

Protecting and Reporting Course Script

Slide #1 Welcome

Welcome to this course titled, ***“Protecting and Reporting.”***

This course is developed as part of the Washington State Department of Children, Youth, and Families (DCYF) alignment process, to prepare providers and licensors in their understanding of the “why”, the “what” and the “how” of complying with the updated Foundational Quality Standards for Early Learning Programs (referred to in each course as the Foundational Quality Standards).

Washington State is committed to protecting the youngest of our vulnerable populations. Our children. You are a part of this commitment.

Slide #2 Helpful Hints

WA DCYF is pleased to present this e-Learning course! To help provide a positive learning experience for you, please take a moment to review the following “Helpful Hints” summary, detailing what you can expect from this course. A complete listing of Helpful Hints has been added to the Resources section of your learner’s screen for reference.

- If you would like to access and review the full course text, please visit the Resources section of your learner’s screen. You can view, print, or download a full version of the course text that is narrated within each module. The full text will be included in each course and listed as the first resource in the Resources section of your course frame.
- The time to complete the course will depend on the course topic and the pace at which you advance through the slides.
- To help you get the most out of the course, settings are in place to prevent users from skipping ahead through the slides. You can advance through the course when the narration for each slide concludes by selecting the “Next” button, or, go back to review material already presented by selecting the “Previous” button.
- Web links and additional resources will be utilized in some of the courses to enhance your learning experience. We hope you will take time to explore them to further develop your knowledge about the topics being presented.

Slide #3 Introduction

This course is designed to introduce you to the updated Washington Administrative Code or WAC, as well as outline strategies and examples of WAC compliance. Updated WACs will be detailed in each course as a reference and a full listing of the WAC is included in the Resources section of your learner’s screen. You can print or download this resource at any time, either as a reference while you complete this course, or as a resource after the course is completed.

Slide #4 Learning Outcomes

This course will help early learning professionals understand how to meet and demonstrate ongoing compliance with the Foundational Quality Standards.

Upon completion of this course, participants will:

- Increase familiarity with the updated WAC components included in this course
- Be able to identify and define the common types of abuse and neglect
- Learn warning signs for child abuse and neglect
- Understand the risk factors associated with child abuse and neglect
- Learn how to report suspected child abuse or neglect

Slide #5 Guiding Principles

As we cover the material in this course, please keep in mind the following Guiding Principles. We will revisit these at the end of the course to “check in” with you and give you an opportunity to assess your understanding and application of the course content.

- In the state of Washington, certain persons or groups of persons who have frequent contact with children or families are required by Washington’s State law to report suspected cases of abuse or neglect to Child Protective Services (CPS) or to the appropriate law enforcement agency. The persons who fall into this category are called mandated reporters.
- Early learning programs should be intentional and thorough in making sure that all staff understand their role and their mandated duty to report suspected abuse or neglect of children. It is important that staff understand that their role is not to investigate their concerns or to determine if abuse or neglect has occurred, but to understand that their role is to report their concerns to the proper authorities.
- Licensing staff are one of the groups of persons defined by Washington State law as mandated reporters. Licensing staff, like early learning providers, are required by law to call CPS and make a report if they suspect that a child has been abused or neglected.

Slide #6 Terms and Definitions

Take a moment to review and familiarize yourself with the following terms and definitions. For your reference, a listing of these terms has been added to the Resources section of your learner’s screen. You can access the list at any time by visiting the Resources section of your learner’s screen. You can download the file to keep as a future reference or print as a desk guide.

ACEs Adverse Early Childhood Experiences

Early Learning Professionals are all early learning providers, child care licensing staff, and other professionals in the early learning field.

Ethical dilemma is when you are confronted with two alternatives to a situation or decision and both alternatives seem to be “right”

Mandated reporters are persons or groups of persons who have frequent contact with children and families and are required by Washington’s state law to report suspected cases of child abuse and neglect to Child Protective Services (CPS) or to the appropriate law enforcement agency.

Negligent treatment or maltreatment is the act or failure to act, or the cumulative effects of a pattern of conduct, behavior or inaction, on the part of the child’s parent, legal custodian, guardian or caregiver that shows a serious disregard of the consequences to the child and creates a clear and present danger to the child’s health, welfare, or safety.

Physical abuse is the non-accidental infliction of physical injury on or physical mistreatment of a child.

RCW means Revised Code of Washington

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in the criminal code.

Sexual exploitation includes, but is not limited to, such actions as allowing, permitting, compelling, encouraging, aiding or otherwise causing a child to engage in prostitution; sexually explicit, obscene or pornographic activity to be photographed, filmed or electronically reproduced or transmitted; or sexually explicit, obscene or pornographic activity as part of a live performance, or for the benefit of sexual gratification of another person.

WAC means Washington Administrative Code

Slide #7

In Washington state, there are RCWs and WACs in place to protect the well-being of children. When it comes to protecting children and reporting suspected child abuse or neglect, Washington state has clear definitions of who falls under the category of **mandated reporter**! State law RCW 26.44.030 lists out all persons required to report suspected child abuse or neglect. This list includes, but is not limited to, the following groups of people: medical practitioners; professional school personnel; social services counselors; coroners, medical examiners and licensed pathologists; registered pharmacists; licensed or certified child care providers or their employees; Department of Social and Health Services employees; and Department of Children, Youth, and Families employees.

As you can see, early learning professionals, which includes both child care providers and licensors, have a duty to protect and report any suspicion of child abuse or neglect. Let's review what the *Foundational Quality Standards for Early Learning Programs* has to say about this topic for early learning providers.

Slide #8

WAC 110-300-0475 Duty to protect children and report incidents.

(1) Pursuant to RCW [26.44.030](#), when an early learning provider has reasonable cause to believe that a child has suffered abuse or neglect, that provider must report such incident, or cause a report to be made, to the proper law enforcement agency or the department. "Abuse or neglect" has the same meaning here as in RCW [26.44.020](#).

Slide #9

To comply with the reporting requirements, an early learning professional must be able to identify the common types of abuse and neglect. Washington State has defined the following as types of child abuse:

Physical abuse is the non-accidental infliction of physical injury on, or physical mistreatment of, a child. Physical abuse includes, but is not limited to, actions such as: throwing, kicking, burning, striking with a closed fist, shaking or other shows of force against a child.

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in the criminal code. Sexual abuse includes, but is not limited to, actions such as: the intentional touching of the sexual or other intimate parts of a child, or allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in touching the sexual or other intimate parts of another for the purposes of gratifying the sexual desire of the person touching the child, the child, or a third party.

Sexual exploitation includes, but is not limited to, such actions as allowing, permitting, compelling, encouraging, aiding or otherwise causing a child to engage in prostitution; sexually explicit, obscene or pornographic activity to be photographed, filmed or electronically reproduced or transmitted; or sexually explicit, obscene or pornographic activity as part of a live performance, or for the benefit of sexual gratification of another person.

Negligent treatment or maltreatment is an act or failure to act, or the cumulative effects of a pattern of conduct, behavior or inaction, on the part of the child's parent, legal custodian, guardian or caregiver that shows a serious disregard of the

consequences to the child of such magnitude that it creates a clear and present danger to the child's health, welfare or safety. Negligent treatment or maltreatment includes but is not limited to: failure to provide adequate food, shelter, clothing, supervision or health care necessary for a child's health, welfare or safety. Poverty and/or homelessness do not constitute negligent treatment or maltreatment in and of themselves; actions, failure to act, or omissions that result in an injury to or that create a substantial risk of injury to the physical, emotional, and/or cognitive development of a child; the cumulative effects of a pattern of conduct, behavior or inaction by a parent or guardian in providing for the physical, emotional, and developmental needs of a child, or the effects of chronic failure on the part of a parent or guardian to perform basic parental functions, obligations, and duties, when the result is to create injury or a substantial risk of injury to the physical, emotional, and/or cognitive development of a child.

Please select the video link to learn more about child abuse or neglect. ¹

Slide #10

Protecting children and reporting suspected abuse or neglect is critical. The purpose of mandated reporting is to identify suspected abused and neglected children as soon as possible so they can be protected from further harm. In Washington State, CPS cannot act until a report is made. Mandated reporters play a critical role in preventing any future harm to children. Without detection, reporting and intervention, a child may die as a result of severe abuse or neglect, or remain a victim for the rest of his/her life.

“Research shows that child maltreatment is associated with adverse health and mental health outcomes in children and families, and those negative effects can last a lifetime.”²

These types of situations, in which a child is exposed to maltreatment or other types of abuse or neglect, are referred to as **Adverse Childhood Experiences (ACEs)**.

Slide #11

Reporting suspected abuse or neglect of a child to CPS can help to reduce the number of ACEs, or intentional ACEs, that children are exposed to.

Select the ACE study link ³ to learn more about ACEs or visit the Resources section of your learner's screen to print-or download the **ACEs Fact Sheet**.

Adverse Childhood Experiences have been linked to

- risky health behaviors,

¹ <https://youtu.be/6kckX2In0B0>

² <https://www.childwelfare.gov>

³ <https://www.cdc.gov/violenceprevention/cestudy/index.html>

- chronic health conditions,
- low life potential, and
- early death.

As the number of ACEs an individual experiences increases, so does their risk for these outcomes.

Slide #12

This short video also outlines the impact of ACEs as well as the opportunity to build resilience in overcoming the impacts of ACEs.

<https://www.tugq.com/titles/resilience>

Slide #13

As the ACEs research has emerged, states, communities, and early learning professionals have sought out solutions for supporting children and families, including ways to help buffer the impact of ACEs.

Protective factors are conditions in families and communities that, when present, increase the health and well-being of children and families. They are attributes that serve as buffers, helping parents who might otherwise be at risk of abusing their children to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.⁴

One way that early learning providers can support families and help prevent child abuse and neglect is by following the Protective Factors Framework. The Protective Factors Action Sheet, in the Resources section of your learner's screen, is available to help extend your learning on Protective Factors.

This is an excellent resource providers can share with families or use as a guide for offering parent training. Licensing staff may find this resource helpful, as well, for use during orientations or when conducting site visits with early learning providers.

Slide #14

Five protective factors make up the Strengthening Families Framework and have been shown to make positive outcomes more likely for young children and their families, and to reduce the likelihood of child abuse and neglect.⁵

The Protective Factors include:

⁴ <https://www.cdc.gov/violenceprevention/childabuseandneglect/prevention.html>

⁵ <https://www.cssp.org/young-children-their-families/strengtheningfamilies/about/protective-factors-framework>

- Parental Resilience
- Social Connections
- Concrete Supports
- Knowledge of Parenting and Child Development
- Social and Emotional Competence of Children

Slide #15

Now that we've examined the critical importance of Protecting and Reporting child abuse or neglect, let's review the language of the WAC which states if an early learning professional has ***"any reasonable cause to believe"*** that a child has suffered abuse or neglect, the provider **MUST** report their concern.

A provider doesn't have to have observed the abuse or have substantial proof that neglect has occurred. If a provider has "any reasonable cause to believe" that a child's health or safety is at risk due to another's abuse or neglect, they must comply with the law and report their concerns to the proper law enforcement agency or to the department as provided in RCW **26.44.040**.

From the state of Washington's RCW 26.44.030 (1)(iii) "reasonable cause" means a person witnesses or receives a credible written or oral report alleging abuse, including sexual contact, or neglect of a child.

This session will address some of the ways to determine if there is reasonable cause, such as: conducting drop off visual checks daily and understanding and being aware of visual and behavioral signs of abuse and neglect.

Slide #16

One way that early learning professionals can help determine if there is cause for concern is to implement a program wide practice of conducting a "drop off visual check" for all children and families.

If a child has an observable injury at the time of drop off, the early learning professional can show their concern by simply asking the parent or guardian who is dropping the child off what happened. Let's review how this scenario, or, a "drop off visual check" may play out in a child care setting.

Let's move to the next slide for a short video.

Slide #17

Provider: *Good morning, Thomas! Hi, Mr. Wilson.*

Mr. Wilson (dad): *Good morning.*

Provider: *Good morning, Thomas. It's so good to see you!*

Thomas reaches out to the provider.

Provider: *I see your arm is swollen and scratched. What happened?*

Mr. Wilson: *Oh, yes, Thomas has discovered that he can wedge his arm in between the gate and pet the dog on his way to the car! We washed it with some warm water and soap and I think it will be OK, but, will you please keep an eye on it today and make sure the swelling doesn't get worse?*

Slide #18

Let's take a moment to reflect on the child care scenario between the provider, Thomas and Mr. Wilson.

Did you notice the natural way the provider asked a question about the child's injury? She was able to do so in a way that showed her concern rather than putting the parent on the defensive.

Now, let's think how the provider may have felt when she had concerns and immediately discussed them with Thomas and Mr. Wilson. The provider may have asked the question as a simple way to try and understand what happened to the child's arm. Based on the parent's response, does this provider have "reasonable cause to believe" that the child has been abused?

Slide #19

This is a sensitive subject, and as stated earlier, if there is any cause for concern or "reasonable cause to believe" then an early learning provider should not ignore the signs or their concerns. It is not up to an early learning provider to determine if abuse or neglect has occurred, but rather, to report any "reasonable" concern.

However, in this case, if this is the first time that this child has had an injury and there is no reason to believe that the parent has intentionally or neglectfully allowed this injury to occur, then, based on the parent's concerned response and the reasonable explanation for the injury, this scenario does not appear to represent a "reasonable cause" to report this issue.

Slide #20 Warning Signs of Physical Abuse

As we move on, let's review some warning signs that may signal physical abuse. These warning signs, in isolation, don't signify a need to report, but, should they lead to "reasonable cause" for concern, they should be taken seriously and reported.

As someone who cares for young children on a daily basis, early learning providers can serve as a first line of defense in catching warning signs and reporting them.

Some warning signs may include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Burns or bruises in unusual patterns that may indicate the use of an object to injure the child, a handprint, or a human bite
- Conflicting explanations as to how an injury occurred
- Cigarette or other burns on any part of the body
- A child's lack of reaction to pain or overreaction to being touched
- Aggressive, disruptive, and destructive behavior
- Passive, withdrawn, and emotionless behavior
- A child's fear of going home or seeing parents
- Injuries that appear after a child has not been at the program for several days
- Unreasonable clothing for the weather that may hide injuries to arms or legs
- Reports injury by parent or another adult caregiver

Slide #21

The following are some signs to observe for in the parent or other adult caregiver that may indicate the child is being physically abused:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil" or in some other negative way
- Use harsh physical discipline with the child
- Has a history of abuse as a child

Slide #22 Warning Signs of Negligent Treatment or Maltreatment

Next, let's review some warning signs that may signal negligent treatment or maltreatment of a child. Like the warning signs for physical abuse that we just reviewed, these warning signs, in isolation, don't signify a need to report, but, should they lead to "reasonable cause" for concern, they should be taken seriously and reported.

- Obvious malnourishment
- Lack of hygiene or cleanliness
- Torn or dirty clothing, beyond normal wear and tear
- Stealing or begging for food or money
- Lacks needed dental care or medical care, immunizations or glasses
- Frequent tardiness or absence from the program without adequate explanation

- Abuses alcohol or drugs
- States there is no one at home to provide care

Slide #23

The following are a few of the signs to observe for in the parent or other adult caregiver that may indicate the child is being neglected or maltreated:

- Appears indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Slide #24 Warning signs of sexual abuse

Now let's review some warning signs that may indicate sexual abuse of a child. Remember, these warning signs in isolation don't signify a need to report, but, should they lead to "reasonable cause" for concern, they should be taken seriously and reported.

Signs to observe for in a child:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or other adult caregiver

Slide #25

The following are some signs to observe for in the parent or other adult caregiver that may be warning signs of sexual abuse:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated, or
- Is jealous or controlling with family members

Slide #26 Emotional Maltreatment

Emotional maltreatment is not specifically defined in Washington State Law. However, emotional maltreatment may occur at the same time with other forms of maltreatment.

Remember, these warning signs in isolation don't signify a need to report, but, should they lead to "reasonable cause" for concern, they should be taken seriously and reported.

Signs of emotional maltreatment to look for in a child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity or aggression
- Is inappropriately acting like an adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide, or
- Reports a lack of attachment to the parent

Slide #27

The following are a few signs to observe for in the parent or other adult caregiver that may indicate the child is being emotionally maltreated:

- Constantly blames, belittles or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems, or
- Overtly rejects the child

Slide # 28 Common Questions

Before we move on, let's review some common questions relating to reporting concerns about child abuse or neglect. Select each of the buttons with the common questions to go over the answer.

I'm not sure what information I can or should release or what is protected information if I call in to report a concern.

Early learning professionals are allowed to release all information needed or requested by Child Protective Services (CPS) when reporting their concerns. The information provided to the intake worker assists them in determining if an investigation is warranted.

The Health Insurance Portability and Accountability Act (HIPAA) was never intended to delay or interfere with reporting or providing information that is needed to appropriately investigate suspicions of child abuse or neglect. The state of Washington requires that all early learning professionals, and others under the law, report any reasonable suspicions of abuse or neglect.

CPS intake staff determines whether the situation described meets the legal definition of child abuse or neglect or risk of imminent harm to the child. In order for CPS to intervene, the report must meet the legal definition of child abuse or neglect or risk of imminent harm to the child.

Referrals that contain sufficient information may be assigned for CPS investigation or CPS Family Assessment Response (FAR). Most reports of neglect will be assigned to FAR. Reports of serious physical abuse and all reports of sexual abuse will be assigned for an investigation.

I'm not sure if what I observed is considered child abuse. What should I do?

You should discuss the situation with your local CPS office or Child Abuse and Neglect Hotline. If you are in doubt about what should be reported, it is better to make your concerns known than to remain silent and possibly allow a child to remain unprotected. The CPS or hotline staff will take down the information you are reporting and will then make a determination if the situation should be assigned for investigation. To report concerns:

Daytime: Contact a local CPS office. A local CPS office can be found on the following link:

<https://fortress.wa.gov/dshs/f2ws03apps/caofficespub/offices/general/OfficePick.asp>

If I see something that is concerning such as a bruise or cut on a child, should I take a picture of the suspicious area?

When an early learning professional is calling to report a concern about abuse or neglect of a child, they should consult with the CPS intake worker or hotline worker about how to proceed.

Slide #29

The next section of the WAC addresses additional requirements for reporting and protecting children in early learning programs. This WAC describes the types of incidents involving children in care that an early learning provider is required to report to law enforcement and the department. This report is required to be made at the first opportunity but in no case longer than forty-eight hours.

Let's review these requirements:

WAC 110-300-0475 Duty to protect children and report incidents.

(2) An early learning provider must report by phone upon knowledge of the following to:

(a) Law enforcement or the department at the first opportunity, but in no case longer than forty-eight hours:

(i) The death of a child while in the early learning program's care or the death from injury or illness that may have occurred while the child was in care;

Slide #30

In review of the requirements outlined in this WAC, it is important to note that an early learning provider is not expected, nor should they attempt, to investigate suspicions of abuse or neglect themselves.

This responsibility lies with law enforcement, Child Protective Services (CPS) and the Division of Licensed Resources/Child Protective Services (DLR/CPS). DLR/CPS is the agency that investigates all allegations of abuse or neglect that occur in licensed facilities.

It is the responsibility of an early learning professional to **report any suspicions** and to **allow the assigned agency to conduct an investigation** to determine if the child has been abused or neglected.

Slide #31

Caring for young children requires great vigilance to their health and well-being.

Subsection (2) of WAC 110-300-0475 lists types of incidents involving children that early learning providers must report to 911 immediately, and to the department within twenty-four hours of the incident occurring. A provider's quick response during these types of situations can help ensure a child's safety.

The WAC provides the following guidance:

WAC 110-300-0475 Duty to protect children and report incidents.

(2) An early learning provider must report by phone upon knowledge of the following to:

(b) Emergency services (911) immediately, and to the department within twenty-four hours:

(i) A child missing from care, triggered as soon as staff realizes the child is missing;

(ii) A medical emergency that requires immediate professional medical care;

Slide #32

Additional requirements for early learning professionals include:

WAC 110-300-0475 Duty to protect children and report incidents.

(2) An early learning provider must report by phone upon knowledge of the following to:

(c) Washington poison center immediately after calling 911, and to the department within twenty-four hours:

(i) A poisoning or suspected poisoning;

(ii) A child who is given too much of any oral, inhaled, or injected medication; or

(iii) A child who took or received another child's medication;

(iv) The provider must follow any directions provided by Washington poison center.

(d) The local health jurisdiction or the department of health immediately, and to the department within twenty-four hours about an occurrence of food poisoning or reportable contagious disease as defined in chapter [246-110 WAC](#), as now or hereafter amended;

Slide #33

Early learning professionals must also report any new information relating to an employee's background check, or, if a family home provider, relating to any member of the household as described in the following WAC:

WAC 110-300-0475 Duty to protect children and report incidents.

(2) An early learning provider must report by phone upon knowledge of the following to:

(e) The department at the first opportunity, but in no case longer than twenty-four hours, upon knowledge of any person required by chapter [110-06](#) WAC to have a change in their background check history due to:

(i) A pending charge or conviction for a crime listed in chapter [110-06](#) WAC;

(ii) An allegation or finding of child abuse, neglect, maltreatment or exploitation under chapter [26.44](#) RCW or chapter [388-15](#) WAC;

(iii) An allegation or finding of abuse or neglect of a vulnerable adult under chapter [74.34](#) RCW; or

(iv) A pending charge or conviction of a crime listed in the director's list in chapter [110-06](#) WAC from outside Washington State, or a "negative action" as defined in RCW [43.216.010](#).

Slide #34

Subsection (3) addresses other required reporting relating to a child's health and safety which must be reported within twenty-four hours. This is detailed further in the WAC:

WAC 110-300-0475 Duty to protect children and report incidents.

(3) In addition to reporting to the department by phone or email, an early learning provider must submit a written incident report of the following on a department form within twenty-four hours:

(a) Situations that required an emergency response from emergency services (911), Washington poison center, or department of health;

(b) Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and

(c) A serious injury to a child in care.

(4) An early learning provider must immediately report to the parent or guardian:

(a) Their child's death, serious injury, need for emergency or poison services; or

(b) An incident involving their child that was reported to the local health jurisdiction or the department of health.

Slide #35

A final consideration for early learning providers to understand is that, at some point, they may find themselves named as the subject of an investigation of child abuse or

neglect. This may happen when a child is injured while in the care of an early learning provider, leaves a program unnoticed, or sustains marks or injuries that are unexplainable. Even when an early learning provider reports the injury or incident themselves, the information provided to CPS may result in DLR/CPS being assigned to investigate the situation further, to determine if abuse or neglect of a child occurred while in the care of the provider.

Slide #36

There are some preventative steps that an early learning provider can take to help avoid this risk, or to help protect a provider, should this occur.

These steps include:

- Developing and using Incident Reports that provide sufficient and accurate details, such as how the child was injured, who was present, what time of day it happened, how staff responded, how it was reported to the parent and when, etc.
- Effective and timely communication with families when things happen to a child, or when there are concerns over a child's health or safety, are critical not only for reducing risk, but also for ensuring that a child's well-being is addressed.
- Documenting when a child arrives to an early learning program with marks, such as bruising, scratches, a black eye, etc. Documentation should also include the parent or guardian's response when asked how the injury occurred, as well as what the child reported happened.

Slide #37

Documentation kept regarding any incident or injury that occurs to a child in care at an early learning program will also be reviewed by licensing staff.

The information contained in the documentation will assist the licensor with determining if an early learning provider was meeting WAC requirements at the time the incident or injury occurred.

A sample form for reporting has been added to the Resources section of your learner's screen and is available there to print or download.

Slide #38

Should an early learning program find themselves the subject of an investigation of abuse or neglect, it is important that the early learning program staff should always comply and be as helpful as possible with the investigation, whether into the program or a specific staff person. It is also important for the early learning provider to be truthful and consistent in their answers. Some questions an early learning provider should be prepared to be asked are covered on the following slide:

Slide #39

Potential Interview Questions:

- At what time did the incident happen?
- How did the incident happen?
- Where did the incident occur?
- How and when did you first learn about the incident?
- What action did you first take?
- How and when were the parent(s)/ guardian(s) informed?
- What was done to help the child?
- Who was present when the incident occurred and what immediate steps did they take?
- What actions have been taken to ensure similar incidents don't occur?

Slide #40

This concludes the content portion of this course! Thank you for your participation!

Before this course ends, please take a moment to reflect and set personal goals related to the following Guiding Principles and ways that each of the principles relate to your role as an early learning professional.

- In the state of Washington, certain persons or groups of persons who have frequent contact with children or families are required by Washington's State law to report suspected cases of abuse or neglect to Child Protective Services (CPS) or to the appropriate law enforcement agency. The persons who fall into this category are called mandated reporters.
- Early learning programs should be intentional and thorough in making sure that all staff understand their role and their mandated duty to report suspected abuse or neglect of children. It is important that staff understand that their role is not to investigate their concerns or to determine if abuse or neglect has occurred, but to understand that their role is to report their concerns to the proper authorities.

- Licensing staff are one of the groups of persons defined by Washington State law as mandated reporters. Licensing staff, like early learning providers, are required by law to call CPS and make a report if they suspect that a child has been abused or neglected.

What take-a-ways do you have? How will you change your practices as a result of participation in this learning module?

Slide #41

Please take a moment to answer the following end-of-course assessment questions by selecting the appropriate choice.

This course improved my understanding of **Protecting and Reporting**

- True
- False

Slide #42

The information presented in this course was clearly connected to the session and Learning Outcomes.

- True
- False

Slide #43

There are opportunities for application of this course content in my role as an early learning professional.

- True
- False

Slide #44

I would recommend this course to others who work in the field.

- True
- False

Slide #45

This concludes this course. If you have questions following this session, please contact your supervisor or licensor.

We hope this course has been helpful in providing information about the WAC.

WA DCYF Educational Series
Protecting and Reporting

Our goal is that all early learning professionals viewing this course have left with an increased understanding and knowledge of the updated WAC, and that you will be able to either assess programs for compliance or be able to maintain and demonstrate compliance.

Be sure to visit the Learning Management System to review and select additional learning modules that are part of this series.