

Educators As Mandatory Reporters: The Responsibility to Respond

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Crisis Team School Psychologist



Learning Objectives

By participating in this presentation, attendees will...

- Learn about the legal and ethical responsibilities of educators as Mandatory Reporters.
- Be able to identify warning signs of abuse in virtual settings.
- Learn how to properly report suspected instances of abuse.
- Receive tips on the Dos and Don'ts for how to respond to suspected instances of abuse.
- Engage with the OSDE Crisis Team and learn of the support, training, and response available to Oklahoma districts from the office of Student Support.

Educators as Mandatory Reporters

Attendees will learn about the legal and ethical responsibilities of educators as Mandatory Reporters.

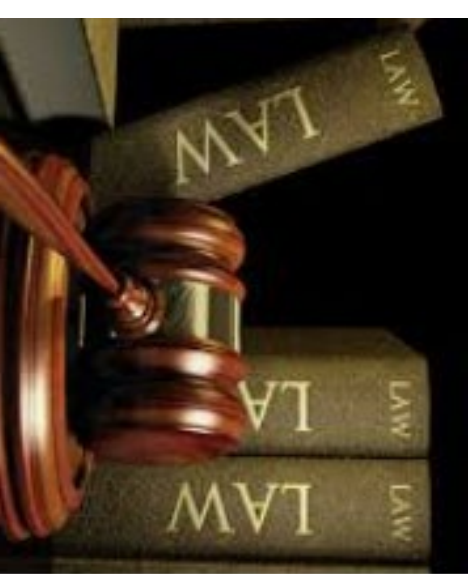
What is a Mandatory Reporter?

- A person who is required by law to report reasonable suspicions of abuse.
- Child Abuse is
 - *“When a parent or caregiver, whether through action or failing to act causes injury, death, emotional harm, or risk of serious harm to a child.”* childhelp.org
- Mandatory Reporters must report when a child has been abused, is being abused, or is in danger of being abused.

Mandatory Reporting: Federal Law

- The *Federal Child Abuse Prevention and Treatment Act (CAPTA)* requires each State to have provisions or procedures for requiring certain individuals to report known or suspected instances of child abuse and neglect.

42 U.S.C. § 5106a(b)(2)(B)(i)



Mandatory Reporting: State Law

A. 1. **Every:**

- a. physician or surgeon, including doctors of medicine and dentistry, licensed osteopathic physicians, residents and interns, examining, attending or treating a child under the age of eighteen (18) years,
- b. registered nurse examining, attending or treating such a child in the absence of a physician or surgeon
- c. teacher of any child under the age of eighteen (18) years, and**
- d. other person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect

Title 10. Children Chapter 71 - Oklahoma Child Abuse Reporting and Prevention Act Section 7103 - Reporting Abuse, Neglect, or Birth of Chemically-Dependent Child

Mandatory Reporting: *(District or School Policy or Plan)*

Aspects of Mandatory Reporting

- Any person may report suspected abuse; mandated reporters are held to a higher standard of responsibility.
- As mandated reporter, you don't need and often won't have specific *proof* of abuse or neglect. You must report when you have *reasonable concern* that a child is being abused, neglected, or is unsafe at home.



Aspects of Mandatory Reporting

- Reporting Supersedes Confidentiality/ FERPA/ HIPPA
- As a Mandated Reporter, the legal requirement to report suspected child abuse or neglect supersedes your professional duty to keep information about clients confidential. Many professionals post a notice in their workspace that the expectation of confidentiality does not extend to information about suspected child abuse or neglect.
 - Oklahoma Law: ***No privilege shall relieve any person from the requirement to report.***

Aspects of Mandatory Reporting



- Mandatory Reporters are *always* required to report child abuse, not just when they are on duty and not just with the students in their classroom. Abuse or suspected abuse of any child should be reported.
- For example, if a teacher is at the grocery store on the weekend and sees a child being abused, they should make a report.

**THE LEGAL OBLIGATION TO REPORT POSSIBLE ABUSE
TO AUTHORITIES IS ABSOLUTE.**



Legal Consequences of Not Reporting

- Failure to report is sometimes known “willful failure” if you knew, should have known, or were legally obligated to report and did not (Lau, Krase, & Morse, 2009).
- If you ***fail to make a report*** when you have reasonable cause to believe that child abuse or neglect has occurred, you may be subject to criminal prosecution, as well as criminal and civil penalties.
- The child in question does not need to be harmed for the reporter to be found criminally liable for failing to make a report.

Legal Consequences of Not Reporting

- Oklahoma Law: C. Any person who knowingly and willfully fails to promptly report any incident as provided in this section may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor.
- Failure to notify law enforcement could result in charges being filed if someone were aware of criminal activity and did not report that activity. This could be construed as obstruction of justice and/or an accessory after the fact to the crime. Whether or not charges would be filed would be at the discretion of the local district attorney.

Legal Consequences of Not Reporting

- Through a civil case, a mandated reporter who fails to make a report when required by law to do so can be forced to pay money for any damage to the child and/or his or her family that occurred after the report should have been made.
- The mandated reporter will not be held responsible for the damage of the abuse or neglect that occurred before the reporter should have made a report.



Legal Protections of Reporting

- A. 4. No employer, supervisor or administrator of any employee or other person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, the employee or other person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect.
- This is a personal obligation, and no school official can in any way prevent any person from making this report.
- You cannot be sued by families for making good faith efforts to report suspected abuse.

Professional Consequences of Not Reporting

- May have credentials or licenses taken away (failure to follow federal, state, and local laws).
- Could be sanctioned, put on corrective plans or expelled from professional organizations.
- Can't lose your job for reporting, but you may for *not reporting*.



Societal Consequences of Not Reporting



- An investigation will not occur.
- You may fail to remove children from dangerous situations.
- You may be denying the provision of needed services to kids or their families.

The Bottom Line

By NOT making a report when you should have, or could have, even if there is no legal risk to you or your professional position, you may be missing the opportunity to help a child and family in need.



Mandatory Means Mandatory

- Mandated reporters fail to report almost half of their suspicions to authorities (Delaronde, King, Bendel, & Reece, 2000).
- Reasons people may not report:
 - People feel like they don't have enough information
 - Fear of retaliation
 - Don't have time
 - Negative prior experiences with DHS
 - People don't want to "break up families" or feel it is "none of their business"
 - People feel they can assist the family more effectively by working with the child/ family



The Purpose for Mandatory Reporters:

- Reporting abuse or suspected abuse is a request for professionals to *investigate further*.
 - Does not guarantee prosecution of the alleged offender.
 - Does not guarantee that a child will be removed from the home.
 - Does not guarantee all abuse will immediately cease.
- Allows for educators make a good faith effort to protect children.

Indicators of Abuse

Attendees will be able to identify warning signs of abuse in virtual settings.

Child Abuse Is...

- *When a parent or caregiver, whether through action or failing to act causes injury, death, emotional harm, or risk of serious harm to a child.*
- **There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, exploitation and emotional abuse.**



“Reason to Believe”

- Mandatory Reporters do not need proof to make a report. The standard is simply having a reasonable suspicion that abuse is occurring.
- This includes one or more of the following:
 - You witness abuse.
 - The child discloses abuse to you (emotional, physical, sexual abuse or neglect).
 - You see suspicious patterns of behavior, concerning school content, or physical signs of harm on a student’s body or in their environment.
 - You have witnessed a pattern of boundary violations by an adult or youth.

Signs of Disclosure/ Abuse

- Youth will rarely come to you in private and tell you specifically what is going on, which is why it is important to know the signs of a disclosure when they do happen. One of the more common ways children disclose is through **indirect hints**.
 - For example, “*My babysitter keeps bothering me*” or “*Mr. Sanders wears funny underwear.*”



Signs of Disclosure/ Abuse

- Youth may use indirect hints because:
 - He/ she hasn't learned the specific vocabulary.
 - He/ she might not be able to explain exactly what is happening.
 - He/ she may feel ashamed or embarrassed to talk about it directly
 - He/ she or the child has promised not to tell.
 - Sometimes it is a combination of these reasons.



Signs of Disclosure/ Abuse

Additionally, children may **disguise the disclosure.**

- *For example, “I know someone who is being touched in a bad way” or “What would happen if a girl told her mother she was being molested but her mother didn’t believe her?”*
- The child might be talking about a friend or sibling, but it is just as likely they are talking about themselves. Encourage the child to tell you what they know about the “other child.”

Signs of Disclosure/ Abuse

Often the offender uses threats to force a child to remain silent, so the child will **disclose with strings attached**.

- *For example, “I have a problem but if I tell you about it you have to promise not to tell anyone.”*



Physical Indicators of Abuse

- Visible bruises welts, cuts, burns, or other injuries on a child.
- Unexplained or repeated injury.
- Unexplained illness.
- Child has discomfort sitting.
- Child attempts to hide injury.
- Personal hygiene and/or surroundings are not taken care of.
- The child presents drastically different from how they have in the past (e.g., significant weight loss or gain, change in hygiene).

Behavioral Indicators of Abuse

Behavior of Students:

- The child presents drastically different from how they have in the past (e.g., significant weight loss, change in hygiene, behaviorally aggressive, depressed, despondent, etc.).
- Child shows wariness when parent/caregiver is present/approaches.
- “Acting out” abuse in play.
- Drug/ Alcohol Abuse



Behavioral Indicators of Abuse

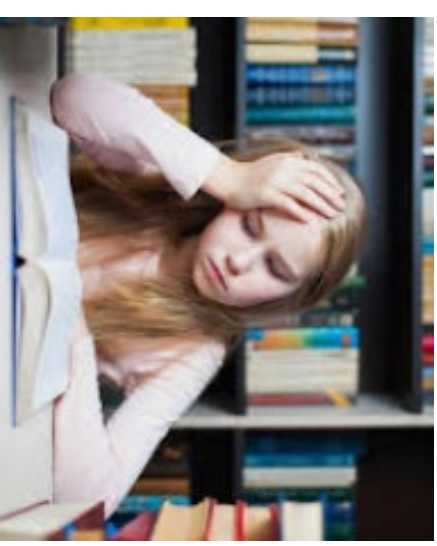
Behavior of Parents/ Caregivers:

- Verbal threats of harm.
- Degrading commentary (humiliation, rejection, questionable forms of punishment) from an adult caregiver directed toward the child.
- Parent is abusing drugs or alcohol
- You observe, or it is reported to you, that there are illicit drugs/paraphernalia or other hazards that create safety concerns in the home (e.g., weapons within reach)



Other Indicators of Abuse

- School Difficulties:
 - Lack of work completion
 - Unexplained significant academic decline
 - Excessive absences
 - Concerning drawings or writing
 - Multiple, documented attempts to reach a child/family/caregiver have gone unanswered/ignored, and all opportunities to make contact (e.g., phone calls, email, reaching out to emergency contacts, etc.) have been exhausted.
- Another sign to watch for is if a child has explicit knowledge beyond their years.
 - *For example, a child talks about the appearance of body parts, how they taste, smell, or feel.*



Indicators of Neglect

- Child appears malnourished
- Inappropriate clothing for the season
- Denied medical care/necessary medicine
- Extremely dirty/unbathed
- Lack of appropriate supervision for extended period
- Parent/caregiver: seems indifferent, under the influence, lacks the means to provide for the child



Recognizing Child Abuse when Interacting Virtually

- Calls to state agencies that protect children from abuse have *decreased* since COVID-19 by 50%.
- Emergency room doctors see an increase in the number and severe cases of child abuse.



Overall, 2020

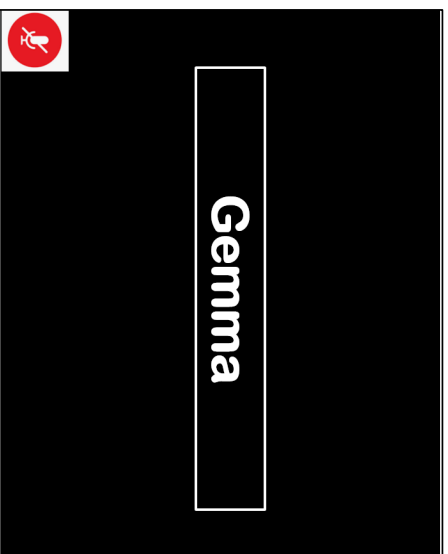
Recognizing Child Abuse when Interacting Virtually

- Focus on what you can see.
 - Pay special attention to any injuries on a student's neck or near their ears or patterned marks on the face as these are highly indicative of abuse.
 - Also pay attention to what is happening and being said in the background with family members; it can be surprising what you see and hear during a virtual session in the home.



Recognizing Child Abuse when Interacting Virtually

- Focus on Behavior:
 - Lack of participation in virtual school or a decline in grades could be a sign that something is wrong in the home.
 - Students who decline to turn on cameras or speak up.

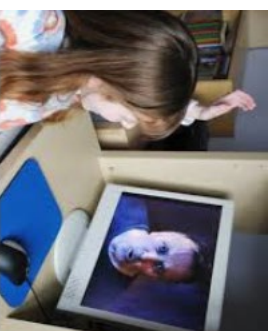


Recognizing Child Abuse when Interacting Virtually

- Focus on Creating Safe Virtual Spaces:
 - If you see lack of participation, consider reaching out to the parents/caregivers to offer support. It could be that the family is still adjusting to the new “normal” or there may be significant stressors in the family that your school could help with by connecting them with resources.
 - Create ways for students to interact with you privately during instruction and create at least some one-on-one time.
 - Children are more likely to express their concerns, frustrations and disclose abuse through social media and other online forums during this time. Consider providing online communication networks for children to communicate with your school.

Recognizing Child Abuse when Interacting Virtually

- Understand the risks:
 - Children and youth are online more than ever before and therefore there is a higher risk of online perpetrators trying to engage them in sexual talk and activities virtually.
 - Encourage the children you work or volunteer with to tell you or another trusted adult if they ever feel unsafe or if someone makes them feel uncomfortable.



Recognizing Child Abuse when Interacting Virtually

- As always, you know the kids you work with best.
- If something doesn't seem right and you suspect possible abuse or neglect, it is always best to make report your concerns so that the situation can be assessed or investigated further.



Reporting Suspected Abuse

Attendees will learn how to properly report suspected instances of abuse.

Reporting Suspected Abuse

- In Oklahoma, “every person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect shall report the matter promptly to the Department of Human Services.” 10A O.S. § 1-6-102.
- **Reports shall be made to the state toll free hotline at 1-800-522-3511.**
 - The hotline is available 24 hours-a-day, 7 days-a-week and calls can and will remain anonymous.
- **Call law enforcement if there is imminent danger.**

Threshold for Reporting



- Should I report...
 - If there are no physical signs?
 - The child denies abuse?
 - If I don't have proof?
 - I'm not exactly sure what happened?

“Is it reasonable that I am suspicious that abuse might have occurred?”

Threshold for Reporting

If you suspect, report. Remember these key points:

- If you receive additional information you can always call back and add to the report.
- If additional reports are made for that same child, then sometimes, multiple reports can lead to an investigation.
- ***Always err on the side of the child!***

What Do I Report?

- Report what you know (disclosures, observations, concerns).
- Let the professional's questions guide your responses.
- Refrain from guesses or extraneous information.



Reporting FAQ

What if I am wrong in my suspicions?

- Mandated reporters are protected from liability for reporting, cooperating with investigations, and testifying in court as a result of the report, among other things. As long as you make the report without malice (with good intentions based on your suspicions), you cannot be sued or receive any adverse action from your employer. The good faith of a mandated reporter is assumed.

It is better to make a report and be wrong than to not make a report and be right!

Reporting FAQ

Must I personally make the report or can I just tell my boss?

- A Mandated Reporter must personally make the report. Your supervisor or other support staff may assist you in making the report (for example, sit with you for support if you are uncomfortable in the process) as long as they do not interfere in any way with the making of the report.
- Afterward, you should inform your supervisor (or whoever is designated at your place of employment) about the report.
- Don't wait for permission!

Reporting FAQ

Is my confidentiality maintained if I make a report?

- OKDHS policy and state law require strict maintenance of the confidentiality of reporters of child abuse. If the incident does become court involved, information on the reporter could be requested by the court. It is rare, however, for the identity of the reporter to be made known in court.
- Anonymous reports are also accepted.

Reporting FAQ

Do I have to disclose to parents/ alleged accusers that made a report?

- There is no legal requirement to tell parents that you have made a report concerning their child, or to withhold that information. You may want to discuss your concerns with the staff person taking the report, as they can help you think through the possible consequences of telling or not telling the parents.

Reporting FAQ

What if parents/ the accused find out I made the report?

- The law requires the name of the mandated reporter to be kept confidential, and Children and Youth Services agents take that requirement VERY seriously. It is possible, however, that some parents will figure out where the report came from. Fears of retaliation can, unfortunately, be justified.
- Reporters should rely on the organizational policies that are in place to handle any potentially angry or violent parent.

Professionals have resources for protecting their safety; children who are abused often do not.

Reporting FAQ

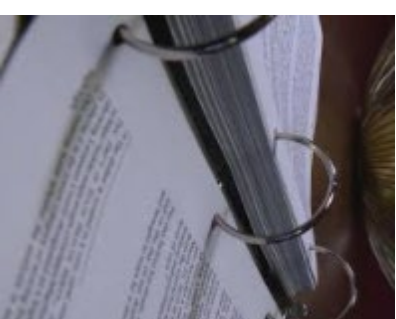
What happens after I make the report?



- Professionals will take it from there.
- A trained caseworker will determine the most appropriate course of action- which is most often an assessment or an investigation. Often, the family will be offered services and resources. Sometimes they will forward the report to law enforcement.
- You may be contacted by children and youth or law enforcement for additional information or if they have questions.

Reporting FAQ

Will I know what happens?



- After a report is made, the reporter may obtain information on the status of the report.
- Information that can be obtained may include whether the case was investigated, assessed or screened out.
- Reporters are not, however, entitled to the details of the investigation.

Mandatory Reporting: The Dos and Don'ts

Attendees will receive tips on the Dos and Don'ts for how to respond to suspected instances of abuse.

The DOs and DON'Ts of Mandatory Reporting

- Educators play a vital role in identifying, reporting, and preventing child abuse.
- Because educators have consistent contact with children, they are often the first person to learn of abuse.
- The initial response of adults will affect child outcomes.
 - Amount of trauma a child experiences
 - Effective investigation and prosecution

When a Child *Discloses Abuse*: **DO NOT**

- Do not overreact or show a strong reaction like shock or panic.
- Do not blame the child in any way
 - “Why didn’t you tell me sooner?”
- Do not force the child to talk if he or she has not disclosed abuse. (You may ask about general well-being).
- Do not be judgmental about the child or the alleged offender.

When a Child *Discloses Abuse*: **DO NOT**

- Do not make promises to the child you cannot keep.
 - “I will keep this secret.”
 - “I don’t think you will have to leave your home.”
- Do not challenge the child’s honesty.
 - “Are you sure this happened?”



When a Child *Discloses Abuse*: **DO NOT**

- Do not ask the child to discuss the abuse she or he has disclosed to you to other staff members.
- Do not use words that imply a judgment like “good and bad.”
 - Children are often confused by what they have experienced and have conflicting emotions about the people involved. A touch is neither “good” nor “bad”. Children often love the person who is abusing them and simply want the abuse to stop.
- Do not ask questions that suggest what happened.
 - “Did your mother do this to you?”

When a Child *Discloses Abuse*: **DO NOT**

- Do not correct the child for their use of language (slang terms for body parts or functions).
- Do not try to change the mind of a child who has recanted or changed his or her disclosure.
 - Recanting is part of the disclosure process. The child may be experiencing fear or pressure from another individual.
- Do not touch the child without asking the child's permission.

When a Child *Discloses Abuse*: **DO NOT**

- Do Not repeat what the child has told you, except to those that need to know.
- Do Not put personal or diagnostic opinion regarding the truthfulness of the allegation in the child's record.
- Do Not communicate with parents.
 - Danger to child may increase.
 - Child may recant.
 - Parent may flee with child.
- Risk of suicide for child and alleged offender increase.

When Abuse is *Disclosed* or *Suspected*: **DO NOT**

- Do not: Wait for Proof. Ask for Proof. Look for proof.
- Do not delay your report.
- Do not try to save the child yourself or put yourself in danger.
- Do not act outside of your professional areas of competence (try to therapize, try to investigate, try to intervene).
- Do not fear repercussion for reporting.
- Do not disregard the Mandatory Reporting process.

When a Child Discloses or Abuse is Suspected: **DO NOT**

Do not conduct an investigation.

- Do not ask probing questions, press for information, or look for proof.
- Do not ask “Why?”
 - “Why do you think he did that?”
- Do not demand details
 - Do not use dolls or drawings or stuffed animals

When a Child Discloses Abuse: **DO NOT**

Do not conduct an investigation.

- Contact witnesses
- Confront the alleged offender
- Take photos or videos



Why this Long List of Don'ts?

- May increase danger to the student or otherwise do harm.
- May further traumatize the child.
- May “lead” or influence the child.
- May cause alleged abusers to destroy evidence.
- May compromise the investigation.



As an Educator in Oklahoma...

- You are:
 - A Mandatory Reporter
- You are not:
 - An Investigator
 - Law Enforcement
 - A Jury
 - A Judge
 - DHS



When a Child *Discloses Abuse*: DO

- Remain calm and composed.
- Tell the child you believe them.
- Let the child know it is not their fault.
- Reassure the child that they deserve to be safe, healthy, and happy at home, at school, and in the community.
- Tell the child that you want to get them help and that in order to do so, you need to make a confidential report to safe grown-ups who can help.
- Tell them you will respect their need for confidentiality so you will not discuss the abuse with anyone except to those directly involved in the legal process.

When a Child Discloses Abuse: **DO**

- Listen. Let the child tell his/her story. (Remember, leave the questioning to the professionals).
- Answer questions honestly.
- Offer positive statements.
- Document the exact words of the child and your observations.



When a Child Discloses Abuse: DO

- If you feel you *must* gather more information, consider a “minimal fact” interview (what happened, when and where, by whom).
- ***Make sure you ask open-ended questions*** rather than leading or closed-ended questions. For example, you might say,
 - “Tell me more about that.”
 - “I’m not sure I understand, can you explain what happened?”

When a Child Discloses or you Suspect Abuse: **DO**

- Document (in writing) your direct observations.
- Keep professional boundaries.
- **Make the report as soon as possible after receiving information that makes you suspect abuse.**



When a Child Discloses or you Suspect

Abuse: DO

- Engage in self care and learn about compassion fatigue and secondary trauma.
- Seek resources to support your needs.



Remember:

- Educators are Mandatory Reporters by law and by moral/ social obligation.
- Reporting abuse or suspected abuse is a request for professionals to *investigate further*.
- While reporting does not guarantee the family situation will improve, not reporting guarantees that if abuse and neglect exist, the child will continue to be at risk of further harm, and perhaps more serious harm.



Student Support

Oklahoma State Department of Education

Shelly Ellis, PhD, Deputy Superintendent of Student Support



Student Support

The Oklahoma State Department of Education Student Support Division provides a **holistic approach** to supporting educators and families through academic guidance, alternative education strategies, college and career readiness connections, social-emotional learning resources, and family engagement supports. We strive to increase equitable access to post-secondary opportunities and resources that promote the academic, social, and mental health and wellbeing of all students. ***We resource our schools. We serve our families. We support our students.***

Student Support Division

The Student Support Division is made up of the following departments:

- Alternative Education
- College and Career Readiness
- Family and Community Engagement
- Prevention/Intervention Services*
- Counseling and Mental Health Integration*
- Crisis Team



Prevention Services

- The Prevention Services Division administers programs and initiatives that assist districts in addressing the risk behaviors in Oklahoma’s students such as bullying, suicide, substance abuse and violence prevention.
- Help schools implement Trauma Informed Multi-Tiered System of Support (MTSS) and promote positive school culture and climate.



Prevention Services

- Elizabeth Suddath, MPH, Executive Director of Prevention, SCTG Project Director
- Tosin Akande, MPH, Bullying Prevention Specialist
- Heather Graham, MEd, School Climate Specialist
- Blaire Harrison, MEd, School Climate Specialist
- Jenna Jones, MEd, School Climate Specialist
- Amanda Sellers, LMSW, School Climate Specialist

Counseling

The OSDE Counseling division provides school counselors, administrators and teachers with the tools, training, knowledge, resources and technical assistance to support Social-Emotional Learning (SEL), Mental Health in schools, and developing an Interconnected Systems Framework (ISF).



Counseling

- Beth Whittle MEd, LPC, Executive Director of Counseling, Stop Violence Project Director
- Cheryl McGee, MHR, LPC, LADC/MH, Project AWARE Program Manager, Telemedicine
- Erika Olinger, PhD, NCSP, BCBA-D, HSP CRRT School Psychologist
- Trisha Goga, MA, NCSP, RBT, CRRT School Psychologist
- Sarah Kirk, MEd School Counselor Specialist
- TBD: AWARE Prevention & Wellness Specialist, AWARE East Program Manager, AWARE East Counselor

Oklahoma State Department of Education Crisis Team

Erika Olinger, PhD, NCSP, BCBA-D,
Health Service Psychologist 1360



Trisha Goga, MA, NCSP, RBT



Department of Justice Stop School Violence Grant

- Partnership between OSDE and
 - Oklahoma School Safety and Security Institute and
 - Oklahoma Department of Emergency Management
- The grant is managed through the **Office of Student Support** at OSDE

Stop School Violence Grant Goals

- Respond to Local Education Agencies (LEAs) during School Crises
- Create an agency-wide Crisis Response and Recovery Team (CRRT) at OSDE
- Develop a comprehensive statewide crisis framework
- Provide evidence-based training to LEAs (PREPARE school crisis curriculum)
- Provide professional development to LEAs over a variety of school crisis related topics (including suicide prevention, intervention, and postvention)
- Assist in developing a comprehensive statewide school mental health plan using a multi-tiered system of support framework

PREPARE School Crisis Training Curriculum

This is a brief overview of the PREPARE curriculum and is not an official PREPARE training. To find out more about the PREPARE curriculum, visit

www.nasponline.org/prepare



Ways OSDE Can Help

The Crisis Team can help classrooms, schools, districts, and/or communities with:

- Training and Professional Development (including PREPaRE)
- Assistance with Emergency Operations Planning (EOPs)
- Crisis Response Assistance and/or Collaboration
 - Resource Support
 - Crisis Collaboration
 - In-person/ Virtual Assistance & Response
 - Connecting School & Community Supports



OSDE Crisis Preparedness and Response

Crisis Preparedness and Response

STUDENT SUPPORT

The OSDE Crisis Team was developed through a STOP School Violence Grant from the Department of Justice. This grant is in partnership with the Oklahoma School Safety and Security Institute and Oklahoma Department of Emergency Management.

The purpose of the STOP School Violence Grant is to improve school security by providing Oklahoma local educational agencies (LEAs) with tools to increase school safety and identify students who may require mental health supports. The Crisis Team supports Oklahoma school districts in crisis prevention, preparedness, intervention, and response. This team can respond to both hazard-based and threat-based school crises.

The OSDE Crisis Team is tasked with the following overall goals: 1) Select and train from existing OSDE staff a team, the Crisis Response and Recovery Team, to be deployed to local education agencies in the event of a school emergency or crisis. 2) Provide evidence-based prevention and intervention crisis curriculum training to schools throughout the state. This training will help schools develop crisis preparedness plans and specifically address how to identify students who may need additional behavioral or mental health supports. 3) Assist schools in the implementation of a multi-tiered system of support for crisis management, which will include mental health interventions.

In the News: Administrators Newsletter - April 21, 2020



Professional Associations

- American Psychological Association – The American Psychological Association represents the professional field of psychology in the United States and is the largest association of psychologists worldwide.

Crisis Preparedness & Response
Main Page
Resources (By Crisis Topic)
Training Opportunities
Professional Development
COVID-19 Resources

Contact Us

Office of Student Support

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(405) 522-9997

[Trisha Goga, MA, NCSP, RBT](#)
Crisis Team School Psychologist
(405) 522-9998

OSDE Crisis Response & Recovery Team



On Resiliency and Strength-Based Crisis Response...

- Remember the Chinese word for *Crisis*:



A Time of Danger

A Time of Opportunity

Contact Information

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Office of Student Support

Crisis Preparedness and Response

<https://sde.ok.gov/crisis-preparedness-response>

Questions & Discussion



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