



ADVANCED child abuse INVESTIGATION

ADVANCED CHILD ABUSE INVESTIGATION (TCOLE #53264) LEARNING OBJECTIVES
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CHAPTER ONE: TRAINING OVERVIEW

CHAPTER TWO: HISTORY TIMELINE

CHAPTER THREE: MULTIDISCIPLINARY TEAMS

Learning Objectives: Understanding Multidisciplinary Teams

By the end of this chapter, the student will be able to point out the benefits of using a multidisciplinary team approach to child abuse, neglect, and exploitation, as well as discuss the concepts and identify the role of each member of the multidisciplinary team:

- A. Multidisciplinary Team (MDT)
- B. Children's Advocacy Center (CAC)
 - 1. *Weaknesses in Child Abuse Cases Prior to CACs*
 - 2. *Texas Standards for Children's Advocacy Centers*
 - 3. *Forensic Interview*
 - 4. *Family Advocacy and Victim Support*
 - 5. *Medical Professional Involvement*
 - 6. *Mental Health Professional Involvement*
 - 7. *Case Review Team Meetings*
 - 8. *Current Service Areas of Texas CACs*
 - 9. *How to Establish a CAC*
- C. Law Enforcement's Role
 - 1. *Law Enforcement and CPS Joint Investigations*
 - 2. *Role of Law Enforcement in the Multidisciplinary Team*
- D. Texas Department of Family and Protective Services' (DFPS) Role
 - 1. *Child Protection Services (CPS)*
 - 2. *Adult Protective Services (APS)*
 - 3. *Child Care Licensing (CCL)*
 - 4. *Statewide Intake (SWI)*

- E. Medical's Role
 - 1. *Child Sexual Assault Exam and Forensic Nursing*
 - 2. *Types/Categories of Exams*
 - F. Prosecutor's Role
 - 1. *Purpose of Criminal Prosecution*
 - 2. *Burden of Proof*
 - 3. *Brady Responsibilities*
 - 4. *The CSI Effect*
 - G. Legal Requirements for Multidisciplinary/Multi-Agency Child Protection Teams
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CHAPTER FOUR: LAWS REGARDING CHILD ABUSE AND NEGLECT

Learning Objectives: Understanding Child Abuse and Neglect

By the end of this chapter, the student will be able to state and define the following legal terms, concepts, and practices as they relate to child abuse and neglect.

- A. Federal Child Abuse Prevention and Treatment Act (CAPTA)
- B. Texas Statutes
 - 1. *Reporting Abuse*
 - a. Report of Abuse or Neglect
 - b. Matters to be Reported
 - c. False Reports
 - d. Failure to Report
 - e. Referral or Report by Department or Law Enforcement
 - 2. *Child Physical Abuse*
 - a. Murder
 - b. Capital Murder
 - c. Manslaughter
 - d. Criminally Negligent Homicide
 - e. Assault
 - f. Injury to a Child, Elderly Individual, or Disabled Individual
 - g. Continuous Violence against the Family
 - h. Unlawful Restraint
 - i. Harassment
 - j. Stalking
 - k. Reasonable Parent/Child Discipline
 - 3. *Child Endangerment and Abandonment*
 - a. Abandoning or Endangering a Child
 - b. Leaving a Child in a Vehicle
 - c. Driving while Intoxicated with Child Passenger
 - 4. *Child Sexual Abuse*
 - a. Sale, Distribution, or Display of Harmful Materials to Minor
 - b. Prohibited Sexual Contact
 - c. Indecent Exposure
 - d. Indecency with a Child
 - e. Voyeurism
 - f. Sexual Assault
 - g. Aggravated Sexual Assault

- h. Continuous Sexual Assault of Young Child or Children
- i. Improper Relationship between Educator and Student
- j. Improper Photography or Visual Recording
- k. Sexual Performance by a Child
- l. Female Genital Mutilation
- m. Prohibited Employment
- 5. ***Removal of Child***
 - a. Accepting Voluntary Possession of a Child
 - b. Taking Possession of a Child in Emergency without Court Order
 - c. Possession and Delivery of Missing Child
- 6. ***Child Safety Check Alert List (CSCAL)***
 - a. Investigation of a Report
 - b. Child Safety Check Alert List
 - c. Law Enforcement Response to Child Safety Check Alert
 - d. Proficiency Certificates
- 7. ***Victims' Rights and Resources***
 - a. Crime Victims' Rights Definitions
 - b. Crime Victims' Rights
 - c. Teen Victims' Rights
 - d. Confidentiality of Identifying Information of Victims
 - e. Protective Order for Minors
 - f. Minimum Standards for Emergency Services
 - g. Crime Victim's Compensations
- 8. ***Child Physical and Sexual Abuse Definitions***
- C. **Personal and Departmental Civil Liability**
- D. **Evidentiary Rules and Case Law**

CHAPTER FIVE: VICTIMS AND PERPETRATORS

Learning Objectives: Understanding Victims and Perpetrators

By the end of this chapter, the student will be able identify and discuss characteristics of victims and perpetrators, as well as describe the dynamics and effects of child abuse, neglect, and exploitation:

- A. **Myths and Truths About Child Abuse**
- B. **Prevalence of the Problem**
- C. **Characteristics of Victims**
 - 1. *Texas Confirmed Victims in 2014*
 - 2. *Victim Selection*
- D. **Characteristics of Offenders**
 - 1. *Texas Confirmed Perpetrators in 2014*
 - 2. *Physical Abusers*
 - 3. *Sex Offenders*
 - a. Behaviors of Sex Offenders
 - b. Paraphilias
 - c. Female Sex Offenders
 - 4. *Juvenile Offenders*
- E. **Dynamics of Abuse and Neglect**
 - 1. *Physical Abuse*
 - 2. *Neglect*

3. *Sexual Abuse*
 4. *Children Exposed to Family Violence*
- F. **Effects on the Victim**

CHAPTER SIX: INTERVIEWING AND INTERROGATING TECHNIQUES

Learning Objectives: Understanding Interviewing and Interrogating Techniques

By the end of this chapter, the student will be able to discuss the following interviewing and interacting concepts, as well as interrogating techniques and administer these practices as they relate to interviewing victims, their families, and interviewing and interrogating perpetrators:

- A. **Disclosure**
- B. **Interviewing Child Victims**
 1. *Children's Advocacy Center Forensic Interviews*
 2. *Forensic Interviews*
 3. *Subsequent Forensic Interview*
 4. *Multi-Session Forensic Interview*
- C. **Special Considerations for Interviewing Child Victims**
 1. *Fantastical Elements*
 2. *Suggestibility*
 3. *Linguistics*
 4. *Recantation*
 5. *Reaffirmation*
 6. *Pre-School Children*
 7. *Teenage Victims*
 8. *Complaint Victims*
- D. **Interviewing Outcry Witness**
- E. **Interviewing Non-Offending Adults**
 1. *Non-Offending Caregivers*
 2. *Collaterals*
- F. **Interacting with Immigrant Children and Families**
- G. **Interviewing and Interrogating Perpetrators and Alleged Sex Offenders**
 1. *Basic Interviewing Techniques*
 2. *Interrogating Techniques*
 3. *Detecting Deception*

CHAPTER SEVEN: COORDINATED INVESTIGATIONS

Learning Objectives: Understanding Coordinated Investigations

By the end of this chapter, the student will be able to identify and administer the following coordinated investigative techniques, concepts, and best practices:

- A. **Case Initiations**
 1. *Law Enforcement and CPS Joint Investigations*
 2. *Reporting to CPS*

3. *CPS Investigation Overview*
4. *Child Safety Check Alert List (CSCAL)*
- B. **Working MDT Protocols/CAC Best Practice Guidelines**
 1. *Elements of the Offense*
 - a. Probable Cause to Arrest
 - b. Arrest Warrant and Bond Requirements
 - c. Department of Family and Protective Services (DFPS) Allegation Definitions
 2. *Child Abuse Investigations*
 - a. Priority 1 / Emergency
 - b. Priority 2 / Non-Emergency
 3. *Notifying the CAC*
- C. **Components of the Investigation**
 1. *Scene Basics*
 2. *Evidence Collection*
 3. *Photographs*
 4. *Corroboration of Evidence*
 - a. Corroborating Witness Statements
 - b. Controlled Phone Call
 - c. Obtaining Records
 - d. Establishing a Timeline
 5. *Report Writing*
- D. **Search Warrants**
 1. *Requirements for Search Warrants*
 2. *Warrantless Searches*
 3. *Search Warrants for Seizing Electronic Evidence*
- E. **Specific Investigative Techniques**
 1. *Physical Abuse*
 2. *Children Exposed to Family Violence*
 3. *Emotional Abuse*
 4. *Neglect*
 5. *Sexual Abuse*
 6. *Fatality*
- F. **Investigation Dispositions**
 1. *CPS Dispositions*
 2. *APS Facility Investigation Dispositions*
 3. *APS In-Home Investigation Dispositions*
 4. *CCL Dispositions*
 5. *LE Dispositions*
 6. *Prosecutorial Dispositions*

CHAPTER EIGHT (SPECIAL TOPIC A): CHILDREN WITH DISABILITIES

Learning Objectives: Understanding Children with Disabilities

By the end of this chapter, the student will be able to identify and discuss the types of disabilities, risk factors, and appropriate ways to interact with children with disabilities:

A. Prevalence of Children with Disabilities

- B. Dynamics of Abuse of Children with Disabilities
- C. Types of Disabilities
 - 1. *Intellectual*
 - 2. *Autism Spectrum Disorder (ASD)*
 - 3. *Physical*
 - 4. *Blind and Low Vision*
 - 5. *Deaf and Hard of Hearing*
 - 6. *Mental Illness*
 - 7. *Children who Acquire a Disability as a Result of the Crime*
- D. Risk Factors of Abuse or Exploitations
- E. Interacting with Children with Disabilities
 - 1. *Disability Etiquette - People First Language*
 - 2. *Creating Accessible Facilities*
 - 3. *Tips for Communicating with Abused Children with Disabilities*
- F. Responding to Missing Children with Disabilities
 - 1. *Missing Children with Autism Spectrum Disorders*
 - 2. *Law Enforcement Duties*
- G. Assistance/Services for Victims with Disabilities and Other Resources

CHAPTER EIGHT (SPECIAL TOPIC B): MISSING AND EXPLOITED CHILDREN

Learning Objectives: Understanding Missing and Exploited Children

By the end of this chapter, the student will be able to state and define the following legal terms, concepts, and administer the following investigative techniques as they relate to missing and exploited children.

- A. Domestic Minor Trafficking
 - 1. *Laws Related to Domestic Minor Trafficking*
 - a. Texas Statutes
 - b. Federal Statutes
 - 2. *Domestic Minor Sex Trafficking (DMST)*
 - 3. *Domestic Minor Labor Trafficking (DMLT)*
- B. Internet Crimes Against Children
 - 1. *Laws Related to Internet Crimes Against Children*
 - a. Texas Statutes
 - b. Federal Statutes
 - 2. *Forms of Internet Crimes Against Children*
 - 3. *Investigating Internet Crimes Against Children*
- C. Missing Children and Attempted Child Abduction
 - 1. *Laws Related to Missing and Abducted Children*
 - a. Texas Statutes
 - b. Federal Statutes
 - 2. *Law Enforcement Duties/Responsibilities*
 - 3. *Registering Missing Children and Attempted Child Abductions*
 - 4. *Children Displaced by Disaster*
- D. Child Exploitation Definitions

CHAPTER NINE: RESOURCES

Learning Objectives: Resources

By the end of this chapter, the student will be able to identify state and national resources for victims of abuse, neglect, and exploitation and resources available to law enforcement officers and child protective services workers:

- A. Coping with Stress in the Workplace
- B. Preventing Burnout Among Child Protective Services (CPS) Workers
- C. Law Enforcement Resources
 - 1. *National Center for Missing and Exploited Children (NCMEC)*
 - 2. *Texas Joint Crime Information Center (TX JCIC)*
 - 3. *State Grant Opportunity for Law Enforcement Agencies*
- D. Assistance for Child Protection Team Members
 - 1. *Supporting Heroes in Mental Health Foundation (SHIFT) Training*
 - 2. *Safe Call Now*
 - 3. *The National Domestic Violence Hotline*