



California State University, San Bernardino
CSUSB ScholarWorks

Electronic Theses, Projects, and Dissertations

Office of Graduate Studies

5-2021

CHILD ABUSE AWARENESS AND PREVENTION PROGRAMS IN ELEMENTARY SCHOOLS: AN EDUCATORS' PERSPECTIVE

Sara Headen

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>



Part of the [Curriculum and Social Inquiry Commons](#), [Education Policy Commons](#), [Social Welfare Commons](#), and the [Social Work Commons](#)

Recommended Citation

Headen, Sara, "CHILD ABUSE AWARENESS AND PREVENTION PROGRAMS IN ELEMENTARY SCHOOLS: AN EDUCATORS' PERSPECTIVE" (2021). *Electronic Theses, Projects, and Dissertations*. 1201.
<https://scholarworks.lib.csusb.edu/etd/1201>

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

CHILD ABUSE AWARENESS AND PREVENTION PROGRAMS IN
ELEMENTARY SCHOOLS: AN EDUCATORS' PERSPECTIVE

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

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

by
Sara Works Headen

May 2021

CHILD ABUSE AWARENESS AND PREVENTION PROGRAMS IN
ELEMENTARY SCHOOLS: AN EDUCATORS' PERSPECTIVE

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

by
Sara Works Headen

May 2021

Approved by:

Gretchen Heidemann, Social Work

Armando Barragan, M.S.W. Research Coordinator

© 2021 Sara Works Headen

ABSTRACT

This research project focuses on educators' perceptions regarding implementing a child abuse awareness and prevention program in elementary schools. Participants for this project were teachers who were recruited from an elementary school located in Southern California. This project was completed using a qualitative data gathering method. Interviews were conducted and recorded through a video conferencing software program. The data gathered from the interviews was then transcribed and analyzed. The study found that all the participants were in support of implementing a child abuse awareness and prevention program in elementary schools. Concepts related to educator's perception included their experience reporting child abuse and neglect, level of training, knowledge of existing programs, perception of program effectiveness, and program development were discovered. This study contributes to both micro and macro social work practice and provides insight on the development of a child abuse awareness and prevention program including the type of program believed to be most effective, the persons responsible for developing the program, and the level of acceptance from an educator's perspective. Initiating at the micro level, the implemented program could eventually evolve to the macro level where it could potentially impact the lives of millions of children and families.

ACKNOWLEDGEMENTS

I would like to thank my mom Nancy whose love, guidance, and support is valued beyond words and whose kindness and acceptance of others continues to inspire me. To my amazing daughters Kierra and Kaylin who stepped up to keep our family functioning and encouraged me to keep going. I am so proud of you both and forever grateful. To my son Aaron who was too young to understand why mommy was so busy all the time but brought laughter, joy, and hugs when I needed it most.

I would like to thank my field instructors for their support and guidance and for giving me the opportunity to learn and grow. I would also like to acknowledge the CSUSB Pathway Program faculty and staff for their support and dedication.

DEDICATION

This study is dedicated to victims of child abuse and to educators and social workers who dedicate their lives to helping children.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF FIGURES	iviii
CHAPTER ONE: ASSESSMENT	
Introduction	1
Research Focus.....	1
Paradigm and Rationale for Chosen Paradigm.....	3
Literature Review	4
Prevalence	4
Positive Impact of School-Based Prevention Programs	4
Examples of Child Abuse Awareness and Prevention Programs	6
Community Resources.....	7
Theoretical Orientation.....	8
Contribution to Micro and Macro Social Work.....	9
Summary	10
CHAPTER TWO: ENGAGEMENT	
Introduction	11
Study Site	11
Engagement Strategies for Gatekeepers at Research Site	12
Self-Preparation.....	12
Diversity Issues.....	13
Ethical Issues.....	13

Political Issues	14
The Role of Technology	15
Summary	15
CHAPTER THREE: IMPLEMENTATION	
Introduction	16
Study Participants	16
Selection of Participants	17
Data Gathering	18
Phases of Data Collection.....	19
Data Recording.....	20
Data Analysis Procedures.....	21
Summary	22
CHAPTER FOUR: EVALUATION	
Introduction	23
Data Analysis.....	23
Results of Open Coding.....	24
Experience Reporting Child Abuse and Neglect	24
Level of Training.....	25
Knowledge of Existing Programs	26
Perception on Program Effectiveness	27
View Toward Implementing a Program	28
Who Should Implement a Program	30
Axial Coding.....	31
Program Development	32

Data Interpretation	34
Implication of Findings for Micro and Macro Practice	37
Summary	38
CHAPTER FIVE: TERMINATION AND FOLLOW-UP	
Introduction	39
Termination of Study.....	39
Communicating Findings to Study Site and Study Participants.....	39
Ongoing Relationship With Study Participants.....	40
Dissemination Plan	40
Summary	40
APPENDIX A: DATA COLLECTION INSTRUMENT	41
APPENDIX B: INFORMED CONSENT	43
APPENDIX C: DEBRIEFING STATEMENT	46
APPENDIX D: PARTICIPANT RECRUITMENT EMAIL	48
APPENDIX E: INSTITUTIONAL REVIEW BOARD	50
REFERENCES.....	53

LIST OF FIGURES

Figure 1. Example of and Emerging Category After Open and Axial Coding.	32
Figure 2. Emerging Category: Program Development.	34

CHAPTER ONE

ASSESSMENT

Introduction

Chapter one covers the focus of the research project; educators' perception of implementing a child abuse awareness and prevention program in elementary schools. It also includes an explanation of the post positivist paradigm and why it was chosen to carry out the project. A literature review follows and examines the prevalence of child abuse, the positive impact of child abuse awareness and prevention programs, the methods for implementing a program, and the importance of utilizing community resources. The application of the theoretical orientation is discussed highlighting the theory that best represents the research focus. Finally, the contributions of the study to micro and macro social work practice are explored.

Research Focus

Too many children become victims of abuse. The severity of the abuse suffered has often resulted in death. In 2107 there were 4.1 million child maltreatment referrals involving 7.5 million children across the United States. Of those referrals, 3.5 million children received an investigation or an alternative response and 674,000 were considered victims of child maltreatment with 1,720 resulting in death (US Department of Health and Human Services, 2017).

While there are many programs being implemented that provide support and services to victims of abuse, there remains a need for programs that raise awareness and help prevent child abuse from occurring. Schools remain one of the largest platforms for reaching children and families. This research project will focus on educator's perceptions on the implementation of child abuse awareness and prevention programs in elementary schools. For this study, child abuse awareness will refer to the current level of understanding and any trainings offered to educators in elementary schools. California Assembly Bill 1432, Chapter 797, mandates that school districts provide annual training to their employees on the mandated reporter requirements. The school district must provide verification of completed training within the first 6 weeks of each school year (California Legislative Information, 2014). Additionally, child abuse prevention programs will refer to existing programs in place at elementary schools in the state of California and nationwide. For example, The California Department of Education, (2019) provides numerous links on their website for child abuse prevention training and resources for educators and families. In 2016 Senate Bill 1178 was passed by the California Legislature which authorized the State Superintendent of Public Instruction and Education to design a poster that notifies children of the appropriate number to call to report child abuse and neglect. The poster is required to be offered in 5 different languages and is encouraged to be posted in areas where students frequently congregate. This research project explores educators' level of awareness as well as their thoughts,

feelings, and willingness to implement a child abuse awareness and prevention program in their school.

Paradigm and Rationale for Chosen Paradigm

Post positivism was the paradigm chosen to carry out this research project. Post positivists believe that outcomes cannot always be measured by quantitative methods as they lack the intricacies associated with the human experience. The post positivist paradigm method was selected for this research study as it “takes an inductive exploratory approach to understanding an objective reality” (Morris, 2014, p. 41). A problem focus was established. However, as the study progressed, an understanding of the research focus increased. Information was gathered from literature, observations, personal experience, and key players to narrow the focus (Morris, 2014). This post positivist research project utilized a qualitative method for gathering data in a naturalistic setting to preserve the integrity of the human experience. This research project took place at an elementary school where data was gathered from educators in their naturalistic setting. The post positivist paradigm was best suited for this research project due to its reliance on objectivity. Every individual is unique and has a unique set of experiences that has shaped their perception about child abuse and their level of involvement in their role as an educator. The information gathered from the study participants and the review of available literature, allowed for flexibility to determine if the research focus needed adjusting.

Literature Review

This review will focus on the prevalence of child abuse, the positive impact of school-based prevention programs, the different types of child abuse and prevention programs available, and the importance of utilizing community resources.

Prevalence

Children who are victims of abuse not only suffer the from the immediate consequences of abuse such as cuts, bruises, broken bones, and malnutrition, they also suffer the long-term negative effects such as impaired cognitive development as well as mental and behavioral issues. Child abuse and neglect and other adverse childhood experiences (ACEs) can affect a child's health and well-being in the future. ACEs has been linked to substance abuse, mental illness, and chronic illness in adults (Centers for Disease Control and Prevention, 2019). Moreover, exposure to childhood violence increases the risk of substance use issues, delayed brain development, commercial sexual exploitation of children (CSEC), and sexually transmitted infections (Centers for Disease Control and Prevention, (2019).

Positive Impact of School-Based Prevention Programs

Educating children on child abuse will arm them with the power of knowledge. It will also inform them about what to do if they experience abuse or see signs of possible abuse, essentially empowering them to advocate for themselves which can potentially decrease their risk of becoming a victim or of

further victimization. Beneficial programs are those that are integrated into the curriculum and catered to the students age and cognitive level and include increased development in skills such as assertiveness, problem solving, and communication (Brassard & Fiorvanti, 2015). Studies have shown that children who participated in a prevention program were more likely to disclose the incident to others, less likely to blame themselves, and more likely to believe that their actions prevented serious injury or harm (Ko & Cosdon, 2001).

Implementing a prevention program in the classroom as part of the curriculum allows for a serious topic to be discussed in the comfort of their classroom with their teacher present providing them with a safe and structured environment.

Implementing a child abuse prevention program will allow the schools to communicate to parents and guardians that child abuse is being discussed school or district wide. With the help of the local child welfare agency, parents will also be educated on child abuse. Not only will it convey to abusive parents that the children are being made aware, it will also help parents examine their use of discipline to determine if it is too harsh or excessive. Resources can also be provided to parents for needed programs and services as well as child abuse hotline information. Additionally, a prevention program with a parent education component has been shown to increase the success of the program in encouraging parent communication with their children about abuse (Brassard & Fiorvanti, 2015).

Examples of Child Abuse Awareness and Prevention Programs

Research has shown that pre-school age children do not possess the same ability as older children in learning and retaining information, but they can be taught self-protection skills. Delivery of child abuse prevention programs must be age appropriate and can include the use of puppet shows, videos, plays, interactive role play, and active behavioral skills training (Brassard & Fiorvanti, 2015). Brassard and Fiorvanti (2015), conducted a study reviewing and evaluating four different types of child abuse prevention programs including: Stay Safe, The Body Safety Training Program, Talking About Touching, and Safe Child. All four programs came with their own curriculum for teaching elementary school-age children. The curriculum included age-appropriate concepts and activities. The study confirms that child abuse awareness and prevention programs have been created and are available for implementation in the classroom.

Like the California Department of Education, other state education organizations have also encouraged implementation of a child abuse awareness and prevention program. Texas Education Agency (2019), an agency that oversees primary and secondary education in Texas has implemented a child abuse prevention program that requires the agency to maintain on its website a list of links that provide information on the prevention of child abuse that districts can utilize for staff development. In addition, each school district must provide a child abuse anti-victimization program in elementary and secondary schools.

Texas Education Agency also requires all district and charter schools to implement a program that addresses child maltreatment and include it in the parent handbook. Districts must also participate in child abuse prevention training and keep record of all staff who attend and. They must also post in at least one high traffic area at every school, a poster at student eye level that provides the phone number for the local child abuse hotline and information/instructions on when to call 911.

Community Resources

According to the US Department of Health and Human Services (2017), risk factors associated with child maltreatment include substance abuse, financial problems, and domestic violence. As part of the child abuse awareness and prevention program, a list of community resources providing information on substance abuse treatment facilities within the community as well as information about the programs and services offered by the local welfare agency should be created and distributed to parents. Resource information can also include domestic violence information including shelters and counseling services. Creating a partnership with the community to provide resources to parents as well professional development to educators is invaluable. “When community entities and school professionals work together, there is a greater likelihood of positive outcomes for children” (Hartman et al., 2016, p. 403).

Theoretical Orientation

The theoretical orientation utilized in this research study is Urie Bronfenbrenner's Ecological Systems Theory. Implementation of an effective child abuse prevention program will require an understanding of the contributing factors. Some of those factors may include mental health issues, substance abuse, socioeconomic status, culture, and intergenerational cycles of abuse. Each of those factors are influenced by something greater than the individual such as family, community, and society. The ecological systems theory posits that individuals constantly engage in transactions with other humans and other systems in the environment and adequate assessments and plans for intervention must consider how people and environment systems influence one another (Hepworth et al., 2017). According to Bronfenbrenner there exists a microsystem, mesosystem, exosystem, and macrosystems in which the transactions that occur within each system will impact the life and development of child which will then impact the system through reciprocal interaction. Child abuse is seen as a symptom of disturbance in a complex ecosystem with many interacting variables. Prevention must be broadly conceived at levels of individual, community, and society to be effective (Newberger, 1982). Prevention strategies at the individual level are often designed to promote attitudes, beliefs, and behaviors that ultimately prevent violence. Specific approaches may include education and life skills training. Prevention strategies at the community level are typically designed to impact the social and physical environment. For example,

by improving the climate, processes, and policies within school and workplace settings. At the societal level prevention includes shifting attitudes, behaviors, beliefs, and knowledge related to child abuse prevention statewide (The Children's Advocacy Center, 2020). The implementation of a child abuse awareness and prevention program in elementary schools has the potential to address each level of Bronfenbrenner's ecological systems theory.

Contribution to Micro and Macro Social Work

The findings of this research project can impact both micro and macro social work practice. The results of this study could lead to the implementation of a child abuse awareness and prevention program in educational settings. If supported, trainings could be offered to educators on child abuse creating a partnership between social workers and educators. In addition, relationships between the districts, schools, families, and the community will be strengthened by the collaboration needed to implement a program and provide resources to educators, families, and caregivers. An awareness and prevention program can impact the number of child abuse referrals made to the child abuse hotline a result that could contribute to a decrease in caseloads giving social workers the opportunity to manage their caseloads more effectively. A successful program could result in county or statewide implementation of child abuse awareness and prevention programs. However, the greatest contribution would be preventing the occurrence child maltreatment.

Summary

The number of children suffering from maltreatment is alarming. However, those who do not work in the field of social work or a related field are not regularly exposed to it. Often the public is not made aware until a case becomes so extreme that it gains the attention of the media. Research shows that children who suffer from maltreatment will continue to suffer as adults. Research has also shown that school-based child abuse prevention programs are effective especially when it is age-appropriate, and parents are included. Some states and school districts have already implemented child abuse prevention into their schools.

This chapter examined the research focus and chosen paradigm. A rationale was given for the Post Positivists paradigm and a literature review was presented. The literature review covered the prevalence of child abuse and the positive impact of a child abuse awareness and prevention program. The literature review also discussed the positive impact of a school-based prevention program and provided information on existing prevention programs. The literature review concluded with the importance of community resources followed by the theoretical orientation and review of Systems Theory. The chapter concludes with contributions to micro and macro social work.

CHAPTER TWO

ENGAGEMENT

Introduction

Chapter two focuses on information pertaining to the study site, engagement strategies, and self-preparation. It also addresses diversity, political, and ethical issues relating to the research project. Additionally, this chapter includes the role technology played.

Study Site

The research study took place at a Southern California elementary school. The school services approximately 842 students from transitional kindergarten to 6th grade including two special education classes. Over 84% of the students are socioeconomically disadvantaged and are significantly below average in meeting grade-level standards in both language arts and mathematics. The largest proportion of students (66.2%) are Latin/Hispanic, followed by 16.3% African American and 13.8% White. Nineteen percent of the students are English learners and 13.2% have a disability (California Department of Education, 2020). The participants for this research project included teachers from various grade levels who currently teach at this school.

Engagement Strategies for Gatekeepers At the Research Site

As a former intern for the school site, the researcher utilized an established professional relationship with the elementary school gatekeepers. An email was submitted to the gatekeepers explaining the purpose of the research project and requesting permission to conduct the research study at the school site. Once permission was granted, the researcher sent a volunteer recruitment email to the gatekeepers to distribute via email to potential participants. The volunteer recruitment email was submitted to the gatekeepers two additional times for distribution in hopes of increasing participation participation.

Self-Preparation

Prior to scheduling the individual interviews, a thorough literature review research was conducted on child abuse statistics nationally, state-wide, county-wide, and locally including instances of abuse that resulted in death. The literature review also included current child abuse awareness and prevention programs at the state department of education, county superintendent of school, and at the local school districts and included their current training and practice as mandated reporters. The review also included the importance of community involvement in relation to the development and implementation of a child abuse awareness and prevention program. The information gathered provided an informed and knowledgeable foundation on the research study topic to present to the gatekeepers as well as the participants. The sensitive nature of the topic was

acknowledged in preparation for any discomfort experienced by the gatekeepers and the participants.

Diversity Issues

Due to the consultative method utilized in the post positivist paradigm, diversity issues were considered throughout the research process. Potential diversity issues relating to this research study included differences in assumptions and norms about the topic discussed. Participants may differ in their beliefs about what constitutes a healthy family dynamic. Participants may also vary in their level of knowledge regarding cultural considerations for community and/or organizational involvement with families. For example, in some cultures, child abuse may be a taboo subject and one that is not openly discussed. In addition, some cultures may consider child abuse something that should be handled exclusively within the family without the involvement of outside agencies. Other diversity issues considered included differences in perspective on child abuse. It is unknown if any of the study participants have been victims of child abuse or significantly involved in some capacity. Awareness of the potential diversity issues allowed for open and honest communication with study participants and an opportunity to practice cultural humility.

Ethical Issues

Ethical issues related to this research project were carefully considered. The university completed a Human Subjects Review to prevent any unethical

treatment of study participants. Participants in the study were informed of their right to privacy and confidentiality as part of an Informed Consent that was distributed by email to the study participants prior to each interview. Each interview began with verbal acknowledgement of receipt of the informed consent as well as any questions or concerns participants had regarding the content of the informed consent and/or the research project. Every effort was made to protect the identity of the participants. Numbers were used in lieu of names when collecting and analyzing data and the name and direct location of the study site was not reported. Interviews were conducted using Zoom and the data was transcribed to a Word document. All transcripts and video files were stored on a password protected computer. Due to the size of the study site and small number of participants, the sharing of information among participants is out of the researchers control and may result in diminished confidentiality or identity exposure.

Political Issues

With a post positivist approach, potential political issues relate more to the relationship between the researcher and the participants than with the data being collected. To combat potential political issues, the researcher explained the research study to the participants including their role and the role of the researcher prior to collecting the data from the interview. A strategy that was proven successful as there were no political issues that arose during this research project.

The Role of Technology

Technology was utilized throughout this research project. The internet was used to conduct the literature research. Both e-mail and Zoom were used to communicate with participants. E-mail was used to schedule interviews and provide participants with an Informed Consent document prior to the interview and a Debriefing Statement after each interview. Zoom was used to conduct and record the interviews. The data was transcribed through Trint's audio transcription software and analyzed by utilizing Atlas.ti's qualitative data analysis software. The transcribed and analyzed data was stored on a password protected computer.

Summary

Preparing for the engagement process took time, patience, and commitment. The researcher applied the knowledge gained from the literature review and addressed the diversity, ethical, and political issues that developed during the research study. The researcher implemented engagement strategies which included the utilization of an established professional relationship with the gatekeepers at the study site and email correspondence. Once permission was granted, the researcher focused on utilizing technology to engage the study participants. Technology was an essential component of this research project that provided the flexibility needed to accommodate the study participant's schedules.

CHAPTER THREE

IMPLEMENTATION

Introduction

This phase of the post positivist research project on child abuse awareness in elementary schools relies on qualitative data derived from purposive sampling and semi-structured interviews with participants. This chapter focuses on the study participants and how they were chosen, the methods for gathering data, and the different phases for gathering data. This chapter also discusses the methods used for recording, transcribing, and analyzing the data.

Study Participants

The participants for this study consisted of elementary school teachers from the study site. There are approximately 42 teachers at the school site. There are 11 teachers with bachelor's degrees, 10 with a bachelor's degree plus an additional 30 hours of approved graduate credit, 20 with a master's degree, and 1 teacher with a doctorate degree. Of the 42 teachers at the elementary school, 26 identify as white, 14 as Latinx/Hispanic, and 2 as Black/African American. There are 35 female teachers and 7 male teachers (California Department of Education, 2020).

Of the six participants in this study, all were female with an average of 13 years teaching experience. Approximately 66% of the study participants identified

as white, 16% as Latinx/Hispanic, and 16% as more than one race. Of the participants, 50% held a master's degree and 50% held a bachelor's degree.

Selection of Participants

Applied research was used to carry out this post positivist research study. Applied researchers try to understand how to intervene and solve a problem (Morris, 2014). For this study, child abuse is the issue in which intervention is needed and this intervention may be a school-based child abuse awareness and prevention program. Although the units of analysis in a post positivist study may vary, for this study the unit of analysis was the teachers from a Southern California elementary school. The sampling strategy used for this research project included purposive sampling which included the selection of individuals who could provide the most data about the study focus. Ultimately, the teachers would contribute in some way to the implementation of a child abuse awareness and prevention program at the school. Therefore, gaining knowledge about their experience, views, opinions, indifference, ability, and willingness to incorporate such a program is essential.

For this study, a purposive sampling strategy referred to as typical case sampling was used. "Typical case sampling is used to describe an issue or program to those who are not familiar with it. Data from this sample gives a profile of regular or routine experiences of the program or issue" (Morris, 2014, p.124). Part of preparing for this research study included conducting a thorough review of literature on the issue that will be presented to the study participants.

Once IRB approval was granted and permission was granted by the gatekeepers to conduct the study at the research site, the researcher provided the gatekeepers with a recruitment e-mail to forward to potential participants that included the researchers contact information. Once the participants contacted the researcher, e-mail correspondence ensued, and interviews were scheduled.

Data Gathering

Qualitative data was gathered through a series of semi-structured interviews. Questions were prepared prior to the interview to encourage an engaging and inclusive environment. The interview began with acknowledgement and appreciation for their contribution to the research project followed by an explanation of the research project and purpose of the interview. The researcher then asked for permission to record the interview. Once permission was granted, the researcher reviewed informed consent and asked a series of background and demographic questions. Although each interview was video recorded, note taking was also used for data collection.

A series of essential experience/behavior questions was asked regarding participants' familiarity with the subject. Next, questions were asked about participants' perception and feelings about implementing a child abuse awareness and prevention program into the elementary schools. An opinion/value question was then asked to gain knowledge about their opinion on whether they think it can or should be done. Questions were also asked about how they would implement a child abuse awareness and prevention program

given the opportunity. To wrap up the interview, the participants were asked if they had any questions or wanted to add anything that was not discussed.

Phases of Data Collection

The first stage of the post positivist interview process was preparation. To prepare for the interview, the researcher became familiar with the research site and knowledgeable about the vocabulary and terminology used. The researcher's prior field placement at the Southern California elementary school was advantageous in accomplishing that. In preparation, the researcher developed a series of questions to ask during the initial interview. The researcher prepared a semi-structured set of questions to ensure uniformity and robustness of the data to address the research question. Post positivists understand that their own values and biases will inevitably impact the interviews and data collection (Morris, 2014). The researcher utilized video recording and note taking to gather data. In preparation the researcher also decided on attire and level of formality with the research site participants. An informed consent document was finalized to review with the study participants and included confidentiality and privacy relating to the study. Prior to scheduling the individual interviews, a review was conducted on child abuse statistics nationally, state-wide, county-wide, and locally including instances of abuse that resulted in death. Data was also evaluated on the current child abuse awareness and prevention programs at the state department of education, county superintendent of school, and at the local school districts to include the participants current training and practice as

mandated reporters. The information gathered helped to create an informed and knowledgeable foundation in which to present the research study topic.

The next stage of the interview process was to conduct the interviews. The interview was divided into phases and included engagement, development of focus, maintaining focus, and termination. In the engagement phase, the interview focused on engagement and rapport building questions. During this phase, the researcher disclosed in detail the purpose of the research study as well as what to expect and reviewed informed consent. The interview then transitioned to developing and maintaining focus and included essential, extra, throw away, and probing questions as discussed in the data gathering section. In the last phase of the interview, the researcher reviewed the interview with the participants and asked a series of closing questions to facilitate the end of the interview. After each interview, the researcher completed a journal entry reflecting on and evaluating the interview and the data collected as well as thoughts feelings, and challenges associated with the interview.

Data Recording

For this post positivist research study, the researcher utilized video recording and note taking for gathering data. The data was then transcribed into narrative form for analyzation. Two separate research journals were used to keep track of all aspects of the research study. A narrative journal was kept documenting the interactions that took place during each stage of the study including assessment, engagement, planning, and implementation. It also

includes the date, time, and results of each stage. The journal details what occurred during the interviews, including the chosen data gathering method, observation of the participants during the interview session, and changes and adjustments made for subsequent interviews. A reflective journal was used to reflect on the aspects of the research study including the chosen research site and participants. The reflective journal contains the rationales behind choosing the research plan as well as the methods for collecting data (Morris, 2014).

Data Analysis Procedures

For this post positivist study on child abuse awareness and prevention in elementary schools, data gathered from interviews with study participants was analyzed using a “bottom up” approach in which the data gathered can be used to both test and create a theory (Morris, 2014). The collection of data and analysis are intertwined in the post positivist study and once the data was gathered, the analysis began immediately. A narrative interpretation was developed from the transcription of data gathered from the video recorded interviews. The researcher analyzed the data for common themes and concepts and categorized the data based on the concepts that emerged. The researcher used open coding or building units of information. Once the open codes were established, axial coding was used to identify the relationships that linked the themes and categories. Finally, selective coding was used to develop a theoretical statement based on the conditional relationship of the identified themes and categories.

Summary

Chapter three described the study participants as well as the selection process. This chapter also included the method and phases for data collection and detailed the data recording and analysis procedures.

CHAPTER FOUR

EVALUATION

Introduction

In chapter four the qualitative analysis conducted based on data collected during the interviews is presented and the findings are discussed. The chapter begins with an explanation of the open codes that were deciphered from the interview transcripts as well as the themes and categories that emerged. In keeping with the post positivist method of qualitative research, axial coding was completed to connect the concepts derived during open coding. An interpretation of the data is then presented, followed by the implications of the findings for micro and macro practice.

Data Analysis

The interviews were transcribed to a narrative format and the emerging themes were categorized using open coding. The open coding process identified the following concepts: experience reporting child abuse and neglect, level of training, knowledge of existing programs, perception on the effectiveness of prevention programs, and view toward implementing a program. Once the concepts and categories were derived and represented the interview responses accurately, axial coding was completed to convey the relationship between the themes that developed.

A total of six participants were included in this study. All the participants identified as female, and all were current teachers at the elementary school site. They had, on average, 13 years of teaching experience. Four of the participants identified as white, one as Latinx/Hispanic, and one as white and Latinx/Hispanic. Of the six participants, three were between the ages of 35-45, followed by two between the ages of 46-55, and one between the ages of 56-65. Two of the participants had a bachelor's degree, three had a master's degree, and one has a PhD.

Results of Open Coding

Experience Reporting Child Abuse and Neglect

Under the California Penal Code Article 2.5 Child Abuse and Neglect Reporting Act Section 11165.7, a teacher along with all school and district employees are mandated reporters (California Legislative Information, 2021). For this study, experience reporting child abuse, refers to the legal requirement to report child abuse and neglect as a mandated reporter. Although the frequency varied, all the study participants stated that they have experience reporting child abuse. Participant 01 stated that she has reported child abuse "more times than she would like". Participant 02 admitted that she reports child abuse and neglect an average of 5 times per school year. While that was the highest number of reporting, the participants represent a handful of the total amount of mandated reporters at the study site.

Level of Training

One of the concepts that emerged from the interviews included the amount of training that the participants have had relating to child abuse and neglect. For this study, training refers to any type of training relating to child maltreatment, child abuse prevention, and mandated reporting. When discussing participants' level of training, all the participants reported that they complete the district required on-line annual training. Participant 01 stated:

We have video trainings that we have to watch every year. I want to say they are called Target Solutions and it's videos and it's slideshows, basically, and they have quizzes. They give you scenarios. What do you do if this and this happened? What type of abuse is this classified as? So, we have to do those every year, every August.

Participant 05 confirmed:

The required computer tests that we have to take at the beginning of the year and there is one on recognizing the signs of abuse and the responsibilities of mandated, reporting, but it's pretty much never discussed in any other context.

Participant 04 expressed:

Well, it's how to report and it says, like, you know what to look for, but it makes you feel like any reaction from a child, and the slightest thing they say about something that happened at home, you have to report it. It really makes you feel like anything that's out of what you would perceive from

your point of view as normal and appropriate is child abuse and has to be reported.

While most of the participants reported only completing the required training, two of the participants reported receiving training beyond the district/state requirement. Participant 04 reported that she has had trainings through her child development and education courses while pursuing her degree. Participant 02 stated that she has received additional training through the state and county when it is available for personal and professional growth. Participant 02 further mentioned that it is not a mandatory training but is recommended by the school that educators attend.

Knowledge of Existing Programs

For this study, child abuse awareness refers to the current level of understanding and any trainings offered to educators in elementary schools. Additionally, child abuse prevention programs refer to existing programs in place at elementary schools in the state of California and nationwide and/or in the community. This concept was chosen because the participants struggled to identify any existing awareness and prevention program other than the mandated reporter training. Participant 04 stated, "I really don't know of any programs that are in place other than just this is what to look for and this is what you do." Participants 03 and 06 both mentioned parenting classes. While participant 03 admitted hearing about it in the community, she stated that she would have to conduct her own research to figure out how to help a parent get involved.

Participant 06 stated that the school used to provide parent education classes but stated that she could not recall any specific training or prevention programs. The remaining participants were not aware of any existing child abuse awareness and prevention programs.

Perception on Program Effectiveness

The next theme that emerged from the data was in relation to the participants perception on the effectiveness of a child abuse awareness and prevention program. For this study, effectiveness refers to the result of a child abuse awareness and prevention program's impact on the occurrence of child maltreatment. Two of the participants had a positive perception and believed that a program in elementary schools would reduce the occurrence of maltreatment. Participant 05 stated, "I think doing something is always better than doing nothing and I think any increase in awareness, any incident that's avoided it's worth it, it's worth the effort." Two of the participants had a negative perception and did not believe it would affect the occurrence of child maltreatment. Participant 01 explains:

I want to say yes, because I feel that if it's known and it's something that is being talked about, I would hope that it would make people think twice. But unfortunately, I think if someone is going to be an abuser, they're going to be an abuser regardless of what is being discussed.

The last two participants were undecided, and both expressed that they did not know whether a child abuse awareness and prevention program in elementary

schools would be effective in reducing child maltreatment. Participant 06 stated, “I don’t know, but I would definitely hope so.”

View Toward Implementing a Program

The participants’ views on the implementation of a child abuse awareness and prevention program, was another concept that was identified during the open coding process. View refers to the participant’s overall attitude or opinion about implementing a program in elementary schools. All the study participants expressed positive regard and were in support of implementing a program. Despite the varying opinions regarding a program’s effectiveness, both the participants who expressed doubt, believed that although it may not prevent the abuse from occurring, a program would stop the maltreatment from continuing.

Participant 01 stated:

I can think of one student in particular who would have benefited from something like that to be able to know, and to recognize what was happening and to not be afraid to tell the truth. She was more afraid of what would have happened if she told the truth than of what was currently happening.

Participant 02 believes, “The abuse has already happened. We are there to make sure that it doesn't continue.”

The other participants were also in favor of implementing a child abuse awareness and prevention program in elementary schools. Participant 06 said:

I think it's a great idea because I feel like a lot of parents really don't have the tools that they need to handle situations that arise. I will talk to parents about behavior issues, not as much this year because we are at home, but in past years and a lot of times when I will talk to them about, like their behavioral strategies, they will tell me that they don't know what to do and asked me, can do you tell me what to do? You know, and we have had situations where I think the child abuse could have been prevented if they had strategies for handling their children's behavior.

Participant 05 shared:

Yeah, one hundred percent would be in favor of because I I've seen a lot, I hear about a lot. I work in a community that I think has experienced a lot of trauma and things. I would say major things happen on a regular basis to students at our school. I also know that there is a large part of the community that would take the help if offered. You know, there are members of the community that when we offer snacks or when we offer parenting classes or bilingual education, they do take us up on it and so I do think that there are people who would want help in these areas and would follow through.

Participant 04 thinks it is important because she believes that the school has been flagged for overreporting and thinks that teachers are worried about the consequences of not reporting and tend to report more.

I think teachers report because you get so paranoid about losing your credential as a mandated reporter, but maybe understanding more of the nuances of what to look for would be helpful for teachers so that they weren't perhaps overreporting.

Participant 01 believes that it is a good idea and something that can help children who are victims of abuse understand what is happening to them.

I think it's a good idea. I feel that there are a lot of kids that, unfortunately, are going through some things and they don't realize what's happening to them, so I think being able to equip them with the tools to not only recognize it, but also know that it's not ok, and that whatever is happening is not how someone shows their love or it's not what they deserve. I think I think they need that.

Who Should Implement a Program

When analyzing the interview transcripts, another theme that emerged was the participants' perception of *who* should implement the child abuse prevention and awareness program at the school. All participants agreed that such a program should be implemented by a school social worker or counselor. Participant 04 believes that "somewhere in the social services arena would probably be the best, because a social worker probably has the most insight, the social workers, the counselors to really know." Participant 01 stated "We have a school counselor now, so I feel like it should come from them. I feel they would have more background on how to work with kids when it comes to that."

Participant 03 believes that the newly assigned school social worker would be the best person to implement a program. "Social workers are specially trained in working with parents in the community and I just think they know more about the subject of child abuse." It was also mentioned by a several of the participants that a multidisciplinary committee may be beneficial. Participant 05 stated, "I think if you're talking about that multifaceted approach, it would be everybody, you know, I guess ideally it would be a committee of teachers, admin counselors, maybe police officer, board member." In addition to the social service arena as previously mentioned, participant 04 believes that it "might fall under the purview" of newly established SEL committee. The Social Emotional Learning (SEL) committee consists of district administrators and the district social worker as well as school administrators, counselors, psychologists, and teachers, among others.

Axial Coding

The transcribed data was further analyzed to connect the concepts that emerged during the open coding process. The participants had similar experience with child abuse and neglect reporting. Although the occurrence varied slightly, the fact remains that it occurs quite frequently. The participants' level of training was also similar, as was the absence of known prevention programs. The participants' views on implementing a child abuse awareness and prevention program in elementary schools was unanimous and although few questioned the effectiveness of prevention, any doubt was overshadowed by the

impact that awareness can have on students' safety and well-being. A category that emerged in relation to the identified concepts was program development. Figure 1 is a visual representation of the emerging category that resulted from the open and axial coding process.

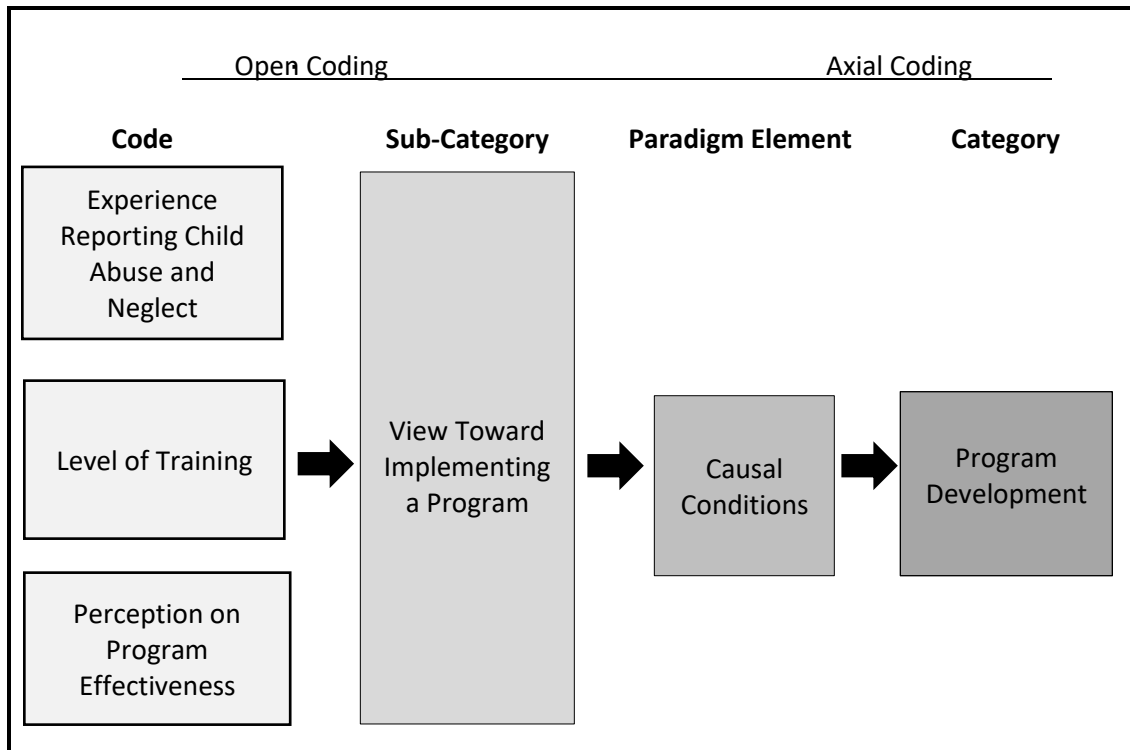


Figure 1. Example of an Emerging Category After Open and Axial Coding.

Program Development

A category identified during the axial coding process was the suggested components of a child abuse awareness and prevention program and perception on who should be responsible for implementing the program. The participants shared their thoughts on what they think should be included in the program.

Raising awareness through child education was mentioned. Participant 05 expressed, "I definitely think the focus should be on the kids being able to understand what abuse can look like in many different forms and being able to know what to do, like they need an action step." Participants also suggested that the community be involved in some capacity. Also mentioned, was teacher training. In addition to the required annual training, some of the participants believed that they would benefit from additional training. Participant 04 stated:

One of the things that I would want to be part of the program is looking at cultural biases. I think sometimes misunderstanding how different cultures approach parenting and discipline might lead to over parenting, and that's something our overreporting and that's something that's not really covered in any coursework that I've had.

A depiction of the suggested components of a child abuse awareness and prevention program is represented in Figure 2.

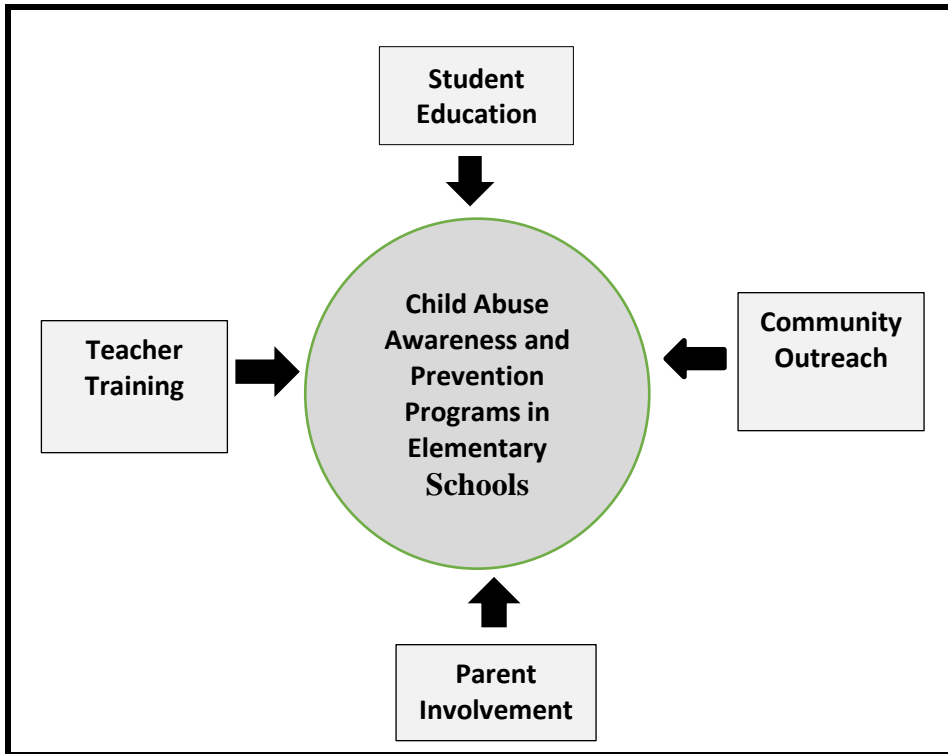


Figure 2. Emerging Category: Program Development.

Data Interpretation

This study revealed that participants were in support of the implementation of a child abuse awareness and prevention program in elementary schools. The concepts that emerged during the open code process were interrelated and influenced the participants' perspectives on implementing a program. The concepts - which included level of training, knowledge of existing programs, reporting experience, and program effectiveness - inspired themes that further explored the development of child abuse awareness and prevention programs.

The participants acknowledged their annual state required mandated training through Target Solutions which offers a video-driven lesson with an on-screen instructor and interactive quizzes (Target Solutions, 2021). However, the Target Solutions training is not specific to educators but rather a general training for all mandated reporters, and the participants expressed that the training was limited. Although the training satisfies the state required content, completing the same training every year impedes their ability to discover new content. Offering additional training will help teachers enhance their knowledge and strengthen their skillset. It may also help to mitigate concerns regarding the under and overreporting of abuse. One of the participants recommended training to address cultural biases and to have a better understanding of how different cultures enforce discipline. Incorporating cultural humility to programs and services provides a more inclusive and responsive approach to working with families. The U.S' ethnic and cultural diversity demands a cultural responsiveness component that includes cultural competency and cultural humility as the framework for working with families and communities (Friends National Center for Community-Based Child Abuse Prevention, 2021).

As part of the program development, this study uncovered the need for a parent education component. One of the participants recalled a parenting program that was offered in the past while another disclosed that parent participation in school functions was low. However, some of the participants acknowledge that parent education/participation is a crucial component of a child

abuse awareness and prevention program. One participant stated parents reach out to her seeking advice on how to handle their child's behavior. One way to increase participation may be by creating a school climate that supports family involvement. Regular communication with parents regarding student progress and hosting extracurricular family activities may encourage parents to feel more welcome and encourage participation in additional parenting programs developed in collaboration with the community. Community involvement was also mentioned in the study as an additional component of a child abuse awareness and prevention program. Some of the family resources offered through community partnerships may include parent education classes, support groups, GED classes, and family enrichment activities. Community involvement may also include resources and referrals for substance use as well as anger management and domestic violence classes. According to the Office of Child Abuse and Prevention (2020), to reduce the potential risk of child maltreatment is accomplished through building resilient communities that support families and strengthen their protective factors.

Student education was also realized as a significant component in an awareness and prevention program. One of the participants expressed that children should know what abuse is and that it is not okay. Child abuse can be introduced into the curriculum in a variety of ways including puppet shows, videos, storytelling, and role playing. Body Safe Training is an evidenced-based program that provides instruction to children ages 3 to 8 on recognizing,

resisting, and reporting inappropriate touching (California Evidenced Based Clearinghouse (CEBC), 2021). Another evidenced-based prevention program called The Safe Child provides a comprehensive curriculum on sexual, emotional, and physical abuse prevention by teaching life skills (CEBC, 2021).

This study found that teachers acknowledge the need for child abuse prevention programs in elementary schools and are willing to contribute to the implementation of a program. Incorporating lessons into the curriculum, being part of a multidisciplinary team, and attending additional trainings are some of the ways the participants agreed to support the effort. Due to the social work component of the program, the participants believed that the school social worker or counselor would be the best person to guide the development of the program. “School social workers are the link between the home, school, and the community and advocate for new and improved community/school services to meet the needs of students and their families.” (School Social Work Association of America, 2021)

Implication of Findings for Micro and Macro Practice

The findings of this study contribute to micro social work by identifying the need to strengthen relationships with schools and the community. They are interconnected and impact one another. A child abuse awareness and prevention program directly effects social wok practice and collaboration is essential to the success of the program. The findings identified the need for additional training for teachers on mandated reporting due to concerns of overreporting. Social workers

can provide training for educators on reporting requirements and child maltreatment to strengthen their ability to identify signs of abuse. Social workers can also provide training to parents and caregivers as part of the community-based prevention effort. Social workers can assist in the development of a child abuse awareness and prevention program by serving as a member of a multidisciplinary committee. The findings of this study also recognized the need for more school social workers, which could lead to an increase in employment opportunities. Implications can also include a reduction in the number of referrals made to the child abuse hotline due to the increased training and successful prevention effort in mitigating child maltreatment.

At the macro level, the findings could influence a mandated change to elementary academic standards that would include evidenced-based abuse prevention curriculum as part of student's health education. The findings could potentially lead to a prevention framework that is adopted by the California Department of Education for use in school districts throughout the state.

Summary

This chapter described the data analysis process and included an explanation of the open coding, axial coding, and selective coding process and the concepts and connections that emerged from analyzing the transcribed data. This chapter also presented an interpretation of the data followed by a discussion of the implication of the findings for micro and macro practice.

CHAPTER FIVE

TERMINATION AND FOLLOW-UP

Introduction

This study discovered educators' perspective on implementing a child abuse awareness and prevention program in elementary schools. This chapter describes the termination of the study as well as the method for communicating the findings to the study site and the participants. The ongoing relationship with the study participants is explained and the dissemination plan is discussed.

Termination of Study

Upon completion of the interviews, each study participant was personally thanked for their time and contribution to the study. A debriefing statement was also emailed to each participant which reviewed the focus of the study and conveyed the researcher's appreciation for their participation and provided contact information for additional questions.

Communicating Findings to Study Site and Study Participants

An invitation was extended to the gatekeepers at the research site as well as the study participants to attend a presentation of the research findings via Zoom. The completed study will also be available through Cal State San Bernardino's Pfau library. A copy of the study was given to the gatekeepers at

the study site. The study participants were informed of the ScholarWorks website at the Pfau library during the interview process.

Ongoing Relationship with Study Participants

Beyond the completion of the study and publishing of the results, there is no intention of continuing a relationship with the study participants. The researchers contact information was made available for any questions regarding the findings and accessing the results.

Dissemination Plan

This research project was submitted to California State University Pfau library for publication on the ScholarWorks website.

Summary

This chapter addressed termination of the study and how the results of the study were communicated with the study site and study participants. This chapter also explained the ongoing relationship with the study participants and the plan for disseminating the study and results.

APPENDIX A
DATA COLLECTION INSTRUMENT

INTERVIEW QUESTIONS

1. What is your current position?
2. How long have you been in your current position?
3. In your profession, have you ever reported child abuse and/or child abuse prevention?
4. What type of training have you had regarding child abuse prevention/reporting?
5. What is your knowledge of child abuse prevention programs?
6. How do you feel about implementing child abuse awareness and prevention programs in elementary schools? Do you think it something that can/should be done? Why or why not?
7. How would you implement a child abuse awareness and prevention program given the opportunity?
8. Who at the school or district do you think should be responsible for developing and implementing a child abuse awareness and prevention program? Why?
9. Do you think that implementing a program would be effective in reducing child maltreatment? Why or why not?

Created by Sara Headen

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

implementing a child abuse awareness and prevention program in elementary schools. This study is being conducted by Sara Headen, a graduate student, under the supervision of Dr. Gretchen Heidemann-Whitt, Professor of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this research project is to examine educators' perception on implementing a child abuse and prevention program in elementary schools.

DESCRIPTION: Interviews will be conducted, and questions will be asked regarding participants' knowledge of existing child abuse prevention programs, what they think should be included in a child abuse awareness and prevention program, and their opinion about implementing a child abuse and prevention program. Interviews will take place using Zoom or by telephone. With participant consent, information will be recorded on video or audio device and taken in note form. After the interview, time will be given to answer any questions that the participants may have.

PARTICIPATION: Your participation is voluntary, and you do not have to answer any questions you do not want to answer. You can also withdraw from participation at any time without consequence.

CONFIDENTIAL: The information gathered for this research study will be kept confidential. The names of the participants will not be included in the study or used when recording data. Numbers will be used instead. The name and location of the research site will not be disclosed in the final report. Research notes and the recording device will be kept in a locked file box, and video files, audio files, and transcripts will be stored on a password-protected computer. All notes, video files, audio files, and transcripts will be destroyed once the project has been completed.

DURATION: Each participant is expected to participate in one interview that will last approximately 30- 45 minutes.

RISKS: There are no foreseeable risk while participating in this study. However, participants may experience some discomfort with the interview questions due to the sensitive subject of child abuse.

BENEFITS: There are no direct benefits to the participants of this study. However, the data gathered, and the outcome of the study will contribute to the field of social work.

AUDIO RECORDING: I understand this research will be audio recorded. Initials_____

CONTACT: If you have any questions about the research, research participant's rights, or in the event of a research-related injury please contact Dr. Gretchen Heidemann-Whitt, Professor of Social Work, California State University, San Bernardino by phone at (909)537-5501 or by email at Gretchen.Heidemann@csusb.edu

RESULTS: Results of the study will be available at the ScholarWorks website (<http://scholarworks.lib.csusb.edu>) at the Pfau Library, California State University, San Bernardino by

CONFIRMATION STATEMENT:

I have read the information above and agree to participate in your study.

SIGNATURE:

Signature: _____ Date: _____

APPENDIX C
DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

This study you have just completed was designed to investigate your perceptions on implementing a child abuse awareness and prevention program in elementary schools. The findings will be used to better understand how to successfully implement a child abuse awareness and prevention program in elementary schools from an educator's perspective. There was no deception used in the study.

Thank you for your time, participation, and contribution to this research project. If you have any additional questions about this study, please contact Dr. Gretchen Heidemann-Whitt by phone at (909)537-5501 or by email at Gretchen.Heidemann@csusb.edu.

APPENDIX D
PARTICIPANT RECRUITMENT EMAIL



Hello all,

My name is Sara Headen and I am a Master of Social Work student at California State University San Bernardino (CSUSB). This year I will be conducting a research study on educators' perceptions regarding the implementation of child abuse awareness and prevention programs in elementary schools, and their effectiveness and challenges.

I am in need of volunteers to participate in the study. The interview will be conducted via Zoom or by telephone and will take 30 minutes. The interviews will be confidential. Your name and the name of the school will not be disclosed in the research study.

Your time and participation in this study would be greatly appreciated. Please contact me with the information provided below to schedule your interview.

Thank you,

Sara Headen

CSUSB MSW Student

(714) 822-0425

sarawheaden@gmail.com

APPENDIX E
INSTITUTIONAL REVIEW BOARD



July 28, 2020

CSUSB INSTITUTIONAL REVIEW BOARD

Administrative/Exempt Review Determination

Status: Determined Exempt

IRB-FY2020-266

Sara Works Headen Gretchen Heidemann
CSBS - Social Work, Users loaded with unmatched Organization affiliation.
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Sara Works Headen Gretchen Heidemann

Your application to use human subjects, titled “Child Abuse Awareness and Prevention Programs In Elementary Schools” has been reviewed and approved by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino has determined your application meets the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study to ensure the protection of human participants. The exempt determination does not replace any departmental or additional approvals which may be required.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2020-266 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

REFERENCES

- Brassard, M.R, Fiorvanti, C.M. (2015). School-based child abuse prevention programs. *Psychology in the Schools*. 52(1).
doi: 10.1002/pits.21811
- California Department of Education. (2019). Child abuse prevention and training and resources. Retrieved from <https://www.cde.ca.gov/ls/ss/ap/>
- California Department of Education. (2020). California school dashboard. Retrieved from <https://www.caschooldashboard.org/reports/36750446106454/2019>
- California Department of Social Services. (2020). Office of child abuse prevention: Innovative partnerships. Retrieved from <https://www.cdss.ca.gov/inforesources/ocap>
- California Legislative Information. (2014). Bill information. Retrieved from <https://leginfo.legislature.ca.gov/>
- California Legislative Information. (2021). California law: Code section. Retrieved from <https://leginfo.legislature.ca.gov/>
- Centers for Disease Control and Prevention. (2019). Violence prevention: Preventing child abuse and neglect. Retrieved from <https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html>
- Children's Advocacy Center. (2020). The social-ecological model: A framework for prevention. Retrieved from <https://www.cachc.org/child-abuse/>

- Erlandson, D. A., Harris, E. L., Skipper, B.L., Allen, S. D. (1993). *Doing naturalistic inquiry*. Thousand Oaks: Sage.
- Friends National Center for Community-Based Child Abuse Prevention. (2021). Cultural responsiveness. Retrieved from <https://friendsnrc.org/prevention/cultural-responsiveness/>
- Hartman, S.L., Miller, R., Ottley, J.R., Stotts, J. (2017). School-community partnerships in rural settings: Facilitating positive outcomes for young children who experience maltreatment. *Early Childhood Education J* 45:403-410 <http://doi.org/10.1007/s10643-016-0796-8>.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Ko, S. F & Cosden, M. A. (2001). Do elementary school-based child abuse prevention programs work? A high school follow-up. *Psychology in the Schools*. 38(1).
doi: 10.1002/1520-6807(200101)38:1<57::AID-PITS6>3.0.CO;2-W
- Morris, T. (2014) *Practice informed research methods for social workers*.
- Newberger, C. M. & Newberger, E.H. (1982). Prevention of child abuse: theory, myth, practice. *Journal of Preventive Psychology*. 1(4). Retrieved from <http://www.carolynnewberger.com/pdf/Prevention%20of%20Child%20Abuse.pdf>
- San Bernardino County Superintendent of Schools. (2019). School districts.

Retrieved from <https://www.sbcss.k12.ca.us/index.php/2011-10-26-18-00-05>

Target Solutions. (2021). Child abuse: Mandated training for California (general). Retrieved from <https://www.targetsolutions.com/company-blog/mandated-reporter-training-for-california/>

Texas Education Agency. (2019). Child abuse prevention: An overview. Retrieved from https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Child_Abuse_Prevention

U.S Department of Health and Human Services. (2017). Child maltreatment 2017. Retrieved from <https://www.acf.hhs.gov/sites/default/files/cb/cm2017.pdf>