

employees, make a small amount of reports proportionately in comparison with other professions who have limited time and access to children. While law enforcement personnel would be more likely to have more contact with those children who represent the severe cases of abuse, educational personnel would be more likely to have contact with all children, including those who represent mild to moderate cases of abuse, as well as the severe cases. Additionally, educational personnel have been demonstrated throughout the literature as often failing to report (e.g. Gallagher-Mackay, 2014; Kenny, 2004). Educational personnel are positioned particularly well to detect and report child abuse and with so much additional time and access to children when compared with other professionals would be expected to have higher rates of reporting than has been previously noted. For instance, when comparing the time and access of police officers and educational staff and the reporting rates as listed above, there should hypothetically be proportionally more reports made by educational staff than reports made by law enforcement.

As a result of mandated reporting duties being assigned to school personnel, and the discrepancy in the reporting statistics, additional research has focused on understanding how school professionals determine what they will or will not report, and what factors affect this process. Unfortunately, the underreporting of child abuse and neglect from school professionals, namely teachers, school psychologists, or administrators, is well documented in the literature (e.g., Delaronde et al., 2000; Goad, 2008; Hansen, Bumby, Lundquest, Chandler, Le, & Futa, 1997; Hussey et al., 2006; O'Toole, Webster, O'Toole, & Lucal, 1999; Reiniger, Robison, & McHugh, 1994; Smith, 2010). Legal protections are offered to mandated reporters and expansions of legal concepts provide better understanding to those professionals responsible for reporting. These developments have given a boost to those with this important responsibility. However, Delaronde et al. (2000) presented that although the

passage of mandated reporting laws have expanded the definitions of reportable child abuse and neglect and legally protected mandated reporters of all professions, it appears that the problematic issue of underreporting in educational settings remains. Sadly, it has been argued that teachers are the professionals who spend the most time with children, but are among the least knowledgeable about child abuse indicators and procedures (Reiniger et al., 1995). This lack of knowledge may explain the noted under-reporting of educational personnel.

Interestingly, the majority of the research has examined teachers' responses and reporting behaviors with some attention given to school counselors, administration, and nurses, but with little to no exploration of the other mandated reporters on a school campus, which includes school administration, school support staff, and even staff such as campus supervisors or janitors. The present study will work to more deeply understand the relationship of training and experience with confidence in mandated reporting duties of all mandated reporters in educational settings.

Influencing Factors

Research has subsequently turned to focus on factors that affect reporting behaviors in affected professions in order to minimize those factors that may hinder a child who is being abused from receiving valuable help. While case or child variables, such as age or socioeconomic status, do influence a professional's decision to report child abuse and neglect to appropriate authorities (e.g., see Warner-Rogers, Hansen & Speith, 1996), professional variables are becoming a more steady focus of research (e.g., see Egu & Weiss, 2003; Reiniger et al., 1995; Walsh, Bridgestock, Farrell, Rassafiani, & Schweitzer, 2008). For example, Francis and her colleagues (2012) examined the decision making process of mandated reporters in Australia, and found that these professionals were more widely influenced by their own personal beliefs and experiences than the details of the case of child

abuse and neglect that was presented to them; that is, the influence of individual variables of the respondent held more influence in their decision-making than the specifics of the case of child abuse and neglect. In addition, Webster et al. (2005) studied responses of teachers and their decisions regarding reporting child abuse and neglect as depicted in vignettes. The authors identified that, in this population of teachers, under-reporting tends to occur more often than over-reporting. More extreme cases of child abuse and neglect such as serious physical abuse or sexual abuse seemed to inspire teachers to report more often. However, the authors report that in situations of less-severe to more moderate cases of child abuse and neglect (such as mild to moderate physical abuse) other factors such as older age of the child, or a child with behavioral concerns seemed to increase under-reporting tendencies (Webster et al., 2005). That is, in situations of mild to moderate abuse or neglect, which are more common than extreme cases, the mandated reporter's factors tended to hold more influence than the details of the case of child abuse and neglect. Each of these types of abuse is under the same mandate to report; that is, regardless of the serious nature or type of abuse, these are all equally reportable.

Training and confidence. In the state of California, CANRA (1980) provides a recommendation for training for those professionals identified as mandated reporters; however, there are no current legal requirements regarding appropriate training that must be provided. While these recommendations include noting that training should include topics such as identifying child abuse and neglect and procedural application of mandated reporting duties, there is currently no mandate regarding providing training for employees who may have mandated reporting duties. In the case of educational personnel and their training, CANRA directs that “school districts that do not train their employees...in the duties of mandated reporters...shall report to the State Department of Education the reasons why this

training is not provided” (P.C. 11165.7 (c)-(d)). While training is not specifically mandated, it has been demonstrated to increase mandated reporters’ certainty in their abilities, number of reports made by mandated reporters, and knowledge of their duties (for example, Egu & Weiss, 2008).

Reiniger et al. (1994) studied levels of training of a group of mandated reporters, including teachers, physicians, nurses and other professions, and found that many mandated reporters have some idea of indications of child abuse and neglect, but have significant gaps in their knowledge of reporting procedures and laws. These authors also report that teachers were among the least knowledgeable of all groups about mandated reporting, and report that these results strongly indicate a need for additional training for mandated reporters.

A significant amount of research pertinent to the current study has been done in Australia, where similar mandated reporting laws are enacted. Mathews and Kenny (2008) presented the major similarities and differences amongst three countries that have adopted mandated reporting laws and have developed similar responses to child abuse and neglect issues. Most strikingly, Australia’s system was established and encouraged by the federal government, but the main responsibility in writing and enforcing the legislature is left to the territory or state government, which mirrors the structure of the United States. Australia’s existing legislature includes mandates to report most kinds of abuse, specific definitions as to who is a mandated reporter or not, and has defined levels of abuse that must be reported (Mathews & Kenny, 2008).

Because some training regarding child abuse and neglect is done in teachers’ education, some researchers have looked at teachers’ training in child abuse and neglect prior to their entering the workforce. Teachers often receive training in their years of school prior to credentialing. Kenny (2001) studied teachers understanding of the laws and steps to

reporting child abuse and neglect in Australia, and their self-reported feelings about their pre-service training. In general, she found that teachers felt ill equipped to perform their duties as mandated reporters, and expressed that both their pre-service training and on-the-job training were insufficient.

In specifically studying the educational setting, Kenny (2004) demonstrated that teachers have large gaps not only in their knowledge of the signs of child abuse and neglect, but also the specific procedures and legal action required in their role. She argued that this lack of knowledge might contribute to the problem of underreporting in the educational system, which can be mitigated by more consistent, enforced training practices. In her sample of 200 teachers, 87% of respondents reported that they did not know their school's procedures for child abuse, and 77%, 54.5% and 81% of respondents reported that they are not aware of the signs of child neglect, sexual abuse, and physical abuse, respectively (Kenny, 2004). For example, 77% of the respondents indicated either Disagree or Strongly Disagree to the statement "I am aware of the signs of child neglect" (Kenny 2004). In addition, Kenny (2004) demonstrated a positive correlation between the training teachers received in their education and their self-reported levels of awareness of the signs of child abuse and neglect; that is, the more training they received, the more aware and certain these professionals felt they were regarding the signs of child abuse and neglect.

Interestingly, the importance of training can also be demonstrated to lower the impact of outlying factors. For example, in her study of professionals in the early education profession who work with children from birth to five years old, Smith (2010) found that a respondent's knowledge of mandated reporting was not significantly associated with the ratings of factors important for identifying child abuse and neglect, such as the age, gender, and intention of the perpetrator, and the age and gender of the child. She suggested that this

may be a result of the fact that more than half of the respondents reported feeling very familiar with mandated reporting laws, or had been through training that provided a familiarity with mandated reporting knowledge. In this case, it would seem that training eliminated some variability in reporting due to influencing factors. That is, training eliminated factors that influence an individual's decision to report.

Hawkins and McCullum (2001) studied the effect training has on the confidence of groups of mandated reporters with different levels of training when faced with vignettes depicting child abuse and neglect. Through the use of vignettes, the authors studied groups at different levels of training. Results demonstrated that, while obvious cases of abuse were equally reported, those groups with more training were more likely to report more ambiguous situations of child abuse and neglect. This may point to an increase in confidence with additional training.

Eichelberger (2011) examined the relationship of training and confidence in educational mandated reporters; namely teachers, school counselors, nurses and administrators were surveyed. Sampling included only those educational employees who met specific qualifications, which excluded other types of mandated reporters that are often located on school campuses, such as support staff. Through examining the correlation between training and confidence in a sample of educational professionals, it was concluded that training increases confidence in the individuals' abilities to complete their duties. However, this sample excluded a large portion of other employees who are mandated reporters, and under the same legal requirement and responsibility to detect and report child abuse and neglect.

While some information is known about training and its impact on educational mandated reporters' decisions, there is still much to be known. Additionally, underreporting

still remains as a concern, even with the training that does occur, indicating that there may be an issue of mandated reporters feeling a lack of confidence in their skills and knowledge. School professionals need more training in order to build their confidence in their abilities of detecting and reporting child abuse and neglect, which will result in more successful reporting experiences. As a result of this information regarding training and its impact on the decision to make a mandated report, the present study will examine school personnel, including teachers, administration, and support staff, and the relationship between the levels of training in child abuse and neglect and mandated reporting and how confident they feel in their abilities to detect and report child abuse and neglect.

Experience and confidence. As training is also understood in the literature to increase reporting or likelihood of reporting (see Goebbels, Nicholson, Walsh, & De Vries, 2008; Kenny, 2001; Smith, 2010), it is important to understand the role that previous experience plays in the confidence of mandated reporters.

As previously noted, increased training in mandated reporting duties and indicators of child abuse and neglect is typically associated with increases in the number of reports, or the number of reporting experiences an individual has. Egu and Weiss (2003) reported an increase in reported child abuse and neglect from previous studies, and suggested that this occurred as a result of an increased awareness and institutional training practices in the educational setting. In an Australian sample of elementary school teachers, Goebbels et al. (2008) found that teachers who had less experience with reporting child abuse and neglect typically had lower levels of confidence in their mandated reporting skills, while those that had made more reports in their career were more likely to have higher levels of confidence in their skills, and be more likely to report hypothetical cases of child abuse and neglect. Goebbels et al. (2008) are not the only researchers to note this relationship between

experience and increases in reporting. Several studies have cited that more experience in the role or more experience in making reports are tied to an increase in the likelihood school personnel will report suspected child abuse and neglect (see Kenny, 2001; Smith, 2010). Smith (2010) examined early childhood educators and their perspectives on mandated reporting and child maltreatment. In her sample of 141 pre-kindergarten educators, she found the more experience that these educators had with child abuse and neglect and mandated reporting, the less outside factors tended to influence whether or not hypothetical cases of suspected child abuse would be reported. Kenny (2001) similarly demonstrated in her sample of 183 teachers that the more years of experience a teacher had, the more likely they were to have made a child abuse and neglect report. She found that the experience of one teacher often spread to influence others as well; teachers who had been teaching longer and had more experience making reports were also more likely to assist others in making reports (Kenny, 2001). While the idea that mandated reporters with more experience in making reports will be more likely to make future child abuse and neglect reports is supported in the literature, there is very little research linking this phenomenon with confidence levels. As a result, the current study will seek to further examine the relationship, if any, between mandated reporter's confidence and their experience in reporting.

While past research has examined mandated reporting, factors that affect whether or not a professional makes a mandated report and the educational system's response to these duties, there is still much to be understood about school employees' training and experience and how that affects confidence in whether or not reports are made. As stated above, Goebbels et al. (2008) examined the link between experience in reporting and confidence in Australian mandated reporter's skills in this role; however, little other research has examined this.

Classified staff and influencing factors. Additionally, little to no research looks at school employees as a whole, and, at this time, no research has been found regarding classified employees of elementary schools who, by definition of the Child Abuse and Neglect Reporting Act in California, are mandated reporters and held to the same legal requirements as teachers and school administrators. While previous research has identified training (Kenny, 2004), experience (Kenny, 2001), and confidence (Eichelberger, 2011; Geobbels et al., 2008) as important factors in educational employees' process to make a mandated report, none of the studies above included classified employees. These important roles, such as school secretaries, yard duty supervisors, teacher's aides, and attendance staff, among others, hold influential positions when it comes to knowledge of children's context outside of school and time with children. These staff may even be in better positions to note signs of abuse in the children with whom they work than teachers or school administrators due to their role, their access to information about behavioral patterns of the children, or more regular contact with family members of the children.

The present study will seek to illuminate how factors such as training, previous experience in reporting, and confidence affect the reporting behaviors of mandated reporters in schools, including administrators, teachers, and other classified employees.

As can be seen in previous discussion, there is additional research to be done in the area of mandated reporters and their experience in educational settings. To this end, the present study will also examine several other factors as exploratory hypotheses. First, we will examine how an employee's role impacts the amount of training they have received, and if there is a resulting impact on the individual's confidence level. In addition, we will examine what roles in the school setting have more experience with making official reports, whether some roles are more likely to report to superiors rather than making an official report, and

whether a mandated reporter's type of interaction with a child (i.e., one-on-one vs. group contact) has any influence on the number of reports made.

Hypotheses

1. Regardless of role, school employees with more training will have more experience in reporting child abuse and neglect.
2. Regardless of role, school employees with more training will be more confident in their knowledge of mandated reporting duties.
3. Regardless of role, school employees with more experience in reporting child abuse and neglect will have more confidence in their knowledge of mandated reporting duties.
4. Certificated staff will have more training in child abuse and neglect issues than classified staff.
5. Certificated staff will have more experience in reporting child abuse and neglect than classified staff.
6. Certificated staff will be more confident in their knowledge of mandated reporting duties than classified staff.
7. Regardless of role, school employees with more 1-on-1 interactions will have more experience in making a mandated report.

CHAPTER III

METHODOLOGY

This study assessed elementary school employees' self-reported training levels and experience in making mandated reports and their corresponding self-reported confidence in their professional competence at making official suspected child abuse reports.

Employees of Californian public elementary schools made up the sample for this study. In particular, the population included all employees of the participating elementary schools because employees of a public school are identified as mandated reporters (PC 11165.7 (a)(4)). Thirteen elementary schools within Stanislaus and Merced Counties in California were contacted via the principal by phone and were offered an opportunity to participate. All six schools willing to participate were used to recruit participants for the sample. This study used a convenience sampling method, mainly due to time and budgetary constraints. Participants were recruited through email invitation and direct contact at school sites.

Data Collection

The method for data collection was two-fold, with both electronic and paper versions of the questionnaire. Qualtrics was utilized to develop an electronic version of the questionnaire, and either a link to the survey or a paper version of the questionnaire was given to all willing participants. Of the 13 schools approached for participation, six elected to participate, with three schools utilizing the online version of the questionnaire, and three schools utilizing the paper version of the questionnaire. An incentive of a raffle of a \$100 gift card was offered to participants.

Data collection took place in January and February of 2015. With the schools that elected to participate electronically, the link to the online version of the questionnaire was distributed via email. Participants who were given the option to participate during staff meetings were given a paper copy of the questionnaire with verbal instructions (see Appendix A), the informed consent form, the entry raffle form and given opportunity to complete the questionnaire in a confidential manner. Upon completion of the questionnaire, they were invited to fill out an entry form for the raffle, and were given the debriefing form (See Appendix B). For those participating by using the online version of the questionnaire on Qualtrics, it began with information to obtain informed consent, followed by the questionnaire, and concluding with the debriefing form. At the end of the debriefing form, a form allowed the participant to enter their contact information separate from their questionnaire for the incentive raffle. Participants were made aware of the voluntary nature of the research, and their rights as participants.

The primary risks of the present study were mainly due to the difficult nature of the subject matter, and the issue of stigma that child abuse and neglect and mandated reporting may carry. Some participants may have experienced emotional discomfort when answering questions about their adherence to laws that govern their status as mandated reporters. All questions were worded in such a way as to minimize any identifying information and allow this risk to be somewhat mitigated. This researcher took all necessary precautionary steps to minimize risk of harm as a result of the participation of the subjects.

To ensure confidentiality, participants were not asked to divulge their name or any other information beyond a signature on the informed consent form, which was kept separately from the questionnaire information. After the conclusion of this study, information was downloaded and kept private in a designated location. Although lacking identifying

information, information contained in the data or questionnaires may be useful for future pursuits, so findings will be kept private and disclosed only when appropriate. Information gathered for the purpose of the incentive raffle was kept in a safe location and destroyed upon completion of the raffle and distribution of incentives.

Instrumentation

For the purposes of this study, a questionnaire was developed using the question structure and style of questionnaires identified in several similar studies (for example, Goebbels et al., 2008; Hansen et al., 1997). Using a Likert scale, the variable of confidence was assessed. The questionnaire, Confidence in Mandated Reporting (see Appendix B), requested demographic information as well as questions pertaining to training, mandated reporting experience, and confidence. A total of 22 questions included demographic information such as gender, age, level of education, role at the school, years of experience in the educational system, and the highest level of education. The demographic questions were included in order to allow proper classification of the participants into appropriate groups for data analysis.

Additional questions assessed the participants' information as it relates to the hypotheses previously presented. Sample questions included a Likert-style question such as "To what extent do you feel confident in your ability to detect child abuse and neglect?" with answers ranging on a 5-point Likert scale from "Not at all confident" to "Very Confident." While the questionnaire was developed singularly for the purpose of this study, attempts to increase the validity of the questionnaire were made through piloting the questionnaire using volunteers who had experience in roles similar to the participants.

The measure also included questions pertaining to the nature of interactions between the participant and students, questions pertaining to the nature of training the participants

received, and a self-report assessment of their experience with reporting child abuse and neglect. No questions required reverse coding. For example, questions included, “Have you ever thought a student may have been abused or neglected?” or “Have you made any child abuse and neglect reports (for example, call CPS, completed a Suspected Child Abuse Report, etc.)?”

Research Design

The primary research design was a correlational and between-groups comparison design. Data analysis included descriptive statistics, Pearson’s correlation and independent groups *t* tests to determine what relationships, if any, existed.

Once the survey results were gathered and compiled, the information was input into SPSS, and analyzed, with a determination of the probability of statistical significance.

CHAPTER IV

RESULTS

Questionnaires were distributed to 131 certificated staff, and 111 classified staff. Of the 242 questionnaires distributed to staff of the participating schools, there were 81 total responses, indicating a response rate of 33.4% overall. Five questionnaires were excluded due to incomplete responses, leaving 76 valid questionnaires and an adjusted overall response rate of 31.4% . Thirty-eight of these participants were teachers, 8 were support staff, 4 were health services staff, 24 were school aides, and 4 were administration. For the purposes of this study, certificated staff is composed of teachers, administration, school psychologists, and school nurses (see Table 1 for more information about specific breakdown of roles). Classified staff includes support staff and school aides. Certificated staff (n = 45) made up 59.0% of the sample and had a response rate of 35%; classified staff (n = 31) was 41.0% of the sample and had a response rate of 28%.

Table 1
Frequency of Roles in Sample of Elementary School Employees

Role	Number of Responses	% of Total Sample
Classified	31	41.0%
School Aides	24	31.6 %
Support Staff	7	9.2 %
Certificated	45	59.0%
Health Services	3	3.9 %
Teachers	38	50 %
Administrators	4	5.3%

Educational levels of participants ranged from high school diploma to graduate degree, and are displayed in Table 2. The majority of classified employees (61.3%) reported having completed some college, while certificated employees were nearly evenly split between having either a college degree (51.1.%) or graduate degree (44.4%), with a slight

majority having completed a college degree (See Table 2 for additional information on educational levels of participants). On average, classified staff reported 10.14 years experience on school campuses (SD = 7.67), and reported that, over their career, they have received an average of 14.63 hours of training (SD = 24.79) in detecting and reporting child abuse and neglect. In comparison, certificated staff (n = 45) reported an average of 15.48 years experience on school campuses (SD = 7.89), and reported they had received an average of 17.95 hours of training (SD = 52.73) (see Table 3 for more information).

Table 2
Educational Levels of Elementary School Employees Based on Role Type

	Classified (n = 32)		Certificated (n = 45, missing 1 response)	
	Number of Responses	% of Classified Responses	Number of Responses	% of Certificated Responses
High School	2	6.3%	0	0%
Some College	19	61.3%	1	2.2%
College Degree	7	22.6%	23	51.1%
Graduate Degree	3	9.7%	20	44.4%

Table 3
Means of Items Based on Role Type (Overall n = 76)

	Classified		Certificated		Overall	
	M	SD	M	SD	M	SD
Years on School Campuses	10.14	7.67	15.48	7.89	13.30	8.19
Hours of Training	14.63	24.79	17.95	52.73	16.52	42.69
Times Abuse Detected	5.74	19.05	3.63	5.08	4.55	13.05
Reports Completed	2.55	6.61	3.88	5.37	3.29	5.95

The distribution of data was particularly notable in a couple of particular areas. Primarily, there was a wide range of responses when examining the number of hours of training that participants reported. While 50% of participants reported having three hours or less of training, the remaining half of participants had from four hours of training to 300 hours of training. Responses ranging from four hours to 36 hours made up 43.2%. Four

outliers in particular, participants who had 75, 80, 100, and 300 hours of training, made up 6.8% of the participants. When examining the number of reports filed by the participants, it is interesting to note that 40.6% of the sample had never made a report, and 85.5% made 5 or fewer reports. For more information about this distribution, see the distribution graph provided in Appendix D.

Reliability analysis was conducted on the 3 items related to confidence on the survey, questions 14, 15, and 16, to determine their internal consistency. Cronbach's alpha indicated that the items combine as a reliable scale ($\alpha = .84$); therefore, a composite score for questions 14, 15, and 16 was used. Additionally, outliers for overall training time (responses greater than 36 hours represented 4 responses, less than 7% of the total number of responses) and missing data were excluded (18 respondents left this item blank) For further explanation of missing data in the sample, see Table 4..

Table 4
Missing Data Based on Role Type.

	Classified Staff ($n = 31$)	Certificated Staff ($n = 46$)
Hours of Training	6	12
Times Abuse Detected	4	10
Reports Completed	0	7

Hypothesis 1

Bivariate correlational analysis was completed to determine whether an association existed between training ($M = 7.47$, $SD = 9.39$) and experience ($M = 2.78$, $SD = 4.67$) in reporting child abuse and neglect. Outliers ($n = 4$) and missing data ($n = 18$) for overall training time were excluded. No significant association was found between training and experience reporting child abuse and neglect, $r(54) = .19$, $p = .17$.

Hypothesis 2

Bivariate correlational analysis was then conducted to assess whether there was a relationship between overall training time ($M = 7.47, SD = 9.39$) and confidence ($M = 3.86, SD = 0.84$). Outliers and missing data for overall training time were excluded. A significant correlation was found between training and confidence, $r(54) = .38, p < .01$.

Hypothesis 3

Bivariate correlational analysis was conducted to determine the relationship of a participant's experience in reporting ($M = 3.28, SD = 5.95$) and their confidence ($M = 3.83, SD = 0.84$) in their knowledge of mandated reporting duties. A significant correlation was found, $r(69) = .36, p < .01$.

Hypothesis 4

An independent groups t-test was conducted to determine the significance of differences in training between the certificated staff and classified staff. Participants who indicated more than 36 hours of training, and participants with missing data were excluded. Contrary to the hypothesis, classified staff ($n = 23, M = 8.08, SD = 10.01$) had more hours of training than certificated staff ($n = 31, M = 7.02, SD = 9.04$), $t(53) = -2.28, p < .05$.

Hypothesis 5

An independent groups t-test was conducted to assess the groups' differences in experience reporting child abuse and neglect. Certificated staff ($n = 38$) did not make significantly more reports ($M = 3.88, SD = 5.37$) than classified staff ($n = 31, M = 2.55, SD = 6.61$), $t(68) = -.93, p = .36$.

Hypothesis 6

An independent groups t-test was conducted to determine significant differences in confidence between the groups. Certificated staff ($n = 45$) were not significantly different in their levels of confidence ($M = 3.72, SD = .83$) than classified staff ($n = 31, M = 3.99, SD = .85$), $t(75) = 1.34, p = .17$.

Hypothesis 7

An independent samples t-test was conducted to examine whether participants who spend more time in 1-on-1 interactions with students made more reports than those who spend more time in large groups of students. Participants who spent more time in 1-on-1 interactions ($n = 15$) did not make more reports ($M = 3.93, SD = 9.45$) than those who spent more time in large groups with students ($n = 16, M = 2.00, SD = 2.45$), $t(29) = .79, p = .44$.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Child abuse and neglect continue to be a problem in modern society (U.S. Department of Health and Human Services, 2012), despite efforts to minimize risk to children through the enacting of mandated reporting laws (Gil, 2012). It is established in the literature that mandated reporters often fail to report suspected cases of child abuse, and that school professionals are often found among non-reporters, in spite of their optimal location for detection of abuse in vulnerable child populations (e.g., Delaronde et al., 2000; Goad, 2008; Hansen et al. 1997; Hussey et al., 2006; O'Toole et al., 1999; Reiniger et al. 1994; Smith, 2010). Training is often seen as an option to increase the number of reports made by mandated reporters (Kenny, 2001; Kenny, 2004). This may be due to an increase in a mandated reporter's sense of confidence, and training has been seen as having an effect on confidence (Eichelberger, 2011; Hawkins & McCullum, 2001). A mandated reporter's experience has also been found to have an effect on confidence (Goebbels et al., 2008; Kenny, 2001). The present study sought to determine the relationships, if any, among training, experience, and a reporter's confidence.

Training has been found to ameliorate this issue of under-reporting (Egu & Weiss, 2008; McCullum & Hawkins, 2001). The present study, however, did not detect an association between training and a participant's experience in making child abuse reports. This may be for several reasons. One possible explanation for this is the missing data from the questions asking the number of hours of training, the number of times abuse has been reported, and the number of times abuse was detected. Another reason for this lack of association may be due to the generalization of the definition of training. No analysis

separated the types of training to determine whether some types of training are associated with higher number of reports made. For example, those who attended a seminar may do more reporting than participants whose training consisted of a single pamphlet. Lastly, this may be due to the reporting rate in this particular sample, as 40.6% of participants had never made a CPS report.

Training has been demonstrated to influence confidence in mandated reporters; Eichelberger (2011) found that the number of hours of training had a positive correlation with participant's confidence scores. The present study did find a positive association between training and confidence, identifying that those participants with more training were more likely to have higher levels of confidence in their mandated reporting duties. This corroborates the findings of Eichelberger (2011) in her dissertation on the relationship between training and confidence in mandated reporting, and strengthens the recommendations made by other researchers (e.g., McCullum & Hawkins, 2001; Reiniger et al. 1995; Smith, 2010) for more training requirements for mandated reporters in the educational systems in order to increase appropriate and consistent reporting of child abuse and neglect.

Additionally, the present study found that confidence was also positively correlated with a participant's experience in making reports. That is, respondents who had made more reports had higher confidence scores. This corroborates the research done by Goebbels et al. (2008), who identified that teachers who had made more child abuse reports reported higher confidence scores. This point is particularly important because research has shown that the more experience mandated reporters have in making child abuse reports, the more likely they are to make future reports (Kenny, 2001; Smith, 2010). In this sense, experience may help

reduce underreporting of child abuse and neglect through increasing the confidence of mandated reporters, which will likely increase their reporting.

A somewhat unique aspect of the present study was the emphasis placed on sampling amongst all staff members of elementary schools. While many of the aforementioned researchers have studied variables associated with mandated reporting behaviors of teachers and members of school administration, to date, no articles specifically looking at other mandated reporters on school campuses have been found. These classified employees of schools represent a population of mandated reporters that are highly important to the safety of the children on school campuses, yet are often overlooked in research. School attendance staff are directly linked to knowledge about student's attendance patterns. Yard duty staff spend time monitoring student behavior in social settings and unstructured time, and may notice issues such as inappropriate dress for weather conditions, an increase in aggression toward others, or a typically interactive child behaving in a more withdrawn manner, among other things. School secretaries may have more opportunity to speak 1-on-1 with a student while waiting in the office. These roles on school campuses all place important adults in positions that are essential to monitoring student well-being and detecting possible risk factors associated with abuse (Gil, 2012), and yet the staff members with mandated reporting responsibilities that may be directly responsible for monitoring these students are not often represented in the literature.

In the present investigation, there were no major differences between classified staff and certificated staff in the areas of experience making reports and confidence levels. This finding may have been influenced by the missing data, as, out of 81 total respondents, five (6.2%) did not give adequate responses to the questionnaire to be included in the sample, 18 (22.2%) omitted the number of hours of training they have received and seven (8.6%) did not

indicate how many reports they made. Additionally, it may be that without adequate understanding of the nuances of child abuse detection and reporting, some participants, both classified and certificated staff, may have false levels of confidence, or may not realize what they know, or if gaps exist in their current understanding of mandated reporting issues. Through adequate training on these issues, true confidence levels may be more accurate. Alternatively, it is important to note that these findings may be accurate in their depiction of the two groups and their comparisons. School districts often require all staff, certificated and classified, to have standard documentation and training, and with common requirements the two groups may be more similar than different in these areas. A second possible explanation for this finding may be found in the commentary offered by one classified employee who noted on the survey that he or she only ever makes reports in groups with other staff members, as they had consultation as a part of their process. This, as well, may influence the lack of significant group differences.

Another interesting outcome in the present study was the significant difference between certificated and classified staff in training levels; contrary to the hypothesis, classified staff had significantly more training than certificated staff. Interestingly, classified staff had six participants who declined to answer how many hours of training they received, while certificated staff were missing 12 of these responses. This issue may have influenced this result.

Lastly, the current study also examined whether the type of interactions with students had an influence on a mandated reporter's experience in making reports. Some mandated reporters on a school campus may interact primarily with large groups of students, which may not allow for much time for a child to disclose abuse, whereas other employees of a school may interact mostly in small groups or 1-on-1 interactions. This idea was exploratory in

nature, and previous research has not shown a great interest in this area. The present study did not determine any association between the number of reports made by participants and the amount of time spent in 1-on-1 or large group interactions with students. While this had not been previously studied in the literature, this finding may be a result of several issues. First, the questions pertaining to this hypothesis may have been worded in a confusing way or may have had limited answer choices, limiting the variance in response; an open-ended question may have yielded more variability, and may have shown a more clear association. Second, because 7 participants, which represents 9.21% of the sample, did not answer the question regarding their reporting experience, the current figures may not accurately represent the reality of the relationship between a school employees' interactions with students and their experience reporting. Lastly, as this issue has not been widely examined in past research, further exploration is needed to determine what link, if any, exists.

Limitations to the Present Study

Several limitations to the present study arose. Primarily, sampling in particular was an issue. While 13 schools were approached about participating in the study, only 6 elected to participate. This may be due to the fear and paranoia surrounding mandated reporting, and may reflect campuses that are more or less open to discussing the topic of mandated reporting.

Distributing questionnaires on these campuses presented another obstacle. Administrators, mainly principals, of the elementary schools were approached about the study and the study proceeded only after the administrators gave permission. However, it was still difficult to distribute questionnaires to all employees, and school administrators were sometimes limited in the manner in which they could distribute questionnaires. For example, one school elected to use an electronic version of the questionnaire; however, they discovered

that about 8 classified employees did not have email accessibility, so additional paper versions of the questionnaire were put into these employees' boxes. Situations like this demonstrate the difficulty in ensuring standard sampling processes, as well as accessibility to all employees equally. Those employees who had electronic access may have been more likely, due to ease of response, to complete the questionnaire, while those who received the hard copy with instructions on how to complete and submit the questionnaire may have been deterred from participating due to the extra effort that situation required. Finally, the low response rate presents as a particularly challenging limitation to the current study. Of 239 questionnaires distributed, there were only 76 valid responses, indicating an overall response rate of 31.4%.

Missing data were also a problem. In the data, 18 responses (23.68% of the sample) on the hours participants received in training was missing, and 7 responses (9.21% of the sample) on the number of reports participants had made was missing; additionally, 14 responses (18.42% of the sample) on the number of times a participant detected abuse was missing. The reasons for these missing data are unknown; however, it is notable that comments from participants indicated an ongoing fear of this topic. In particular, a participant, upon turning in the survey asked, "And you're sure I won't get into trouble for doing this?" Mandated reporting continues to hold a stigma and fear of liability, and these missing data may point to that ongoing concern. It is difficult to note whether a particular group of participants are more likely to not respond; however, it appears from conversation with administrators that, while certificated staff often participate in regular staff meetings and have group discussions about important school issues and regular in-school training days, classified staff do not have similar regularly scheduled staff meetings. It is unknown whether

or not they also have regular training. Regardless of the lack of staff meetings or group discussions, however, certificated staff had more missing data than classified staff.

In addition to the above concerns, accessibility and emphasis on classified employees was a difficult problem. Several schools failed to initially recognize the request for classified employee input, and the researcher had to clarify the need for inclusion of all employees. In the majority of participating schools, teacher staff meetings were an initial option for distribution of the measure; however, classified employees had no such regular meetings or gatherings where the measure could be universally distributed, and many of the classified employees did not have email that they regularly accessed in order to complete the measure online.

Examining confidence has its own difficulties, as well. Confidence does not necessarily mean competence, particularly if the population has little or no training or experience. This limitation has been identified by other researchers as well (Eichelberger, 2011; Goebbels et al., 2008). The present study did not measure actual knowledge of mandated reporting, or a participant's knowledge of mandated reporting procedures, so the confidence measure may actually be a measure of a false sense on confidence that is not necessarily based in actual skill or knowledge.

Finally, the measure itself proved to have its own challenges. In particular, one participant who utilized the paper version of the survey noted that the questions were confusing as, at that particular school, reports are made as a team, and involvement in reporting is done with input from others, including superiors. In this same vein, it is important to note that different schools may have different protocols in order to meet the same legal standard. Additionally, questions' wording proved difficult when analyzing data. For example, questions about the nature of participants' primary interaction may have been better

collected as open-ended questions rather than the closed selection options that were present. For example, question 7 in the questionnaire asked, “How many hours per day (on average) do you spend with students in 1-on-1 or in small group (2-3 students) interactions?” and four options were provided. It may have been more helpful to allow individuals to respond with their own answer than to require selection of a pre-determined answer. Therefore, future research may do well to be more open-ended in questioning, in order to facilitate further exploration of the topic, and possibly provide more utilizable data.

Directions for Further Research

For future studies, researchers would do well to examine the actual knowledge base that mandated reporters in schools have about their mandated reporting duties, to ensure that their levels of confidence are based in actual competence with the information at hand, particularly in light of the evidence that school personnel are, at times, the least knowledgeable among multiple professions about mandated reporting (Reiniger et al., 1994). While the current study found that confidence is associated with training and experience in making reports, there were no questions assessing the actual knowledge level of respondents or examining the actual competence respondents’ had in making mandated reports. It is possible that the confidence noted is a false sense of confidence brought on by a lack of awareness of what mandated reports actually require. Further research could be helpful in determining whether this confidence is based in actual knowledge and competence with making mandated child abuse reports.

Underreporting and its causes continue to be a needed area of further research. While not analyzed as part of the current study, this trend of underreporting appeared to continue. Several participants noted that they thought a child may have been abused more times than they had actually reported, with one participant stating that he or she had detected abuse “too

many times to count,” but indicated that they had never reported abuse. This sentiment was corroborated in conversations with participating administrators who repeatedly discussed the ongoing problem with staff’s hesitancy and uncertainty regarding this issue. While this is a sad reality, it continues to indicate that underreporting is a continuing problem, and more research and attention is needed.

Lastly, the nature of training received and the time spent in training about child abuse and neglect and mandated reporting continues to be a potential source for additional attention in research. In the present study, 50% of the respondents had received 3 hours or less of training, with 15% reporting that they had never received any training. With the ongoing problem of underreporting and the lack of any state-required training guidelines for mandated reporters, additional information is needed to determine the most effective training methods and appropriate levels of training that may help lessen the impact of underreporting.

Conclusion

In summary, the issue of child abuse and neglect continues to plague modern society and caused 220,000 deaths of children in 2012 (U.S. Department of Health and Human Services, 2012). Mandated reporting duties continue to be a large part of the United States’ response to this issue. However, efforts to equip mandated reporters continue to be in question. Educational staff are particularly well suited to act as protectors of vulnerable children. They are poised in a critical role as they are often the first option for detection and reporting of abuse; however, additional work is needed to ensure that these important adults are armed with the necessary tools and knowledge to appropriately and safely identify and report suspicions of abuse. The present study found that training and experience are both positively correlated with confidence, and indicate that mandated reporters may feel more confident with more training. Experience in making reports also indicates higher levels of

confidence. While classified employees had more training than certificated in this particular sample, both certificated and classified staff had similar levels of experience and confidence. Future research will do well to further examine the dynamics of mandated reporting in professions with wide accessibility to vulnerable populations of children.

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APPENDICES

APPENDIX A
INFORMED CONSENT FORM

Dear Participant:

You are being asked to participate in a research project that is being done to fulfill requirements for a Master's degree in Psychology at CSU Stanislaus. We hope to learn more about training and experience in mandated reporting. If you decide to volunteer, you will be asked to complete a short survey, which should take no more than 10-15 minutes.

There are no known risks to you for your participation in this study; however, child abuse and neglect is a sensitive topic, and this questionnaire may bring up uncomfortable thoughts or feelings in connection with your experience as a mandated reporter. If you have any concerns, discomfort, or distress as a result of participation, you child abuse and neglect contact the mental health services in your county: Stanislaus County Mental Health Hotline: (209) 525-6225; Merced County Mental Health: (209) 381-6800; San Joaquin Mental Health (209) 468-8686.

It is possible that you will not benefit directly by participating in this study. The information collected will be protected from all inappropriate disclosure under the law. All data will be kept in a secure location. No identifying information will be gathered, and information will only be available to the pertinent researcher. Participation in this study will be anonymous, and no information linking any participants to individual responses will be gathered.

There is no cost to you beyond the time and effort required to complete the procedure(s) described above. Your participation is voluntary. Refusal to participate in this study will involve no penalty or loss of benefits. You may withdraw at any time without penalty or loss of benefits.

If you agree to participate and are 18 years of age or over, please indicate this decision by signing below. If you have any questions about this research project please contact me, Kourtney Kauffman, at kkauffman@csustan.edu, or my faculty sponsor, Dr. Rosanne Roy, Department of Psychology, California State University, Stanislaus, at rroy@csustan.edu. If you have any questions regarding your rights and participation as a research subject, please contact the University Institutional Review Board Administrator by phone (209) 667-3784 or email IRBAdmin@csustan.edu. You will receive a copy of this form for your records.

As a result of participating in this survey, you have an opportunity to participate in a raffle for a \$50 gift card. If you would like to participate in the raffle, please fill out the designated form with your contact information in order to distribute the gift card to the winners.

Sincerely,

Kourtney Kauffman
Graduate Student

Signature

Date

APPENDIX B

CONFIDENCE AND MANDATED REPORTING

Demographic Information:

1. Gender:
 - a. Male
 - b. Female

2. Age
 - a. 18-25
 - b. 26-33
 - c. 34-40
 - d. 40-50
 - e. 50+

3. Highest level of education
 - a. High School Diploma
 - b. Some College
 - c. College Degree
 - d. Graduate School

4. What is your role at the school? (Select the description that most suits your role at your school.)
 - a. Teacher
 - b. Support Staff (school secretary, attendance staff, etc.)
 - c. Health Services (school nurse, school counselor, school psychologist)
 - d. School Aides (such as yard duty, teacher assistants, library staff)
 - e. Administration (principal, associate principal, vice principal, etc.)

5. Approximately how many years experience do you have on school campuses?

6. Approximately how long have you been employed at your current school?

7. How many hours per day (on average) do you spend with students in 1-on-1 or in small group (2-3 students) interactions?
 - a. Less than 1
 - b. 1-3
 - c. 3-5
 - d. 5 or more

8. How many hours per day (on average) do you spend with students in large group (4 or more students) interactions?
 - a. Less than 1
 - b. 1-3
 - c. 3-5
 - d. 5 or more

9. How do you primarily interact with students during a typical day?
 - a. 1-on-1 or small group (2-3 students) interactions
 - b. Large group (4 or more students) interactions
 - c. A combination of the two

Training

These questions reflect your training experience since your hire in the educational system.

10. Since being hired at an educational institution, have you received training for recognizing and reporting Child abuse and neglect?
 - a. Yes
 - b. No

11. What was the nature of the training? (i.e. a pamphlet/handout, seminar, class, class during education)

12. Before your hire at an educational institution, how many hours of training did you have?

13. Approximately how many hours of training have you received overall?

14. To what extent do you feel confident that this Child abuse and neglect training prepared you for your mandated reporting duties?

1	2	3	4	5
Not at all Confident				Very Confident

15. To what extent do you feel confident in your ability to detect Child abuse and neglect?

1	2	3	4	5
Not at all Confident				Very Confident

APPENDIX C

DEBRIEFING FORM

Thank you for participating in this study! We are interested in understanding the relationship between training, experience, and mandated reporting in all educational mandated reporters. By training, we mean any instruction an educational mandated reporter has received regarding child abuse and neglect detection and reporting. By experience, we mean any prior experiences an educational mandated reporter has had making child abuse and neglect reports. Prior research suggests that mandated reporters with more training and more experience feel more confident in their abilities to perform mandated reporting duties. In addition, this information can be helpful in determining how satisfied educational mandated reporters feel with their training in mandated reporting. We expect to find similar results in our study. In addition, we want to investigate whether there is a relationship between the type of interaction educational mandated reporters has with students and how many reports they have made. We predict that more training will indicate more confidence in mandated reporting duties that will, in turn, demonstrate an increase in experience in making reports.

All the information we collected in this study will be kept safe from inappropriate disclosure, and there will be no way of identifying your responses in the data archive. We are not interested in anyone's individual responses; rather, we want to look at the general patterns that emerge when all of the participants' responses are put together. We ask that you do not discuss the nature of the study with others who may later participate in it, as this could affect the validity of our research conclusions.

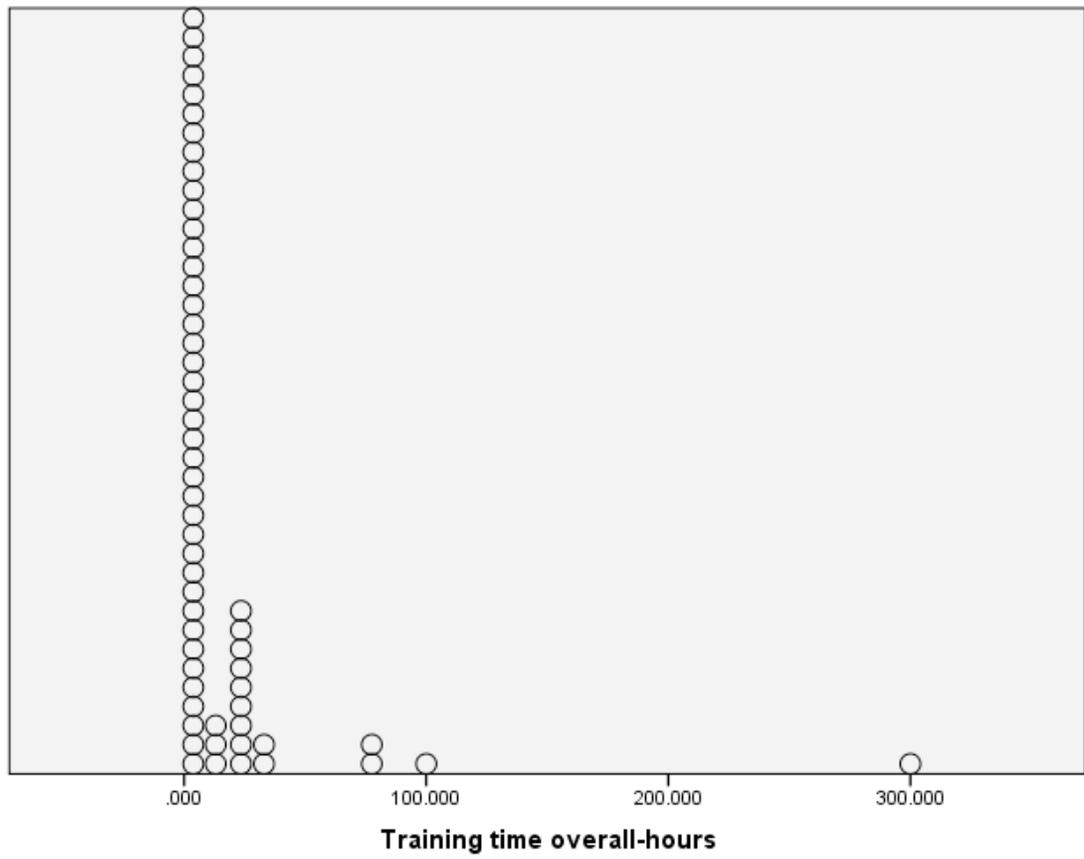
If you have any questions about the study or would like to learn about the results of the study, you may contact myself (Kourtney Kauffman) through our research supervisor, Dr. Rosanne Roy, at rroy@csustan.edu. If you have questions about your rights as a research participant, you may contact the Campus Compliance Officer of CSU Stanislaus at IRBadmin@csustan.edu. If participation in the study caused you any concern, anxiety, or distress, you may contact the mental health facility in your county of residence: Stanislaus County Mental Health Hotline: (209) 525-6225; Merced County Mental Health: (209) 381-6800; San Joaquin Mental Health (209) 468-8686.

If you would like to learn more about this research topic, we suggest the following references:

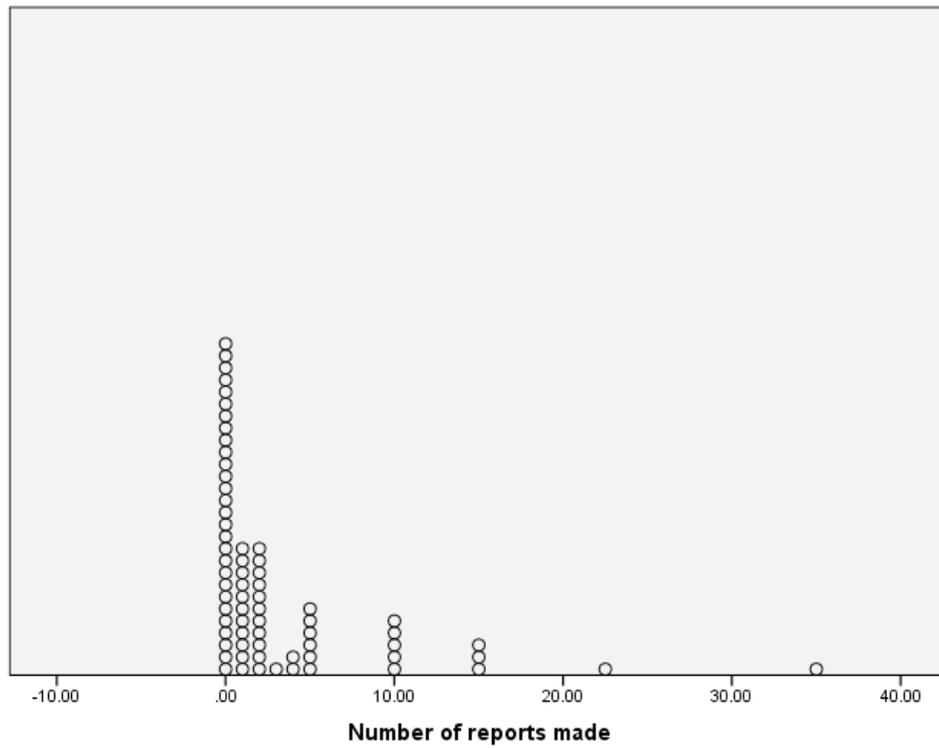
Reiniger, A., Robison, E., & McHugh, M. (1995). Mandated Training of Professionals: A Means for Improving Reporting of Suspected Child Abuse. *Child Abuse and Neglect*, *19*(1), 63-69.

Website: <http://mandatedreporterca.com/>

APPENDIX D
DISTRIBUTION GRAPH



The scatterplot displayed above shows the distribution of data for the number of hours of training respondents received. As discussed previously, the majority of respondents had fewer than 50 hours of training.



The scatterplot displayed here indicates the number of reports made by participants.

As discussed in previous pages, the majority of respondents made 5 or fewer reports.