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AN ASSESSMENT OF THE LEVEL
OF AWARENESS OF UTAH PUBLIC SCHOOL
SPECIAL EDUCATORS CONCERNING THE STATE'S
CHILD ABUSE REPORTING LAWS AND PROCEDURES

by

Charles Guy Riddle

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Special Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1975

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"The child's sob in the darkness
curses deeper than the strong man in his wrath."

Elizabeth Barrett Browning

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Charles G. Riddle

Charles G. Riddle

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ABSTRACT

An Assessment of the Level of Awareness
of Utah Public School Special Educators
Concerning the State's Child Abuse Reporting

Laws and Procedures

by

Charles Guy Riddle, Master of Science

Utah State University, 1976

Major Professor: Dr. Donald F. Kline
Department: Special Education

An assessment was made to determine the level of awareness among Utah public school special educators concerning the state's child abuse reporting laws and procedures. The assessment was made with a questionnaire developed by the author and mailed to those teachers involved with programs for the learning disabled, the emotionally disturbed, and the trainable and educable mentally retarded. Accompanying each questionnaire was a letter of transmittal and a self-addressed, stamped, return envelope. Two mailings were utilized, fourteen days apart, to achieve a useable 81.9% return.

The data collected showed the following: (1) More than half of the population knew only one of nine salient and important points of Utah's child abuse statutes, and for that one question only 57.2% knew the correct answer. (2) Slightly

more than half of the population claimed to have ever been exposed to the subject of child abuse. (3) About 2/3 of the population claimed to have suspected cases of child abuse. (4) About 1/4 of the population claimed to have reported cases of child abuse.

(65 pages)

CHAPTER I

INTRODUCTION

General Statement of the Problem

"Over the last two centuries, Western society has gradually become aware of the abused child" (Leivesley, 1972, p. 935). However, not until the last twenty years has there been wide recognition of child abuse and neglect in the United States (Browne, 1965). During this time, various definitions of child abuse have been formulated, thousands of cases have been recorded, and reporting laws have been passed in all 50 states.

Initially, the statutes required only physicians to report suspected incidents of child abuse and neglect. However, as data were collected, it was evident that most of the cases involved repeated attacks, attacks resulting in injuries often not reported to physicians (Drews, 1972; Fontana, 1964, 1972; Kempe, Silverman, Steele, Droegemueller, & Silver, 1962; Murdock, 1970; Riley, 1971; Shaw, 1963; Shepherd, 1966; Zalba, 1966). This led to the amending of many laws to include other professionals as responsible reporters of child abuse cases. These amendments listed groups who were likely to come in contact with abused children not seen by doctors, such as dentists, interns, pharmacists, nurses, teachers,

social workers, attorneys, religious healers, and law enforcement personnel (De Francis & Lucht, 1974).

In all states today, it is mandatory for certain professionals to report suspected cases of abuse or neglect. The child abuse statutes in 27 states even provide penalties for failure to report (De Francis & Lucht, 1974). All states have guaranteed immunity from civil suits or criminal prosecution for those reporting suspected abuse cases in good faith (De Francis & Lucht, 1974). Despite all of this legal action, however, some describe the population of reported child abuse cases as "the tip of an iceberg" because only a small portion of the estimated total number of cases are ever reported (Fontana, 1972; New York Times, 1971; Shepherd, 1966).

As mentioned above, teachers and other school personnel are required by some state laws to report suspected child abuse cases. The following are among the justifications for the delegation of this responsibility to these individuals:

1. Teachers spend a great deal of time with children. From two to six or more hours a day are spent five days a week watching, listening, and interacting with children in the five to eighteen year old range. These are excellent opportunities to discover abuse.
2. Though the findings vary greatly as to the distribution of abuse cases across age groups, some studies have found a large percentage of cases in school-age children five years and over

(Gil, 1969; Martin, 1973; Nordstrom, 1974; Shanas, 1975). Martin (1973) has quoted James P. Gleason, a Montgomery County, Maryland, executive as stating that though "the most dramatic abuse . . . occurs in children under three . . . most abuse actually occurs in older school-age children" (p. 53).

3. In opposition to the traditional attitude that what happens in the home is not the business of the school, the 1970 White House Conference on Children and Youth reported that "the school system fails some children because it ignores the child's home and out-of-school environment" (Nordstrom, 1974, p. 259). Some people believe, then, that school personnel should become concerned about students' home-lives, as well as school-lives. Along the same line, Shanas (1975) has stated that "thousands of teachers across the country . . . are contributing to the injury and death statistics [of child abuse] by failing to report cases and refusing to get involved in the problem" (p. 479).
4. Most injuries induced by abuse are not serious enough to warrant the attention of a doctor (Drews, 1972; Fontana, 1972; Murdock, 1970). Therefore, school personnel are often more likely to witness the results of maltreatment

than any other professionals. Identification of symptoms at an early stage of abuse can lead to intervention that may prevent further, more serious incidents, which would possibly result in permanent injury or death of the child (Friedman, 1972).

5. Rochester, Ellis, and Sciortino (1968) have shown that educator-related referrals are investigated and do bring about protective intervention in cases where sufficient evidence warrants such action.
6. Murdock (1970) has reported that since the schools' involvement in the reporting of child abuse cases, they have been "the greatest single source of uncovering these problems in Syracuse [New York]" (p. 106).
7. The Education Commission of the States (1973) has proposed, in its model legislation on child abuse, that teachers be included among those professionals listed as persons mandated to report suspected cases of child abuse (p. 216). And, the proposed amendments to the Utah child abuse statutes to be presented to the 1977 State Legislature do specifically name teachers as one group of professionals responsible for child abuse referrals.

In light of the evidence expressed by knowledgeable professionals, it seems reasonable to assume that school personnel could be an important and justifiable source of

referrals for child abuse and neglect cases. However, particular consideration should be given special education teachers as a referral source for two specific reasons:

1. Some evidence suggests that abuse may contribute to behavioral and emotional problems in children as well as mental retardation and central nervous system damage.

Elmer and Gregg (1967) found that 40% of their sample was emotionally disturbed. In another study, Morse, Sahler, and Friedman (1970) reported that 29% were emotionally disturbed. McRae, Ferguson, and Lederman (1973) identified 9% as having emotional problems In six studies (Elmer, 1963; Elmer and Gregg, 1967; Gil, 1970; McRae, Ferguson, and Lederman, 1973; Martin, 1972; Morse, Sahler, and Friedman, 1970) the reported incidence [of mental retardation] ranged from 13% to 71% Kempe (1962) found that 15.2% of 749 abused children suffered permanent brain damage; while in another study (Martin, 1972), 43% of 42 abused children showed evidence of neurological defects. Elmer (1963) studied 50 abused children and reported that 4% were neurologically damaged McRae et al reported a 9% incidence [of neurological impairments] in 34 abused subjects. (Kline & Hopper, 1975, p. 27-28)

An abused child suffering from one or more of the above mentioned disorders is very likely to be placed in a special education classroom via the diagnosis of mental retardation, learning disabilities, emotional disturbance, behavioral maladjustment, or minimal brain damage. In fact, Christiansen (1975) found that "a significant proportion of the abused population is found in special education classes" (p. 69).

2. The Council for Exceptional Children Delegate Assembly unanimously adopted a resolution recognizing abused and neglected children as exceptional children during the 52nd Annual C.E.C. Convention in 1974. This perception by such a professional assembly suggests that the problem of the abused child has now reached the point of affecting professionals besides those in medical, legal, and social work areas. Special educators comprise one such group.

From the foregoing, the assumption that special educators could be a useful source of referrals appears to be warranted. However, it also seems reasonable to assume that the extent of knowledge a special educator has concerning child abuse could affect his or her participation in reporting suspected cases. Of particular importance would be knowledge about their legal responsibilities and the appropriate reporting procedures. It would seem that the less a person is aware of the problem of child abuse and appropriate ways of intervention, the less likely they would be to attempt intervention. A lack of knowledge of one or more of the following critical points could inhibit reporting:

- 1) special educators are legally responsible to report suspected cases of child abuse or neglect
- 2) penalties for not reporting cases are stipulated in the laws
- 3) there are legal protections established for those reporting in good faith

- 4) there are specific agencies stipulated by law to accept reports of abuse
- 5) reports can be made by telephone
- 6) suspected abuse victims must be under 18 years of age
- 7) suspicion of unusual or unreasonable physical abuse or neglect is sufficient to warrant a report
- 8) the state's main thrust in intervention is towards rehabilitation rather than punishment

A lack of knowledge on the part of special educators related to any one of these points could prevent cooperation in reporting suspected cases of child abuse or neglect. And though special educators are required by Utah's child abuse laws to report such cases, there is little information as to how much they know of their responsibilities or appropriate procedures for reporting suspected abuse cases.

Statement of the Problem

The problem is, then, that there is a lack of information describing the extent of knowledge of special educators concerning child abuse reporting laws and procedures.

Purpose

The purpose of this study was to assess the level of awareness of Utah public school special educators concerning the state's child abuse reporting laws and procedures.

Objectives

The objectives of this study were as follows:

1. To determine whether or not special educators are knowledgeable of their legal responsibilities concerning the reporting of child abuse cases.
2. To determine whether or not special educators are knowledgeable of their legal immunities to prosecution when reporting suspected child abuse cases in good faith.
3. To determine whether or not special educators are knowledgeable of how reports of child abuse or neglect cases should be made.
4. To determine whether or not special educators are knowledgeable of to whom reports of abuse or neglect should be made.
5. To determine whether or not special educators are knowledgeable of the conditions that warrant reports of abuse.
6. To determine whether or not special educators are knowledgeable of what ages of children can legally be reported as abused or neglected.
7. To determine whether or not special educators are knowledgeable of the action taken by authorities once a report of abuse or neglect is received.
8. To determine what proportion of special educators have ever suspected a case of child abuse.

9. To determine what proportion of special educators have ever reported a case of child abuse.
10. To determine what proportion of special educators have ever been exposed to the subject of child abuse via radio or television programs, professional workshops, college classes, journal or periodical articles.
11. To determine what proportion of special educators believe that their school district has a policy outlining appropriate action to be taken by teachers for reporting suspected cases of child abuse.

CHAPTER II

REVIEW OF THE LITERATURE

This review approaches child abuse in an historical context. It will investigate (1) some of the conditions which have precipitated the maltreatment of children, (2) the extent to which abuse has been reported in professional, primarily medical, journals, (3) what child abuse reporting laws concern themselves with nationally and specifically in Utah, and (4) the level of awareness of these laws held by the general population as well as certain "defined" populations. Throughout this paper, "abuse and neglect", "maltreatment", and "mistreatment" will be used interchangeably and synonymously. They will be used within the definitional framework established for the child abuse statutes for the State of Utah which state:

"Child abuse and neglect" means harm or threatened harm to a child's health or welfare by a person responsible for the child's health or welfare.

"Harm or threatened harm" means any non-accidental physical or mental injury, sexual abuse, or negligent treatment or maltreatment including the failure to provide adequate food, clothing, or shelter. A parent or guardian legitimately practicing religious beliefs who does not provide specified medical treatment for a child, for that reason alone, shall not be considered a negligent parent.

"Child" means a person under 18 years of age.

"A person responsible for a child's health or welfare" means the child's parent,

guardian, or other person responsible for the child's health or welfare, whether in the same home as the child, a relative's home, a foster care home, or a residential institution. (Guernsey & Edmonson, 1971, 55-16-1.5)

Historical Overview

Man's history is filled with examples of the maltreatment of children by adults. From the days of primitive man to the present, the helplessness of children and their dependence on adults have placed them in a precarious situation. Unable to provide for themselves, they depend for survival on the very people who often mistreat them.

Abuse and neglect have taken many forms during the course of history. Infanticide has been used for centuries by many cultures to appease angry and demanding gods, to control the population, to eradicate unsightly, unlucky, or handicapped infants, and to expel evil spirits (Bakan, 1971; Bloch, 1973; Fontana, 1972; Gil, 1970; Kessler, 1966; Murdock, 1970; Radbill, 1974). In the early Twentieth Century, child labor was misused in mines, factories, and tenement sweat shops (Bloch, 1973). More recently, Kozol (1967) has described harsh physical and psychological punishment used in some Boston public schools to maintain discipline. Even a cursory review of the literature or a superficial study of legal and medical records will reveal thousands of investigated cases of child abuse and neglect.

Children have not only been considered the responsibility of their parents, but oftentimes their property as well (Gil, 1970). Also, what takes place in another's home or within another's family has generally been considered as private. Therefore, parents have been allowed wide discretion in disciplining their children governed only by cultural mores, taboos, customs, or societal laws (Gil, 1970). A minimum of guidance in child rearing has usually been provided by the local or family physician. However, most decisions have been made solely by the parents with few if any guidelines. And the guidelines that have existed generally have been parent-oriented as opposed to child-oriented. For example, Roman Law (Patria Potestas) made children chattels of their fathers thus allowing them to be sold, abandoned, killed, or offered in sacrifice; in 1646, the Massachusetts' courts legalized the death penalty for unruly children, and the Bible has many precepts for punitive child care (Bakan, 1971; Bloch, 1973; Hopper, 1974; Radbill, 1974).¹ Such guides have not only

¹Proverbs 13:24 He that spareth his rod hateth his son;
but he that loveth him chasteneth him betimes.
Proverbs 19:18 Chasten thy son while there is hope, and
let not thy soul spare for his crying.
Proverbs 22:15 Foolishness is bound in the heart of a
child; but the rod of correction shall drive it far from
him.
Proverbs 23:13 Withhold not correction from the child:
for if thou beatest him with the rod, he shall not die.
14 Thou shalt beat him with the rod, and shalt deliver
his soul from hell.
Proverbs 29:15 The rod of reproof give wisdom: but a
child left to himself bringeth his mother to shame.

supported abusive treatment of children, but have actually instructed that such action be taken.

Occasional attempts to protect children by law date at least from the Code of Hammurabi (approximately 1792-1750 B.C.). Within this canon, it was stated that if a nurse allowed a suckling to die in her hands and substituted another, her breast would be amputated (Garrison, 1965, p. 18). Endeavors to aid abused or abandoned children by the establishment of foundling homes, almshouses, or by the organization of child protective societies have been scattered throughout history (Block, 1973; Helfer & Kempe, 1974). However, such protective measures have only been undertaken by a few people at a time.

Bakan (1971) has pointed out that our society in general and the law in particular have hesitated to move against parents "because such action may encourage wayward and disrespectful attitudes in children" (p. 22). With this type of belief being held by much of the adult population, then, it is not too surprising that efforts to protect children have been made, but have been relatively scarce. Even though individuals throughout history have seemingly recognized that children have been unduly mistreated, the greater acceptance by the general public of this mistreatment has somewhat stifled the search for appropriate and effective methods of intervention. Only since the early 1960's has protective legislation for minors suffering from abuse and neglect been avidly sought in the United States.

Extent of Abuse

Although the modern period of recognition of child abuse began approximately in the mid 1940's, incidents which suggest abusive treatment of children have been documented in professional journals for a much longer time (Hopper, 1974). Bakan (1971) notes that "for over three quarters of a century the medical literature has reported a strange bone anomaly in children" (p. 49). As early as 1888, S. West presented a paper at the meeting of the Medical Society of London entitled "Acute Periosteal Swelling in Several Young Infants of the Same Family, Probably Rickety in Nature". In his paper, West raised some doubts about whether the symptoms he examined were of rickets, but no explicit mention was made of possible parental mistreatment (Bakan, 1971). Much later in the 1940's, Dr. John Caffey and his associates published several papers in which a strange "new syndrome" in children previously related to disease was questioned (Bakan, 1971). In 1953, Dr. Frederic N. Silverman published a paper indicating that the cause of injuries similar to those Caffey described could not have been created by anything else than a severe blow (Bakan, 1971). Silverman commented, "It is not often appreciated that many individuals responsible for the care of infants and children . . . may permit trauma and be unaware of it, may recognize trauma but forget or be reluctant to admit it, or may deliberately injure the child and deny it" (Silverman, 1953, p. 424).

In a 1962 paper by Dr. C. Henry Kempe and others, the term "battered-child syndrome" was coined to describe abused children. Symptoms diagnosed largely as "unexplained trauma", "unrecognized trauma", "accidental trauma", or "accident proneness" among children until this time, were now professionally recognized as being characteristic of a more serious problem (Avery, 1973; Fontana, 1963, 1964). This emotionally charged, yet very accurate labeling greatly aided in directing the public attention to a heretofore generally ignored problem and facilitated the ratification of child abuse legislation in every state by 1968 (Murdock, 1970; Silverman, 1968; Wertham, 1972). By comparison, only one state, California, had child abuse legislation in 1962 (Gil, 1970; Green, 1966).

Despite the laws, however, children continue to be assaulted and even killed in great numbers. Zalba (1966) estimated that, conservatively, between 200,000 and 250,000 children in the United States are in need of protective services each year; 30,000 to 37,500 of these need protection against serious abuse. Another study, more than a decade ago, estimated that in California alone 20,000 children were in need of protective services ("Planning for the Protection," 1964). Some researchers have estimated that the maltreatment of children by their parents may be a greater cause of death for that group than such diseases as leukemia, cystic fibrosis, and muscular dystrophy (Fontana, 1964; Shepherd, 1966; Wertham, 1972). Also, abuse "may rank with automobile accidents and

encephalitis as a cause of disturbances of the central nervous system" (Shepherd, 1966, p. 3).

Reporting Laws and Procedures

Child abuse legislation in the United States is concerned with providing protection and services to youngsters suffering from harm or threatened harm by their parent or guardian. However, despite the strictness of the laws or the safeguards implemented to shelter the child from harm, action cannot be taken until a referral is made. "Children cannot be helped if suspected child abuse or neglect is not reported; and while the reactions of abhorrence, anger, and pity are natural, they are of no help in seeking solutions to the problem" (State Wide Child Abuse and Neglect Planning and Steering Committee, 1975, p. 89).

Reporting laws in this country cover how to report, what to report, to whom reports should be made, and who is responsible for reporting (De Francis & Lucht, 1974). Legislation in Utah dealing with the reporting of child abuse cases "provides for the mandatory reporting of such cases to the local city police or county sheriff or office of the division of family services by any person having cause to believe such case exists" (Guernsey & Edmonson, 1971, 15-16-1).

Level of Awareness

Wertham (1972) mentions some studies which have shown that "one half of the [general] population does not know of

any specific agencies to turn to for the protection of an abused child" (p. 888). Another investigation conducted in North Carolina by two undergraduate public health nursing students discovered that neither school nurses nor teachers in that state had been provided with much information about their exact responsibilities in handling abuse cases (Miller, 1969). Other surveys have indicated that in many instances school administrators have a working knowledge of their personnel's responsibilities in the area of child abuse but have not conveyed that information to their employees (Kempe & Helfer, 1972). Therefore, some of the very people who carry the legal burden of responsibility know little or nothing of it and so do not exercise their responsibility to the abused children with whom they come in contact.

Speaking of Utah, the State Wide Child Abuse and Neglect Planning and Steering Committee in its 1975 report stated that "the general public is not familiar with the appropriate procedure for reporting child abuse or neglect, nor are they aware of the protection given to them by law" (p. 23). The following observation was also made in the report:

A check with the state school district office indicated that there is some awareness of the problem of child abuse and neglect throughout the state. [However,] districts do not have policies for identification and reporting procedures beyond those which are dictated by the state reporting laws. (p. 85)

From this and other information presented in the report, the committee has recommended that "school personnel . . .

receive training in the recognition of child abuse and neglect for the purpose of identifying and reporting cases" (p. 90).

It seems to be recognized, then, that the extent to which teachers help to discover abuse and neglect cases is likely to be dependent upon their knowledge about 1) their legal responsibilities and immunities concerning the reporting of suspected cases and 2) the appropriate reporting procedures. At the present time, there is little data available which accurately describe what Utah teachers know about the state's child abuse reporting laws and procedures.

CHAPTER III

PROCEDURES

This study was an assessment of the extent to which special educators in Utah public schools were aware of the state's child abuse reporting laws and procedures.

Population and Sample

The population for the study was defined as all special education teachers in the Utah public schools designated as teaching in the following programs: learning disabilities, educable mentally retarded, trainable mentally retarded, emotionally disturbed (emotionally handicapped or behaviorally disordered), unified studies, or resource room. Administrators of such programs were not included unless they were also classroom teachers, nor were teachers from institutional settings, state, private or other, or classroom aides used. The names of the teachers involved with these programs were obtained from the Pupil Services Directory printed by the Utah State Board of Education in Salt Lake City, Utah (1975). The entire population was included in the sample.

Design

This study was a cross-sectional survey for which the entire population was used. The list of teachers to whom the questionnaires were sent were numbered for purposes of

follow-up mailings. Each teacher was assigned a number which was placed on the questionnaire sent to them. Upon receiving the completed questionnaire and before recording the results, the number on it was matched to the address list and that subject's name was removed in order to protect the respondent's anonymity. In this way, those individuals who did not return the questionnaire were re-contacted. This procedure was explained to each subject in the letters of transmittal for each mailing (see Appendices B & C).

The questionnaires were sent to the individual subjects in care of the schools where they were employed. The envelopes contained a copy of the questionnaire (see Appendix A), a letter of introduction and explanation, and a self-addressed stamped envelope for the return of the questionnaire. Fourteen days were allotted from the day of the first mailing, May 2, for the return of the survey. Beginning on the fourteenth day, a second mailing was prepared and sent, on May 17, to those individuals not yet responding to the first mailing. Fourteen days after this second mailing so many of the surveys were being returned that it was decided to delay the third and final mailing to see if it would even be necessary. On June 20, 83% of the questionnaires had been returned. This high rate of return produced a useable return of 81.9% and, thus, allowed for the third mailing to be cancelled. The useable return was considered adequate for determining the level of awareness regarding child abuse among the population studied (Borg & Gall, 1971, p. 209).

Data and Instrumentation

The data for this survey was collected using a multiple-choice answer questionnaire developed by the author. Borg and Gall (1971) make the following observation about questionnaires:

Most questionnaires deal with factual material, and in many cases each item is analyzed separately to provide a specific bit of information that contributes to the overall picture that you are attempting to obtain. Thus it is possible to look upon the questionnaire as a collection of one-item tests. The use of a one-item test is quite satisfactory when one is seeking out a specific fact. (p. 200)

Such factual information is what this survey was designed to obtain. Therefore, the construction and analyzation of the questions as one-item tests seems to be legitimate.

Mouly (1970) and Borg and Gall (1971) emphasize the importance of ensuring that questions used on a questionnaire measure what they are intended to measure. Since this study dealt with factual information instead of attitudes, the ability of a question to measure appropriate knowledge could be influenced by the way questions were asked or answer choices were stated. To identify possible ambiguous questions and answer choices, ten people were utilized as critics. Five of the individuals examining the questionnaire were knowledgeable in the area of child abuse and the state's reporting laws and procedures. They were able to relate the questionnaire to the literature on the subject as well as to the State of Utah's current laws on child abuse.

They aided in correctly stating the questions and answer choices so appropriate meaning was given to each. Two of the individuals were knowledgeable in the area of questionnaire development and survey research and so aided in the format used for the questionnaire. Two of the individuals were college students in special education who were thus prospective representatives of the population studied and one was a college student from another area of study whose opinion was used as added data for the final development of the questionnaire. In the opinion of those involved in analysis of the information sought, the recommendations of Borg and Gall (1971, p. 203) that all questionnaires be pretested were followed.

Analysis

The data received are presented as marginal tabulations and are illustrated in tabular form (Borg & Gall, 1971). Also, distributions have been determined for the demographic information obtained.

CHAPTER IV

RESULTS AND DISCUSSION

This study was an assessment of the level of awareness of the Utah public school special educators concerning the state's child abuse reporting laws and procedures. It was accomplished with the aid of a questionnaire developed by the author and mailed to 847 special educators. The useable return was 694, or 81.9% of the total. However, due to an error made while placing the data on the computer, only 691 or 81.6% of the returns were analyzed.

During the presentation of the results, the reader may note that for questions on the questionnaire which have more than one possible answer, the percentages may total more or less than 100%.

Population

The majority of the population surveyed was employed in elementary school settings (see Table 1). Those individuals

Table 1. Employment of subjects.

Elementary School	Jr. High School	High School	Other
65.7%	21.3%	14.3%	2.6%

in the "other" category included employees of Middle Schools, a Regional Service Center, a Young Mother's Program in high-school, and some working in other settings in addition to being teachers in the public schools (i.e. institutions, private teaching, etc.).

Reporting Laws and Procedures

The following nine items compose questions about the Utah statutes on reporting suspected cases of child abuse. The proportion of the population that marked each answer choice is written in the blank beside the answer choices. Those asteriked are the correct answers. These items are numbered according to the way they appeared on the questionnaire and have been presented in their entirety to allow for complete comprehension by the reader of the questions asked and answer choices made available.

8. Can suit be filed against a reporter of a child abuse case by defendants if the reporter's identity is exposed and if he was acting in good faith?

<u>31.5%</u>	(a)	*No
<u>5.1%</u>	(b)	Yes, only if the defendant(s) is/are found innocent of charges.
<u>3.8%</u>	(c)	Yes.
<u>58.2%</u>	(d)	Don't know.
<u>1.3%</u>		No Answer

9. Which of the following is true? (Check one.)

<u>3.9%</u>	(a)	In the State of Utah, it <u>is</u> mandatory for <u>only</u> certain professionals to report suspected cases of child abuse or neglect.
<u>8.8%</u>	(b)	In the State of Utah, it is <u>not</u> mandatory to report cases of child abuse <u>or</u> neglect, but advised for the purpose of eradicating a social ill.

- 40.5% (c) *In the State of Utah, it is mandatory for anyone to report suspected cases of child abuse or neglect.
- 45.7% (d) Don't know.
- 1.0% No answer.
10. According to Utah law, in order for a report of child abuse to be warranted:
- 27.9% (a) "Obvious physical symptoms of abuse or neglect (i.e. lacerations, multiple bruises, limping, distorted features of the limbs, etc.) should be evident to the observer".
- 40.4% (b) *Suspicion of "physical injury as a result of unusual or unreasonable physical abuse or neglect" is satisfactory.
- 3.3% (c) The suspected victim of abuse or neglect should first "be counseled and consoled concerning his injuries and an accusation obtained".
- 28.4% No answer.
11. According to the Utah child abuse statutes, if evidence could be presented to show that you were aware of a case of abuse, but did not report said case:
- 8.1% (a) No legal action could be taken against you.
- 31.0% (b) *You could be charged with a misdemeanor.
- 59.3% (c) Don't know.
- 1.6% No answer.
12. How should reports of abuse be made?
- 23.7% (a) *Orally, as soon as possible, which may be followed by a written report.
- 3.8% (b) Written report must be submitted immediately.
- 19.2% (c) Oral reports, as soon as possible, which must be followed by a written report.
- 51.4% (d) Don't know.
- 1.9% No answer.
13. The Utah laws concerning child abuse and neglect:
- 2.0% (a) Seek immediate severe punitive action (i.e. incarceration) for the guilty party(ies) since child abuse is a crime.
- 57.2% (b) *Dictate protection of the child or children involved while simultaneously preserving home life whenever possible.
- 38.2% (c) Don't know.
- 2.6% No answer.

14. According to Utah law, you should report or cause to be reported, possible cases of abuse to: (Check all of those which apply.)

<u>33.3%</u>	(a)	School nurse
<u>4.1%</u>	(b)	Hospital
<u>43.7%</u>	(c)	*Office of the Division of Family Services
<u>28.1%</u>	(d)	Psychologist or school counselor
<u>9.0%</u>	(e)	Physician
<u>27.4%</u>	(f)	*City Police
<u>39.4%</u>	(g)	*School principal
<u>16.2%</u>	(h)	*County Sheriff
<u>37.8%</u>	(i)	Don't know.
<u>0.0%</u>		No answer.

15. Utah child abuse statutes specify that a person can be considered a victim of abuse if he or she is:

<u>3.9%</u>	(a)	"under 16 years of age".
<u>0.1%</u>	(b)	"under 17 years of age".
<u>8.8%</u>	(c)	*"under 18 years of age".
<u>32.0%</u>	(d)	"a minor".
<u>1.4%</u>	(e)	None of the above.
<u>52.7%</u>	(f)	Don't know.
<u>1.0%</u>		No answer.

16. Utah child abuse statutes waive the privilege of confidentiality between: (Check all of those which apply.)

<u>8.8%</u>	(a)	*Physician - patient
<u>2.6%</u>	(b)	Husband - wife
<u>2.0%</u>	(c)	Attorney - client
<u>9.8%</u>	(d)	All of the above.
<u>6.8%</u>	(e)	None of the above.
<u>72.6%</u>	(f)	Don't know.
<u>0.0%</u>		No answer.

As can be seen by the answers chosen, few of the subjects are aware of procedures or agencies that will aid them if reporting a case of child abuse is necessary. On only one item, question 13, did the majority of the population choose the correct answer. For question 14, only two of the 691 respondents chose all four of the correct answers and no others; and for question 16, only 40 subjects answered correctly.

Suspected and Reported Cases

An interesting finding of this study is the difference between those individuals who have suspected cases of child abuse and those who have actually made reports of suspected cases (see Table 2). Many circumstances surround each case

Table 2. Percentage of suspected and reported child abuse and neglect cases.

	Yes	No	No Answer
Suspected	65.7%	30.0%	4.3%
Reported	25.9%	71.9%	2.2%

of abuse that few are aware of. Therefore, there could be many reasons to explain this dramatic difference. However, a look at the number of subjects who chose the correct answers for the questions dealing with the reporting laws and procedures on the survey would indicate that much is unknown about the appropriate action to be taken for reporting. Therefore, this lack of knowledge could be a definite and oftentimes deciding factor in non-reporting incidents. A look, in particular, at question 14 and the fact that only two people knew the correct answers is indicative of an important lack of knowledge on the part of the rest of the population, since knowing to whom reports should be made is the initial step in reporting.

Presentations About Child Abuse

The subjects' lack of knowledge could be attributed, at least in part, to a limited exposure to the Utah child abuse reporting laws and procedures. As noted in Table 3, barely half of the population has been exposed to some aspect of child abuse and neglect. Subjects in five school districts,

Table 3. Proportion of subjects attending presentations about child abuse.

Yes	No	No Answer
52.0%	47.6%	0.4%

Emery, Garfield, North Summit, South Sanpete, and Wayne, reported no exposure and 23 school districts reported a less than 1.0% incidence of exposure. The resulting lack of knowledge about child abuse reporting laws and procedures among the subjects in the less populated districts could be a result of less abuse. It could be a result of strict, traditional attitudes in the community about child rearing and privacy in one's home. However, when one looks closely at the results and notes that the incidence of exposure in even more populated areas is slight (the highest being 18.7% in Granite), it leads one to believe that perhaps the lack of knowledge is due to a lack of publicity and information distribution about the subject. Those individuals marking the "other" category

listed the following as some of the ways they have been informed about child abuse and neglect: spouse is employed with the Division of Family Services, personal interest, brochures, personal involvement with an abused child, research topic for college paper, and association with doctors.

Of those presentations attended, radio and television broadcasts and periodical and journal articles seem to have been the most widely reaching means of conveying information about the subject for the overall population (see Table 4).

Table 4. Types of presentations attended.

	College Class	Independent Lecture	Professional Work-Shop	Radio/TV Broadcast	Periodical or Journal Article	Other
Yes	18.8%	15.2%	11.4%	26.9%	29.2%	3.3%
No	81.2%	84.8%	88.6%	73.1%	70.8%	96.7%

These data, however, could have been greatly influenced by subjects in the larger school districts. Therefore, to get a better picture of what is happening in the smaller districts Figures 1 through 5 (see Appendix D) show the percentages of "yes" responses for the answer choices of this question by school districts. These figures demonstrate that in fact radio, television, and magazines have been the most important media for conveying this information to the population. So

important are they, in fact, that some of the smaller districts receiving no information by other media (i.e. Park City, Emery, Sevier, Tintic, Washington) have received a larger part of their information in this manner.

Of the 186 subjects (26.9%) who claimed to have heard radio or television broadcasts about child abuse, 93.5% stated that the broadcasts were documentaries (see Table 5). This seems to be realistic in that child abuse could be a delicate

Table 5. Types of radio and/or television broadcasts heard and/or viewed.

	Entertainment	News	Documentary	Other
Yes	9.7%	26.9%	93.5%	2.7%
No	90.3%	73.1%	6.5%	97.3%

subject to deal with on most entertainment programs and news reports are always more instantaneous than planned for. What the news report deals with during any certain broadcast cannot be advertised much in advance. Moreover, radio and television presentations usually deal in a general rather than a specific way with the chosen subject. Knowledge gained in this way probably would not provide an individual with information applicable to Utah law or local school district policy. However, a documentary on abuse and neglect could have been well advertised by the network carrying it and planned by many

people to be viewed. Also, such a broadcast might have concerned itself with a particular area of the country (i.e. Utah) and dealt with specific facts about the subject (i.e. the state's reporting laws and procedures).

Though, a small percentage of individuals indicated that some other kinds of television or radio broadcasts were seen or heard, no indications of what those were could be located in scrutinizing the questionnaires though explanations were asked for.

Those 202 subjects (29.2%) reading magazines or journals reported that their exposure to child abuse was through educational-professional journals much more so than any other types (see Table 6). Since the population surveyed was totally

Table 6. Types of periodical or journal articles read.

	Educational- Professional	Non-Educational Professional	Popular Magazine
Yes	60.9%	17.8%	31.2%
No	39.1%	82.2%	68.8%

Table 6 (Continued).

	Newspaper	Newsletter	Other
Yes	36.6%	2.5%	1.0%
No	63.4%	97.5%	99.0%

composed of professional teachers, it does seem likely that a regular "diet" of educationally related reading would be in order. Therefore, this report of such a high incidence of teachers finding information about child abuse and neglect in such journals seems realistic. The explanation given by those few subjects choosing the "other" category was that they had read about child abuse in some novels.

Of those 359 individuals (52.0%) who answered affirmatively to the question concerning attendance to some presentation dealing with child abuse, Table 7 illustrates the length of time since such presentations. It is interesting to note the great number of presentations being remembered with the last three years. It is possible that the last three years

Table 7. Time of last attendance to a child abuse presentation.

Last 6 Months	6 Months - 1 year	1 - 3 Years	3 - 5 Years	> 5 Years	No Answer
20.9%	34.8%	31.2%	5.3%	1.7%	0.0%

have shown an increase in the number of presentations produced. However, another reason for this might be that the quality of the presentation attended before this time was so poor that the time it was experienced was forgotten or the presentation itself was forgotten. If the presentation was uninteresting or introduced little useful data it may have become

unimportant to the audience. The quality of articles read for example, in relation to Table 6, could have been a reason for so many reporting in favor of the educational-professional journal articles. If such articles were well done and conveyed useful information, as oftentimes is the case, they would be better remembered than others and, possibly, be the only articles remembered.

Exposure to Child Abuse Statutes Through Individuals

Fellow teachers and school social workers were chosen by 81.4% as being very instrumental in conveying information about child abuse reporting laws and procedures to the subjects (see Table 8). The social worker could be a very important

Table 8. Individuals spoken to about child abuse reporting laws and procedures.

	Friend	Fellow Teacher	Neighbor	Social Worker
Yes	23.2%	40.7%	6.4%	40.7%
No	76.8%	59.3%	93.6%	59.3%

Table 8 (Continued).

	School Admin.	Relative	School Nurse	School Counselor or Psychologist	Other
Yes	26.9%	7.7%	21.1%	24.9%	5.4%
No	73.1%	92.3%	78.9%	75.1%	94.6%

person for obtaining such information from since he or she is oftentimes involved in just such cases. A reason for fellow teachers rating as highly as the social worker might be that those teachers who have been in school longer have had more opportunities to learn about the laws or a greater need to learn. Having gained the knowledge, then, they are in a strategic position to share that information with the newer teachers.

School District Reporting Policies

In reference to school district policies concerning the reporting of suspected child abuse cases, the State . . . Planning and Steering Committee (1975) has made the following, somewhat ambiguous, statement: "districts do not have policies for identification and reporting procedures beyond those which are dictated by the state reporting laws" (p. 85). If, in fact, the districts do have policies in accordance with the state laws on reporting child abuse, these should be sufficient if they are being communicated to the teachers by the administrators. Therefore, a possible lack of communication between faculty and administration exists. If the above quotation is interpreted as meaning that all school districts in Utah do have policies, then there is a definite break in the lines of communication between faculty and administrators as can be seen in Table 9. More than half of the population are unaware that any specific school policy exists for reporting suspected

Table 9. Subjects' beliefs about the existence of policies within their school districts outlining reporting procedures.

Yes	No	Don't Know	Not Applicable	No Answer
44.1%	5.9%	47.6%	0.4%	1.9%

cases. If the above quote is interpreted as meaning that not all districts do have policies and those policies that are in existence are only reiterations of the state law, then the results in Table 9 can be attributed to the reality of non-existent policies.

Another indicator of poor communication about this matter is illustrated in Table 10. Although 44.1% believed that there was a school policy, almost three-quarters knew of no

Table 10. Proportion of subjects believing that a specific person or specific persons within their school district is/are responsible for accepting child abuse reports from the faculty.

Yes	No	Don't Know	No Answer
27.6%	3.7%	22.4%	46.6%

specific person within the school system designated to accept reports of suspected abuse cases. As illustrated in Table 11 most would report to the principal of their respective schools

Table 11. Persons within school district responsible for accepting child abuse reports from faculty.

	Principal	Vice-Principal	Pupil Personnel Director	Superintendent	Asst. Superintendent
Yes	28.7%	3.6%	6.1%	2.5%	0.4%
No	71.3%	96.4%	93.9%	97.5%	99.6%

Table 11 (Continued).

	Legal Counsel	School Counselor or Psychologist	Nurse	Other	Don't Know
Yes	0.7%	16.6%	16.4%	3.2%	8.0%
No	99.3%	83.4%	83.6%	96.8%	92.0%

if such reports were warranted. However, with the many other possibilities being used by the teachers it is possible that some reports could go uninvestigated due to reports being made to individuals not responsible for receiving them.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study described a survey taken of Utah public school special educators concerning their knowledge of Utah child abuse reporting laws and procedures. The survey was undertaken with the aid of a multiple-choice answer questionnaire developed by the author. Individuals knowledgeable in the areas of child abuse and survey research served as critics to aid in the questionnaire's validation and several students at the university level were helpful in establishing reliability with a minimum of testing.

The teachers' names used as subjects for the study were obtained from the 1975 edition of the Pupil Services Directory printed by the Utah State Board of Education in Salt Lake City, Utah. The names of teachers teaching in the following special education classroom settings were used as subjects: learning disabilities, educable mentally retarded, trainable mentally retarded, emotionally disturbed (emotionally handicapped or behaviorally disordered), unified studies, or resource room. Administrators, aides, and teachers in institutional settings were not chosen as subjects. Only classroom teachers and interns were used. A total of 847 teachers were surveyed.

The first mailing of the questionnaires occurred on May 2 and the second on May 17. Each teacher was sent a copy of the questionnaire, a self-addressed, stamped, return envelope, and a letter of transmittal. The sending envelopes were addressed to each subject in care of the school where they were employed. On June 2, an 83% return had been achieved and so the third mailing was cancelled.

Of the total return, 81.9% were useable but only 81.6% analyzed. The questionnaires were analyzed in terms of how the entire population distributed itself on each answer choice for each question. These marginal tabulations have been presented in tabular form.

It was found that the majority of the population know little about the Utah statutes covering child abuse. They know little of their responsibilities as Utah citizens and teachers concerning the reporting of suspected cases. On only one question did more than half of the population choose the correct answer and the total there was still only 57.2%.

Conclusions

1. The majority of Utah public school special educators are not knowledgeable of their legal responsibilities concerning the reporting of child abuse cases.

2. The majority of Utah public school special educators are not knowledgeable of their legal immunities from prosecution

when reporting suspected child abuse cases in good faith.

3. The majority of Utah public school special educators are not knowledgeable of how reports of child abuse or neglect cases should be made.

4. The majority of Utah public school special educators are not knowledgeable of to whom reports of abuse or neglect should be made.

5. The majority of Utah public school special educators are not knowledgeable of the conditions that warrant reports of abuse.

6. The majority of Utah public school special educators are not knowledgeable of what ages of children can legally be reported as abused or neglected.

7. Slightly more than half of the Utah public school special educators are knowledgeable of the action taken by authorities once a report of abuse or neglect is received.

8. A total of 65.7% of the subjects have suspected cases of child abuse.

9. A total of 25.9% of the subjects have reported cases of child abuse.

10. A total of 52.0% of the subjects have been exposed to the subject of child abuse via radio or television programs, professional workshops, college classes, journal or periodical articles.

11. A total of 44.1% of the subjects believe that their school district has a policy outlining appropriate action

to be taken by teachers for reporting suspected cases of child abuse.

Recommendations

It has been determined from the results of this study that Utah public school special educators know little of their responsibilities concerning the reporting of suspected cases of child abuse, their legal protections when reporting in good faith, and appropriate procedures for reporting. This is, however, only one assessment that needs to be made.

As noted in this paper, less than half of the population believe that their school districts have policies for reporting suspected cases of child abuse. Of these individuals who believe that there is a policy, fewer yet are aware of who is outlined by the policy to accept reports. This lack of knowledge and seemingly conflicting knowledge concerning the school districts' policies on handling reports of child abuse could be due to a lack of actual policies and only the existence of verbal communication concerning what action might be appropriate if a case of abuse needed to be reported.

Therefore:

1. An assessment needs to be made to determine whether or not school districts in the state have written policies dealing with the appropriate channels to be followed by an employee to report a suspected case of child abuse or neglect.

This communication gap could result in the teachers being unaware of their district's policies concerning the reporting of child abuse cases and may be a result of the administrators not knowing what the policies are.

Therefore:

2. An assessment needs to be made to determine how knowledgeable the administrators are of their respective school districts' policies concerning reporting child abuse cases.

As noted in this paper, the recommendations for revisions to the Utah State statutes concerning child abuse and neglect for the 1977 legislature will include teachers as a specifically mentioned group responsible for reporting suspected cases. Though not mentioned specifically in the laws as they read today, teachers still are responsible for reporting, as established earlier in this paper.

Therefore:

3. An assessment needs to be made to determine what all teachers know of the laws concerning child abuse and neglect reporting procedures as they exist today. Also, further information should be obtained if the proposed amendments are passed by the 1977 Utah legislature.

4. To combat the widespread lack of knowledge about Utah's child abuse reporting laws and procedures, high quality presentations need to be developed to reach, at least, the population examined by this study. The best means of communication that have existed according to the results of this study, have been television and radio broadcasts and

magazine and journal articles. Those individuals who are legally responsible for reporting suspected cases and who could be the most valuable sources of referral (i.e. teachers) need to be informed of their legal obligations.

As can be seen in Table 4 or Figure 5 (Appendix D), relatively few subjects have been exposed to the topic of child abuse and their legal responsibilities in relation to reporting suspected cases in college classes. As directly as the laws affect teachers, it would seem that this would be an important body of knowledge that ought to be communicated to students interested in teaching.

Therefore:

5. Information concerning teachers' legal responsibilities in relation to reporting suspected cases of child abuse needs to be dealt with in the college setting while students are preparing for careers in education.

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APPENDICES

Appendix A

Questionnaire

The following questionnaire has been developed to measure the level of awareness of Utah Special Educators concerning child abuse reporting laws and procedures. The first 7 questions deal with demographic information. Please answer them as accurately as possible.

1. Are you employed with: (Check any which apply.)

- (a) an elementary school
 (b) a junior high school
 (c) a high school
 (d) the State Department of Education
 (e) the Education Service Unit
 (f) an institution of higher education
 (g) other. Please specify:

2. What is the population of the community served by your school?

- (a) Rural, unincorporated
 (b) Incorporated, under 1,000
 (c) 1,000 to 2,500
 (d) 2,500 to 5,000
 (e) 5,000 to 10,000
 (f) 10,000 to 50,000
 (g) 50,000 to 250,000
 (h) Over 250,000

3. Have you ever reported a case of child abuse? Yes No

4. Have you ever attended a class, lecture workshop or other presentations concerned with child abuse? Yes No

If Yes:

A. What was the presentation? (Please check all which apply.)

- (a) college class
 (b) independent lecture
 (c) professional workshop
 (d) radio or television broadcast
 (e) periodical or journal article
 (f) other. Please explain:

If you checked (a) above, was the class (check one)

- part of your degree requirements?
 part of your inservice training?
 both of the above?

If you checked (d) above, was the broadcast (check one)

- entertainment?
 news?
 documentary?
 other? Please explain:

If you checked (e) above, was the periodical or journal (check one)

- educational professional?
 non-educational professional?
 popular magazine?
 newspaper?
 newsletter?
 other? Please explain:

B. Approximately when was the presentation?

- (a) in the last 6 months.
 (b) from 6 months to 1 year ago.
 (c) from 1 year to 3 years ago.
 (d) From 3 yrs. to 5 yrs. ago.
 (e) From 5 yrs. to 10 yrs. ago.
 (f) more than 10 yrs. ago.

5. Please check any of the following individuals who have ever talked to you about the Utah child abuse laws and regulations.

- (a) friend
 (b) fellow teacher
 (c) neighbor
 (d) social worker
 (e) school administrator
 (f) relative
 (g) school nurse
 (h) counselor or school psychologist
 (i) other. Please specify:

6. Have you ever suspected a child of being abused? Yes No

7. Does your school district have a policy for reporting child abuse?

- Yes No Don't know. Not applicable.

If yes, does that policy state a specific person within the school system to whom reports should be made in addition to or in lieu of those listed in the state laws? Yes No Don't know.

If yes, who is the person or persons responsible for accepting such reports? (Check all of those which apply.)

- (a) principal
 (b) vice-principal
 (c) pupil personnel director
 (d) superintendent
 (e) assistant superintendent
 (f) legal counsel
 (g) counselor or school psychologist
 (h) nurse
 (i) other. Please specify:
 (j) Don't know.

Items 8 through 16 are designed to determine your present knowledge about Utah statutes regarding child abuse. Answer each question carefully. Please do not guess!

8. Can suit be filed against a reporter of a child abuse case by defendants if the reporter's identity is exposed and if he was acting in good faith?
- (a) No
 (b) Yes, only if the defendant(s) is/are found innocent of charges.
 (c) Yes
 (d) Don't know.
9. Which of the following is true? (Check one.)
- (a) In the state of Utah, it is mandatory for only certain professionals to report suspected cases of child abuse or neglect.
 (b) In the state of Utah, it is not mandatory to report cases of child abuse or neglect, but advised for the purpose of eradicating a social ill.
 (c) In the state of Utah, it is mandatory for anyone to report suspected cases of child abuse or neglect.
 (d) Don't know.
10. According to Utah law, in order for a report of child abuse to be warranted:
- (a) "Obvious physical symptoms of abuse or neglect (i.e. lacerations, multiple bruises, limping, distorted features of the limbs, etc.) should be evident to the observer".
 (b) Suspicion of "physical injury as a result of unusual or unreasonable physical abuse or neglect" is satisfactory.
 (c) The suspected victim of abuse or neglect should first "be counseled and consoled concerning his injuries and an accusation obtained".
11. According to the Utah child abuse statutes, if evidence could be presented to show that you were aware of a case of abuse, but did not report said case:
- (a) no legal action could be taken against you.
 (b) you could be charged with a misdemeanor.
 (c) Don't know.
12. How should reports of abuse be made?
- (a) Orally, as soon as possible, which may be followed by a written report.
 (b) Written report must be submitted immediately.
 (c) Oral report, as soon as possible, which must be followed by a written report.
 (d) Don't know.
13. The Utah laws concerning child abuse and neglect:
- (a) Seek immediate severe punitive action (i.e. incarceration) for the guilty party(ies) since child abuse is a crime.
 (b) Dictate protection of the child or children involved while simultaneously preserving home life whenever possible.
 (c) Don't know.
14. According to Utah law, you should report or cause to be reported, possible cases of abuse to: (Check all of those which apply.)
- | | |
|--|---|
| <input type="checkbox"/> (a) School nurse | <input type="checkbox"/> (f) City Police |
| <input type="checkbox"/> (b) Hospital | <input type="checkbox"/> (g) School principal |
| <input type="checkbox"/> (c) Office of the Division of Family Services | <input type="checkbox"/> (h) County Sheriff |
| <input type="checkbox"/> (d) Psychologist or school counselor | <input type="checkbox"/> (i) Don't know. |
| <input type="checkbox"/> (e) Physician | |
15. Utah child abuse statutes specify that a person can be considered a victim of abuse if he or she is:
- | | |
|---|---|
| <input type="checkbox"/> (a) "under 16 years of age". | <input type="checkbox"/> (d) "a minor". |
| <input type="checkbox"/> (b) "under 17 years of age". | <input type="checkbox"/> (e) None of the above. |
| <input type="checkbox"/> (c) "under 18 years of age". | <input type="checkbox"/> (f) Don't know. |
16. Utah child abuse statutes waive the privilege of confidentiality between: (Check all of those which apply.)
- | | |
|--|---|
| <input type="checkbox"/> (a) Physician - patient | <input type="checkbox"/> (d) All of the above. |
| <input type="checkbox"/> (b) Husband - wife | <input type="checkbox"/> (e) None of the above. |
| <input type="checkbox"/> (c) Attorney - client | <input type="checkbox"/> (f) Don't know. |

Appendix B

Letter of Transmittal for First Mailing



DEPARTMENT OF
SPECIAL EDUCATION

Dear Educator:

Too frequently we fail to say thank-you for your cooperation in helping us with our research efforts -- efforts that are designed to help in the development and refinement of instructional materials and procedures to be used with exceptional children. We do want you to know, however, that your continued cooperation, your interest, and your time are greatly appreciated.

As you might have guessed by now, this is another request for your help. We hope you will find this a relatively simple one. It involves our attempt to determine the extent to which special educators in the State of Utah are aware of the problem of child abuse and neglect, and their level of awareness regarding Utah's laws on the subject.

Enclosed is a copy of a two page questionnaire that will take 10-12 minutes to complete. Please answer each question to the best of your knowledge by marking the blank preceding the appropriate answer and writing short answers where space is provided (the back of the paper may be used if needed). Unless otherwise specified, there is only one correct answer per question. Please answer every question as accurately as possible, enclose the questionnaire in the accompanying self-addressed, stamped envelope, and drop it in the mail. NO POSTAGE IS NECESSARY!

You will note a number written on the survey sheets. This is to aid in determining who does not return the survey. Immediately upon receiving your copy, we will remove the number BEFORE any scrutiny of the survey takes place, and your name will be removed from the address list. IMPORTANT: We are not interested in who makes what response. Our only concern is related to the total population, NOT to the extent to which a particular individual may or may not know specific answers. Confidentiality is of the utmost importance and you may be assured that your name will appear in NO reports or lists of any kind.

We greatly appreciate your time and cooperation. If you have any questions concerning this study or if we can be of assistance to you in another capacity please afford us that privilege. Again, thank-you!

Sincerely yours,

Charles Riddle, Research Associate

Donald F. Kline, Ph.D.
Professor and Head
Department of Special Education

Appendix C

Letter of Transmittal for Second Mailing



DEPARTMENT OF
SPECIAL EDUCATION

Dear Special Educator:

In an attempt to collect valuable information critical to you as a Special Educator and for colleagues in the field of Special Education, the enclosed questionnaire is being resubmitted to you in hopes that you will take the time necessary (approximately 10 to 12 minutes) to help us by filling it out. As was the case with our first mailing, no postage is necessary for return of the questionnaire. Simply, complete the questionnaire, place it in the return envelope, and drop it in the mail. Please mail before May 20.

You will note a number written on the survey sheets. This is to aid in determining who does not return the survey. Immediately upon receiving your copy, we will remove the number BEFORE any scrutiny of the survey takes place, and your name will be removed from the address list. IMPORTANT: We are not interested in how you respond as an individual. We are interested in the general level of awareness Special Educators have about Child Abuse and Neglect. Again, our only concern is related to the total population, NOT to the extent to which a particular individual may or may not know specific answers. Confidentiality is of the utmost importance -- you may be assured that your name will appear in NO reports or lists of any kind.

We greatly appreciate your time and cooperation. If you have any questions concerning this study or if we can be of assistance to you in another capacity please afford us that privilege. Again, thank-you!

Sincerely,

Charles G. Riddle
Research Assistant

Donald F. Kline, Ph.D.
Professor and Head
Department of Special Education

Enclosures

Appendix D

Figures 1-5

Key to School Districts

01	Alpine	21	Nebo
02	Beaver	22	North Sanpete
03	Box Elder	23	Ogden
04	Cache	24	North Summit
05	Carbon	25	Park City
06	Daggett	26	Provo
07	Davis	27	Piute
08	Duchesne	28	Salt Lake City
09	Emery	29	Rich
10	Garfield	30	San Juan
11	Grand	31	Sevier
12	Granite	32	South Sanpete
13	Iron	33	South Summit
14	Jordan	34	Tintic
15	Juab	35	Tooele
16	Kane	36	Uintah
17	Logan	37	Wasatch
18	Millard	38	Washington
19	Morgan	39	Wayne
20	Murray	40	Weber

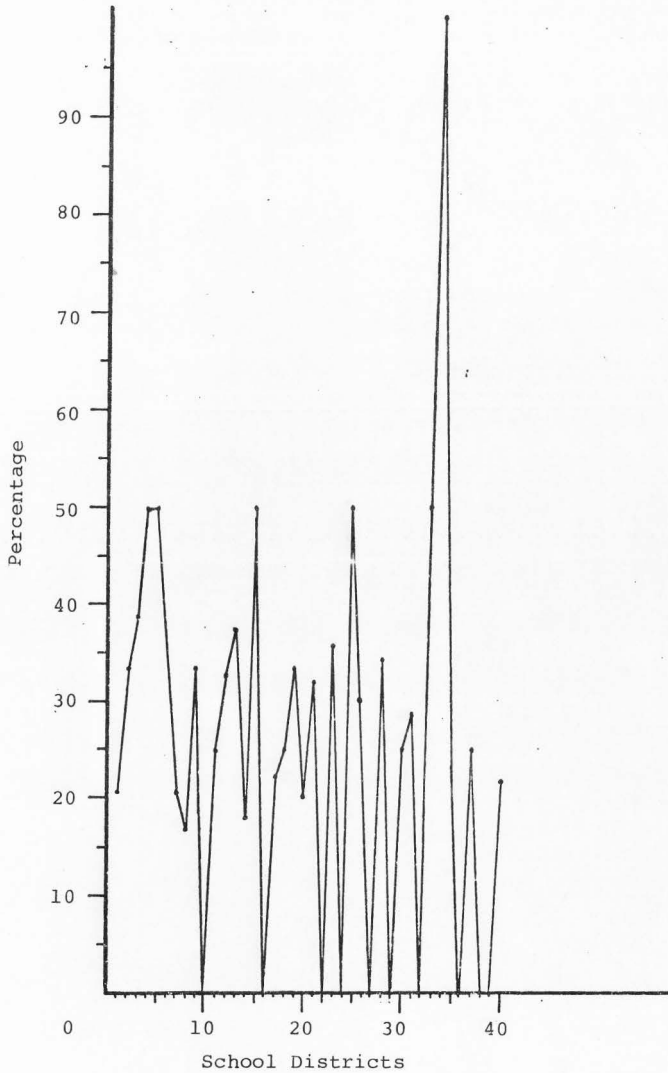


Figure 1. Percentage of subjects in each school district who have been exposed to information about child abuse via radio and/or television broadcasts.

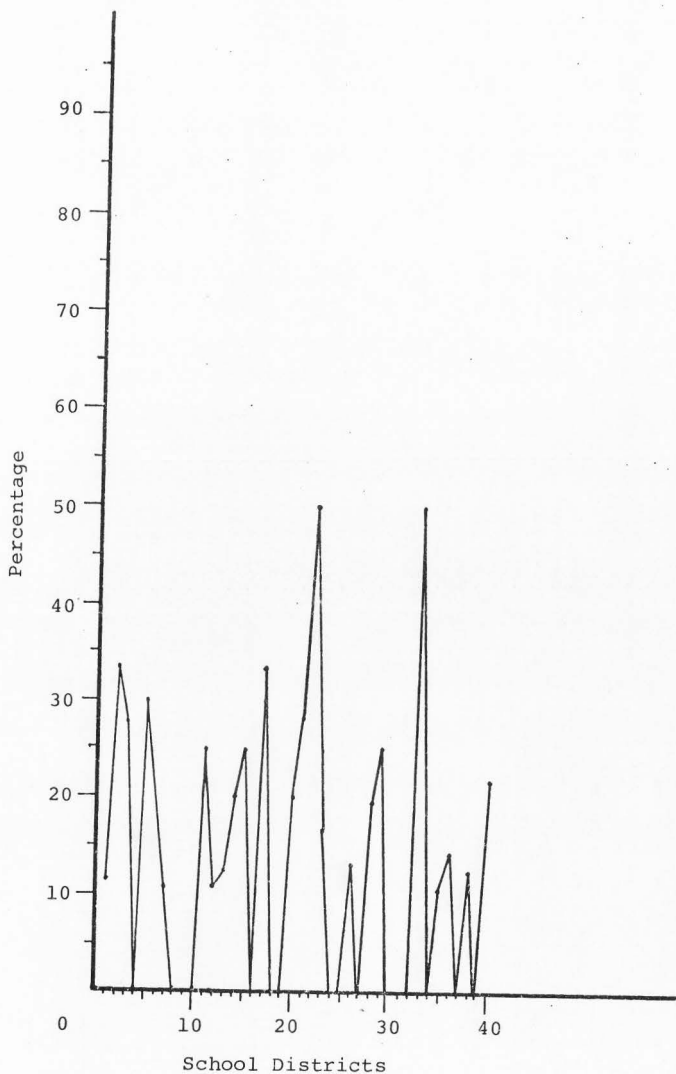


Figure 2. Percentage of subjects in each school district who have been exposed to information about child abuse via an independent lecture(s).

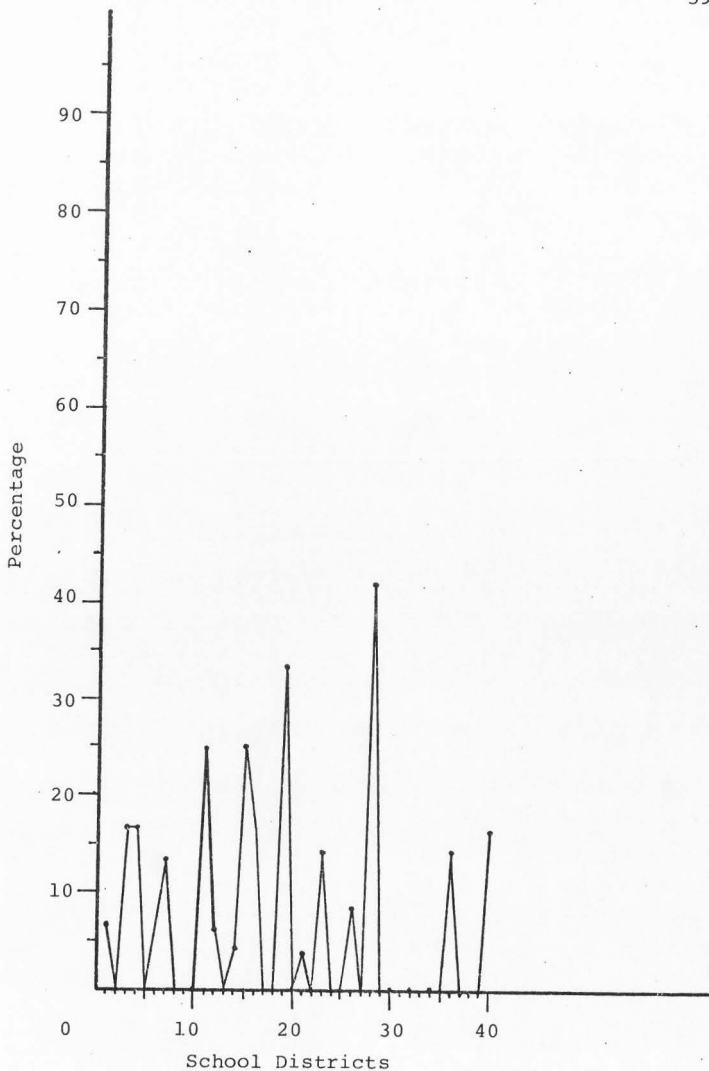


Figure 3. Percentage of subjects in each school district who have been exposed to information about child abuse via a professional workshop(s).

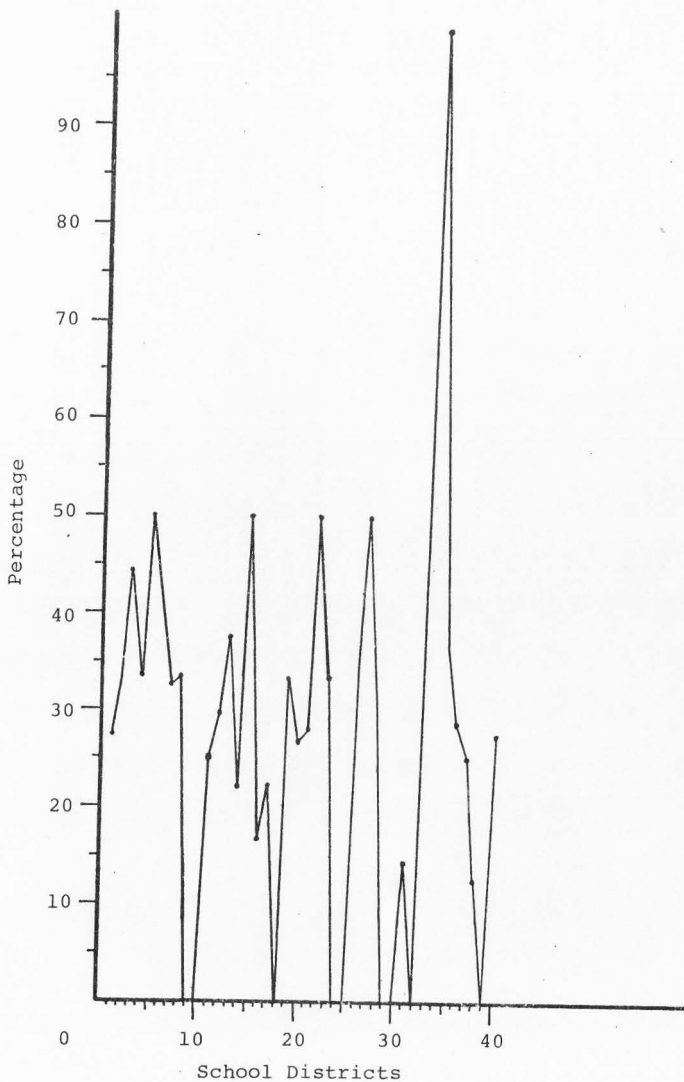


Figure 4. Percentage of subjects in each school district who have been exposed to information about child abuse via periodical or journal article(s).

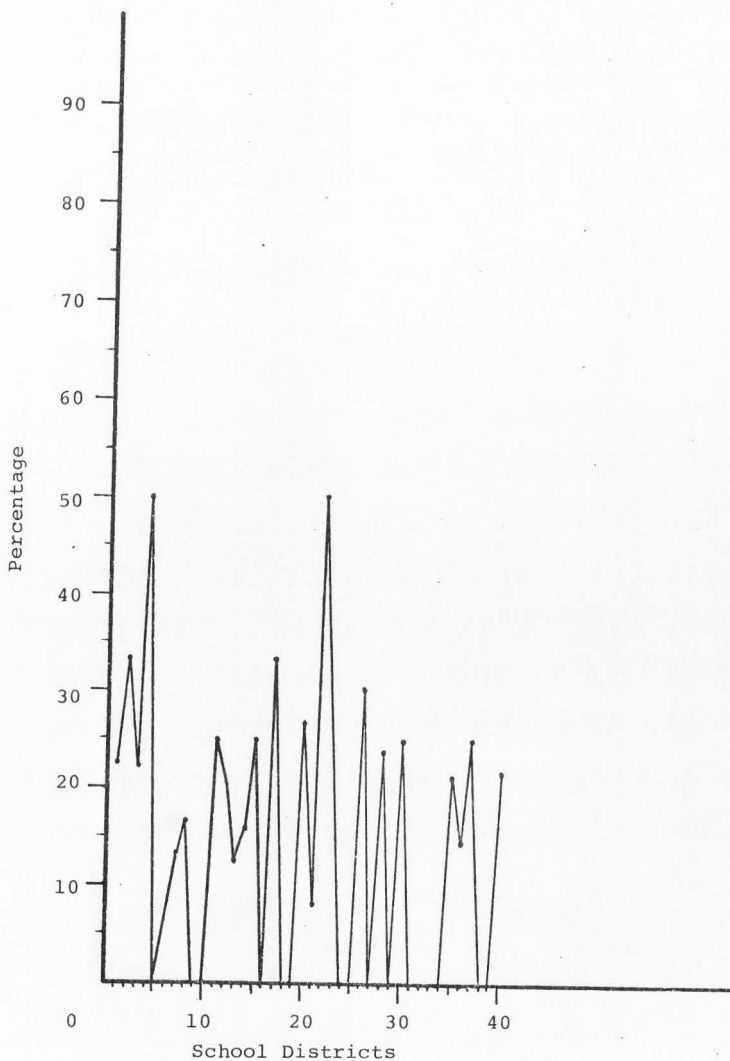


Figure 5. Percentage of subjects in each school district who have been exposed to information about child abuse via a college class(es).

RESUME

Charles Guy Riddle

Candidate for the Degree of

MASTER OF SCIENCE

Thesis: An Assessment of the Level of Awareness of Utah
Public School Special Educators Concerning the State's
Child Abuse Reporting Laws and Procedures

Major Field: Special Education (Emotionally Disturbed)

Biographical Information:

Personal Data: Born June 25, 1951 in Gary, Indiana to
Paul D. and Betty J. Riddle. Lived in Gary for
sixteen and one-half years, moving to Stuart,
Florida February 3, 1968. Finished high school in
Stuart and subsequently moved to Logan, Utah to
attend Utah State University beginning September of
1969. Have remained in Logan since, except for one
summer when I returned home to work, and became a
Utah resident October of 1973. Married Sharon J.
Welty of Idaho Falls, Idaho in Salt Lake City,
Utah on June 10, 1973.

Education: Ambridge Elementary School. Gary, Indiana
From September 1956 to June 1963.
Horace Mann High School. Gary, Indiana
From September 1963 to February 1968.
Martin County High School. Stuart, Florida
From February 1968 to June 1969 (Graduated)
Utah State University. Logan, Utah
From September 1969 to June 1973. (B.S. Degree
in Psychology)
Utah State University. Logan, Utah
From September 1973 to August 1975. (M.S.
Degree in Special Education)

Professional Experience:

Teaching Assistant for Dr. Edward K. Crossman at
Utah State University
Course - Analysis of Behavior (Psychology 141)
Quarter - Winter 1972.

Responsibilities

- 1) Teaching application of Behavior Theory
principles to the laboratory setting.

Professional (cont.)

- 2) Supervising students' experiences in the laboratory.
- 3) Grading papers
- 4) Critiquing course structure and requirements.

Teaching Assistant for Dr. Richard B. Powers at Utah State University
 Course - Introductory Psychology (Psychology 101)
 Quarter - Winter, Spring, & Fall 1972, and Winter 1973.
 Responsibilities

- 1) Teaching students basic Behavior Theory principles.
- 2) Issuing tests.
- 3) Grading papers.
- 4) Keeping accurate records on student progress and adhering to strict procedural rules. (This class was experimental in nature and so procedures had to be followed very closely to prevent confounding variables being measured.)
- 5) Critiquing course structure and materials.

Co-Author of experimental study with Dr. Richard B. Powers at Utah State University
 Title - "The Acquisition of Cooperation in the Minimal Social Situation With Triads".

Responsibilities

- 1) Assembly of experimental apparatus.
- 2) Recruitment of subjects.
- 3) Execution of experimental trials and collection and recording of data.

Teacher's Aide for Special Education Class at Logan Junior High School

Dates - January 1973 to March 1973

Responsibilities

- 1) Teaching math and reading to underachievers.
- 2) Control of school-related behaviors via the issuing of tokens and exchanging them for other reinforcers.

Teaching Assistant for Dr. Devoe C. Rickert at Utah State University
 Course - Behavior Management (Special Education 303)
 Quarter - Spring 1974.

Responsibilities

- 1) Teaching students about basic Behavior Theory principles and their application to the Special Education classroom
- 2) Issuing tests.

Professional (cont.)

- 3) Grading papers.
- 4) Keeping accurate records.
- 5) Counseling students.

Teacher's Aide at the Career Development Center
in Logan

Dates - March 1974 to June 1974

Responsibilities - Teaching math to high school
dropouts.

Teaching Assistant for James L. Christiansen at
Utah State University

Course - Assessment of Learning Disorders (Special
Education 621), Curriculum for Emotionally
Disturbed (Special Education 622), Curriculum
for Socially Maladjusted (Special Education
623)

Quarter - Summer 1974

Responsibilities

- 1) Aided in course organization.
- 2) Taught specific lectures.
- 3) Graded papers.
- 4) Aided in testing and student
evaluation.

Assistant to Dr. M. Wayne Dotts at Utah State
University

Quarter - Fall 1974.

Responsibilities

Assisted in consulting work at Roosevelt High
School for the establishment and development
of a dropout prevention program.

Research Assistant for James L. Christiansen at
Utah State University

Quarter - Winter and Spring 1975.

Responsibilities

Collection of data for child abuse research
project. This involved the careful reading of
case-worker reports, accurate recording of data
needed, and the maintenance of confidentiality
at all times.

Extracurricular: Served as chairman and member of a
variety of committees as well as holding the offices
of Historian and President for the Upsilon Sigma
Chapter of the Fraternity of Phi Gamma Delta.

Articles:

Powers, Richard B.; Charles Riddle and Hugh Phillips.
"The Acquisition of Cooperation in the Minimal
Social Situation With Triads". Department of
Psychology, Utah State University. (Unpublished)

Miscellaneous Experience:

Truck Driver for Stuart Paint & Supply Co. Stuart
Florida.
Carpenter for Utah State University. Logan, Utah.
Heavy Equipment Operator for Del Monte Corporation.
Smithfield, Utah.
Lift Truck Operator for Gossner Cheese Company.
Logan, Utah.

Professional Organizations:

Council for Exceptional Children