

DePanfilis, D. (2006). Child neglect: A guide for prevention, assessment, and intervention. Retrieved on February 8, 2008 from:  
<http://www.childwelfare.gov/pubs/usermanuals/neglect/index.cfm>

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### **“Mandatory Reporters**

- Mandatory reporters are individuals who are required by law to report cases of suspected child abuse or neglect. They can face criminal and civil liability for not doing so. In approximately 18 States, anyone who suspects child abuse or neglect is considered a mandatory reporter.<sup>46</sup> In most States, mandatory reporters are required to make a report immediately upon having suspicion or knowledge of an abusive or neglectful situation. This initial report may be made orally to either CPS or a law enforcement agency. Examples of individuals who typically are listed as mandatory reporters include physicians, social workers, educators, mental health professionals, child care providers, medical examiners, and police. Every State has statutes that specify procedures for mandatory reporters to follow when making a report of child abuse or neglect. For more information about State laws regarding mandatory reporters, see [http://www.childwelfare.gov/systemwide/laws\\_policies/state/reporting/](http://www.childwelfare.gov/systemwide/laws_policies/state/reporting/).”
- “However, according to the Third National Incidence Study of Child Abuse and Neglect (NIS-3), less than one-third of child abuse and neglect cases are reported to CPS.<sup>43</sup>”
- “Within the category of neglect, physical neglect was the most commonly occurring type and included abandonment; medical neglect; inadequate nutrition, clothing, or hygiene; and leaving a young child unattended in a motor vehicle.<sup>45</sup>”

3 - [Impact of Neglect](#)

- “Neglect can negatively affect a child's academic performance. Studies have found that:
  - Children placed in out-of-home care because of abuse or neglect have below-average levels of cognitive capacity, language development, and academic achievement.

## Reference & Summary by H. Johnson

- Neglected children demonstrated a notable decline in academic performance upon entering junior high school.
- Children who were physically neglected were found to have significantly lower IQ scores at 24 and 36 months and the lowest scores on standardized tests of intellectual functioning and academic achievement in kindergarten when compared with children who had experienced either no maltreatment or other forms of maltreatment.
- Neglected children, when compared with nonmaltreated children, scored lower on measures of overall school performance and tests of language, reading, and math skills.
- Neglected boys, but not girls, were found to have lower full-scale IQ scores than physically abused and nonmaltreated children.<sup>82</sup>

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