



Child Abuse Incident Training

Version: NM260003

INSTRUCTOR LESSON

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NM260003

Lesson Purpose: To demonstrate an understanding and knowledge of the crimes and social issues of child abuse, including the dynamics of why people abuse children and the results of that abuse.

Learning Objectives: During this lesson, students will receive information and instruction on how to do the following:

1. Define what constitutes child abuse
2. Recognize the different types of child abuse
3. Find and refer to the statutes that relate to child abuse and neglect
4. Understand the reporting requirements as it pertains to child abuse
5. Understand the legal requirements when deciding to remove a child from the home
6. Recognize the characteristics of pedophiles
7. Understand the difference between a SIDS death and a death due to abuse

Hours: 2 hours

Instructional Methods: PowerPoint presentation, in-service learning

**Required Materials,
Aids & Equipment:** Computer or laptop with internet connection

Handouts: On-line reference documents

Testing Requirements:

- **References:**

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- Death Investigation Training Academy. (2023, February 28). Infant Death Investigation - Understanding Abusive head trauma [Video]. YouTube. <https://www.youtube.com/watch?v=xmXfGkONfiM>
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- NMCAN. (2023, January 9). Resources - NMCAN. <https://nmcan.org/learn-more/resources/>
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- Statistics — New Mexico Child First Network. (n.d.). New Mexico Child First Network. <https://www.nmchildfirst.org/statistics>

- Training, M. R. (2022, August 29). Understanding the Difference Between Discipline vs Abuse. Mandated Reporter Training. <https://mandatedreportertraining.com/resources/blog/understanding-the-difference-between-discipline-vs-abuse/>
- Traverse Bay Children's Advocacy Center. (2022, April 18). 10 reasons children do not disclose child sexual abuse [Video]. YouTube. <https://www.youtube.com/watch?v=PAajNCiOk2E>
- UW Video. (2018, September 13). When Bruising in Children is Indicative of Abuse [Video]. YouTube. <https://www.youtube.com/watch?v=V03ABmJOc8I>

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Reviewed] By:**

[A scrolling list that archives **all** subject matter experts, legal reviewers, and other personnel who authored, reviewed, or revised the lesson by month and year.]

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Instructor Notes

Content is designed to be delivered through Acadis as in-service learning.

I. Introduction

SLIDE: 2024-2025 In-Service Child Abuse Training

A. **SLIDE: Instructional Goals**

The goal for this training is to demonstrate an understanding and knowledge of the crimes and social issues of child abuse, including the dynamics of why people abuse children and the results of that abuse.

B. [Learning Objectives](#)

SLIDE: “Learning Objectives” Emphasize to students that end-of-topic test questions for this lesson and the final exam are directly related to learning objectives.

1. Define what constitutes child abuse
2. Recognize the different types of child abuse
3. Find and refer to the statutes that relate to child abuse and neglect
4. Understand the reporting requirements as it pertains to child abuse
5. Understand the legal requirements when deciding to remove a child from the home
6. Recognize the characteristics of pedophiles
7. Understand the difference between a SIDS death and a death due to abuse

II. Related New Mexico Statutes

Note: these links will be provided again at the end of the lesson.

A. SLIDE: NM OneSource

1. Article 6 Crimes Against Children

- a) 30-6-1 Abandonment or Abuse of a Child
 - b) 30-6-3 Contributing to the Delinquency of a Minor
 - c) 30-6-4 Obstruction of Reporting or Investigation of Child Abuse or Neglect
2. Article 6A Sexual Exploitation of Children
- a) 30-6A-2 Definitions
 - b) 30-6A-3 Sexual Exploitation of Children
 - c) 30-6A-4 Sexual Exploitation of Children by Prostitution
 - d) 30-9-1 Enticement of a Child
 - e) 30-9-11 Criminal Sexual Penetration
 - f) 30-9-13 Criminal Sexual Contact of a Minor
 - g) 30-9-14 Indecent Exposure
 - h) 30-9-14.3 Aggravated Indecent Exposure
3. Chapter 32A Children's Code
4. Article 4 Child Abuse and Neglect
- a) Definitions
 - b) 32A-4-3 Duty to Report Child Abuse or Neglect
 - c) 32A-4-4 Complaints; Referral; Preliminary Inquiry
 - d) 32A-4.1 Multilevel Response System
 - e) 32A-4.6 Taking into Custody
 - f) 32A-4-8 Place of temporary Custody

g) 32A-4-9 Indian Child Placement; Preferences

III. Challenges for New Mexico, Rankings and Data

A. SLIDE: Challenges for New Mexico, Rankings and Data

1. Ranked 49th in education
2. Ranked 50th in child welfare
3. Ranked 3rd highest in the nation for poverty
4. Only 38% of students are proficient at reading
5. 5,817 child victims of abuse and neglect in NM (fiscal year 2022)
6. At any given time, there are between 2,000 and 2,600 children in foster care in NM
7. There are over 900 youth in foster care in Bernalillo County alone
8. 13 child deaths in 2020 due to abuse or neglect

IV. What is child abuse?

A. SLIDE: Abuse is defined as

1. Knowingly, intentionally, and without justifiable cause inflicting physical pain, injury or mental anguish to a child
2. The intentional deprivation by a caretaker or other person of services necessary to maintain the mental and physical health of a child
3. Sexual abuse, including criminal sexual contact, incest and criminal sexual penetration

Note: A “child” under this definition means a person who is younger than age 18 or who is not an emancipated minor (free from parental control and is responsible for their own actions and decisions)

V. There are 4 major types of Child Abuse

A Slide: 4 Major Types of Child Abuse

1. Physical abuse – whether intentional or not, the infliction of physical injury such as punching, beating, kicking, biting, burning, shaking, or otherwise harming a child. This often happens when the abuser is frustrated or angry

2. Emotional abuse – psychological or verbal abuse such as profane, threatening, derogatory, or demeaning language, spoken or conveyed, constant rejection, hostility, yelling, criticism, and exposure to family violence
 3. Sexual abuse – inappropriate touching for sexual purposes or in a sexual manner, and includes kissing, touching the genitals, buttocks, or breasts, causing the child to touch for sexual purposes. Promoting or observing for sexual purposes and any activity or performance involving play, photography, filming, or depiction of acts considered pornographic. This includes sexual contact over and under the clothing
 4. Neglect – failure to provide for the child’s basic needs such as food, clothing, shelter, and supervision and care for the physical and mental health of the child. This includes allowing chronic truancy, failure to enroll a child of mandatory school age in school, refusal or delay in seeking health care, kicking the child out of the house or refusal to allow a runaway to return home
- B. Slide: Percentage of child abuse by maltreatment type, NM vs US
New Mexico is above the US average for Neglect and Psychological abuse
- C. Slide: Child Abuse
1. The symptoms of abuse and neglect may vary from child to child
 2. Although any of the forms of child abuse may be found separately, they often occur in combination
 3. Emotional abuse is almost always present when other forms are identified
 4. Abuse is the action against the child
 5. Neglect is the lack of action for the child
- VI. Discipline and Child Abuse
- A. Slide: What is the Difference Between Discipline and Abuse?
1. The key differences between discipline or punishment and abuse lies in the intent, method, and severity of the action. Discipline and punishment, while designed to correct behavior, aims to educate and is typically proportionate to the misconduct.

2. Abuse on the other hand, involves actions that inflict harm, fear, or trauma, often exceeding reasonable disciplinary measures which can cause lasting emotional or physical damage.
3. It is important to be aware of your own beliefs, values, biases, and how they influence your view of child abuse.
4. Cultures vary in many ways, and no one culture is more normal or correct than another. The child-rearing practices that may seem strange to an outside observer may be standard practice for someone else's race, religion, or ethnicity.
5. For one family, physical discipline of any kind may be viewed as child abuse. For another, spanking may be considered a normal part of raising a child.
6. **Remember, the number one priority for a mandated reporter is to protect children from abuse and neglect.**

B. Slide: When Does Discipline Cross the Line?

1. Despite cultural differences, discipline can be considered child abuse. Child Welfare Services uses the penal code's definition of child abuse (32A-4-2) to determine if it is abuse or discipline.
2. Discipline is probably excessive if:
 - a. The child is physically injured, including bruising, broken kin, swelling, or in a situation that requires medical attention
 - b. The punishment is meant to instill fear rather than to educate the child
 - c. Action is inappropriate for the child's age

C. Slide: Physical Abuse Examples

1. Infliction of injury: bruising, lacerations, welts, burns, fractures or dislocations
2. Hitting, slapping, biting, shaking, or kicking
3. Pulling arms, hair or ears
4. Bending back fingers or bending an arm up behind the back
5. Placing hot substances or non-food items in the mouth for swearing
6. Physically restraining without approved reason or doing so without training/certification
7. Use of medication as a chemical restraint or sedative
8. Depriving a person of services such as medical, therapeutic, or behavioral services that they need to remain healthy

VII. Indicators of Physical Abuse

A. Slide: Bruising

1. In an area of the body that are not normally vulnerable, for example, behind the ears
2. Frequent bruises around the head, face, abdomen or midway between the wrist and elbow
3. Bruises in specific shapes, such as hand or fingerprints, hangar marks, or belt buckles
4. Bruises on multiple parts of the body (may indicate blows from different directions)

B. Video: Bruising is the single most important indicator of physical abuse in children

C. Slide: Suspicious bruising – look for:

1. Primary target zone – 70% of injuries will be located on the posterior, shoulders to back of legs. Children are less able to defend themselves from attack and bruises are less noticeable due to clothing
2. Configuration – bruises in a specific pattern that might resemble the instrument used, e.g., imprint of hand, belt buckle, wire, coat hanger, or extension cord
3. Cluster bruises – indicates repeated contact with a hand or object
4. Age dating bruises – bruises in various stages of healing, as indicated by differing shades of skin discoloration. Such bruises may indicate injuries occurring at different times, which might be consistent with a pattern of abuse
5. Bruises which are found on more than one side of the body
6. Angle of attack – will tell you how the victim was positioned in relation to the perpetrator

D. Slide: Mongolian Spots

1. Normal childhood bruises will occur over bony prominences. Facial scratches, knee and shin bruises, and forehead bruises are normal in children during the preschool and elementary years and will appear as small flat circular bruises
2. Mongolian spots are not bruises but have a bruise-like appearance and tend to appear in soft tissue areas

3. Mongolian spots are found in the following races
 - d. 90% in Native American babies
 - e. 90% in African American babies
 - f. 80% in Asian babies
 - g. 70% in Hispanic babies
 - h. 10% in Caucasian babies
3. Most Mongolian spots disappear by age 5

E. Slide: Look for external injuries

1. Bite marks – if more than 3 cm, it's an adult bite
2. Pinch marks
3. Hair pulled out
4. Grab marks – look under the arms
5. Lacerations and abrasions
 - a. Loop type from electrical and other cords
 - b. Wraparound caused by belts
 - c. Buckle impressions
6. Defense marks – injuries on the forearms from protecting from being hit
7. **If a mark on a child appears to be from an object, attempt to locate the object for evidence**

F. Slide: External injuries – Burns

1. Immersion burns – indicates dunking in a hot liquid
2. “Stocking” or “glove” burns on the arms or legs
3. “Doughnut” shaped burns on the buttocks
4. Burns which stop at a distinct boundary line
5. Cigarette burns will have a “crater” appearance
6. Dry burns (no blisters)
7. Rope burns from binding or tethering
8. Extreme sunburns

G. Slide: Internal Injuries and striking

1. Blows to the body may cause serious internal injuries to the liver, spleen, pancreas, kidneys and other vital organs
2. Occasionally these injuries may cause shock and result in death
3. Lethal abdominal trauma in children requires forces comparable to a motor vehicle running over them

4. Most children who die from internal injuries have had significant delays in medical care
5. This is the second leading cause of death for victims of child abuse
6. Detectable surface evidence of such trauma is *rarely* present
7. Evidence of such trauma includes:
 - a. Distended abdomen
 - b. Blood in the urine
 - c. Vomiting
 - d. Abdominal pain
 - e. Shock

H. Slide: Behavioral Indicators of Physical Abuse

1. Extreme behaviors, such as excessive crying, truancy or running away
2. Poor hygiene and unsuitable clothing
3. Excessive fear of parent(s), caregivers(s) or going home
4. Depression
5. Poor peer relationships or inability to relate to children of the same age
6. Sudden change in behavior
7. Constant hunger, tiredness or lack of energy
8. Attention-seeking behaviors and acting out sexually
9. Fearful of physical contact
10. Unexplained injuries
11. Inappropriate dress for the weather to cover up bruises and injuries

I. Slide: Head Injuries

1. The most common cause of child abuse-related deaths and a major cause of disabilities
 - a. Eggshell fracture – occurs when a child is slammed or thrown against a solid object
 - b. Subdural hematoma – refers to trapped blood under the skull and around the brain. Caused by blunt force blow to the head
 - i. A subdural hematoma is a life-threatening problem because it can compress the brain
 - c. **Serious head injuries are not a result of simple falls**
 - d. Shaken Baby Syndrome
 - i. Caused by violent or excessive shaking of a child
 - ii. Young children have weak neck muscles, and their heads are heavy in relation to their size

- iii. Shaking a baby may cause spots or pools of blood to be visible in their eyes.

J. Video: Shaken Baby Syndrome

K. Video: Infant Death Investigation – Understanding Abusive Head Trauma in relation to the investigation

VII. Emotional Abuse

A. Slide: Emotional Abuse

1. Emotional abuse includes acts that have caused or could cause serious behavioral, cognitive, emotional, or mental disorders
2. The impacts of emotional abuse are just as harmful as physical abuse

B. Slide: Emotional Abuse Examples and Limiting Factors

1. Emotional abuse includes acts or omissions by the parents or other caregivers that have caused, or could cause serious behavioral, cognitive, emotional, or mental disorders. In some cases of emotional abuse, the acts of parents or other caregivers alone, without any harm evident in the child's behavior or condition, are sufficient to warrant intervention by the Children, Youth, and Families Department services (CYFD)
2. Examples of emotional abuse include:
 - a. Use of extreme or bizarre forms of punishment, such as confinement of a child in a dark closet
 - b. Not allowing a child to have friends, isolating them from social situations, or not encouraging them to develop social skills
 - c. Less severe acts, such as habitual scapegoating, belittling, or rejection, are often difficult to prove and, therefore, CYFD may not be able to intervene without evidence of harm to the child

C. Slide: Emotional Abuse and Examples of Effects of Emotional Abuse

1. Withdrawn, depressed, apathetic
2. Behavior and disciplinary problems

3. Rocking, head banging, habit disorders
4. Has deprived physical living conditions compared with other children in the family
5. Severe symptoms of self-destructive behavior, self-harming, suicide attempts, engaging in drug or alcohol abuse
6. When at play, behavior may model or copy negative behavior and language used at home
7. Has not attained significant developmental milestones
8. Overly compliant; too well-mannered; too neat and clean

D. Slide: Actions of the Abuser

1. Constantly calls the child names, labels the child or publicly humiliates the child
2. Discriminatory treatment among children
3. Has unrealistic expectations of the child or young person
4. Uses the child as a scapegoat when things go wrong
5. Involves the child or young person in “adult issues”, such as separation, divorce or access issues
6. Threatens the child or young person with physical harm or forces the child to witness physical harm inflicted on a loved one

VIII. Sexual Abuse

A. Slide: Many experts believe that sexual abuse is the most under-reported form of child maltreatment because of the secrecy or “conspiracy of silence” that so often characterizes these cases

B. Slide: Sexual Abuse and the Exploitation of Children

1. Child sexual abuse is defined as sexual activity with a child by an adult, adolescent, or other child
2. The abuser is often older than the victim and or is in a position of authority over the child, such as a parent, relative, coach, teacher, neighbor, babysitter, etc.

C. Two main types of child sexual abuse

1. Touching/Contact

- a. Sexual penetration
- b. Intercourse
- c. Touching a child's genitals
- d. Making a child touch someone else's genitals
- e. Playing sexual games
- f. Putting objects or body parts inside the vulva or vagina
- g. Putting objects or body parts inside the mouth or anus
- h. Touching can be over the clothes or under the clothes (skin to skin contact)

2. Non touching/non contact

- a. Showing pornography or pornographic images to a child
- b. Exposing a person's genitals to a child
- c. Prostituting/trafficking a child
- d. Photographing a child in sexual poses
- e. Encouraging a child to watch or hear sexual acts either in person or on a video
- f. Watching a child undress or use the bathroom
- g. Adult sexual communications via electronic devices such as cell phones (sexting), the internet, online chat rooms, solicitation, etc.

D. Slide: Sexual Abuse and the Exploitation of Children

1. Intentionally possessing visual or print, depicting sexual act(s) or simulation
2. When it is known or have reason to know child victim is under 18 years of age
3. Today's technology presents challenges for children falling prey to online exploitation
4. An anonymous online individual can pose a threat and easily exploit children and teens without their parent or guardian's knowledge
5. Video – Technology

E. Slide: Incest

1. Incest consists of knowingly intermarrying or having sexual intercourse with persons within the following degrees of being related:
 - a. parents and children
 - b. grandparents and grandchildren of every degree
 - c. brothers and sisters of the half

- d. brothers and sisters of the whole blood
- e. uncles and nieces
- f. aunts and nephews

F. Slide: Enticement of a Child

1. Enticing, persuading or attempting to persuade a child under the age of 16 to enter any vehicle, building, room or secluded place with intent to commit an act which would constitute a crime under article 9 of the criminal code; or
2. Having possession of a child under the age of 16 in any vehicle, building, room or secluded place with intent of committing an act which would constitute a crime under Article 9 of the criminal code
3. Enticement of a child is usually associated with online contact through chatrooms, gaming rooms, and social media

IX. Sexual Abuse Disclosure

A. Slide: Sexual Abuse Disclosure

1. Disclosure of sexual abuse of a child may surface through a broad range of physical, behavioral, and social symptoms
2. A child may disclose sexual activities to a friend, classmate, teacher, friend's mother, or other trusted adult. The disclosure may be direct or indirect, e.g. "I know somebody"; "what would you do if?"; "I heard something about somebody."
3. It is not uncommon for the disclosure to be delayed

B. Video: 10 Reasons children DO NOT disclose Sexual Abuse

C. Slide: Sexual Abuse, Behavioral and Physical Indicators

1. Child wears torn, stained, or bloody underwear
2. Difficulty in walking or sitting
3. Pain, bruises or bleeding in vaginal or anal areas
4. Venereal disease, especially in pre-teens
5. Pregnancy

6. Detailed and age-inappropriate understanding of sexual behavior (especially by younger children)
7. Inappropriate, unusual or aggressive sexual behavior with peers or toys
8. Excessive or compulsive masturbation
9. Unusually seductive with classmates, teachers, and other adults
10. Prostitution or excessive promiscuity
11. Excessive concern about homosexuality, especially in boys

D. Slide: Sexual Abuse, Behavioral Indicators in Young Children

1. Frequent bathing
2. School problems or significant change in school performance (attitude and grades)
3. Running away from home
4. Seductive behavior
5. Sleeping disturbances, e.g. nightmares, fearful about falling asleep
6. Potty-trained children having accidents
7. Urinary tract infections

E. Slide: Sexual Abuse, Behavioral Indicators in Older Children and Adolescents

1. Withdrawal, crying without provocation, sudden personality and behavior changes
2. Poor hygiene or excessive bathing
3. Poor peer relations and social skills, inability to make friends, acting out sexually
4. Acting out, runaway, aggressive or delinquent behavior, suicide attempt or other self-destructive behavior
5. Alcohol or drug abuse
6. School problems, frequent absences, sudden drop in school performance
7. Refusal to dress for physical education
8. Fearful of home life, e.g. arrives at school early or stays late

X. Pedophiles

A. Slide: Pedophiles tend to:

1. Have a sexual preference for children
2. Can and do have sex with adults to get to the children
3. Have the potential to molest many children

4. Need frequent and repeated sex with children
5. Seduce children with attention, affection, and gifts
6. Seduce children over a period of time by lowering their inhibitions
7. Gain access to children through relationships with their parents
8. Know how to listen and target neglected children
9. Have sexual fantasies and erotic imagery that focus on children
10. Target children that are victims of emotional or physical neglect

XI. Child Neglect

A. Slide: Child Neglect

1. Child neglect is characterized by failure to provide for the child's basic needs. Neglect can be physical, educational, emotional, and medical
2. Child neglect covers a broad range and is the most common form of abuse

B. Slide: Indicators of Neglect can Include

1. Obvious malnourishment, listlessness or fatigue, and may seem unusually small or thin for their age
2. Nutritional quality of food in the home is poor, spoiled food in the refrigerator or cupboards
3. Stealing or begging for food
4. Extremely dirty or unbathed – poor personal hygiene, torn and/or dirty clothes
5. Seem inadequately dressed for the weather (e.g., shorts and sandals in freezing temperatures)
6. Needed medication not provided, lack of medical or dental care, infected sores or badly decayed or abscessed teeth
7. Spouse abuse in the child's presence
8. Permission of drug or alcohol use by the child
9. Conditions in home constitute a health hazard (garbage, animal, or human excretion) lack of heating and or plumbing, fire hazards or other unsafe conditions
10. Inadequate sleeping arrangements, ex. dirty, lack of appropriate bedding, sleeping on the floor
11. Frequent absences from or tardiness to school
12. Poor supervision or left alone for unacceptable periods of time e.g. Child is cared for by another child, unsupervised under any circumstances; (falls downstairs, ingestion of harmful substances, left in a vehicle, street, etc.)

- C. Slide: Neglect can cause long-term societal problems such as mental health, substance abuse, higher risk for incarceration, etc.

Video – Center on the Developing Child

- D. Slide: Considerations

1. It is important to distinguish between neglect and poverty or poor parenting skills.
2. While some of these conditions may exist in the home environment, it is the extreme or persistent presence of these factors that indicates some degree of neglect.

- E. Video: Knowledge Check

- F. Slide: Knowledge Check Quiz

XII. The Abuser

- A. Slide: The Abuser

1. Is usually the parent or caretaker
2. However, perpetrators can include:
 - a. Mothers and fathers
 - b. Boyfriends and girlfriends
 - c. Stepparents
 - d. Grandparents and other relatives
 - e. Coaches, teachers, clergy
 - f. Neighbors
 - g. Babysitters, etc.
3. In cases of sexual abuse, the abuser is usually someone the child knows and trusts

- B. Slide: Characteristics of Abusers

1. History of having been abused themselves
2. Tend to keep to themselves
3. Move from place to place
4. Alcohol and drug abuse
5. Their partner knows about the abuse, ignores or even participates in it
6. Delays seeking medical attention for the child

7. Inconsistent explanations for child's injuries
8. Unrealistic expectations of the child
9. Irrational and bizarre actions

XIII. Characteristics of the Abused Child

A. Slide: Characteristics of the Abused Child

1. Children under 3 are most at risk
 - a. Non-verbal
 - b. Non-ambulatory
2. Handicapped children are at higher risk
3. Adopted or reunited children
4. Blended families
 - a. Yours
 - b. Mine
 - c. Ours
5. Sickly, unattractive and unwanted children
6. Child that does not have many friends
7. Children living in unstable family situations
8. Children living in a single-parent household
9. Children living in homes with step-parents

XIV. Why Does Abuse Happen?

A. Slide: Why does abuse happen?

1. Abuse can occur in any family situation and for various reasons
2. Abuse is not limited to family income
3. Many times there is a crisis involved
 - a. Loss of a job and financial stressors
 - b. Drug and alcohol abuse
 - c. Mental health issues
 - d. Abuser was abused as a child
 - e. Lack of parenting skills
 - f. Lack of understanding about basic childhood development
 - g. Caring for a child with intellectual or physical disability
 - h. Family stress or crisis caused by domestic violence, relationship turmoil, separation, or divorce

XV. Effects of Child Abuse

A. Slide: Effects of Child Abuse – As a Child

1. Self-harm and suicidal thoughts
2. Learning problems
3. Problems relating to peers and low self esteem
4. Teaches the child to handle conflict in a violent or inappropriate way
5. Depression, anxiety, PTSD, and increased risk of psychiatric disorders

B. Slide: Effects of Child Abuse – As an Adult

1. Becomes cyclical – children who have been abused are at greater risk of becoming abusers as adults
2. Substance abuse
3. Inability to have positive relationships with others, predisposes a person to be angry, hostile and verbally or physically aggressive
4. Tend to earn less money, difficulty achieving educational and career goals
5. Greater chance of becoming incarcerated

XVI. Sudden Unexplained Infant Death (SUID)

A. Slide: Sudden Unexpected Infant Death (SUID) can be Mistaken for Abuse

1. Sudden unexpected infant death (SUID) is a term used to describe any sudden and unexpected death, whether explained or unexplained, occurring during infancy. After case investigation, it may be determined that an unexpected death was caused by a specific unnatural or natural cause.
2. Sudden Unexplained Infant Death (SUID) is the number one cause of death in infants between one month and one year of age. About 3500 babies die of SUID every year in the United States.
3. The typical SUID case involves an apparently healthy infant who has suddenly died.
4. No illness has been present, although the baby may have had signs of a slight cold.

B. Slide: Diagnosing

1. The only way SUID can be conclusively diagnosed is by an autopsy. Diagnosis is made only after all other causes of death have been ruled out.
2. YOU, as a first responder, can only **suspect** SUID as the cause of death.

3. As a first responder, you need to know some of the identifying characteristics of the SUID victim as opposed to an abused child. The following is a list of the general physical characteristics of each.

C. Slide: SUID: Things to Look for and Document

1. Physical appearance of the baby
2. Position of the baby in the crib, may account for marks on the child’s head or body (baby laying against rib bars)
3. Sleep surface and physical appearance (blankets, stuffed animals present)
4. Appearance of the room and house
5. Behaviors of the persons present

SUID	vs	Child Abuse
Appears to be sleeping		Adult story does not “sound right”; or account for all injuries on baby
May be twisted in the bed clothing		Disfigurements, welts, burns, bruises, etc. – which may be in different stages of healing, or may be scars
Purple mottled markings on head and facial area		Broken bones
Blood-tinged froth around nose and mouth areas		Siblings bearing marks of abuse or physical evidence of abuse

XVII. What is the Role of the Police Officer

A. Slide: What is the Role of the Police Officer

1. Initiate - Initiate CPR efforts if the infant is not obviously dead
 - a. Conduct an “investigation” that will help determine the cause of death.
 - b. Provide leadership and protection to the family

2. Be - Be in command of your own feelings
 - a. This can be difficult, especially if you have children of your own, but be professional and act in a calm, efficient manner, exhibiting kind concern.
 3. Aware - Your actions can have a positive impact on the grieving family
- B. Slide: Reporting Child Abuse – Reporting Requirements
1. While everyone should report suspected child abuse and neglect, NM State Statute 32A-4-3 provides that it is a crime for certain professionals and laypersons who have a special working relationship, or contact with children, to not report suspected abuse to the proper authorities. This includes law enforcement
 2. Failure to do so is a misdemeanor. This penalty ensures that those required to do so will report all suspected incidents of child abuse immediately to the appropriate agencies
 3. When is a report required?
 4. When any person has knowledge or reasonable suspicion that a child is abused or neglected
- C. Slide: Mandated Reporters Include:
1. Any licensed physician, resident, or intern examining, attending, or treating a child
 2. Any law enforcement officer
 3. Registered nurse or visiting nurse
 4. School teacher
 5. And social worker, acting in his or her official capacity
- D. Slide: Keep in Mind
1. As you work your way through an investigation, keep in mind that children love their parents, and you need to keep this in perspective, regardless of the situation
 2. Children who are physically abused may have learned to cover for their parents. They may make excuses for the injury and use the cover stories their parents tell them
 3. Children become victims because they are vulnerable, are easily persuaded to cooperate, and are too ashamed to talk about it with others

4. Child abuse and neglect investigations are a joint responsibility of the police and Children Youth & Family Department worker (CYFD)
5. Under law, any person reporting an instance of alleged neglect or abuse is presumed to be acting in good faith and is immune from liability unless acting maliciously or in bad faith

E. Slide: Investigations

1. Level of response depends upon the following
 - a. Nature of the call (in-progress vs. old injury)
 - b. Age of the child(ren) or special condition (e.g., developmentally disabled)
 - c. Imminent danger to the child without intervention
 - d. Immediate need for medical attention
 - e. Reliability and authenticity of reporting party
 - f. History of prior reports
 - g. Note: The need for a warrantless entry should be determined using the above criteria

F. Law Enforcement Assistance During the Investigation

1. Child Protective Services Protective Services Investigation Procedures (8.10.3 NMAC), PR 10: Investigation Requirements - General
 - a. 7.1 Coordination with Law Enforcement: The investigation worker coordinates and cooperates with law enforcement in joint investigations and defers to law enforcement's decision to enter a home. The worker attempts to coordinate interviews of the involved parties with law enforcement to avoid multiple interviews of family members, especially children.
 - b. 7.2 Collection of Physical Evidence: Law enforcement is responsible for collecting physical evidence.
 - c. The investigation worker:
 - i. does not touch or move any physical evidence;
 - ii. contacts the police if he or she believes physical evidence is available; and
 - iii. records specific observations of the physical evidence and how it relates to the allegations
 - d. 7.3 Health and Safety or Welfare Check: With supervisory concurrence, an investigation worker may contact the local law enforcement agency to request a health and safety or welfare check of the residence or the reported situation. Law enforcement's

contact with the family does not substitute for the face-to-face contact with the child as required for initiation of the investigation. The worker joins the law enforcement officer upon request or follows up with the family as soon as possible to continue the investigation. A health and safety or welfare check may be appropriate in situations such as:

- i. alleged criminal acts or dangerous situations where law enforcement intervention may be required
 - ii. law enforcement can provide a more immediate response to an imminent danger of serious harm to a child
 - iii. law enforcement's training, expertise, and authority allow them to be better prepared to address the immediate concerns
- e. 7.4 Assist in Prompt Assessment of Safety of the Child: When the report information indicates there is imminent danger to the child and the only means of establishing the child's safety is removal from the home, the investigation worker, with the supervisor's approval, contacts law enforcement to assist in the assessment of the child's safety and possible removal.
- f. 7.5 Law Enforcement Refusal for Custody: When a law enforcement officer refuses to take custody of a child, the investigation worker contacts their supervisor or on-call supervisor immediately for further direction.

G. Slide: Collecting Evidence

1. Photographs – all bruises and injuries, regardless of when they occurred
2. Photographs – crime scene
3. Statements – victim(s), witness and parents/guardians
4. Instruments – weapons that caused the injury
5. Documentation of observations
6. Medical information

XVIII. Protective Custody

A. Side: Protective Custody

1. Protective custody: A child may be taken into custody by a law enforcement officer when the officer has reasonable grounds to believe that a child is suffering from illness or injury, or has been abandoned, or

is in danger from the child's surroundings, parents are hiding the child or is in need of medical attention.

NMS 32A-4-6.

B. Slide: Taking a Child Into Protective Custody

1. The officer has reasonable grounds to believe:
 - a. The child is abused, neglected, and in immediate danger
 - b. Parent caused great bodily harm to child/sibling, or another parent
 - c. Child is abandoned
 - d. Child needs emergency medical care
 - e. CYFD is not available in a timely manner for an investigation
 - f. There is an imminent risk of abuse
 - g. On the assessment of abuse by a medical professional
 - h. Law enforcement agency should cooperate with CYFD
 - i. Should not take children without collaboration

C. Slide: Protective Custody Assessment

1. The officer should determine the need for protective custody of the victim(s), siblings, and others by taking into consideration the following factors:
 - a. Need for medical care
 - b. Imminent danger of continued abuse/harm, intimidation or retaliation
 - c. Whether non-offending parent is appropriately supportive and protective of the child
 - d. Whether the physical environment poses an immediate threat to the child's health and safety
 - e. History of prior offenses or allegations of physical or sexual abuse
 - f. Parent or guardian capable of or willing to exercise care and control over the child
 - g. The presence of siblings in the home should be considered when determining protective custody. When one child victim is removed, the abusing parent or caretaker may abuse another

child. While only one child may have been identified, others may also be subject to abuse

D. Slide: Protective Custody Procedures

1. If a child is placed with an adult other than the non-arrested parent, officers must check with CYFD's State Centralized Intake (SCI) regarding history of child abuse or neglect.
2. 1-855-333-7233 (statewide)
505-841-6100 (Albuquerque)
(855) 333-SAFE
#SAFE (mobile)
www.cyfd.nm.org
3. CYFD's State Centralized Intake (SCI) will ask to verify your identity
4. If no one is available, SCI will provide numbers to local shelters
5. If an officer believes protective custody is necessary:
 - a. SCI will notify the Protective Services Division of CYFD
 - b. The officer will be asked for the "Statement of Reasonable Grounds for Emergency Custody" form (see next slide and Resources download)
 - c. If children are in school, the officer shall contact the school
 - d. Notify principal, school resource officer, and parents' preference for placement
 - e. Officers' Report should include
 - i. Names and contact info where the child is placed
 - ii. Names of CYFD and school workers contacted
 - iii. Names of family members mentioned, regardless of whether children are placed with them or not. (Important for possible future placement)

E. Slide and Handout – Statement of "Reasonable Grounds for Emergency Custody" Form

XIV. You and CYFD

A. Slide: You and CYFD

1. CYFD will conduct an in-home assessment (this may take time)
2. The caseworker will have information to aid in placement

3. Realize that if you don't work with CYFD, the child can be returned to the home by an administrative decision above your own as soon as the next day
4. It is strongly recommended that you develop a solid working relationship with your region's CYFD case workers, safe houses, victims' advocates, child psychologists, other regional service providers, and your District Attorney's Office before an incident, so everyone is on the same page
5. Remember, the child's welfare is the primary concern in these cases

B. Slide: Video – Your Role Investigating and Working with CYFD

C. Slide: Video – What Happens Once CYFD gets Involved?

D. Slide: Victim Interview

1. Every effort should be made to minimize the number of interviews with the child victim.
2. Techniques to consider may include:
 - a. Coordination of the investigation with Children, Youth & Family Department so that both agencies can be present during interviews
 - b. Consultation with the district attorney's office
 - c. Use of audio and/or video recordings. If your community has access to a "Safe House" environment, it becomes a great asset for videotaping
 - d. Always conduct a thorough and well documented interview

E. Slide: Police Liability for Failing to Ensure the Protection of the Child

1. If an officer negligently fails to place an endangered child in protective custody, that officer may be civilly liable for damages if the child suffers further injuries.
2. Whenever there is doubt as to the need for protective custody, the decision should be made in favor of protective custody if there is evidence to support it.
3. An officer should never leave the abused or neglected child with neighbors or friends of the child's family in situations where protective custody is required.

XV. Conclusion

A. Slide: Conclusion

1. Upon successful completion of this training, Officers will be able to demonstrate an understanding and knowledge of the crimes and social issues of child abuse, including the dynamics of why people abuse children and the results of that abuse.
 - a. Define what constitutes child abuse
 - b. Recognize the different types of child abuse
 - c. Find and refer to the statutes that relate to child abuse and neglect
 - d. Understand the reporting requirements as it pertains to child abuse
 - e. Understand the legal requirements when deciding to remove a child from the home
 - f. Recognize the characteristics of pedophiles
 - g. Understand the difference between a SUID and a death due to abuse

End Notes

