

Keeping Children Safe



Homes & Services
for Abused Children

www.olivecrest.org

Children Learn What They Live

If children live with criticism,
They learn to condemn.
If children live with hostility,
They learn to fight.
If children live with fear,
They learn to be apprehensive.
If children live with ridicule,
They learn to be shy.
If children live with shame,
They learn to feel guilty.
If children live with tolerance,
They learn to be patient.
If children live with encouragement,
They learn confidence.
If children live with praise,
They learn to appreciate.
If children live with approval,
They learn to like themselves.
If children live with acceptance,
They learn to find love in the world.

What are your children living?



**Thank you for your interest in
“Keeping Children Safe.”**

This useful handbook provides information, education, and guidance to those who want to join the fight against child abuse, as well as those who may need to receive services or support to help stop the cycle of abuse within their own lives and family circles.

It is the responsibility of all adults, not just parents, to ensure the safety, well-being, and protection of America’s youth. With over 3.5 million cases of child abuse reported in the United States each year, and four children dying each day from abuse or neglect, our nation’s children are in crisis.

Please join Olive Crest in its commitment to preventing child abuse, treating and educating at-risk children, and preserving the family... “One Life at a Time” ®

Together we can break the cycle of abuse and change young lives forever.

Sincerely,


Olive Crest Homes & Services for Abused Children



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A blurred, teal-tinted photograph of a baby's face and hands. The baby's face is in the upper half, looking down, and their hands are in the lower half, resting on a textured surface. The text is overlaid on the left side of the image.

*Pay close attention
to all the sounds
your baby makes.*

I. Your Child



Learning the basics can be frightening if you have never been around babies. How do you bathe them? How do you know why they are crying? How do you change a diaper? There are many good parenting books available at your local library, or through your doctor's office or hospital.

During pregnancy, spend time with friends who have young children, or join a class at a local college or community center. Pay close attention to all the sounds your baby makes. Each one means something, and it won't take long to figure out which sound means what. Children are special, having their own special gifts and talents.

Nutrition

Nutrition begins even before your child is born and continues through adulthood. Mothers-to-be need to eat regular meals with foods high in vitamins. Regular doctor visits, pre-natal vitamins, and the elimination of drug use, alcohol, and smoking is very important for the well-being and safety of your unborn child.

For the first few months, your infant will depend upon breast milk or formula. As your baby grows and changes quickly during this time, feedings will be more often. Introduce solid foods slowly, one at a time. Your doctor can direct you on this.

When your little one wants to begin feeding himself, it may be messy, but this is an important step in coordination and independence. Introduce numerous textures, colors, and flavors of foods. Make mealtime a fun, learning experience.

Make sure that your child gets three balanced meals per day, and that any snacks are nutritious (i.e. fruits and vegetables). As your child gets older, encourage tasting new foods, but do not use food as a form of punishment or a consequence of wrongdoing. Try to make meal time a family oriented time of sharing, and sit together at a table, if at all possible.



The American Heart Association recommends this eating pattern for families:

- Energy (calories) should be adequate to support growth and development and to reach or maintain desirable body weight.
- Eat foods low in saturated fat, trans fat, cholesterol, salt (sodium), and added sugars.
- Keep total fat intake between 30 to 35 percent of calories for children 2 to 3 years of age and between 25 to 35 percent of calories for children and adolescents 4 to 18 years of age, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts and vegetable oils.
- Choose a variety of foods to get enough carbohydrates, protein and other nutrients.
- Eat only enough calories to maintain a healthy weight for your height and build. Be physically active for at least 60 minutes a day.
- Serve whole-grain/high-fiber breads and cereals rather than refined grain products. Look for “whole grain” as the first ingredient on the food label and make at least half your grain servings whole grain. Recommended grain intake ranges from 2 oz./day for a one-year-old to 7 oz./day for a 14–18-year-old boy.
- Serve a variety of fruits and vegetables daily, while limiting juice intake. Each meal should contain at least 1 fruit or vegetable. Children’s recommended fruit intake ranges from 1 cup/day, between ages 1 and 3, to 2 cups for a 14–18-year-old boy. Recommended vegetable intake ranges from \leq cup a day at age one to 3 cups for a 14–18-year-old boy.
- Introduce and regularly serve fish as an entrée. Avoid commercially fried fish.
- Serve fat-free and low-fat dairy foods. From ages 1–8, children need 2 cups of milk or its equivalent each day. Children ages 9–18 need 3 cups.
- Don’t overfeed. Estimated calories needed by children range from 900/day for a 1-year-old to 1,800 for a 14–18-year-old girl and 2,200 for a 14–18-year-old boy.

This eating pattern supports a child's normal growth and development. It provides enough total energy and meets or exceeds the recommended daily allowances for all nutrients for children and adolescents, including iron and calcium.



Health

Doctor Visits

Regular medical visits are important and should begin shortly after birth. During these well-baby visits, the doctor will monitor your child's development, measure growth and weight gain, and immunize against various diseases. Regular dental visits should begin around the age of two.

Hygiene

Set up a daily routine of bathing, brushing teeth and combing hair. What you establish as a consistent routine at a young age will develop into a lifetime habit.

Rest

A healthy, happy child needs regular sleep. An infant actually sleeps more often than he is awake. As he gets older, less sleep will be required, and a regular awake/sleep schedule will fall into place. Try to organize any outings around this schedule; toddlers get cranky when they are tired, and it is easier for your patience to wear thin. Also, remember that children have short attention spans, and your child will feel and act best with a regular routine. Most children under the age of 12 need 10-12 hours of sleep to feel their best.

Safety

Keeping your child safe is a full-time job. When your baby is small, never let him out of your sight unless he is in an enclosed crib, playpen or other safe place. Even then, remain in listening distance. It is better to leave the phone unanswered than to leave your child unattended. It only takes a moment for a disaster to happen.

Toddlers love to explore. They are curious about everything. As soon as they start to crawl, pack away your treasures, and lock up any dangerous or poisonous items. Go through your house on your hands and knees to see it as your toddler does. If you find anything dangerous, remove it. If you see something that will appeal to them, put it out of reach. A toddler does understand "No!" but it will be much easier on them, and you, if you don't have to say it all the time.

Make sure your child knows which adults are safe (relatives, police, a specific neighbor, teacher, pastor, etc.). Choose only one or two people who are "okay" for your child to get in the car with in your absence.



The following “8 Rules For Safety” is an agreement that can be adapted for any age child.

1. Before I go anywhere, I always check first with my parents or the person in charge. I tell them where I am going, how I will get there, who will be going with me, and when I'll be back.
2. I check first for permission from my parents before getting into a car or leaving with anyone, even someone I know. I check first before changing plans or accepting money or gifts without my parents' knowledge. I say no to drugs and tell my parents if anyone has offered them to me.
3. It is safer for me to be with other people when going places or playing outside. I always use the “buddy system.”
4. I say NO if someone tries to touch me in ways that make me feel frightened, uncomfortable, or confused. Then I go and tell a grown-up I trust what happened. I keep telling until someone listens, believes me, and makes the touching stop.
5. I know it is not my fault if someone touches me in a way that is not OK. I don't have to keep secrets about those touches.
6. I trust my feelings and talk to grown-ups about problems that are too big for me to handle on my own. A lot of people care about me and will listen and believe me. I am not alone.
7. It is never too late to ask for help. I can keep asking until I get the help I need.
8. I am a special person, and I deserve to feel safe. My rules are: Check first, use the Buddy System, say NO, then go and tell, listen to my feelings and talk with grown-ups I trust about my problems and concerns.



PROTECTING CHILDREN ONLINE

While the Internet presents an excellent opportunity for children to gain insight and information from around the world, children can also be exposed to exploitation and harm by sexual predators lurking online. Computer sex offenders spend large amounts of time on the Internet, particularly in chat rooms, seeking to create relationships with children whom they may eventually exploit sexually. These individuals may try to seduce children with attention, affection, kindness, and even gifts. Computer sex offenders may gradually try to lower children's inhibitions by slowly introducing content of a sexual nature, or may immediately engage in sexually inappropriate discussion. Offenders may seek anything from pornographic images to face-to-face meetings with children.

Parents should communicate both the benefits and potential risks of the Internet to their children and should teach responsible use of the resources online. Instruct children to never arrange meetings with someone whom they have "met" online, to never post pictures of themselves online or send to people they do not know, and to never give any personal information such as their name, home address, school name, or telephone number to strangers. Parents should play an active role in their children's online activities by utilizing parental controls offered by Internet service providers, maintaining access to their children's online accounts, and asking their children to teach them about their favorite online destinations. When possible, computers should be kept in a common room of the house, where children are unable to hide their online activities.



Signs Your Child Might Be At Risk Online

- Your child spends large amounts of time online, especially at night
- You find pornography on your child's computer
- Your child receives phone calls from men you don't know or is making calls, sometimes long distance, to numbers you don't recognize
- Your child receives mail, gifts, or packages from someone you don't know
- Your child turns the computer monitor off or quickly changes the screen on his or her monitor when you come into the room
- Your child becomes withdrawn from the family
- Your child is using an online account belonging to someone else

According to the Federal Bureau of Investigation, should any of the following situations arise in your household, via the Internet or online service, you should immediately contact your local or state law enforcement agency, the FBI, and the National Center for Missing and Exploited Children at 1-800-843-5678:

- Your child or anyone in the household has received child pornography
- Your child has been sexually solicited by someone who knows that your child is under 18 years of age
- Your child has received sexually explicit images from someone that knows your child is under the age of 18

If one of these scenarios occurs, keep the computer turned off in order to preserve any evidence for future law enforcement use. Unless directed to do so by the law enforcement agency, you should not attempt to copy any of the images and/or text found on the computer.

Training

Assign kid-size chores. Children love to help, but nothing is more frustrating or will make a child lose interest faster than having something to do that is too difficult or too easy. Though many tasks may be easier to do yourself, involving your child can be good for bonding, as well as educational.



Child Care

In today's environment, many parents must continue working after the birth of their children. If a close friend or relative is unavailable, finding a trustworthy person to care for your child can be difficult. The following are some suggestions to find good childcare.

Look

Visit several child homes or centers. What is your first impression? Is it safe? Do those working and teaching seem to enjoy their work? Are there plenty of toys and learning materials available and within reach? Always visit a place more than once, and stay as long as possible to allow yourself the time to get a solid feeling about the place. Even after choosing one, drop in occasionally and check it out.

Listen

What sounds do you hear? Do the children sound happy and busy? What about the teacher's voices? Do they seem cheerful and patient? Too quiet may mean not busy enough; too noisy may mean a lack of control.

Count

Count the number of children in a group and then count the number of staff members caring for them. The lower ratio of children to adults indicates more quality attention to each child, which is especially important with babies and toddlers.

Ask

Ask about the background and experience of all staff including the program director, caregivers, teachers, and any other adults who will have contact with your child. Have they had special training? Are they accredited or licensed? Caregivers in accredited programs are required to take on-going child development training. This training should lead to a better understanding of your child's needs, and a better and more positive response to any problems that may arise.

Be Informed

Contact your local Child Care Resource and Referral Agency, or call Child Care Aware at 1.800.424.2246 for more information.

A photograph of a woman with curly hair and a young girl with curly hair sitting on a swing. The woman is smiling and looking towards the camera, while the girl is also smiling and looking towards the camera. The image has a teal/cyan color overlay. The text is written in a cursive font in the bottom left corner.

*Parenting isn't easy
and all parents need
help and advice.*

II. You As A Parent



Parenting isn't easy and all parents need help and advice. We hope the following tips will help.

Taking Care Of Yourself

Reducing stress is very important. Children thrive when a parent can relax and take quality time to listen and play with them. Younger children especially need to know that their world is predictable and that they can count on you. Children pick up on and react to stress and emotions.

Gain some control in your life

Try making a list of things to do and tackle it one job at a time.

Stay calm

Children react to your actions. Recognize when you are tired or especially stressed. Take some deep breaths or walk away from the situation to allow yourself to regroup. Don't take things children say or do personally. If you do react inappropriately, apologize, and say that what you did was wrong. Children need to know that adults can make mistakes, too.

Practice positive thinking

Put things into perspective and reassure yourself that it's going to get better... it just takes time. Negative self-defeating thoughts always lead to more problems.

Take care of yourself

Your health is important. Get proper rest, eat healthy foods and exercise. Join a support group or neighborhood parenting class. Have someone you trust watch the kids for a while and take some time for yourself.



Parents As Teachers

The prime role of each parent is to teach. Discipline means setting and adhering to standards of behavior. Effective discipline is a means of “appropriate teaching.” It should be firm, immediate, and positive. Consequences for actions need to mean something to your child. Choose the smallest consequence you think will be effective, and to remain effective, change the consequence as needed.

Be specific

Let your children know exactly what they do right or wrong. Children should never be confused about the rules.

Be responsive through consequences

Help your children understand the relationship between what they do and what happens as a result of their actions.

Be concrete

Give your children clear examples of how to improve in the future.

Be positive

Help your children learn self-discipline (be in control of their actions and expressions of emotions).

Interact with your children

Give your children a chance to show what they have learned. You are an active part of the learning process. You and your children work together towards a common goal.

Be informative

Become the teacher and the coach as you give information that helps your children learn to solve problems.

Be flexible

It doesn't hurt to bend. Work together on a solution. What works with one child may not necessarily work with another. Individual personalities must be taken into consideration.

Be firm but loving

Your years of experience count. Don't be indecisive or hesitant. In a caring manner, assure children that it is their action that is not acceptable, not who they are!

Not all consequences should be negative. Give positive consequences for positive behavior, too!



Time Together

One of the nicest things about being a parent is that you don't have to know everything. The most important task is to love and really care about your children. This gives them a sense of security, belonging, and support. Your child must be assured that even in times of inappropriate behavior, your love is constant... it is unconditional and does not depend on their performance. Be open and express your love often through gentle but fervent praise, hugs, holding, kissing, and smiling.

Play together

Spend some time each day playing with your children. Do what they like to do, whether or not it is enjoyable for you. It's during these times that you get to know them. Try not to influence them; this time should be for enjoyment only.

Talk together

Have real conversations with your children. Truly listen to what they are saying. Pay close attention to facial expressions and body movements.

Teach them

Actively teach your children by showing them how to cook, fix a car, or put away the laundry. For younger children, make a game out of times like taking a walk; "Let's find all the blue things today, or squares, or pairs."

Praise

Praise is powerful. It is one of the most important things you can do as a parent. Praise is nourishment. It helps your child grow emotionally. Focus on "catching" your children making good choices, praise them for their actions, and watch their self-esteem grow.

Encourage family activities

A sense of belonging is important and is developed by spending time together as a family. Have special dinners ("Susie chose what we are having tonight."), impromptu picnics, and decision-making meetings. Develop your own holiday traditions. Play games or listen to, play, or sing music. Have a family video night and discuss what you watched. "Family time" takes planning, and not all efforts will be successful, but keep trying... your children are worth it.



Teach Right from Wrong

Teaching your children basic values and manners is critical in order for them to succeed in life. How quickly a little one learns to mimic what they see!

The assignment of chores and other responsibilities, insistence that children treat others with kindness, respect and honesty, emphasis on table manners and other social graces in the home and setting personal goals is incredibly important.

Your children's standards of acceptable behavior are developed from what you read, what you say, and what you do.

- A balance is needed between being permissive and rigid. What is expected should be clear, with understood consequences for deviation.
- The "Golden Rule" of treating others as you would like to be treated teaches respect and honesty.
- Truthfulness is invaluable. Only in knowing the true facts can a parent be fair in handling a situation. Explain that though the child may have done wrong and will be punished for that wrong, the punishment will not be increased if he is honest.
- Teach children how to appropriately disagree, share their opinions, say "No," and help friends in need.

Listening

Children must be given your undivided attention. It may be inconvenient to stop what you are doing, but taking that moment to listen may prevent future acts of "attention getting." Set aside your own opinions and try to understand from your child's point of view. Remember that they do not have the experience or the maturity that you do. What makes them angry may seem silly to you, but it is important, and may be an expression of some deeper feelings that should be explored. Children need to express their feelings, even hostility or anger, without the fear of losing your love. If what they are telling you is dangerous or wrong, try not to react negatively. Stay calm, and discuss the repercussions of what they are doing. If you get angry, they may not communicate.



Guidance

Encourage your children to think about their problems and develop their own solutions. When they need help, try not to lecture; rather, describe what you want to teach, give a reason why it's important, then practice until they get it right. A good example is learning to cross the street. You show the child how to cross, give your reasons for safety, and then practice until you know they can do it. Also, make sure they are aware of the consequences of not following direction.

Remember that being positive during instruction will get better reactions than being negative. When children are very young, they will need to respond immediately to your voice, but yelling often scares and confuses them. If you do yell, make sure that you say you're sorry, but you were afraid they were going to get hurt. Be sure to review the situation afterwards, describing what you wanted, giving a reason, and practicing until the child understands.

Independence

Giving your children independence is very difficult. But by gradually allowing them freedom and control over their choices, you will gain affection and respect. Children should be granted decision-making on minor matters first, with a gradual expansion into other areas.

Praise them for making good decisions; give positive, constructive suggestions when poor decisions are made. If they are having a difficult time making a decision, let them know that you are available.

Be Realistic

Develop realistic expectations about raising your children. Undoubtedly, you will make mistakes, and you will be uncertain and confused at times. The most important thing to remember is consistent love. Spend constructive time with your child, and don't hesitate to ask for help!



Parenting Resources and Education

Parenting Classes

Parenting classes are offered through hospitals, community colleges, churches, synagogues, and counseling centers. Most parenting classes offer the opportunity for open discussion of children's behavior problems and brainstorming toward solutions.


Support Groups

Support Groups frequently meet at schools, churches, in counseling centers or in members' homes. Many of these groups offer meetings for children or teens held at the same time as the parents' session.

Counseling

Counseling may be done individually, as couples, families, or in groups. Many families initially attend counseling sessions to address specific needs, then move on to support groups or parenting classes as they feel ready.



A photograph with a teal overlay showing a man in a striped shirt pointing his finger at a young child who is covering their face with their hands, appearing distressed. The scene is set indoors, possibly in a kitchen or living area, with a window in the background.

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III. Child Abuse & Indicators



For most people, “child abuse” is narrowly defined as having only physical implications. Physical injuries, severe neglect, and malnutrition are more readily detectable than the subtle and less visible injuries that result from emotional maltreatment or sexual abuse. It must be understood that all categories of abuse endanger or impair a child’s physical or emotional health and development, and demand attention.

In reality, child abuse includes physical abuse, physical neglect, sexual abuse and emotional maltreatment.

One of the most important indicators for suspecting child abuse is when a child tells someone that he or she has been abused. When a child tells a particular professional person, like a teacher or counselor, who is required to report child abuse, the communication cannot be kept confidential. That individual, by law, must report what the child has shared to the proper authorities.

The number of reported cases of child abuse and neglect has been increasing steadily over the past several years. It is uncertain whether this trend reflects an actual increase in the number of children being mistreated, an increase in public awareness, an increase in the numbers of people willing to report abuse, or a combination of all three.

Regardless, the absolute number of substantiated cases of child abuse has increased at a rate as shocking as the increase in the number of reported cases.

Education and awareness are important first steps in addressing these alarming statistics, both at a national and a local level.

Last year alone, more than 3.5 million children were reported to have suffered from abuse.



Physical Abuse

This most often represents unreasonably severe corporal punishment or unjustifiable punishment. This usually happens when an adult is frustrated or angry and strikes, shakes, or throws a child. Intentional, deliberate assault, such as burning, biting, cutting, poking, twisting limbs, or otherwise torturing a child is also included in this category of child abuse.

Indicators of Physical Abuse

- **Child Reports Abuse**

- **History**

Child has stated that an injury was caused by abuse.

- **Location of Injury**

The primary target zone for infliction of physical abuse is the back surface of the body from the neck to the knees. Such injuries constitute the largest percentage of identified abuse.

- **Knowledge that a child's injury is unusual for a specific age group**

- **Unexplained Injuries**

Parent or caretaker is unable to explain injury, there are discrepancies in explanations, blame is placed upon a third party, and explanations are inconsistent with medical diagnosis.

- **Parent or caretaker delays seeking care for a child**



Behavioral Indicators

- Child is excessively passive, overly compliant, apathetic, withdrawn, fearful, excessively aggressive, destructive or physically violent.
- Child and/or parent or caretaker attempts to hide injuries.
- Child wears excessive layers of clothing and is frequently absent from school.
- Child is frightened of parents/caretakers, or at the other extreme, is overprotective of parents/caretakers.
- Child is frightened of going home, and is wary of physical contact with adults.
- Adolescent exhibits depression, self-mutilation, suicide attempts, substance abuse, or sleep or eating disorders.

Common Types of Physical Injuries:

- Bruises
- Abrasions
- Lacerations
- Bite marks
- Burns
- Head injuries
- Shaken Infant Syndrome
- Internal injuries
- Fractures



Neglect

Physical Neglect

The California Child Abuse and Neglect Reporting Act defines two categories of physical neglect: severe neglect and general neglect.

Severe Neglect

Is defined as the negligent failure of a parent or caretaker to protect the child from severe malnutrition or medically diagnosed non-organic failure to thrive. This can include the intentional failure to provide adequate food, clothing, shelter, or medical care, which results in the endangerment of child health and safety.

General Neglect

Is defined as the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury to the child has occurred. An example of inadequate supervision is when parents leave their young children unsupervised during the hours when the children are out of school.

Neglect is essentially the negligent treatment of a child by a parent or caretaker under circumstances indicating harm to the child's health or welfare. This includes acts and omissions on the part of the adult.



Indicators Of Neglect

While some of these conditions may exist in any home environment, it is the extreme or persistent presence of these factors that indicate abuse.

- Child is lacking adequate medical or dental care.
- Child is always sleepy or hungry.
- Child is always dirty, demonstrates poor personal hygiene, or is inadequately dressed for weather conditions.
- Child may be depressed, withdrawn or apathetic, may exhibit anti-social or destructive behavior, may show exaggerated fearfulness, or may suffer from substance abuse, or speech or eating disorders.
- Child is poorly supervised or left alone at home for inappropriate amounts of time.
- Conditions in the home are unsanitary, including a lack of heating or plumbing, fire hazards and other unsafe home conditions, or sleeping arrangements are cold, dirty, and otherwise inadequate.
- Nutritional quality of food in the home is poor, meals are not prepared, children snack when hungry, and refrigerator or cupboards contain spoiled food.



EMOTIONAL ABUSE

Just as physical injuries can scar and incapacitate a child, emotional maltreatment can similarly cripple and handicap a child emotionally, behaviorally, and intellectually. Severe psychological disorders have been traced to excessively distorted parental attitudes and actions. Emotional and behavioral problems are very common among children whose parents abuse them emotionally.

Examples of Emotional Abuse

- Verbal assaults such as continual or extreme belittling, screaming, blaming, and sarcasm.
- Unpredictable and inconsistent responses resulting in shock and confusion.
- Continual negative moods.
- Continual family discord.
- Children's exposure to domestic violence.

Behavioral Indicators

- Child is withdrawn, depressed, and apathetic.
- Child is clingy and forms indiscriminate attachments.
- Child acts out and is considered a behavior problem.
- Child is overly sensitive to criticism.
- Child exhibits exaggerated fearfulness or over-sensitivity to criticism.
- Child suffers from sleep, speech, or eating disorders.
- Child shows signs of emotional turmoil such as repetitive, rhythmic movements, rocking, whining, and picking at scabs.
- Child suffers from bed-wetting or soiling himself or herself.
- Child pays inordinate attention to details, or exhibits little or no verbal communication with others.
- Child unwittingly makes comments such as "Mommy always tells me I'm bad."
- Child experiences substance abuse problems.



EMOTIONAL DEPRIVATION

Emotional deprivation is the deprivation suffered by children when their parents do not provide the normal experiences, which produce feelings of being loved, wanted, secure, and worthy.

Indicators Of Emotional Deprivation

- Child refuses to eat adequate amounts of food and is thus very frail.
- Child is unable to perform normal learned functions for a given age such as walking and talking.
- Child displays antisocial behavior (aggression, disruption) or obvious “delinquent” behavior (drug abuse, vandalism), and is abnormally unresponsive, sad, or withdrawn.
- Child displays exaggerated fears.

SEXUAL ABUSE

Sexual abuse is defined as a sexual assault on, or the sexual exploitation of, a minor. It may consist of many acts over a long period of time, or a single incident. Sexual abuse happens to boys as well as girls.

The nature of sexual abuse, the guilt and shame of the child victim, and the possible involvement of parents, stepparents, friends, or other persons in a caretaker role, make it extremely difficult to come forward to report sexual abuse.

The sad reality of sexual abuse is that without third party reporting, the child often remains trapped in secrecy by shame, fear, and the threats of the abuser.

Sexual assault includes:

- Rape
- Incest
- Sodomy
- Oral copulation
- Penetration of genital or anal opening by a foreign object
- Child molestation
- Lewd or lascivious conduct with a child under the age of 14 years
- Activities related to pornography depicting minors
- Promoting prostitution by minors



Physical Indicators

- Child reports sexual activities to a classmate, teacher, neighbor, or other trusted adult. The disclosure may be direct or indirect: “I know someone...” or “What would you do if...?”
- Child wears torn, stained, or bloody underclothing.
- Child has injury/disease (vaginal trauma, sexually transmitted disease) that is unusual for the specific age group.
- Unexplained injuries/diseases: discrepancies in explanation; blame placed on third party; explanations are inconsistent with medical diagnosis.
- A young girl is pregnant or a child has a sexually transmitted disease.

Behavioral Indicators

- Child has detailed and age-inappropriate understanding of sexual behavior.
- Child shows inappropriate, unusual, or aggressive sexual behavior with peers or toys.
- Child compulsively and indiscreetly masturbates.
- Child has excessive curiosity about sexual matters or genitalia, of self and others.
- Child is unusually seductive with classmates, teachers, and other adults.
- Child is excessively concerned about homosexuality, especially boys.
- Child is frightened of parents/caretakers or of going home.

Indicators to Watch for in Younger Children

- Bed-wetting or fecal soiling
- Eating disturbances such as overeating or under-eating
- Excessive fears or phobias
- Overly compulsive behavior
- School problems or significant change in school performance (attitude and grades)
- Age inappropriate behavior
- Inability to concentrate
- Drastic behavior changes in and out of parent/caretaker presence
- Speech disorders
- Sleep disturbances, nightmares, and exhaustion



Indicators to Watch for in Older Children

- Withdrawal
- Chronic fatigue
- Clinical depression, apathetic
- Poor hygiene or excessive bathing
- Poor peer relations and social skills; inability to make friends
- Acting out, run away, aggressive, anti-social, or delinquent behavior
- Alcohol or drug abuse
- Prostitution or excessive promiscuity
- School problems, frequent absences, sudden drop in school performance
- Refusal to dress for physical education
- Fearful of showers/rest-rooms
- Self-consciousness of body beyond that expected for age
- Suicide attempts or other self-destructive behavior

INCEST VS. INTRA-FAMILIAL ABUSE

In discussing sexual abuse, “incest” refers to sexual activity between persons who are blood-related, and “intra-familial” refers to sexual activity between family not related by blood (step-parents, boyfriends).

Until the victim is old enough to realize that incest is not a common occurrence, and/or the victim is strong enough to obtain help outside the family, there can be no help until abuse is reported.

EXTRA-FAMILIAL ABUSE

Children who are abused by someone outside their family typically know their molester. They meet them at school, youth programs, churches, the neighborhood, Internet, or community recreational centers.

People who molest children fall into all age categories, including pre-teens and the elderly. A pedophile is someone whose main sexual interest is a child. Pedophiles often molest dozens or even hundreds of children.



RITUAL ABUSE

Ritual abuse consists of physical, sexual, and emotional abuse, along with the use of rituals. Ritual abuse, which usually involves repeated abuse over an extended period of time, is done to indoctrinate the victim into cult beliefs and practices. Most victims are in a state of terror, mind control, and dissociation in which disclosure is exceedingly difficult.

Additional Indicators of Abuse

- Child has a fear of certain colors or symbols (i.e. red, black, etc.).
- Child is fearful of toilet training or bathing.
- Child has a fear of certain media subjects and scenes.
- Child has excessive curiosity about sexual matters or genitalia of self and others.
- Child has a fear of certain symbols depicted in jewelry, drawings and pictures.
- Child has destructive or violent behavior toward animals, toys or people.
- Child attempts suicide, injures self frequently or deliberately.
- Child “spaces out,” has nightmares, or sleepwalks.
- Child believes demons or monsters watch him, live around or in his house or inside his body.
- Child tells fragments of bizarre stories of animal/human sacrifice.
- Child reports multiple perpetrators.
- Child experiences substance abuse problems.



DOMESTIC VIOLENCE

Each year in the US, millions of children are exposed to violence in their homes, schools, neighborhoods, and through the media. Young children are most likely to experience domestic violence - abusive behavior used by one intimate partner to control and dominate the other. The young child's need for predictability and consistency is threatened by domestic violence. Routines are likely interrupted, and the sounds and images are distressing.

- Children under age five are more likely to live in a household where domestic violence occurs than are children in any other age category.
- Children living with domestic violence are at risk for increased emotional and behavioral problems.

Domestic violence refers to the abuse and/or assault of adolescents or adults by their intimate partners. It is used interchangeably with intimate partner abuse and inter-parental violence. Battering is often used to refer to domestic violence or frequent and severe abuse.

Impacts on Children

Watching, hearing or later learning of a parent being harmed by a partner threatens children's sense of stability and security typically provided by their family.

- Children may experience increased emotional and behavioral difficulties.
- Some children who experience difficulties display traumatic stress reactions (e.g. sleep disturbances, intensified startle reactions, constant worry about possible danger).
- Children living with domestic violence are at increased risk of experiencing physical injury or childhood abuse (e.g., physical, emotional).
- The perpetrator may use children as a control tactic against adult victims. Examples include:
 - claiming the children's bad behavior is the reason for the assaults on the non-offending parent
 - threatening violence against the children and their pets in front of the non-offending parent
 - holding the children hostage or abducting them in an effort to punish the adult victim or to gain compliance
 - talking negatively to children about the abused parent's behavior
- Children may experience strong ambivalence toward their violent parent: affection coexists with feelings of resentment and disappointment.



- Children may imitate and learn the attitudes and behavior modeled when intimate partner abuse occurs.
- Exposure to violence may desensitize children to aggressive behavior. When this occurs, aggression becomes part of the “norm” and is less likely to signal concern to children.

PORNOGRAPHY

Pornographic materials are sometimes used by child molesters to desensitize children, teach them how to perform sexual activities, and to encourage them to participate in sexual activities with other adults and children.

Pictures or videos taken during child exploitation or abuse can include simple nudity, erotic poses, and graphic sexual activity. These pictures and videos can serve as a trophy for the pedophile, can be used to blackmail the children into silence, can be traded to other pedophiles through a child pornography network, and can be sold as commercial child pornography.



REPORTING CHILD ABUSE

While everyone should report suspected child abuse and neglect, Article 2.5 of the Penal Code provides that it is a crime for certain professionals who have a special working relationship/contact with children not to report suspected abuse to the proper authorities.

Purpose of Reporting

Taking the step to report suspected abuse may provide the opportunity to protect other children in the home or out-of-home care facility.

The primary purpose of the reporting law is to protect the child. Another important aspect of child abuse reporting is to provide help for parents. Parents may be unable to ask for help directly, and the child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of further abuse.

Types of Child Abuse Reports

Neglect	60%
Physical Abuse	20%
Sexual Abuse	10%
Emotional Abuse	5%
Other	5%

Children younger than one year account for 44% of child fatalities and 85% of child fatalities are younger than 6 years of age.



Making the Report

When making a report, be prepared to give the following information:

- Name of child
- Present location of child
- Nature and extent of injury
- Description of what led you to suspect the abuse
- Be clear and specific. It is important to provide authorities with as many facts as possible.

A mandated reporter (police, social worker, day-care worker, doctor, teacher, etc.) must give his/her name when reporting known or suspected child abuse to a child protective agency. A request for a confidential report can be made.

Within 36 hours of making the telephone report, the mandated reporter to the child protective agency must also file a written report.

What Happens to the Reports?

Reports are investigated either by the local law enforcement agency and/or by the county child protective services agency.



You Can Help by Reporting Child Abuse

California

Orange County	714-940-1000
Los Angeles	800-540-4000
Riverside	800-442-4918
San Bernardino	800-827-8724
San Diego	800-344-6000 or 858-560-2191
Ventura	805-654-3200

Nevada

	800-992-5757
Las Vegas	702-399-0081

Washington

	800-562-5624
	800-363-4276
West	800-379-3395
East	800-962-0073

Call the Child Abuse Hotline in your area to make a report:

If you reside in an area other than the ones listed above, call information for your local Child Abuse Hotline or call the National Child Abuse Hotline at 1-800-422-4453.

Without community concern, there are truly three victims of child abuse: The child, the abuser, and the community.
No parent has all the answers.



Making a Difference...
“One Life at a Time.”®

IV. A Word About Olive Crest



Did You Know?

Contrary to popular belief, child abuse is a crime that knows no boundaries, and affects young victims from all social classes, cultures, and creeds. What is certain, however, is that child abuse statistics in America have reached alarming proportions. In 2005, according to the U.S. Department of Health and Human Services:

- **Nearly 3.6 million children received a CPS investigation or assessment**
- **Nationwide, an estimated 899,000 were substantiated as victims of maltreatment**
- **The rate of victimization was 12.1 per 1,000 children in the population**
- **Over 75% victims had no history of prior victimization**
- **47.3% of child victims were boys and 50.7% were girls**
- **Almost 84% of victims were abused by a parent acting alone or with another person**
- **African-American children, American Indian or Alaska Native children and Pacific Islander children had the highest rates of victimization**
- **An estimated 1,460 children died as a result of abuse**
- **More than three-quarters of child fatality victims were younger than 4 years old**
- **Approximately 58% of perpetrators were women and about 42% were men**

The preceding statistics are certainly disheartening, and sadly, these numbers represent only cases of child abuse that have actually been reported. The grim reality is that countless more children are suffering and desperately need to be rescued from their abusive environments.



Our Mission

Olive Crest is dedicated to preventing child abuse, to treating and educating at-risk children and to preserving the family...

“One Life at a Time.”®

A Brief History

In 1973, Dr. Donald and Lois Verleur saw the need to provide a home for four teenage girls and opened a home for children in Orange County, California. Drawing from the olive branch as a symbol of peace and the idea of a family crest, Olive Crest, a name symbolizing “peaceful family,” was born.

Today, over 35 years later, Olive Crest has grown to become a leader in the prevention and treatment of child abuse, serving over 5,000 children and families each year throughout California, Nevada, the Pacific Northwest, and Mountain States. Though more than three decades have passed, the Verleurs’ originating commitment to the welfare of at-risk youth continues to fuel Olive Crest’s mission of making a difference, “One Life at a Time.”®

How You Can Help

Give Your Gift of Time

Each year, thousands of volunteers share their time and talents with the children of Olive Crest. From Board and Trustee leadership to mentors, tutors, and home improvement projects, the perfect involvement opportunity is waiting just for you.

Become a Foster or Adoptive Family

Could you open your home to an abused or neglected child?

There are 530,000 children in foster care today, and 118,000 of them are waiting for an adoptive family. Olive Crest can help you become a foster parent or adoptive parent for one or more of these precious children. Sharing your heart and your home will transform the life of a child forever. Please call 1-800-74-FOSTER for more information.

Contribute Financial Support

Taking care of more than 5,000 children and families throughout the year takes a great deal of resources, and your donation of any size will make a difference. Olive Crest also offers estate planning counsel and advice if you are considering placing a charity in your will or trust. You can make a secure donation online at www.olivecrest.org.



Index of Resources

Child Abuse Prevention Handbook, 1993

Crime Prevention Center
Office of the Attorney General
California Department of Justice

Child Pornography, Prostitution and Predators: Has the Internet Placed our Children at Risk?

A Report by the New York State Senate Majority, Senator Joseph L. Bruno, Majority Leader,
May, 2003.

Children Exposed to Domestic Violence: An Early Childhood Educator's Handbook to Increase Understanding and Improve Community Responses, 2002

Centre for Children & Families in the Justice System
254 Pall Mall St., Suite 200
London, ON N6A5P6

The Children's Bureau

Adopt US Kids
www.adoptuskids.org

Common Sense Parenting

By Ray Burke, Ph.D. & Ron Herron
Boys Town Press
Father Flanagan's Boys' Home
Boys Town, NB 68010

Dietary Guidelines for Healthy Children

American Heart Association
<http://www.americanheart.org/presenter.jhtml?identifier=4575>
(retrieved 10/9/2007)

Facts at a Glance

<http://www.cwsredesign.ca.gov/res/pdf/facts.pdf>
(retrieved 12/15/03)

National Statistics—Abuse and Neglect

U.S. Department of Health & Human Services Administration for Children & Families
<http://www.acf.hhs.gov>
(retrieved 12/17/07)



A Parent's Guide to Internet Safety

Federal Bureau of Investigation

<http://www.fbi.gov/publications/pguide/pguidee.htm>

(retrieved 4/17/2006)

My 8 Rules For Safety

The National Center for Missing & Exploited Children, 1994

2101 Wilson Blvd., Suite 550

Arlington, VA 22201

National Child Abuse and Neglect Data System

Children's Bureau

Administration on Children, Youth & Families, Year 2000 Findings

Safe Children and Healthy Families are a Shared Responsibility

2005 Community Resource Packet

U.S. Department of Health & Human Services

National Clearinghouse on Child Abuse and Neglect Information

330 C Street, SW

Washington, DC 20447

Phone: (800) 394-3366 or (703) 385-7565

Fax: (703) 385-3206

<http://nccanch.acf.hhs.gov/topics/prevention/index.cfm>

State of America's Children Yearbook, 1995

Children's Defense Fund

25 "E" Street, NW

Washington, DC 2001

202-628-8787

The information in this manual has been obtained from many sources. While Olive Crest endeavors to reproduce the information accurately, Olive Crest has not independently verified this information and is not responsible for its accuracy.



*Child abuse is a
crime that knows
no boundaries.*



V. AVAILABLE RESOURCES



CALIFORNIA

Orange County

Orange County Social Services 714-541-7700
888 North Main Street 800-207-4464
Santa Ana, California 92701

Los Angeles County

Dept. of Children and Family Services 213-351-5602
425 Shatto Place
Los Angeles, California 90020

Riverside County

Riverside County CWS Agency..... 800-442-4918
4060 County Circle Drive
Riverside, CA 92503

Ventura County

Ventura County CWS Agency..... 805-654-3200
505 Poli Street
Ventura, CA 93001

San Diego County

San Diego County CWS Agency..... 858-560-2191
1700 Pacific Highway, M.S. P501
San Diego, CA 92101



NEVADA

Child Protective Services	702-399-0081
Child Abuse Hotline	
Southern Nevada AHEC	702-318-8452
Prevent Child Abuse Nevada/Child Abuse Prevention Program	

Las Vegas

Dept. of Family Services	702-455-5390
701 K. N. Pecos Road Las Vegas, NV 89101	
Central Site Family Service Center	702-455-7200
333 North Rancho Suite 200	
Las Vegas, NV 89106	
East Site Family Service Center	702-486-7500
3075 East Flamingo Suite 108.....	
Las Vegas, NV 89121	
North Site Family Service Center	702-486-5610
4538 West Craig Road North Las Vegas, NV 89032	
South Site Family Service Center	702-455-7900
522 East Lake Mead Blvd Henderson, NV 89015	
West Site Family Service Center	702-486-0000
6171 W. Charleston Blvd.	702-486-6100
Las Vegas, Nevada 89146	



WASHINGTON

King County-West

100 West Harrison	206-691-2300
Suite 100	800-379-3395
Seattle, WA 98119	

King County-East

14360 SE Eastgate Way	425-649-4103
Suite 102	800-962-0073
Bellevue, WA 98007	

King County-South

1313 W. Meeker Street	253-372-5930
Suite 102	800-422-7800
Kent, WA 98032	

Day Intake 800-609-8764
Night Intake 800-562-5624

Office of Indian Child Welfare

4045 Delridge Way SW	206-923-4904
Suite 300	800-379-3757
Seattle, WA 98106	

Office of African American Children's Services

3600 S Graham Street	206-760-2068
Seattle, WA 98118	800-379-4139



OLIVE CREST LOCATIONS

1-800-550-CHILD (2445)
1-800-74-FOSTER (743-6783)
www.olivecrest.org

DESERT COMMUNITIES

High Desert:
3050 Chicago Avenue, Suite 180
Riverside, CA 92507
760-240-2445
Fax 760-240-2446

Low Desert:
50855 Washington Street, #251
La Quinta, CA 92253
760-564-6036
Fax 760-564-1732

INLAND EMPIRE

Riverside:
3050 Chicago Ave., Suite 180
Riverside, CA 92507
951-686-8500
Fax 951-686-8565

LOS ANGELES COUNTY

Bellflower:
17800 Woodruff Ave., Suite A
Bellflower, CA 90706
562-866-8956
Fax 562-866-4158

Burbank:
710 S. Victory Blvd., Suite 201
Burbank, CA 91502
818-563-2300
Fax 818-563-2342

Torrance:
3625 Del Amo Blvd., Suite 170
Torrance, CA 90503
310-406-3333
Fax 310-406-3330

ORANGE COUNTY

Santa Ana:
2130 E. Fourth St., Suite 200
Santa Ana, CA 92705
714-543-KIDS (5437)
Fax 714-543-5463

SAN DIEGO COUNTY

San Diego:
1081 Camino Del Rio South, Suite 126
San Diego, CA 92108
619-291-9347
Fax 619-291-9348

NEVADA

Las Vegas:
6148 W. Sahara
Las Vegas, NV 89146
702-221-6224
Fax 702-221-9752

PACIFIC NORTHWEST

Mesa:
Bailie Memorial Youth Ranch
131 Memorial Lane
Mesa, WA 99343
888-269-2600

Seattle/Tacoma:
515 116th Ave., NE, Suite 174
Bellevue, WA 98004
425-462-1612
Fax 425-462-9268

Spokane:
12402 N. Division St., Suite 123
Spokane, WA 99218
509-468-0700
Fax 866-866-1574





25 Ways To Praise Your Child

1. I love you
2. Hugs and kisses
3. You're creative
4. You're a treasure
5. You can do it!
6. Good for you!
7. You're special
8. You did it!
9. You're a star!
10. Great job!
11. I trust you!
12. You made my day
13. You're beautiful
14. You're a winner!
15. You're a trooper!
16. Thank you!
17. I'm proud of you
18. You're a blessing
19. You're so sweet
20. Congratulations
21. Way to go!
22. You're so brave!
23. You make me laugh
24. You're important
25. Let's celebrate!



1-800-550-CHILD (2445)

1-800-74-FOSTER (743-6783)

www.olivecrest.org

Olive Crest is a member of:

