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# **Instructor's Manual and Test Bank**

*For*

## **Exploring Child Welfare: A Practice Perspective**

**7<sup>th</sup> Edition**

**Crosson-Tower**

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## Table of Contents

1. Children: Our Most Important Resource	1
2. The Changing Family	9
3. Children and Poverty	16
4. Children and Violence in the Community	23
5. Children Against the Backdrop of War: Addressing the Needs of Military Families	30
6. Trauma-Sensitive Educational Settings	37
7. Child Abuse and Neglect: Protecting Children When Families Cannot	43
8. Family Preservation or Child Placement? Serving the Child's Best Interests	49
9. Juvenile Court Justice: Promoting the Rights and Welfare of Children and Families	56
10. Teenage Pregnancy and Parenting	63
11. Children in Family Foster Care	69
12. The Adoption of Children	79
13. Children in Residential Setting	87
14. Our Children's Future	94
Answer Key	100

## Chapter 1

### *Children: Our Most Important Resource*

#### CHAPTER SUMMARY

The role of child welfare services is to provide a safety net for children. When seeking to understand how today's services for children operate, it is helpful to consider the past. Children have always been at the mercy of their caregivers. In earlier times, unwanted children were dealt with through abortion, infanticide, and abandonment. Children were required to work alongside adults who may have disregarded that they were weaker and less able to work long hours. An early form of child labor was indenture, a system in which children worked as apprentices to tradesmen. It was not until the late nineteenth and early twentieth centuries that such reformers as Jane Addams, Homer Folks, Grace Abbott, and Julia Lathrop sought reform in child labor laws. Several agencies have advocated for children over the years. The U.S. Children's Bureau (founded in 1912), Family Welfare Association (formerly the COS), and CDF each played a role in protecting children and advocating for their well-being.

The responsibility for children originally rested entirely with their parents. Children were expected to follow their parents, even to almshouses, where the conditions could be unfit for adults, let alone their offspring. Later, the care of orphaned children or children whose parents could not care for them shifted to orphanages. In the late nineteenth century, Charles Loring Brace, feeling that a family setting was a better environment for children than an institutional setting, instituted "placing out," whereby children were sent by train to the Midwestern United States to live with farm families.

Minority children were excluded from the programs for white children. An African American child might be sent to a reform school rather than an orphanage or private home. Native American children were often sent to boarding schools so that they could be better assimilated into white culture.

With advances in research about child development came the recognition that children need a family environment. Placement in foster and adoptive homes became the priority. In 1874 the well-publicized case of the maltreated Mary Ellen Wilson gave rise to the Society for the Prevention of Cruelty to Children and the first formalized efforts to protect children from abuse and neglect. Over the years, numerous pieces of legislation have been enacted to protect children's rights and stimulate services for children and families.

Since the early 1900s, there have been numerous advances in the provision of services for children. Today family preservation (keeping families intact) and permanency planning (finding permanent arrangements as early as possible for children whose parents cannot care for them) are key concepts of the provision of services. The post-World War II era witnessed the expansion of women in the workplace, propelling the need for child care outside the home.

We are also beginning to recognize the importance of attachment in children's lives and to seek new ways to provide the consistency that enables children to develop healthy relationships. In recognition of this need, The Adoptions and Safe Families Act of 1997 (P.L. 105-89) was signed into law by President Clinton on November 19, 1997. The new law, which amends the 1980 Child Welfare Act (P.L. 96-272), clarifies that the health and safety of children served by child welfare agencies must be their paramount concern and aims to move children in foster care more quickly into permanent homes.

ASFA is one of many reforms spurred by CAPTA (Child Abuse Prevention and Treatment Act), passed in 1974 here priority for provision of services and protection of children was recognized.

Funding, always an issue in the provision of child welfare services, is a major concern. Critics of the move to collapse funds into block grants contend that services to children would be cut substantially. Others argue that it is the personal touch that is lacking in today's agency efforts. The fact remains that children are our most important resource. Strengthening the safety net that protects them from harm and enables them to develop safely and healthfully is the obligation of all adults.

## STUDENT LEARNING OBJECTIVES

- Students will be able to explain why abortion, infanticide, and abandonment were practiced throughout history.
- Students will be able to analyze how the early efforts of reformers to intervene in child labor influenced current child labor laws and practices.
- Students will be able to cite the individuals and organizations providing advocacy for children over the years.
- Students will be able to identify why children might come to the attention of the child welfare system today.
- Students will be able to describe the role that attachment plays in the lives of children and how services should address attachment issues.
- Students will be able to differentiate between the various types of roles a child welfare worker of today might take in serving children.
- Students will be able to identify key legal and social reforms representing how society reacts to and addresses the changing needs of children.
- Students will be able to describe the effect of population shift on the social service system.

## TEACHING TIPS

- It might be helpful to invite students to summarize the information that they have read prior to beginning to discuss it deeply in class. Asking students to identify the part of the chapter that they found most intriguing is an innovative way to invite more class participation.
- Students from specific cultural backgrounds may have difficulty understanding the behaviors and characteristics of families from very different cultural backgrounds. It is essential that students understand that just because certain characteristics and behaviors are different does not mean that they are strange or inferior.
- Students might have trouble distinguishing between generalizations and specific details. Emphasize that at several points throughout the text our author explains that the text contains generalizations about different types of families because otherwise it would be too long.
- Help students develop deeper understandings of the information contained in this chapter by connecting the information to real families. For example, when discussing the cultures of Middle Eastern families, ask if anybody knows a family from the Middle East. Also, take advantage of students as representatives from specific types of cultures and families.

## LECTURE GUIDE AND ASSET CORRELATION

The below lecture guide and asset correlation indicates where discussion prompts, assignments, activities connect to a given topic. The full descriptions of these prompts and assignments follow the below guide.

### *Discussion Prompts*

- Throughout this chapter, various discussion prompts have been provided for in-class use. These prompts are developed to assist you in starting open conversation with students about key topics of the chapter.

### *Assignments and Activities*

- These assignments and activities can be used to expand thought process on the subject or to deepen the student's understanding and application to real life circumstances.

### *Chapter Outline*

The Need for Child Welfare Services Today (*Activity #1*)

A Brief History of the Plight of Children

Abortion, Infanticide, and Abandonment  
Child Labor and Education (*Discussion Question #1*)  
Early Efforts to Care For and Help Children  
Out-of-Home Care  
Childcare (*Discussion Question #2 and #8*)  
Advocacy in the Provision of Services for Children (*Discussion Question #3*)  
Providing Services for Children Today (*Activity #3, Activity #4, Activity #5*) (*Discussion Question #5, Discussion Question #6, Discussion Question #7*)  
Today's Children  
Services for Today's Children (*Discussion Question #9*)  
Services in the Future  
Becoming a Child Welfare Worker Today (*Activity #2*) (*Discussion Question #4*)  
Summary

## DISCUSSION PROMPTS

1. How has society's concept of childhood evolved through history? How are changes of perception represented? What indicators highlight the need for continued improvement?
2. How has child labor evolved with time? Do you think that current labor laws are adequate? Is there still work to be done in the area of child labor?
3. How did daycare institutions come to be? What are some of the issues that contemporary families face with daycare? How could a social worker help them with these problems or issues?
4. What/who are the main agencies, individuals, and pieces of legislation that have actively advocated the provision of services for children? Do you think that current child services agencies provide adequate resources for children and their families? What is the role of the social worker in making sure children and families get the support they need?
5. How has society's view of the child changed over the years? What are some of the reforms and current services that are indicative of the changing view of children? How are children viewed today? What is your perception of children? How will this perception inform or influence your work as a social worker?
6. What are some of the issues that require the child welfare system to intervene in order for a child to be safe or a family to remain intact? What is the social worker's role in this process?
7. As the concept of childhood evolves, how does that effect practice? How do reforms impact the demand for resources? What adaptations are necessary in order to meet changing demands?
8. How has the increase changing roles of women in the workplace impacted the needs of the family and the perception of child-rearing responsibilities? What do you anticipate will be the long-term effect of these changes?
9. How have the various reforms in the late 20<sup>th</sup> Century and Early 21<sup>st</sup> century attended to the needs of Children? How have priorities around children shifted?

## ASSIGNMENTS AND ACTIVITIES

1. **Messages about Children.** Brainstorm with the class about things they have heard people say about children, both today and in years past. For example, "Children should be seen and not heard" or the use of derogatory terms such as "rug rats." Have these messages changed over the years? How? How do these messages reflect our view of children? Has society's view of the child changed today? How? Break into small groups to discuss the topic "How do I view children?" Report back to the larger group and discuss.
2. **Area Resources.** Have the students find out what children's services resources there are in the community. They might devise a resource list or suggest what speakers they might want to hear from various agencies.
3. **Child Welfare Panel.** Organize (or have students organize) a panel of representatives from various agencies who can speak to the students about their work and their experiences.
4. **Working in Child Welfare.** Ask the students to look at page 17. Break into small

groups. Have one group make a list of the personal qualities one would need to assume these types of roles. Have another group make a list of the specific areas of training one would need to assume these roles. Discuss as a larger group.

5. **Assessing Personal Qualities.** Have each student write a brief paper addressing: What is my philosophy of helping? How would this philosophy work with children? What would be my biggest challenge in working with children? Ask the students to bring the papers to class and discuss them in small groups or, if they are comfortable, as a class.

## STUDENT LEARNING OUTCOMES

- The student will discuss the incidence of children in need of child welfare service today.
- The student will develop the skills to analyze the role attachment plays in the lives of children and the ways in which services address these issues.
- The student will develop an understanding of how individuals and organizations that have provided advocacy for children over the years have shaped current welfare practices.
- The student will develop an appreciation for the various roles contemporary welfare works take in serving children.
- The student will develop an understanding of the relationship between changing needs of children and families and the policies and legislation that aims to meet those needs.

## ADDITIONAL RESOURCES

### ***Books***

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Brisch, K. H. (2004). *Treating attachment disorders: From theory to therapy*. New York: Guilford.

Caulfield, E. (1931). *The infant welfare movement of the eighteenth century*. New York: Paul Locker.

Crosson-Tower, C. (2003). *From the eye of the storm: The experiences of a child welfare worker*. Boston: Allyn & Bacon.

Downs, S. W., McFadden, E. J. and Michaud, S. (2003). *Child welfare and family services: Policies and practice*. Boston: Allyn & Bacon.

Goldstein, J., Freud, A., & Solnit, A. J. (1973). *Beyond the best interests of the child*. New York: Free Press.

Hegar, R. L., & Scannapieco, M. (1999). *Kinship foster care: Policy, practice and research*. New York: Oxford University Press.

Holt, M. I. (2004). *Indian orphanages*. Lawrence: University of Kansas Press.

Johnson, L. C., & Schwartz, C. L. (1996). *Social welfare: A response to human need*. Boston: Allyn & Bacon.

Levy, T. M., & Orlans, M. (1998). *Attachment, trauma and healing: Understanding and treating attachment disorder in children and families*. Washington, DC: Child Welfare League of America.

Maas, H. S., & Engles, R. E. (1959). *Children in need of parents*. New York: Columbia University Press.

O'Connor, S. (2004). *Orphan trains*. Chicago: University of Chicago Press.

Trattner, W. I. (1970). *Crusade for children: A history of the National Child Labor Committee and child labor reform in America*. Chicago: Quadrangle Books.

Vinovskis, M. A. (2005). *The birth of Head Start*. Chicago: University of Chicago Press.

### **Journals**

Hacsi, T. (1995). From indenture to family foster care: A brief history of child placing. *Child Welfare*, 74(1), 162–180.

Peebles-Wilkins, W. (1995). Janie Porter Barrett and the Virginia Industrial School for colored girls: Community response to the needs of African American children. *Child Welfare*, 74(1), 143–161.

Terrell, M. C. (1899). The duty of the National Association of Colored Women to the race. *Church Review*, 340–354. In Mary Church Terrell Papers. Washington, DC: Moorland-Springarn Research Center, Howard University.

Tuttle, W. M. (1995). Rosie the Riveter and her latchkey children: What Americans can learn about child day care from the Second World War. *Child Welfare*, 74(1), 92–114.

Weil, A. (2002). Ten things everyone should know about welfare reform. *New Federalism*, Series A, no. A52. Washington, DC: The Urban Institute.

### **Films**

Hearn, W. (Producer). (1991). *The end of the line, orphan trains* [motion picture]. United States: Filmmakers Library.

Doyle, M. W. (Producer). (2004). *Society's problems in children's lives*. [motion picture]. United States: Films for the Humanities & Sciences.

Sorenson, J. C. (Producer). (2003). *The idea makers: The women of Hull House*. [motion picture]. United States: Insight Media



## Test Bank

### Multiple Choice Questions

Difficulty: 1 = Easy; 2 = Medium; 3 = Challenging

Choose the best possible answer for each of the following:

#### Multiple Choice Questions

1. Early societies used infanticide
  - a. as a solution for unwanted children.
  - b. as a form of child labor.
  - c. as a way to teach children.
  - d. as a discipline method.

Bloom's Level: Knowledge

2. With the dawn of the industrial revolution came new ways of using children in the workforce. Children were used predominantly because
  - a. they could work long hours without tiring like adults would.
  - b. they would do what their parents told them.
  - c. their smaller hands and bodies enabled them to do things adults could not.
  - d. their parents paid to have them employed so they wouldn't have to take care of them.

Bloom's Level: Knowledge

3. What was one of the reasons Marian Wright Edelman founded the Children's Defense Fund?
  - a. to reform the juvenile justice system
  - b. to promote child labor practices
  - c. to end unfair adoption practices
  - d. to help children find employment

Bloom's Level: Knowledge

4. The National Child Labor Committee was organized in 1904
  - a. in accordance with the Children's Defense Law.
  - b. to create reforms for working children.
  - c. as a result of the efforts of Charles Loring Brace.
  - d. by the members of the White House Conference.

Bloom's Level: Knowledge

5. Which of the following children would have been placed in the Carrie Steele Orphan Home in Atlanta?
  - a. an American-Indian boy
  - b. a Caucasian boy
  - c. an African-American girl
  - d. a Vietnamese girl

Bloom's Level: Comprehension

6. What was an early forerunner of family preservation, which would have a significant influence on permanency planning efforts in later years?
- The Public Health Act of 1987
  - The Indian Child Welfare Act of 1978
  - The Child Rights Act of 1990
  - The Child Treatment Act of 1962

Bloom's Level: Knowledge

7. Carol is a mother of 5. She knows that she needs to make sure they eat balanced meals and go to bed on time, but she is not sure how to go about doing this. Carol is experiencing
- parental rejection.
  - maternal isolation.
  - intrarole conflict.
  - character deficiency.

Bloom's Level: Application

8. An example of an advocacy agency for children is
- the Carrie Steele Orphan Home.
  - the Diverse Population Foundation.
  - the Native American Community.
  - the Children's Defense Fund.

Bloom's Level: Comprehension

9. Jessie has a hard time believing that her friends will actually be supportive of her when she needs them. She is most likely suffering from
- interrole conflict
  - child incapacity
  - attachment disorder
  - role rejection

Bloom's Level: Application

10. This approach aims to help those being served gain a sense of control and empowerment that can lead to healing based on a child's prior experiences.
- Trauma informed practice
  - Collaborative
  - Individualized
  - Family centered

Bloom's Level: Knowledge

### Short Answer Questions

1. Why did the Greeks and Romans practice infanticide?

Bloom's Level: Comprehension

2. What is an example of a problem a child laborer during or after the Industrial Revolution might have experienced?

Bloom's Level: Comprehension

3. What is the difference between role rejection and interrole conflict?

Bloom's Level: Analysis

- Predict one challenge that will arise for child welfare workers in the next 20 years.

Bloom's Level: Evaluation

- Write a 2-sentence description of a child with attachment disorder.

Bloom's Level: Application

- Give an example of a role a child welfare worker might take. What type of service would this role perform?

Bloom's Level: Application

- Explain what it means to be a trauma-informed child welfare worker and how being a trauma-informed child welfare worker is helpful to the children they serve.

Bloom's Level: Application

### Essay Questions

- Evaluate the level of influence child advocacy programs of the 1960s, such as Project Head Start and the Children's Defense Fund, had on current child welfare services. Be as specific as you can in your evaluation.

Bloom's Level: Evaluation

- Hypothesize how child welfare services will need to change in the next decade to accommodate the growing diversity in the United States. Be as specific as you can in your discussion.

Bloom's Level: Synthesis

- Historically speaking, what was/is the difference between out-of-home care and daycare? Use specific examples from the text in your analysis.

Bloom's Level: Analysis

- Examine how the industrial revolution changed the role of children in the work force. Use specific examples from the text in your analysis.

Bloom's Level: Analysis