

## **Protecting God's Children: Our Pastoral Response Local Safe Environment Team Training Day**

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All the following are on the Child and Youth Protection web-page for easy access. Go to [www.dioceseofraleigh.org](http://www.dioceseofraleigh.org), use the alphabetical list of departments (Offices A-Z) to find the Child and Youth Protection page. Next use the menu located under the picture to access the items below, and more! (also in Spanish)

### **Foundations of Safe Environment**

- ❖ Members of the Diocesan Review Board
- ❖ Members of the Diocesan Safe Environment Committee
- ❖ Charter for Protection of Children and Young People (USCCB, 2002)
- ❖ Essential Norms for Diocesan/Eparchial Policies Dealing With Allegations of Sexual Abuse of Minors by Priests or Deacons ( Congregation of Bishops, 2002)
- ❖ Policies and Procedures for the Protection of Children and Young People (Diocese of Raleigh, 2003)

### **Safe Environment Team Tools**

- ❖ Safe Environment Vision Statement
- ❖ Tasks of the Safe Environment Teams
- ❖ Forming a Safe Environment Team
- ❖ Safe Environment Team Submission Form
- ❖ Safe Environment Team Membership Change Form
- ❖ Screening and Criminal Background Checks for Volunteers and Employees
- ❖ Code of Conduct for Church Personnel of the Diocese of Raleigh
- ❖ Application for Volunteers: levels A and B
- ❖ Application/ Cover Letter for Volunteers in leadership: Level C
- ❖ Questions and Answers
- ❖ eAppsDB – Criminal Background Check

## **CHILD ABUSE AND NEGLECT RISK FACTORS**

Many factors put parents at risk to abuse or neglect their children. However, it is important to remember that individuals react differently even when faced with the same problems. Two families could be facing the same difficult situation, and one parent may become abusive while others may not. Each of the factors presented here is just that...factors that may put a parent at risk to abuse or neglect their child. They are not certainties, or proof that a parent is or will become abusive.

### **Caregiver Risk Factors**

#### **Poor Childhood Experiences**

- Caregiver was abused or neglected as a child

#### **Immaturity**

- Caregiver is young or immature
- Caregiver's own need to be cared for is so great they may ignore or be unable to cope with the needs of the child (no matter what age)

#### **Lack of Parenting Skills**

- Caregiver lacks knowledge of child development or has inappropriate expectations of the child

#### **Unrealistic Expectations of the Child**

- Caregiver does not understand the stages of child development
- Caregiver expects the child to behave in ways beyond the child's developmental capabilities

#### **Unmet Emotional Needs**

- Caregiver does not relate well to other adults
- Caregiver turns to the child to satisfy their need for love, self-esteem, sexual gratification

#### **Isolation**

- Caregiver has little or no friends, family, or social support system
- Family lives in an isolated area
- Caregiver has no "break" from child care duties

#### **Mental Illness or Mental Deficiency**

- Caregiver may be unable to understand and complete their parenting responsibilities
- Caregiver may not have the capacity to comprehend their parenting responsibilities
- Caregiver suffers from depression

#### **Alcohol or Drug Abuse**

- Caregiver has problems with drugs or alcohol which limits their ability to care for the child

**Domestic Violence or History of Violence**

- Families with physical child abuse also resemble families with other forms of violence -- often when there is spousal violence there is abuse of children
- Caregiver exhibits violent behavior

**Education Level**

- Most maltreating parents have less education than non-maltreating parents
- Neglectful parents tend to have less formal education

**Significant or Major Disruptions in the Caregiver's Life**

- Caregiver has experienced a recent:
  - Death of a loved one
  - Divorce or separation
  - Loss of job or source of income
  - Significant illness or injury to themselves or another family member
  - Trouble with the law

**Children Who May be At Risk for Abuse or Neglect**

- Physically or mentally challenged children
- Children who are illness prone
- Hyperactive children or exceptionally bright children who require additional activity and constant stimulation
- Children who are demanding or who have a unusual need for attention
- Children who have previously been abused or neglected
- An unwanted child
- A child whose conception or birth caused particular problems for the caregiver
- A child who is perceived as being the "wrong sex"
- A child whose physical/personality characteristics are similar to a person who has caused the caretaker pain or distress

**Socioeconomic Characteristics That May Put Children at Risk**

- Poverty
- Single-parent households

## **PHYSICAL INDICATORS OF PHYSICAL CHILD ABUSE**

### **LOCATIONS OF THE INJURY**

- Buttocks
- Genital Area
- Abdomen
- Back
- Side of the body
- Back of the hands

### **BRUISES, WELTS, BITES, HAIR LOSS**

- On the face, lips, mouth, torso, back, buttocks, thighs
- Clustered bruises or welts that form patterns
- Injuries that regularly appear after the child has been absent
- Human bit marks
- Hair loss

### **BURNS**

- Immersion Burns
  - Burns that have a sock-like or glove-like appearance
  - Burns that are doughnut shaped on the buttocks or genitalia
- Burns that have a patterned appearance – from electric burner, iron, cigarettes
- Rope Burns – on the arms, legs, neck or torso

### **HEAD INJURIES**

- Injury to the ear, cheeks, temple, or bony skull area
- Bleeding around the ear, cuts or swollen ear
- Lip tears, cuts, scrapes, or burns on the lip
- Broken teeth, or cuts on the tongue
- Facial fractures
- Two black eyes
- Bleeding in the upper eyelid

## **BEHAVIORAL AND EMOTIONAL INDICATORS OF PHYSICAL ABUSE**

Physically abused children will not only have physical signs of abuse, but many times these physical signs will be accompanied by behavioral and emotional signs. It is important to remember that none of the indicators listed below is a definite sign that a child has been physically abused. Instead, you should think of them as red flags, a sign that something in the child's life has created enough stress to change their behavior. A history of suspicious injuries, patterns of behavior, and a child disclosing to you that they have been abused are all factors that should be considered in determining whether you should make a report of abuse to the Department of Social Services.

### **Behavioral and Emotional Indicators of Physical Abuse and Neglect**

- Child wears clothing that is not appropriate for the weather
- Excessive absences
- Fearful of parents or other adults
- Apprehensive when other children cry
- Extreme aggressiveness
- Cognitive and intellectual impairment
- Deficits in speech and language
- Hyperactivity, impulsivity, low frustration tolerance
- Depression, low self-esteem, suicidal tendencies
- Constantly tired or unable to stay awake

### **SITUATIONS THAT SHOULD BE REPORTED AS CHILD ABUSE**

- A parent tells you the child was injured doing something that he or she is not developmentally able to do
- The child's injury is too severe to have been caused in the manner in which the parent tells you the injury happened
- The injuries are to the child's buttocks, genital area, abdomen, back, sides of the body or back of the hands
- The parent's story of how the injury happened changes when it is challenged
- The child's injuries have not been medically treated
- The injuries show a pattern such as a rope, hanger, hand, or electric iron
- The child has human bite marks
- The child has patches of hair pulled out and the scalp shows signs of bleeding
- The child has multiple injuries on multiple parts of his or her body and those injuries are in various stages of healing
- The child has multiple injuries, but the parent tells you that it happened on a single occasion
- The child has burns on his or her body that don't appear accidental
- The child tells you that he or she has been abused

# **INDICATORS OF SEXUAL ABUSE**

## **PHYSICAL INDICATORS**

Children who have been sexually abused may not have any physical signs of the abuse. Even if you notice one or some of the physical indicators listed below this does not prove that the child has been sexually abused.

- Unexplained abdominal pain
- Difficulty in walking or sitting
- Torn, stained, or bloody underclothing
- Pain, swelling, or itching in the genital area
- Bruises, bleeding, or lacerations of the external genitalia, vaginal or anal areas
- Vaginal or penile discharge
- Semen around the genitals or on undergarments
- Pain when urinating
- Sexually transmitted diseases: gonorrhea, syphilis, herpes, or venereal warts
- Pregnancy, especially in early adolescence

## **BEHAVIORAL OR EMOTIONAL INDICATORS**

Like the physical indicators of sexual abuse, emotional or behavioral indicators are not conclusive proof that a child has been sexually abused. The presence of one or more indicators should be a sign to look closer at the child and the child's environment.

- Excessive masturbation
- Sexual acting out
- Knowledge of sexual matters inappropriate to the age or development of the child
- Sexually abused a sibling, friend or younger child
- Eating or sleeping disturbances
- Depression
- Sudden drop in academic performance
- Acting out or aggressive behavior
- Regression of behavior
- Appears frightened of adults, darkness or being left alone
- In adolescents: depression, nervousness, carving, eating disorders, promiscuity, etc.

## **INDICATORS OF EMOTIONAL ABUSE**

Emotionally abused children have one thing in common: low self-esteem, accompanied by feelings of guilt and an assumption that they are responsible for being unworthy of their parents' love, affection, and attention.

Like physical and sexual abuse, none of the indicators listed below is proof that a child has been emotionally abused. However, the presence of one or more indicators should prompt you to take a closer look at the child and the child's environment.

### **PHYSICAL INDICATORS**

- Speech disorders
- Lags in physical development
- Sallow, empty facial appearance
- Loss of bladder or bowel control

### **BEHAVIORAL INDICATORS**

- Anxiety and unrealistic fears
- Sleep problems, nightmares
- Poor relations with peers
- Disruptive, aggressive or passive behavior
- Oppositional, defiant of authority
- Overly compliant
- Overly controlled, rigid
- Overly impulsive
- Depressed, withdrawn, isolated
- Habit disorders such as biting, rocking, head banging, or thumb sucking in an older child

## **INDICATORS OF CHILD NEGLECT**

### **Physical Neglect**

#### **Lack of a Safe Physical Environment**

- Lack of adequate shelter
- Lack of heating in cold weather
- Lack of adequate space for sleeping, eating, bathing
- Unsanitary home conditions

#### **Inadequate nutrition, clothing, or hygiene care**

- Poor quality food, food that lacks nutritional value
- Food that is inadequate or inappropriate for the child's age and development
- Clothing that is inadequate for the weather conditions
- Clothing that is torn, not the right size, not regularly washed
- Poor hygiene, child not bathed regularly

#### **Inadequate Supervision**

- Leaving a young child alone or in charge of other children
- Leaving a child with an inappropriate caregiver
- Allowing a child to play in unsafe areas or without supervision
- Abandonment of the child

### **Medical Neglect**

- Lack of treatment for medical problems, illnesses, trauma
- Lack of care for special needs
- Disregard for medical directions – prescriptions, appointments
- Teeth appear to be decaying or decayed
- Frequent absences from school or program due to illness

### **Educational Neglect**

- School-age children not enrolled
- Chronic truancy
- Unwillingness to support child's education



## **WHAT TO DO IF A CHILD TELLS YOU THEY HAVE BEEN ABUSED OR NEGLECTED**

Be aware of your own feelings and remain calm and nonjudgmental

Find a private place to talk with the child

Keep the talk brief

### **Do**

- Let the child do the talking
- Let the child tell you, in their own words, what happened
- Give the child your undivided attention
- Ask for clarification if the child uses words that are not familiar
- Acknowledge the child's feelings
- Take notes and try to report direct quotes from the child

### **Do Not**

- Interrogate the child
- Probe or press for answers
- Suggest answers to the child
- Interrupt their story
- Ask "Why" questions
- Ask leading questions

Let the child know you believe them

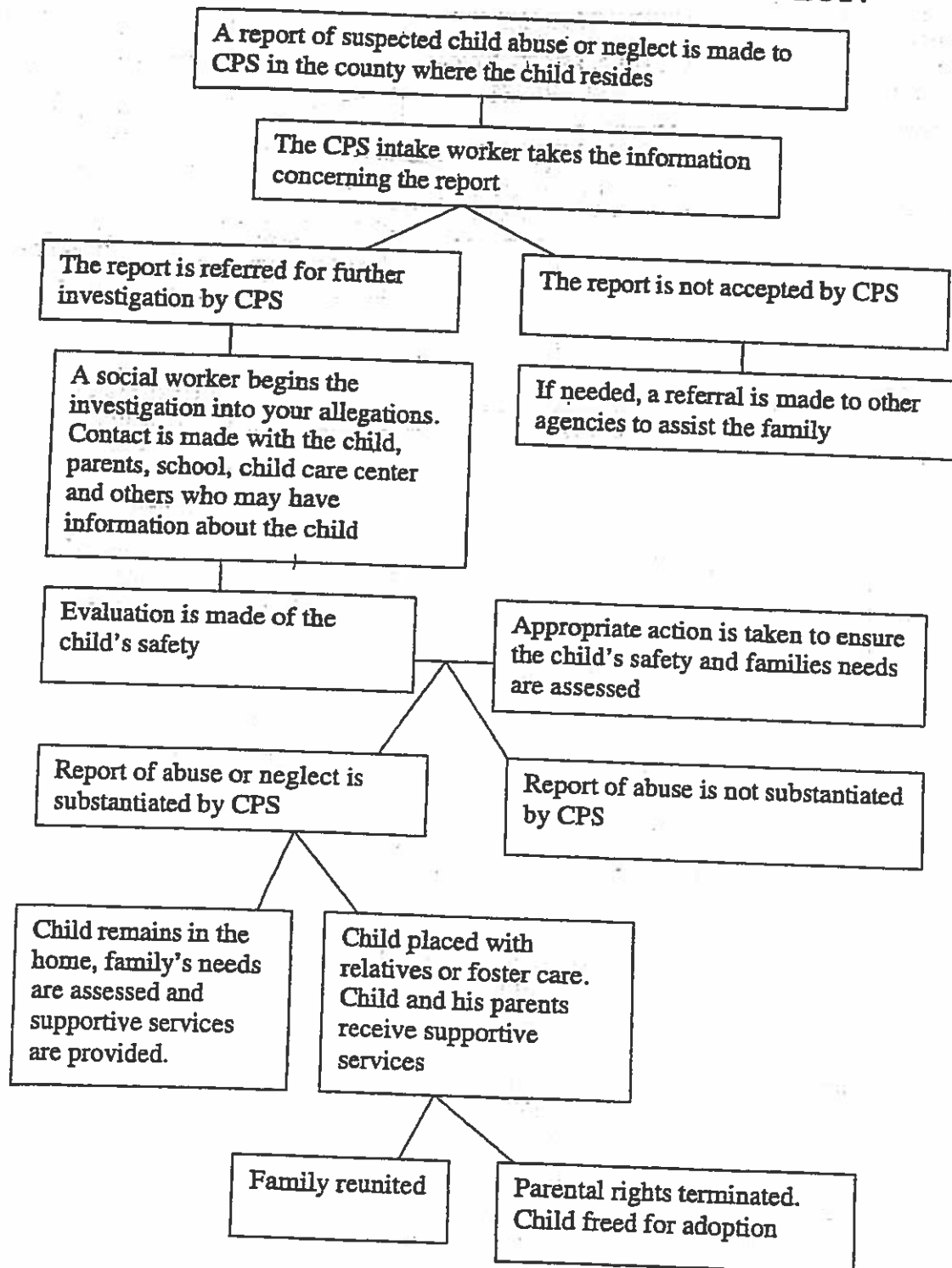
Tell the child they are not responsible for what has happened to them

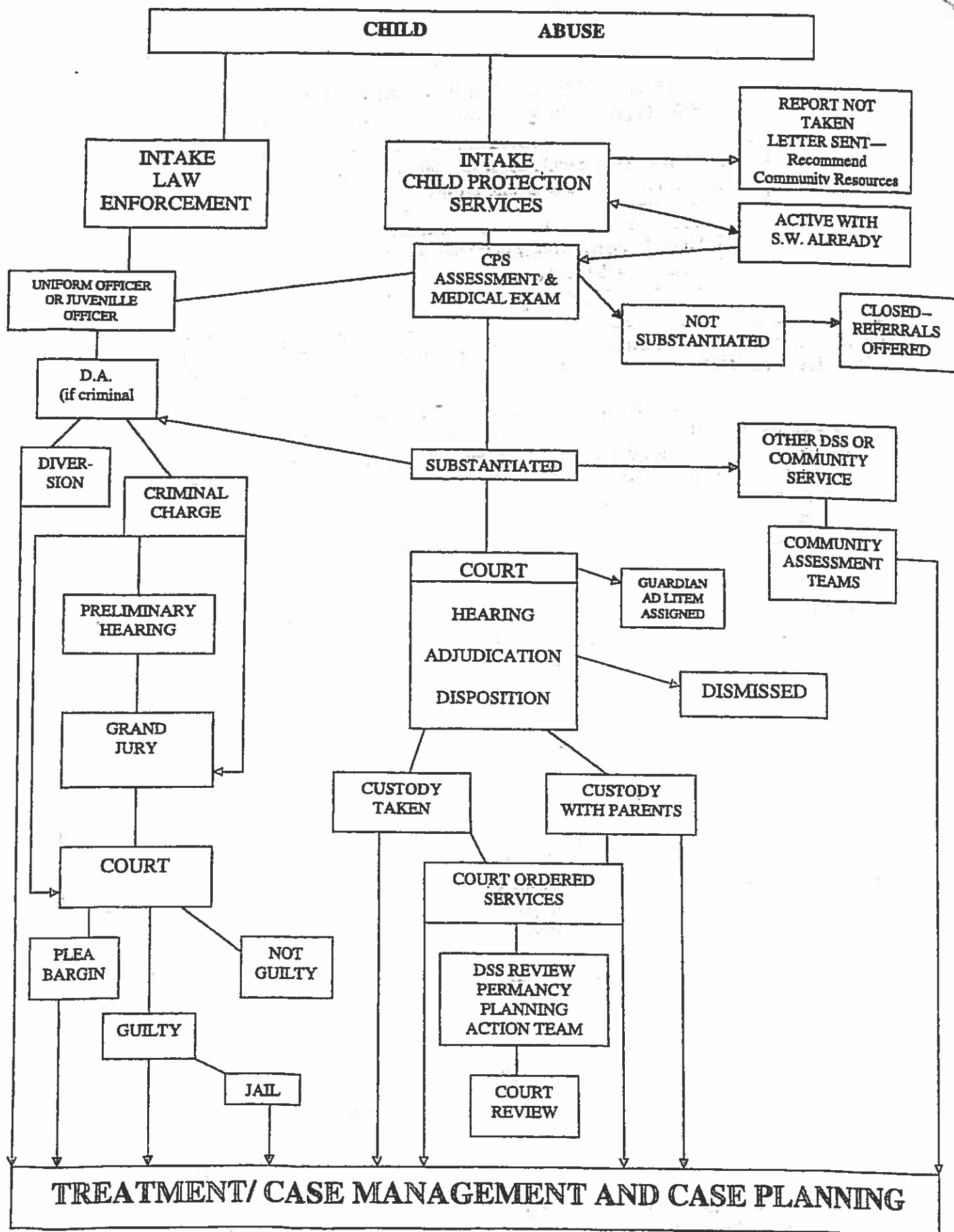
Explain what will happen next

Make the report to the county CPS office

Take care of yourself

## WHAT HAPPENS TO MY REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT?





The following is taken from the Diocese of Raleigh, Policies and Procedures for the Protection of Children and Young People. To read the entire document, access [www.dioceseofraleigh.org](http://www.dioceseofraleigh.org) or call the Office of Child and Youth Protection at 1-866-535-7233.

## REPORTING

All cases of alleged, suspected or known sexual abuse of a minor must be reported to civil authorities. The State of North Carolina grants immunity from civil and criminal liability to any person, organization or institution if the report is made in good faith.

Allegations of sexual abuse of a minor by a priest, deacon or other Church personnel should be immediately reported to the program director. The initial report must be recorded without preliminary screening, investigation or legal judgment by the Diocese. The following information, if known, should be contained in the report. A lack of information, or lack of consent of the alleged victim, victim's parent(s) or legal guardian or person(s) providing the information, will not prevent the immediate reporting of the allegation of abuse to the proper authority(s):

- The name and address of the person making the allegation.
- The name and address of the alleged victim.
- The name and address of the alleged victim's parents or responsible adult if the alleged victim is a minor.
- The name of the alleged abuser and present whereabouts if known.
- An accurate and detailed description of the alleged misconduct, the relevant dates, times, and circumstances in which the misconduct allegedly occurred and the names, addresses, telephone numbers of any other persons who may have knowledge of the alleged misconduct.

The program director will promptly notify the following persons and if possible do so within 48 hours:

- Bishop or Vicar General
- Chancellor
- Promoter of Justice
- Diocesan Attorney
- Vicar for Clergy, if the accused is a priest or deacon
- Vicar for Religious, if the accused is a non-ordained religious
- Director of Catholic Social Ministries
- Director of Human Resources, if the accused is a lay employee or volunteer
- Director of Communications
- Chairperson of the Review Board
- The Conference of District Attorneys of North Carolina pursuant to the Memorandum of Understanding Between the Roman Catholic Diocese of Raleigh, North Carolina and the Conference of District Attorneys of North Carolina. In the event that said Memorandum of Understanding is not in effect that following shall be notified: The Sheriff's Department in the county where the alleged abuse took place or the Police Department if the alleged abuse occurred in a township or within city limits.
- The date, time and person at the law enforcement agency, receiving notification of the alleged abuse will be recorded. A request that the diocese be kept informed as to the progress of the investigation will also be made.

Anyone receiving an allegation of sexual abuse will respond in a supportive manner, without initial judgment as to the truth of the complaint. In all cases the program director will be responsible for ensuring that the alleged victim, or person making the allegation, is advised of his/her right to report the allegation of sexual abuse of a minor to the public authorities and will support his/her exercise of this right by providing information as needed. In those cases where the alleged victim is no longer a minor, the diocese will cooperate with all public authorities as appropriate.

# **HOW TO MAKE A REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT**

## **Step I**

### **Where to Make a Report of Suspected Child Abuse or Neglect?**

A report of suspected child abuse should be made to the local DSS in the county where the child lives or is found.

## **Step II**

### **How to Make a Report of Suspected Child Abuse or Neglect?**

- The report can be made in person, by telephone, in writing, by e-mail, or by filling out the form on the DSS web site
- The report can be anonymous
- You should give the intake worker your name, address and telephone number
- Your identifying information is confidential, DSS will not reveal it unless order to do so by the court

## **Step III**

### **What your Report Should Include:**

- The name and address of the parents or caretakers
- The name and age of the child
- The present whereabouts of the child if not at the home address
- The nature and extent of any injury or condition resulting from abuse or neglect
  - Any other information that the person making the report believes might be helpful in establishing the need for protective services or court intervention

## ***Program for Child and Youth Protection 12/03***

### **Guidelines for Presenters: Being Considerate/ Managing Disclosures**

Given the sensitive nature of sexual abuse and the high number of victim-survivors in our society (1 in 4 females, 1 in 6 males), it is also possible that the presentation may awaken painful memories in some of the participants. It is also possible that during the course of a presentation, a person in the audience may disclose experiences of abuse. It is important to respond to any such disclosures in a way that is appropriate, ethical, supportive, and safe for all participants.

#### **Before the Presentation**

Certain parameters may need to be established to maintain the integrity and quality of the presentation being offered. This may include, but is not restricted to, the following:

- limiting group size
- indicating appropriate length of time for the presentation
- providing input about how the presentation will be advertised or explained ahead of time
- suggesting the setting/ environment of the presentation.

Prior to the presentation, it is advised that the presenter identify a "safe place" at the presentation location to take someone should they become distressed. A safe place is one that is away from the main presentation, quiet, and confidential. It should be an area conducive to helping a person privately contain his or her emotions. (Therefore, a place such as a lobby or bathroom may be too distracting and lack confidentiality). Designating a place ahead of time may help to reduce the anxiety and stress for all involved. This room is needed for the counselor to have a place to talk with individuals.

If working with a children/ youth group, discuss ahead of time with the group leader possible issues or concerns that may arise. Find out who within the organization children/youth can go to for help and make sure these individuals are aware of North Carolina reporting laws and Diocesan reporting procedures.

#### **Initial Announcements**

At the beginning of each presentation, speakers should address the following issues:

Recognize the likelihood of victim-survivors in the audience and acknowledge that parts of the presentation may trigger some difficult emotions or memories. Give them permission to get up and leave the room, to take a break or talk to the facilitator following the presentation.

Remind the audience that healing from abuse is a difficult process that should not be done alone. This work needs to be done in cooperation with a professional trained to help those with abuse issues.

Acknowledge for the group that even if they are not a survivor of sexual abuse, that these kinds of presentations often elicit an emotional response because of the nature of the subject. Predict, normalize and validate this experience.

Provide the audience with the phone numbers for contacting the Office of Child and Youth Protection after the presentation. (1-866-535-SAFE) The presentation may plant a seed with an individual although they may not be ready to reach out for help presently. Providing them with future means to communicate with the Office of Child and Youth Protection is essential to our ministry.

The limits of confidentiality may be appropriate to review, especially with audiences who have minors present. For example, the presenter might say, "I am required to report any abuse that I have reasonable cause to believe happened/ is happening." In doing this, it lets the audience know up front that any disclosures that they might make to the presenter may prompt a need for the presenter to make a report to the county Department of Social Services.

### **During the Presentation**

Be an active observer of the emotional level and possible distress levels of members of the audience. Actively scanning the room for distress may give clues to the situation before it reaches a distressing level.

1. Physical indicators of emotional distress
  - \* Shaking, trembling
  - \* Sweating
  - \* Difficulty breathing
  - \* Nausea, abdominal pain/ distress
  - \* Dissociation/ trance-like, detached stare
  - \* Crying or tearfulness
2. Additional non-verbal indicators in children and adolescents
  - \* Fidgety/ hyperactive behaviors
  - \* Distracting, disruption, attention getting behaviors

At the conclusion of the presentation, be sure to allow time for processing and debriefing. It is important for all participants to have an opportunity to feel closure and containment from this type of experience.

Be cautious about an audience member who wants to share personal information about his/ her abuse history with the group. Generally speaking, this is not an appropriate forum for this type of sharing.

### **Disclosure of Abuse by an Adult**

If an individual becomes distressed during a presentation, the primary intervention should be focused on helping the person feel safe and in control.

Remove the individual from the presentation and bring him/ her to the designated "safe place."

Help the individual maintain a here and now focus. Asking the person, "What can I do for you right now?" may help focus them on the present time and give the presenter an idea about what this person needs in order to cope in the present.

Remind the person that they are in a safe place.

Validate the person's feelings but do not attempt to process these with the individual. Focus instead on a problem solving/ coping approach to help the person gain composure and calmness

Consider developing a safety plan with the individual: what are they planning to do after they leave the presentation, what support people can they call if they need to talk further, who can they call with an emergency.

Be knowledgeable about counseling resources within your parish and community. Refer the individual to appropriate professionals.

After the person has regained composure, be sure to get their full name and phone number so that the Office of Child and Youth Protection staff or clinician can follow up with this person.

Adapted from the OCYP of Archdiocese of Atlanta



Training Site \_\_\_\_\_ Training Date \_\_\_\_\_

**Check all the categories that apply to you**

**Religious Volunteer**

[illegible]

Please check the left column "C" to indicate that you have issued a certificate to this participant and send a copy of the sign in sheet to the Diocesan Office for Child and Youth Protection. Also, Please ask participants if this is initial or renewal training if the column is left blank

## **PRAYERS FOR MEETINGS/CLASSES**

From Creating Safe and Sacred Places - St. Mary's Press  
(ISBN0-88489-809-1)

Lord, giver of life, light and hope,  
You have entrusted your children to our care.  
We cherish their love and their energy for life.  
Help us to help them be people of strength, character and integrity.  
Share with us the wisdom that will shape their minds.  
Share with us the love that will guide their hearts.  
Share with us the courage that will shape their future.  
Lord, you are the light that guides them and us to your glory and goodness.

We ask this through Jesus our Savior. - Amen.

Loving God, you know our every thought, our every desire, and our every hope.  
We lift up the youth who live, play, study, work, dream, hope, and believe among  
us. Help us to cherish all young people as you do. Work through each of us to  
bring all children the security and safety they deserve and need. Empower us with  
your strength and wisdom to work together to create a safe place for our  
community's young people so that they may continue to love and serve you and  
one another.

Amen

### **Community Pledge Prayer**

From Creating Safe and Sacred Places - St. Mary's Press (ISBN0-88489-809-1)

All: We believe in the power of community. We have the power to help, to heal,  
to prevent, and to protect.

Side A. We have the power to build one another up

Side B. and the power to destroy.

All: We choose to build.

Side A. We have the power to create safe places

Side B. and the power to take away self-confidence.

All: We choose to create.

Side A. We have the power to believe in the potential of one another

Side B. and the power to deny one another's right to safety

All: We choose to believe.

All: We pledge to protect and heal one another. Our voices speak of our desire to  
love and be loved.

Side A. We are the voices of hope.

Side B. voices of promise.

Side A. voices of peace.

Side B. voices of trust,

Side A. voices of safety

Side B. voices of forgiveness.

Side A. voices of integrity

Side B. voices of concern

Side A. voices of belief                      Side B. voices of faith.

All: We know that our courage, our desire, and our motivation come from God.  
We ask God's help in obtaining our goal in being instruments of peace and  
healing. Amen

## ***WHEN YOU COMPLETE A RECOGNIZING AND REPORTING CHILD ABUSE AND NEGLECT SESSION***

- Grade post tests
- Issue certificates to the participants
- Check the left hand column of the sign in sheet (marked “c”) to indicate who has been issued a certificate
- Send a copy of the sign in sheet and the post tests to the Diocesan Office of Child and Youth Protection
- Go to your “Austin” or “eAppsDB” website and enter the training for all level C volunteers

**When you complete a training session on other topics that are part of your parish/school efforts create a safe environment, please inform the Diocesan Office of Child and Youth Protection as well. These sessions may include:**

- Internet safety
- Media literacy
- Safety tips for new parents
- Parent support meetings
- Other topics your ministry chooses...??

## **Why do we interview volunteers?**

We interview...

To get to know each other a bit. We are a community and it is important to extend hospitality and welcome.

To orient the volunteer to what is expected. It is possible that they thought they were volunteering for something else. Share with them the expectations we have for volunteers – commitment/reliability/standards etc

To give the volunteer all the information they need to assess the commitment – schedules, time tables, any training days? Any emergency procedure I need to know?

**To establish agreement between what volunteers expect (what expectations do they have about their volunteer work?)**

To check if you are matching the charism of the volunteer with the task at hand. If not this task, hey, we have others?

To establish yourself as the point of contact if that person ever has a problem or concern while volunteering in ministry. People lean on people, you are the shoulder of the Body of Christ!

The interview is a purpose driven conversation. You are passing on information and discerning if this person can commit to the task at hand. Together, you are making a ministerial match for the passing on knowledge about and experience of Jesus Christ. Do it with joy!

*Be welcoming. If this particular volunteer position doesn't work out, there may be another position. As you conduct the interview, you are an evangelizing outreach to the child of God seated there with you.*

*Remember, to "interview" for a church volunteer position is a new concept for us all and may be a bit cumbersome. Explain the process; why you're interviewing them, how you are checking references, why it may take a while for them to be able to start (i.e. reference calls coming back late); and explain if a criminal background check is needed.*

Have someone else with you or in the vicinity (this is recommended but optional). It is a good time to model the two deep leadership model!

Good luck, call 1-866-535-7233 if you want to talk through a concern or success!

Here are some questions you can use as a resource. Do not feel obligated to use every question. Choose the questions that best fit the leadership position you are seeking to fill. If you generate good questions to add to this resource, send them in!

#### Category B sample questions

- What is the area you are volunteering for?
- What led you to volunteer?
- Have you worked with children before?
- Are you willing to receive training to help you in this endeavor?
- What is your time availability?
- What made you apply for this position?
- How did you hear about this opportunity?
- Briefly, would you summarize your work history & education for me?
- What special aspects of your work experience have prepared you for this job?
- Do you prefer working alone or in groups?
- What kind of people do you find it most difficult to work with? Why?
- What kind of things do you feel most confident in doing?
- What special aspects of your education or training have prepared you for this job?
- Do you have any technology skills you want to share?
- Do you have any other special skills or talents (music, dance, pie charts)

#### Category C sample questions

- How much supervision have you typically received in your other volunteer service?
- Everyone has strengths & weaknesses as workers. What are your strong points for this job?
- What would you say are areas where you need improvement?
- Can you give me an example of your ability to manage or supervise others?
- What would you most like to accomplish if you had were active in this ministry?
- Can you describe for me a difficult obstacle you have had to overcome? How did you handle it? How do you feel this experience affected your personality or ability?
- What things frustrate you the most? How do you usually cope with them?
- Can you think of a problem you have encountered when the old solutions didn't work & when you came up with new solutions?
- Of your creative accomplishments big or small, at work or home, what gave you the most satisfaction?
- Do you consider yourself to be thoughtful, analytical or do you usually make up your mind fast? Give an example. (Watch time taken to respond)
- The last time you did not know what decision to make, what did you do?

## **LEADERSHIP**

- What specifically do you do to set an example for others?
  - How would you describe your basic leadership style? Give specific examples of how you practice this?
  - How would young people you have worked with describe your leadership style?
  - Do you feel you work more effectively on a one to one basis or in a group situation?
  - Have you ever done any public or group speaking? Recently? Why? How did it go?
  - Would you rather write a report or give a verbal report? Why?
  - What has been one of the most important person or event in your own self development?
- 
- This process helps create ministry descriptions – the next page is a template to help create those description if you do not already have them!

## Position Description Form

Ministry: \_\_\_\_\_

Position: \_\_\_\_\_

Supervisor/ Reports to: \_\_\_\_\_

Qualifications: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Responsibilities: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Amount of time required: \_\_\_\_\_

When ministry is performed: \_\_\_\_\_

Length of commitment: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Optimal number of ministers	Training provided Yes _____ No _____	Background check required Yes _____ No _____
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Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



The checking of references from an application has a two fold purpose. The first is to gain insight into the applicant. The second is to model good stewardship, we asked for references and it would be improper to ignore them. By checking references we model good leadership in our process of choosing leaders.

### Sample Call Script

Applicants name \_\_\_\_\_

Hello, my name is \_\_\_\_\_ from \_\_\_\_\_.

You were listed as a reference for \_\_\_\_\_ and I  
am calling to get your recommendation. \_\_\_\_\_ has applied to  
work as a volunteer in our \_\_\_\_\_ ministry.

How long have you known \_\_\_\_\_

Have you seen \_\_\_\_\_ in interactions with children?

(If yes) What were your observations?

Would you find \_\_\_\_\_ to be an asset to a ministry with children?

What are other admirable qualities of \_\_\_\_\_

Do you perceive limitations or areas where you would not recommend \_\_\_\_\_  
(ie. Public speaking, small groups, working with pre-schoolers vs teen....)

Do you have any other observation you would like to share?

Thank you for your time today and thank you for helping our Church find superlative people to  
work with our children and youth.

Call completed by \_\_\_\_\_ date \_\_\_\_\_

**CHURCH NAME  
ADDRESS**

**REFERENCE FORM**

The applicant must type or print his/her name and the reference's name where indicated, and return with volunteer application (level B or C). The Safe Environment Team will mail this form to your references. The completed form must be returned by the reference to the Safe Environment Team at the above address within 7 days. This letter of recommendation is confidential and will not be accessible to the applicant.

TO: \_\_\_\_\_  
(Reference name and address)

RE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Applicant's name)

The above-named individual has accepted God's call to be a Good Steward. He/She has applied to work as a volunteer in our \_\_\_\_\_ ministry. Please complete this form, sign it, and return it to the Safe Environment Team. If you would prefer to call with this information you may contact **INSERT CONTACT NAME** at **PHONE NUMBER** and Extension. Thank you for your time and thank you for helping our Church find superlative people to work with our children and youth.

How long have you known the applicant?

What is your judgment regarding the applicant's character?

Have you seen the applicant interact with children? What were your observations?

Would you find the applicant to be an asset to a ministry with children?

In your judgment what other admirable qualities does the applicant possess?

Do you perceive limitations or areas where you would not recommend the applicant?

	Superior Top 5%	Excellent Top 15%	Above Average Top 25%	Average Top 50%	Below Average Lower 50%	Unable to Rate
Leadership						
Motivation						
Ability to work with adults						
Ability to work with children						
Sensitivity to children's needs						
Cultural sensitivity						
Oral communication skills						
Written communication skills						
Planning skills / time management						
Personal integrity						

☐ Recommend with confidence  
☐ Recommend

☐ Recommend with reservation  
☐ Not recommended

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

You may write any additional comments on back or attach typewritten comments to this sheet.

<b>Office Use Only</b>
Comments Reviewed by: _____
Date: _____

**A Complete File for a Level C Volunteer Contains the Following:**

- ☐ Completed application
- ☐ Notes that detail the verification of at least three references
- ☐ Verification of a completed criminal background check
- ☐ Verification of completed training in recognizing and reporting child abuse and neglect. (enter this date into the Austin "eAppsDB" database)

**This file is to be kept in a private and secure place.**

## **Albemarle Deanery**

<b>County</b>	<b>Telephone</b>	<b>Fax</b>
Bertie	(252) 794-5320	(252) 794-5344
Camden	(252) 331-4787	(252) 335-1009
Chowan	(252) 482-7441	(252) 482-7041
Currituck	(252) 232-3083	(252) 232-2167
Dare	(252) 473-1471	(252) 473-9824
Dare Child Protective Svcs	(252) 473-6165	
Gates	(252) 357-0075	(252) 357-2132
Halifax	(252) 536-2511	(252) 536-6539
Hertford (Winton Office)	(252) 358-7830	(252) 358-0597
Hertford (Ahoskie Office)		(252) 332-4710
Hyde	(252) 926-4199	(252) 926-3711
Pasquotank	(252) 338-2126	(252) 338-7512
Perquimans	(252) 426-7373	(252) 426-1788
Tyrrell	(252) 796-3421	(252) 796-1732
Washington	(252) 793-4041	(252) 793-3195

## **Cape Fear Deanery**

<b>County</b>	<b>Telephone</b>	<b>Fax</b>
Bladen	(910) 862-6800	(910) 862-6801
Brunswick	(910) 253-2077	(910) 253-2071
Columbus	(910) 642-2800	(910) 641-3970
Duplin	(910) 296-2200	(910) 296-2323
New Hanover	(910) 341-4700	(910) 341-4022
New Hanover Child Protective Svcs	(910) 341-4722	
Pender	(910) 259-1240	(910) 259-1418

## Fayetteville Deanery

County	Telephone	Fax
Cumberland	(910) 323-1540	(910) 677-2801
Harnet	(910) 893-7500	(910) 893-6604
Hoke	(910) 875-8725	(910) 875-1068
Lee	(919) 718-4690	(919) 718-4634
Moore	(910) 947-2436	(910) 947-1618
Robeson	(910) 671-3500	(910) 671-3092
Scotland	(910) 277-2500	(910) 277-2402
Sampson	(910) 592-7131	(910) 592-4297

## New Bern Deanery

County	Telephone	Fax
Beaufort	(252) 975-5500	(252) 975-5555
Carteret	(252) 728-3181	(252) 728-3631
Craven	(252) 636-4900	(252) 636-4946
Jones	(252) 488-2581	(252) 448-5651
Martin	(252) 809-6400	(252) 792-5186
Onslow	(910) 455-4145	(910) 455-2901
Pamlico	(252) 745-4086	(252) 745-7384

## Newton Grove Deanery

County	Telephone	Fax
Duplin	(910) 296-2200	(910) 296-2323
Harnet	(910) 893-7500	(910) 893-6604
Johnston	(919) 989-5324	(919) 989-5455
Lenior	(252) 559-6400	(252) 559-6380
Sampson	(910) 592-7131	(910) 592-4297
Wayne	(919) 580-4034	(919) 731-1350

## **Piedmont Deanery**

<b>County</b>	<b>Telephone</b>	<b>Fax</b>
Alamance	(336) 570-6532	(336) 570-6538
Caswell	(336) 694-4141	(336) 694-1816
Chatham	(919) 542-2759	(919) 542-6355
Durham	(919) 560-8000	(919) 560-8102
Granville	(919) 693-1511	(919) 603-5090
Orange	(919) 732-8181	(919) 644-3005
Person	(336) 599-8361	(336) 597-9339
Vance	(252) 492-5001	(252) 438-5997
Warren	(252) 257-5000	(252) 257-4656

## **Raleigh Deanery**

<b>County</b>	<b>Telephone</b>	<b>Fax</b>
Franklin	(919) 496-5721	(919) 496-8137
Wake	(919) 212-7000	(919) 212-7309

## **Tar River Deanery**

<b>County</b>	<b>Telephone</b>	<b>Fax</b>
Edgecombe (Tarboro Office)	(252) 641-7611	(252) 641-7980
Edgecombe (Rocky Mt. Office)	(252) 985-4101	(252) 985-1615
Greene	(252) 747-5932	(252) 747-8654
Halifax	(252) 536-2511	(252) 536-6539
Nash	(252) 459-9818	(252) 459-9833
Northampton	(252) 534-5811	(252) 534-0061
Pitt	(252) 413-1205	(252) 413-1252
Wilson	(252) 206-4000	(252) 237-1544