

ABSTRACT

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This study analyzed the relationship of public school principals' knowledge and attitude toward child abuse with their frequency of reporting. The sample was 300 randomly selected public school principals from the state of Wisconsin. The Child Abuse Questionnaire was designed for this research which consisted of 37 questions. A Pearson r showed a relationship that was significant at the .05 level for elementary principals' knowledge of child abuse with frequency of reporting as well as their knowledge of suspected cases with frequency of reporting. The more cases they suspected, the fewer they reported. A significant relationship was indicated between junior high/middle school principals' attitude toward child abuse with frequency of reporting. High school principals' knowledge of suspected cases with frequency of reporting was also found significant. The more cases they suspected, the fewer they reported. Enthusiasm for this study was demonstrated by a 58.8% response to this mailed survey.

Public School Principals' Knowledge and Attitude Toward
Child Abuse in Relationship to Their Frequency of
Reporting Suspected Cases of Child Abuse

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CHAPTER I
INTRODUCTION

In recent decades, child abuse has been recognized as a major health and educational problem in the United States. Various professional groups involved with children and families have responded with research to discover the causes of the problem and to develop programs which identify, treat and prevent the abuse of children (Turbett and O'Toole, 1983).

In 1973 the American Humane Association was established for the purpose of collecting and compiling data on child abuse and neglect. The American Humane Association (AHA) publishes nationwide statistics on child abuse and neglect. These figures are collected from the fifty states, which in turn get their figures each year by counting the cases that were officially reported to the child protection agencies of each state (Finkelhor, 1984).

Estimates of child abuse have ranged from thousands of cases to tens of thousands to hundreds of thousands to millions (Newberger, 1982). These estimates are based on officially reported cases of child abuse, which is the cause for variability. This variation is the result of these facts:

1. Not all instances of child abuse come to public or official attention.
2. The laws mandating reporting of child abuse have changed over the years.
3. The definition of child abuse can vary from Kempe and colleagues'

precise and narrow definition involving intentional inflicted injury to Gil's very broad definition, which includes any act that impairs the developmental potential of children.

4. The definition of abuse may vary from professional group and within professional groups (Newberger, p. 26).

Schmitt (1980) found the incidence of child abuse to be approximately 500 new cases per million population per year. Schmitt also found that the types of child abuse are as follows:

1. 85% physical abuse
2. 10% sexual abuse increasing due to greater awareness
3. 5% failure to thrive
4. Emotional abuse was not listed because the types of cases that are severe enough to prove in court are almost always associated with physical abuse or serious neglect (Schmitt, p. 1).

There are approximately 2,000 deaths per year from physical abuse in the United States. This represents a major cause of death in children. The overall mortality rate is approximately 3% nationally (Schmitt, 1980).

In 1983, the Children's Division of the AHA and the American Association for Protecting Children, indicated that there were 71,961 reports of child sexual abuse nationally. This figure represents an 872% increase since 1976. By the end of 1984, this figure jumped to 123,000 reported cases of child sexual abuse.

The enactment of child abuse and neglect reporting laws by state legislatures began in earnest in the early 1960's (National Center on Child Abuse and Neglect, 1985). Today all 50 states, the District of

Columbia, American Samoa, Guam, Puerto Rico and the Virgin Islands have reporting legislation. In general, these laws mandate the reporting of suspected maltreatment, provide penalties for failure to report, provide immunity to reporters from legal actions associated with the report and define reportable conditions (National Center on Child Abuse and Neglect, 1985).

All state statutes clearly indicate that educators have a legal responsibility to report child abuse and neglect. In most states the statute includes all educators, but there are a few exceptions. The range of "educators" that are required to report is broad. In Wisconsin, it includes principals, teachers, counselors, school nurses, and staff of residential institutions, day care centers and summer camps (24.32, 51.42 or 51.43, 1983 Wisconsin Act, 172).

The types of abuse that must be reported are more diverse, but all states require the reporting of physical abuse (Beezer, 1985). School personnel are generally mandated to report suspected abuse or neglect, but often the requirement is widely disregarded. There are seldom clear-cut channels for reporting, and the extent of the school's involvement is uncertain (Gabarino and Gilliam, 1980).

Many educators are still reluctant to report cases of abuse and neglect because they fear that parents will sue them for defamation of character, invasion of privacy, or violation of some civil right (Beezer, 1985). However, this fear is not well-founded, because state statutes clearly state that an educator making a legally required or authorized report is immune from civil or criminal liability, as long as the report

responsibility to identify and

is made in good faith. To further reassure educators and others who must report, some states have even added a provision to the immunity clauses that presumes that those who report do so in good faith (Beezer, 1985). Educators are reluctant to report child abuse and neglect also, because they are not sure what constitutes abuse and neglect, don't know exactly how to make a report, lack confidence that the report will be acted upon, and fear legal prosecution (Beezer, 1985).

Bavolek (1981) surveyed 1,637 school personnel in the state of Wisconsin to gather information on why teachers are reluctant to report suspected cases of neglect and abuse. The results are startling; Bavolek found that 40% reported a "fear of getting involved," 56% reported as having never attended any training sessions regarding child abuse and detection and 63% were unsure of their legal responsibility in reporting. Many teachers, in spite of a professional and legal responsibility to report suspected child abuse cases, are apparently apprehensive in doing so. School personnel, whether administrators, principals or teachers, often not only lack special training about child abuse and neglect, but they also lack relevant information on child abuse (Molnar and Gliszczinski, 1983).

Need for the Study

Educators can play a vital role in preventing child abuse because they have almost daily contact with children above the age of five. In fact, probably only parents have greater contact with their own children (Roscoe, 1984). Educators and others who work directly with children have an excellent opportunity and a grave responsibility to identify and

properly report suspected cases of child abuse and neglect (Gabarino and Gilliam, 1980). In a very real sense, teachers and other school professionals are the first line, and in some cases, the last line of defense in the fight against child abuse (Roscoe, 1984).

In 1982 almost one million reports of child maltreatment were received by state child protection agencies (National Center on Child Abuse and Neglect, 1985). Those reported cases represent a 9.2% increase over the 1981 total. As many as 1.5 million American children may be suffering from physical abuse, emotional abuse or sexual abuse (National Center on Child Abuse and Neglect).

In 1976 it was reported that one in four females and one in seven males will experience some form of sexual abuse prior to age 18 (National Center on Child Abuse and Neglect Reports). As of 1983, children under the age of four years comprised 9.1% of the victims of substantiated sexual abuse, while children between the ages of four and ten represented over 34% of the cases (Wisconsin Department of Health and Social Services, 1983).

In 1982 the Wisconsin Division of Community Services received 9,067 reports of suspected child abuse and neglect; compared to 8,500 reports in 1981, an increase of 6.7%. Of the 8,822 investigations which were completed, 1,754 or 19.9% of the reports were substantiated as indicated cases of abuse and neglect. This represents a 1.9% increase in substantiation rate over 1981 and a 3.7% increase over 1979 (Wisconsin Department of Health and Social Services, p. 4). In Wisconsin, reports of child sexual abuse rose 117% from 1982 to 1984. Five children out of a given classroom of twenty-five have been or will be sexually abused by the time they finish high school (Wisconsin Department of Public Instruction, 1984).

The number of child abuse and neglect cases reported to the Milwaukee County Department of Social Services for Child Abuse and Neglect (1980) increased every year for which data are available (1972 through June 1980). In 1972 there were 272 abuse cases and 792 neglect cases referred; and in the first six months of 1980 there were 989 abuse cases and 1,199 neglect cases referred.

In 1983, La Crosse County reported 441 abuse/neglect cases, in 1984, 598 abuse/neglect cases, and in 1985, 848 abuse/neglect cases. La Crosse County also reported increases in the following categories from 1984 to 1985:

TABLE 1

Reported Cases of Child Abuse/Neglect
La Crosse County, Wisconsin

1984	Abuse	1985
216	physical	233
124	sexual	221
256	neglect	394

(La Crosse County Department of Human Services, 1985).

Schools are in a unique position to establish and nurture a variety of prosocial influences in the child's life. No other social institution touches the lives of children in so many different ways for such an extended amount of time (Gabarino and Gilliam, 1980). According to Wald (1976):

Schools are concerned with the child's total adjustment and they are in a strategic position to make early referrals of children who may be neglected, exploited, or abused. The schools can and should be the most important link to the preventive and protective chain (p. 7).

Recent literature indicates that school personnel generally seriously underreport and often mishandle suspected child abuse and neglect because of failure to recognize the signs of abuse and failure to report suspected abuse to proper authorities (Leavin, 1983). The types of individuals who report suspected maltreatment to child protective service agencies are fairly divided between professional sources (48%) and non-professional sources (52%). Interestingly enough however, the victim's own friends, neighbors and relatives constitute the single largest group of reporters (39%). This represents a significant level of community concern, especially when you compare how low the reporting record is for school personnel (12.6%) who are required to report with these non-professionals who are not required by law to report (U.S. Department of Health and Human Services [DHSS], 1983). Zaliczynski and Rodolfa (1980) estimate that only one of 20 cases gets reported. U.S. Department of Health and Human Services' Statistics suggest only one-third of all abused and neglected children ever come to the attention of the child protective services system. One major item that may be an internal problem of the school is that school principals place an obstacle in the way of reporting, discouraging teacher involvement by refusing to take the teachers' reports seriously, or by failing to make an official report of suspected maltreatment once a situation has been brought to their attention (U.S. Department of Health and Human Service [DHSS], 1983).

When a child appears at school with signs of having received a severe beating, teachers and principals may feel it improper to intervene. Yet their refusal to do so not only makes future abuse more likely,

but makes them liable for civil suits; as of 1980, every state had statutes requiring teachers and principals to report child abuse (Mazzarella, 1983). Wisconsin law mandates that educators assist in child sexual assault and abuse detection. The Child Abuse and Neglect Act (Section 48.981) of the Children's Code of the Wisconsin Statutes specifies that all school personnel and administrators are mandated reporters. Professional ethics is at the heart of the problem (Wisconsin Department of Public Instruction [DPI], 1984). Educators have a keen sense of responsibility for children and must, therefore, be committed to upholding the health, safety, and welfare of each individual child (DPI, 1984). This sense of personal responsibility, coupled with the legal mandate, makes a strong case for educator involvement (DPI, 1984).

Since Wisconsin law mandates that educators assist in the recognition and reporting of suspected cases of child abuse and neglect detection; the involvement of all educators, superintendents, principals, teachers, counselors, school nurses, and school psychologists, is vital. Principals and administrators will often send their teachers to informational meetings and workshops concerning the topic of child abuse, with the intention of making the staff more aware of the school's role in handling this major community health problem. In sending other staff members, instead of attending the workshops and meetings themselves, possibly they are overlooking their own importance in the chain of recognition and reporting of suspected child abuse cases. In developing appropriate response systems to suspected cases of child abuse and neglect, the principal provides a vital link in the chain of recognition and reporting.

Many questions have been raised and many problems have occurred due to the lack of knowledge related to the principals' role in the reporting of suspected child abuse and neglect cases. Research is needed to identify if the principals' degree of knowledge concerning child abuse and neglect recognition influences their role in the reporting of suspected child abuse and neglect cases. Research is also needed to identify if the principals' attitude influences their role in the reporting of suspected cases of child abuse and neglect. This study therefore is attempting to determine the principals' attitudes and knowledge toward child abuse and whether it has an effect on their frequency of reporting suspected cases of child abuse.

Statement of the Problem

The purpose of this study is to determine if there is a statistical significant relationship between public school principals' knowledge and attitudes of child abuse and their frequency of reporting suspected cases of child abuse. Also principals' knowledge of suspected cases of child abuse will be included in this study. The study surveyed public school principals at the elementary, junior high/middle school and high school levels in the state of Wisconsin.

Hypotheses

1. There is no statistical significant relationship between elementary school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.
2. There is no statistical significant relationship between junior high/middle school principals' knowledge of child abuse and their frequency

of reporting suspected cases of child abuse.

3. There is no statistical significant relationship between high school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.

4. There is no statistical significant relationship between elementary school principals' attitudes toward child abuse and their frequency of reporting suspected cases of child abuse.

5. There is no statistical significant relationship between junior high/middle school principals' attitudes toward child abuse and their frequency of reporting suspected cases of child abuse.

6. There is no statistical significant relationship between high school principals' attitudes toward child abuse and their frequency of reporting suspected cases of child abuse.

7. There is no statistical significant relationship between elementary principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse.

8. There is no statistical significant relationship between junior high/middle school principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse.

9. There is no statistical significant relationship between high school principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse.

Delimitations

The following is a delimitation of the design of this study:

1. The population was delimited to randomly selected public school principals within the state of Wisconsin.

Limitations

This study was limited by the following factors:

1. The return rate of the survey may be low because of the principals' work restrictions.
2. Principals may choose not to answer all survey questions.

Definition of Terms

1. Attitude - extent to which a principal is aware of his responsibility to report suspected child abuse (Leavin, 1983).
2. Child abuse - as defined by the 1983 Wisconsin Act 172:
 - a. child - as any person under the age of sixteen in sexual assault cases and under the age of eighteen in fornication, enticement, sexual gratification, and pornography.
 - abuse - physical injury inflicted on a child by other than accidental means, sexual intercourse or sexual contact and emotional damage (Wisconsin Act of 1983).
 - b. physical abuse - any physical injury inflicted on a child by other than accidental means.
 - c. child sexual abuse - is a category of physical abuse which includes sexual intercourse, conduct, or exploitation, or permitting or requiring a child to engage in prostitution.
 - d. child neglect - the offense of a parent who neglects, refuses or is unable for reasons other than poverty to provide the necessary care of shelter so as to seriously endanger the physical health of the child.

- e. emotional damage - harm to a child's psychological or intellectual functioning which is exhibited by severe anxiety, depression, or aggression and is caused by the child's parent, guardian or caretaker. Emotional damage may be demonstrated by observable changes in behavior, emotional response or learning which are incompatible with the child's age or state of development (Wisconsin Act of 1983).
3. Corporal punishment - discipline procedure which may include: spanking, shaking, whipping and paddling (Nolte, 1970).
 4. Knowledge - range of information or facts concerning signs and symptoms of child abuse (Leavin, 1983).
 5. Maltreatment - acts of omission or commission by a parent or guardian that are judged by a mixture of community values and professional expertise to be inappropriate and damaging to a child (Gabarino and Gilliam, 1980).
 6. Principals - an administrator that is employed by a public school board of education or a private school as a principal, district administrator or assistant district administrator. All public administrators hold appropriate five year administrative licenses, (s. PI 3.05) and an Approved Master's Degree Program in school administration or equivalent program (Wisconsin Administrative Code, PI 3.23, PI 3.23.1, 3-34, 4-24, September 1985).
 7. Public schools - public schools are the elementary, junior high/ middle schools and high schools supported by public taxation (Wisconsin School Law 115.01, December 26, 1985).

Grades: The educational work of public schools is divided into twelve grades, besides kindergarten, which are numbered from one to twelve beginning with lowest.

- a. elementary - grades K-6.
- b. middle school or junior high - grades 5-8 or 7-9 or 7-8. This structure is dependent upon individual school districts.
- c. high school - grades 9-12 or 10-12, structure dependent upon individual school districts (Wisconsin School Law 115.02, December 26, 1985).

This review of literature is divided into the following major

1. Historical Views of Child Maltreatment
2. Definitions of Abuse
3. Reporting and Reporting Laws
4. Jurisdiction of Abuse
5. Wisconsin's Child Abuse and Neglect Reporting Laws
6. Wisconsin's Laws
7. Effects of Abuse on Children Involved
8. Principals' Role in Reporting
9. Preventive and Protective Measures for Principals

Historical Views of Child Maltreatment

Historically, serious child abuse resulted by the maltreatment of children. Fouge (1970) found that more infants and children were not wanted, child mortality figures were high. In nineteenth-century London, 20% of the illegitimate children who were put out to nurse died;

CHAPTER II

REVIEW OF LITERATURE

to... and promptly did away with the...
...adults sometimes...
...as a source of cheap labor...
...about their...

The review of literature will examine the cultural views of child maltreatment and the problems that can arise if children's basic needs are not met. An examination of the literature as it relates to the laws, the educator's responsibility in reporting suspected abuse/neglect cases and prevention-intervention strategies will follow.

This review of literature is divided into the following major areas:

1. Cultural Views of Child Maltreatment
2. Indicators of Abuse
3. Learning and Behavior Problems
4. Incidence of Abuse
5. Wisconsin's Child Abuse and Neglect Reporting Laws
6. Educator's Responsibility
7. Failure of Educators to Become Involved
8. Principals' Role in Reporting
9. Prevention and Intervention Methods for Educators

Cultural Views of Child Maltreatment

Historically, society has not been troubled by the maltreatment of children. Kempe (1978) found that where infants and children were not wanted, child mortality figures were high. In nineteenth-century London, 80% of the illegitimate children who were put out to nurse died;

unscrupulous nurses collected their fees and promptly did away with the babies (Kempe, 1978). When a profit could be made, adults sometimes sold children into slavery or used them as a source of cheap labor (Kempe, 1978). Many individual parents may have cared about their children, but pervasive values sanctioned many practices that we now call abusive, and even caring parents were under the influence of these values (Kempe, 1978).

Carelessness and ignorance about the physical and emotional needs of developing children were the norm for a long time (Kempe, 1978). Maltreatment of children has survived into the late twentieth century, virtually unchallenged, because two beliefs remained strong (Kempe, 1978). First, children were seen as their parents' property. It was taken for granted that parents had every right to treat their children as they see fit. Second, children were seen as their parents' responsibility. For many centuries harsh treatment was justified by the belief that severe physical punishment was necessary to maintain discipline, transmit educational decisions, and expel evil spirits (Kempe, 1978).

The change in cultural views can be traced to the early days of the Child Welfare Movement in America (Leaders Manual, 1980). In New York in 1825, the New York Society for the Reformation of Juvenile Delinquents established a house of refuge, primarily for wayward children and only secondarily for the neglected and abused. The Society for the Prevention of Cruelty to Children was founded in 1871 to stir public consciousness on behalf of destitute children. With similar objectives the first White House Conference was convened in 1909, and the American Association for Study and Prevention of Infant Mortality was founded (Kempe, 1978).

Until fairly recently the problem of child abuse and neglect was considered only in terms of individual cases. Many people knew "that person down the block is pretty hard on his kids," without realizing "that person" had thousands of companions (Leaders Manual, 1980, p. 45). Not until the definition of the "battered child" syndrome in 1962, was significant public and professional attention focused on the problem that ranks as one of the greatest risks to the health of our children (Leaders Manual, 1980).

Indicators of Abuse

Sauls and Wright (1983) found that an abused or neglected child needs security which can come only from a relationship with a kind, sympathetic adult who cares enough to want to help the child. A child who has learned to fear, despise, and even hate adults, needs the patience and support of a reliable adult model. Many times school personnel are put into this reliable adult model. When working with such a child, the school person should not be shocked to end up frequently as the target of frustration or hostility. When this happens, the teacher must remember that the hostile feelings being expressed by the child are displaced feelings that originated elsewhere (Sauls and Wright, 1983).

School personnel must be aware of possible signs or indicators that might be indicative that a child may be in an abuse or neglect situation. The following list indicates telltale signs which should warn the teacher of possible child abuse and neglect:

children exhibit learning and behavioral problems within the school

1. A child who is frequently absent or late.
2. A child who arrives at school too early and stays after classes without an apparent reason.
3. A child who is unkempt and/or inadequately dressed.
4. A child who frequently has bruises, welts, and other injuries.
5. A child who is hyperactive, aggressive, disruptive and destructive in behavior.
6. A child who is withdrawn, shy, passive and uncommunicative.
7. A child who needs, but is not getting medical attention.
8. A child who is tired and tends to fall asleep in class.
9. A child who describes a parent's behavior as unusual.
10. The parent who becomes aggressive or abusive when approached with a view to discussing the child's apparent problem.
11. The parent who does not bother to show up for an appointment.
12. The parent who is slovenly, dirty, and possibly redolent of alcohol.
13. The parent who will not allow the child to participate in special activities or events (Sauls and Wright, p. 58).

When the above mentioned problems surface concerning a student, the teacher is responsible for reporting the situation (Sauls and Wright, 1983).

Learning and Behavior Problems

Statistics reported by Helfer and Kempe (1976) show a high percentage of all abuse is directed at children of school age. Many abused children exhibit learning and behavior problems within the school

(Sauls and Wright, 1983).

setting. Teachers can, therefore, play an active role in the identification of the victims of child abuse and neglect. In a study of 328 children determined as "dependent" in Los Angeles, Broadhurst (1978) found that 25% of the abused children and 64% of the neglected children demonstrated a delay in motor development, while 39% of the abused children and 72% of the neglected children demonstrated a delay in the area of language development. Broadhurst also found that in academic performance, 53% of the abused children and 82% of the neglected children were rated "below average" or failing. Although academic failure may have a variety of causes, the possibility of child abuse and neglect should be considered along with other possible causes (Molnar and Gliszczinski, 1983).

Incidence of Abuse

Child abuse and neglect usually occur in the privacy of the home, making it difficult to know exactly how many children are affected. Child abuse and neglect must be discovered and reported so the child can be protected. There is general agreement that this never happens in a majority of abuse and neglect incidents (Broadhurst, 1978).

The National Center on Child Abuse and Neglect estimates that approximately one million children are maltreated by their parents each year (Broadhurst, 1984). Of these children, as many as 100,000 to 200,000 are physically abused, 60,000 to 100,000 are sexually abused, and the remainder of the one million are neglected (Broadhurst, 1984). Although the above figures are startling, there is another figure that is even more alarming. Each year more than 2,000 children die in circumstances suggestive of abuse and neglect (Broadhurst, 1984).

Estimates of the total number of abused and neglected children in the United States per year vary widely (American Humane Association [AHA], 1983). Published estimates have ranged from 41,000 cases of abuse (plus six times that number of cases of neglect) to a high of 407 million (AHA, 1983). It should be noted that the low estimates tend to be based on reports, or substantiated reports; when one considers how many cases may go unreported for each one that comes to the attention of the authorities, it becomes clear that the minimum estimates are far below reality (AHA, 1983).

One of the most detailed of recent studies was conducted by the Children's Division of the American Humane Association (1983), which analyzed a sample of 100,000 abuse and neglect reports. Their findings showed, among other things, that boys are abused as often as girls with women being responsible for the maltreatment in 60% of the cases. Child abuse and neglect is known to exist in all racial and ethnic groups and at all levels of society. Lower income families are over-represented in the reports because of their visibility to the reporting agencies (AHA, 1983).

The number of child abuse reports has grown drastically in the last decade. Since 1976, the first year for which there are national abuse statistics, the number of reports of child maltreatment has increased 142%. Reports of sexual abuse cases alone are up more than 852% (Molnar and Gliszczinski, 1983). This increase in child abuse reports is exemplified in the following facts:

-In Oregon, there was a 31% increase in substantiated child abuse reports between 1981 and 1982, as well as an increase of 8%

ing between 1982 and 1983. "In good faith." A review of all states

In Wisconsin, the number of children referred to protective services increased an average of 41% from 1983 to 1984 and is expected to increase in 1985. Milwaukee officials conservatively expect a 79% increase in child abuse and neglect referrals in 1985.

In Vermont, there was a 76% increase in the number of suspected child abuse and neglect reports between 1982 and 1983.

In Maine, the number of substantiated cases of child abuse increased 14.6% between 1982 and 1983 (Children's Defense Fund, 1977; also 1986).

A telephone poll conducted by the Los Angeles Times in July 1985, believed to be the first nationwide study of the extent of child molestation, indicates that 27% of the women contacted and 16% of the men said they had been molested as children. One-third had never revealed the molestation prior to this survey, and 3% had reported the incident(s) to police or to other public agencies (La Crosse Lutheran Hospital and Gunderson Clinic, 1985).

4. To protect children from serious harm.

Wisconsin's Reporting Laws

5. To protect the well-being of the child in his or her home

Our society places the responsibility on the parents to provide for their children as they see fit. Child abuse and neglect laws place restrictions on parents' lack of responsibility to provide for their children (Broadhurst, 1984).

The Child Abuse and Neglect Act of 1974 (PL-9324) requires professionals to report suspected child abuse, and most provide immunity as

which occurs, and social workers are legally mandated and morally

long as the reporting is done "in good faith." A review of all states clearly indicates that educators have a legal responsibility to report child abuse and neglect. In most states, the statute includes all educators, but there are a few exceptions. Some states specifically exempt school administrators but not teachers to report cases of child abuse and neglect. The types of abuse that must be reported are more various, but all states require the reporting of physical abuse (Beezer, 1985).

In 1983, the Wisconsin Legislature made major revisions of the 1977 Wisconsin Child Abuse and Neglect Act. The major revisions of the act are as follows:

1. To protect the health and welfare of children by encouraging the reporting of suspected child abuse and neglect.
2. To assure that appropriate protective services are provided to abused and neglected children and their families.
3. To provide support, counseling and other services to abused children.
4. To protect children from further harm.
5. To promote the well-being of the child in his or her home setting, whenever possible (La Crosse Lutheran Hospital and Gunderson Clinic, 1985).

As a result of the revisions in the law in 1983, persons required to report must now also report those situations in which they have reason to believe that a child has been threatened with an injury, and that abuse will occur. All school administrators, teachers, counselors, school nurses, and social workers are legally mandated and morally

obligated to report reasonable cause to suspect that a child seen in their professional duties has been threatened with injury, and that abuse of the child will occur (La Crosse Lutheran Hospital and Gunderson Clinic, 1985).

Any person or institution participating in good faith in the making of a report, shall have immunity from any liability, civil or criminal, that result by reason of the action. In "good faith" means there is no malicious intent to defame or malign. Anyone who willfully violates this mandate, by failure to report as required, may be fined not more than \$1,000.00 or imprisoned not more than 6 months, or both and at (Wisconsin Act, 1985).

Educator's Responsibility

Once the scope of the problem of child abuse and neglect has been recognized, what is an appropriate response? The obvious general goal is to prevent the maltreatment of children.

Why should educators become involved with such a problem, if most cases occur in the privacy of the home? Until fairly recently, active involvement in child abuse identification and referral has not been viewed as a part of the educator's role (Broadhurst, 1984).

Educators work with and for children; the law and policy command an educator's involvement, and professional responsibility demands it. Furthermore educators have a deep sense of personal commitment to the children in their care (Broadhurst, 1984).

Teachers must be knowledgeable about the signs or indicators of abuse and neglect as well as the reporting procedures in cases of suspected child abuse and neglect. Broadhurst (1978) reports:

Educators are sometimes overwhelmed at the thought of schools taking on yet another responsibility. But more and more, the school is to be viewed not just as a place for educating youth, but as a resource, a means of meeting other needs of children, and that trend is likely to continue (p. 7).

Riggs (1982) feels that school personnel have both a moral and legal obligation to help students experiencing problems and/or manifesting behavior indicative of being traumatized. Schools must initiate action to prevent the occurrence of incest/abuse which is harmful to the healthful development of children.

Teachers faced with the required reporting law are justified in asking how and to whom they are to report suspected abuse cases and at what point a suspicion becomes a reportable concern. Furthermore, a teacher, unlike many other professionals who are required to report, is in a unique position of being in continuous contact with the abused child and his or her family before, during, and after the report has been filed. Therefore, the after-effects of the reporting process (the investigation and treatment phases) are also of particular interest to the teacher (Broadhurst, 1984).

Educator's Failure to Report

Why do educators fail to report what they believe to be the occurrences of child abuse and neglect? Beezer (1985) suggests that the main reasons why educators fail to report are:

1. Report only severe injuries
2. Lack diagnostic capabilities
3. Are reluctant to get involved for fear of prosecution by parents
4. Lack confidence that a report will ultimately do any good

In general, it appears that there is an overall lack of knowledge among school personnel on this issue, which prohibits them from performing most effectively in the area of child abuse identification and reporting. In a study by the Education Commission of the States, it was reported that the teacher education programs investigated spent an average of less than three hours in the area of child abuse and neglect (Molnar and Gliszczinski, 1983).

Principal's Role

Most children between ages 6 and 16 are required to attend school, so teachers and other educational personnel are in position to play a major role in detecting and reporting abuse. To make this more likely, however, principals, superintendents, and school board members should be given basic information about child abuse laws and reporting procedures (Zgliczynski and Rodolfa, 1980).

The teacher's initial responsibility is to relate the situation to the principal. The principal then takes the situation to the proper agency, as designated by law, in the manner prescribed by the local board (Mazzarella, 1983).

The Wisconsin Department of Public Instruction (1984) requires the following procedures when it appears that a child is being sexually abused outside the school system.

- a. Any school employee who suspects that a child has been sexually abused must simultaneously report this immediately to the school administrator or designee and the county social service agency.

- b. Any principal who receives such a report should immediately contact the Director of Pupil Services or designee (school nurse, school social worker, school psychologist, or school counselor).
- c. The principal, the school social worker (or other pupil services professionals), and the person who reported the abuse should simultaneously contact the protective services unit of the social services department and the police department. No one within the school system can censor such a report. The report must be made to the county social service agency within one working day after the school notifies the school administrator (p. 9, 10).

Often, the principal and/or guidance counselor meet with a central school staff member who is responsible for contacting the proper agency or authorities. The school has no legal right or responsibility for dealing with the problem beyond reporting observable facts to this agency or authority (Sauls and Wright, 1983).

Teachers should contact their school principal or superintendent for a copy of the state laws as they relate to teachers and for information on the reporting procedure for their school district (Leavitt, 1981). Furthermore, conscientious principals will want to do their part to prevent child abuse. Child Abuse and Neglect, a publication of the National Association of Secondary School Principals (cited in Mazzarella, 1983) includes several recommendations. Principals should:

1. Know their state child abuse statutes, especially those concerning reporting.

2. Provide inservice presentations by external agency personnel to acquaint the staff with the issues.
3. Add a pertinent section to faculty handbook (Mazzarella, p. 14).

In developing effective systems for dealing with cases of abuse and neglect from the school's standpoint, a written document clearly stating school policies and procedures in this regard is certainly a necessary first step. Before producing such a document, school personnel must be aware of the general nature of the problem. The legal procedures vary from state to state, so the school has to obtain its own state law before developing a policy (Rose, 1980).

Prevention and Intervention Strategies

Educators are very often aware if something is not right with a child long before severe physical injury is present. If the educators are properly prepared, they can offer a management tool in the schools (Broadhurst, 1984).

Ten-Bensel and Berdie (1976) stress the best method to increase the capacity of the teacher to understand and cope with abuse and neglect is to make training available to all school personnel at least once a year in the first month of school. The authors suggest three basic guidelines to increase school personnel's ability to protect children from further abuse and neglect:

1. Educate personnel regarding child abuse and neglect, including the importance of reporting and treatment.
2. Develop a school policy for reporting suspected abuse and neglect.

3. Working with other agencies in the area of prevention of child abuse and neglect.

Children who are exposed to any form of maltreatment are robbed of their childhood and the inherent right to mature and develop into healthy adults (Martin, 1979). Thus both professionals and lay people have an obligation to provide services that can remedy and ultimately prevent the abuse and neglect of our children (Watkins and Bradbard, 1982).

PREVENTION

There are many ways in which parents and educators can prepare children to avoid potential abuse situations, and to prevent an initial approach from becoming a sexual assault. According to Koblinsky (1984) prevention strategies can be presented in a realistic, non-threatening manner. These strategies include the following:

1. Teach children that some parts of their body are private.
 2. Teach children to say no to unwanted touches.
 3. Explain that bad touches could come from someone the child knows.
 4. Encourage open communication and discourage secrets.
 5. Teach children how to tell.
 6. Use games and stories to reinforce prevention concepts.
 7. Continue to discuss safety rules concerning strangers.
 8. Encourage children to trust their own instincts.
 9. Teach children about the positive aspects of sexuality.
- (Koblinsky, p. 14).

Rose (1980) found that teachers and other school professionals may be involved in reporting, investigating, and even in court proceedings

as witnesses. That is reason enough for school personnel to thoroughly familiarize themselves with their state laws regarding these procedures. A clear understanding is not enough though. The Council for Exceptional Children (1979) and Broadhurst (1979) have also recommended that school personnel take on the frankly intimidating role of talking with parents when contemplating and filing reports on child abuse and neglect.

Summary

As the literature has indicated, schools and school personnel play a very important role in detecting and reporting suspected abuse cases. Schools can take a leading role in community awareness programs and treatment efforts. To do so however, the anxieties and fears surrounding this terrible phenomenon must be calmed through inservice and pre-service training programs. With a sound knowledge of the problem, and with an understanding of state laws, school systems can develop policies and procedures to ease the difficult task of reporting, investigating, and treating the victims and families; participating in the total team effort against this very real problem of abused, neglected children (Rose, 1980).

Abused and neglected children because of their home experiences, behavior and characteristics, are seriously disadvantaged in acquiring feelings of self-worth and positive relations with others. In order to compensate somewhat for their unfavorable home experiences, professionals need to use specific approaches and techniques when interacting with abused and neglected children and incorporate them as permanent components

CHAPTER III

METHODS

This study was designed to determine if there is a relationship between public school principals' knowledge, attitudes and feelings toward child abuse and their frequency of reporting suspected child abuse and neglect cases. Five hundred and ten public school principals in the state of Wisconsin at the elementary, junior high/middle school and high school levels were mailed a questionnaire in the attempt to derive information concerning knowledge and attitude levels and their frequency in reporting suspected cases.

Subject Selection

For this study, subjects were chosen from public school principals that had been divided into three populations: elementary, junior high/middle school and high school principals from the Wisconsin Public School System.

The 510 public school principals were randomly selected from the 2017 public school principals listed with the Department of Public Instruction for the State of Wisconsin.

According to the table of random numbers, every fifth elementary principal was randomly selected for a total of 260; every second junior high/middle school principal was randomly selected for a total of 102; and every second high school principal was randomly selected for a total of 148 principals, to give a total of 510 randomly selected public school principals from the state of Wisconsin. The random selection process

was completed by the Department of Public Instruction's Computer Data Processing Department.

Development of Instrumentation

The Child Abuse Questionnaire was developed for this research (Appendix D). This step was deemed necessary since no single questionnaire, previously utilized, requested the information that would adequately summarize the knowledge and attitude levels of public school principals toward child abuse in relationship to their frequency of reporting.

The preliminary Child Abuse Questionnaire was made up of 29 statements. To assure content validity of the statements, the questionnaire was sent to seven jurors. Assistance in evaluation of the instrument was requested by mail. The mailing consisted of a letter of explanation (Appendix B), an evaluation form Inventory Rating Scale (Gilmore, 1974) (Appendix C) and the questionnaire statements. The evaluation form enabled jurors to respond to each statement regarding effectiveness in measuring a principal's knowledge and attitude levels with regard to child abuse. The evaluation form also allowed jurors to determine the effectiveness in measuring the principal's frequency of reporting suspected child abuse and neglect cases. A numerical rating system from 1 (not acceptable) to 5 (indispensable) was used to evaluate each statement. Space was also provided to the right of each statement for additional comments.

Four of the seven questionnaires were returned. Of these four, one had chosen not to complete the evaluation. The remaining 3 jurors had completed the evaluation with comments citing weaknesses in the

questionnaire. Great consideration was given to the comments made by the jurors regarding weaknesses of the questionnaire.

Evaluation analysis of the questionnaire consisted of calculating the mean score of each statement. Statements with a mean score 3.0 or above were considered for inclusion in the final questionnaire. A rating of 3.0 by the jurors indicated the statement was valuable in measuring the knowledge or attitude level of the subject, and it was selected as an acceptance level. Upon examination of the mean score, it was found that all statements had a value of 3.0. Taking into consideration the comments of the jurors and research committee, a revised questionnaire of 37 questions was developed (Appendix D).

Procedure

The data was collected through the use of a mailed questionnaire. The questionnaire was accompanied by a cover letter (Appendix E) and a postage paid self-addressed return envelope. The cover letter explained the purposes of the study, procedures that the respondent needed to follow and an assurance of anonymity. The letter asked that the Child Abuse Questionnaire be completed and returned within 10 days. The questionnaire was mailed May 16, 1986, and asked to be returned no later than May 26, 1986. A follow-up letter was planned for mailing to all subjects to obtain a sufficient sample size.

Statistical Design

For the purpose of analyzing the data of this study, Pearson r was used in order to determine the relationship between knowledge and attitude levels of public school principals in the state of Wisconsin concerning child abuse and the frequency of reporting suspected cases. The level of significance was .05.

CHAPTER IV

RESULTS

Introduction

The Child Abuse Questionnaire was developed to determine whether or not public school principals' knowledge and attitude toward child abuse affected their frequency of reporting suspected cases of child abuse. The principals' knowledge of suspected cases of child abuse and their frequency of reporting was also included in the study. The questionnaire asked for responses in the areas of: (a) demographic data, (b) knowledge of child abuse, and (c) attitude toward child abuse. The results of this study are reported in two sections:

1. Demographic data
2. Statistical analysis of null hypotheses

Demographic Data

3A A total of 510 questionnaires were mailed to public school principals of which 311 (58.8%) questionnaires were received. Eleven questionnaires were incomplete so therefore not used in this study. The subjects therefore consisted of 300 public school principals which were divided into the following three populations: (a) elementary principals, (b) junior high/middle school principals, and (c) high school principals. The questionnaire was mailed to 260 elementary principals of which 146 principals responded. This is a response rate of 56.1%. Of the 146 principals, 62 (42.5%) indicated they have been at their current school 1-5 years; 31 (21.2%) 6-10 years; 17 (11.6%) 11-15 years and 36 (24.7%) have been at their school more than 15 years. Of the 102 junior high/

middle school principals receiving the questionnaire, 54 principals responded indicating a response rate of 52.9%. Of the 54 principals, 27 (50.0%) have been principals of their current school 1-5 years; 6 (11.1%) 6-10 years; 7 (13.0%) 11-15 years and 14 (25.9%) have been at their school more than 15 years. There were 148 high school principals who received the questionnaire of which 73 principals responded showing a response rate of 49.3%. Of the 73 principals, 34 (46.6%) have been at their school 1-5 years; 15 (20.5%) 6-10 years; 9 (12.3%) 11-15 years and 15 (20.5%) have been at their school more than 15 years. A total of 27 questionnaires were returned indicating that the respondent was a principal of more than one level. Of the 27 that were returned, 12 indicated they were a principal of an elementary and junior high/middle school, 13 were principals of a junior high/high school and 2 indicated they were a principal of an elementary/junior high/high school. These principals who represent a combination of schools were not included in this study (Table 2).

TABLE 2

Number of Years at Current School

Level	Number	1-5 years	6-10 years	11-15 years	15+ years
Elementary	146	62	31	17	36
Junior High	54	27	6	7	14
High School	73	34	15	9	15

There was a significant relationship between the number of years at current school and their frequency of child abuse. The frequency of child abuse was greater than

Statistical Analysis

The Pearson r was used to determine the statistical relationship between knowledge of and attitude toward child abuse with frequency of reporting. The relationship between principals' knowledge of suspected cases of child abuse with frequency of reporting was also included. The following nine null hypotheses were analyzed with the level of significance established at a p value $\leq .05$.

Null hypothesis 1: There is no statistical significant relationship between elementary school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between knowledge of child abuse with the frequency of reporting suspected cases resulted in an r value of .1604. The p value was less than .05, therefore the null hypothesis was rejected. This indicated that elementary principals' level of knowledge is significantly related to their frequency of reporting (Table 3).

Null hypothesis 2: There is no statistical significant relationship between junior high/middle school principals' knowledge of child abuse and their frequency or reporting suspected cases of child abuse.

The relationship between knowledge of child abuse with the frequency of reporting suspected cases resulted in an r value of .1346. The p value was greater than .05, therefore the null hypothesis was not rejected. This indicated there is no apparent relationship between junior high principals' knowledge and their frequency of reporting (Table 3).

Null hypothesis 3: There is no statistical significant relationship between high school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between knowledge of child abuse and frequency of reporting resulted in an r value of .0173. The p value was greater than

.05, therefore the null hypothesis was not rejected. This again indicated that there is no apparent relationship between high school principals' knowledge and their frequency of reporting. (Table 3).

Table 3: Statistical significant relationship between Results of Knowledge of Child Abuse in Relationship to Frequency of Reporting Suspected Cases of Abuse by Pearson r

	r Value	p Value
Elementary Principals	.1604	*.027
Junior High/Middle School Principals	.1346	.166
High School Principals	.0173	.442

* significant at the .05 level (Table 4).

Null hypothesis 4: There is no statistical significant relationship between elementary school principals' attitude toward child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between the elementary principals' attitude toward child abuse and their frequency of reporting suspected cases resulted in an r value of .032. The p value was greater than .05, therefore the null hypothesis was not rejected. This indicated that there is no relationship between elementary principals' attitude and their frequency of reporting (Table 4).

Null hypothesis 5: There is no statistical significant relationship between junior high/middle school principals' attitude toward child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between knowledge of suspected cases and frequency of reporting suspected cases resulted in an r value of -.0201. The p value was less than .05, therefore the null hypothesis was rejected. The relationship between the junior high principals' attitude towards child abuse and their frequency of reporting suspected cases resulted in an r value of .320. The p value was less than .05, therefore

the null hypothesis was rejected. This indicated that there is a significant relationship between junior high principals' attitude toward child abuse and their frequency of reporting. (Table 4).

Null hypothesis 6: There is no statistical significant relationship between high school principals' attitude toward child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between attitude toward child abuse and frequency of reporting resulted in an r value of -0.109. The p value was greater than .05, therefore the null hypothesis was not rejected. This suggests that there is not a significant relationship between high school principals' attitude and their frequency of reporting. (Table 4).

Table 4 Attitude and their frequency of

Results of Attitude Toward Child Abuse in Relationship
to Frequency of Reporting Suspected

Cases of Abuse by Pearson r significant relationship

	r Value	p Value
Elementary Principals	.032	.350
Junior High/Middle School Principals	.320	*.009
High School Principals	-0.109	.177

* significant at the .05 level

Null hypothesis 7: There is no statistical significant relationship between elementary principals' knowledge of suspected cases of child abuse with their frequency of reporting suspected cases of child abuse.

The relationship between knowledge of suspected cases and frequency of reporting suspected cases resulted in an r value of -0.201. The p value was less than .05, therefore the null hypothesis was rejected.

This indicated that as the elementary principals' knowledge of suspected cases increased, there was a significant decrease in their frequency of reporting. (Table 5).

Null hypothesis 8: There is no statistical significant relationship between junior high/middle school principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between knowledge of suspected cases and frequency of reporting resulted in an r value of -0.146 . The p value was greater than $.05$, therefore the null hypothesis was not rejected. This suggests that there is no significant relationship between junior high/middle school principals' knowledge of suspected cases and their frequency of reporting. (Table 5).

Null hypothesis 9: There is no statistical significant relationship between high school principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse.

The relationship between knowledge of suspected cases and frequency of reporting resulted in an r value of -0.258 . The p value was less than $.05$, therefore the null hypothesis was rejected. This indicated that as the high school principals' knowledge increased, there was a significant decrease in their frequency of reporting. (Table 5).

Table 5

Results of Knowledge of Suspected Cases of Child Abuse
in Relationship to Frequency of Reporting
Suspected Cases of Abuse by Pearson r

	<u>r Value</u>	<u>p Value</u>
Elementary Principals	-0.201	*.007
Junior High/Middle School Principals	-0.146	.150
High School Principals	-0.258	*.014

* significant at the .05 level

suspected cases of child abuse.

CHAPTER V
FINDINGS, DISCUSSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the public school principals' knowledge of and attitude toward child abuse and whether it has an effect on their frequency of reporting suspected cases. The principals' knowledge of suspected cases of child abuse and their frequency of reporting was also included in this study. A total of 510 questionnaires were mailed to the randomly selected public school principals. Of the 510 questionnaires mailed, a total of 311 were received with eleven questionnaires returned incomplete. A total of 300 public school principals took part in this study and their frequency of reporting suspected cases of child abuse.

Findings

Analysis of the data resulted in the following findings:

1. There was a significant relationship between elementary principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse. The high school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.
2. There was no significant relationship between junior high/middle school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.
3. There was no significant relationship between high school principals' knowledge of child abuse and their frequency of reporting suspected cases of child abuse.
4. There was no significant relationship between elementary principals' attitude toward child abuse and their frequency of reporting

suspected cases of child abuse.

5. There was a significant relationship between junior high/middle school principals' attitude toward child abuse and frequency of reporting suspected cases of child abuse.

6. There was no significant relationship between high school principals' attitude toward child abuse and their frequency of reporting suspected cases of child abuse.

7. There was a significant relationship between elementary principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse. The elementary principals suspected more cases of child abuse than they reported.

8. There was no significant relationship between junior high/middle school principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse.

9. There was a significant relationship between high school principals' knowledge of suspected cases of child abuse and their frequency of reporting suspected cases of child abuse. The high school principals suspected more cases of child abuse than they reported.

Discussion

The present study sought to determine whether a relationship existed between public school principals' knowledge of and attitude toward child abuse with their frequency of reporting suspected cases. Two of the four significant findings of this study relate to elementary principals' knowledge of child abuse and their knowledge of suspected cases. These data are similar to the results of a 1983 research study with teachers by Molnar and Gliszczinski. They found evidence to indicate that when

teachers have been trained and become more knowledgeable, they become effective in reporting more suspected cases of child abuse and neglect. Zgliczynski and Rodolfa (1980) also report when teachers are alert to the signs and symptoms of possible abuse, they are more capable of identifying and aiding abused children. Perhaps educational programs are also effective in increasing principals' knowledge of child abuse and the reporting of these suspected child abuse cases. If educational programs are meaningful in increasing principals' awareness of child abuse, then it appears possibly this increase in awareness may allow the principal to discriminate between what is an actual reportable case of abuse and that which is not.

One may ask why there was no significant relationship between junior high and senior high principals' knowledge and frequency of reporting. One possible explanation may in part be due to the undefined role of the school in the detection and reporting of suspected child abuse cases. According to Erickson, McEvoy, and Colucci (1984) schools have not been as helpful as they could in the past because teachers, administrators and support staff have been uninformed about procedures for identifying, reporting and follow-up of an abuse and neglect case. In view of the study by Erickson, et. al., it is not surprising that schools have been rather passive about child abuse and neglect, given the complexity of the child abuse problem.

This study also indicates a third significant finding which suggests a significant relationship exists between junior high principals' attitude and their reporting. It appears the more positive the principals are toward their students, the more willing they are to report suspected cases of child abuse. Perhaps a reasonable explanation for this finding is that junior high principals are more sensitive to the ups and downs

that junior high students have as a result of the maturation process. Therefore junior high principals' perceptiveness to this difficult period for adolescents may increase their willingness to assist students through this period.

The fourth significant finding of this study showed a relationship between high school principals' knowledge of suspected cases with frequency of reporting. A negative correlation was shown which indicates the principals suspect more cases than they report. One possible reason may be that the high school principal does not have a sufficient amount of information to feel comfortable in reporting suspected child abuse cases.

It may be that many cases of child abuse in the high school setting are a result of sexual abuse and therefore harder to detect. Roscoe (1984) reports that sexual abuse is harder to detect for a variety of reasons: shame, embarrassment, fear of repercussions, fear of disbelief and fear of family break-up. Sauls and Wright (1983) report that sexual abuse is the hardest of all cases to detect. The only hope for this child is that the relationship between the teacher and child is one where the child will feel free to confide in the teacher. This may indicate that the principals may be reporting only those cases that are obvious to them. Another possible explanation is that the age of the student allows for a more open discussion of the problem which may have been erroneously perceived as a possible abuse situation. After talking with the student, the principal may have a more comprehensive understanding of what the real problem was. As a result, high school principals may be able to discriminate between what is an actual case of abuse and one that is not.

Additional Observations

Insights revealing the attitude of the public school principals were indicated by the comments they offered on the returned questionnaire.

Many principals wrote comments similar to the following:

"The only reason I was able to respond is because you used a check-off system. I consider this an important area of concern."

"Good luck in your study. In the past 13 years I have made many referrals, sometimes for Brutal physical abuse--subtle Emotional abuse is sometimes worse."

"Good luck with this one! It's a wide open topic of great concern to me. Thank-you for the opportunity to help you!"

"Thank-you."

It seems along with the positive, a person may also find the negative.

This was found to be true with some of the following comments.

"I don't respond to questionnaires by anyone with the title of Ms."

"What are you trying to do--test the wisdom of the principal?"

Comments such as these may indicate that the principal is threatened by the topic of child abuse, lack appropriate knowledge concerning child abuse, feel inadequately educated, therefore feeling ill at ease when dealing with child abuse, and perhaps they feel their authority was under scrutiny.

Recommendations

Upon completion of this research the following recommendations are made:

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APPENDIX

APPENDIX A

APPENDICES

CONGRESSIONAL JOURNAL SERVICE AND

PROJECT FOR INFORMATION

STATEMENTS OF CHILD ABUSE AND NEGLECT FOR EVALUATION

Read the following statements carefully and give each statement a rating of 1 through 5 based on the following criteria:

- 1 - Not at all
- 2 - Slightly
- 3 - Moderately
- 4 - Quite
- 5 - Very

STATEMENT

1. The child is in good health and is developing normally.

2. The child is well cared for and receives adequate attention.

3. The child is happy and content.

4. The child is obedient and follows directions.

5. The child is well behaved and does not cause trouble.

APPENDIX A

STATEMENTS OF CHILD ABUSE AND NEGLECT FOR EVALUATION

6. The child is well liked by family and friends.

7. The child is well educated and receives adequate schooling.

8. The child is well behaved and does not cause trouble.

9. The child is well cared for and receives adequate attention.

10. The child is happy and content.

11. The child is well behaved and does not cause trouble.

12. The child is well cared for and receives adequate attention.

13. The child is happy and content.

14. The child is obedient and follows directions.

15. The child is well behaved and does not cause trouble.

16. The child is well behaved and does not cause trouble.

17. The child is well cared for and receives adequate attention.

18. The child is happy and content.

19. The child is obedient and follows directions.

20. The child is well behaved and does not cause trouble.

21. The child is well behaved and does not cause trouble.

22. The child is well cared for and receives adequate attention.

23. The child is happy and content.

24. The child is obedient and follows directions.

25. The child is well behaved and does not cause trouble.

Blank area for handwritten notes or ratings.

CHILD ABUSE QUESTIONNAIRE

Directions: Please read each statement carefully and give each statement a numerical value. Place the value in the column labeled Rating Scale.

Values are as follows:

1. Not Acceptable
2. Somewhat Acceptable
3. Acceptable
4. Very Acceptable
5. Indispensible

<u>ITEM</u>	<u>RATING SCALE</u>	<u>COMMENT</u>
<p>Questions 1-3 the respondent will answer by checking either yes or no.</p>		
<p>1. Have you ever <u>suspected</u> a case of child abuse while in your current professional administrative capacity? If yes, how many in the last year have you suspected?</p>		
<p>2. Have you ever <u>reported</u> a case of child abuse while in your current administrative capacity? If yes, how many cases of child abuse have you reported in the last year?</p>		
<p>3. Have you ever attended any training sessions or workshops on child abuse and neglect? If yes, where and when?</p>		
<p>Questions 4-16 the respondent will check strongly agree, agree, disagree or strongly disagree.</p>		
<p>4. I believe teachers should be responsible for identifying suspected cases of child abuse and neglect.</p>		
<p>5. I think teachers should report suspected cases of child abuse and neglect.</p>		

ITEM

6. I think it is inappropriate for an administrator to report whether or not a child has been abused or neglected.
7. I believe I am morally obligated to report suspected child abuse or neglect.
8. I believe I have a personal responsibility to report suspected child abuse and neglect.
9. I believe I may be physically harmed by angry parents if I report suspected child abuse and neglect.
10. I think I may be harassed by the parents of the child if I report suspected child abuse and neglect.
11. I believe a child may suffer if I do not report suspected child abuse and neglect.
12. I think parents have the right to discipline their children as they see fit, which may include the use of corporal punishment.
13. I believe parents who abuse their children are mostly from lower socio-economic levels.
14. I think most cases of child abuse and neglect cannot be prevented.
15. I think the willingness to report a case of child abuse or neglect can be affected by one's attitude or feelings toward the family involved.

ITEM

16. Special children-ones who are mentally, physically, or developmentally handicapped are less likely than other children to be abused.

Question 17 the respondent will answer by checking either yes or no.

17. Which of the following is true concerning the reporting of suspected child abuse and neglect cases?

- a. It is mandatory for educators to report.
- b. It is advisable, but not mandatory for educators to report.
- c. It is mandatory for anyone to report.
- d. School personnel in the state of Wisconsin are immune from criminal and civil liability when reporting suspected child abuse and neglect.

Questions 18-20 the respondent will answer by checking the appropriate responses.

18. Reports of child abuse and neglect should be made to which of the following agencies/individuals?

- a. hospital
- b. social service
- c. physician
- d. police
- e. sheriff
- f. not sure

19. How should reports be made to mandated agencies?

- a. orally
- b. written
- c. oral followed by written
- d. not sure

20. Penalties for failing to report:

- a. you could lost your job
- b. no legal action
- c. imprisonment/fine
- d. not sure

ITEM

Questions 21-29 the respondent will choose the category that appropriately describes the specific type of abuse and neglect. For some items there may be more than one acceptable answer. The following are the categories:

- a. physical abuse
- b. sexual abuse
- c. emotional abuse
- d. neglect
- e. I don't know

21. Unexplained bruises and welts on face, lips and buttocks.

22. A child who comes to school inappropriately dressed.

23. A child who is frightened by his or her parents.

24. A child who demonstrates behavioral extremes, i.e., passive-aggressive.

25. A child who has pain or itching in his/her genital region.

26. A child who demonstrates constant fatigue, listlessness or falling asleep in class.

27. A child who demonstrates habit disorders such as sucking, biting, rocking, etc.

28. A child who comes to school early and stays late.

29. A child who demonstrates poor peer relationships.

Thankyou very much for your time and cooperation.

April 6, 1986

Mr. Robert J. ...
Department of Special Services
Division of Wisconsin-Child Abuse
San Diego, California

... in the
... of Wisconsin-Child Abuse. In
... principals' attitudes
... determining their
... of working

APPENDIX B

As part of my study I have found it necessary to develop an inventory which
will assess on a numerical scale the attitudes and knowledge of child
abuse and neglect among school personnel in reported abuse cases. I would
like to ask you to participate in this inventory regarding

COVER LETTER FOR JURORS

This inventory will serve as an evaluation device. I
will compare your responses to those of this evaluation. After com-
pletion of this inventory, please return the enclosed self-addressed
envelope to me at the following address:

I would like to express a special thanks
to you for your participation in this study and the enclosed questionnaire.

Sincerely,

Shirley A. Rios
Rt. 2 Box 245
Acadric Wisconsin 53612

Enclosure

APPENDIX B

COVER LETTER FOR JURORS

April 6, 1986

Dr. Stephen Bavolek
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

Dear Dr. Bavolek:

I am presently involved in research for my Masters Degree thesis in the Health Education Department at the University of Wisconsin-La Crosse. In my research I am attempting to assess public school principals' attitudes and knowledge toward child abuse and neglect and to determine their frequency of reporting suspected abuse cases.

As part of my study I have found it necessary to develop an inventory which will enable me to measure the principals' attitudes and knowledge of child abuse and neglect and frequency of reporting suspected abuse cases. I would like to request your assistance in evaluation of this inventory regarding its content.

I have enclosed a copy of the inventory with an evaluation device. I would appreciate your willingness to assist in this evaluation. After completing the evaluation, please return it in the enclosed self-addressed stamped envelope by April 12, 1986.

I realize how valuable your time is and want to express a special thanks to you for your time and effort in evaluating the enclosed questionnaire.

Sincerely,

Nancy K. Kidd
Rt. 2 Box 343
Arcadia, Wisconsin 54612

Enclosures

INVENTORY RATING SCALE

This inventory is a list of statements regarding child abuse and neglect. Please read each statement on the scale below to indicate the acceptability, based on the degree to which the statement will reveal the subject. In this manner you will be judging the content validity of these statements with respect to the subject. The questionnaire has been developed for use with public school principals in the state of Wisconsin. The scale values are defined as follows:

1. NOT ACCEPTABLE: The item has no value as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
2. SOCKETRY ACCEPTABLE: The item has some value as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.

APPENDIX C
INVENTORY RATING SCALE

3. ACCEPTABLE: The item is valuable as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
4. VERY ACCEPTABLE: The item is very valuable as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
5. UNACCEPTABLE: The item is not acceptable as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.

The scale was developed by Dr. James A. ... for use in his doctoral dissertation, The Measurement, Prediction, and Evaluation of a Family Health Specialist's Program: Implications for the Concept of Prevention, the ... of the ...

APPENDIX C

INVENTORY RATING SCALE

Directions: Enclosed is a list of statements regarding child abuse and neglect. Please read each statement and use the scale below to indicate its acceptability, based on the degree to which the statement will reveal the subject. In this manner you will be judging the content validity of these statements with concern to this study. The questionnaire has been developed for use with public school principals in the state of Wisconsin.

The scale values are defined as follows:

1. NOT ACCEPTABLE: The item has no value as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
2. SOMEWHAT ACCEPTABLE: The item has some value as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
3. ACCEPTABLE: The item is valuable as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
4. VERY ACCEPTABLE: The item is very valuable as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.
5. INDISPENSIBLE: The item is absolutely necessary as a statement for measuring the attitudes or knowledge of public school principals concerning child abuse and neglect.

The scale was developed by Dr. Gary Gilmore for use in his doctoral dissertation, The Development, Implementation, and Evaluation of a Family Health Education Program Incorporating the Concept of Prevention, the University of Tennessee, June, 1974.

has sent results

has not sent results

Information about child's sex, tabular by providing the appropriate response. Please refer to the instructions provided on the back of the questionnaire.

Grade of child (1) elementary school (2) junior high/middle school

Age of child (1) 5-10 years (2) 11-15 years (3) 16 or more years

Has the child ever been sexually abused? (1) yes (2) no

Has your child ever been sexually abused? (1) yes (2) no

APPENDIX D

CHILD ABUSE QUESTIONNAIRE

Has your child ever been sexually abused? (1) yes (2) no

Has your child ever been sexually abused? (1) yes (2) no

Has your child ever been sexually abused? (1) yes (2) no

How long ago was the abuse? Please check all that apply!
1 year ago
2 years to 5 years ago
more than 5 years ago

Additional information regarding the child provided that is relevant to the study.

APPENDIX D

CHILD ABUSE QUESTIONNAIRE

[]yes-send results

[]no-do not sent result

Directions: Please complete each statement by providing the appropriate response. Please put the correct number in the space provided to the left of the number.

- _____ 1. I am a principal of: (1) elementary school (2) junior high/middle school (3) high school
- _____ 2. How long have you been principal at your current school? (1) 1-5 years (2) 6-10 years (3) 11-15 years (4) 16 or more years
- _____ 3. Have you ever suspected a case of child abuse while in your current administrative capacity? If yes, place the number you have suspected in the last year in the lower blank. (1) yes (2) no
- _____ 4. Has your staff ever suspected a case of child abuse while in your current administrative capacity? (1) yes (2) no
- _____ 5. Have you ever reported a case of child abuse while in your current administrative capacity? If yes, place the number you have reported in the last year in the lower blank. (1) yes (2) no
- _____ 6. Has your staff ever reported a case of child abuse while in your current administrative capacity? (1) yes (2) no
- _____ 7. Have you ever attended any training sessions or workshops on child abuse and neglect? If yes:
- A. What was the presentation? Please check all that apply!
- | | |
|--|--|
| <input type="checkbox"/> college class | <input type="checkbox"/> inservice training |
| <input type="checkbox"/> independent lecture | <input type="checkbox"/> radio or television |
| <input type="checkbox"/> professional workshop | <input type="checkbox"/> other |
- B. Approximately when was the presentation?
- | | |
|---|---|
| <input type="checkbox"/> in the last 6 months | <input type="checkbox"/> 3 years to 5 years ago |
| <input type="checkbox"/> 6 months to 1 year ago | <input type="checkbox"/> more than 5 years ago |
| <input type="checkbox"/> 1 year to 3 years ago | |

Directions: Please put the correct number in the blank provided that best describes your response to each statement.

1=strongly agree

2=agree

3=disagree

4=strongly disagree

1=strongly agree 2=agree 3=disagree 4=strongly disagree

8. I believe teachers should be responsible for identifying suspected cases of child abuse and neglect. (1) yes (2) no
9. I think teachers should report suspected cases of child abuse and neglect.
10. I think it is inappropriate for an administrator to report whether or not a child has been abused or neglected.
11. I believe I am morally obligated to report suspected child abuse or neglect.
12. I believe I have a personal responsibility to report suspected child abuse and neglect. (1) orally
13. I believe I may be physically harmed by angry parents if I report suspected child abuse and neglect. (3) oral followed by written (4) not sure
14. I believe a child may suffer more if I report suspected child abuse and neglect. (4) you could lose your job (5) legal action against you (3) imprisonment/fine
15. I think I may be harassed by the parents of the child if I report suspected child abuse and neglect.
16. I believe a child may suffer if I do not report suspected child abuse and neglect.
17. I think parents have the right to discipline their children as they see fit, which may include the use of corporal punishment (i.e., spanking, shaking, whipping, paddling, etc.).
18. I believe parents that abuse their children are mostly from lower socio-economic levels. sexual abuse
19. I think most cases of child abuse and neglect cannot be prevented. neglect I don't know
20. I think the willingness to report a case of child abuse or neglect can be affected by one's attitude or feelings toward the family involved. social abuse
21. Special needs children--ones who are mentally, physically, or developmentally handicapped are less likely than other children to be abused. emotional abuse physical abuse

Directions: Please complete each statement by providing the appropriate response concerning the reporting of suspected child abuse and neglect cases. Please place the correct number in the space provided to the left of the number.

22. It is mandatory for educators to report suspected child abuse and neglect cases. (1) yes (2) no physical abuse emotional abuse neglect
23. It is advisable, but not mandatory for educators to report suspected child abuse and neglect cases. (1) yes (2) no physical abuse social abuse emotional abuse neglect I don't know

- _____ 24. It is mandatory for anyone to report suspected child abuse and neglect cases. (1) yes (2) no
- _____ 25. School personnel in the state of Wisconsin are immune from criminal and civil liability when reporting suspected child abuse and neglect cases. (1) yes (2) no
- _____ 26. Reports of child abuse and neglect should be made to which of the following agencies/individuals. (Check all that apply)
- | | |
|----------------------|----------------|
| _____ hospital | _____ police |
| _____ social service | _____ sheriff |
| _____ physician | _____ not sure |
- _____ 27. How should reports be made to mandated agencies:
- (1) orally
(2) written
(3) oral followed by written
(4) not sure
- _____ 28. Penalties for failing to report:
- (1) you could lose your job
(2) no legal action against you
(3) imprisonment/fine
(4) not sure

Directions: Please complete each statement by providing the appropriate response or responses concerning the types of child abuse. (Please check all that apply.)

29. Unexplained bruises and welt on face, lips, and buttocks.
- _____ physical abuse
_____ sexual abuse
_____ emotional abuse
_____ neglect
_____ I don't know
30. A child who comes to school inappropriately dressed.
- _____ physical abuse
_____ sexual abuse
_____ emotional abuse
_____ neglect
_____ I don't know
31. A child who is frightened by his or her parents.
- _____ physical abuse
_____ sexual abuse
_____ emotional abuse
_____ neglect
_____ I don't know
32. A child who demonstrates behavior extremes. (passive-aggressive)
- _____ physical abuse
_____ sexual abuse
_____ emotional abuse
_____ neglect
_____ I don't know
33. A child who has pain or itching in his/her genital region.
- _____ physical abuse
_____ sexual abuse
_____ emotional abuse
_____ neglect
_____ I don't know

34. A child who demonstrates constant fatigue, listlessness, or falling asleep in class.
- _____ physical abuse
 _____ sexual abuse
 _____ emotional abuse
 _____ neglect
 _____ I don't know
35. A child who demonstrates habit disorders such as sucking, biting, rocking etc.
- _____ physical abuse
 _____ sexual abuse
 _____ emotional abuse
 _____ neglect
 _____ I don't know
36. A child who comes to school early and stays late.
- _____ physical abuse
 _____ sexual abuse
 _____ emotional abuse
 _____ neglect
 _____ I don't know
37. A child who demonstrates poor peer relationships.
- _____ physical abuse
 _____ sexual abuse
 _____ emotional abuse
 _____ neglect
 _____ I don't know

Thank you very much for your time and cooperation.

NAME OF THE PRINCIPAL

APPENDIX E

Name
Address

As a principal of a school in a district of Health Education, I am very interested in a study of the school children. I am presently engaged in a research project concerning child abuse and neglect and would like your assistance. Enclosed you will find a questionnaire that should take you about 10-15 minutes of your time to complete. As a principal, you will be asked to complete the questionnaire and return it to me. I will be glad to receive your questionnaire and will be glad to return the questionnaire to you. You can be assured that individual responses cannot be traced back to you. Your response is strictly confidential.

APPENDIX E

COVER LETTER TO PRINCIPALS

Please mail this letter to the principal. Please return the enclosed questionnaire to me. If you are interested in receiving a copy of the findings, please send a check for \$10.00 in the box found in the upper right corner of the questionnaire.

I would like to schedule a meeting with you and want to express a special thanks to you for your time and effort in answering this questionnaire.

Sincerely,

Nancy K. Rigg
Rt. 2, Box 343
Madison, WI 53712

APPENDIX E
COVER LETTER

Date _____

Name _____
Address _____

Dear _____:

As a public school educator, and a student of Health Education, I am very interested in abuse of our school children. I am presently involved in a research project concerning child abuse and neglect and am in need of your assistance. Enclosed you will find a questionnaire that should take just a few minutes of your time to complete. As a public school principal, it is very important that I receive your questionnaire for successful completion of the study. You can be assured that individual responses cannot be traced back to you. Your responses are strictly confidential.

Ways of Firms

After completing all of the questions, please return the enclosed stamped envelope by _____. If you are interested in receiving a copy of the results, please place a check mark in the box found in the upper right corner of the questionnaire.

I realize how valuable your time is and want to express a special thanks to you for your time and effort in answering this questionnaire.

Sincerely,

Nancy K. Kidd
Rt. 2, Box 343
Arcadia, WI 54612

Enclosure

APPENDIX F

PANEL OF JURORS

Stephen Bavolek
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, WI 54701

Victor J. Contrucci
Division for Handicapped Children and Pupil Services
Wisconsin Department of Public Instruction
Madison, WI 53707

Lorraine Davis
Supervisor - School Social Work Services
Wisconsin Department of Public Instruction
Madison, WI 53707

Fred Kusch
Principal
Winona Cotter High School
Winona, MN 55987

Barbara Levin
Department of Social Work
University of Iowa
Iowa City, IA 52240

Marilyn Van Wyk
CESA #4
Onalaska, WI 54650

Peg West
1005 Rutledge Street
Madison, WI 53707

APPENDIX F

Frequency of Respondents Answering Yes-No
 to Knowledge of Suspected Cases and
 Reported Cases of Child Abuse

Grade	N	Suspected Cases		Reported Cases	
		Yes	No	Yes	No
Elementary	130	17(13.1)	113(86.9)	11(8.5)	119(91.5)
High School	140	14(10.0)	126(90.0)	7(5.0)	133(95.0)
College	100	13(13.0)	87(87.0)	6(6.0)	94(94.0)

APPENDIX G

FREQUENCY OF RESPONDENTS ANSWERING YES-NO
 TO KNOWLEDGE OF SUSPECTED CASES AND
 REPORTED CASES OF CHILD ABUSE

Grade	N	Yes	No
Elementary	130	17(13.1)	113(86.9)
High School	140	14(10.0)	126(90.0)
College	100	13(13.0)	87(87.0)

APPENDIX G

Frequency of Respondents Answering Yes-No
to Knowledge of Suspected Cases and
Reported Cases of Child Abuse

<u>Question</u>	<u>Population</u>					
	<u>Elementary</u>		<u>Junior High</u>		<u>High School</u>	
	Yes	No	Yes	No	Yes	No
Have you suspected	139(95.2)	7(4.8)	53(98.1)	1(1.9)	62(84.9)	11(15.1)
Has your staff suspected	140(95.9)	6(4.8)	54(100.0)	--	71(91.3)	2(2.7)
Have you reported	135(92.5)	11(7.5)	48(88.9)	6(11.1)	62(84.9)	11(15.1)
Has your staff reported	127(87.0)	19(13.0)	50(92.6)	4(7.4)	65(89.0)	8(11.0)

APPENDIX H

FREQUENCY OF PRINCIPALS ANSWERING
YES-NO TO KNOWLEDGE QUESTIONS

APPENDIX H

Frequency of Principals Answering
Yes-No to Knowledge Questions

Question	Elementary		Junior High		High School	
	Yes	No	Yes	No	Yes	No
Mandatory for educators to report	140(95.9)	2(40.0)	54(100.0)	--	71(97.3)	2(2.7)
Advisable, but not mandatory to report	12(8.2)	134(91.8)	2(3.7)	52(96.3)	2(2.7)	71(97.3)
Mandatory for anyone to report	72(49.3)	74(50.7)	24(44.4)	30(55.6)	26(35.6)	47(64.4)
Immunity from criminal liability	138(94.5)	8(5.5)	48(88.9)	6(11.1)	64(87.7)	9(12.3)
Unexplained bruises, welts						
physical	143(97.9)	3(2.1)	53(98.1)	1(1.9)	72(98.6)	1(1.4)
sexual	71(48.6)	75(51.4)	27(50.0)	27(50.0)	30(41.1)	43(58.9)
emotional	35(24.0)	111(76.0)	14(25.9)	40(74.1)	5(6.8)	68(93.2)
neglect	36(24.7)	110(75.3)	12(22.2)	42(77.8)	7(9.6)	66(90.4)
I don't know	6(4.1)	140(95.9)	5(9.3)	49(90.7)	2(2.7)	71(97.3)
Child inappropriately dressed						
physical	19(13.0)	127(87.0)	10(18.5)	44(81.5)	17(23.3)	56(76.7)
sexual	12(8.2)	134(91.8)	5(9.3)	49(90.7)	8(10.8)	66(90.4)
emotional	44(30.1)	102(69.9)	28(51.9)	26(48.1)	27(37.0)	46(63.0)
neglect	137(93.8)	9(6.2)	49(90.7)	5(9.3)	66(90.4)	7(9.6)
I don't know	8(5.5)	138(94.5)	7(13.0)	47(87.0)	5(6.8)	68(93.2)

<u>Question</u>	<u>Elementary</u>		<u>Junior High</u>		<u>High School</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Child frightened by parents						
physical	83(56.8)	63(43.2)	41(75.9)	13(24.1)	43(58.9)	30(41.1)
sexual	80(54.8)	66(45.2)	35(64.8)	19(35.2)	37(50.7)	36(49.3)
emotional	136(93.2)	10(6.8)	50(92.6)	4(7.4)	70(95.9)	3(4.1)
neglect	42(28.8)	104(71.2)	17(13.5)	37(68.5)	18(24.7)	55(75.3)
I don't know	12(8.2)	134(91.8)	7(13.0)	47(87.0)	2(2.7)	71(97.3)
Child who has behavior extremes						
physical	88(60.3)	58(39.7)	29(53.7)	25(46.3)	44(60.3)	29(39.7)
sexual	88(60.3)	58(39.7)	30(55.6)	24(44.4)	39(53.4)	34(46.6)
emotional	125(85.6)	21(14.4)	44(81.5)	10(18.5)	65(89.0)	8(11.0)
neglect	53(36.3)	93(63.7)	24(44.4)	30(55.6)	24(32.9)	49(67.1)
I don't know	21(14.4)	125(85.6)	12(22.2)	42(77.8)	7(9.6)	66(90.4)
Pain or itching in genital region						
physical	43(29.5)	103(70.5)	17(31.5)	37(68.5)	26(35.6)	47(64.4)
sexual	132(90.4)	14(9.6)	43(79.6)	11(20.4)	62(84.9)	11(15.1)
emotional	26(17.8)	120(82.2)	9(16.7)	45(83.3)	10(13.7)	63(86.3)
neglect	39(26.7)	107(73.3)	23(42.6)	31(57.4)	21(28.8)	52(71.2)
I don't know	18(12.3)	128(87.7)	16(29.6)	38(70.4)	12(16.4)	61(83.6)
Child who is listless, falling asleep, fatigued						
physical	52(35.6)	94(64.4)	14(25.9)	40(74.1)	33(45.2)	40(54.8)
sexual	48(32.9)	98(67.1)	15(27.8)	39(72.2)	17(23.3)	56(76.7)
emotional	81(55.5)	65(44.5)	30(55.6)	24(44.4)	44(60.3)	29(38.7)
neglect	118(80.8)	28(19.2)	45(83.3)	9(16.7)	58(79.5)	15(20.5)
I don't know	21(14.4)	125(85.6)	8(14.8)	46(85.2)	7(9.6)	66(90.4)

<u>Question</u>	<u>Elementary</u>		<u>Junior High</u>		<u>High School</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Child who demonstrates habit disorders						
physical	47(32.2)	99(67.8)	15(27.8)	39(72.2)	18(24.7)	55(45.3)
sexual	58(39.7)	88(60.3)	18(33.3)	36(66.7)	25(34.2)	48(65.8)
emotional	125(85.6)	21(14.4)	40(74.1)	14(25.9)	60(82.2)	13(70.8)
neglect	52(35.6)	94(64.4)	17(31.5)	37(68.5)	23(31.5)	50(68.5)
I don't know	20(13.7)	126(86.3)	13(24.1)	42(75.9)	12(16.4)	61(83.6)
Child who comes to school early/stays late						
physical	77(52.7)	69(47.3)	28(51.9)	26(48.1)	46(63.0)	27(37.0)
sexual	73(50.0)	73(50.0)	26(48.1)	28(51.9)	46(63.0)	27(37.0)
emotional	89(61.0)	57(39.0)	27(50.0)	27(50.0)	46(63.0)	27(37.0)
neglect	98(67.1)	48(32.9)	32(59.3)	22(40.7)	50(68.5)	23(31.5)
I don't know	25(17.1)	121(82.9)	16(29.16)	38(70.4)	14(19.2)	59(80.8)
Child who demonstrates poor peer relationships						
physical	56(38.4)	90(61.6)	16(29.6)	38(70.4)	21(28.8)	52(71.2)
sexual	68(46.6)	78(53.4)	19(35.2)	35(64.8)	36(49.3)	37(50.7)
emotional	103(70.5)	43(29.5)	33(61.1)	21(38.9)	49(67.1)	24(32.9)
neglect	66(45.2)	80(54.8)	19(35.2)	35(64.8)	29(39.7)	44(60.3)
I don't know	37(25.3)	109(74.7)	19(35.2)	35(64.8)	19(26.0)	54(74.0)

APPENDIX I

Frequency of Principals' Attitude Responses

Question	Strongly agree 1	Agree 2	Disagree 3	Strongly Disagree 4
Teachers responsible for identifying				
elementary	87(59.6)	54(37.0)	4(2.7)	1(.7)
junior high	27(50.0)	25(46.3)	—	2(3.7)
high school	30(41.1)	38(52.1)	4(5.5)	1(1.4)
Teachers should report suspected cases				
elementary	99(67.8)	40(27.4)	6(4.1)	1(.7)
junior high	38(70.4)	15(27.8)	1(1.9)	—
high school	44(60.3)	26(35.6)	2(2.7)	1(1.4)
Inappropriate for administrator to report				
elementary	4(2.7)	1(.7)	31(21.2)	110(75.3)
junior high	—	1(1.9)	9(16.7)	44(81.5)
high school	3(4.1)	3(4.1)	14(19.2)	53(72.6)
Morally obligated to report				
elementary	123(84.2)	22(15.1)	1(.7)	—
junior high	45(83.3)	8(14.8)	—	1(1.9)
high school	50(68.5)	22(30.1)	—	1(1.4)
junior high	3(5.6)	19(33.3)	16(29.6)	17(31.5)
high school	4(5.5)	29(39.7)	24(32.9)	15(20.9)

Question	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
Personal responsibility to report				
elementary	121(82.9)	23(15.8)	---	2(1.4)
junior high	44(81.5)	10(18.5)	---	---
high school	50(68.5)	23(31.5)	---	---
May be physically harmed by parents				
elementary	6(4.1)	27(18.5)	77(52.7)	36(24.7)
junior high	---	12(22.2)	29(53.7)	13(24.1)
high school	---	8(11.0)	43(58.9)	22(30.1)
Child may suffer if I do report				
elementary	3(2.1)	24(16.4)	91(62.3)	28(19.2)
junior high	2(3.7)	8(14.8)	29(53.7)	15(27.8)
high school	1(1.4)	11(15.1)	49(67.1)	12(16.4)
May be harrassed by parents				
elementary	6(4.1)	43(29.5)	76(32.1)	21(14.4)
junior high	2(3.7)	15(27.8)	28(51.9)	9(16.7)
high school	---	26(35.6)	37(50.7)	10(13.7)
Child may suffer if I do not report				
elementary	94(64.4)	45(30.8)	2(1.4)	5(3.4)
junior high	35(64.8)	18(33.3)	---	1(1.9)
high school	40(54.8)	31(42.5)	1(1.4)	1(1.4)
Parents have right to discipline				
elementary	9(6.2)	47(32.2)	57(39.0)	33(22.6)
junior high	3(5.6)	18(33.3)	16(29.6)	17(31.5)
high school	4(5.5)	29(39.7)	24(32.9)	16(21.9)

Question	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
Parents who abuse are from lower socio-economic				
elementary	3(2.1)	21(14.4)	82(56.2)	40(27.4)
junior high	--	8(14.8)	29(53.7)	17(31.5)
high school	3(4.1)	15(20.5)	47(64.4)	8(11.0)
Most cases of abuse cannot be prevented				
elementary	2(1.4)	14(9.6)	90(61.6)	90(27.4)
junior high	--	5(9.3)	35(64.8)	14(25.9)
high school	--	13(17.8)	46(63.0)	14(19.2)
Willingness to report affected by attitude towards parent				
elementary	4(2.7)	90(61.6)	40(27.4)	12(8.2)
junior high	4(7.4)	32(59.3)	12(27.2)	6(11.1)
high school	4(5.5)	50(68.5)	16(21.9)	3(4.1)
Special needs children less likely to be abused				
elementary	--	7(4.8)	74(50.7)	65(44.5)
junior high	--	--	30(55.6)	24(44.4)
high school	2(2.7)	3(4.1)	48(65.8)	20(27.4)