

Social Justice *for* Children:

To End Child Abuse and Violence Against Children

A National Consultation, 20th Anniversary of the founding of the field of Children's Studies

Children's Studies Center for Research, Policy and Public Service, Brooklyn College, CUNY
Convened at the Association of the Bar of the City of New York on November 4th, 2011



Gertrud Lenzer, Editor
Joseph Grochowalski, Assistant Editor

Michelle J. Anderson, The City University of New York School of Law
Jane F. Golden for Richard R. Buery, Jr., Children's Aid Society
Frances A. Champagne, Columbia University
Hon. Barbara M. Clark, New York State Assembly
Hon. Michael A. Corriero, New York Center for Juvenile Justice
David Finkelhor, University of New Hampshire
Karen L. Gould, Brooklyn College of The City University of New York
Charles J. Hynes, Kings County District Attorney
Hon. Judith S. Kaye, NY State Permanent Judicial Committee on Justice for Children
Gertrud Lenzer, Brooklyn College of The City University of New York
Ira Lustbader for Marcia Robinson Lowry, Esq., Children's Rights, Inc.
Hon. Margaret M. Markey, New York State Assembly
Hon. Patricia M. Martin, National Council of Juvenile and Family Court Judges
Bruce S. McEwen, The Rockefeller University
James A. Mercy, Centers for Disease Control and Prevention
Hon. Jeanne B. Mullgrav, NYC Department of Youth and Community Development
Marta Santos Pais, Esq., United Nations
Hon. Amy R. Paulin, New York State Assembly
Hon. Diane J. Savino, New York State Senate
Hon. William A. Scarborough, New York State Assembly
Rae Silver, Columbia University
Carol Smolenski, ECPAT-USA
Murray A. Straus, University of New Hampshire
Phelan Wyrick, U.S. Department of Justice

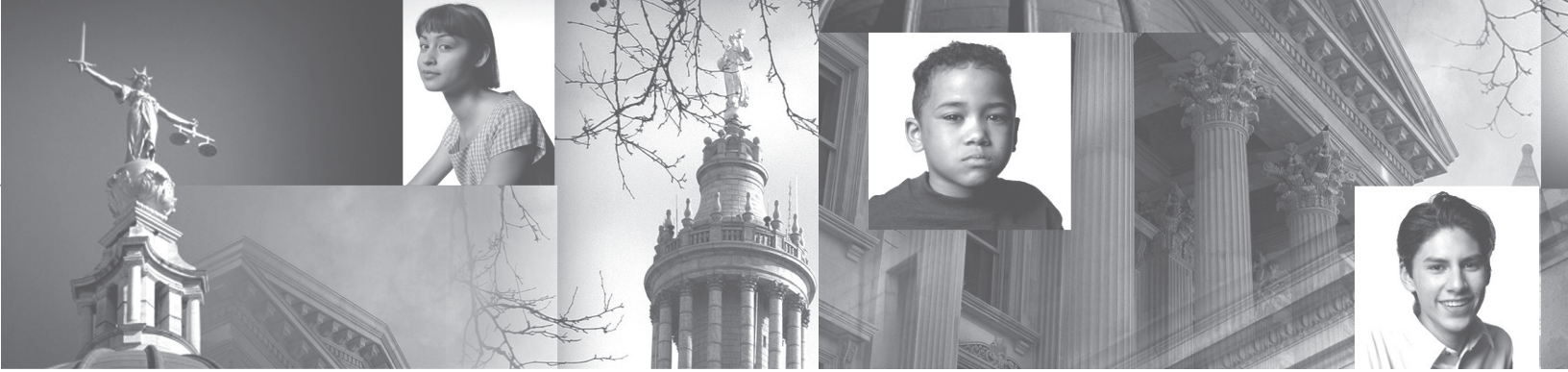
Social Justice for Children: To End Child Abuse and Violence Against Children

Children's Studies Center for Research, Policy and Public Service
Brooklyn College
The City University of New York
2900 Bedford Avenue
Brooklyn, NY 11210

© Brooklyn, New York: Children's Studies Center for Research, Policy and Public Service, Brooklyn College,
The City University of New York, 2012

ISBN: 978-0-9828020-0-7

The program is funded by the Carnegie Corporation of New York with additional support from The New York Community Trust–The Mark Family Fund, and the Oak Foundation. The statements made and views expressed are solely the responsibility of the author.



Social Justice *for* Children:

To End Child Abuse and Violence Against Children

A National Consultation, 20th Anniversary of the founding of the field of Children's Studies

Gertrud Lenzer, Editor
Joseph Grochowalski, Assistant Editor

Major funding for the Children's Studies National Consultation was provided
by the Carnegie Corporation of New York

Children's Studies Center for Research, Policy and Public Service, Brooklyn College, CUNY
Convened at the Association of the Bar of the City of New York on November 4th, 2011

Table of Contents

Preface

- 8 Marta Santos Pais, Esq., *U.N. Special Representative of the Secretary-General on Violence Against Children*

Introduction

- 9 Gertrud Lenzer, *Professor, Brooklyn College and the Graduate Center of The City University of New York; Founding Director, Brooklyn College Children's Studies Program; Founding Director, Brooklyn College Children's Studies Center for Research, Policy and Public Service*
To End Violence against Children: "Making Human Rights Real"

Welcoming Remarks

- 13 Karen L. Gould, *President, Brooklyn College of The City University of New York*
- 14 Michelle J. Anderson, *Dean and Professor of Law*
The City University of New York School of Law
- 16 Gertrud Lenzer

To End Violence Against Children: International Initiatives

- 21 Marta Santos Pais, Esq.
Protecting Children from Violence: A Human Rights Imperative

Research on Violence Against Children: Recent Findings from Neuroscience, the Social Sciences and Public Health Panel

- 29 Rae Silver, *Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences, Department of Psychology, Columbia University; Chair, Council of Scientists for the Human Frontier Science Program* (Moderator)
Opening Remarks
- 31 Bruce S. McEwen, *Alfred E. Mirsky Professor and Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University*
How Adversity and Trauma Affect the Brain and Get Under the Skin
- 34 Frances A. Champagne, *Professor, Department of Psychology, Columbia University*
Epigenetic Impact of Adversity: Risk, Resilience and Nature-Nurture Interplay
- 38 David Finkelhor, *Professor of Sociology, Director, Crimes Against Children Research Center, Co-Director, Family Research Laboratory, University of New Hampshire*
Crime, Violence and Abuse in the Lives of Children: A Comprehensive Approach
- 41 Murray A. Straus, *Professor of Sociology and Co-Director, Family Research Laboratory, University of New Hampshire*
Spanking by Parents—The Primordial Violence: What Research Shows About Its Lifelong Damage to Children, Families and Society

-
- 44 James A. Mercy, *Acting Director, Division of Violence Prevention, Centers for Disease Control and Prevention*
Having New Eyes: Viewing Violence Against Children as a Public Health Problem

The Courts and the Judiciary: Child Abuse and Violence Against Children

Michelle J. Anderson (Moderator)

- 50 Honorable Judith S. Kaye, *Retired Chief Judge, New York State Court of Appeals; Chair, New York State Permanent Judicial Committee on Justice for Children*
Learning from the Past, Looking to the Future
- 54 Honorable Patricia M. Martin, *President, Board of Trustees of the National Council of Juvenile and Family Court Judges, and Presiding Judge of the Child Protection Division of the Circuit Court of Cook County, Illinois*
Picking Up the Pieces: The Courts and Child Abuse

Luncheon Address

- 58 Phelan Wyrick, *Co-Chair, U.S. Attorney General Eric Holder's Defending Childhood Initiative, Office of Justice Programs, U.S. Department of Justice (DOJ)*
To End Violence Against Children: A National Initiative Luncheon Address
U.S. Department of Justice's Defending Childhood Initiative

Child Advocacy and Child Protection in the United States Panel

Honorable Michael A. Corriero (Moderator)

Gertrud Lenzer (Co-Moderator)

- 64 Charles J. Hynes, *Kings County District Attorney*
Initiatives in the Brooklyn District Attorney's Office to Combat Violence Against Children
- 67 Ira Lustbader, *Associate Director, Children's Rights, Inc.*
(Representing Marcia Robinson Lowry, Esq., Executive Director, Children's Rights, Inc.)
The Great Hidden Abuse in the U.S.
- 70 Jane F. Golden, *Vice President, Children's Aid Society* (Representing Richard Buery, President and CEO, Children's Aid Society)
Poverty and its Role in the Cycle of Child Abuse
- 73 Carol Smolenski, *Executive Director, End Child Prostitution, Pornography and Trafficking [ECPAT-USA]*
Sex Trafficking and Sexual Exploitation of Children in the United States
- 76 Honorable Michael A. Corriero, *Executive Director, New York Center for Juvenile Justice*
Judging Children as Children

New York State Legislators and New York City Government: New Policies and Legislative Initiatives to Prevent Violence Against Children Panel

- 81 Honorable William A. Scarborough, *New York State Assembly* (Moderator)

-
- 83 Honorable Diane J. Savino, *New York State Senate, Chair, Office of Children and Family Services*
- 86 Honorable Amy R. Paulin, *New York State Assembly, Chair, Committee on Children and Families*
- 88 Honorable Barbara M. Clark, *New York State Assembly*
- 90 Honorable Margaret M. Markey, *New York State Assembly*
- 92 Honorable Jeanne B. Mullgrav, *Commissioner, New York City Department of Youth and Community Development*

Interviews

- 97 Bruce S. McEwen, *Alfred E. Mirsky Professor and Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University*
- 101 David Finkelhor, *Professor of Sociology, Director, Crimes Against Children Research Center, Co-Director, Family Research Laboratory, University of New Hampshire*
- 103 Frances A. Champagne, *Professor, Department of Psychology, Columbia University*
- 106 James A. Mercy, *Acting Director, Division of Violence Prevention, Centers for Disease Control and Prevention*
- 108 Marta Santos Pais, *Esq., U.N. Special Representative of the Secretary-General on Violence Against Children*
- 114 Honorable Michael A. Corriero, *Executive Director, New York Center for Juvenile Justice*
- 117 Phelan Wyrick, *Co-Chair, U.S. Attorney General Eric Holder's Defending Childhood Initiative, Office of Justice Programs, U.S. Department of Justice (DOJ)*
- 119 Rae Silver, *Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences, Department of Psychology, Columbia University; Chair, Council of Scientists for the Human Frontier Science Program*
- 121 Rhonnie Jaus, *Chief, Sex Crimes and Crimes Against Children Division, Kings County District Attorney's Office (Representing Charles J. Hynes, Kings County District Attorney)*

Speaker Biographies, Special Thanks, Acknowledgments, and Appendix

- 124 Speaker Biographies
- 137 Special Thanks and Acknowledgments
- 138 Partial list of organizations in attendance
- 139 Document appendix



PREFACE

I welcome this informative report which captures the proceedings of the National Consultation on Social Justice for Children: To End Child Abuse and Violence against Children, held in November 2011 to mark 20 years since the founding of the interdisciplinary field of children's studies at the Brooklyn College of The City University of New York.

The Consultation was a strategic policy forum, bringing together policy makers, experts and practitioners from across a wide variety of disciplines such as social and behavioral sciences, neuroscience, and the judiciary, the legislature, public agencies and civil society to discuss evidence and to explore opportunities to work together across institutional and disciplinary boundaries for preventing and eliminating violence against children. The meeting provided an excellent platform to hold insightful discussions on critical dimensions of violence against children, and on ways of effectively preventing its occurrence, including in the home, in schools, in work settings, in the justice system, in health and mental institutions and in other settings.

The protection of children from violence is a fundamental human right. States have a responsibility to uphold this right for all children, everywhere and at all times. Achieving the elimination and effective prohibition of all forms of violence against children was a key recommendation of the UN Secretary-General's Study on Violence against Children and remains a crucial priority for my mandate as the Secretary-General's Special Representative.

The UN Study reported a chilling fact: eighty per cent of children who die from violence are under six years old. Millions of children grow up witness to domestic violence and millions more live in neighbourhoods plagued by violence and crime. Recent work in neuroscience, public health and early childhood development confirms that early prenatal or postnatal exposure to violence has costs that last a lifetime, including chemical alteration of genetic structures, stunted brain development as a result of toxic stress, and other behavioural and neurological consequences. Scientific research also confirms that childhood trauma is a dominant cause of severe substance addiction.

The emotional health of young children is closely tied to the social and emotional characteristics of the environments where they live. As the convergence of neuroscience and economics show us, there is an urgent need to fill the gap between science and policy by adopting special measures to prevent violence in family settings and child care institutions, and by supporting parents and caregivers apply positive discipline as an alternative to corporal punishment and child abuse.

This new report is a thoughtful and rich contribution to the global agenda to end violence against children. It offers valuable insights, promising experiences, and creative solutions, including the introduction of legislation for the establishment of a "New York State Commission on Child Abuse and Violence against Children."

It is my hope that this report will inspire further debate and innovative action to protect children from violence, and encourage much-needed new research in this critical field.

Marta Santos Pais
Special Representative of the Secretary-General
on Violence against Children

Introduction

To End Violence against Children: “Making Human Rights Real”

Gertrud Lenzer

Professor, Brooklyn College and the Graduate Center of The City University of New York

Founding Director, Brooklyn College Children’s Studies Program

Founding Director, Brooklyn College Children’s Studies Center for Research, Policy and Public Service

A martya Sen’s injunction: “Making human rights real” has been a leitmotif of our interdisciplinary Children’s Studies Program since its inception in October 1991. In this spirit the Children’s Studies Center for Research, Policy and Public Service at Brooklyn College of The City University of New York* presents the proceedings of our *National Consultation on Social Justice for Children: To End Child Abuse and Violence against Children*, held at the Association of the Bar of the City of New York on November 4, 2011. This National Consultation also marked the twentieth anniversary of the founding of the Children’s Studies Program.

In light of the prevailing conditions of Violence against Children worldwide, this anniversary provided the opportunity to issue a call for action rather than to engage in celebration. When President Vartan Gregorian of the Carnegie Corporation of New York kindly offered to sponsor a 20th anniversary conference, we decided quickly on the subject matter of the Consultation. After discussions with Marta Santos Pais, the Special Representative of the Secretary-General on Violence against Children, we decided to join hands with her global mandate to prevent and end violence against children and dedicate the topic of the Consultation to it. The conception of violence against children in the home, in schools, in institutions of foster care and juvenile justice and in the community at large represents a more inclusive view of what is normally understood as child abuse and neglect. The major mission of the Consultation was to introduce this comprehensive understanding of violence against children to the discussion and policies in the United States. We undertook this initiative against the backdrop of major international initiatives, policy changes and new legislation ranging from the European

Union and governments in Eastern Europe, Africa, Latin America and Asia. The time had come for the United States of America to join members of the world community in their efforts to eradicate violence against children as a major human rights imperative.

With this large goal in mind, we planned on bringing together a multi-system and cross-sectoral consultation ranging from keynote addresses from policy makers in the international arena including Marta Santos Pais, Esq., to those in the United States governments from Dr. Phelan Wyrick, co-chairman of U.S. Attorney General Eric Holder’s Defending Childhood Initiative to key New York State legislators representing Committees on Children and Families. Most importantly, however, the mission included provision from the latest findings about the detrimental effects of poor parenting and maltreatment of children from the research community offered by leading experts in neuroscience, epigenetic research, social science research and public health communities. In fact, the presentations by distinguished representatives of the research community were intended to provide the best of current knowledge from the biological, social and public health sciences to spearhead the national discussion about the damage done to our children and the long lasting, even trans-generational effects of the epidemic prevalence of violence against children in our nation. In addition, we were honored by two of our leading national judges—retired New York Chief Judge Judith S. Kaye and Hon. Patricia Martin, President of the National Council on Juvenile and Family Court Judges and Presiding Judge of the Child Protection Division of the Circuit Court of Cook County, Illinois—to discuss the dimensions of violence against children in our juvenile justice and family court systems. Another important sector in this Consultation was represented by chief representatives in our child advocacy and protective systems.

* The Children’s Studies Center was founded in 1997.

We are pleased to present this publication of the proceedings together with additional interviews with some of the keynote speakers. Particularly, in the course of the last year, the findings from epigenetic research concerning the effects of stress and maltreatment even on very young children have received wider recognition.

Violence against Children: The Moral Turn

It is of importance to realize that under the new conceptual framework of “violence against children,” many of the settled assumptions held by adult generations about their relations, prerogatives and powers over generations of children have come under increased scrutiny. They are currently being challenged nationally and globally, and we are witnessing a significant historical change. We are observing the emergence of new moral standards for the relations of adults to children and the evolving rights of children in society.

The recent emergence of the conception of “Violence against Children” represents part of a historically evolving examination and critique of existing norms, customs and behavior enacted by adults toward children and young people. It represents not only a conceptual shift but points as well to historical changes in human values and morality. In recent decades the legitimacy of the powers traditionally ascribed to and exercised by adults over children and young people has increasingly been challenged and called into critical question. The emergence of the international children’s rights movement—going back to the Declaration of the Rights of the Child of 1924 (also known as the “Geneva Declaration”) and culminating in the U.N. Convention on the Rights of the Child of November 20, 1989—has defined children as human subjects who possess civil, political, economic, social and cultural human rights. On this view, the family continues to be regarded as the core unit for the protection of children. But whenever families cannot provide such protection or fail in providing for the well-being of children, the state as *parens patriae*—a conception which has itself a long history—will be responsible for the protection of children and as guarantor of their civil and human rights.

At this historical juncture, we are witness to the conflict between traditional forms of adult authority over children and emerging national policies, statutes and regulations for the protection of children. To end violence against children represents the most recent international

initiative that now includes patterns of behavior deleterious to children in the institutions of the family, the educational system, the work place, and in the systems of child protection and juvenile justice. One particular instance involves the sphere of parental authority in the “disciplining” of children. In numerous countries, for example, the “Anti-Spanking Movement” has even led to outlawing the spanking of children in the family. In brief then, we are experiencing major redefinitions of the status and rights of children in society and of the responsibilities of adult generations towards them. We steadily witness new demands for the protection of children from damages that also now entail physical, economic and social harm and also include psychological forms of abuse and neglect. They all are currently included in new moral imperatives to protect children from all forms of violence.

We would like to conclude by expressing sincere gratitude to our distinguished speakers for their participation in launching this expanded, holistic conception of Violence against Children in the United States. Deep thanks are also owed, foremost, to the Carnegie Corporation of New York, as well as to the Oak Foundation of Geneva and the New York Community Trust with a donation from the Mark Family Fund for making this National Consultation a reality. Our gratitude also goes to the many members of the Children’s Studies Center, who worked tirelessly for over a year on the realization of the Consultation. It is the hope of our Children’s Studies Center that the conception of violence against children and its prevention will take root in the policy, legal, judicial, advocacy and research communities in the United States and that in this way we will be able to join hands with members of the international community to end violence against children in all its forms everywhere.

Gertrud Lenzer

Welcoming Remarks



Panelists:

Karen L. Gould, *President, Brooklyn College of The City University of New York*

Michelle J. Anderson, *Dean and Professor of Law, The City University of New York School of Law*

Gertrud Lenzer, *Professor, Brooklyn College and the Graduate Center of The City University of New York; Founding Director, Brooklyn College Children's Studies Program; Founding Director, Brooklyn College Children's Studies Center for Research, Policy and Public Service*



Welcoming Remarks

Karen L. Gould

President, Brooklyn College of The City University of New York

Thank you, Gertrud. Good morning. I want to welcome you to today's consultation. Thank you for giving of your time, attention and expertise to consider how we might bring an end to child abuse and violence against children. It is truly important work.

Three weeks ago, the BBC reported that 20,000 American children are believed to have been killed in their homes by family members over the past 10 years. This is nearly four times the number of U.S. soldiers killed in Iraq and Afghanistan during the same period. The United States has the worst record among developed countries for deaths related to child abuse and neglect. The rate is three times that of Canada and 11 times that of Italy; clearly, it is a problem that needs to be addressed.

That's where all of you come in. The breadth of experience assembled here for today's consultation is truly impressive. We have leading policy makers, scholars, jurists, researchers, advocates and others who are invested in the welfare of our children and of generations to come. Nowhere is there a group of people more prepared to envision and enact workable solutions to the epidemic of child abuse in the United States.

Thank you, therefore, for your support of this dialogue and for your participation. We are sincerely grateful. I also wish to express our

appreciation to the Carnegie Corporation of New York for funding today's program, as well as the New York Community Trust and the Oak Foundation for additional support. Without the generous contributions from these funders, we would not have been able to convene here today to discuss this very important topic.

Last but not least, I want to acknowledge the tremendous work of Professor Gertrud Lenzer, director of the Children's Studies Center and founder of the field of the sociology of children. Twenty years ago, due to Professor Lenzer's extraordinary vision, Brooklyn College established the nation's first Children and Youth Studies Program along with the Children's Studies Center for Research, Policy and Public Service. Those of you who know her know that Dr. Lenzer has a deep passion for her work, the vision to imagine a better future for all children, and the tenacity to get things done. I hope today's conversations are productive, as well as enjoyable, and that the outcomes of this critical dialogue will help to inspire real and ongoing change. Thank you again for participating, and now I would like to introduce my CUNY colleague Michelle Anderson, dean of the CUNY Law School.



Welcoming Remarks

Michelle J. Anderson

*Dean and Professor of Law
The City University of New York School of Law*

Hello. I want to extend my welcoming remarks to everyone attending and participating in this very important National Consultation on *Social Justice for Children: To End Abuse and Violence Against Children*. I'm pleased to be here, particularly with so many luminaries in the field who can help us understand the problem and try to solve it with us. I also, like Karen, want to thank Gertrud Lenzer and others at the Children's Studies Center for Research, Policy and Public Service at Brooklyn College. I think what they've done here in assembling this consultation is extraordinary, so I would like us to give a round of applause to Gertrud.

I am dean of the CUNY School of Law, and our school has a close affinity with the work of the Children's Studies Center and with family law, in general. We're actually one of the very few law schools in the country to require all students to take family law; they take it in their first semester of law school. We feel that it is crucial for public interest attorneys to understand family law and to be a part of it, part of making it better. A retired judge of the New York Family Court, Judge Bryanne Hamill, who is a CUNY Law alum, teaches an advanced seminar on family law at CUNY. Judge Hamill, by the way, has been pulled out of retirement to preside over a model court that serves youth transitioning out of foster care. Lastly, we offer a family law concentration for our students in

the third year—the faculty member involved in that is Professor Angela Burton.

Before becoming dean at CUNY Law, I taught a course on Children and the Law for eight years as a professor of law. In that course, we began on day one with the *Convention on the Rights of the Child*—this aspirational document. So, I'm interested to hear from all of the speakers today, particularly our first one. When I started teaching in this area, it was painful. It's an important area to study, and what I was struck with is that you can't study this area in any depth without coming to terms with so many things, such as the real emotional devastation of physical and sexual abuse and neglect.

What was striking to me, and to many people in this room, I'm sure, is the intergenerational nature of this harm. Also, it seems to me that no one can study this area without having to grapple with what is sometimes the profound and difficult conflict between the constitutional rights of the parents and the rights of a child; particularly when we speak about violence against children. Also striking is the imperfection of the state when it chooses to intervene in the lives of children and remove children from the home. It is important to deliberate on the question of the harm that visits upon children who are removed from the home, sometimes even worse harm than remaining in a neglectful or an abusive home. The

state is an inadequate parent, and we need to figure out how to solve this problem. One testament to the inadequacy of the state functioning as a parent is the intergenerational nature of foster care itself.

The consultation today will address these extremely complex, seemingly intractable problems, and it has four central goals: first, to draw attention to the epidemic levels of violence against children in the United States; second, to deliberate on the latest findings from neuroscience and social science to try to shed light on our understanding of these problems; third, to

bring together people and leaders in the research community, judiciary, Department of Justice, child protective and child advocacy agencies and the New York State legislatures, with the goal of promoting closer collaboration to remedy the problem of violence against children. The last goal is to promote new federal, state and local policies and legislative measures to address violence against children. I'm very excited to be a part of these proceedings and hope to see them result in deeper reflection on these issues, as well as possible solutions. Please enjoy this conference today.





Welcoming Remarks

Gertrud Lenzer

Professor, Brooklyn College and the Graduate Center of The City University of New York

Founding Director, Brooklyn College Children's Studies Program

Founding Director, Brooklyn College Children's Studies Center for Research, Policy and Public Service

Distinguished speakers, participants, colleagues and guests assembled here at this National Consultation to promote *Social Justice for Children: To End Child Abuse and Violence Against Children* in our nation: Good Morning and a warm welcome to you all!

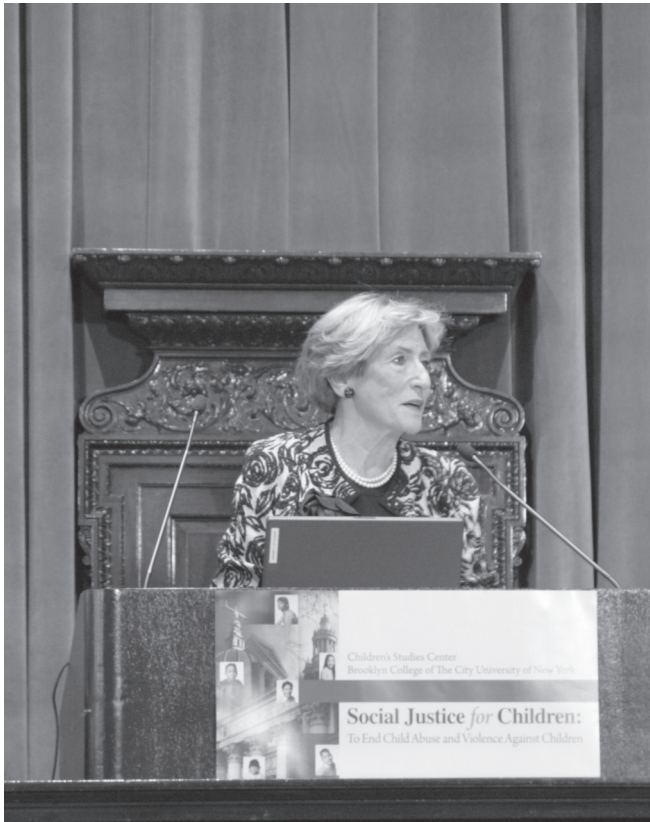
It was in 1909, under President Theodore Roosevelt, that the first White House Conference on Care of Dependent Children was convened to improve the conditions of dependent and neglected children. Six more White House conferences on children and youth followed in 1919, 1929, 1939, 1950, 1960 and in 1970. All of the White House conferences were dedicated to improving child welfare and the position of children in the United States. After these, President Ronald Reagan and Congress created the National Commission on Children in 1987 to explore and promote a new national agenda toward improving the conditions of children in our nation. The Commission published its final report, "Beyond Rhetoric. A New National Agenda for Children and Families," in August 1991.

The major concerns and recommendations articulated in these eight White House and National Commission reports issued in the course of the last century, sound strangely familiar to the concerns we have today in 2011.

The question arises: Why is it that we periodically have to revisit these preoccupations and—as it were—rediscover the importance of children and the inadequacy of national attention to them? What needs to be done to bring about effective and lasting changes in the conditions of children and the epidemic levels of violence experienced by them?

After more than one hundred years of commitment and periodic recommitment to children in the United States, we meet here today to draw concerted attention to the realities of child maltreatment and violence against children as national conditions of alarming proportions.

For some years, our Children's Studies Center for Research, Policy and Public Service has been helping to spearhead the protection and promotion of human rights for children. And since 2006, we have added as a prime focus the human rights of all children to be free from violence in all forms and in all social settings. This National Consultation today represents the outcome of years of commitment, and we would like to extend our deep gratitude to the president of the Carnegie Corporation of New York who has generously provided us with a grant to make today a reality.



We saw no better way to commemorate the 20th anniversary of the founding of our interdisciplinary field of Children's Studies than to dedicate it to all those children in our nation who need our joint efforts to protect them from maltreatment and help them to enjoy a childhood, which will in turn allow them to develop their potentials to the fullest, free from harm.

This morning, we have had the honor of receiving welcoming remarks from Dr. Karen L. Gould, the president of Brooklyn College, and from Professor Michelle J. Anderson, the dean of the CUNY School of Law.

At the opening of our consultation this morning, we will have the privilege of hearing from Marta Santos Pais, Esq., the Special Representative of United Nations Secretary-General on Violence against Children. She will discuss the initiatives she has taken internationally to protect children from violence. And we have the honor of welcoming Dr. Phelan Wyrick, co-chair of the U.S. Attorney General Eric Holder's Defending Childhood Initiative, to provide the luncheon address.

In our first panel this morning, we will hear today from our distinguished colleagues, Professors Silver, McEwen and Champagne, and Dr. Mercy about the compelling findings from neuroscience and epigenetic research about children exposed to stress, maltreatment and

lack of maternal care, as well as the public health problems and economic costs to the nation engendered by those many children exposed to epidemic levels of violence. Professor Finkelhor will discuss the social science findings of the first National Survey of Children Exposed to Violence (2009), and Professor Straus will address spanking by parents and its lifelong damage to children, families and society.

This panel will be followed by our nationally eminent judges, the Hon. Judith S. Kaye and the Hon. Patricia M. Martin, who will discuss new paths for juvenile and family court systems.

In the afternoon, we will be joined by distinguished panel members from child protection and advocacy agencies, who will discuss maltreatment of children connected with the high incidence of child poverty, child trafficking and sexual exploitation of children, along with serious problems in our child protective systems and the pervasive underreporting of child abuse in the U.S., along with the need for changes in our juvenile justice systems, as well as initiatives undertaken by the Brooklyn District Attorney's Office to combat violence against children. A welcome to Hon. Michael A. Corriero, executive director of the New York Center for Juvenile Justice, the Hon. Charles J. Hynes, Kings County district attorney, Ira Lustbader, executive director of Children's Rights, Jane F. Golden, vice president of the Children's Aid Society, and Carol Smolenski, executive director of ECPAT-USA.

The proceedings will conclude with presentations made by distinguished New York State legislators, and we will hear about their work in the New York State Senate and Assembly Committees on Children and Families as well as from other legislators working on behalf of New York's children and youth. We have the privilege to welcome members of the New York State Assembly: the Hon. William A. Scarborough, the Hon. Amy R. Paulin, the Hon. Barbara M. Clark, the Hon. Margaret M. Markey, and the Hon. Diane J. Savino of the New York State Senate. They will be joined by the Hon. Jeanne B. Mulgrav, commissioner of the New York City Department of Youth and Community Development. These legislators and officials will also address initiatives they plan to put in place to combat child abuse and violence against children in our state.

Please also note the "Joint Statement" we have prepared to advance new policy initia-

tives and legislation on behalf of the millions of abused children. We cordially invite you to join in these efforts by endorsing and signing the “Joint Statement” and working with us in the future toward the realization of these goals.

In brief then, the task before us is to explore how we can address the epidemic realities of violence against children without winding up, once again, with recommendations, which are doomed to remain as no more than rhetoric.

Let me conclude these remarks of welcome with the hope that this multidisciplinary and cross-sectoral consultation will lead to

continued collaboration and efforts in the future in the service of the 74 million children in the United States, who represent a formidable social minority. Since they can neither represent themselves nor have a vote or voice in order to promote their well-being, they need our help in protecting them from harm and in the realization of their human rights.

The challenge before us is to assume as adults the important role of representing and protecting them, and to work in their best interests.

Again, a warm welcome and much gratitude to all of you for joining us today.

To End Violence Against Children: International Initiatives



Protecting Children from Violence: A Human Rights Imperative

Marta Santos Pais, Esq.

U.N. Special Representative of the Secretary-General on Violence against Children (SRSG)

It is a great pleasure for me to participate in this important national consultation on violence against children, organized by the Children's Studies Center for Research, Policy and Public Service of Brooklyn College of The City University of New York.

I would like to thank my good friend Gertrud Lenzer for her tireless efforts and unique enthusiasm in the organization of this important meeting, especially for her deep belief in the value of children's rights and in the urgency of moving from rhetoric to tangible action to enable children, all children, to develop to their full potential in a violence-free environment.

I am truly delighted to join such a distinguished group of experts and decision makers, to learn from your inspiring work and to anticipate your pivotal contribution to the development of an influential national agenda to prevent and address violence against children.

This is an area where significant developments have taken place in the United States over the recent past. The 2008 Comprehensive National Survey of Children's Exposure to Violence; the launch in 2010 of the Attorney General's Defending Childhood Initiative; and, less than a month ago, the establishment of a national task force to develop knowledge and spread awareness about this phenomenon illustrates well the relevance of this process.

Indeed, these important initiatives open enhanced avenues to prevent violence against children, to improve the protection of child victims and witnesses and, in addition, to provide sound evidence to inform national advocacy, policies and resource mobilization efforts.

All this is urgently needed. In fact, according to the 2008 National Survey, more than 60 percent of the children were exposed to violence, directly or indirectly, including as a result of neglect, emotional, physical or sexual abuse.

A more recent study brings us no less worrying news: every five hours a child dies from abuse or neglect in the U.S. These are dramatic figures that raise our deepest concerns! Yet, serious as they may be, they are certainly not limited to this part of the world. Indeed, violence knows no geographic borders; it remains pervasive, deeply hidden and socially condoned.

Available research leads us to believe that between 500 million and 1.5 billion children worldwide endure some form of violence every year. Violence takes place in all settings, including where children are expected to enjoy a secure environment and special protection—in schools, in justice and child care institutions, and also within the home.

Children experience neglect and trauma when they witness domestic violence, as well as when they endure intimidation, humiliation, physical aggression, abuse and exploitation. Around the world, children suffer emotional and physical ill-treatment, sexual violence and abuse; they are forced into marriage, illegal adoption and forced labor; and, in some countries, they continue to be at risk of being sentenced to stoning, amputation, capital punishment and life imprisonment.

According to a recent UNICEF study on child disciplinary practices by parents and other caregivers in 35 developing countries, (covering around 10 percent of the world's child population in the developing world) three in every four children, between 2 and 14 years old, experience some form of violence within the home. Shouting, yelling or screaming at a child are the most common practices, but in many cases other more severe forms of violence occur, including spanking, hitting and beating the child with a belt, stick or other object.

Violence in schools is equally widespread. Playground fighting, verbal abuse, intimidation and humiliation are some common expressions of this phenomenon. In some countries, child sexual abuse, particularly of girls, perpetrated by teachers and other school personnel, is so pervasive that it has led to a new expression children often use: "sex for grades."

In many nations, ill treatment and beating of children by teachers and school staff is considered unlawful and punished with disciplinary measures. In the case of some more serious forms of violence, such as sexual harassment or abuse, the outcome may be the dismissal of those found responsible. Unfortunately, however, violence in schools remains lawful in more than 80 countries and in some cases, serious forms of violence, such as caning and whipping are officially regulated—at times with surprisingly detailed guidance—as a disciplinary method.

In some communities, traditional harmful practices, including early marriage, are deeply rooted in society and hard to abandon without the genuine mobilization and active involvement of those concerned. Girls from the poorest households are three times more likely to get married before 18 years of age than those from wealthier families.

In some countries, pregnant and married students are forced to leave school. Their young age and powerlessness make them more vul-

nerable to domestic violence and sexual abuse. Girls having low socioeconomic status are also at high risk of exposure to HIV infection. They may have fewer opportunities to seek information to keep safe, and to benefit from prevention, treatment and support services. When giving birth at an early age, they are also at a higher risk of maternal mortality.

Although less frequently acknowledged, violence against boys is also a significant problem, including sexual abuse within the home. Official statistics largely underrepresent the number of victims, and reporting by the boys, themselves, seems to be particularly hard for them. And in many cases, legislation also neglects this reality.

Violence hurts when it happens and it also leaves dramatic scars, and has lifelong consequences—hampering children's development, learning abilities and school performance, which very often last for a lifetime. Violence inhibits positive relationships, provokes low self-esteem, emotional distress and depression and, at times, leads to risk-taking, self-harm and aggressive behavior.

Beyond its impact on individual victims, violence generates fear and insecurity amongst peers and friends, and it provokes anxiety and distress amongst family members. But in addition, violence carries with it very serious economic costs for society, reducing human capacity and compromising social development. Fighting against violence is therefore also a core component of the fight to eradicate poverty and promote social development.

Responding to violence is much more costly than investing in its prevention. And investing in prevention has a strong social return. In this period of widespread economic crisis, with increasing risks for cuts in social spending, investing in violence prevention is not only a question of good economics, but a reassuring way of limiting the economic impact of the crisis in the long run.

Violence against children has serious and long lasting consequences. And yet, it remains widely perceived as a social taboo or a needed form of discipline and it is seldom reported, even by professionals working with children, who hesitate to take action and prefer not to be involved as witnesses in criminal investigations. As a result, official statistics remain limited in their ability to capture the true scale and extent of this phenomenon. Openly or implicitly, children feel pressed to conceal incidents of violence and abuse, particularly when perpetrated

by people they know and trust, in institutional care and within the home. A culture of silence, secrecy and social indifference surrounds this phenomenon, paving the way to pervasive impunity.

Recognizing the dramatic challenges presented by this reality, the United Nations undertook a comprehensive study on violence against children. After its successful adoption by the General Assembly, it decided to establish a new position to promote follow-up on its findings and recommendations—the position of Special Representative of the Secretary-General on Violence against Children, which I assumed in September 2009.

The Special Representative is a global independent advocate for children's protection from violence, acting as a bridge builder and a catalyst of actions, to generate visibility and renewed concern, and to mobilize political and social support to prevent and combat this child rights violation.

My mandate envisages the protection of children from violence as a human rights imperative and is guided by an important principle: "no violence against children is justifiable and all violence can be prevented."

Freedom from violence is a fundamental human right to which the international community has solemnly committed, to safeguard all children, everywhere and at all times. With other international human rights instruments, the *Convention on the Rights of the Child* and its protocols provide a sound normative foundation for preventing and addressing violence against children in all its forms. Framed by children's dignity and worth, the Convention sends an unequivocal message of condemnation of violence: it prohibits torture or other cruel, inhuman or degrading treatment or punishment; it calls for the protection of children from sexual abuse and economic exploitation and from sale, trafficking and any other form of exploitation prejudicial to children's well-being; it condemns harmful traditional practices as well as school discipline inconsistent with the child's human dignity; it prohibits death penalty and life imprisonment; and it stresses the imperative of protecting children from all forms of violence within the family and under the responsibility of caregivers.

In my work, I witness significant efforts around the world to place violence against children high in the priorities of public debate and in the policy agenda.

At the national level, critical steps are

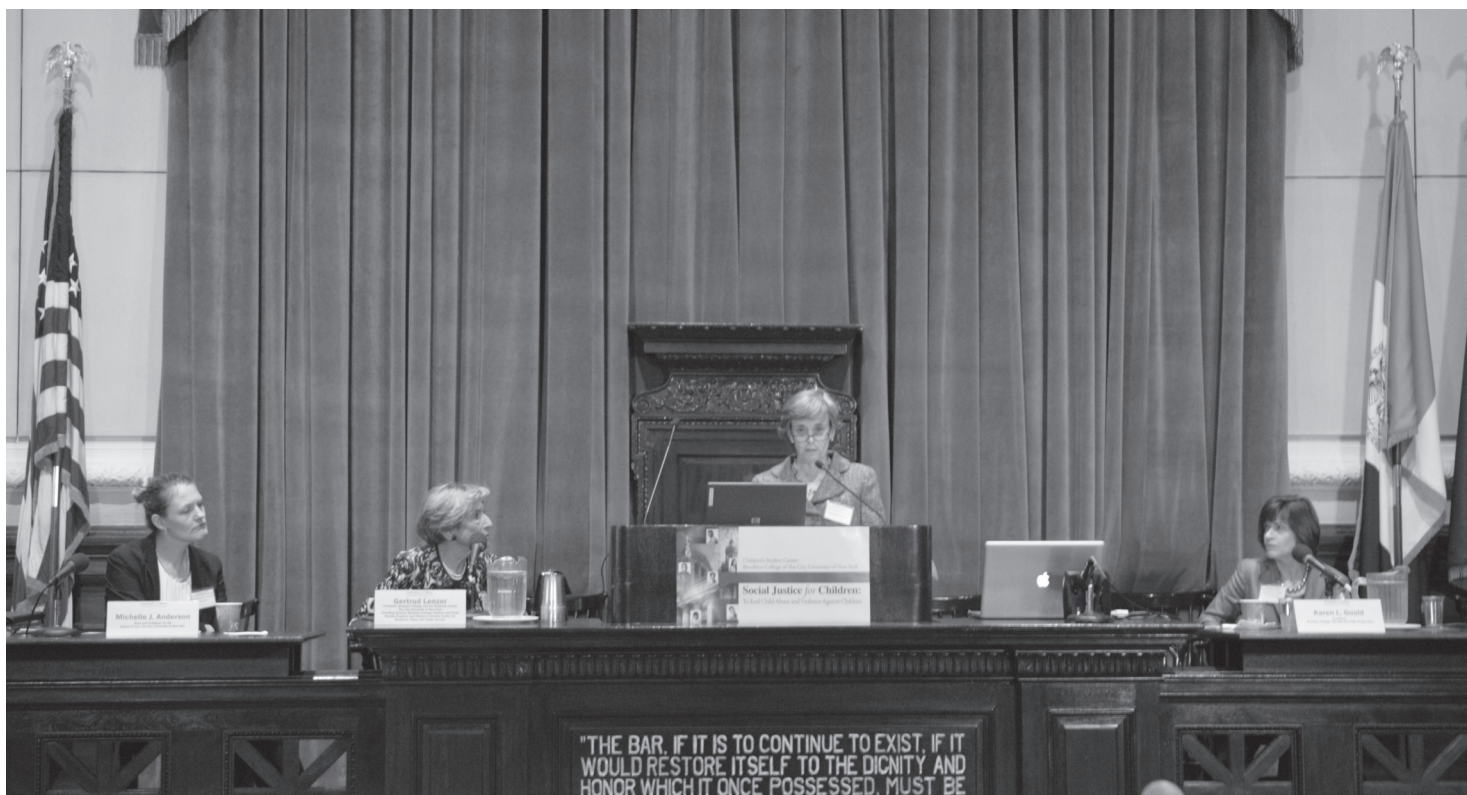


being undertaken to mainstream anti-violence against children clauses in policy and law, at times in the Constitution itself, and to develop a national plan to prevent and eliminate violence against children. Changes are also taking place in the work of institutions, including the establishment of inter-ministerial committees or task forces to coordinate relevant activities on violence-related areas, observatories on children and, in some cases, with the set-up of independent children's rights institutions, such as ombuds for children.

There is also a growing institutionalization of regional cooperation for violence prevention and response. This is an area where critical progress has been made, with the adoption of important regional political commitments and the institutionalization of regional governance structures and initiatives to accelerate progress in the follow-up to the U.N. Study recommendations.

To take stock and reflect upon the significant process of change promoted by these regional mechanisms and institutions, last October, I organized, in the General Assembly, a high-level round table with representatives of regional organizations.

The meeting was the very first ever



organized with regional organizations and it opened avenues for strengthening cross regional cooperation and promoting a forward looking strategy to achieve accelerated progress in children's protection from violence. I am confident it will generate enhanced opportunities to move faster in our commitment to build a world where violence has no place.

Dear friends, violence against children has serious and long lasting consequences, and needs to be addressed with determination. Guided by this sense of urgency, in my work as Special Representative of the Secretary-General on Violence against Children, I am particularly committed to pursue three critical goals:

- The development in each country of a national plan or strategy to prevent and respond to all forms of violence;
- The introduction of legislation to prohibit all violence against children; and
- The consolidation of data and research to inform progress in this area.

Firstly, it is urgent to develop in every country a cohesive, well-coordinated and well-resourced national strategy or action plan to address violence against children.

A national strategy is more than a simple document; it sets a vision and a navigation chart, helping to mobilize action, resources and civil society support for safeguarding the rights of the child and helping to build a society where

violence has no place.

To be effective, the strategy needs to be a core component of the national policy and development agenda and it needs to be coordinated by a high level focal point, with leading responsibilities on children's issues, with authority to articulate activities across departments and the ability to associate with civil society. Moreover, the agenda needs to be periodically evaluated to assess progress and impact, and to allow for the introduction of any required adjustments.

Violence prevention and children's protection therefore can be best addressed through the systematic and effective engagement of all relevant ministries and all levels of public administration—from health, education and sports to social affairs, justice and home affairs, planning, economy and finance, at central levels and also when decentralized action is taken. When coordination is effective and solutions benefit from the experience and expertise of individual sectors and disciplines, convergence of actions and judicious use of resources can be promoted; fragmented and reactive solutions can be avoided; sound child protection systems can be strengthened to support children and families at greater risk; and, above all, to prevent violence altogether.

Secondly, it is critical to consolidate national legislation to ensure an effective pro-

tection of children from all forms of violence. The U.N. Study on Violence against Children urged all states to introduce a legal ban on all forms of violence against children. Since the submission of the study, visible progress has been made in this area. When the U.N. Study was finalized, only 16 countries had laws with an overall ban on violence against children; at present, nearly twice that number has enacted comprehensive legislation with such a prohibition.

Several countries are working towards a similar goal and in a number of cases national parliaments are leading critical debates to reinforce the national legal system and to generate public awareness and social mobilization in support of this measure. Similarly, important steps have been taken to ban specific forms of violence against children, e.g., child marriage, female genital mutilation, child trafficking and sexual abuse, and exploitation of girls as well as boys.

Legislation encourages positive discipline and engagement, and the education of children through non-violent means. It safeguards the protection of victims and witnesses as well as their redress, recovery and reintegration.

But in addition, the law has an educational value for society as a whole, providing an unequivocal message of what is right and wrong, encouraging a change in attitudes and behavior, and helping to challenge traditions that are incompatible with children's fundamental rights.

In other words, the law is not only a technical instrument for legal experts, but also an essential tool to raise awareness on freedom from violence, to enhance the skills and capacity of professionals, and to set standards of ethical conduct. Once legislation is adopted, it is equally crucial to make it widely known and understood by everyone, including children, and also effectively applied.

We need legislation that deters violence against children, which protects and assists victims, which fights impunity and helps prevent perpetrators from becoming recidivists.

One fundamental dimension of this process is to enact legislation that provides for easily accessible, safe, confidential, effective and child-sensitive counseling, reporting and complaint mechanisms for child victims.

Unfortunately, still too often, these mechanisms remain unavailable or ill-resourced, and professionals working with and for children tend to feel reluctant to address, refer or report

incidents of violence to relevant bodies or institutions. In many cases, there is no guidance on what to do, or how to ensure the confidentiality of the child's testimony. Still too often, children do not know if these mechanisms exist or how to benefit from their support. As a result, children feel frightened to speak up, and ignored or harassed when they find the courage to.

It is critical to include legal safeguards and adequate counseling and integrated services, to help children feel reassured that they are listened to in a safe and protective environment, that their testimonies will not be disclosed or misused, and that their protection will not be put at further risk.

Thirdly, research and data on violence against children need to be further strengthened.

Information on violence against children remains scarce and unable to capture the magnitude of this phenomenon, across nations and social groups. This is an area where major gaps persist.

And yet data and research are crucial to break the invisibility and social acceptance of violence against children, to understand social attitudes and risk factors, and to enhance the protection of those at risk.

Data and research are also indispensable to support government planning and budgeting for universal and effective child protection services, to inform the development of evidence-based legislation, policies and actions for violence prevention and response, and to assess results and impact.

Increasingly, we see countries taking a decisive step with the development of surveys to capture the magnitude of sexual, physical and emotional violence affecting girls and boys—as was recently the case in Tanzania. The findings of those surveys open excellent avenues to inform strategic action to prevent and address violence against children, and to overcome the social acceptance of violence.

With better data and research we can gain a better understanding of the hidden face of violence and its root causes; overall, we can become more effective in our ability to prevent violence from happening in the first place.

Violence compromises the lives of millions of children around the world and is associated with profound social costs. But, as we have learned from the many successful initiatives promoted in all regions, violence is not inevitable; it can be prevented and effectively addressed.

With a well-resourced and strategic national agenda, with strong and effective legislation and with sound data and evidence to understand risk factors and inform strategic planning, policy decisions and resource allocation, a world without violence can be built.

In this process, the family has the greatest potential to provide for the child's care and safety, and to build a protective environment in which children can grow up. The role of the government is critical in violence prevention and response, in providing the needed assistance to families in their child rearing responsibilities, and in ensuring the needed protection and support to children at risk. National institutions, civil society organizations, academia, the media and the private sector are key actors in the promotion of a violence-free society. The international and donor communities are indispensable to support these efforts. And children remain decisive partners in this process of change.

This is why today's conference gains such a critical relevance! Joining hands together, the protection of children from violence can evolve from being a concern of a few into a priority of society as a whole. This is an opportunity we cannot afford to miss.

I look forward to joining hands with you in the steps ahead.



Research on Violence Against Children: Recent Findings from Neuroscience, the Social Sciences and Public Health Panel



Panelists:

Rae Silver, *Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences, Department of Psychology, Columbia University; Chair, Council of Scientists for the Human Frontier Science Program (Moderator)*
Opening Remarks

Bruce S. McEwen, *Alfred E. Mirsky Professor and Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University*
How Adversity and Trauma Affect the Brain and Get Under the Skin

Frances A. Champagne, *Professor, Department of Psychology, Columbia University*
Epigenetic Impact of Adversity: Risk, Resilience and Nature-Nurture Interplay

David Finkelhor, *Professor of Sociology, Director, Crimes Against Children Research Center, Co-Director, Family Research Laboratory, University of New Hampshire*
Crime, Violence and Abuse in the Lives of Children: A Comprehensive Approach

Murray A. Straus, *Professor of Sociology and Co-Director, Family Research Laboratory, University of New Hampshire*
Spanking by Parents—The Primordial Violence: What Research Shows About Its Lifelong Damage to Children, Families and Society

James A. Mercy, *Acting Director, Division of Violence Prevention, Centers for Disease Control and Prevention*
Having New Eyes: Viewing Violence Against Children as a Public Health Problem



Opening Remarks

Rae Silver

*Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences,
Department of Psychology, Columbia University
Chair, Council of Scientists for the Human Frontier Science Program (Moderator)*

Welcome to the scientific part of the program, in which we will speak about research on violence against children, including findings drawn from the neurosciences, social sciences, and public health. As I start I'd like to thank Gertrud for her incredible tenacity and devotion to this topic and I've listened to her for years and have always been amazingly impressed by how much she cares and how much she wants to do something. I hope that we'll work together with her to make that a reality.

As Gertrud has already pointed out, an agenda to help children and their families was last addressed at a national committee level, with a report issued by the National Commission on Children, which was created by Congress and President Reagan in 1987. That report was published in 1991. If you look at the slide [PowerPoint slide shown], you will see that the report was called "Beyond Rhetoric"—an incredibly grim looking title, which has a foreboding quality for me, because it's clear that we still haven't moved beyond rhetoric. What we should be considering now is how do we move beyond rhetoric and how do we work together?

From my point of view as a neuroscientist, I see that this process has a lot of stakeholders. As already mentioned, the stakeholders are legislators, other government officials and agencies, professionals in academia and media, service providers for children and, of course, the children themselves.

The question for me is: What are the practical next steps for each of the stakeholders? We know the children themselves have no practical next steps or very few. Each of the other groups can think of next steps, and the next steps for each stakeholder will be different. What we should try to do is recognize what the next step is for each of them and then see how they can be coordinated. There are, of course, a number of barriers. We've already heard of some of the obstacles to improving the status of children—they involve ethical, financial and sociological barriers. And there are always problems that make it very complex to improve the status of children, since there are different federal, local, and state regulations.

There is a really high level of violence against children in these United States and I don't think that information is made visible enough. Just how poorly the United States does when compared to other developed countries, such as Canada and Italy, as was already mentioned, is simply not known and is certainly shocking. The thing that I think would provide the greatest input to remedy this would be to have some sort of infrastructure at the national level that would provide data on what is going on. The information technology systems for creating a national level database are available; but this is not a concern of any particular group at the moment and therefore would be hard to implement.

So, what is it that we as scientists can bring to the table? How do we move from the bench to the courtroom? Clearly, the legal system seems to be changing. I'm saying "clearly" and "seems to"—that may seem a little contradictory—but I have the impression that the legal system is listening to the research that comes out of the laboratory. Look at the cover of this *Observer Journal* [indicating a projected image]; it's filled with articles on how scientists and the information they gather are moving into the courtroom. And, of course, there's been a tremendous interest in neuroscience information, the kind of neuroscience where we get a feeling for what's going on in the human brain. That information has provided vivid, new illustrations of old arguments. Brain imaging results have been brought to the courtroom in an attempt to have an impact on the information that the legal system considers when making moral and ethical judgments.

As we all know, it takes a village to raise a child. The scientists that we have with us today have incredibly good information on the consequences of violence on the brain and behavior. Now, what is the use of all this scientific information? We already know that violence

has very long-term damaging effects. We don't need to look at studies of cells and genes or micro rays and neural changes in order to know that violence has dramatic effects. However, when we understand the mechanisms that result from violence, when we see the weight and the long lasting effects of changes in the brain that are consequences of violence, then that should bring, and does bring, more pressure to bear on us to do something, and to do something now.

I'm very grateful that our colleagues have come to speak today. I think you'll be completely blown away by the evidence that they present. We have five speakers: Bruce McEwen from Rockefeller University, Frances Champagne from Columbia, Murray Straus and David Finkelhor from the University of New Hampshire, and finally James Mercy from the Centers for Disease Control.

[Addressing the Research panel members]: I think you guys have a lot of power; I hope you can help the process come along, at least at the information level. After all, we should not give up doing good, just because we cannot do perfect. Let's at least do good.





How Adversity and Trauma Affect the Brain and Get Under the Skin

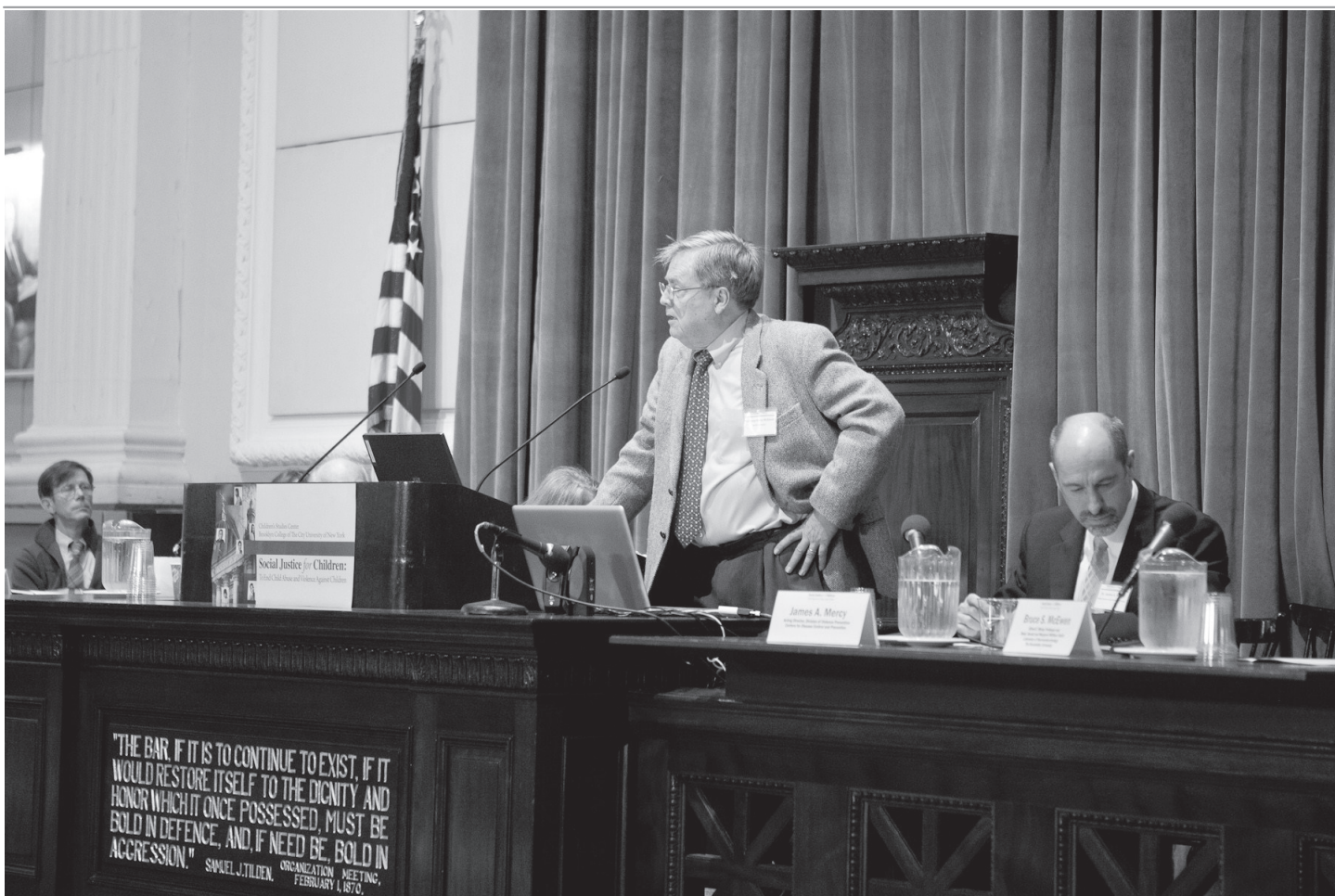
Bruce S. McEwen

Alfred E. Mirsky Professor and Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University

Thank you very much. I'm going to get us started by talking about the brain as the principle target organ of stress and, also as the organ that influences the rest of the body through the neuroendocrine autonomic immune systems. But I want to start off by calling your attention to a landmark study done by the CDC, in collaboration with the Kaiser Permanente Health System in California. This is a study, not of poor people, but of the middle class, showing a wide range of health consequences of early-life adverse experiences. I think some of the handouts you have show you this particular table from a recent review [indicating a Power-Point slide]. It highlights the fact that there are lifelong effects of abuse that ranged from physical and sexual abuse to harsh language, chaos in the home and so forth, which led to an increase of heart disease, a propensity for smoking, obesity, and drug abuse—a high risk for AIDS, depression, anxiety, anger control and other forms of anti-social behavior.

I want to go to the issue of how the brain normally develops. This is a video from the National Scientific Council on the Developing Child. [Video is screened] The main point here, of course, is that a brain develops in a fashion where neurons connect to each other, and then some connections are pruned. Networks of neurons throughout the entire brain are inter-

acting in its development, and so what effects one part of the brain will influence other parts of the brain. You'll see that this becomes important when we begin to talk about the concept of toxic stress. This slide talks about the sources of toxic stress, about how chaos in the home environment, inconsistency, the ups and downs of emotions and unpredictability can lead to a sense of helplessness and distress and poor self-regulatory behaviors, which can lead to obesity relatively early in life, along with elevated blood pressure, cardiovascular reactivity, and also systemic inflammation, which is the underlying factor in most of the diseases in modern life, from diabetes to cardiovascular disease to cancer. Risky families are families that are cold and unsupportive and, this is not as well studied, but many of the same consequences occur as in the more obvious situations of outright abuse. With the lack of verbal stimulation, poor language skills result and they are very difficult to overcome as the child grows older. It is the back and forth communication ("serve and return" as in tennis) between the parent and the child that underlies both verbal development and good emotional self-regulation. Then, finally, getting back to the CDC study, there is, as we already noted, abuse and neglect leading to impaired lifelong physical and mental health, and a shorter life span.



Now, I'm going to show another video, which is about toxic stress. [Video is screened] So, then, let's talk about the brain, and about three brain areas that are very important. The amygdala is a brain area that's involved in emotions, fear, anxiety and aggression; it also turns on the stress response. The hippocampus is the brain region that's involved in memories of events in our daily lives and spatial memories and contextual memories, and it also helps shut off the psychological stress response. And, finally, the prefrontal cortex, which develops perhaps last, is important for decision-making, working memory and self-regulatory behaviors that regulate mood and impulsiveness, and it also helps to shut down the autonomic and hormonal stress response.

Now, one of the great advances in neuroscience in the last 10 to 20 years has been the recognition that the adult brain, as well as the developing brain, is plastic—that is, structures and connections of neural architecture can be remodeled. This [indicating an area of a projected image] is a neuron where the genetic material is located in the cell body, and these are dendrites, which reach out and re-

ceive input from other neurons cells via synapses. This [indicating a PowerPoint slide] is the high power of the dendrite showing the spine synapses, the connections from other nerve cells. Both of these, the dendrites and the synapses can be remodelled; they can grow, shrink, turn over and be replaced. In addition, we know that there are some areas of the brain, particularly the hippocampus, where there is a limited amount of neurogenesis, that is, production of new cells during adult life—which declines as one gets older but can be reactivated by behaviors, like exercise. This gives us some hope and some understanding of the changes that are described in the previous slide, and also some vision that there may be interventions that will help. What we are beginning to know about the effects of early-life toxic stress is summarized here: for example, the hippocampus is reported to be smaller after early-life abuse and also in people with low self-esteem; this may also be a risk for Post-Traumatic Stress Disorder. In contrast, the amygdala is larger and more reactive as a result of early-life adversity. A recent study, tracking mothers who are chronically depressed, showed that their

children have a larger and more active amygdala. So, this is very important for depression and anxiety disorders, which are very common consequences of adverse early-life experiences that include mental health problems in the parents. Finally, the prefrontal cortex is underdeveloped as a result of chaos in early life and, also, the abuse in early life. This leads to a lack of self-regulatory behaviors, which can lead to drug abuse and anti-social behavior.

The National Scientific Council on the Developing Child has a wonderful website, which you might want to look at, and one of its main messages is summarized here [indicating a PowerPoint slide]: Adult disease prevention begins with reducing early-life toxic stress; early childhood programs benefit lifelong health, not just education; and finally, promoting physical health benefits the brain. Physical activities, as well as a stable emotional environment for growing up are essential components. The programs, like The Nurse Family Partnership, led by David Olds, and The Harlem Children Zone and The Baby College by Geoffrey Canada and colleagues, are examples of family-level interventions to try to improve early childhood. This [indicating a PowerPoint slide] is the summary of estimates of the return of investments in such programs. The Nurse Family Partnership and the Abecedarian project are shown here. The longest lasting one is the Perry School project in Michigan in which children, early in their lives, receive family counseling intervention; the kids also went to a Head Start program. These individuals have now been followed into their 40s, I believe, and so the return on investing in them is the highest; that is, between seven and nine dollars for each dollar invested, involving increased earnings for the individuals themselves and also increased savings for the public, in terms of lower crime costs and special education and welfare savings, all of which increase income tax revenues and decrease public expenditures. So, prevention is clearly the most important thing from a human standpoint, and economically, the most efficient thing, we can do, but what about those children who do suffer adverse early-life experiences?

For that, I'd also like to call your attention to this *New Yorker* article by Paul Tough, from March 21, 2011, "[The Poverty Clinic]: Can a stressful childhood make you a sick adult?" [Slide of the magazine is shown.] It focuses on Nadine Burke, a Harvard-trained, inner-city pediatrician, working in the San Francisco Bay Area. And, just to summarize

these excerpts, Burke believes that regarding childhood trauma as a medical issue helps her to treat the symptoms of abused children more effectively. Moreover, she believes this approach, when applied to a large population, might help alleviate the broader dysfunction that plagues poor neighborhoods, going beyond the physical health symptoms that she encounters. In the views of Burke and the researchers she has been following, many of the health problems that we can think of are social issues—and therefore the province of economists and sociologists—and might better be addressed medically on the molecular level, among neurons and cytokines and interleukins.

And I'll just make the footnote that from the results of the Adverse Childhood Experiences Study that I showed you in an earlier slide, it's not just poor people, but children at all socioeconomic levels of society that will benefit. And, the last slide is really a repeat of an earlier slide, but it notes the fact that because the adult brain is plastic and adaptable, we are only beginning to recognize the full potential of interventions, like those done by Nadine Burke, which may help those children who have been abused actually establish a path where they can lead a normal and productive life.

Thank you very much.



Epigenetic Impact of Adversity: Risk, Resilience and Nature-Nurture Interplay

Frances A. Champagne

Professor, Department of Psychology, Columbia University

When we think about the origins of our individuality, of our uniqueness, of our individual differences in disease risk, behavior, and personality, historically, that has brought us back to the nature vs. nurture distinction. So, are we unique because of the unique genes that we have, or are we unique because of the unique experiences that we have across our lifespan? I think one of the key points I would like to convey today is that rather than thinking of these influences in a dichotomous way, that in fact there is a constant interaction between our genes, our DNA, and the experiences we have, and that one way of thinking about the mechanisms through which the experience of early life adversity can have long-term effects is in understanding the interplay between these two influences.

Now, when it comes to thinking about how it is that genes can have a long-term impact, we have some idea about how DNA works and how it generates difference in proteins and the function of our nervous system and the function of our biology. When it comes to thinking about how our social experiences can achieve the same biological effect, we've been very stumped in the past. What is it about the social world that can have a biological impact, and how is this achieved? Now we certainly know that early life adversity has long-term effects on brain physiology and behavior, as highlighted by Bruce McEwen, so certainly

our nature can induce long-term effects on our brain and behavior. This is a very real and biological outcome, and again, the key question really is: How does this occur? Through what mechanisms do the experiences we have become encoded in our biology in such a way that it shapes the way our brain functions and the way we behave? To answer this question really, what we have to go back to is the nature/nurture distinction and think about what is it. How is it that DNA exerts these long-term effects? It is only through understanding the answer to that question that we can move forward.

One analogy that I think is very helpful when thinking about genes and genetic material is that DNA is like books in a library, with limitless potential to inform and inspire, but they need to be read. Our DNA needs to be read in order for it to exert a biological effect. Now, when DNA is read, it is said to be "expressed." We often talk about gene expression and the activity of genes, but normally within the cells, within our body, genes are suppressed in terms of their activity. We don't want to express all of our genes that we have, we want to selectively express certain genes when we need them to function. So, the expression of genes is ultimately dependent on the accessibility of DNA.

So, gene activity is dependent on an active process of unwrapping the DNA from all of the clusters of proteins that surround it and

making it accessible, making it readable, making that book available to inform us.

Now, epigenetics—which is really going to be the focus of my talk today and of the mechanisms, which I think help us understand how early adversity becomes encoded at a biological level—is the study of those factors that alter whether DNA will be “expressed,” without altering the underlying DNA sequence.

So, we’re not talking about genetic variants, we’re not talking about sequence variations within the DNA, we’re talking about those factors that contribute to this active process in which DNA exerts its biological effect. These are factors, within our analogy, that will change the likelihood that a book will be read.

Now, one of the epigenetic processes that is a very important process in normal development, but I think that helps us understand some of the issues that we’ll talk about today, is DNA methylation. DNA methylation is a process where methyl chemicals that are normally found within the cell become attached to the DNA sequence. So this isn’t a mutation, but now through various enzymatic processes, we have the attachment of methyl groups to cytosines in the nucleotide sequence, and this makes DNA less accessible. DNA methylation is a critical process through which we can change the activity of DNA and, of course, this is a very normal process. If we weren’t able to methylate DNA within our genome, we wouldn’t be able to survive beyond a very, very early embryonic time point. So this is the normal process through which our biology becomes more and more refined as we develop. Selective suppression of genes is really key, and epigenetic processes are quite key to our development under normal conditions.

Now, the contribution of epigenetic factors, such as DNA methylation, to our biology is really evident when we think about how our biology is composed. All of the cells within your body contain the same DNA. They are genetically identical, containing the same genetic sequence; however, we have neurons, blood cells, muscle cells, and a great diversity of cells within our biology that all have specific functions and contribute in a very specific way to the functioning of the organism. So, our body contains cells that are dramatically different and that difference, that character of the cells, is achieved through epigenetic processes. So our cells are genetically identical, but epigenetically variable. We can continue to look at this genetically identical, but epigenetically variable phenome-

non when we think of identical twins. Again, like the cells in our body, identical twins have the same DNA, but as it happens—and there’s emerging research showing this—they differ as they age in terms of the epigenetic patterns within their cells. When twins are very young, early in development, they have identical DNA and very similar DNA methylation patterns and epigenetic patterns in general. But as they age, they start to diverge in terms of their epigenetic patterns. If you look at older twins, they differ quite significantly in DNA methylation patterns.

These findings have suggested that variations in epigenetic patterns emerge across the lifespan, and perhaps in response to the kind of different experiences that one twin might have compared to the other.

Now the question is: Can we use this understanding of epigenetic processes that are occurring at a very molecular level, to understand how it is that adversity and experience can come to shape our biology and our long-term health and disease risk? We can start very early on in development. Certainly brain development is occurring at a very rapid pace during the prenatal period and, of course, this creates a “window of opportunity” for environmentally induced variation. And so, the affects of trauma, adversity, and stress during this period can have a very profound effect on the way the brain is shaped, and as you’ll see, on epigenetic patterns. This is data [indicating a PowerPoint slide] from a very recent study looking at women who are pregnant and who experience intimate partner violence, in the form of emotional and physical abuse, during their pregnancy, and how this experience predicts their child’s epigenetic patterns. What the authors have examined is the degree of DNA methylation in a particular gene within the cells of the children born to these women who experienced severe abuse during their pregnancy. That gene is the glucocorticoid receptor. The glucocorticoid receptor is a very important gene and higher numbers of glucocorticoid receptors tend to predict an attenuated stress response.

The more glucocorticoid receptors you have, the more able you are to down-regulate your stress response. Acute stress can be very positive and motivating, but we would like to be able to shut off our stress system when the stressor has subsided. The more glucocorticoid receptors you have, the more able you are to do this; the fewer the receptors you have, the less able you are to do this. What we see in this particular sample, is that children, ages 10 to

19, who had experienced stress through the violence exposure that their mother's had during their gestation, have more methylation of this gene, which, shuts the gene off, rendering them more susceptible to stress-related diseases. We can also study these questions within the lab, where we have a little more control over all of the variables that might contribute to these kinds of findings.

This [indicating another slide] is a study looking at prenatal stress in mice. Females, while they were pregnant, were exposed to chronic variable stress, trying to mimic some of the experiences that human mothers might have during their pregnancy. This, again, is looking at degree of DNA methylation within that glucocorticoid receptor gene, the same gene as in the human study. There are various sites on the one axis where we have the DNA region within the glucocorticoid receptor, so we're looking at various regions within the DNA. What we see is that prenatal stress is associated with increased DNA methylation of this gene. We have a mechanism that shuts off gene activity being activated and changed by the experience of prenatal adversity in this rodent model.

Now, of course the effects of experience continue into the postnatal period. One of the key issues that we study in my group at Columbia is how variation in maternal care can lead to variations in brain and behavior. Of course this is a question that you can study across species. Across species and within species, there is quite high degree of variation in mother-infant and parent-infant interaction. Most of the work that we do is focused on rodent models where we can control various aspects of the experience and look at the mechanisms through which the effects might be achieved.

Here again [referring to a new slide] we're looking at the glucocorticoid receptor and examining potential differences in DNA methylation in response to maternal care in rodents. We compared offspring who received very high levels of maternal care or very low levels of maternal care from their mothers during the first week postpartum. What we find is the experience of low levels of maternal care—this is not even necessarily abusive or harsh parenting, the offspring are being nursed and getting the appropriate nutrition—simply having the experience of low care from their mothers leads to heightened levels of DNA methylation within this glucocorticoid receptor gene. Like we've seen with the prenatal models, postnatal experience

can shape these epigenetic processes and shut down genes—shut off genes that are very critical for the functioning of this organism. Now, importantly, these data are looking at DNA methylation within the hippocampus, the region that Bruce McEwen mentioned that is very important for stress response in the brain. We have variation in maternal care leading to different levels of epigenetic programming of genes. Low levels of care—and one of the forms of care that our rodents engage in is licking or grooming, it's a very tactile component of the mother-infant interaction—low levels of this tactile form of care lead to increased GR methylation and decreased expression of this gene and, as a consequence, these offspring experience heightened stress response across their lifespan. Importantly, in these animal models we can use cross-fostering to determine, in fact, that it is the experience of differences in care that is the driving factor in these epigenetic processes. It's not necessarily who you're born to or some genetic variant that you may possess; it's really about the experience you have in infancy.

Now, other studies have looked at animal models of infant abuse and certainly we can see abuse in primate and rodent populations and often we can trigger this by increasing the stress within the environment. If the environment is very stressful and disruptive, even rodents will start to engage in abuse of care, stepping on offspring and engaging in harsh mother-infant interactions. Again, this is looking at the degree of methylation now, not of the glucocorticoid receptor, but of the brain-derived neurotrophic factor gene. This is a gene that is incredibly important for sculpting the brain, for the survival of neurons within the brain, and again we see that maltreatment is leading to increased DNA methylation of this gene, which will suppress the ability of these offspring to promote their neuronal survival and to protect them from later-life disease.

We can also look at DNA methylation in human brain tissue if we have access to post-mortem brain tissue. This [presenting another slide] is data from a study looking at the effects of childhood abuse on DNA methylation on the brain and now we're back to the glucocorticoid receptor in the brain, and this is looking in the hippocampus. This is a study that used control individuals—individuals that may have died in a car accident, suicide non-abused subjects or those individuals who committed suicide and had a history of childhood abuse. What you find

is that the group that is most distinct within this population are those individuals who experienced abuse. The abuse was associated with increased DNA methylation of this gene, again, that will lead to suppression of gene activity. Now, an important aspect of this epigenetic perspective on this mechanism has to do with the transmission of these variations in experience. Certainly, across species, there's a transmission of parental and maternal care. In humans you can see this on measures of parental bonding, attachment, and as we know, in promoting the cycle of child abuse that is often documented in the literature, but we can also see this in other species as well. There's often a transgenerational continuity in the quality of the mother-infant interaction.

Now, we know what genes are involved in promoting maternal behavior in mammals, so we looked at the estrogen receptor now in the female brain to see what could account for this transmission of behavior. What we find is that those females who have experienced low levels of care have higher levels of methylation of this gene. This is a gene that promotes maternal behavior and the experience of low levels of care actually shut this gene off in such a way that it is shut off in the long term. That means that when these offspring grow up and are rearing their own offspring, they engage in very low levels of maternal care. The epigenetic process may account for the transmission of variation in maternal behavior across generations. So, we have the experience of low versus high maternal care leading to different patterns

of methylation that shape the brain in such a way that those offspring will respond differently when they're caring for their offspring, which then of course has consequences for the next generation of offspring. Epigenetic mechanisms may help us to understand the persistence of these early life adversities across generations and the real stability of these effects on our biology.

So what factors can induce epigenetic changes? There's certainly a lot of literature suggesting that smoking, drug use, pesticides, nutrition and hormones can induce long-term epigenetic changes, but what we're finding out now is that abuse, neglect, stress, and nurturing experiences have a significant and profound impact on epigenetic variation, very similar to these toxicological and drug exposures. So, childhood adversity can have long-term epigenetic consequences which may be inherited by subsequent generations. I think over the next few years there's going to be a lot of work examining the issue of the inheritance of these experiences, how they can occur and, potentially, how we can reverse them. Certainly, though DNA methylation and other epigenetic processes can be very stable and program our biology in a very long-term way, they are potentially plastic. They are changeable. Recent findings suggest that experiences later on in life may be able to remove some of these DNA methylation patterns and change the pathways along which these individuals are travelling. So, I'll stop there, thank you very much.



Crime, Violence and Abuse in the Lives of Children: A Comprehensive Approach

David Finkelhor

*Professor of Sociology, Director, Crimes Against Children Research Center,
Co-Director, Family Research Laboratory, University of New Hampshire*

Children are the most criminally victimized segment of our population. They suffer from higher rates of crime than do adults and they suffer from all the kinds of crimes adults do, and a whole lot that are specific to their condition of childhood as well. One dramatic illustration of this comes from the National Crime Victimization Survey (NCVS), which is probably our nation's most large-scale and long-term assessment of crime exposure, composed of surveys of over a 100,000 families that are done every year by the Department of Justice. They show that youth between the ages of 12 and 17 have rates of being victims of serious crime and aggravated assault, rape and robbery that are twice as high as that of persons over the age of 18 and they have rates of simple assault that are three times as high. It is not the case that these violent victimizations are less serious than the kinds adults suffer and, in fact, when you look at whether a weapon was used in commission of a crime or whether an injury was incurred as a result of the crime victimization here, again, children are two to three times more likely than adults to have had these serious kinds of crime victimization.

The NCVS also shows something very interesting for us adults about this crime exposure, and that is the rates for children in rural areas are as high or higher in their victimization as adults in urban areas—that is to say, for them growing up in New Hampshire would be

like for me living in Boston or New York. Children are not as protected by geography and social class as are adults.

It's sobering that this issue hasn't been raised very substantially in our discussions of crime and in the way we teach about crime, and it is also very sobering when you come to recognize how much of the victimization of children actually is not even assessed in a way so that we could judge how much crime young people experience. So, for example, the newspapers are filled with stories about children who are molested or sexually abused by adults. It's absolutely incredible to me that we do not have national statistics that tell us how many children in total in the United States are molested by adults. That is not a number that you can get from any source. There are statistics, like the number of children who experience sexual abuse, that are substantiated by child protection agencies, but that doesn't cover a lot of the sexual abuse of children that doesn't go through child protection agencies and that is reported to law enforcement. There are other serious kinds of crimes against children for which we have no regular national estimates. For example, child abduction, something that is feared by many parents and children. I get calls from reporters around the country all the time when there's a case in their locality. How many abductions occur? Are we seeing an epidemic? We don't know. We don't keep those statistics. Abuse by



teachers in schools, clergy in religious organizations, and by employees of organizations serving children and youth—we have no idea how many children are abused in those situations or of children exposed to domestic violence. How many kids are bullied every year? The list goes on and on.

By contrast, I'd like to put up this slide that shows 60 conditions that are monitored by the Centers for Disease Control, where public health officials around the country provide reports to a national agency and where they can be tracked and graphed to show the vulnerability of different segments of the population. Conditions you've never heard of are on this list, but some of the basic and most fundamental components of children's exposure to violence and victimization, we simply do not keep track of in this country. It's really quite a sad commentary.

Now one of the things that has kept a more complete assessment and awareness from happening about the degree of exposure that children face is the fact that a lot of these things that happen to kids are really dealt with, studied, and responded to by disparate groups of people. So, we have a whole mobilization about bullying; we have mobilization about physical abuse. These are separate groups of people who have not really come together fully to make the point that, taken as a whole, children are extensively and unusually vulnera-

ble to violent victimization and abuse. It was to counteract this balkanization, that I've developed a concept called "developmental victimology," which tries to bring together all of these different disparate fields to look at exposure of children to different kinds of victimization and how that changes over the course of a life span.

Now one of the tools that we've developed to implement this vision is something called the "Juvenile Victimization Questionnaire", which is an instrument that tries to assess the full range, a comprehensive spectrum of victimization that kids experience. This is the 34 different kinds of victimization experiences that we assess in one version of the questionnaire [indicating a slide] that includes some things that are quite common and things that are quite rare. With money from the U.S. Department of Justice under its Defending Childhood Initiative, we have been able now to go and survey children and their caregivers across the United States, using this instrument to find out more about their exposure to different kinds of violence and victimization. And we have data most recently from a survey that involved the experiences of 4,500 children where we interviewed young people themselves, ages from 10 to 17 years old. We interviewed the caregivers about the experiences of children, ages 0 to 9. And we've been able to provide a kind of comprehensive perspective on this. The National Survey of Children Exposed to

Violence found that if you look at any of these exposures, 61 percent of the kids have been exposed during the last year. But, if you look at some of the specific kinds of victimizations, 6 percent had experienced a sexual victimization, 10 percent a maltreatment episode at the hands of a caregiver, and a quarter had witnessed some kind of violence in their home or in the community in the course of the previous year.

My own interest is in trying to understand more about the intersection of these kinds of experiences. One of the things that's very interesting, of course, is that if you have any one of these kinds of victimizations, you're considerably more likely to have others and there is a tendency for these kinds of victimization exposures to congregate among certain individuals. There are some that become more common as kids become teenagers, like witnessing violence. But there are some, like physical assault, which are quite common across the whole spectrum. It clearly shows that studies, like the National Crime Victimization Survey, which just surveyed 12 to 17-year-olds, really don't do a good job of presenting the picture of children younger than that.

But on the issue of intersection of these victimizations, one of the things we found that is most interesting is that about 10 percent of the sample had experienced seven or more victimizations over the course of just a single year. We call these kids poly-victims, and they have levels of stress symptoms that are exceedingly high, and they account for a large part of the association between individual kinds of exposures, like sexual abuse or bullying, because the kids who are manifesting the most stress are the ones experiencing sexual abuse and bullying and exposure to domestic violence in the household and witnessing violence in the community and so forth. These are kids that we need to pay particular attention to.

I want to talk about something else that we really have to be paying more attention to and that is the fact that we have been making substantial progress. It's easy to hear about the epidemic of violence and the impact that it has on children and get kind of discouraged. But, since the early 1990s, violence has been decreasing in the lives of children according to many indicators; this is a slide that shows a summary from 26 surveys that cover this time period and 10 official data indicators that use crime report data and national childhood abuse data. They show that crime exposure and victimization exposure is down for children and

violence in general by almost 50 percent in this time period. This includes a 61 percent decline through 2009 in sexual abuse substantiations. It includes a 55 percent decline of physical abuse substantiations. The criminologists and the sociologists who talk about this are not in agreement about what exactly is going on. We need a lot more information.

Here are, I think, seven possible factors that combine to play a role, including some of the economic improvements that we saw in the 1990s that may be in part responsible: The large increase in law enforcement and child protective staff who are mobilized around these issues; development of more effective evidence-based interventions; the dissemination of more effective mental health treatments, including psychopharmacology; better and more effective policing and prosecution; a lot of education that's happened in this area that's creating more awareness; and the fact that we now have technology that protects children. I'd like to point out that when the judge in Texas was caught on video beating his child, it was kind of a Rodney King moment for the children of the United States, in that we saw a parent finally getting caught in their abuse of a child. I think it's going to have, and has had, a dramatic impact on people's awareness about just what is it that children have suffered. This is an example of how our digital age actually does, in some ways, helps to protect children.

So, I think that has given us fair amount to think about.



Spanking by Parents—The Primordial Violence: What Research Shows About Its Lifelong Damage to Children, Families and Society

Murray A. Straus

Professor of Sociology and Co-Director, Family Research Laboratory, University of New Hampshire

Thank you. Well, as you can see, I'm going to be talking about spanking by parents, which I call primordial violence, because it starts for about one-third of American children in infancy, before age one. But, looking over the program, I was glad that our first presentation mentioned spanking, because, perhaps a better title for this would be, "Spanking: The Missing Person from this Meeting," because no one else is addressing it and it is the most prevalent form of violence experienced by children around the world.

I've talked to hundreds of parents who say, "Well, spanking isn't violence. I'm not violent to my kids; I just spank them when necessary." So, you have to decide for yourself whether a swat on the butt is violence or not. And in deciding that, just think about someone three times your size who gave you just a swat on the butt. And if you still think it's not violence, well then, that indicates something about the culture of standards of our society and what we define as violence, rather than as a physical act.

I'm going to address seven questions: What percent of parents spank and how often? Does spanking really have harmful side effects? If spanking is done by loving parents, is it still harmful? Is spanking sometimes necessary

because it works better than other methods? Then the question that I get all the time: "I was spanked, but I don't have all of these problems, how can that be?" Is it ethical to advise parents to never spank? And, is attempting to end spanking realistic and practical?

So, what percent of parents spank? Here are results from one of our national surveys of a nationally representative sample of U.S. children [shows slide]. You can see that more than one-third were hit as infants before age one; over 90 percent were hit when they were toddlers. Even by age 13, it's one-third and, for some kids, it continues until they leave home; here at age 16, it is one out of four. And how often do parents do it?—far more often than they think. People don't keep a tally in this instance, it's literally and figuratively an everyday event. Here [showing a slide] is a result from a study showing an average of two to three times per week and, in my opinion, those are considerable underestimates, because parents don't keep a tally of it.

Now, getting back to the question of spanking a child to correct behavior: If spanking to correct behavior is violence, then we have to say that children in most of the world are brought up more violently than is generally realized. In the USA for example, spanking is

more prevalent than most people realize, including child psychologists. Over 90 percent of toddlers are spanked. It's more chronic: An average of at least three times a week for toddlers. It's more severe: 28 percent of parents use a belt or paddle or hairbrush. This judge in Texas who used a belt is not that rare. I think it was more rare in how it went on for at least the seven minutes of that awful videotape, which was very hard to watch, but 28 percent use a belt, paddle or hairbrush or something like that. It's a longer duration than most people realize. It goes on for 13 years for a third of U.S. children. So, I conclude from this that more children are victimized by spanking than by any other form of violence, and that's why I call it the missing person from this meeting. Now, it is included in The Adverse Childhood Experiences Study and in many other surveys. In fact there are hundreds, maybe a thousand of these surveys in which spanking is one of the items. But you can't tell anything about spanking from those surveys, because they give you the results for the composite, which consists of spanking plus a dozen other things, and you don't know just what effect the spanking part of it has.

So, question two: Does spanking really have harmful side effects? Here's a summary of a meta-analysis of 88 studies [shows a slide]. Unusually high agreement between these studies compared to other studies in child development—93 percent agreement on harmful effects, including less moral internalization; 87 percent agreement, that there is more aggression in proportion to the amount of spanking; 100 percent in every single study, that it produces more delinquency and antisocial behavior and on and on. I'll go to the next slide because of time constraints, but you can get this from me, just Google my name and you'll get to my website.

It also affects—[showing a slide]—these are effects on children that continue to affect them when they become adults, including more aggression, for example, more hitting of dating partners, marital partners or cohabiting partners. Every study has been double this number since this meta-analysis was published in 2002; every single one of them, without exception shows more hitting of partners in proportion to how much spanking was experienced as a child. And, as I've said, it's probably the largest single risk factor for physical abuse. About two-thirds of cases, in four different studies of physical abuse cases that came to the attention of child

protective services, started out as spanking and then escalated into injury. So the adverse effects are not only directly on the children, but in increasing their exposure to much more severe assaults. Now, only a minute tiny, tiny fraction of spanking results in physical abuse, very tiny fraction, but two-thirds of cases of physical abuse started out as spanking.

Does spanking teach him a lesson he won't forget? Yes, but the opposite of what parents intended happens more often, because a specific thing, like clean up your room—that is learned, but along with that we get an increase in the probability of subsequent antisocial behavior and delinquency. Here's an example [showing a slide] of a longitudinal study that my colleagues and I did over a two-year period, studying a national sample of children. And this zero on the vertical axis is no change in antisocial behavior as compared to other kids. The non-spanked kids went down in antisocial behavior; the spanked kids all went up in proportion to how much. This is the best kept secret in American child psychology, that children who were never spanked are the best behaved; they're not kids out of control and they are the best behaved. Well, some are out of control, but so are some kids who are spanked. On average, they are the best behaved. Here [showing another slide] are four of 15 longitudinal studies—I don't have time to go through them—but the importance of these is that these are all longitudinal studies that controlled for the level of misbehavior that led parents to spank. So these studies are all studies that show you whether spanking results in an increase in misbehavior, rather than a decrease. There are 15 such studies there [that all indicate an increase].

If spanking is done by loving and attentive parents, is spanking harmless? Well looking at the effect on delinquency, the percent of delinquency is less. Here on the bottom [of the slide] are the high positive parents; the high positive parenting results in less delinquency. There is a large difference, a very important difference, but regardless of whether there's a lot of positive parenting or very little, the more spanking, the greater the probability of the child getting in trouble with the law.

Question four: Does spanking work better than other methods? Well in order to understand this, you have to understand that with a 2-year-old, nothing works. The recidivism rate, for whatever a 2-year-old is corrected for, is about 50 percent within two hours and

close to 100 percent in the same day. So, when parents say “no,” or provide some other activity, or explain and the child repeats the crime, they think “this isn’t working, I guess I’ll have to spank.” But if they would do the same thing through spanking, they would find the same result. Here’s the number of hours to repetition of the misbehavior for spanking only, five hours [indicating a slide]. They’re all about the same, none of these are statistically significant differences—even this one, which is high use of reasoning and non-corporal punishment, which produces the longest delay before repetition, but it isn’t statistically significant because the sample size for this study was small. So question four: Is spanking sometimes necessary? No, it’s not. It does work, but no better than other methods of correction and it has these long-term harmful effects, which make it less effective. There have been more than 100 studies that have found spanking is associated with a subsequent increase in behavior problems. There have been no studies which have found that spanking is associated with a subsequent improvement in child behavior problems, not a single study.

Question five: If spanking has harmful side effects like physical aggression, how come I’m not physically aggressive and don’t have all of these other problems, no crimes committed and so forth? Well, you have to remember that spanking, like almost everything else we study in social science and medicine, has a risk-factor relationship, rather than a one-to-one relationship. For example, if you’re a heavy smoker, are you going to die of a smoking-related disease? Well, a third of heavy smokers will, but two-thirds won’t. That one-third is pretty awful, but the other side, pretty good, two-thirds won’t. Binge drinking, in our research we found a three-fold increase in assaulting a wife by men who are binge drinkers; it goes up from 6 to 7 percent to 19 percent, but 19 percent means that 81 percent of binge drinkers do not beat their wives. Frequent spanking and delinquency have the same type of risk factor—rather than one-to-one relationship.

Question six: Is it ethical to recommend “never spank” if the evidence of serious harmful side effects is strong, but not absolutely conclusive? It is not absolutely conclusive. There have been no randomized trials, assigning people “spank” or “not spank” roles, which would be conclusive evidence, just as there have been no randomized trials in which people have been assigned “smoke heavily” or “not smoke heavily,”

but we still conclude that smoking is a cause of many smoking-related illnesses. The evidence is pretty strong, even though not absolutely conclusive. The general principle is if there’s an equally or more effective alternative that doesn’t have the side effects, then it’s not only ethical, it’s morally required to use it. You wouldn’t—if you were a physician—you wouldn’t prescribe a drug with known side effects, even if that drug worked, if there was an alternative drug that worked but didn’t have the side effects.

And question seven: Is attempting to end spanking realistic and practical? Sweden was a high spanking country in the 1950s—97 percent in one study in Stockholm and most did it at least once a day. It’s now become a nation in which there is very little spanking; there are different estimates, 10 to 30 percent, but let’s say 20 percent. It’s been very successful and we have the United Nations and the European Union asking all member nations to ban spanking—24 nations when I made this slide up, about 30 now, prohibit parents from using spanking. It’s part of a worldwide trend to create more humane social relationships in which children are finally getting the benefit. In my opinion, ending spanking will happen sooner or later. If sooner, children, families and the entire nation will benefit sooner.

Thank you.



Having New Eyes: Viewing Violence Against Children as a Public Health Problem

James A. Mercy

Acting Director, Division of Violence Prevention, Centers for Disease Control and Prevention

Thank you. It really is a pleasure to be here. It's very interesting to me that we have three sociologists, two neuroscientists and a geneticist on this panel. It's an incredible span of disciplines that brings a really valuable perspective to this issue.

I want you to imagine something with me for a second. Imagine that you woke up this morning and in the headlines of the *New York Times* or on the feature story on *CNN*, the headline was that scientists discovered a new disease. This was a disease that affected children and about 60 percent of children every year were exposed to this disease. Scientists also reported that those exposed were at greater risk for mental health problems, like depression and anxiety disorder. And they were also at greater risk for physical health problems, even serious health problems such as diabetes, heart disease and cancer. In addition, they were at greater risk for social problems, like crime and drug abuse, during their lives. Scientists also noted that they even could pass this on in the future to their own children in some way. If we had a disease that was in the headlines, framed like that, what do you think we'd do about it? I really believe that despite budget deficits, despite anything, we would do anything we could to eradicate that disease, to stop it. But the truth is, as you've already heard, we do have such a disease; it's called violence against children.

I'm going to be talking about children 0 to 17 years of age and also I'm going to be talking about the full range of types of violence that Dr. Finkelhor referred to earlier. So unless I specify a specific type, I'm talking about the full range of forms of violence against children.

So, how common is violence against children? If we look at our vital statistics, data in the United States, our data on mortality, we can see that almost 2,000 children died as a result of homicide in 2008. This is probably an underestimate. Nevertheless, even if we use this conservative figure, that means that five children die every day from homicide and 77 classrooms full of children are killed every year.

But, I also want you to look at the relative importance of homicide to other health problems. If you look at all children, homicide in the United States is the third leading cause of death among all children. It's almost in a dead heat with the second leading cause of death, which is cancer. If you look at specific sub-groups, like African-American adolescents 10 to 17 years of age, homicide is the leading cause of death. But homicide is just the tip of the iceberg. The data that Dr. Finkelhor presented from the National Survey of Children's Exposure to Violence illustrates the magnitude of children's experiences of these victimizations. We have child maltreatment, assault, sexual victimization and witnessing violence. If you take those prevalences and apply them to the 74.4



million children that were present in 2008, in the United States, you find that one of 10, or 7.5 million children were exposed to child maltreatment; nine of 20, or 33 million children were victims of assault; one of 16, or five million children experienced a sexual victimization, and one of four, or 19 million children witnessed violence. Now some children are exposed to multiple forms of these types of violence so you can't add them up and get a total level of exposure, but these data give you a sense of the sheer magnitude of exposure to violence that we're talking about in our country.

As we've been discussing, there's now decades of research that speak to the impacts and consequences of these exposures to violence among children throughout their life cycles. Exposure to violence against children can lead—through the mechanisms, such as the effects on the brain architecture—to social, emotional and cognitive impairments, which, in turn, can lead to adoption of health-risk behaviors, which, in turn, can lead to diseases, injuries and disabilities, as well as premature mortality. There are literally hundreds of studies now, and every week I see more studies, establishing and confirming these linkages between exposure to violence and serious health outcomes. There's been mention of the Adverse Childhood Experiences Study at several points during this panel. I think it's important for you

to understand a little more about this study because it's probably the most prominent example, but not the only example, of research documenting these relationships. This is a study that was done with the CDC, in collaboration with Kaiser Permanente in San Diego, looking at an HMO population. It was a study of 17,000 adults in that HMO population. These adults were asked to give retrospective accounts of their exposure to different childhood adversities, including physical, sexual and emotional maltreatment, witnessing intimate partner abuse in their family, household substance abuse, mental illness, as well as a household member being in prison. What they did in the study was to create something called an ACE score, which is the number of different types of victimization and other adverse exposures that each study participant experienced, sort of a measure of poly-victimization, in that it is a measure of the number of different adverse experiences. So, if they were sexually abused and witnessed their mother being beaten in the household, that would be a score of two, and if they had three of these exposures, three and so forth, they then looked at the association between the health experiences of the adults in this HMO population and their adverse experiences as children.

The first example I have for you are the effects of adverse experiences on mental health

—in this case depression. What you find in this case is that those who had experienced five or more of these adverse childhood exposures as a child were at five times greater risk to suffer from adult depression some time in their lifetime. You see [showing a slide] a stepwise increase in risk based on the number of adverse experiences that a study participant was exposed to. Depression is a huge problem in this country so identifying a risk factor of this magnitude is critically important. It speaks to the fact that preventing violence is not just an issue of addressing crime; it's also an issue of improving mental health.

But it wasn't just mental health that they found a relationship to. They also found a relationship to physical health. In this second example, you see [showing a slide] the relationship between having exposure to these adverse childhood exposures and cardiovascular disease. Those who had seven or eight of these exposures were at three times greater risk to suffer from cardiovascular disease some time in their life. This same type of pattern was found for hypertension, diabetes, cancer and a number of other chronic diseases. But it's not just chronic disease; these adverse experiences also impact infectious disease. In the third example [showing a slide], we have the relationship between these adverse childhood experiences and risk factors for HIV—you can see that those who had five or more exposures to these adverse exposures were at 10 times greater risk of having ever injected drugs. You can also see [showing a slide] that there was a relationship with sexual promiscuity. A greater number of adverse exposures was associated with having many sexual partners and also to the likelihood of having sexually transmitted diseases. Again we see the same stepwise increase in risk associated with exposure to adversities as a child.

While the Adverse Childhood Experience Study primarily focused on adversities experienced in the home, we also know from other literature that childhood exposure to violence in the community—both witnessing it and actually being assaulted—also has a number of important negative effects. A review of studies on the effects of exposure to community violence outside the home revealed that there are psychological effects in terms of effects on blood pressure and hyperarousal, suggesting there may be impact on the body's stress regulation system as well. Also mental health issues, including substance abuse, antisocial behavior

and aggression are associated with exposure to community violence, as well as other personal psychological factors. We also know that exposure to violence in the context of dating relationships has important consequences. Teen dating violence is associated with physical injury, sexually transmitted diseases, as well as HIV risk behaviors, drug abuse, smoking, unhealthy weight control behaviors, pregnancy and suicide. So, regardless of whether you're talking about in the home, in the community or in relationships outside the home, we see a broad range of negative health consequences when you're talking about exposure to violence as a child. Dr. McEwen showed this same type of information, and the research evidence really spans literally hundreds of studies. The evidence linking exposure to violence as a child to a broad range of mental and physical health problems over the life course is consistent and overwhelming.

Now I want to focus on economic cost. I'm going to talk about a study that we recently completed on the cost of child maltreatment in the United States. This is the most rigorous study of the economic cost of child maltreatment completed to date. This study found that the cost of child maltreatment that occurred in 2008, in the United States, was \$124 billion in lifetime costs. So those children that were abused or maltreated in 2008, would cost the U.S., over the course of their lifetimes, about \$124 billion. You can see [showing a slide] that about 70 percent of these costs are due to productivity losses, about 20 percent to healthcare costs, and the rest to special education, criminal justice, and child welfare costs. Two caveats about this estimate: One, we are only able to crudely estimate the impact of child maltreatment on healthcare problems that occur later in life, so this is clearly an underestimate of the long-term healthcare costs associated with child maltreatment. Secondly, we developed these costs based on the number of new cases of child maltreatment that were confirmed through child protective service agencies to have occurred in 2008—which in that year was about 600,000 new cases in the United States. If we used the data from Dr. Finkelhor's study, which found that one out of 10 children was exposed to child maltreatment, these costs go over \$500,000 billion a year in 2008. So the \$124 billion estimate is clearly a very conservative estimate. Something else I want to show you is that we looked at the reduction in annual earnings as a result of



exposure to child maltreatment [showing slide]. We found that, when compared to comparable studies for obesity, teen pregnancy and smoking, the costs of child maltreatment, in reduction of annual earnings, were more than the three of them combined. So, even when you compare to other prominent public health issues that are at the forefront of our attention in this country, the problem of child maltreatment costs a lot of money.

There are certain challenges that we face in addressing the problem of violence against children. I think the broad range of short and long-term health and social consequences of this problem are underappreciated—underappreciated by policy makers and leaders across criminal justice, health, and public health. We haven't fully internalized the full implications of this problem. Something very important to understand, which neuroscientists tell us, is that brain circuits stabilize over time, so the cost of trying to change things for children that are exposed at a young age will increase as they get older, so it's better to get it right the first time. We need to invest in primary prevention and, as a society, we have not prioritized primary prevention. I don't mean to imply that the response to violence against children through our social welfare and criminal justice systems isn't important. Those response systems are critically, absolutely essential, but it costs us more to wait to deal with the problem than it does to deal with it up front. Primary prevention is key.

Let me just conclude by saying that this is a strategic problem from a public health and

a policy perspective. First, it's strategic because viable programmatic and policy options exist to address it. We haven't discussed them, but there are many. Dr. McEwen did show some of the interventions that happen to be effective, and there are more. We actually know a lot about how to prevent child maltreatment and youth violence in this country. Second, this problem influences many different health and social outcomes over the life course. This may be one of the barriers to tackling this problem. We typically deal with problems within silos. This is a problem that cuts across various mental health and physical health problems. It's hard to get people to come together to address problems such as this as a whole. Third, this problem exacts enormous costs from society. Fourth, the data and conclusions we have reached about the scope and impact of this problem are scientifically grounded. Lastly, addressing this problem is politically feasible.

Let me conclude with a quote from the National Scientific Council on the Developing Child, that "the healthy development of all children benefits society by providing a solid foundation for economic productivity, responsible citizenship, strong communities and a secure nation." That's what it's all about. That's why we need to address this. It's that important.

Thank you very much.

Keynote Speakers

Michelle J. Anderson (moderator)

Honorable Judith S. Kaye, *Retired Chief Judge, New York State Court of Appeals; Chair, New York State Permanent Judicial Committee on Justice for Children*
Learning from the Past, Looking to the Future

Honorable Patricia M. Martin, *President, Board of Trustees of the National Council of Juvenile and Family Court Judges, and Presiding Judge of the Child Protection Division of the Circuit Court of Cook County, Illinois*
Picking Up the Pieces: The Courts and Child Abuse

The Courts and the Judiciary: Child Abuse and Violence Against Children





Learning from the Past, Looking to the Future

Honorable Judith S. Kaye

*Retired Chief Judge, New York State Court of Appeals
Chair, New York State Permanent Judicial Committee on Justice for Children*

I begin with special congratulations to you, Dr. Gertrud Lenzer, for bringing together this extraordinarily diverse audience around the subject of social justice for children, which deserves and demands every bit of the learning, skills and dedication of every one of us here. I am by nature a prepared text speaker. I revise and revise and revise my remarks a thousand times over, as if I were working again on an opinion for the Court of Appeals of the State of New York, which was my privilege to do for more than 25 years. But the special challenges I've had in preparing for today are a good place to start, so I'll give you just a small sample of my angst.

The subject of the day is social justice for children, so I began formulating my remarks around the most welcome announcement on October 13 of the creation of the Attorney General's Task Force on Children Exposed to Violence, which will be a critical part of the Attorney General's Defending Childhood Initiative that was launched last year. What a great idea! What a great launching point for my remarks, indeed for this entire program. "Our vision of justice must start with preventing crime before it happens, protecting our children, and ending cycles of violence and victimization. Every young person deserves the opportunity to grow up and develop free from fear of violence." These are the memorable words of Associate Attorney General Tom Perrelli. So I

decided I would start right there.

But days later, I was captivated by a *Times* editorial focused on the latest statistics on America's prisons, which are, to use their words, "notoriously inefficient and only minimally effective, often creating hardened criminals out of first-time offenders."

It's unbelievable: We have 5 percent of the world's population, yet 25 percent of the world's prisoners. We lock up more young people than any other nation in the world. This is America? And no one goes to prison voluntarily—the courts are directly involved. This is American justice? What a perfect subject to kick off the section of your program on courts and the judiciary! So I decided I would start my remarks there instead.

We know the face of the prison population. They're the same kids we're talking about today, aren't they? We've established beyond all doubt that abused and neglected children are more likely than their peers to engage in delinquent and criminal acts as they grow up. It's that "cycle of violence and victimization," isn't it? And we do have amazingly good data on our prison population—we know the racial and ethnic disproportions, we know the sad, impoverished and violent childhoods so many of these people have had. We even have a name for the phenomenon. We call it the "cradle to prison pipeline." Yes, I thought, I'll start my remarks there.



But then days later came a headline reporting an increase in New York City school suspensions. It turns out that in one school in East Harlem, New York, there were more school suspensions than there were students. We have a name for that too. We call it the "school to prison pipeline," and there, too, we have exquisitely detailed data on the relationship between school discipline suspensions, expulsions, dropouts and incarcerations, again often involving the courts and the judiciary along the way.

Indeed, I was "blown away" (most of us were) by the Texas data released within the past couple of months, summarized in the report "Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement." In the state of Texas, which has the second largest public school system in the nation, individual school records were studied for every single child, who was a seventh-grade public school student in 2000, 2001 or 2002, for at least a consecutive six-year period, enhanced even further by juvenile justice records, yielding a breathtaking million or more data points about adolescents. And does it surprise you to know that students involved in the school disciplinary system averaged eight suspensions and/or expulsions during their high school years, or that African-American male students

had the highest rate of discretionary violations, or that students suspended or expelled were found to have repeated their grade at least once, or that more than one in seven students were in contact with the juvenile justice system? Need I go on?

For me, at this moment in my life—what I call my "chief judge after-life"—the Texas data has particular resonance, as we plan a nationwide summit scheduled for March 11-13, in New York City, called "Promoting School-Justice Partnerships: Keeping Kids in School and Out of Courts." Courts are just not good places for people to grow up in, as regrettably too many kids do from birth. Neither are New York's out-of-home placement facilities a good place to grow up. In fact, many of them have been closed after they were condemned by the United States Department of Justice. Kids need, and deserve, the opportunity to grow up in their own homes and families, their own schools and communities, with love and stability, free of fear and violence. Yes, I thought, I can start my remarks there—with focus on "zero tolerance" expulsive school disciplinary policies.

I was so pleased to read in the "Annual Report of the Special Representative of the United Nations Secretary-General on Violence against Children" a recognition of the "unique potential of education to create a positive environment in which attitudes condoning violence can be changed and nonviolent behavior can be learned"—a potential that today stands in stark contrast to the daily reality for millions of children exposed to intimidation, gang violence and assault.

So you see how challenging these weeks have been for me, as the news each day has changed the starting point of my remarks. Even yesterday morning, I received word of the world premiere of a documentary film that will show next Thursday, November 10, at the National Press Club in Washington, D.C., called "Young Kids, Hard Time," similar to the Texas study, following youngsters serving decades behind bars in a maximum security prison. Maybe I should start there, I thought, with raising the age of criminal responsibility. But I know that that larger subject is comfortably in the hands of Judge Corriero, in the remarks he calls "Judging Children as Children," that he makes later today.

Every single one of these issues, of course, involves the courts and the judiciary, whether child abuse or foster care or custody or termination of parental rights or juvenile delin-

quency or the like. In New York State Family Court alone last year, there were more than 720,000 new filings, involving millions of court appearances. Without question, the courts are heavily involved in the subject of social justice for children.

As I anguished over where I would begin my remarks, the clouds of my dilemma parted and an immensely positive message shone through. How important, how exciting it is, that at long last, like never before, social justice for children, treating children as children, are the issues that seize public attention every day, commanding headlines, inspiring task forces and documentaries, collaborations and national consultations. Because the fact is that we can no longer ignore the statistics. Year after year we count an estimated half million kids dropping out of school and joining close to four million other young people between the ages of 16 and 24 who lack basic literacy skills, many with emotional disturbances and learning disabilities; many who are parents themselves, starting the cycle anew. We know precisely how many young people penetrate both the child welfare and court systems—we call them “crossover youth.” Is it any surprise that children experiencing persistent maltreatment from infancy to adulthood, or maltreatment during adolescence, are themselves at heightened risk of juvenile delinquency and criminality?

We know that the average annual cost to incarcerate a person is about three times what we spend to educate a child. We know that close to a third of all kids, who are suspended from school a few times before the spring of their second year of high school, simply drop out. We know that a majority of state prisoners are high school dropouts. We know that about half of all inmates have children; some are even the sole custodial parent. That’s a lot of broken families and devastated children.

Plainly, we need to rethink our approach to children. It’s simple common sense. We see and feel this need all around us. But these days it’s just not good enough simply to be rational. To move policy, policy makers and funders, and to generate action, everything must be “evidence-based,” scientifically established. And boy, do we have data to support new policies: court statistics, school statistics and prison statistics.

But there’s more, so much more. I refer, of course, to the growing brain science, regarding child development, even fetal development, which we have been hearing about all morning.

It’s the “why” behind the statistics, the science that accounts for the numbers. And again, every day the new research surrounds us, with increasing frequency and visibility. Even the recent Second Circuit Judicial Conference, bringing together the entire federal judiciary in this area, was dedicated to “The Legal Brain-Scape; Neuroscience and the Law.” Judges want to, need to learn and follow the new science. It affects everything they do, with respect to adolescents, in particular. There is, for example, fascinating new research about maturity and criminal culpability, centered on their impulsivity, decision-making and other behaviors linked to brain development. It teaches us that children remain immature, and therefore presumably less culpable, well into late adolescence. At least twice in recent years, once with respect to the juvenile death penalty and a second time with respect to a juvenile life sentence, without the possibility of parole, the Supreme Court of the United States has actually relied on this brain science research, in concluding that the sentences were unconstitutional. That sends a strong signal to courts throughout the nation.

Yes, you better believe it, we have the evidence. We have the cold, hard statistics, and we have the scientific research. But today we have even more than the statistics and the burgeoning science to explain the statistics. We have vision that enables us to put all of this evidence to good use. To return to Associate Attorney General Perrelli’s words, we have a vision of justice that starts with “preventing crime before it happens, protecting our children, and ending cycles of violence and victimization.” Again I underscore his words, “Every young person deserves the opportunity to grow up and develop free from fear of violence.”

In this unique moment of opportunity that is seizing so much public attention, how do we master the statistics and the science to implement the vision? How do we help secure for children, who are the future of our nation and our world, lives that are free of violence and victimization so they can develop their full potential, and, by doing so, also promote a society free of crime?

Difficult as it was to find a starting point for my remarks, it’s even harder to find a conclusion, particularly if the word conclusion in any way suggests that I have the answers to these questions.

I think there is one absolute, fundamental element in any solution, however, and it is

this: The best, most promising fact is that we have all come together, from different disciplines with different perspectives, to collaborate on pathways to achieve our common vision of social justice for children. Having data and research is one thing, learning to understand and apply it constructively and productively is quite another. And it is something we need to do together, cohesively, comprehensively and collaboratively.

When pressed for a title for my remarks, I picked "Learning from the Past, Looking to the Future," which in one sense covers the universe, but in another sense accurately portrays what each of us here—in the courts and beyond the courts—hopes to take from today's program, indeed, from our lives. Doesn't it?

I am so pleased to be paired in the court section of your program with my friend Judge Patricia Martin, not only the phenomenal presiding judge of the Child Protection Division of the Circuit Court of Cook County, Illinois, but also the phenomenal president of the National Council of Juvenile and Family Court Judges, an incredible group of forward-looking, caring, dedicated human beings. Judge Martin has answers! And I notice today other personal heroes from the law world sprinkled all through your program and in the audience, who I will not mention for fear of leaving someone out. Dr. Lenzer, you have indeed given us all a magnificent foundation on which to build our common vision.

I will offer just one final comment on the general subject of the courts, as we together pursue a child protection, crime prevention agenda and rethink such traditional subjects as the roles of detention, expulsion and incarceration—in all, an approach to children that is more collaborative and rehabilitative, less adversarial: It's clear that just being tough on kids, who already have a tough life, is no favor to anyone.

Looking to the past, during my precious chief judge years, I was delighted to see the concept of problem-solving justice—restorative justice—emerge and gain acceptability across the court system. I saw attitudinal change, with courts looking not just to dispose of cases, but asking how they could make their interventions meaningful. I saw all sorts of new initiatives, wonderful collaborations, such as drug treatment courts and mental health courts, flourish throughout the nation and the world. They bring together service providers, school representatives, children's advocates, community stakeholders, all working together with a common purpose that begins, not with a punishment that starts a descent into the abyss, but with seeking to understand a child's needs and an attempt to address them.

Looking to the future, I trust we can, and will, continue together to turn the prism until it catches light. Every young person deserves the opportunity to grow up and develop, free from fear of violence. We can help to make that happen. We can change the world for children.



Picking Up the Pieces: The Courts and Child Abuse

Honorable Patricia M. Martin

President, Board of Trustees of the National Council of Juvenile and Family Court Judges, and Presiding Judge of the Child Protection Division of the Circuit Court of Cook County, Illinois

Hello. Thank you for allowing me to be a part of this important forum. We are here to discuss child abuse and what can, and must be done, to prevent its effects on children. All of us are here because we care deeply about this subject. Moreover, all of us are here because we are in positions to effect change.

We come from different jurisdictions and different disciplines. My opinion on child abuse and neglect is deeply colored by my experiences in Illinois. I view the child welfare system as a continuum. It consists of many agencies each with a role to play. I am here to talk about the court's role in that continuum. Juvenile court action is an intrusive intervention. If we were doctors, court involvement would be our major surgery.

Recognizing this reality, I naturally prefer that we attempt less intrusive interventions before proceeding to court. An ounce of prevention is worth a pound of cure and our ideal should be to prevent abuse and neglect within a family from occurring. When it does occur, we should provide a family with options to safely maintain the child. Unfortunately, there are times when the best way to protect a child is for the child welfare system to remove the child. This is when the court steps in. The abuse or neglect has occurred and it is in court that we must pick up the pieces. The child may return home or the legal relationship between

the child and the parent may be severed. Whatever surgery we perform on this family, whatever intervention we choose, we hope that it is the best interest of the child.

Primum non nocere—"first, do no harm" is a phrase that most of us have heard in relation to the medical profession. It relates to the idea that in seeking a cure or a treatment, the physician must consider both the potential benefits to the patient and the incumbent risks. In relation to medicine, "do no harm" has become embedded in the popular culture. It is so common in television medical dramas that to most of us it is a cliché, quickly to be forgotten, with little application beyond what is necessary for the development of the immediate plot line. The concept of first, do no harm, has applicability to many professions and a wide array of work, including our own. For the doctor it's easy. To quote Wikipedia, "[T]he phrase has been for physicians a hallowed expression of hope, intention, humility, and recognition that human acts with good intentions may have unwanted consequences." It should be equally easy for the rest of us to have that principle, that conviction, guide our work.

For more than a decade, I have been the presiding judge of the Child Protection Division of the Circuit Court of Cook County, the oldest and one of the largest juvenile courts in the country—a court, whose etiology and reason to be is for the protection of children. When a

child comes to court, we cannot turn back the clock to before the abuse or neglect occurred. The best that we can do is to mitigate the effects of that abuse and neglect, help the child to heal and to protect him in the future. Again, the court is here to pick up the pieces. But how do we know that our efforts work? How do we know that we are not harming the child further?

Let me illustrate the harm that we can cause children when we act in what we perceive as their best interests. As we craft solutions to child abuse and neglect, we must look to past efforts. We look to history to build upon successes. We must also look to history and recognize our failures and strive to not repeat them. With that in mind, I would like to take you back about 120 years and tell you about what happened to children of a racial minority at a time when that minority's interaction with the majority society was deemed problematic. At the Nineteenth Annual Conference of Charities and Correction in 1892, Captain Richard Pratt stated his solution. In talking about members of this minority and the question of what to do, Pratt remarked, "When we recognize fully that he is capable in all respects as we are, and that he only needs the opportunities and privileges which we possess to enable him to assert his humanity and manhood; when we act consistently towards him in accordance with that recognition; when we cease to fetter him to conditions which keep him in bondage, surrounded by retrogressive influences; when we allow him the freedom of association and the developing influences of social contact—then... he himself will solve the question." Captain Richard Pratt was the founder of the U.S. Training and Industrial School at Carlisle Barracks, Pennsylvania. He was speaking of the Native American experience and in that same speech he suggested: Kill the Indian and save the man. Play Movie <http://www.youtube.com/watch?v=L6PU7eNrJnE>

The Indian boarding schools were created with good intentions but as we know "do no harm" is premised on the "recognition that human acts with good intentions may have unwanted consequences." The legacies of those boarding schools are children and families who lost their history, their culture and their identity. It is easy for us to look back through the lens of history, with full knowledge of the ensuing consequences and understand that Pratt and other 19th century reformers were embarking on a misguided effort. It is far more difficult to

look at our own actions and envision the consequences that they may have. This is especially true when others are the ones who will have to live with those consequences.

I chose this video for a number of reasons, including the parallels that I see to my work in child protection. For example, [in the film] the poet's uncle ran away and sought to return to the retrogressive influences from which he was removed. I have seen countless children run away from foster care to return to their abusive or neglectful parents. In fact, research tells us that in Cook County almost 10 percent of the children emancipated from foster care are living with their biological parents at age 21. The main reason that I chose the video, however, was to give you a feeling for how removal of a child can impact that child's identity and sense of self.

When the agency and the court choose to remove a child, we add another traumatic event to that child's life—another trauma to compound the earlier traumas that the child has experienced through abuse and neglect. We add another trauma despite our knowledge that adverse childhood events may disrupt neurological development and lead to social, emotional, and cognitive impairments.

I am not trying to depress any of you. Rather, I am hoping to impress upon you that the court brings into foster care a vulnerable and hurt child, a child who will now have to deal with the vagaries and inadequacies of foster care. We know the statistics are against children growing up in foster care. I often wonder, however, how many of those statistics are self-fulfilling prophecies. I see a stigma attached to foster care. It is a stigma that extends beyond how individuals might view a foster child to how institutions treat foster children. In many schools a foster child is more likely to be classified as being e.d, or b.d. [emotional disorder or behavior disorder] Schools classify children who are not at grade level as having a disability. Couldn't it just be possible that the parent who neglected basic needs also neglected educational needs and the child is just behind?

Chapin Hall at the University of Chicago is conducting a longitudinal study of children aging out of foster care in Illinois, Iowa and Wisconsin. The results show that these children are more likely to have been homeless or had criminal justice involvement than their peers. The statistics are grim but when we treat abused children as budding criminals, we should not be surprised when our expectations are met.

The court serves a necessary role in child protection but foster care is not the ultimate solution to prevent child abuse. When we see the results of our most intrusive tools, we should realize that we must target our interventions to make sure that they are effective and not overly intrusive. This is especially difficult for those of us in the court system. Families view the court as punitive. This shouldn't surprise us. Social workers threaten court action as a means to persuade clients to comply with the workers' requests. Attorneys and clients view increased visits as rewards and other actions as punishments. Some judges are even guided by this view. In fact the court should exist to further the best interests of the child. In Illinois, we enforce the law and are respectful of the parents' rights but our standard is best interests.

It is interesting that when our focus shifts to the child, a number of obstacles dissolve. We begin to respect the child's sense of time. We recognize the importance of familial ties. We understand the need to intervene in an age-appropriate manner—to perform psychological first aid. We realize that we must look at families differently.

In child protection, people tend to focus on risk factors when assessing a family—poor, single parent, substance abuse. Risk factors, however, by themselves may not be overly predictive. We must also take into account protective factors—those things that tend to counterbalance risk factors. In child protection these protective factors would include things like community or familial support. In short, protective factors are strength based.

To give you an idea how much protective factors may influence results: In the Causes and Correlates of Delinquency study conducted by Thornberry, Huizinga and Loeber, the researchers looked at the interplay of risk and protective factors in determining serious delinquency. What they found was that high risk youth (those with five or more risk factors) were more than three times as likely to engage in serious delinquent behavior as youth who experienced none of the risk factors. Still, despite the predictive value of those risk factors, the majority of those high risk youth did not engage in serious delinquency. When the researchers added protective factors into the equation, they found that 78 percent of high risk youth with zero to five protective factors engaged in serious delinquency. Conversely, for those high risk youth with nine or more

protective factors only 18 percent engaged in serious delinquency.

My hope is to expand beyond risk factors the pattern that we look at in determining whether a child should be placed in foster care. I hope to explore the extent to which protective factors are taken into the equation, to see if protective factors are being identified, and if so, can we better predict which children may remain safely at home.

Having just stressed the importance of protective factors, however, I am going to backpedal a little. We cannot focus exclusively on protective factors. We cannot look at a family and assume because of their means, their education and their address that a child is not the victim of abuse. We must take a balanced approach. And to take that approach we must foster awareness and emphasize training. There is so much information out there to help us do our jobs better; unfortunately, we just haven't heard it. Cross training among disciplines would benefit all of us involved in the child protection system. For example, there are a whole lot of pediatricians and emergency room doctors who don't understand or recognize abuse. Many people for instance downplay a bruise on an infant—oh it's just a bruise. Infants' bruises, however, scare me. I have heard one doctor describe them as the canary in the coal mine.

I have been honored to be a part of this forum. As I mentioned earlier, I have presided over my division for over a decade. For several years prior to that, I was a line judge in this same division. During this time, I have seen the Child Protection Division caseload decline from almost 40,000 children to approximately 7,000 children. I have seen my predecessors and I receive praise and awards for our work. I have seen the pendulum swing and child protection fads come in and out of fashion. I have never, however, felt the hope that I feel sitting in this room.

Thank you and good luck to all of us.

Luncheon Address





To End Violence Against Children: A National Initiative Luncheon Address

Phelan Wyrick

*Co-Chair, U.S. Attorney General Eric Holder's Defending Childhood Initiative,
Office of Justice Programs, U.S. Department of Justice (DOJ)*

Good afternoon. Thank you very much, Dr. Lenzer. On behalf of Attorney General Eric Holder and the U.S. Department of Justice, I really want to thank all of the leadership of Brooklyn College and The City University of New York for holding this event, and to all of you. It's a very distinguished collection of presenters and participants here today. It's truly an honor for me to be here.

For some of you who don't know Eric Holder very well, I feel compelled to say a few things about him. For someone like me—I'm a career employee with the Department of Justice and I've been there since 1998—Eric Holder is my kind of attorney general. He worked his way through the ranks. He served as a line prosecutor. He served as U.S. attorney for Washington, D.C., handling both federal cases and also those that would be handled more at the city level for most other districts. He served as the deputy attorney general under the Clinton administration and he's come back and served as the attorney general under the Obama administration. When he served as the deputy attorney general, he began to organize an interagency response at the federal level, drawing together experts from across the field to address the issue of children exposed to violence. Now you may ask, "Why was he focusing on this? Why is this such a high priority to him?" His own words spelled it out for me clearly when he told our DOJ team that, "As a prosecutor and as a

judge, I have been responsible for sending an ocean of young black men to prison and I know that for the vast, vast majority of those men that direct victimization and exposure to violence early in their childhood is a key factor." He sees this, as I think we all do, as a root issue and as we've already heard today, as people have talked about prison overcrowding, talked about the issues of reentry that we're facing in every state in this country, budgetary crisis forcing us to revisit our incarceration policies and our sentencing policies. All of this sends us back to these root issues.

For the attorney general, this is a very personal cause. When he returned in 2009, it didn't take long before he directed the department to look very carefully at what we were doing and what we could do to advance policy and practice across the country on children's exposure to violence. Now, I want to be clear that the first efforts that he was involved in during the Clinton administration really helped us organize our understanding of this issue. At that time, we were able to draw together information that highlighted the impact and the effects of this early exposure to violence. From that work we were able to launch programs, such as Safe Start, which has been going on ever since. You may know of the Safe Start Center website that provides resources to practitioners and policy makers, and helps to educate professionals on how to respond to this

issue. We continued to work on Safe Start in the years in-between, but it had become one among many programs—a low priority for the department as a whole. When Attorney General Holder came back, he made it clear that this was going to be a high priority for us and we were going to reinvigorate our efforts. That was the start of the Defending Childhood Initiative.

I should tell you a little bit about myself as well because, although I've worked on a variety of topics in justice, this was one of the topics I addressed early on in my career and has continued to be a theme. Before coming to the department in 1998, I worked in a police department in Orange County, California, in the city of Westminster. In the mid-1990s, police departments across the country were revisiting their approach to domestic violence. Frankly, the high profile case of the O.J. Simpson trial brought this to the attention of departments across the land and people began asking the question, "How are we really addressing this issue?," and changes began to take place. That was happening in our police department and we were putting together approaches that we thought were pretty innovative and were improving our response to the issue. We co-located domestic violence detectives with victim service providers and victim advocates and we also co-located them with district attorneys, who were dedicated to the issue of domestic violence. We thought we were making some good progress on the issue. We worked on how we could get better evidence on the scene so that we could carry it forward into court. We worked on training people about what to look for, and improving victim response. But we found that unless the child or children who were present were direct victims of violence themselves, we had little or no response and few options. If the child was a direct victim, we might call Child Protective Services, which looked to the question of whether or not to draw the child out of the home. That's a pretty drastic measure, and we knew it then, so unless we saw direct violence against the child, we had no response; we had no options. The police officers themselves would leave those scenes with an uneasy feeling, because they knew what witnessing violence at an early age could lead to. Seasoned police officers have seen this again and again. That's why the same communities in most cities that had very serious violence 20 years ago are the same communities that have very serious violence now. It's staying in the same buildings, the same communities,

the same dynamics and the same families, year after year.

We put together a very simple program. I want to talk about this for two reasons. One, we have not heard today from law enforcement, so I want to represent that perspective. The Department of Justice sees that law enforcement could play such an important role here. They are first responders in so many situations, when you are talking about violence in the home or violence in the community. They are already collecting information. They have a role and authority that allows them to respond to incidents where children are exposed to violence, but in most cities and localities law enforcement does not have the tools or training to do so. Here's what we did in Westminster—it's very simple: We added leadership direction to our training and our accountability structures, that when responding to a domestic violence situation, or any other situation in which children are witnesses or victims of violence, we would collect identifying information about those children to make sure we got their names and what school they were going to. Then we developed an internal referral mechanism that would send that information to a particular officer who would field it and share the information with a multidisciplinary team from across the community that met twice a week.

Now, again, I'm not suggesting that this is the optimal response. There are more sophisticated responses involving law enforcement that involves cross-training and incorporating highly trained professionals in trauma response. The reason I bring this up is because, even with this simple set of steps that we were taking, we didn't build new programs around us, all we did in those multidisciplinary teams was to start case working a little bit—"What do we know about Johnny?" "What do we know about this family?" And we've got a school counselor there. We've got the Boys and Girls Clubs there. We got probation. We got social services. Child Protective Services. And we start thinking: "What formal or informal work can we do?" We believe that's the kind of thinking that can go on in communities around the country, and law enforcement is a key tool for all of that.

With regard to making this happen, we started talking and working with police departments around the country as well. Last summer, I was speaking with Chief Michael McGraff—he's from the police department in Cleveland, Ohio—and he talked about work that

they were doing, which was similar. He had a mechanism for referring these cases to the proper folks, who would be able to respond and provide the kind of services needed quickly after those traumatic events involving young people and their families. He said that among all the positive outcomes, he also noted that job satisfaction among his police officers improved. And this is one of the things I saw in law enforcement, too. The vast majority of individuals who join law enforcement do so because they are trying to help people. They're trying to make communities safer, and they are trying to do the right thing. It improves their job satisfaction and their ability to do their work when they know they can hand this off and somebody's able to do the right kind of thing with those young people and get in there and provide the supports that will help to break down that cycle that we see that goes from generation to generation. That cycle of violence is frustrating to law enforcement officers.

In the Defending Childhood Initiative, the first thing we did was to look inside; we looked at all of our DOJ components. We've got the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, the Office on Violence Against Women; we've got the National Institute of Justice that does research; and we've got Bureau of Justice Statistics and the Community Oriented Policing Service Program. These are components that provide direct support to communities. They provide support for research, for training and they're all within DOJ. We didn't get any new appropriations. We did ask. We put it into the president's budget request to Congress for the fiscal year of 2011, but Congress hasn't granted any of our requests for new program dollars for this initiative. Instead, we went to all of our existing program dollars and drew together everything we could; it's been about \$35 million over two years. We've become more concerted and more coordinated in our efforts.

We set our parameters first, as we've already discussed in this room. We're talking about direct exposure to violence. We're talking about witnessing violence—violence in the home, violence in the communities and sexual violence. Now for those of us that work on these issues all the time, these all get separated out. These all usually get broken out. There are community violence people, that's one whole set; your domestic violence people are another whole set. Sexual violence people are another whole set, and they're not handled by the same

professionals. We're drawing those together. Zero through 17, again, you've got your early childhood people who work over here, and you've got your adolescent people who work over there. That's how it particularly breaks out. We need to break those barriers down because this issue crosses all of them.

So, we set three goals. Our overall goal is to influence policy and practice at all the levels—the local level, the state level, the federal level and the tribal level. I want to underscore this: Indian tribes have a huge issue with children exposed to violence. So, we set three broad goals for the initiative: Prevent children's exposure to violence as victims and witnesses, reduce the negative effects on children of experiencing violence, and develop knowledge about and increase awareness of this issue. When we launched it, we were able to launch it on the heels of the release of the findings from the National Survey on Children Exposed to Violence that Dr. Finkelhor discussed earlier today. I want to underscore that DOJ funded that project in partnership with the CDC. We're trying to work in partnership with Health and Human Services and the Department of Education and the work that they are doing as well. So, I won't go back through the findings of that study. We've heard eloquent statements about the scope of this problem, the impact of this issue and we know that the consequences of the problem are significant and they're widespread. We know that children's exposure to violence as victims or witnesses is associated with long-term physical, psychological and emotional harm, and that it also brings about a higher risk of engaging in criminal behavior and/or becoming a repeat victim of violence.

We know we can do things about this though, because if we're able to carry out early identification and put early interventions into place, we can have a huge positive impact. I spent a lot of my career working on gang prevention and one of the things you see as you go to one city after another, and go to the areas where the gang activity is worst, you see that there is a huge amount of resilience among young people. Even in these worst areas, most of the kids aren't joining the gangs and most of the kids aren't involved in violence. So what is it about the ones who are? And we see from the research that we have to focus on multiple victimization, or poly-victimization. We see this when a child is not safe at home, not safe in school and not safe in community. That is when

this issue becomes most problematic.

I want to tell you about the Defending Childhood demonstration project. One of the things we try to do is demonstrate communities in action. Someone mentioned earlier that you have communities that have a pretty good program for 7 to 12-year-olds or they have a good response from 0 to 5, or they have a good community-based violence response, but not something on the domestic violence side. So, we tried to get a set of cities that would really dedicate themselves to putting together a comprehensive response across these issues, assessing their challenges, and building that strategic response. Last year, we funded eight localities to do that. We gave them each about \$160,000 to build their partnership, do their assessment work and build their strategy. Then they came back to us this year and we made awards to support the implementation of these comprehensive plans. Now it's not just about helping those six localities that we're funding; it's about learning from what they're doing. I'll list them for you: Boston; City of Grand Forks, in North Dakota; Cuyahoga County, which includes Cleveland, Ohio; Shelby County, which includes Memphis, Tennessee; and two Indian Tribes: Rosebud Sioux Tribe in North Dakota, and the Chippewa Cree Tribe in Montana. We're evaluating these local programs and we're providing training and technical assistance.

Informally, we refer to our "Deep and Wide" strategy for Defending Childhood. The demonstration sites I just discussed are on the "Deep" side of the strategy. We're going to go deep into these localities, we're going to evaluate what they do, we're going to study them, learn lessons, and share those lessons with localities all across the country. This is about locals solving problems and acting on these issues, helping us learn how to make a difference on the ground. We're going to provide enough framework. We're going to provide some support to them, but it's really about the solutions that local professionals and community members generate.

The "Wide" side of our strategy includes a few projects and activities. We're developing training for law enforcement and their community partners, and we're providing a variety of other grants. I mentioned Safe Start that is ongoing, and a number of you may be familiar with the Children Exposed to Violence grants out of the Office on Violence Against Women that went out earlier this year. The other one I'll talk about was mentioned earlier by another

speaker: the Attorney General's Task Force on Children Exposed to Violence.

This task force involves a group of 14 leading experts from diverse fields that will be holding multiple hearings around the country in the next year. From this work, they will generate a set of policy recommendations that can have applications at the local, state and federal levels. This is an official federal advisory committee, with all of the responsibilities that that entails. They will be directly advising the attorney general. We think, and we've seen from past examples, that these task forces, and the reports that they create, can be very influential. The influence of those reports will rest, not just on the task force members, not just on the Department of Justice, but with all of the folks who are interested in this issue out in the field. A number of you are already signed up to be witnesses at our first hearing that is happening in Baltimore later this month. We're going to have three more hearings in Miami, Detroit and Albuquerque. We'll continue to reach out to people to participate in those hearings and we're having three listening sessions also. These listening sessions are slightly different. We will be at the ground level, talking with community members, talking with parents and service providers to really get the grounded response on this. We're very excited about what we're going to get out of this task force, but it's just one piece of our Defending Childhood Initiative.

What we're most excited about is the energy that we see in this room, and as we talk about this and work on this issue across the country. We are excited to see so many folks who really understand that this is the key to addressing so many of the other issues that we face—not just in criminal justice or juvenile justice—but as we've heard throughout the day in mental health, physical health, education and employment.

Again, thank you very much, I really appreciate being here and good luck to all of you in your work today.

Panelists:

Honorable Michael A. Corriero (Moderator)

Gertrud Lenzer (Co-Moderator)

Charles J. Hynes, *Kings County District Attorney*

Initiatives in the Brooklyn District Attorney's Office to Combat Violence Against Children

Ira Lustbader, *Associate Director, Children's Rights, Inc.*

(Representing Marcia Robinson Lowry, Esq., Executive Director, Children's Rights, Inc.)
The Great Hidden Abuse in the U.S.

Jane F. Golden, *Vice President, Children's Aid Society*

(Representing Richard Buery, President and CEO, Children's Aid Society)
Poverty and its Role in the Cycle of Child Abuse

Carol Smolenski, *Executive Director, End Child Prostitution, Pornography and Trafficking [ECPAT-USA]*

Sex Trafficking and Sexual Exploitation of Children in the United States

Honorable Michael A. Corriero, *Executive Director, New York Center for Juvenile Justice*

Judging Children as Children

Child Advocacy and Child Protection in the United States Panel





Initiatives in the Brooklyn District Attorney's Office to Combat Violence Against Children

Charles J. Hynes

Kings County District Attorney

Thank you very much, Judge. It's very, very good to be with all of you, and what we would like to show you are some of the initiatives that we started in Kings County, which we are very proud of. We have a wonderful staff of folks, who are so passionately committed to doing something about child abuse.

We created the first Crimes against Children Bureau in 1997. I wanted a group of very well-trained and sensitive lawyers—not everyone who is a lawyer can handle these kinds of grief-ridden cases, with these sad victims, who are little kids. We put together this Crimes against Children Bureau with that expectation. It's the only bureau in New York State dedicated to child victims, and I can tell you it's also the only bureau in the country, which has the same dedicated direction. We prosecute child abuse cases vigorously; obviously, that means there is almost no plea bargaining at all. We tend to go to trial with these cases rather than plea bargain, and we try to protect the victims from further trauma by connecting them with our social workers. I'm very proud of the fact that my office has 25 social workers, who act as the bridge between the bureau and victims of domestic violence and child abuse and sex abuse.

The guidelines are very direct: children under the age of 13, who have been physically and/or sexually abused and, of course, all child

fatalities. We have 30 members, including the assistant district attorneys, paralegals, specialized social workers and administrative staff. This is an example [showing photos] of what our office looks like. We try to make it very child friendly. That's our play room. This is our interview room and, typically, our assistants and social workers will say to the little child, "You pick the chair to sit in." They almost never sit in the little one.

Since 1997, we've had very aggressive prosecutions, 8,000 of them with an 81 percent conviction rate. When you think of the kind of cases these are, how difficult they are, it's an amazing record, I believe.

And [showing a picture], this is the Child Advocacy Center, which we are so very proud of. In 1996, we collaborated with the Police Department, Safe Horizon, and the Administration for Children's Services [ACS] to establish this, the first Child Advocacy Center in the Northeast and it has many, many benefits. It's the first center in the country to centralize all the disciplines under one roof. It's dedicated to a wonderful, wonderful leader named Jane Barker, who is just remarkable. The center provides the victims and families with one central child-friendly location; we have doctors who take care of the children's medical needs and they specialize, of course, in child abuse. The goal is to lessen the trauma by minimizing the number of interviews. So, we have a num-

ber of disciplines, obviously, who are interested in speaking to these children. Before we had this center, there would be repetitious interviews and it was re-traumatizing to the child. This is such a better way of doing this. The child is interviewed one time, while representatives of the other disciplines observe the interview from another room. All members of the team discuss each case, share the information, and whenever possible we videotape the child for a grand jury presentation. We do that at the center, so it avoids the need to have the child come back to our office. This [showing photos] is a typical interview observation room. By the way, for our office, and for this Child Advocacy Center, please take the time someday to come and see it. We are very proud of it. In our waiting room at the Child Advocacy Center, it's a very friendly environment for the child. And [showing photo], this is the squad room, where the cops are. Since 1996, we've seen approximately 15,000 children. And, again, it's a labor-intensive investigation and very, very sad at times.

The Cyber Predators Unit was created in 2005, because of my concern. Well, certainly while the Internet is the most exciting educational tool we've had, it also has great danger. So, we assigned detectives, who were especially trained, to engage people in chat rooms and very often they engage sexual predators in online conversations. The conversations, which always involve graphic sexual content, are initiated by the predators. They send pornographic material and then the day comes and they want to have a meeting with the person, who they think is an underage child and, of course, when they show up, that's when they're arrested. Now, it's like shooting fish in a barrel with the people on the Internet. We indicted 43 people since 2005, but we think the most important part of our Cyber Predator Initiative is the educational part—to send people from our bureau out to the schools, to alert the parents and community groups, the administrators and the children to the dangers of the Internet.

The S.T.A.R. Program is to deal with the fact that we have a serious problem with teenage prostitution. The last thing that I want to do is prosecute those kids, and particularly when we know that sex trafficking is such a serious problem for our county and the rest of the country. We started S.T.A.R., which is Saving Teens at Risk, to provide these children with an opportunity, through counseling, to leave their life of prostitution before it develops into some-

thing that leads to adult prostitution. And, after the cases, after they finish our program, we then dismiss the charges against them. The benefits are health care, substance abuse treatment, life skills learning. We encourage them to re-enter school, to get a GED, train them for jobs, and we help them work with ACS. Each participant is debriefed by a trained member of the staff as to whether they have been a victim of sex trafficking. It's one of the initiatives that we are very, very concerned about. One hundred seventy-six kids have gone into the program since 2004, approximately 13.6 percent have been re-arrested and it's a great recidivism rate.

Two areas of concern: Religious people involved in religious life who were charged with sexual abuse of children. A real breakthrough came in 2002, when I negotiated a memorandum of understanding with the bishop of Brooklyn. It required him to turn over any allegation to my office, without prior review, in a reasonable period of time. In this way, we are satisfied that we completed our investigation; we then turn it back, and where possible, we prosecute. Most of these cases are outside the statute of limitations, but we have had five prosecutions. And, we've had 123 reports from the Brooklyn Dioceses involving 79 priests. Project Kol Tzedek is to handle another religious problem in the ultra orthodox [Jewish] community, which typically underreports these charges of crimes of sexual abuse. Through working with recognized social service agencies that serve the orthodox, like the Met Council, the Ohel Children's Home and the Jewish Board of Services, we were able to get, to encourage, people to report abuse. It's a community outreach to dispel any misconceptions people have about the criminal justice system. We set up a confidential hotline staffed 24 hours a day. Since 2009, we've prosecuted 89 perpetrators through the Kol Tzedek, the Voice of Justice Program.

Sex Trafficking Unit—and I think I'm going to end on that because there is so much. This is a program that really got off the ground because of two wonderful people named Judy Lotas and Joanna Patton. They have an advertising agency. I announced an indictment of a sex trafficker or a pimp and, as a result, these two women came to see me and offered to design an advertising program. This [showing photo] is one example of it: These are posters found in over 2,000 stores in Brooklyn in Russian, in Spanish, in Chinese, in many, many

languages. We also had PSAs [public service announcements] by Sarah Jessica Parker and Gabourey Sidibe and they were heard throughout New York City, and as a result of that we got some good prosecutions. So, we had 16 cases so far, and many of these cases involved

kids under the age of 17; no one has been admitted to bail.

I think I'm going to end there. I think we've covered enough of the program, and now we can take questions later on. Thanks.





The Great Hidden Abuse in the U.S.

Ira Lustbader

Associate Director, Children's Rights, Inc.

(Representing Marcia Robinson Lowry, Esq., Executive Director, Children's Rights, Inc.)

Thank you. Thank you to Professor Lenzer and all of those who helped put together this great event today. As some of you may know, Children's Rights is a domestic non-profit NGO, specializing in legal advocacy for abused and neglected children nationally. I'm the associate director of Children's Rights and I've been with the organization for 13 years. We specialize in investigating, launching, and litigating large federal class actions around the country against failing child welfare systems, and to enforce comprehensive court-ordered reform plans that typically stem from our reform campaigns. At any given time, Children's Rights work is involved in roughly 10 states.

I want to talk briefly today about what I'm calling the hidden victimization of foster children in state-run child welfare systems. As Judge Martin said earlier—and I've had the privilege of seeing her speak twice around the country in the last year and she was amazing each time—the state is far from a good parent. I think, as any child advocacy lawyer involved in civil rights enforcement will tell you, and we believe this from our hearts, when the government steps into that role of parent, it must be held accountable. I'm going to review just a few stories from some of our reform campaigns around the country, which, for some of you, are all too familiar.

Massachusetts: A 6-year-old boy was removed from his parents and placed into foster care; in one of his first foster homes, he was

repeatedly sexually abused. The agency's solution was to place this 6-year-old boy on multiple psychotropic medications—6 years old!—and house him in a locked-down psychiatric facility for over four months. This was immediately followed by six weeks in a temporary emergency facility because no foster homes were available—after which, he was abruptly moved again and placed in another temporary facility for six weeks. For the first 18 months of his life in foster care, with the trauma of being removed from his parents, and then the multiple traumas suffered in foster care, this child had received virtually no direct mental health therapy to deal with these issues.

Atlanta: When we first filed our reform lawsuit in Georgia, the state's use of emergency shelters to warehouse foster children was shocking by any standard—overcrowded physical space with rows of beds for kids, ages 6 to 16; deplorable unsanitary physical conditions; routine violence and sexual assault; gang activity and initiation rites; child prostitution; daily cycles of arrests of children in the shelter; children taken to jail and then back to the shelter the next day; a gross lack of supervision; and a single-room school for all kids ages 6 to 16, without any age-appropriate curriculum, and one so-called "teacher" for all of them.

Oklahoma: An infant girl in state foster care for 11 months since birth, moved through 17 different foster homes and facilities, suffered a fractured skull due to abuse in a foster home

and severe dehydration and seizures due to neglect in a group facility. An infant boy, 5 months old, with an extended stay in an emergency shelter with rows of cribs: he suffered a fractured skull when he was literally dropped on the floor by an overworked shelter worker, carrying two babies at once. A 7-year-old boy, moved eight times in 18 months, physically abused continuously in a foster home for a year, without any intervention at all, separated from his siblings and denied any visits with them. An expert social work review in Oklahoma looked at the child welfare agency files for just these three kids that I just told you about and found that they were shuffled through a total of 70 case workers and 75 supervisors while they were in state custody.

So what is the population affected by this kind of victimization? In the U.S., approximately 3.3 million reports of abuse and neglect are filed every year, covering more than six million kids. Approximately 22 percent of those reports, or 700,000, are substantiated, meaning that abuse was found to have occurred. On any given day, over 400,000 kids are in foster care across the country. They are disproportionately poor and of color. Approximately \$26 billion is spent annually on these [child welfare] systems, about \$12 billion of that money in federal money. Yet, we find time and again these systems are so overburdened, mismanaged and dangerous that they violate the basic constitutional and human rights of children.

What's even worse, perhaps, is that this victimization remains largely hidden from public view. For one thing, state confidentiality laws keep most of the records and information, concerning the foster care population, largely hidden from public view. Also, it seems simple, but foster kids don't vote. There's no powerful lobby, raising their priority within the executive or legislative branch, especially at the state level. As you likely know, when there is the occasional horrific foster child death, there are a few days of coverage and deserved outrage, but it quickly fades.

For all those who survive victimization, the public hears almost nothing about what the kids endured and there is little to no accountability for failure. And despite significant federal funding, there's very little teeth in federal oversight. At best, there's a threat of withholding federal funds, but even that is rare. Congressional action to create enforceable protections has been very weak.

Here's a striking example of the lack of

accountability. There's a metric that states report to the federal government—and I'm oversimplifying—but it concerns what is called the rate of "abuse in care." That's the rate of confirmed abuse of foster kids in state custody. Just reading one paragraph from a recent article in an Oklahoma newspaper: "Last December, the Oklahoma Department of Human Services issued a news release that proclaimed Oklahoma was one of 24 states that met a national standard of children not experiencing confirmed abuse or neglect while in state custody. The claims were false. The agency deliberately did not report to the federal government instances in which children were abused and neglected in state shelters and group homes. Had the agency included that data, the state would have had to report that its performance was nearly five times the accepted national standard. The deputy director of public affairs for the U.S. Department of Health and Human Services confirmed that Oklahoma is just one of 14 states that, despite their obligation, exclude data concerning children abused and neglected in state facilities and institutions. This kind of hidden safety crisis is just the tip of the iceberg.

So, what are the major systemic problems that cause this hidden victimization? Put aside, for the moment, the important issue of improper government intrusion into the lives of poor people. It's real, we must respect it, and we must deal with the criminalization of poverty and the intersection of race and class issues involved in decisions at the front end of these systems.

I have enormous respect, in all the work I've done in so many states, for Judge Martin and so many others across the country, for the weight of the decisions they have to make every day. Her point that kids should remain with their families whenever possible when it's safe to do so, it's absolutely true and it's absolutely the first goal of child welfare. But the appropriate renewed emphasis on families that we see today has also coincided—unlike with folks like Judge Martin, who have been ahead of the curve—it has coincided with devastating economic times in the last few years. So, as advocates, we must be vigilant to ensure that shrinking the foster care population is not just a budget reduction tool.

Putting those very real issues aside, I'm talking here today about what happens to the more than 400,000 children who are already removed from their parents and live in state-run foster care systems on any given day. That's the



population I'm talking about, that the public needs to know is suffering hidden victimization every day. They face systemic failures, such as a drastic shortage of foster homes and other livings situations for foster children; kids removed from their homes and placed in state custody wherever there's a bed or a slot and not according to their needs; children warehoused in emergency shelters; children separated from parents and siblings; inadequate services, like the denial of basic medical, dental, and mental health services for children; a lack of basic education and special education services; and a lack of family support services to enable kids to go home to their parents.

Critically, there's poor monitoring of homes and facilities that house foster children. Homes and facilities are often privatized with poor oversight, lax licensing, and no effort to ensure corrective actions. Suspected abuse in foster care systems is often never investigated or improperly investigated. Across the country, government accountability is especially poor in this area. Time and again, abuse and neglect in a foster home or facility is simply ignored. If the injury is really bad and it gets noticed, the child often gets moved to another facility or another home, with no corrective action, no protection from other kids in the home, and new kids may get housed there a few days later. And the hidden victimization goes way beyond physical and sexual abuse: multiple moves with kids bounced around six or more times a year in foster care, from home to home; kids ware-

housed in shelters and institutions; kids separated from community and parents; kids separated from siblings and denied opportunity for visits, denied medical and mental health care; and the overuse and misuse of psychotropic medication on foster kids for behavioral control. Kids languishing in foster care for years or their whole lives until—as several have already discussed—they are turned out at 18, hardly able to live independently. Who can deny that all of these issues amount to victimization? Amazingly, through all of this, in many systems throughout the country, foster kids have no right to counsel to help protect them.

The victimization of kids in many states in foster care in this country is an outrage, but these systems can and must operate humanely and comply with children's constitutional and human rights. The organization I work for, Children's Rights, has a model of reform campaigns that seeks to protect kids from this victimization, seeks to bring accountability to these systems and improve children's lives, and I'm really proud of that work. It's not all gloom and doom. Some systems are showing dramatic change. Foster care systems in New Jersey and Milwaukee have greatly reduced the occurrence of abuse and neglect inside the foster care system. Tennessee has dramatically reduced its rate of institutionalizing foster kids, and new leadership in Connecticut has put that state on a similar path. Counties in metro-Atlanta have completely transformed their system and provide lawyers for every single kid at all stages of their experience with the juvenile courts. While impact litigation is surely making a real difference in foster care, in terms of accountability and results, it's very clear from today and from this gathering that a lot more strategies and linkages across sectors are needed.

Thank you.



Poverty and its Role in the Cycle of Child Abuse

Jane F. Golden

*Vice President, Children's Aid Society
(Representing Richard Buery, President and CEO, Children's Aid Society)*

Good afternoon. I don't know about you, but I feel like we need to breathe after that; that was very, very heavy. My name is Jane Golden. I'm the vice president for child welfare policy and foster care services at the Children's Aid Society. I'm actually here today representing Richard Buery, who's the president and CEO of Children's Aid Society. He's out of town so he asked me to try to channel him, which is going to be hard because he's a much more passionate speaker than I am, but I will do the best that I can.

The topic is poverty and its role in the cycle of child abuse. The deaths of Marchella Pierce and Kymell Oram, two young children whose lives ended tragically while under the watch of the city's child welfare system, understandably raised concern about the effectiveness of that system. While outrage is warranted each time that a child known to the system dies, it's troubling that news coverage of these incidences largely ignored the systemic challenges involved in protecting children from abuse—not the least of which is the profound public underinvestment in child protection and family support services. A recent New York City independent budget office analysis of 10 city agencies, for the period from fiscal year 2009 to 2011, found that the Administration for Children Services [ACS] received the deepest cuts. ACS budgets were cut by 26.4 percent, the Fire

Department budgets were cut by 5.9 percent, Police Department by 6.7 percent. I think we all understand that reducing Fire and Police Department budgets impacts public safety. All things being equal, fewer police resources make it more difficult to fight crime and fewer resources for the Fire Department leave us more susceptible to damage from fires. We shouldn't be surprised then, that reducing the ACS budget restricts our ability to protect and serve New York City's most vulnerable children.

Who are these vulnerable children?

Recent data from the United States Department of Health and Human Services tells us that for lower socioeconomic status households, rates of reported abuse are five times higher than for other children; rates of reported neglect are seven times higher than for all other children. African-American children experience maltreatment at higher rates than white children. This shouldn't be surprising, considering the staggering disparities in income distribution by race. Of the African-American children experiencing maltreatment, 61 percent were classified as low economic status. Only 21 percent of the white children experiencing maltreatment were classified as low economic status. The current economy has created an environment of increasing deprivation, which is the underlying cause of neglect.



Parents living below the poverty line and those dependent on government assistance are struggling to provide adequate food, shelter, education, and health services for their kids. These realities are further exacerbated by family stress, social isolation, unemployment, and housing instability. While most families living in poverty don't engage in abusive behavior, the circumstances of poverty often conspire to negatively influence child health and development and create environments that can lead to abuse and neglect. When families struggle for generations just to get their basic needs met, they can begin to develop a culture of poverty. Children who experience this generational poverty often believe that their fate is beyond their control. On the other hand, children raised in wealthier families are taught that their future is whatever they dream it to be. The culture of poverty often devalues education and traditional employment, and it very often leads to poor outcomes, including physical and mental illness, substance abuse, family violence, and crime.

Over time, our government has instituted essential programs and services to protect children from abuse and maltreatment, but it has done little to address the significant and underlying challenges faced by poor families. Children growing up today are far more likely than they were 30 years ago to remain in the same socioeconomic class into which they were born. And yet, words like "poverty" and "poor"

were not mentioned by either Governor Cuomo or Mayor Bloomberg in their 2011 State of the State and State of the City addresses. Programs that serve residents of America's poorest neighborhoods benefit disadvantaged children, but government investment in these programs is plummeting. Local, state and federal cuts to programs and services, including education, early childhood programs and after school programs, and proposed cuts to programs, such as food stamps, housing and health care—both in Medicaid and Medicare—are only going to perpetuate an already dire environment for families and children living in poverty.

This, in turn, increases the burden on non-profit organizations, which must reconcile a growing demand for services with decreasing funding opportunities, salary freezes and layoffs. Right now, one in three New York City children—that's half a million kids—are living below the poverty line. And a record 1.8 million of our neighbors, nearly one in five New York City households, are relying on food stamps to feed their families. We're failing to exercise the minimum degree of care necessary to support our children and, instead, are perpetuating conditions that create grievous harm. This is especially true during early childhood when poverty is most harmful and sets conditions for later life. Early childhood poverty is associated with poor health and lower productivity in adulthood. Children who grow up in lower socioeconomic status families don't live as long as children who grow up in more affluent families. If we continue to let politics dictate our policy choices, we risk becoming a country with permanent classes; one where a child's future is not determined by hard work or creativity, but by where they were born and to whom they were born.

As an organization working to help children in poverty succeed and thrive, the Children's Aid Society believes that we not only have an obligation to level the playing field for the most vulnerable children, but we also have a responsibility to uphold America's promise. It's a simple promise, really, that, in this country, where you end up in life will not be determined by where you started; that your birth should not define your destiny. We know that education gives children in poverty the best and most reliable chance to become self-sufficient and responsible adults. Yet, children of poor families are up to six times more likely to drop out of school than wealthy children. Perhaps

even more alarming, research indicates that only 6 percent of children who have been in the child welfare system graduate from college. At Children's Aid, our commitment is to help each of our young people graduate from college. We also know that children are not going to achieve academic success without the support they need to focus on their studies. If a child is hungry, or wonders whether she'll be able to sleep in a bed at night, or needs glasses because she can't see the blackboard, it's difficult to focus on schoolwork.

At Children's Aid, we address the root causes of abuse and neglect by providing holistic support for children at each developmental stage, while also supporting their parents and families. These supports include medical and mental health, dental services, substance abuse prevention and counseling, early childhood programs, parent workshops, direct material assistance and referral services. We also advocate for policies that will strengthen overburdened and neglected systems that are too often working in isolation, rather than in coordination.

In other words, the child welfare system needs to work with the education system, and with the healthcare system, the substance abuse prevention system and the housing system. Fixing just one of these systems won't make a noticeable difference for disadvantaged children. Children, like Marchella and Kymell, are born into lives of severe hardship—families living in poverty, struggling with hunger, housing instability, mental illness, physical disability, crime-ridden neighborhoods, inadequate schools and more. Marchella and Kymel didn't just need love and support; their parents didn't just need steady jobs and stable housing; they needed coordinated and integrated systems to ensure that no child would fall through the cracks. They needed an investment in the kinds of supports that make vulnerable families strong—supports, which if provided early and consistently, can help families to avoid the worst tragedies. They needed this country to act urgently on its promise that all children deserve the same opportunities for success, and that anything less is abuse.

Thank you.





Sex Trafficking and Sexual Exploitation of Children in the United States

Carol Smolenski

Executive Director, End Child Prostitution, Pornography and Trafficking [ECPAT-USA]

Thank you very much. I'd just like to start out by saying congratulations to Professor Lenzer for putting together this amazing and fascinating day—this fascinating conference—and thank you for inviting me to speak on this amazing panel. I'm so happy to be here.

I do a lot of speaking about the commercial sexual exploitation and sex trafficking of children. The perspectives though, offered here today, are not usually on the agenda. Prevention is not usually on the agenda for the conferences that I speak at, so that's why I'm finding this earth-shattering to be here and would love to be able to incorporate the perspectives that were represented here today in all of the work that we do. There is a lot on law enforcement; there's a lot on protection of kids, but prevention—not so much, usually. In my few minutes here, I am going to talk a little bit about the disparity in laws that address the issue of commercial sexual exploitation and sex trafficking of children, a little bit about how kids get involved in sexual exploitation and, then, what we should do about it.

First of all, I've been doing this for 20 years now. ECPAT is an organization that is now represented in 73 countries. We started in Asia working on the issue of sex trafficking of kids within Asia and, then, rapidly realized that,

"Hey! It's not just in Asia." It's not just sex tourism related; it's actually in all countries of the world, in all regions and we really can't just talk about what's happening in Asia. Although, it's only really in the last few years that Americans are starting to wake up to the fact that there is sex trafficking and sexual exploitation of children right here, in the United States. So, it's still, unfortunately, a thing that people will say, "Oh yeah, they have that over there, don't they? Oh yeah, Asia. Oh yeah, Latin America." But, in fact, it's right here.

The fact is there are not a lot of good statistics about how big it is right here, and there's lots of fighting over methodologies and how to measure how much there is right here. So, I barely dare to address the number of sexually exploited kids in the United States. I will say, there was one study published three years ago by John Jay College and the Center for Court Innovation, estimating about 3,700 sexually exploited kids, both boys and girls, in New York City. I'll just leave it at that for right now.

In my world, the important perspectives, the important landmarks, on the issue of sexual exploitation of children, includes one of them that was in the year 2000, when the U.S. Congress passed the Trafficking Victims Protection



Act, the TVPA. It defines a victim of a severe form of trafficking as a person who “has been involved in a commercial sexual act that is induced by force, fraud, or coercion or—and this was the earth-shattering part for me, working on the issue of sex trafficking of kids—or in which the person induced to perform such an act has not attained 18 years of age.” It was mind-boggling, “or has not attained 18 years of age.” The definition meant that any kid in the United States, who has not attained 18 years of age and is forced or induced to perform a commercial sex act is a victim of human trafficking. They don’t have to have gone anywhere to be defined by federal law as a victim of human trafficking. Any kid sexually exploited in the United States is a victim of human trafficking, not a criminal. Oh, my God. It took a few years for the communities that I work with to really wrap our minds around that and start to work on, “well then, why is it that sexually exploited kids in the United States are being arrested for prostitution, if the federal government is now calling them victims of human trafficking under this definition?”

We were recognizing that at the state level, criminal laws were still criminalizing kids for prostitution, arresting them, and putting them through the criminal justice system, instead of seeing them as victims, who needed attention and protection and assistance. Now

things have changed very much over the years, really starting with New York, which passed the Safe Harbor law a few years ago. The Safe Harbor law puts in place a procedure for taking children from the criminal justice system and putting them in the child welfare system. And, we are also starting to have, of course, some great prosecutors—such as Charles Hynes, who is here today—who are taking that work very seriously and doing the right thing by sexually exploited kids. But, there are still lots of areas in the country where kids are seen in the criminal justice system, and not seen as victims, and really are seen as bad kids. We’ve done a lot of work to try to put in peoples’ minds a shift in the paradigm from seeing them as bad kids to seeing them as victims—as kids who need help, not bad kids.

So, we did a report. There has been research now, showing the trajectory of American kids into sexual exploitation. We have to explain this, because of that mindset that they are bad kids. Americans often say, “But they’re not as poor as those Cambodian kids, so why would they be in sexual exploitation? They’re not as poor as those Honduran kids, so they must be bad kids, right?” So, we’ve done some research that shows the trajectory of children from families that have suffered lots of abuse and neglect and just break down, and kids in foster care and family violence, as being the kids who are most vulnerable to sexual exploitation.

The descriptions that were given by the panel this morning were so fascinating to me because it’s the kind of work that I feel we have to incorporate into our work on preventing sexual exploitation of children. That those are the kids—kids in foster care, runaways and homeless youth, kids who are somehow in the system—who are very often the kids who are targeted and are recruited by pimps. Now, the supply cycle has to do with pimps being out there looking for vulnerable kids. It’s not just by accident that they find vulnerable kids. They’re actually going out and looking for them. As one pimp in one of our reports put it, “You have to be a virtual psychologist, a manipulator, a dream seller.” Another one said, “Most of them have been abused sexually by their parents, been raped so many times they feel they might as well get money for it. Well, it’s my job to teach them that it is better to get paid for it than to do it for free.” So, there’s a kid who is at risk, there are pimps who are looking for

them, and then, there are people who really want to buy sex from young women and young girls.

When we talk about sexual exploitation of children in the United States, it's important to point out that there is not this division between the sex market of kids under 18 and the market of 18-plus prostitution. Pimps are recruiting any kid, any girl, who is already developed and just putting them into the market. For example, we just finished a 20-minute educational video about sexual exploitation of children, focusing on one victim, who had been recruited at age 16. Her pimp had five girls who worked for him, between the ages of 15 and 25. It's not that the under 18's are a different market and, oh, it's those bad pedophiles who are the exploiters. No, any man who is in the market to buy sex, may very well be a child sex exploiter, whether he recognizes it or not or whether society recognizes it or not. It may very well be that he has a 12-, 15-, 18-, 20-year-old girl or woman whom he has purchased.

I can't help including this little anecdote in this panel today: Last winter, I spoke with a 16-year-old girl who was hanging out with some of her boy friends on Flatbush Avenue in Brooklyn. A guy came up to her and her friends, and tried to get her to go with him. He was mostly talking to the boys she was with, and saying, "You know, let her come with me." They all just sort of laughed it off, and he went away and came back a few minutes later, and said to the boys, "I'll give you a hundred dollars and an ounce of weed for her, for you to let her come with me." So, I say that to describe just how mainstream the pimp requirement is. Right out in the open, right on Flatbush Avenue, middle class neighborhood. Kids of all types are at risk. Now with a different upbringing, this girl might very well have been recruited into prostitution right then and there. I won't talk that much about how they stay in prostitution, but vulnerable kids who don't have much chance in life are kids who are very open to the persuasions of staying in prostitution, just like with domestic violence victims. "Why didn't she just leave?" "Why didn't you just leave?", you often hear. There's a system of abuse and affection that pimps use to keep the girls in line.

Okay, I know that I have to wrap up. I want to just talk about the need for Safe Harbor laws in states all around the country and, perhaps, even strengthening Safe Harbor in New York. The need for services for sexually

exploited kids is off the map. One of the reasons that the systems have been putting them into the criminal justice system is because, really, there is no place else to put them. At least they are away from the pimp—that's the explanation and, you know, a good explanation, it is.

There is legislation that's been introduced in Congress—we hope that it passes—that would create for the first time a stream of funding for services for sexually exploited kids in the United States; it would create a system of safe houses around the country. We are also working with the private sector. We are working with the hotel industry to put in place certain protections, so that they are not inadvertently facilitating sexual exploitation of children on their premises. This year, Hilton signed for two cities. We're hoping that they will do it in New York City next. Stay tuned, all of you, for that; I'd love to work with you on trying to put pressure on them to do that. Wyndham Hotels signed; Carlson which owns Radisson had previously signed.

This is ECPAT's 20th anniversary. I have seen huge changes over the years in awareness, law enforcement, legislation and protection, but we still have a long, long way to go.

Thank you.



Judging Children as Children

Honorable Michael A. Corriero

Executive Director, New York Center for Juvenile Justice

I guess I have been given the responsibility of being the anchor and pulling this all together. I must say, I'm sure we all feel the same way, that the insight and information that we've been getting this afternoon is absolutely incredible and very, very important.

I look out and I see some of the assistant district attorneys in New York County—no offense to the Brooklyn district attorneys—where I've served. The last 15 years, I had the responsibility of resolving the cases of all the 13-, 14-, 15-year-old kids who were being prosecuted as adults because they were charged with the most serious crimes under our Juvenile Offender Law. One of the things that I always tried to do is to interact, as best I could, within the legal boundaries, with every young person that came before me. So, I would engage them in conversation and many of their lawyers knew the things that I liked—my routine, if you will. So, one lawyer came in one morning and said, "Judge, I want you to know my client is reading," because he knew I liked to hear that young people were reading, and that I love Dickens—Dickens is one of my favorite authors. He said, "You know my client is reading." I said, "Well, what's he reading?" "He's reading 'A Tale of Two Cities'." I said, "'A Tale of Two Cities!' That's terrific, young man. What did you think of 'It was the best of times, it was the worst of times?'" And, he [the young

man] paused and he said, "It's in the book" and, then he said, "I didn't get that far." So, I hope those of you who are literary scholars at least remember that's probably the most famous opening line in literature. But, nevertheless, it was a good try and I didn't penalize him for it. I think we had a kind of an interesting colloquy afterwards.

However, what I hear today and what I see from the panelists—I know that we have the best efforts to address these issues, but it is also the worst of times, when we see victims of child abuse again. Well, from my perspective, I saw them again when they were 14, 15 years of age and accused of a serious crime. And, the link between child abuse—witnessing it, experiencing it—and committing offenses is quite significant. As our luncheon speaker said today, it is a key factor for young people who engage in violence to get what they want or think that they need—those who have witnessed violence or experienced violence in their own youth.

Let me just give you two quick examples of how these issues came to the surface with respect to young people who appeared in my court. Seven-year-old girl answers a knock on the door to her apartment; it's her father, who is estranged from her mother. He says, "Go get your mother." The little girl runs into the kitchen, tugs at the mother's apron, "Mommy, Daddy's at the door." The mother goes to the

door, the little girl trailing behind her. The father takes a can of gasoline he was hiding, douses the mother from head to toe with the can of gasoline, lights her on fire. She's horribly burned, disfigured. Eight years later, this little girl is in front of me for putting a gun to somebody's head and saying, "Give me your money or I'll shoot you." And, who comes to lobby me for this little girl, but the very prosecutor who remembered prosecuting her father for attempting to murder her mother. He remembers this little girl sitting in his office, and that he was talking to her to get a sense of what had happened, and then turning to her mother, and saying to her, "You know, you got to get this little girl help. She's been traumatized by what happened. She feels responsible in some way because she got you to bring you to her father. You've got to get her some kind of help." And, of course, the mother, overcome with her own issues, wasn't able to get her own help, and now this little girl is in front of me. So, how many years do I put her in jail for? What is the extent of her culpability? And, how can we judge her simply by the nature of her offense, without looking back as to how she got here?

Six-year-old girl, walking down the street holding her mother's hand. Again, the father crosses the street, comes over, accuses the mother of having an affair with his best friend, takes out a switch blade knife, slashes her across the face, and stabs her in the chest several times. The mother falls to the ground, dead, still holding the little girl's hand. Eight years later, this little girl is in front of me for slashing the face of a rival girlfriend over a boy. How many years do we put her in jail for? What can we do? How can we react, respond in an adult criminal justice system, which holds young people criminally liable, which criminalizes them very often for their victimization. And, so, what we need is a systemic response that recognizes the developmental differences of children, that responds to them with sensitive—developmentally sensitive—programming and gives them room to reform.

All of this conversation today is so important and so relevant. The idea of prevention, the idea of intervening, and the idea of following these young people when they go through a wonderful program like District Attorney Hynes described for you. But, where are they, 10 years out? And, so, it's important for us to recognize that this is all interrelated. And, I think Carol, you made some very telling points about the idea. I love this definition of sexual

exploitation: that, if you're under 18 years of age, you simply cannot, cannot be sexually exploited even if someone from the outside is looking at it as if you've voluntarily engaged in this conduct, which we've described as prostitution in criminal law.

And, that is the idea that's behind so many of our efforts to look at the Juvenile Offender Law, which criminalizes young people at 14, 15 years of age for their mistakes. That and the fact that New York is one of only two states in the entire nation that prosecutes children, as young as 16, automatically as adults. These two laws provide a sort of inflexibility to the system for those of us who are trying to develop sensitive responses to the issues that they present, in a way that protects society in the long run.



Panelists:

Honorable William A. Scarborough, *New York State Assembly* (Moderator)

Honorable Diane J. Savino, *New York State Senate, Chair, Office of Children and Family Services*

Honorable Amy R. Paulin, *New York State Assembly, Chair, Committee on Children and Families*

Honorable Barbara M. Clark, *New York State Assembly*

Honorable Margaret M. Markey, *New York State Assembly*

Honorable Jeanne B. Mullgrav, *Commissioner, New York City Department of Youth
and Community Development*

New York State Legislators and New York City Government: New Policies and Legislative Initiatives to Prevent Violence Against Children Panel





Honorable William A. Scarborough

New York State Assembly
(Moderator)

Good afternoon. I, personally, have had a very enjoyable time since I've been here on this panel. My name is William Scarborough. I'm the Assemblyman from the 29th Assembly District in Queens and I'm joined by my colleagues to my right, Assemblywoman Marge Markey, Assemblywoman Barbara Clark, and Assemblywoman Amy Paulin; and on my left, Senator Diane Savino and the Commissioner of the New York City Department of Youth Development and Community Development Jeanne Mullgrav.

I guess I should start by saying, a couple of us started off with a pretty bad day. I had kind of a bad day, but I think my colleague Assemblywoman Paulin had a worse day than I did. She found out earlier today that her mother had a stroke and so, I think it is really admirable that she is even here. But she is waiting for a call from the hospital, and so if she has to leave, I think we will all understand what is going on. And you'll notice that I have an accessory over my eyebrow, this Band-Aid. I started the day by getting out of bed and tripping and hitting my head on a night table, so I wasn't sure if I was going to be here. I went to the doctor, got a little patched up and I made it here. But, I'm very happy to be here because this has been a tremendous experience as we

have seen, and already, for me, some ideas have come forward that I think will be the basis of legislation to policy. And so, I want to join everybody in thanking Professor Lenzer for bringing this together.

I'm not going to speak very long because I've been asked to moderate and I know my colleagues have some wonderful things to tell you. I'd just like to say, in terms of the things that I have heard and I want to thank Ms. Smolenski for talking about the Safe Harbor bill. I'm proud to have been the sponsor of Safe Harbor and, as she said, we were the first in the nation to change the way sexually exploited youth are treated. We do need to do more work on it, but I think having put that in law is very important.

Just to mention one other thing that we are doing, I believe Senator Savino is also sponsoring the cyberbullying bill, and that speaks to the fact that there is a change in how children are being treated and how they are being harassed and abused. So, we've put in place a bill that would increase the crime for cyberbullying and, in an instance where that cyberbullying leads to a death or suicide, it would then become a felony. There's also an effort to try to find out how widespread the issue of cyberbullying is and, in that regard,

there is a census that we are requesting that young people, grades 3 through 12 take. It's anonymous. That website is nycyberbullycensus.com.

So, with that, we are going to go ahead and have our panelists bring some information to us. And, we're going to start to my left with Senator Diane Savino. Senator Savino is the chair of the Senate Committee on Children and

Families. She has dedicated her entire professional career towards improving the life of working families. She was a labor official prior to becoming a senator. She was elected to represent the 23rd Senatorial District in 2004, including the North Shore of Staten Island and portions of Brooklyn, including Borough Park, Coney Island, Bensonhurst and Sunset Park. Senator Savino.





Honorable Diane J. Savino

New York State Senate, Chair, Office of Children and Family Services

Thank you, Assemblyman Scarborough. First, I'd like to thank Professor Lenzer and Brooklyn College for inviting me and, to my colleagues in the government, very nice to see you, ladies. I can't imagine being on a more distinguished panel than with the people I'm sitting around. First of all, Assemblyman Scarborough, chaired Children and Family, now chaired by Amy Paulin. Barbara Clark's dedication to young people is legendary in the legislature, as well as Marge Markey. And, of course, the commissioner in Community Development, an agency that gets less and less money on a daily basis and still manages to find ways to provide for the thousands of kids who depend on it.

Assemblyman Scarborough mentioned that I came out of the labor movement—the New York City labor movement, the municipal labor movement, but actually, where I really started my career 21 years ago last month, as a young graduate of Saint John's University, I skipped through the front door of 271 Church Street, what was then the city's Human Resources Administration and I was hired on the spot as a case worker, along with about a thousand other people in a four-hour period. Why did they need so many case workers? Many of you might remember a little boy by the name of Eugene F.; ring a bell? Eugene F. was

the child that began the Kinship Foster Care Program. It was a landmark lawsuit brought against the City of New York for the way that the City of New York dealt with children who were placed with relatives—at that time, Child Protective Service workers would come, they'd do an investigation, or they would respond to a call from the hospital that a child was born with a positive toxicology—at the time the crack epidemic in New York City was just totally out of control. You pick up that infant, you go out and find a relative, which was usually a grandmother, maybe a maternal aunt, and you would say, "Would you like your grandchild?" "Your sister, your daughter, your cousin has a serious drug problem, and can't take care of the kid. Would you like to take care of your grandchild?" And what family member is going to say no in front of an infant? We'd then hand the child over, and we would say, "Can you take care of that child on your own? Do you have the financial means to do so? If not, here's a referral to the local public assistance office. See ya." No follow up, no intervention, no court intervention, most of the time, because the agency was trying to respond to whatever the latest crisis was. And as a result, the lawsuit was brought by the Legal Aid Society. A young lawyer, I think she's at CUNY now, Rose Firestein, brought a case against the City of New York, charging that the

City of New York was discriminating against children who were placed with relatives, and lo and behold, those by and large happened to be children of color, doubly discriminated against.

Well, after that, the city, of course, had to create a Kinship Foster Care Program, and I was one of those lucky young case workers. I was sent to training for two weeks and I learned social policy, and I learned how to use the word facilitate a lot—you are going to facilitate visits; you are going to facilitate this; you're going to facilitate a whole lot of stuff. Then they sent me to my location, where they wheeled me my case records in a cart, set on top of my desk, like this [gestures to show how high the stack was]. We had about 65,000 children, who suddenly became eligible for foster care in the City of New York, and we had to go out and certify all of those homes, and we had to find those parents, and we had to provide services for them. It's an awful way to run an agency!

It was at that point in time that I learned that this was an agency and this was a service that the city or the government provides that reacts totally to crisis. It is not a proactive service and it never has been. We react to crisis. You know, I've been in the agency and out of it and around it long enough now that I've seen the pendulum swing from one extreme to the other. I remember Family Preservation when Bob Little was the commissioner. Remember Bob Little? He was the commissioner in 1990 before ACS. It was all about family preservation; we were going to do whatever we could to make sure that we didn't separate children from mothers, if we could provide enough services. Well, it then swung in the opposite direction. You know it all depended on who the mayor happened to be. David Dinkins was more pro-family, Rudy Giuliani was more pro-separation, and so the agency swung back the other way. We also react to what shows up on the front page of a paper—dead children make terrible legislation; they also make terrible public policy.

But the reality is that dead children affect the way the agency operates. Whether it's Elisa Izquierdo, whether it's Nixzmary Brown, whether it's Marchella Pierce, dead children make terrible legislation. And, unfortunately, for those of you who are practitioners in the field, when there is a crisis, when there is a child who winds up on the front page of the newspaper, people like myself, probably not me so much because I've worked there, but a lot of members of the legislature seek to find a way to

solve that problem. We want to pass a bill, we want to name the bill after some child. Nixzmary's Law was the worst example of this; so, we increased the penalties for murdering your own child. It's already a crime to murder your child! But, we didn't do anything to implement policies, or to help you implement policies, to prevent violence against children.

Twenty-one years ago, when I started as a case worker, in every state of the nation, corporal punishment was not illegal—you could beat your children to varying degrees. About 21 years later, it's still legal in every state in the nation. Twenty-one years ago, it was legal to beat children in school, to practice corporal punishment in school in 38 states. Well, we've made some progress—it's only in 20 states now. But, that's still 20 states too many!

We also have a very difficult time trying to determine what abuse of a child really is, because there are social differences—there are a lot of cultural differences. How do you determine what abuse is, as opposed to just discipline? It's a chronic problem for service providers because the decision to intervene in a family's life and separate a child from their parent should never be taken lightly. Unfortunately, all too often, the concern is, "am I going to be blamed for something that happens to this child?" So, I, when in doubt, pull them out. Then, you get before a judge. Judge says, "Am I going to be blamed if I send that child home? You know what? Let's have a hearing." And, then the next person steps in, the attorney, "Am I going to be blamed if I make the recommendation that this parent is ready to have that child back and something happens?" This is a terrible way to make decisions about families, but it is the reality of the system that we all work in, that I used to work in. It's a terrible way to do it, but that's the reality. We have judges that have high case loads; we have workers who have high case loads; we have foster care agencies that have diminishing resources and high casework load.

We have not figured out how to prevent parents from abusing their children. Education is probably the best way. To educate young people towards that end, we have attempted legislation that would require the school system to create a curriculum to teach children what's inappropriate, particularly with sexual abuse, but we are met with budget cuts and localities that say they don't want Albany dictating how they should educate children. So, how do we do that together? I don't like just passing legisla-

tion and naming it after a kid if it's not going to implement change. So, one of the challenges that we have is how do we take what we know, how do we then develop policies, match them with the dollars, then find a way to implement them, either out of the agencies or the prevention services or in the schools, where it's educating young children as to what is appropriate or inappropriate in the home, in day care centers or in the afterschool programs. How do we do that?

Twenty-one years later, I have no more of a way of answering that question than when I walked in the front door of 271 Church Street. So, I enjoy these kinds of events because it gives me the opportunity to interact with people who are really in the trenches of the job. Tell us

what works and what doesn't work! And we really, really, need people to tell us when we're passing bills that don't make any sense and complicate the system—that actually make it worse. We don't get that kind of feedback. We do from the Office of the Board of Administration—they are very proactive—they bring in legislation. But, we really need to hear more from the service providers and from practitioners, because the decisions that we make affect your ability to intervene and make the right decision for children and their families. So, I'm very happy to be here to participate in this, and I hope that we continue this dialogue after today.

Thank you.



Honorable Amy R. Paulin

New York State Assembly, Chair, Committee on Children and Families

I really wanted to come here today because you truly are the experts and I have a lot to learn from all of you. An important part of my job is bringing you together when a problem arises. Each of you faces a different aspect of child welfare. Often you approach me with your specific problem. When we attempt to find the solution that would suit your particular need, we sometimes buck up against another system, which may take a completely opposite approach. So, very often, I find myself in the position of trying to bring two or more groups together to be able to resolve a problem comprehensively and to figure out if we need a legislative or administrative solution.

I've been doing this job now since last March. I want to acknowledge Bill Scarborough, my predecessor, who did an amazing job of protecting our children. As is often the case in Albany, I was thrown immediately into the budget process. Last year, the governor introduced a budget that would have done a disservice to the child welfare system. Funding that had been going to very good programs, the governor proposed to be allocated in a completely different way. His funding proposal would have eliminated many programs that were serving the needs of families, historically—for a long time—these programs would have been destroyed. Working with all of you, we were able to convince the governor that his

approach was harmful to children and families. I'm hoping we won't have that same battle next year, but I'm not sure. Sometimes, having been there now for 10 years, governors have a way of trying to put back, or reintroduce, their same bad idea and the legislature has a way of changing it back again. We'll soon see what this governor is going to do.

We had some successes last year. With your help, we are in the process, hopefully, of getting a law that would define "destitute child." What is a destitute child? A destitute child means just like it sounds: a child who has been left without appropriate care by either an abandoning parent, a dead parent, or frankly, a parent who's just completely absent, who left town. So far, we have not had a definition and that has handicapped our ability to expedite proper placements.

That sounds so simplistic, but we've been working with OCA [Office of the Child Advocate], with the City of New York and, hopefully, we now have cooperation from the governor's office, too. We passed the bill, we are looking for their approval and, hopefully, I can report back at a later time that we've actually had success.

Someone mentioned the Differential Response Program and what is being done in the City of New York. The truth is they couldn't have done anything in the City of New York

because that program only applied to outside the city. That happened to have been my bill, because it was initially a pilot program for Westchester County, where I live. Then, subsequently, I did a bill to expand the original bill to the rest of the state. The City of New York did not want to participate at the time, so we exempted them. When we just did the renewal, which essentially makes the program permanent, we included the City of New York. They rethought the intent of the bill and the use of the program, particularly for educational neglect cases around the state. So, I think that now we will see the City of New York use that program.

The third thing that we did was in response to a tragedy in upstate New York, involving Laura Cummings, a 23-year-old who just came out of the child protective services, and who truly was still a child. The committee does not just focus on child abuse and neglect; it has other areas. One of those areas is Adult Protective Services; but this was a child—this was a 23-year-old child. There are a lot of issues that this case brought to light. I think that we still have to go forward, looking at those children who have autism, who are developmentally delayed, who then go from one system to the other. We must ask, are we properly addressing the needs of children who go from Child Protective Services to Adult Protective Services? I do think that we adopted two good laws; I don't think we were over-reactive. It is my job as chair of Children and

Families to make sure that when we have a tragedy that we understand that it's an opportunity to improve a system. We have had too many unfortunate tragedies since I've been on this committee—Nixzmary Brown and two boys in Westchester County—each of these cases presented opportunities for improving a system. Sometimes there is a tendency to overreact and to do aggressive legislation that is not always useful. It is my job to know when to put the lid on. I think in this case we adopted two very good laws. One, Bill Scarborough introduced and one, I introduced, essentially to allow the agencies to share information, which they were previously prohibited from doing.

A few important issues that I'm looking into, going forward, include: One is to continue monitoring the juvenile justice area. We want to bring our kids home, but that presents complications. I'm looking at domestic violence issues. There was a big focus on human trafficking and sexual exploitation, that's a lot of what the DV [Domestic Violence] world does, and that's my background. I'm going to continue looking into this issue. In the area of child abuse, I'm going to be focused on educational neglect. Both advocates, the OCA, the City of New York, and many others have brought up educational neglect as an area we need to finally address. I'm looking forward to having some productive meetings on this issue.

Thank you.



Honorable Barbara M. Clark

New York State Assembly

I am a mother of four children, all who attended school in the New York City public school system in the neighborhood where we live, and I'm very proud of that. As a parent, I worked nights and I think I did a good job of rearing my children. My husband would always say, "Honey, I'll work more hours, so you won't have to work night shift," and I would say, "yeah, but you'll never see the children." I think we've had a very healthy attitude about rearing our children, and we feel very blessed that we were able to do that with the support of all our family being around. I was able to rear four very productive children, and I now have two grandchildren.

Still, I've been concerned, worried and worked hard on behalf of everybody's children, because they are our future. My 25 years in the legislature has been devoted to ensuring that children get a better education and to see that children are protected and that they thrive, as children should thrive, in order to become productive adults.

I worry about our children, and I believe that many of you out there and many of the people in Child Protective Services are doing a fantastic job in the face of immeasurable odds and minimal resources, but that you wish that you could do better. I recognize that. But I don't think the system is working as well as it could, considering what it cost, and in other

areas, there is a need for additional funding. But my major concern is about agencies that are not necessarily receptive to new ideas, nor do they readily share information. If the agencies do not come up with the idea, they don't want to talk about it, and I wonder why. I'm taking this opportunity to talk to people who are in the business of protecting and educating children, to let them know that I'm open to discussions and collaboration.

Using my post-adoption bill as an example of collaboration, a group of women came to me with a concept of streamlining post-adoption services. Prior to conversations with these women, I had no idea that there was a policy that allowed adoptive parents to give the child back, if they no longer wanted the child. Challenges among adoptive families may not emerge until some time after the adoption is completed, when the family no longer interacts with the local social services district or Family Court, and the child is no longer eligible for certain services as a result of the adoptive parents' incomes. It is therefore essential that parents receive information on available services and resources prior to the conclusion of the adoption proceeding. This very meritorious bill, which would have ended a revolving door of parents returning children with special needs back to adoption agencies, was unfortunately vetoed.

My issue is always one of, why can't we all just work together, and do something that we believe will be beneficial to the children that we all serve? Because it does not cost the State of New York and the City of New York a lot of money. And, of course, most of the children in the system look like me, and often I question the cultural competency of agencies and providers. We understand that poverty plays a role. We also understand that when it's time to place these children, there's not enough work done in deciding who gets to care for children in foster care.

Best example is in Queens County, in Assemblyman Scarborough's district—we all know of the case. A woman with foster children, I don't know exactly how many she had, but what we know is two or three of them were killed in a van, her daughter trying to help her, the daughter admitted she had three different drugs in her system. My questions, always: Who is monitoring these families post-adoption? Who interviewed the families and determined that they were eligible in the first place to take

all of these children? These are huge, huge issues of accountability that I worry about, and I know there's no perfect solution, particularly in taking care of someone else's children. But, I also believe there is not enough communication and collaboration going on between the people who could make the laws and provide budget fixes; communication does not happen as far as I'm concerned. But, it's an issue that I'm glad I have the opportunity to put out to you as we have this discussion.

I want to thank Dr. Lenzer for all of her diligent efforts in trying to raise issues of children and families. She's been right with me and Bill Scarborough all the time that we've been working on some of these issues, so today is a good day to have this discussion. So, I hope that we can all come together, because I'm sure everyone in this room wants to do what's in the best interest of children or you wouldn't be here.

Thank you.





Honorable Margaret M. Markey

New York State Assembly

Thank you, Bill. We're getting down to the wire now, almost the end of the day.

Childhood sexual abuse has a horrendous personal impact on the victims and their families. Researchers tell us that as many as one in five children is sexually abused; most of them by family members or by people they know and trust. I became interested in this topic when a young man came to my home. He was in his late 30s and he told me he was sexually abused by someone in our community. I promised him that I would try to help him. What I found out was that he was time-barred, because of the statute of limitations.

Victims of sexual abuse are more than two and a half times as likely to abuse alcohol, they are nearly four times as likely to face drug addiction. One-third of those abused when they were children will abuse other children or their own children. Abused children are 11 times likely more to commit juvenile crime and three times more likely to commit a crime later in life. Child abuse costs society \$104 billion a year, both in direct and indirect costs, including the cost of health care, loss of time on the job, divorce, depression and suicide. And, the U.S. Justice Department says that only 10 percent of pedophiles are ever actually identified, because most victims of abuse are not able to report what happened to them until they are well into adulthood. We know that our current law is

inadequate—I mentioned the young man who came to my home and he was in his late 30s. The first press conference I had seven years ago, a couple came to me afterward and told me they were married for 35 years and the wife had only learned three years earlier that her husband was a victim of sexual abuse as a child. She knew something was wrong, but she never quite knew it until he was emotionally able to confide in her.

Existing New York law enables many predators to avoid consequences of their immoral and illegal acts by running out the clock, and taking advantage of arbitrary and outdated statutes of limitations. The Child Victims Act will extend the statute of limitations for these crimes; it will provide victims of abuse a greater opportunity to bring their perpetrators to justice. It will also mean that New York can provide an opportunity for previous victims of child sexual abuse to get their day in court. And, what that means, in my legislation, is that a victim who has been time-barred because of the statute will have one year—we call it a window—they will have one year to bring a civil case against their assailant. This is being done in California; my legislation is modeled after the California legislation. This bill will also protect future generations of New York children from abuse by exposing pedophiles, who have been previously hidden.

Earlier this year I held a public hearing on the Child Victims Act. We had testimony from more than a dozen criminal justice, academic and victim services experts. They spoke about the severe abuse of victims and the reasons why many victims don't ever come forward to tell about what happened to them until they are well, as I've said, into adulthood. I have a man that I'm in communication with right now and he is in his mid-50s and he is not able to come forth and tell the people of New York State that he was abused by a major public figure in New York State, and we're working with him, hoping that he will at some point in time come forth and name this person. But, again, it's placing a tremendous emotional strain on him to begin to be able to come forth and publicly identify the person who committed this horrendous act on him.

The experts also spoke about the economic cost of childhood sexual abuse to government and to society. Dr. Ted Miller, a leading health economist, estimated that childhood sexual abuse costs the taxpayers of the State of New York more than one billion dollars a year. He said one single case of childhood sexual abuse costs \$230,000. Henry Miller, a past chair of the New York State Bar Association and author of the Bar Association Journal essay on the subject, said that in the cases of some crimes, such as childhood sexual abuse, there was a moral issue involved in invoking the statute of limitations. He said that it is wrong when a known, identifiable perpetrator is able to benefit from an arbitrary legal cutoff from such a horrendous crime. Dr. Kenneth Peek, told us studies of some 10,000 patients at Mount Sinai Adolescent Health Care Center in New York, where research showed that the age of a victim when first abused ranged from 3 to 17 years of age; and the average age of the

patients when they first told of abuse was 8 years and 1 month. And prior to coming here today, I was at a local school, visiting some third graders and those children were 8 years of age. I looked at their innocence and just imagined what some of them could be going through, and what people at their age have gone through in their lives and the impact that it had not only on themselves, but on society.

Another strong argument for longer statute of limitations came from the Special Victim's Bureau of the Queens District Attorney's Office. The chief of the DNA Unit reported that when they reviewed a backlog of DNA evidence, they found 75 cases where a perpetrator was identified but not able to be prosecuted. So, they have the evidence, they have the victim, but the perpetrator is protected because of the statute of limitations. And the same thing was found in the Bronx where 89 similar cases were found to have DNA evidence, the victim, and no way to pursue it. And Manhattan had over 600 cases where DNA evidence was available, victims available, but their hands are tied.

We have become all too familiar with the horrendous personal impact of childhood sexual abuse on children and their families. We, now, also recognize the huge economic and social impact of these crimes on all of society. The Assembly has already adopted the Child Victim's Act three times and we now need to pass it in the State Senate. We worry about children's allergic reaction to peanuts, we worry about toy safety, we worry about unsafe swings sets, but we have 20 percent of our children being sexually abused and we're not doing anything about it. I think it's now time to pass the appropriate legislation and give these people justice.

Thank you.



Honorable Jeanne B. Mullgrav

*Commissioner, New York City
Department of Youth and Community Development*

Thank you. I am really very, very honored and delighted to be here, but there's a part of me that's quite sad. In 1989, I worked for Victim Services as its director of court programs and also worked on a lot of the legislation that's being talked about today. In fact, I wrote an article on the statute of limitations in child sex abuse cases for St. John's and it's quite sad to me that we are now in 2011, and we, unfortunately, are still talking about some of these same issues facing children. That being said, I'm glad we are still talking about them, because something needs to be done, and I congratulate Brooklyn College for assembling academics, jurists, practitioners, all of you, and this esteemed panel to do so.

I would be remiss if I didn't extend my gratitude to my colleagues in the State Legislature. I think it was mentioned by Assemblywoman Paulin, but so many on the dais really are champions in terms of what they were able to do in such a tough, tough budget year, restoring monies that were supporting critical issues, such as runaway homeless youth, our Summer Youth Employment Program, and our Youth Development and Delinquency monies. Without these resources, we can't begin to tackle so many of the issues that we've discussed today. So, they really need to be congratulated. Unfortunately, [to the state senator and assemblymembers] by reading the paper, I

feel like I'm going to have to be in Albany again, living in Albany again, so just keep your doors open. But really, [to the audience] they have been tremendous advocates on behalf of young people.

My agency, the Department of Youth and Community Development, has as its primary goal to fund community-based organizations. Unlike much of the discussion today which, unfortunately, has been reactive, I'm proud to say that my agency does a lot of the preventive work and really gets in front of the issue. We have the privilege to pilot new programs, to use research, to use data and to think about programs before we have some of these terrible cases. The recession—and the impact of the recession—means that these programs are all the more important.

What we do know, of course, is that violence affects every social class, every racial group, and we know that for sure, but poverty is unfortunately linked to abuse. And I think we have to look at that, particularly as we face the numbers of one in five in New York City being poor. We also know that there is considerable overlap between domestic violence and child abuse; often occurring in the same families. Both forms of victimization, as I said, correlate not only with poverty, but the history of abuse, as well as the age of the parents. We also know that in the absence of intervention, children

growing up in violent families are more likely to engage in youth violence. And finally, we know that effective strategies to combat child abuse, domestic violence, and youth violence include collaborative, community-based prevention and intervention. So, that's really what I'm going to be talking about: prevention, intervention and advocacy that is done through our non-profits.

I'll start with prevention, because the vast majority of what we fund is in that area. I'm talking about programs that emphasize positive youth development, healthy relationships, resilience, and some of you may be familiar with our out-of-school time initiative. Actually, this past Monday, we did issue a solicitation for the out-of-school time initiative, with \$75 million dedicated toward programming in the hours between 3 and 6. Our Beacon Community Centers also are part of this portfolio. We have Cornerstone Community Centers that are based in New York City housing developments, and a service learning initiative, called Teen Action. I'm not going to go through each of these programs, but some of the key features of these programs, which operate with a youth development framework, include safe and nurturing environments that support working families, and supportive relationships with both adults and peers that help to build and restore their trust. That trust is important because we want to create situations where young people, if they are abused, can come to an adult and can seek help. We want to create opportunities for youth to develop social, emotional, and cognitive skills; to build resilience and environments that very intentionally support diversity, healthy relationships, and protect them from harmful behaviors, such as bullying. In fact, last week, Deon Grant from the Giants visited one of our Cornerstone programs and we talked about bullying. That was the culmination of a curriculum that we did in all of our Cornerstone programs around anti-bullying.

Perhaps the best example of some of our preventative programming is partnering with the Administration for Children Services. ACS, as you know, is the primary agency that works around child abuse and neglect issues, but we have a program that we fund jointly. Fifteen of our Beacon Community Centers, which each serve about 1,000 participants annually, include preventive services. Unlike a lot of preventive services, these services happen right in the community, right in the neighborhoods and right in schools. So, they have a different flavor and a different way of being received in the

community because they are couched; they are not stigmatizing in any way and they also include adult programming. These programs include the regular casework, the assessment, the home visits and the referrals, but they also have services for the entire family, English language services, leadership programs and recreation, all under the same roof. This program has been in place for many, many years and I think is a great example of two agencies whose missions come together and are aligned to provide preventive services in a community-based model.

I also want to talk a little bit about intervention, since you mentioned our runaway and homeless services. We have a continuum of services that includes drop-in services—where a young person can get assessed, can take a shower, maybe cool off a little bit and can use a computer. We have crisis shelters; residential programs for 30 to 60 days, and then we have more long-term residential services that are anywhere from 18 months and up. That's really a continuum that supports runaway and homeless young people. We have specific services for young women who have been sexually exploited. In fact, GEMS [Girls Educational and Mentoring Services], who I know has been at the forefront of a lot of legislation and is a service provider that is well recognized in this area, is part of our portfolio. We also have specialized services for teen parents, and for LGBTQ [Lesbian, Gay, Bisexual, Transgendered and Queer] youth, because we know that at the heart of what we do is to provide welcoming environments where young people can really choose where to seek services.

The last area is really advocacy. Many of our immigrant children enter the United States without their parents, sometimes fleeing political unrest, parental abuse, neglect, or poverty, and we have legal services for young immigrants, which are very, very unusual, and programming that helps them make sure that they can get their legal status. Also, it gets them connected with social services and educational programming. We also, in that program, work with victims of illegal sex and employment trafficking. We have another program that focuses on women who want to take advantage of provisions in the Violence Against Women Act and who are victims of domestic violence. Along with that, we support them in getting orders of protection; support them in shelter and other kinds of social service and security needs. Lastly, because I know we want to leave time

for questions, I would be remiss if I didn't talk about our Fatherhood Program because in our Fatherhood Program, which is for noncustodial parents, the goal there is reconnecting those dads with their children. Sometimes, there have been instances of domestic violence and so

we're trying to find a way for them to be a contributing member of the family, but also to have a respectful relationship with the custodial parent.

So, thank you again for this opportunity.

Interviews

Conducted by David Pavlovsky and Anne Catherine Hundhausen



Interviews

Bruce S. McEwen, *Alfred E. Mirsky Professor and Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University*

David Finkelhor, *Professor of Sociology, Director, Crimes Against Children Research Center, Co-Director, Family Research Laboratory, University of New Hampshire*

Frances A. Champagne, *Professor, Department of Psychology, Columbia University*

James A. Mercy, *Acting Director, Division of Violence Prevention, Centers for Disease Control and Prevention*

Marta Santos Pais, *Esq., U.N. Special Representative of the Secretary-General on Violence Against Children*

Honorable Michael A. Corriero, *Executive Director, New York Center for Juvenile Justice*

Phelan Wyrick, *Co-Chair, U.S. Attorney General Eric Holder's Defending Childhood Initiative, Office of Justice Programs, U.S. Department of Justice (DOJ)*

Rae Silver, *Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences, Department of Psychology, Columbia University; Chair, Council of Scientists for the Human Frontier Science Program*

Rhonnie Jaus, *Chief, Sex Crimes and Crimes Against Children Division, Kings County District Attorney's Office (Representing Charles J. Hynes, Kings County District Attorney)*

Bruce S. McEwen

Alfred E. Mirsky Professor and Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University

I am Bruce McEwen, professor and head of the Laboratory of Neuroendocrinology at the Rockefeller University here in Manhattan.

Question: What are the most important recent findings from neuroscience and epigenetic research with regard to the epidemic levels of child maltreatment and violence against children, especially also with very young children?

Well, I think the big finding of recent years started first with the adult brain and this is now extended to the developing brain. It's that the brain is a very plastic and changeable organ and that stressors or stressful experiences, especially during early life, can change brain architecture. It can cause some brain structures to become overactive and other brain structures to become underdeveloped and underactive, which causes an imbalance in how the brain functions and how the person behaves.

Question: What national measures do you propose in order to help prevent the lifelong and even trans-

generational effects of child maltreatment and appropriate maternal/parental care of children?

I think the big issue in the case of preventing child abuse and neglect is one first of communication that is sufficient to get policymakers to enact laws and provide services that we already pretty much know about that will address these problems. One of the big issues is the return on investment, which is considerable but it's always something that will take maybe 10, 15, 20 years before it's realized; unfortunately, this society tends to be a two to four year society, expecting return almost immediately. So, we have to get that message out and to do so I think it's very important to provide the scientific facts—the information that we have from neuroscience as well as from other areas that have to do with behavioral and medical effects of early life abuse out to the policymakers to make them realize how serious a problem it is. Then, hopefully they will act accordingly recognizing that, of course, always, the financial climate, especially now, is a very serious one.

Question: What should and could be done to bring your important findings to American parents and caregivers and make them become aware of the often deleterious consequences of corporal punishment and other forms of maltreatment?

The idea of the communication to the general public, as well as to policymakers, is extraordinarily important and I've been thinking about ways that this could be improved. Much of what is done is through documentaries, for example, PBS and occasionally other of the major networks; but I think that something has to be done that would reach people at a mass audience level. Of course, one idea would be that some of the popular shows, if they could write into their script—like *House* or some of the shows that a lot of people watch—some messages of this kind that would get this across to a larger audience because communication, whether it's by television, or even by newspapers that many people read, or by the internet, has to be sort of improved and increased to build a base of popular support for these policies.

Question: Can you tell us a little about your research in a way that if you were speaking to a parent or the general public, you could explain it in a way that it would make sense?

Well our research actually began in the late 1960s when people really didn't realize that the brain was sensitive to, for example, stress or to circulating hormones in the body. We discovered that a part of the brain called the hippocampus—which is important for spatial memory, for memory of events in our daily life, for mood regulation—and it's also a brain region that degenerates early in Alzheimer's disease—is a target for cortisol, for the adrenal stress hormone. This was really the first finding that brain areas that are important for learning, memory, for many aspects of brain function and behavior were sensitive to circulating hormones. Our own work and a lot of work in a lot of other laboratories as the result of this have shown many, many different things translated to humans: the hippocampus shrinks in depression, it's smaller in post traumatic stress disorder, it shrinks in chronic jet lag, and it is smaller with chronic inflammatory disorders.

There is good news. We were part of an effort that discovered that the hippocampus also has the capacity to make new nerve cells, even in adult life, and now that has been shown to be a part of the explanation for why regular exercise—and this is not becoming a marathon runner but a sedentary person, say, starting to walk an hour a day for five out of seven days a week—actually will enlarge the volume of the hippocampus, cause it to grow, and cause memory to be improved. So, that sort of is what I call a 'top/down' therapy. It's an example

of something that people do. We know it's good for your cardiovascular system, for your metabolism, and now we know it's good for your brain.

It encourages us to believe that there are other things that can be done to improve brain function that don't involve simply taking drugs because the other lesson that we've, and others have learned from this, is that a drug is not the solution, even to depressive illness. In order for an antidepressant to work properly, it actually facilitates brain remodeling but it has to be done in an environment that is positive because if the antidepressant is taken in a bad environment, it may lead, some people have even suggested, to suicide or other problems. So, it has to be combined with a top/down intervention, but it may actually help facilitate the process of "structural remodeling," as we call it. What our work has really started out to do was to focus on the hippocampus, but now we and others have extended it to other brain regions like the prefrontal cortex, which is important for downstream control of all of our self regulatory behaviors; whether its mood or impulsiveness. It also helps us with working memory and decision-making.

Another structure, the amygdala, is a structure that actually grows under adverse circumstances, becomes hyper functional in anxiety disorders and depression and actually is no longer properly regulated if the prefrontal cortex is not properly developed, so there's this imbalance within the brain circuits that results from a chronically stressful experience; especially an early life abuse or neglect. The challenge when we then look at the adult brain is to figure out ways to help the brain help itself to perhaps help to correct or compensate for this

imbalance. That's of course, one of the challenges in psychiatry and an awful lot of people who come in with anxiety and mood disorders and other substance abuse disorders are people who have had early life adverse experiences and of course, we have to find ways of helping them. But one of the positive aspects of all of this is that the plasticity of the brain actually encourages us to believe that we can devise strategies—like exercise, like cognitive behavior therapy—that will actually help the brain help itself and help people live a more productive life.

Question: In terms of prevention, what do you think is the barrier that people don't understand or is the barrier more cultural?

Well, I think this whole question of—certainly cultural, we heard enough about that, the cultural attitudes of spanking your kid or beating them to discipline them—but it's my experience that when people realize that the brain is a living, plastic organ and that things that happen especially early in life can have lasting effects, they tend to take it a little bit more seriously because there's an attitude that, "well, it's just a psychological process, it's somehow something that is not, doesn't have any organic substance." But we know it does have organic substance. I mean, for example diabetes, type II diabetes which is rampant now, impairs the development and function of the brain. So, not only is it bad for every other organ of your body, but it's also bad for your brain and your ability to learn and perform in our society. Maybe that helps us take these things a little bit more seriously and I have the feeling that if you can get this message across to no matter whom, then they'll begin

to really take it more seriously and listen to alternatives to some of the practices.

In reading the book by Paul Tough, which is about Jeffrey Canada and the Harlem Children's Zone and his struggles to develop the baby college, the most poignant parts of that book are discussions with parents to be. They have always been or were beaten when they grew up; why should they change this behavior? Well, there's this sort of back and forth. Finally they try it out and realize that timeouts and some of these other procedures can actually work, but you have to be patient and you have to be persistent. Those are the kinds of things in the real world that have to go on but maybe with the background that you can have a long-lasting effect on the brain and the rest of the body if you do some of these things—there are ways that you can do it right, shall we say, or you can do it better.

Question: In brief, what should be communicated to the public at large and to policymakers, judges, etc. in order to promote awareness of the biological public health effects of violence against children?

I think that the most important message to be communicated to the public and to policymakers is that the brain is a very sensitive and vulnerable and plastic organ that influences what goes on in the rest of the body—whether it's the heart or the liver, every other organ of the body—and that it also responds to the hormones and the other agents from the body. It's like saying that you can't separate nature from nurture; you really can't separate the brain from the rest of the body. The brain is the central organ of stress. It's the organ that decides if something is dangerous; it responds, it regulates body functions and it's a vulnerable organ.

If it's basically damaged, shall we say, or affected early in life, it can have lifelong consequences, not only for brain function and being competitive in our world, but also for systemic illnesses. That is a huge, huge drain on healthcare costs and on our society, as well as creating misery for the people who have to endure it.

Question: What do you consider to be important contributions of this consultation to the national agenda of violence against children?

I think one of the important contributions of this consultation, I mean for me, is bringing together people like Judge Martin, other people who live in one silo while I live in another silo, and to talk to each other and communicate to realize that we have a common goal from which we can each learn from each other. Of course, then we have to go one from there to get a message out at as many levels of society as we can to begin to do the things, which are so obvious, but our society has not been doing.

Question: How do you evaluate the cross-sectoral approach of this consultation: research, judiciary, child protective and advocacy organizations, national initiative by Attorney General Holder and participation by the New York State legislators?

I think that the involvement of as many sectors of the legal community, society, the various organizations that are trying to do intervention and the scientists is vital to get a coherent message across.

Question: Do you welcome the Joint Statement from this consultation and what do you think of Assemblyman Scarborough's decision to introduce legislation for a New York State Commission on

Child Abuse and Violence Against Children?

I think that the statement is an excellent one. I think that the idea of promoting a legislative initiative is very important. It's only the beginning though, but I think it's a very important step forward.

Question: Are you willing to engage in future collaborative undertakings to promote freedom of children from violence and victimization in the U.S.?

Absolutely.

Question: How would you view this engagement in the future of what other things we could do?

Well, I'm a member of the National Scientific Council on the Developing Child that's headed by Jack Shonkoff and involves a number of meetings a year and a very active website, which people can look up and use. It has wonderful resource materials and I know that some of the people—I'm not sure if all of the people today but certainly in the science area and some policy areas—have been connected to this. An organization like the National Council would be a very good facilitator of many of these things. Jack Shonkoff and others spend a lot of time traveling to state legislatures, and not just to Washington, to try to find people who get the message and are willing to work at the more local level for change, just like in New York State. There have been some significant changes in states where we might not expect them because you find people of all political persuasions who realize what the problem is and want to do something about it. So, I think we need to have that kind of an effort that goes to the grassroots level that provides information, the best scientific information available, and of course there are

people who evaluate programs for their effectiveness. There are many different variations on those programs and we need to know more about what works and what doesn't work and emphasize the ones that do work so we don't fund things that are not going to work very well.

Question: I think that when someone thinks about child abuse, they just think physical violence. So, if you were going to define child abuse more broadly or as you've studied it in a more encompassing way, what would be a sort of abstract or cliffs notes of that?

I think for me, the basic elements of successful child rearing, aside from not physically or psychologically or sexually abusing a child, has to do with the overall consistency of the message that the child gets from a caregiver. To have a parent who is loving on the one hand and then abusive or even uses harsh language, which can be bad on another, provides a roller coaster. And we certainly know from animal experiments that having inconsistent parenting, even though the quality of the parenting when it is good is very good, leads to impaired social

and cognitive development. This has also been shown in experiments on monkeys and it makes intuitive sense from what we know about human beings that this is the same way; so a consistent message. The other thing, which I think is noteworthy... I'm often amazed at how there are not more psychopaths and really terribly disrupted people. There are wonderful examples of people who have survived some awful early life circumstances and it's often said that if they find even one person, sort of a guiding star in their life, who might be a neighbor, might be grandmother, grandfather, brother, sister or whatever, that this helps overcome all the other negative aspects. I think we sort of underestimate that. At the same time we don't want to leave it just to that which may be very unpredictable as to whether somebody is going to find it. I'm thinking of the movie, *Blindside*, and other examples where there is a marvelous story. But I think it is true that consistency over time of loving care, giving—even if there is, like a "tiger mom," a tight discipline—but if it's consistent and if it's done in the spirit of not abuse, but of love and support, that's what makes the difference.

David Finkelhor

Professor of Sociology, Director, Crimes Against Children Research Center, co-Director, Family Research Laboratory, University of New Hampshire

My name is David Finkelhor and I'm the director of the Crimes against Children Research Center at the University of New Hampshire. I'm also a professor of sociology at the University of New Hampshire.

Question: Would you please tell us the important findings about poly-victimization of children in the U.S.?

There are a group of children who experience very high rates of different kinds of victimization—they'll be bullied by their peers, they'll witness their parents hit one another, they'll be emotionally maltreated by a parent, they will be sexually assaulted by a boyfriend or girlfriend—these are kids who we call "poly-victims." They are a group of kids who experience an extraordinarily large number of adversities, have an extraordinarily high level of distress, mental health problems, and other difficulties. We miss them currently because we tend to define most of the kids we're looking for by a single type of victimization, "Oh, these are victims of bullying" or "These are victims of sexual abuse," but there are subgroups within

each of those populations we really should be identifying and who need some special attention.

Question: What does your first National Survey on Children Exposed to Violence 2009 tell us about the extent and prevalence of your findings?

We've done a National Survey of Children Exposed to Violence, which interviewed parents and children about the experiences of over 4,100 children in the United States—a representative sample of American children—and we found some extraordinary things. First of all, over 60 percent of the kids had been exposed to some kind of violence, abuse, victimization over the course of just the last year. One in ten kids had experienced maltreatment at the hands of a caregiver. Five percent have been sexually victimized just in the previous year. Because we're asking about a large range of over 40 different kinds of exposure, we found a lot more than previous surveys have found. We also, because we're asking about children over the whole span of childhood, found out that the expo-

sure starts very early to children—as young as 3 or 4—start to have very high levels of exposure and it continues on from there. There are some kinds of victimization that increases as kids get older, but overall these high levels of victimization start very young.

Question: On the basis of your extensive research, what are your recommendations to prevent violence against children?

There are lots of ideas about how to prevent violence against children. There are three main approaches that have been supported by research evidence up until now. One of them is to provide improved education for parents about how to manage their kids, how to handle disciplinary issues in a way that avoids psychological and emotional maltreatment. A second kind of prevention strategy that's proven to be effective is having trained nurses or other professionals go in and visit families that have new children, recently born, to orient them to parenting, to assess the quality of the family environment, to link them up with services that they may need to become bet-

ter parents. The third strategy that has had quite a bit of success are prevention programs that are focused on the school environment, that teach kids how to avoid or settle conflicts, that give them expectations that they are not going to fight or use aggression, that teach them how to avoid sexual victimization—to teach them how to avoid getting assaulted by boyfriends or girlfriends. These school programs, if accompanied by opportunities to learn on numerous occasions about these ways of staying safe, have been shown to be effective. There may be other things. There may be other ideas that people have but we know that these are ones that have been successful and so are ones that should be available to children early throughout the country.

Question: I want to know a little bit more about your organization and what your initiatives are and how are you working with other disciplines? One thing about this consultation is that there is a cross-disciplinary synergy; is this something that is kind of new and is that something that you see as key in changing the situation?

The goal of this meeting, to bring people from different disciplines together, is an important one and something that's badly needed. Our organization focuses on trying to bring research and statistical knowledge to bear on the problem of children's exposure to violence. A lot of this problem gets handled by the criminal justice system and the courts and judges who don't, by in large, have much exposure to research and epidemiology. We have some technologies that I think really can be helpful to them in trying to improve the decision-making process and the nature of the institution. This kind of collaboration, I think, can be very valuable.



Frances A. Champagne

Professor, Department of Psychology, Columbia University

My name is Frances Champagne. I am an associate professor at Columbia University in the department of psychology.

Question: What are the most important recent findings from neuroscience and epigenetic research with regard to the epidemic levels of child maltreatment and violence against children, especially also of very young children?

I think some of the key findings that have come out in recent years really describe the biological impact of early childhood adversity, both the meaning and the timing of that impact, so having earlier impact has more profound effects, but there is also the nature of the biological effect. We know a lot more now about how the experience of abuse and neglect may become embedded at a biological level in the neurons within the brain, in the cells and in the genes within those cells, and how that can have a lasting effect on function.

Question: What national measures do you propose in order to help prevent the

lifelong and even trans-generational effects of child maltreatment and appropriate maternal parental care for children?

I think the lifelong and trans-generational consequences of early adversity are something that we do know a lot more about. The question is what to do about them and certainly the basic clinical work and basic animal research that is being conducted right now suggests that these effects of early life adversity do become incorporated into our biology, that they can have implication for the next generation of offspring, and for their functioning as parents as it relates to the care of their offspring. Now in terms of proposing a national measure to deal with that, that's quite another level of analysis, so it's fine to kind of generate this data but "what do we do?" From what I have read of the literature and my experience with these kind of experiments, you can intervene, you can change the way that parents interact with their children—and we do a lot of studies in rodents looking at how the quality of the environment can shift patterns of

maternal care and increase maternal care or decrease maternal care—and so really as a measure that could be applied, we have to think about what in human population are driving variations in parental care in the levels of abuse and neglect and intervene at that level and think, "Okay, how can we make the lives of mothers and fathers better to reduce the stresses experienced during the parenting process, and how do we provide education about parenting practices? What will be most beneficial for neurobiological development but also development in general?" So I think really it's about finding what it is about—what it is we can do to provide more resources for parents because I think that ultimately, this could have multi-generational consequences.

Question: What should and could be done to bring your important findings to American parents and caregivers and make them become aware of the often deleterious consequences of corporal punishment and other forms of maltreatment?

I think trying to communicate some of the basic science to the larger public is a really great challenge and what you need to do is find: What is it about your science? Scientists are very protective of their science and we spend so much time working with the details of the processes we go through, but what is the message from that science that's most relevant and most influential on the way people think and the way people behave? And that's of course a whole other kind of level of thinking about the data, but I think trying to work with scientists and work with people who know about communicating to the public and what the public responds to in terms of health messages, is something that we need to do to get that information out there. I think the media is certainly one route, something that people can relate to, that doesn't look over intellectualized but is really trying to provide a message and not a message of blame or a message of finding fault with the way people are behaving, but to try to convey the idea that these are the kind of supportive measures that will nurture a healthy development in your children and this is what you can do, and find a positive message.

Question: If you were talking to a parent, like this were a PSA and we wanted to say two or three sentences to a parent, what would you say to that parent?

Well, I probably wouldn't because I'm always concerned that though I know what I see in the data in our models, I may not know how to translate that work as well as people who work with human populations all the time and work with families all the time. But, I think just trying to think about the contingency of

the care and the contingency of parent/offspring interactions and stressors that kind of prevent individuals from engaging in contingent nurturing care, something where you can look at your life and ask, "Well, what is preventing me from interacting with my children in the way that I need to be?" and trying to address those issues whether they are financial, personal or monetary.

Question: What should be communicated to the public at large and policy makers, judges, etc. in order to promote awareness of the biological public health effects of violence against children?

Well, I think meetings like the one we're having today where we have a nice mix of basic scientists, of people working in the courts, of people working with families, of people doing research on abuse and neglect and violence against children is really a good starting point. It's really about getting the information to the people who can use it and getting that information condensed and expressed in such a way that it will be something that they feel, "Ok well, I can take this and apply it in the setting that I work in" and I think that that's one of the critical movements that we have to engage in looking at how early life experiences become encoded at an epigenetic level and probably even more importantly how those effects can persist across generations. So, we know that, for example, there are cycles of abuse and that maternal care, variation maternal care, can be perpetuated over generations, but my work is looking at the biological mechanism of that and thinking kind of more broadly about the question of inheritance—to incorporate social experiences,

epigenetic processes and larger environmental variables in allowing effects to persist.

Question: So in layman's terms that is, basically, abuse could be handed down genetically?

Let us not say genetically, but through shaping of the activity of our genes, so our experiences shape the activity of our genes, and that may be able to be passed down across generations.

I think to condense what I do into simple terms, I'm looking at how the experiences we have become encoded and shape the way our genes are active or inactive and those changes in the sculpting of our genes can be passed across generations and affect behavior.

Question: What do you consider to be the important contributions of this consultation to the national agenda of violence against children?

I think one of the main contributions is really the awareness that different groups have of what's going on. What's going on in the courts, what's going on in the world of neuroscience, what's going on in terms of the epidemiological studies because everyone has their area of expertise and we tend to keep to those domains, but I think these kinds of integrative meetings are very interesting. They are very interesting for me. I love to see how this work could have meaning in an actual real sense rather than just an academic sense, so I think there is great value in kind of continued discussions and forums like this.

Question: Can you explain the general process of epigenetics?

One of the findings from recent molecular biology and neuroscience is in regards to the way in which genes are regulated and become active. So we know that we have DNA and that it's glorious and has all this potential, but of course there's all these mechanisms in our biology that serve either to turn off or turn on genes and that's an important feature of development in general. Without out these processes, we wouldn't be able to develop. We wouldn't survive beyond very early embryonic time points and so more recently what has come to light is that experience that an individual has during prenatal development, during postnatal development can shape those mechanisms which either turn off or turn on genes. That refers to this new and kind of virgining field of epigenetics. So epigenetics is the study of those factors that can change gene activity without changing the underlying DNA itself and so these mechanisms have really shed light onto the way in which our environments that we experience interact with the DNA that we have. This is one mechanism that we can use to understand how early life adversity, either caused by prenatal stress or later exposure to neglect, abuse and variation in parenting practices, might become encoded into our biology, change the way our genes function and lead to long-term changes in our brain and behavior.

Question: Are you willing to engage in future collaborative undertakings to promote the freedom of children from violence and victimization in the U.S.?

Oh, I'd certainly be interested in continued work with groups that are exploring this kind of application of this work and to public policy as well. I work with groups who think about neonatal practices for pre-term infants who are at

a very high risk and it's really rewarding, so for me it's got great benefits and I hopefully it will benefit the larger public policy as well.



James A. Mercy

Acting Director, Division of Violence Prevention, Centers for Disease Control and Prevention

My name is James Mercy. I work for the Division of Violence Prevention at the Centers for Disease Control and Prevention (CDC) in Atlanta, Georgia and my title is the special advisor for global activities in that division which means I deal with the global work for international work on violence prevention.

Question: Could you please explain to us what are the epidemiological findings when it comes to violence against children?

Well, violence against children—I think the most important thing to know about violence against children is that it's extremely common. We know that as many as six out of 10 children experience some type of violence in any given year or witness violence in any given year. One in 10 children is abused by a parent or caretaker, almost half of children suffered some sort of assault during the past year, and about one in 16 children suffer some sort of sexual victimization. So, violence is much more common, I think, than we understand. That's the most important thing to understand

about the epidemiology of violence. The other thing to understand is that it has incredibly important consequences, particularly health consequences. We've learned that exposure to violence can actually affect brain architecture in ways that make children more vulnerable to a range of mental and physical health problems during the course of their lives—greater risk for depression disorders when they are adults, anxiety disorders, and greater risk for common leading causes of death like diabetes, cancer, and heart disease. All of this adds up to mean that violence against children exacts a tremendous cost in our society; a human toll, as well as an economic toll that really is enormous.

Question: Can you tell us about the work of your Division of Violence Prevention?

What we do at the Division of Violence Prevention at CDC is work to find ways to prevent violence from occurring. To do that we do four things: One thing is we develop data systems so we can track the problem, understand how big it is.

What are the circumstances under which it occurs? What are the risk factors and protective factors that explain why violence occurs or why it doesn't occur? We also develop interventions and policies to prevent the problem and we evaluate them to see which are effective and which aren't. Then, once we have all that information, we try to find ways to get it implemented, to get it scaled up, and spread and disseminated so that states and cities and communities can use the best available information to prevent violence.

Question: What are the health problems created by violence against children?

Violence against children creates, it contributes to a variety of health problems. The reason is, is because the stress that's caused by such exposure to violence actually can change the architecture of the brain and can actually change DNA in the genetics of the body. It gets under the skin in ways that cause health problems that damage the stress regulation system and the formation of healthy neurocircuitry in the brains. These damages can lead

to a variety of health problems—mental health problems like depression and anxiety, and physical health problems like diabetes, cancer, heart disease and stroke. Let me give you an example of how it might work: A child who is exposed to extreme levels of violence may have a damaged stress regulation system and what they may do to compensate for that damage is to self-medicate themselves. So they may smoke, they may overeat, they may abuse drugs and these are in turn risk factors for some of our most common health problems. So, there's a link between exposure to this type of violence and some of the leading causes of death we face in society.

Question: What are the costs of violence against children to American society?

The costs of violence against children in the United States are enormous. One type of violence against children, child maltreatment, we've estimated actually the cost of that particular aspect

of the problem. In 2008, child maltreatment costs \$121 billion for the child maltreatment that occurred in the country in that year in lifetime costs. Costs that those children and society will bear because of the health consequences, the criminal justice consequences, the educational consequences over the course of their lifetimes. Now that \$121 billion, we will replicate it each year as we have new victims. So, it behooves us to find ways to prevent this problem because it costs us so much that if we can find effective ways to prevent it, we can save society many costs down the road.

Question: What do you think is the most important thing that can come out of an event like this with the different disciplines?

I'll give you something I'd like to say and that is—maybe along those lines—that we really know a lot about how to prevent violence against children. There are effective strategies. We really know a lot about how to prevent violence against children. I think

that's not well appreciated. There are effective strategies to prevent child maltreatment. For example, home visitation programs have found to reduce child maltreatment by as much as 40 percent in some communities. Programs that teach parents skills that they can use to better manage their kids, to raise them non-violently, to develop stronger bonds with their children; a variety of strategies that can be used by parents in ways that can actually prevent child maltreatment. We also know a lot about youth violence prevention. We know that school-based programs that teach kids conflict resolution skills, ways to navigate their environment in ways that are socially positive but don't lead to violence can be effective in reducing violence to youth, as well as parenting programs that involve parents. Parents are key; we need to help parents manage these problems. So, there's many ways we have in our arsenal to prevent this problem.

Marta Santos Pais, Esq.

U.N. Special Representative of the Secretary-General on Violence Against Children

I am Marta Santos Pais. I am the Special Representative of the Secretary-General of the United Nations on Violence Against Children. The United Nations, as you know, is a multilateral organization where all members of the international community take part and is designed to promote and protect the human rights of all members of the human family, to promote social progress, and to ensure that peace prevails and wars are prevented.

Question: Would you please tell us about your global mandate to protect children from violence?

I have a global mandate to protect children from violence, which has been established by the United Nations two years ago. This mandate is designed to raise awareness about the negative impact of violence against children in children's development, in their school performance, and in their ability to grow as confident citizens. It is also designed to promote action—policy action—and social support by governments and civil societies around the world for violence not to be a reality shaping the daily lives of chil-

dren. My mandate is done, of course, with many partners within the United Nations and beyond the United Nations. And a big opportunity it has provided is to promote the convergence of actors, of all those who have a responsibility or feel they care for children and want to build a world where violence has no place.

Question: What are today, the most important achievements and developments in the European Union, the Council of Europe, and in countries in Latin America, Africa, Asia and Eastern Europe?

You know, all over the world in all regions of the world—including within the European Union member states, in the Council of Europe covering 27 countries in Europe, in Asia, in Africa, in Latin America—we see a very systematic acknowledgment of the importance of violence against children as a phenomenon that cannot be kept hidden and needs to be addressed vigorously by governments, but also by civil society, community, and families themselves. And increasingly across all of these regions, we also see

a recognition that children are not only the victims of this phenomenon, but they are equally very important agents of change; they not only suffer the impact of violence, but they are very clear about how they want to shape a world where violence really does not prevail.

For that reason, in all these regions we see a very strong political will to promote forums, discussion, and debates and also to undertake important legislative and policy measures that can help prevent and address violence against children. I feel very encouraged by the fact that since I have started my work with the United Nations in this area, almost in all regions of the world, there has been a very important political statement undertaken by the responsible authorities in the region with a very clear strategy on what needs to happen and how it should be implemented with the involvement of all relevant stakeholders. And in many of these regions, there has also been a commitment to establish a monitoring body that oversees the process of implementation and can be a way of reminding governments, in particular, of what they were

able to do and for which they should be, of course, praised and acknowledged—and of the many things that have not yet been achieved where further efforts need to be promoted.

Question: What role does the introduction of new policies and legislation play in promoting the elimination of violence against children?

You know, in all of these cases, introducing legislation and policies to prevent violence against children is a critical step to create a world without violence. I feel encouraged by the fact that in many countries, we see great openness to debate the important stronger normative framework that can provide to the society a very clear message that violence is not acceptable and cannot be a means of promoting the development of the child, or a means of interacting with the child within the school system, or as a response to any incident within the society as a whole.

In countries where legislation has been introduced to prohibit all forms of violence against children—including corporal punishment and spanking within the family, for instance, where the privacy, as we know, is usually such an important obstacle to understand what is happening with children—when we see that legislation has been introduced, usually the public debate around this phenomenon has also grown. The ability for people to feel that they are encouraged to come forward if something wrong happens to their lives and for professionals to feel that they have individually also a responsibility in referring incidences of violence to the responsible institutions, in reporting cases when they happen near them, around them,

or by some of them, or to support children in their healing, in their recovery, in their reintegration is becoming much more apparent. So, I see the law in particular, not as a tool for the legal experts which it is, but also a tool for society in providing to this phenomenon the priority it deserves and in provoking everybody to feel that everyone has a role in contributing to this process.

Public policies function in a similar manner. I'm particularly interested in promoting awareness about the fact that economic policy decisions are as important as the establishment of a commission to investigate the instances of violence against children, for instance in a country, or to ensure that children are in school and the school is safe because there is a very important aspect, which is the economic cost to society. Not only for the individual child who has to go through medical treatment, recovery, and social reintegration, very often having to benefit from the support of so many different actors and professionals, but also for the family and for the society as a whole. The response to violence is much more costly than the investment in prevention and unfortunately, we are not yet investing enough in the prevention side.

Question: What other measures do you see as being crucial to preventing child maltreatment?

One of the key measures I see as making a real difference is to start investing in children and investing in children from the moment of birth. It's very important to recognize that in countries where investment in early childhood policies, in good parenting programs, in visitation programs, when the family

has the first child, for instance, in ensuring that birth attendants, registrars when the child is registered to have an identity, a name, a family relation acknowledged by the state; all of those moments are very important to influence the family, the parents—to play the best role that everyone wants to play but to be coached in this very important process that is going to be so strategic for children. As children begin to participate in childhood care services or access school, it's incredibly important to continue to empower children to raise awareness about the fact that violence is not a way of reacting to their friends, that it is important to find solutions in a peaceful, respectful manner when there is a conflict, a tension, or a diversion of opinions. As children grow into adolescents, this is even more important, but I think very often around the world we have failed to invest in this very important partner; the key partner, which is children themselves. But I feel at the same time, very encouraged by the many important initiatives young people are promoting in raising awareness, peer education, in promoting blogs, websites, fact sheets where they can discuss these issues that are of concern for them in all regions of the world; it's the most important concern children have and at the same time to feel that they are not alone. If something happens, they can react and the services of the state will be ready to give them a hand.

Question: How many countries have prohibited corporal punishment of children in homes, schools, and elsewhere?

An important number of countries have adopted legislation to prohibit violence in all of its

forms and in all contexts. At this moment, we believe 32 countries have such an overall prohibition but what does this mean? It means there's a provision in the law, sometimes in the constitution itself. For instance, in Kenya recently, there is a very important provision included in their new constitution identifying so many different forms of violence that will not and should not be used against children, but when this happens it does not mean that everything is solved. First, only 5 percent of the kids around the world benefit from this legal protection, it's absolutely not enough; only 32 countries have the prohibition. Similarly, between the provision in the law and implementation in practice, there is a big gap. If we do not invest in raising awareness about what the law says, what people can do to make use of the legislation, how the professionals are going to be trained in its implementation and how civil society and children and families in particular can demand the implementation of the law, then there is a big gap.

For this reason, one of the areas that I have been insisting on is in the importance of also establishing by law, child sensitive counseling, reporting, and complaint mechanisms, which means that there will be institutions with well-trained staff to listen to what the child has to say, sometimes to listen to the silence of the child, sometimes to guess what is in the heart and the soul of the child; but to help the child to go through and be confident enough to tell the story and to feel that the support that he or she is going to receive is going to make a difference in his or her life.

Question: What are the most important goals for the near future with regard to protecting children from

violence globally?

I see three important goals in which we need to continue to work to prevent and address violence against children around the world. Certainly, the first one is the question of legislation that was mentioned just a moment ago. It's very important to have a very clear and unequivocal message in law of what is right and wrong. We cannot have half-truths or half-solutions; it has to be a clear ban on all forms of violence in all contexts—including in the private sphere of the family, in care or justice institutions, or whatever other contexts there may be.

The second important goal is that each and every nation, each and every state and municipality can have a very clear vision of what it wants to address when the phenomenon of violence against children is at stake. What is the strategy to achieve a society where violence has no place? Who are the key departments that need to play a role? Who are the key stakeholders in society who need to be associated? How is it possible to have an evaluation mechanism to assess progress and to try to remind us of things that have not yet taken place? Unfortunately, these action plans, these strategies are not always addressed or when they are addressed, they are developed by a particular sector in the administration and are not mainstreamed in the big policy agenda of countries or states or municipalities, for instance—very often, resources are not a part of it. Therefore, we compromise the effectiveness of the action plan.

The third goal is the question of having better data and research on violence against children. We don't know enough about the incidence of this phenomenon. Of course, I'm very pleased that

in the United States a very important comprehensive National Survey on the Exposure of Children to Violence has been concluded in 2008 and is being developed further. It gives a very clear incidence of the high relevance of violence in the lives of children when it recognizes that more than 60 percent of the children surveyed had suffered some form of violence. But in the majority of countries, we don't have even these indications so we are guessing, knowing from the start that reporting is difficult because people feel that they are going to tell something that hurts a lot, their souls. Professionals are not ready to take account of these stories. Very often, there is no centralization of that data and the statistical information is fragmented and absolutely insufficient to tell about the incidence of this problem. And we don't have enough studies to understand what is happening: how children perceive violence, for instance differently in age groups that are also different, how boys and girls look at the issue; how families who live in urban settings or rural settings perceive it and address it. When we are confronted with societies where violence is a part of everyday life because there is availability of guns, because there is drug trafficking or any other element associated with organized crime, we don't have information of the impact of these situations on children. So, it's very important to break the silence and to overcome invisibility to invest in this. I see some signals of hope in many parts of the world, but absolutely not enough. Again in the United States, the evidence, the incredible intellectual community that exists in this country—data that has been promoted recently can be a very strong reference for countries in other parts of the world.

Question: In light of today's National Consultation, what role does today's conference play in introducing Violence Against Children initiatives in the United States?

The National Consultation on Violence Against Children that is being held today here in New York is of decisive relevance for promoting this issue within the country. It brings together, not only a wide range of experts from different disciplines who have been working for many years on the question of violence against children in the United States, but because it also associates decisive law makers who can make a difference in policymaking for the prevention and the responses for violence against children. I anticipate that in the discussions, there will be an opportunity not only to listen to suggestions about how we can bring together the different pieces of data and research that have been developed in the country so that we have a more uniformed and integrated picture of the issues we are dealing with within the home, within the school, in the community, in the juvenile justice system and so on, but also that there will be the sufficient political will to propose a New York State Commission to deal with violence and abuse of children. It will be very important that at the state level within the United States, there will be this important step forward to make the society aware that there is an institution that is established to have regular review of policies and legislative acts to prevent and address violence against children and can help monitor progress along the way. I'm confident this will be one of the important outcomes of this New York Consultation on Violence Against Children.

Question: What are the important contributions of this consultation to the international agenda of violence against children?

This National Consultation being held in New York may also play a very important role in supporting the global process of violence prevention and elimination. First, because unfortunately, we don't see many countries promoting a national reflection of what the reality is, what the magnitude of violence is in the country and doesn't bring together law makers and experts, researchers together with those who take decisions to make a difference and to move forward to findings of important studies that are conducted. But in addition, the effect that the United States plays in such a decisive role as a donor country in supporting initiatives in other parts in the world, in exporting its important research, in making known the good policies for children that are being promoted in the country—and certainly the Attorney General's Defending Childhood Initiative to address violence against children is a very important reference in this regard—will inspire and give very important food for thought in other parts of the world and can generate a spirit of solidarity that I'm sure will be helpful. I also recognize that in all other regions of the world, there has been an important effort developed to have regional institutions sitting together periodically to review where they are and where they want to be in relation to violence against children. Unfortunately, in North America, this initiative has not taken place yet and I'm confident that this National Consultation will be, in a way, stirring a debate around this opportunity. I would very much hope that it could give ideas as to how countries in North America could join

efforts to bring governmental officials together with experts, activists, communities, families, and media to look forward for a very visionary strategy to prevent and address violence against children in this part of the globe.

Question: How do you evaluate the cross-sectoral approach of this consultation: research, judiciary, child protective, and advocacy organizations, national initiative by Attorney General Holder and participation by the New York State legislators?

I believe that this National Consultation and the fact that it has brought together such an important wide range of participants and stakeholders—representing the legislative dimension, representing administration, representing academia, but also international organizations like the United Nations and UNICEF for instance—is invaluable. It's invaluable because it helps to look at the child not as a fragmented human being according to who takes decisions for the improvement of their lives. It doesn't stop at the temptation of looking at the child from different disciplinary points of view but it brings all of them together to look at the child as a single human being, who from birth to the moment of death is subject to different risks of violence that can be empowered to prevent violence from occurring and can also contribute for not perpetuating it in the family, in the school, in the community and it can really bring forward this vision that within this important nation, violence will not be the reference for children to grow up; it can be a part of the past and that's what we want to do. So, I see these important cross-sectorial and cross stakeholder reflec-

tions as being a very good reference for many other initiatives that maybe replicated within the United States and in other parts of the world.

Question: Do you welcome the Joint Statement from this consultation and what do you think of Assemblyman Scarborough's decision to introduce new legislation for a New York State Commission on Child Abuse and Violence Against Children?

I welcome very much that this National Consultation anticipates the signing by all participants of a joint statement that brings together all those who are contributing to this consultation by anticipating what they can do to advance this important topic—preventing children from violence. I very much like it because very often meetings are just meetings, historically they play a role but people then go back to their lives and their different professions and the important ideas that were put forward get lost, get forgotten and in the middle of so many priorities that we all need to deal with, become a part of the past; not the present or the future. So the fact that the joint statement is issued I think will be, and hopefully signed by all participants, will be a reminder of the importance of the topics that are at stake in this consultation and at the same time because it is action-oriented will help the participants mobilize support for the different measures that have been anticipated in the joint statement. One of them is that that New York State might benefit from the establishment of a Commission on Child Abuse and Violence against Children. I find it a very important measure. I think it is a critical institution, again, to promote the convergence of efforts to create a platform where the review and assessment of progress may be

part of daily decision-making, which can also provide to the society, all those who live in the State of New York, the indication that the state is really committed to helping—that violence is not part of children's lives and becomes part of the past. I see it as an incredibly encouraging measure and I hope again that it will last, not just as a joint statement signed today, but as a very important agenda for the future.

Question: What role will the contribution and latest finding from neuroscience and epigenetic research presented today play in your future agenda as a special representative?

In my work as Special Representative of the Secretary-General, I am very committed to continuing to learn from important neuroscience findings and research that can help make everybody realize that in fact when we deal with violence, we are not at all trying to give priority to accusing a number of actors that perpetrate violence, we are not trying to put a sense of guilt amongst law enforcement officials who use violence as a way of convincing young people to do the right thing, or teachers or members of the family, but in fact we are trying to invest in prevention. We need, for that reason, to try to understand the impact on the inner being, of how the stress can be aggravating the way we react to things that happen in our lives and can help perpetrate violence, which is something that we do not want to see happening. So, neuroscience is a way of ensuring that from birth—in fact, even before birth—we are investing in the best possible environment for children to grow up in, to become confident, to have a surrounding environment that is reassuring, that transmits affec-

tion and belief and trust and makes us always feel the need to find solutions that are peaceful in order to overcome tension, and divergent opinions and conflict.

Therefore, this combination is very important. It's very new. It is something that has not been promoted for many years but it also has another implication, which is the reminder that if we invest in early years and if we take into account the important teachings from neuroscience, in fact, we realize better than ever how important it is from the economic point of view to invest in prevention rather than to respond and to face the incredible cost of responding to violence against children.

Question: Could you provide us with broader definition of violence against children?

Very often I am confronted with what violence means and when talking to children, in fact, I realize more and more that—from their point of view and this is what we need to be reminded of all the time, that we are talking about violence that affects their lives—it is not necessarily only the most extreme forms of violence that happens to them. Being assaulted in the middle of the street, a girl who is forced to get married at a very early age, a girl that is victim of female genital mutilation, or a boy that is placed in detention with an adult, all of those are, of course, extreme forms of violence. The young people who are sentenced to capital punishment or to stoning or to amputation, those are extreme forms of violence—and of course they are incredibly worried about those but they are not less worried about other forms of violence that are completely invisible to most of us. When they are threatened or abandoned by their parents because they did-

n't do something right at home, when they are humiliated, when they are bullied, when they are verbally accused of something that hurts them in the inner soul of their existence, that's where the human dignity is affected. That's what makes them feel more angry and revolted and with a sense that the world cannot be built upon this model and something different needs to be guiding the way we interact with other people.

Therefore, I think it is very important that we resist the temptation of categorizing forms of violence just to say "Ok, we deal with the most serious ones first and then when things are better, we will try to do others," because that was in fact the attitude we had when we started to address the question of slavery. That was the attitude we had when we were addressing the question of violence against women and today no one accepts that within the privacy of the home, a woman can be victimized by rape or ill treatment; it is a public good that is a stake and that's exactly the same approach that we want to see prevailing for children. I'm very

confident that national consultations like this one will help us raise awareness about this fact and bring children also on board to understand better how they perceive it and the solutions they have to propose for us.

Question: It could be one or two things; do you have any statistics that you can tell us about violence either here or abroad?

There are, although we don't have much information about the incidence and magnitude of violence against children, we have data that is sufficiently worrying. In fact, that gives us a sense of urgency of addressing this question. A recent study of UNICEF conducted in 35 countries in the developing world confirmed that 75 percent of children suffer some form of violence within the home, which may be yelling, being hit, screaming at the child, but it may also be subjecting the child to extreme forms of violence with the use of a whip or a belt.

In Europe, one in every five children are victims of some forms of sexual abuse: it may

be on the internet, it may be harassment through dating with the use of the mobile phone, it may be by exposure to information that is hurtful to the child or it may, more effectively be from being a direct victim of rape or sexual violence. If we think about countries—like in Africa recently, an important survey was conducted in Tanzania where more than 70 percent of the kids were victims of some form of violence. More than 30 percent were victims of sexual violence and this is what we see replicated across regions. This is, unfortunately, not part of the public debate; this is not part of the policy agenda, internationally and regionally. That's why I feel it is so important to keep hammering these issues and bringing them into the open and forcing policymakers and decision makers but also religious leaders and local leaders to see the importance of these issues for the social progress of their communities and to feel that everyone has role to play and can contribute to making a world where violence has no place.

Honorable Michael A. Corriero

Executive Director, New York Center for Juvenile Justice

I am Michael Corriero. I'm the executive director and founder of the New York Center for Juvenile Justice. Before that, I was a judge for 28 years in the criminal courts in the State of New York. The last 16 years, I had the responsibility of resolving the cases of all of the 13-, 14- and 15-year-old children who were accused of the most serious crimes pursuant to New York's Juvenile Offender Law.

Question: Could you tell us what your organization does?

Well the New York Center for Juvenile Justice's mission really can be condensed to just four words: Judging children as children. That means it's really challenging all of us to develop a legal framework that helps us to respond to the issues that children present in a developmentally sensitive way and recognizes that children are developmentally different from adults. It also provides a system that allows room for reform, which means that we shouldn't penalize forever the acts of a youth if that child can demonstrate that they've learned from the experience.

Question: You have been advocating that children should be 'judged as children' and not be criminally held liable as adults before they have reached the age of 18.

As a general rule, that is our proposition. What we believe, consistent with the American Bar Association and the United Nations Convention on the Rights of the Child (UNCRC), is that young people under 18 years of age have not yet fully matured, in general, so that their judgment is of a soundness that would incur the criminal responsibility of that of an adult. Now, that doesn't mean that all children under 18 years of age who are accused of the most serious and violent crimes are going to be excused for their behavior. On the contrary, what we're advocating for is a system that more finely identifies those children who are dangerous.

So, we say that as a general rule, all children under 18 years of age should not be presumed to be adults, but we can create a legal framework of adjudication of their cases that helps us to limit the criminalization of

youth to those whose acts are so horrendous or dangerous, or their background is so unrepairable that we have no other alternative but to keep them from society for as long as possible. Unfortunately, that often occurs along with a criminal record but we believe that the vast majority of children under 18 can be dealt with in a much more developmentally sensitive way that will prevent them from carrying the lifetime stigma of a criminal record; even for those acts which may otherwise be considered criminal if done by an adult.

Question: Please tell us about your work and initiatives to reform the juvenile justice system in the State of New York and the United States generally.

As an advocate, and New York Center for Juvenile Justice is an advocacy agency, we have been traveling across the state, across the nation, and indeed across the world raising awareness about the inflexibility of laws that treat children, as young as 13 or 14 years of age, as adults. So, what we've been doing is speaking in the law schools and, especially to the

law students or the student population; they seem to grasp this issue quite quickly and recognize that children under 18 can't be held to the same standards that we hold people who have reached the age of 18. If you look across the spectrum, the contextual spectrum with respect to the responsibility and the ability of youth under 18 to make judgments that are respected in the community. You notice that for example no youth under 18 can enter into a binding contract without the consent of their family. You cannot vote before you reach 18. In some states you can't drive before you reach 18. You shouldn't be smoking before you reach the age of 18 and you couldn't see certain movies unless you were with an adult. So, in most legal contexts, until a child reaches 18, they're not considered sufficiently mature to enter into a binding, or make a binding decision, and yet we criminalize children as young as 14 who are accused of certain offenses in New York and all children who reach the age of 16 are presumed to be adults and can be held criminally responsible in New York State.

Question: How do you view the initiatives of this National Consultation to bring together representatives of many different systems—sciences, judiciary, Department of Justice, child protective and advocacy agencies, as well as legislators?

I think it's very important that we have cross-system cooperation and coordination. The reason for that is that we cannot compartmentalize our response to the mistakes or misdeeds of young people, nor can we ignore the fact that children who are victimized are more likely and more prone to engage in violence as they get older. What

we're really doing is criminalizing victimization. Our luncheon speaker today, for example, indicated that a key factor in why young people commit crimes is that they have either witnessed violence or have been abused themselves. So, children who live in an environment where violence is a response to whatever the issue is that's confronting that child or that extended family relationship see violence as a way of achieving their goals rather than through appropriate socialization responses. So, it is very important that we do not compartmentalize and the children who are abused, we should have systemic flexibility to recognize that children who are abused are less culpable in the overarching context in criminal responsibility than they would otherwise be.

Question: What, in your view, are the most urgent changes in the systems of law and the judiciary to prevent violence against children?

I think that we need to put our fiscal house in order. There are many, many evidence-based interventions and prevention programs that are suffering because we have not made them a priority—in terms of funding and in terms of their importance, in the overarching vision of what we need to have in place in order to achieve a much more compassionate and sensitive response to the issues presented by child abuse, and ultimately criminalization. So, I think the first thing that we need to do is to have our policymakers recognize and put on the front burner, if you will, the need to invest significantly in these preventive measures that create family situations where the families know how to respond to crisis in less violent,

less abusive manners.

Question: How do the policies and how do we compare, as far as you know, compare to other countries?

In terms of our international standing, the United Nations Convention on the Rights of the Child is a wonderfully thoughtful document that represents a composite of the best thinking on children who are abused, children who violate the law and, in terms of America's status with respect to that document, there are only two nations in the entire world that have not ratified the United Nations Convention on the Rights of the Child: Somalia and the United States. I think that this has to be remedied. It is not that the United States is not making a significant effort to deal with these issues, but in my travels abroad where I've been asked to go and speak about juvenile justice issues and the progress we're making here in respect to them, I first have to overcome that initial 10 minutes of, "Well, you're not even a signatory to the Convention on the Rights of the Child. How can you come here and lecture us, if you will, on progressive policies or evidence-based interventions that you think should work?" The United Nations Convention on the Rights of the Child is essentially a moral document—as is our criminal law and our penal law—it incorporates our values and our beliefs with respect to children. We need to make sure that that initial statement on our part is very clear and very precise, that we value children in our society and by adopting the United Nations Convention on the Rights of the Child we're making that a very clear statement.

Question: Why do you think we didn't?

My impression is, first of all, up until a couple years ago, we executed children under 18 years of age for their crimes. One of the principle core elements of the United Nations Convention on the Rights of the Child was that no child under 18 should be treated as an adult, nor should any child under 18 be sent to a prison or an institution where the response was more punitive than rehabilitative. Yet, as I say, there were states in America that executed many young people for crimes they committed under 18 years of age; I think that was a hurdle. That hurdle has been overcome. The next hurdle, I believe, is the fact that the Convention also incorporates a vision of family and a vision of the child having a say in his or her life. I think that for one reason or another, politically that concept of the "child's voice" and the extent of it has not been fully embraced by elements in our national legislature. And aside from the fact that we also imprison so many people, not only children but adults—we're one of the most, in the industrialized nations of the world; we imprison more people per capita than most. So, we have a long way to go.



Phelan Wyrick

*Co-Chair, U.S. Attorney General Eric Holder's Defending Childhood Initiative,
Office of Justice Programs, U.S. Department of Justice (DOJ)*

I'm Phelan Wyrick. I'm a senior advisor in the Office of the Assistant Attorney General in the Office of Justice Programs with the U.S. Department of Justice. Office of Justice Programs, within the Department of Justice, is one of the major grant making arms of DOJ. We provide support to localities, states, and tribes for a wide range of programs, service delivery, but also for training and technical assistance, and to support research program evaluation, collection of statistics—a broad range of support to advance the mission.

Question: Would you please tell us about the major components of Attorney General Holder's Defending Childhood Initiative?

The major components of Attorney General Holder's Defending Childhood Initiative are to support localities across the country in addressing the challenges of children exposed to violence, both direct exposure and witnessing of violence. We're supporting cities around the country to develop comprehensive responses to this problem by assessing the challenges and working with multidisciplinary

partnerships to build more effective responses. But, we're doing more than that too. We also support research, evaluation, and statistical collections that help us better understand the prevalence of this challenge in our country. Further, we work to support a national task force that has begun just this year that will work over the course of the next 12 months to really collect from people across the country—experts, practitioners, and regular community members as well as information that will inform policy recommendations at the state, local, and federal levels.

Question: How do you envision preventing all the circumstances in which children either observe or are the objects of violence?

It's a large challenge to try to prevent the types of circumstances in which children are exposed to violence and it really involves many steps and elements. A large piece of that will be training for practitioners across many different disciplines so that there's an understanding and awareness of the scope of the trauma that's involved with exposure to vio-

lence and the impact of that trauma. But, we'll work in a variety of ways to try to educate practitioners, to educate policy-makers, to make changes at multiple levels and at the real root of, this is what happens in the home, in communities, and our expectations for an understanding of the influence of violence and the role of violence in communities. At the root of it we have to change our norms, in terms of how we respond to and how we work with each other and make it clear that violence against children or with children in the vicinity is unacceptable.

Question: What national policies need to be developed to prevent violence against children?

When we think about national policies to try to reduce violence against children or exposure to violence, what we've done in the Department of Justice, as part of the Defending Childhood Initiative, is to have the attorney general appoint a national task force of experts who will spend the next 12 months working to collect information about just what policies, what practices we should be

putting in place, how we should change what we're doing now, and make those recommendations to the attorney general in 2012.

Question: How can collaborative initiative and exchanges of ideas represent a model for addressing the epidemic levels of violence against children in the U.S.?

It's so important to use collaborative exchanges of ideas involving multiple professionals and multiple disciplines because the phenomenon of violence against children and children's exposure to violence really touches so many different fields. From the Department of Justice, we think of first responders, we think of police and their role responding to domestic violence calls or street violence created by gangs, and so on. It's so important for them to recognize the importance of identification and referral of young people who are exposed to violence to the proper professionals who can help intervene before that trauma has time to set in and lead to later life problems. So, we can think of it as justice professionals but it's so important that we're working with all of the other professionals; whether it's social services or psychologists, and psychiatrists and folks in education and public health. This is very much a challenge that we all have to come together to address if we're going to be successful in heading it off.



Rae Silver

Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences, Department of Psychology, Columbia University; Chair, Council of Scientists for the Human Frontier Science Program

My name is Rae Silver. I'm the Kaplan professor of natural and physical sciences at Barnard College. I have a joint appointment at Barnard College and at Columbia University where I teach undergraduate students and graduate students. And, of course, I do research in my laboratory.

Question: So what national measures do you propose in order to help prevent the lifelong and trans-generational effects of child maltreatment and appropriate maternal/parental care of children?

I see national measures as proceeding on two fronts: One is to identify each of the stakeholders that is involved in dealing with violence against children and figuring out what each of those parties can contribute. Then, secondly, I think there should be some sort of national effort at putting the information together on what's going on state by state, city by city, so there is a central pool of data that we can all turn to. It strikes me in listening to all of the speakers that if we understood the depth of the problem, if we understood how many

children are being abused and what the consequence of that abuse is, that it's as big a disease as any of the other diseases that we tackle as a nation. This is one we're not tackling as a nation, possibly in part because we don't have the information. There's a stigma attached to abuse and because of that stigma, the information is kept from the public. We have to surmount that, just as we surmounted the stigma associated with cancer and with mental illness; we now have to remove the stigma associated with abuse and violence.

Question: How do you evaluate the cross-sectoral approach of this consultation: research, judiciary, child protective and advocacy organizations, national initiative by Attorney General Holder and participation by the New York State legislators?

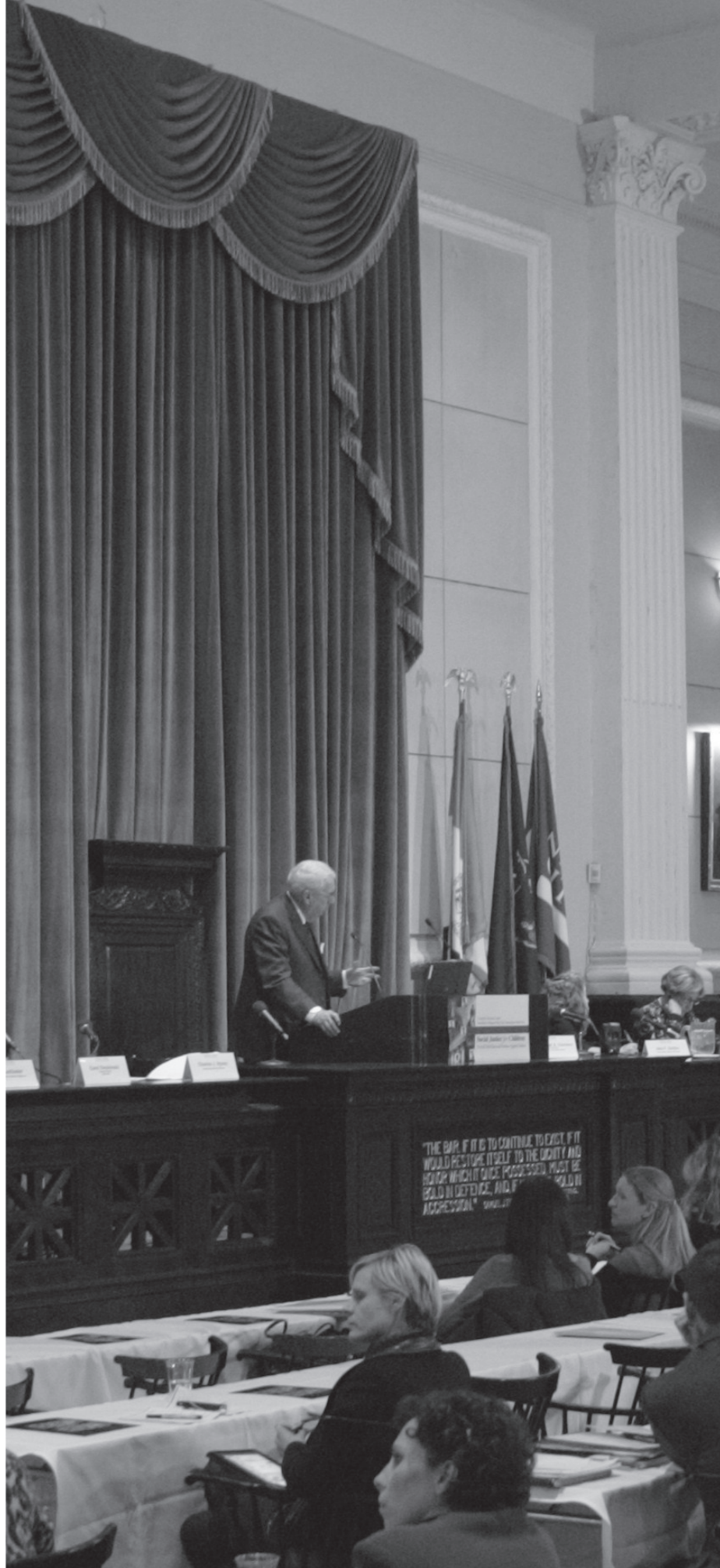
The way I see it, for any problem that's really big, there are a lot of parties involved and a lot of different levels of engagement. I usually try to think of the stakeholders: Who benefits from an action and who suffers

from an action? If we bring all of the stakeholders together to try to optimize what each one can get out of, let's say reducing violence, that would be a way to move forward. So, a meeting such as this and efforts such as Holder's go in that direction and I think they're very important and have to be engaged in over and over again.

Question: What national measures do you propose in order to help prevent the lifelong and trans-generational effects of child maltreatment and appropriate maternal and parental care of children?

For any national measure, for any problem that's big, we can think of it from a bottom/up and from a top/down effort. So from a bottom/up effort, there are a lot of stakeholders in the business of violence against children. They include government, service providing agencies, lawyers, jurors, and courts. Each of them has something to contribute to make the problem better and each of them has something or may have something to gain from not contributing to making it better. If we bring all of those

stakeholders together in one place from all of the individual stakeholders, we can optimize their efforts. Now from the top/ down level, I think at a national level, we need to have some way of putting together all of the evidence on what's going on. Once we see what's going on and the level of violence and the consequences of that violence, it puts a tremendous pressure on all of the different stakeholders to contribute and do something for the common good. Now, violence against children and abuse within families and within social groups in general is highly stigmatized so it's kept secret. But it doesn't have to be stigmatized. If you think about cancer, cancer was stigmatized 10 to 15 years ago and now cancer has no stigma attached to it; it's seen as a disease. If you think about violence in the same way and if we see that violence can be viewed as a disease just as cancer has been, just as depression is, then the stigma can be removed and we can focus our attention on gathering the data and on solving the problem.



Rhonnie Jaus

*Chief, Sex Crimes and Crimes Against Children Division, Kings County District Attorney's Office
(Representing Charles J. Hynes, Kings County District Attorney)*

My name is Rhonnie Jaus. I work for the Kings County district attorney's office. I'm the chief of the Sex Crimes and Crimes against Children Division.

Question: Can you please tell us what your organization does?

Well, we are in charge of the prosecution and the investigation of criminal activity in Brooklyn and in the Sex Crimes and Crimes against Children Bureau. We deal with sexual assault in the Sex Crimes Bureau, of course—it's just sexual assault of people over the age of 12 and in the Crimes against Children's Bureau we deal with sexual assault and physical assault of children 12 and under.

Question: Can you tell us about the Baby Safe Haven law?

It's called Baby Safe Haven and it's a great law. The only problem is that most people don't know what it is. What it is, if you have a baby and you don't want to take care of your child, you can actually bring that child to a hospital, a police station, or a fire station within 30 days

of the child's life as long as the child is not harmed and you're giving the child to a responsible person. No questions will be asked. You will not be prosecuted for abandonment and you can just leave the child safely there. If you want to provide information about the child, you can; you can do it anonymously as well. The reason we have laws like this in our state, as well as all the other states in the country is because sometimes people get frightened and they have a baby and they panic and they end up killing the child. So, laws like this have saved many lives.

In Brooklyn, we had a case recently in May where an 18-year-old girl gave birth to a baby in her apartment. She took the baby. She put the baby down the trash shoot in her building. The next day, the maintenance worker found the baby alive and the reason he was there was because the compactor was actually broken. So, the miracle of the fact that the compactor wasn't working saved this baby's life. When the police asked this young woman what happened, she said she was afraid to tell her mother. She thought her mother would beat her if

she found out that she was pregnant. So, she was able to disguise the pregnancy and she panicked and she ended up throwing the baby down the trash shoot. Had she known about Baby Safe Haven, that she could have given this baby to a safe location, hospital, police station, or fire station, it could have been a very different story for her and the baby. Thankfully, the baby's life was saved but there are other cases where they are not and children get killed because the young mother panics. So, the sad thing is that people don't even know about this law we have in New York and it's been on the books since 2000.

After this case, we realized that we had this law on the books, but the only problem was that people didn't know about it; particularly young people. So, Mr. Hynes agrees with the legislation that is being proposed by some of the assemblymen to institute this type of information and to put it into the school curriculum. But while we're waiting for this law to be enacted, he actually wrote a letter this past June, to every Principal in a high school in Brooklyn, urging them and asking them to

introduce this information into their curriculum and into their health and education classes so that all of these teenagers could learn about this program. Then, when the Department of Education announced they were going to have their new sex education curriculum...We've been working with them. We've developed a PowerPoint teaching every aspect of the law in a child-friendly way—you know, something that teenagers would understand—and we are in the process of working with the Department of Education. We are asking them if they could include information about Baby Safe Haven in their sex education curriculum.

Question: Was there one more thing that you wanted to talk about?

Another thing that Mr. Hynes didn't get to cover in the PowerPoint because of time is that we have a program in Brooklyn for people who leave their children unattended. For example, they may leave small children in a house and they are going out to pick up food and maybe they leave the children alone for a half hour, an hour, or something like that. People leave children in cars as well. They don't realize the dangers that could happen. We had a case where a mother actually went to pick up Chinese food, and she was gone for maybe a half hour. During that time, one of her children, very small children, got matches and set the apartment on fire. The two children got out but the infant died in the fire. After that we developed a program in 2008 called SAFE. What we do is we take people who are arrested for leaving small children home alone and we have speakers come and educate them about what could happen, the dangers that could happen when you leave children unattended, even for short periods of time. We have someone from the fire department, the police department, and

missing and exploited children—sometimes you can leave a child alone like in an airport or a parking lot or something and they could be abducted—so people just aren't aware of the dangers involved. Since we started the program in 2008, we've had 90 people go through the program and nobody has been arrested for reoffending. It's been a big success and I think a lot of people are just unaware of the dangers that could happen when you leave children alone and unattended. So it's been a big success in Brooklyn.

Question: What do we do for the people who haven't been arrested yet who need to learn this so that there isn't a first time?

Well, it goes back to training and community outreach and trying to bring people into community centers to learn about these types of programs that we have and the dangers. We have in Brooklyn, community centers where people can actually go and ask their questions and try to find out where they could receive training, etc. We have it all throughout our borough and it's been very effective.

Question: So, people do come to learn?

Yes, they come and they ask, "Where can I learn about this and where can I get information about that?" I think the whole issue of child abuse is something that unless people are aware of what child abuse entails, it doesn't really get reported. For example, you have people in the emergency room, doctors or nurses, they may see a bruise. Somebody gives them an explanation, a parent or caretaker who says, "Oh, this is how it happened." Unless you realize that the explanation is inconsistent with the injury, you don't even realize that this is an example of abuse. It's the same

thing in the schools. If you ask a child, "How did you get that bruise?" and the child said, "Oh, it was an accident," you may just take the child's word for it. We need training for the teachers, for the police, for the doctors, for the nurses, for all the people on the frontlines so that they can make those reports to the hotline and get the ACS caseworkers to the homes so that we can do something about what's going on in the homes. Even with the caseworkers, we need to train them so that when somebody gives an explanation about how a burn occurred or how a child got injured or whatever, then they understand that the explanation is inconsistent with the injury and maybe they will make the decision to remove the child or get parenting skills for the parent, whatever. But training is really essential to this whole area.

Well, one of the things that we did in Brooklyn is that we recently had an interfaith service during Child Abuse Awareness Month. We had a large church in Brooklyn where we brought many people and clergy from all the different faiths. And we were, of course, talking about child abuse and praying for the victims, but it makes people aware even if you are not an official mandated reporter—someone who's supposed to be reporting, someone who should be trained—you're just a regular person and you see somebody in your building, you hear a lot of screaming going on, you see the way a parent mistreats a child; you can report. How do you report and why you should report are part of the community outreach and that's what we were doing in our interfaith service.

Another thing that we did that I thought was effective, was to have a training for teachers and representatives from schools. We're trying to reach all, every single school in Brooklyn, which is a big undertaking because there

are so many. We spoke about what this state's central register is, what the signs of child abuse are, what you were talking about before the emotional abuse as well as the physical abuse, sexual abuse, what you do when you report, what your duties are and all of the different aspects of reporting; it was just about reporting. I think it was very effective. We videotaped it and hopefully if people can't come, it can be shown in schools. But a lot of times people don't realize and you hear after the fact, "Oh, I didn't realize, I didn't realize that was going on in the home."





Speaker Biographies

Michelle J. Anderson

Michelle J. Anderson became Dean of CUNY School of Law in 2006. Since that time, the School has earned membership in the Association of American Law Schools; continued its national, top ten ranking for "Best Clinical Training;" earned national, top ten ranking for "Best Law Professors;" achieved a strong, consistent New York State Bar Exam pass rate; developed the Pipeline to Justice Program to enhance student body diversity; and implemented the Incubator and LaunchPad programs through the School's Community Legal Resource Network. The School is in the process of obtaining a new building in a more strategic location and is poised to move from Flushing to 2 Court Square in Long Island City in the summer of 2011. At CUNY, Dean Anderson teaches Criminal Law.

Dean Anderson is a leading scholar on rape law. Her articles have been published in the Boston University Law Review, George Washington Law Review, Hastings Law Journal, Rutgers Law Review, Southern California Law Review, and University of Illinois Law Review, among others. Her article redefining what rape should be legally, "Negotiating Sex," was selected as the core text on rape law in Criminal Law Conversations, published by Oxford University Press in 2009.

Dean Anderson is an honors graduate of the University of California, Santa Cruz, where she earned a B.A. in Community Studies in 1989 and the Chancellor's Award for outstanding academic achievement. She graduated from Yale Law School in 1994, where she was Notes Editor of the Yale Law Journal, Editor of the Yale Journal of Law & Feminism, and Research Fellow in the Program in Civil Liability. At Yale, she also received research fellowships from the Orville H. Schell Center for International Human Rights and the Ford Foundation in Public International Law.

Following law school, Dean Anderson clerked on the United States Court of Appeals for the Ninth Circuit for Judge William A. Norris. She then worked at Georgetown University Law Center in the Appellate Litigation Program and the Institute for Public Representation. There she earned an LL.M. in Advo-

cacy, representing clients pursuing a range of civil rights claims and criminal appeals.

Dean Anderson was a member of the faculty of Villanova University School of Law from 1998 to 2006. She has also been a Visiting Scholar at the University of Cape Town, South Africa, a Visiting Professor at the University of Pittsburgh School of Law, and a Visiting Associate Professor at Georgetown University Law Center.

Dean Anderson is the former Policy Chair for the National Alliance to End Sexual Violence.

Frances A. Champagne

Frances A. Champagne Ph.D. completed graduate training in 2004 at McGill University, obtaining a M.Sc. in Psychiatry and a Ph.D in Neuroscience followed by a post-doctoral fellowship at the University of Cambridge, UK and is currently an Assistant Professor in the Department of Psychology at Columbia University and a Sackler Scientist with the Sackler Institute for Developmental Psychobiology at Columbia University. Dr. Champagne's doctoral and post-doctoral research was focused on the neurobiology of maternal care and the epigenetic effects of mother-infant interactions. Studies in rodents suggest that the quality of maternal care received in infancy can lead to long-term changes in offspring gene expression and behavior. Dr. Champagne's current and ongoing research explores the implications of these influences for the transmission of behavior across generations and the molecular mechanisms through which these effects are achieved. The interplay between genes and the environment is critical during the process of development and exploring the role of epigenetic mechanisms in linking experiences with developmental outcomes is an evolving field of study. Dr. Champagne uses rodent models to study epigenetics, neurobiology, and behavior and also collaborates with clinical researchers who would like to apply the study of epigenetics to better understand origins of variation in human behavior. In addition to investigating the modulating effects of mother-infant interactions, Dr. Champagne is currently exploring a broad array of social influences and environmental

exposures. In 2007 she received an NIH Director's New Innovator Award. Dr. Champagne's research is funded by NIH, NIEHS, and EPA and Dr. Champagne is involved in a collaborative training grant at Columbia University on the social, ethical, and legal implications of genetics research.

Honorable Barbara M. Clark

Barbara M. Clark was elected to the New York State Assembly in November 1986. She represents the communities of Bellerose, Cambria Heights, Hollis, Queens Village, St. Albans, and part of Floral Park in the 33rd Assembly District.

She has been unrelenting in her battle to change New York State's inadequate and inequitable school finance system. She continues to be an active supporter of the lawsuit brought by the Campaign for Fiscal Equity (CFE) against the State of New York. In January 2001, New York State Supreme Court Justice Leland DeGrasse ruled, and the Court of Appeals affirmed, that New York State school finance system was discriminatory and unconstitutional, and directed the state to remedy this injustice. Notably, Assemblywoman Clark was the only state legislator to testify at the trial.

She is currently the chair of the Education Committee of the Black, Puerto Rican, and Hispanic Caucus, a member of the Majority Steering Committee, and the assistant majority whip. She has also sponsored significant pieces of legislation in the areas of education, health and consumer fraud. On the national level Assemblywoman Clark served as vice-chair of the National Conference of State Legislators' (NCSL) Education, Labor, and Job Training Committee, and is a member of the Human Services Committee. She is a member of the Education Partners, a public policy group of the National Conference of State Legislators, aimed at assisting state legislators and other policymakers throughout the country in making decisions about education policy, particularly in the area of finance. The group has produced several publications: *Educational Adequacy: Building an Adequate School Finance System*, *Principles of a Sound State School Finance System*, *Taxation and Revenues for Education*, *The Relationship Between Education Expenditure and Student Achievement: When Does Money Matter?* and *The Search for Equity in School Funding*; all of which are available through the NCSL.

She has been a Commissioner of the Education Commission of the States (ECS) since 1989. She served a four-year term on the ECS Steering Committee. ECS is a national education policy organization representing all fifty states and U.S. territories.

She is also the sponsor of ongoing legislation for an independent Office of the Child Advocate for New York, whose idea originated from a policy symposium held by the Children's Studies Center in 2004.

Honorable Michael A. Corriero

Michael A. Corriero is the Executive Director and Founder of the New York Center for Juvenile Justice.

He served as the Executive Director of Big Brothers Big Sisters of New York City from July 2008 to July 2010. The mission of Big Brothers Big Sisters is to provide mentors to all children who need caring adult role models.

He previously served as a Judge in the New York State courts for 28 years. He was appointed to the New York State Court of Claims in June 1990. From September of 1992 to February of 2008, Judge Corriero presided over Manhattan's Youth Part, a court set aside within the adult court system to deal exclusively with the cases of 13, 14, and 15 -year-olds who are charged with the most serious and violent crimes.

He was appointed to the New York State Supreme Court (1989 – 90) and also served as a Judge of the Criminal Court of the City of New York (1980 – 89). He lectured on criminal justice as an Adjunct Professor at Pace University (1976 – 94) and was an Assistant District Attorney for New York County (1969 – 73). He subsequently specialized as a private practitioner in all phases of criminal law (1973 – 80). Judge Corriero was also Assistant General Counsel to the Society of European Songwriters, Authors and Composers; a Legislative Assistant; and an Associate at Schiffmacher, Rochford & Cullen, a firm that specialized in municipal law.

Judge Corriero is an alumnus of St. John's University School of Law (1967) and St. John's University (1964). He was a member of the Law Review and served as an associate editor. He graduated from St. John's University College with a Bachelor of Arts degree majoring in social science.

He is the author of a book entitled: *Judging Children as Children: A Proposal for a Juvenile Justice System*, published by Temple University Press, September 2006.

Additional legal writings include: *The Involvement and Protection of Children in Truth and Justice-Seeking Process: The Special Court for Sierra Leone*, *The New York Law School Journal of Human Rights* (Spring 2003 Edition); *South African Paper-Proposals for a "Youth Justice Act," NYSBA Crim. Just. J.* (Spring 1999 Edition); *Sentencing Children Tried and Convicted as Adults*, NYSBA

Crim. Just. J. (Spring 1999 Edition);

The Youth Part and Juvenile Justice, N.Y.L.J., Feb. 4, 1997, at 1; Youth Parts: Constructive Response to the Challenge of Youth Crime, N.Y.L.J., Oct. 26, 1990, at 1; and A Fresh Look at the Fashionable Fifth, 3 Kings County Crim. Bar Assoc. J., June 1987.

Judge Corriero is the recipient of numerous honors and awards, including Excellence in Juvenile Justice, Juvenile Detention Association of New York State (2007); Frank S. Hogan Associates Recognition Award (2007); Excellence in Children's Advocacy, presented by 100 Women Against Child Abuse (2006); The Citizens' Committee for Children's Annual Founders' Award (2004); The Howard A. Levine Award for Outstanding Work in the area of children and the law (New York State Bar Association 1999); The Livingston Hall Juvenile Justice Award (American Bar Association 1997); Outstanding Service on Behalf of Youth Award (ELEM 1996, 2007); The Conrad B. Mattox, Jr. Commonwealth Debate Winner (University of Richmond 1996); The Charles A. Rapallo Award (Colombian Lawyers Association 1994); and he participated as a Polsky Judicial Fellow at the Aspen Institute's Justice and Society Seminar (2003).

Judge Corriero serves at the request of the former Chief Judge of New York State, Judith Kaye, on the New York State Permanent Commission on Justice for Children. He also serves on Mayor Michael Bloomberg's Committee on the Judiciary and Governor David Paterson's Task Force on Transforming Juvenile Justice. He has previously served on the New York State Probation Commission Task Force.

Judge Corriero has served as Chairperson of the Committee on Juvenile Justice of the Association of the Bar of the City of New York. He is currently the Co-chair of the American Bar Association's Juvenile Justice Committee. He was a member of the New York State Bar Association's Committee on Children and the Law. He served as a trustee of Big Brothers Big Sisters of New York City; a member of the Advisory Committee of Citizens' Committee for Children; a member of the Professional Committee of ELEM (Youth at Risk in Israel); and a board member of Transfiguration Grammar School Education Association.

In November 1997, the United Nations invited Judge Corriero to join a team of international juvenile justice experts to travel to South Africa and advise government officials on the creation of a juvenile justice system.

In April 2002, Judge Corriero traveled to Sierra Leone, Africa on a mission sponsored by the

Ford Foundation and the Human Rights Committee of the Association of the Bar of the City of New York. The purpose of the mission was to assist the Sierra Leone Bar Association in rebuilding its capacity to effectively function after a ten-year civil war. One of the significant issues confronting the Association and the Sierra Leone government was the reintegration into society of the numerous child soldiers who fought in the war.

He has traveled to Israel on several occasions at the request of ELEM, an American/Israeli organization, to consult on juvenile justice projects, most recently in November of 2006.

In October 2002, Judge Corriero addressed the International Association of Youth and Family Judges and Magistrates at their 16th World Congress in Melbourne, Australia.

In July 2005, he was invited to Kazakhstan by the Soros Foundation to address government officials and child advocates on the establishment of a juvenile justice system.

In August 2006, he attended and moderated a workshop entitled "Menace of the Internet" at the 17th World Congress of the International Association of Youth and Family Judges and Magistrates in Belfast, Northern Ireland.

In November 2009, he traveled to Peru on a mission sponsored by the United States Department of State. He delivered a keynote speech at the First World Congress on Restorative Juvenile Justice at Catholic University in Lima.

He has delivered presentations on juvenile justice issues at institutions such as Tel Aviv University, the MacArthur Foundation and the Rockefeller Foundation. He has also lectured on juvenile justice at many universities and law schools, including Columbia University, New York University, Fordham University, and the University of Michigan Law School at Ann Arbor. At the request of the MacArthur Foundation and the U.S. Senate Judiciary Committee, he briefed the staff of the committee on juvenile justice issues.

Judge Corriero has testified at state, city and federal legislative hearings on juvenile justice issues, delivered numerous addresses and participated in many state and national panel discussions.

David Finkelhor

David Finkelhor is Director of Crimes against Children Research Center, Co-Director of the Family Research Laboratory, Professor of Sociology, and University Professor, at the University of New Hampshire. He has been studying the problems of child victimization, child maltreatment and family violence since 1977. He is well known for his con-

ceptual and empirical work on the problem of child sexual abuse, reflected in publications such as *Sourcebook on Child Sexual Abuse* (Sage, 1986) and *Nursery Crimes* (Sage, 1988). He has also written about child homicide, missing and abducted children, children exposed to domestic and peer violence and other forms of family violence. In his recent work, for example, his book, *Child Victimization* (Oxford University Press, 2008), he has tried to unify and integrate knowledge about all the diverse forms of child victimization in a field he has termed Developmental Victimology. This book received the Daniel Schneider Child Welfare Book of the Year award in 2009. All together, he is editor and author of 12 books and over 200 journal articles and book chapters. He has received grants from the National Institute of Mental Health, the National Center on Child Abuse and Neglect, and the US Department of Justice, and a variety of other sources. In 1994, he was given the Distinguished Child Abuse Professional Award by the American Professional Society on the Abuse of Children, in 2004 he was given the Significant Achievement Award from the Association for the Treatment of Sexual Abusers, in 2005 he and his colleagues received the Child Maltreatment Article of the Year award, and in 2007 he was elected as a Fellow of the American Society of Criminology.

Jane F. Golden
(Representing Richard Buery, President and CEO of Children's Aid Society)

Jane F. Golden Vice President for Child Welfare Policy and Foster Care Services and received a Juris Doctor (JD) from the Columbia University School of Law in 1988. She practiced law for four years as a litigation associate at the law firm of Rogers & Wells. In 1992 Ms. Golden left the full time practice of law to pursue her MS degree at Columbia University. During this time, she continued to practice law part-time at the firm of Howard, Darby & Levin.

After receiving a Masters in Science in 1994 from the Columbia University School of Social Work (CUSSW), she launched the C-PLAN (Child Planning and Advocacy Now) child welfare advocacy project in the Office of the New York City Public Advocate.

Ms. Golden joined The Children's Aid Society in April 1999 as House Counsel/Director of Program Development. In January 2001 she was promoted to become the Director of the Adoption and Foster Care Program. In July 2006 she was promoted to the position of Division Director, Adoption and Foster Care. Most recently Ms. Golden was promoted to the position of Vice President for Child Welfare Policy and Foster Care Services. In her new role, she

will continue to provide leadership for the division, as well as expand her presence as a policy advocate and member of the Children's Aid executive team. Ms. Golden will advocate on behalf of children with our partner coalitions, including the Council of Family and Child Caring Agencies (COFCCA) the Child Welfare League of America (CWLA), and the New York City Bar Association's Council on Children.

The Children's Aid Foster Care program serves close to 700 children, in three programs; in addition to a Family Foster Care program, Children's Aid has two specialized programs—Therapeutic Foster Care and Medical Foster Care. Ms. Golden also oversees the agency's innovative intensive preventive and aftercare programs on Staten Island and in the Bronx and the Next Generation Center, a one-stop service center for disconnected youth in the South Bronx.

Karen L. Gould

Karen L. Gould, the ninth president of Brooklyn College and first woman to hold the post, assumed office on August 15, 2009. Before coming to Brooklyn, she served as the provost and senior vice president for academic affairs at California State University, Long Beach. As the chief academic officer of one of the most diverse public institutions in California, Gould was responsible for ensuring a high-quality educational experience for 38,000 students.

Under President Gould's leadership, the college has increased retention and graduation rates, more than doubled income from fundraising, and formed a new academic structure with five areas of recognized excellence: the School of Business; the School of Education; the School of Humanities and Social Sciences; the School of Natural and Behavioral Sciences; and the School of Visual, Media and Performing Arts.

An internationally known scholar in the field of French-Canadian literature, Gould is the author or co-editor of six books and more than 50 articles and essays on contemporary Quebec literature, francophone women writers, and the modern French novel. She has been honored with both the Canadian Governor General's International Award for Canadian Studies and the Donner Medal in Canadian Studies for research and professional contributions to her field. She is the former editor of the interdisciplinary journal *Québec Studies* and has received numerous grants, fellowships and awards. She has served as president of the International Council of Canadian Studies, president of the American Association for Canadian Studies in the United States, and a member of the executive board of the

national Council of Colleges of Arts and Sciences.

President Gould currently serves on the boards of the Brooklyn Chamber of Commerce and the CUNY Research Foundation. She also is a member of the Women's Forum of New York City and the Higher Education Working Group on Global Issues, which is sponsored by the Council on Foreign Relations and the Forum for the Future of Higher Education. She received a B.A., cum laude, from Occidental College in 1970, a diploma from the Sorbonne, and a Ph.D. in romance languages from the University of Oregon in 1975.

Charles J. Hynes

Charles J. Hynes is currently serving his sixth four-year term as the District Attorney of Kings County (Brooklyn), New York. He began his career in public service in 1963 as an associate attorney for The Legal Aid Society. In 1969, he joined the Kings County District Attorney's Office as an Assistant District Attorney. In 1971, he was named Chief of the Rackets Bureau, and in 1973, he was promoted to First Assistant District Attorney. Subsequently, he was appointed to serve in a number of special government positions including Fire Commissioner of the City of New York, Special State Nursing Home Prosecutor, and Special State Corruption Prosecutor and, in 1990, he was elected District Attorney of Kings County for the first time. As District Attorney, he has pioneered many innovating criminal justice strategies including protection for victims of domestic violence and residential drug treatment. He was awarded "Minister of Justice Award" from the Criminal Justice Section of the American Bar Association (2005) and the "Cyrus R. Vance Tribute" from the Fund for Modern Courts (2008). He has previously been elected as Chair of the Criminal Justice Section of the American Bar Association (2009), and is currently the Immediate Past Chair of the Section. He is also an Immediate Past Vice President of National District Attorneys Association. He is a co-author of *Incident at Howard Beach: The Case for Murder* and the author of a novel, *Triple Homicide*. Mr. Hynes serves as an Adjunct Professor of Trial Advocacy at three New York law schools (St. John's, Brooklyn, and Fordham).

Honorable Judith S. Kaye

Judith S. Kaye joined Skadden's Litigation Group in 2009. Before joining the firm, she served as Chief Judge of the New York Court of Appeals for 15 years until her retirement in 2008, longer than any other Chief Judge in New York's history. She first was appointed in 1983 by Gov. Mario Cuomo as an Associate Judge of the Court of Appeals, be-

coming the first woman ever to serve on New York's highest court.

Judge Kaye gained a national reputation for both her groundbreaking decisions and her innovative reforms of the New York court system. She wrote notable decisions on a wide variety of statutory, constitutional and common law issues, including rights for gay couples and the death penalty. Judge Kaye also left her mark on New York's courts as a creative reformer, streamlining New York's jury system and establishing specialized courts to focus on issues such as drug addiction, domestic violence and mental health issues. In addition, she created the Adoption Now program that has produced more effective procedures for children in foster care and their families. Her reforms have been implemented by many other state courts. Before her appointment to the bench, she practiced law at Sullivan & Cromwell, IBM and Olwine, Connelly, Chase, O'Donnell & Weyher, where she became that firm's first female partner.

Judge Kaye is the author of more than 200 publications, including articles on legal process, state constitutional law, women in law, juvenile justice, professional ethics and problem-solving courts. She has received numerous awards recognizing her judicial and scholarly accomplishments, such as the New York State Bar Association's Gold Medal, the ABA Justice Center John Marshall Award, the National Center for State Courts' William H. Rehnquist Award for Judicial Excellence, the ABA Commission on Women in the Profession's Margaret Brent Women Lawyers of Achievement Award, and the U.S. Department of Health and Human Services' Adoption Excellence Award.

Gertrud Lenzer

Gertrud Lenzer is the founder and director of Children's Studies, as well as a professor of sociology at both Brooklyn College and the CUNY Graduate Center. In 1991, she led Brooklyn College's efforts to become the first academic institution to develop an interdisciplinary liberal arts Children and Youth Studies Program. Under her leadership, a minor in Children and Youth Studies was established in 1994 for all liberal arts majors. In 2001 a 30-credit interdisciplinary children's studies concentration for majors in early childhood education teacher and childhood education teacher programs was introduced in cooperation with the Brooklyn College School of Education. An interdisciplinary Bachelor of Arts degree in Children's Studies was launched in Fall 2009.

Professor Lenzer also founded the Sociology of Children as a new field and section of the American Sociological Association in 1991 and was desig-

nated its founding chair. She received the national 1997 Lewis Hine Award in Honor of Outstanding Service on Behalf of Children and Youth of the National Child Labor Committee, founded by an Act of Congress in 1904. Professor Lenzer has received a number of distinguished fellowships during her career, among them the American Council of Learned Societies Fellowship, a Rockefeller Foundation Fellowship in the Humanities with residency at the Institute for Advanced Study, Princeton, a fellowship at the National Humanities Center, and a research fellowship at the Rockefeller Bellagio Center, Italy. In addition she was selected as the first American scholar and the first woman to deliver the 12th Auguste Comte Memorial Lecture at the London School of Economics. Most recently, she has worked closely with legislators to spearhead legislation for an independent Office of the Child Advocate for New York.

Ira Lustbader
(Representing Marcia Robinson Lowry, Esq.,
Executive Director for Children's Rights,
Inc.)

Children's Rights is a nonprofit national advocacy group working to reform failing child welfare systems on behalf of the hundreds of thousands of abused and neglected children who depend on them for protection and care. For more than 15 years, Children's Rights has been fighting for every child's right to be protected from abuse and neglect and to grow up in a safe, stable, permanent home. Children's Rights' clients, disproportionately poor and of color, find themselves entirely dependent on state-run child welfare systems that have intervened in their families' lives. Too often, these under-funded, overburdened and mismanaged systems fail to provide the most basic safety, services and human dignity for these children, and for their families, in gross violation of their constitutional, statutory and basic human rights.

Mr. Lustbader has been with Children's Rights since 1999, and has been deeply involved in many of Children's Rights landmark legal victories that have brought about sweeping improvements in the lives of abused and neglected children in more than a dozen states across the nation. Mr. Lustbader is actively involved in overall organizational management, the direction of Children's Rights' national program of reform campaigns, and the development of national partnerships and coalitions.

Prior to joining Children's Rights, Mr. Lustbader practiced law at Wolf Haldenstein Adler Freeman & Herz, LLP, in New York City, concentrating in national plaintiffs' class action litigation in consumer

fraud, securities fraud, and antitrust cases. Before that, he handled matters on the defense side involving products liability and malpractice at the firms of Parker Chapin Flattau & Klimpl LLP, and at Bower & Gardner, both in New York City. From 1998 to 2006, Mr. Lustbader served as a board member of Neighborhood of Youth & Family Services, a large community-based nonprofit family preservation agency in the South Bronx. He is a past chair of the Committee on Public Service and Education at the Association of the Bar of the City of New York, and is currently a Member of the leadership of the Children's Rights Litigation Committee of the Section on Litigation of the American Bar Association, the National Lawyers Guild, and the National Association of Counsel for Children. He received his B.S. from the State University of New York at Albany, magna cum laude, and received his J.D. from Boston University School of Law.

Honorable Margaret M. Markey

Assemblywoman Margaret Markey was first elected to the New York State Assembly from Queens in 1998 after a long record of service in her local Maspeth community and in Queens that included work as an economic development official where she developed the Borough's first professional marketing campaign for the tourism industry. In the Assembly she chairs the Standing Committee on Tourism, Parks, Arts and Sports Development and is a member of the Agriculture, Consumer Affairs, Government Operations, Labor and Racing & Wagering Committees. In the Assembly, her legislation has resulted in tougher food safety standards on the farm and in food industry and new laws to safeguard New York's children. Her Child Victims' Act of New York, which has been adopted three times by her colleagues in the Assembly, but still must be adopted in the State Senate, has focused attention on the state's inadequate statute of limitations laws for victims of child sexual abuse crimes. She has received awards for her work from the NY Irish Center; NYC Department of Parks; American Irish Legislators Society; NYS Court Clerks Association; United Federation of Teachers; Police & Fire Line of Duty Widows of NYC; Samaritan Village; Maspeth SelfHelp; and SNAP (Survivors Network of those Abused by Priests). Assemblywoman Markey is a member of the Legislative Women's Caucus and she is past President of the New York State American Irish Legislators Society.

Honorable Patricia M. Martin

Judge Patricia M. Martin is the Presiding Judge of the Child Protection Division of the Circuit Court of Cook County, Illinois. Judge Martin received her appointment in January 2000 and since that time has worked to improve the Child Protection Division. She has introduced innovative new programs that have received media attention and that jurisdictions across the country have duplicated. During her tenure as Presiding Judge, the Child Protection Division's caseload has declined from over 27,000 cases to fewer than 7,000 cases, a reduction of over 56%. In addition to performing her administrative duties, Judge Martin continues to hear complex and high profile cases in the Child Protection Division.

Judge Martin's expertise in child welfare matters has received national and international attention. She has presented at local, national, and international conferences on child abuse/neglect topics and has received numerous awards for her work with the Child Protection Division. She is the President of the Board of Trustees of the National Council of Juvenile and Family Court Judges. She is a member and past chair of the Supreme Court of Illinois Judicial Conference Study Committee on Juvenile Justice and a member of the Illinois Supreme Court Special Committee on Child Custody Issues.

Prior to her appointment as Presiding Judge, Judge Martin was assigned to the trial section of the Law Division of the Circuit Court of Cook County. Judge Martin was elected to the bench in 1996. From 1986 to 1996, Judge Martin was an assistant Cook County Public Defender where prior to rising to Deputy Chief, Fifth District, she tried misdemeanor and felony cases. Judge Martin has a Jurist Doctorate from Northern Illinois University College of Law in Dekalb, Illinois and a Bachelors of Arts from Middlebury College in Middlebury, Vermont. She also studied at the University of Nairobi in Kenya, East Africa. Judge Martin garnered academic honors at each of these institutions.

Bruce S. McEwen

Bruce S. McEwen, Ph.D., is the Alfred E. Mirsky Professor and Head of the Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology at The Rockefeller University. He is a member of the US National Academy of Sciences, the Institute of Medicine, the American Academy of Arts and Sciences and a Fellow of the New York Academy of Sciences.. He served as Dean of Graduate Studies from 1991-3 and as President of the Society for Neuroscience in 1997-98. As a neuroscientist and neuroendocrinologist, McEwen studies environ-

mentally-regulated, variable gene expression in brain mediated by circulating steroid hormones and endogenous neurotransmitters in relation to brain sexual differentiation and the actions of sex, stress and thyroid hormones on the adult brain. His laboratory discovered adrenal steroid receptors in the hippocampus in 1968. His laboratory combines molecular, anatomical, pharmacological, physiological and behavioral methodologies and relates their findings to human clinical information. His current research focuses on stress effects on amygdala and prefrontal cortex as well as hippocampus, and his laboratory also investigates sex hormone effects and sex differences in these brain regions. In addition, he served on the MacArthur Foundation Research Network on Socioeconomic Status and Health, in which he helped to reformulate concepts and measurements related to stress and stress hormones in the context of human societies. This led to the concept of "allostatic load" that describes the wear and tear on the body and brain from chronic stress and related life style behaviors that lead to dysregulation of physiological stress pathways that are normally protective. He is also a member of the National Council on the Developing Child which focuses on healthy brain development as a key to physical and mental health. He is the co-author of book with science writer Elizabeth Lasley for a lay audience called "The End of Stress as We Know It" published in 2002 by the Joseph Henry Press and the Dana Press and another book with science writer Harold M. Schmeck, Jr. called "The Hostage Brain" published in 1994 by The Rockefeller University Press.

James A. Mercy

James A. Mercy is the Acting Director of the Division of Violence Prevention in the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention (CDC). He received his PhD in sociology from Emory University in Atlanta in 1982. After his graduation, Dr. Mercy began working at CDC in a newly formed activity to examine violence as a public health problem. Over the past almost three decades he has helped to develop the public health approach to violence and has conducted and overseen numerous studies of the epidemiology of youth suicide, family violence, homicide, and firearm injuries. Among his over 150 publications are included "Fatal violence among spouses in the United States, 1976-1985" in the American Journal of Public Health; "Firearm injuries: a call for science" in the New England Journal of Medicine; "Public health policy for preventing violence" in Health Affairs; and "Is suicide contagious?

A study of the relation between exposure to the suicidal behavior of others and nearly lethal suicide attempts" in the American Journal of Epidemiology. He also served as a co-editor of the World Report on Violence and Health prepared by the World Health Organization and served on the Editorial Board of the United Nation's Secretary General's Study of Violence Against Children. Most recently he's been working on a global partnership with UNICEF, PEPFAR, WHO, and others to end sexual violence against girls.

Honorable Jeanne B. Mullgrav

Mayor Michael R. Bloomberg appointed Jeanne B. Mullgrav as Commissioner of the New York City Department of Youth and Community Development (DYCD) in April 2002. As New York City's lead agency for administering youth and community programs, DYCD invests public funds in experienced community-based organizations that provide after-school programs, train young people for jobs, help immigrants achieve citizenship, and enhance individuals' literacy skills, among other goals.

Since becoming Commissioner of DYCD, Ms. Mullgrav has steered the organization through a period of significant growth and capacity building, initiating several innovative programs. Under her leadership, DYCD launched the nation's largest Out-of-School Time Program, providing social, emotional, and academic enrichment to 60,000 youth after school, on weekends, during vacations and in the summertime. In conjunction with the Mayor's Center for Economic Opportunity (CEO), she also implemented Teen ACTION (Achieving Change Together in our Neighborhoods), a service learning program that encourages civic engagement among young people living in low-income communities.

On the youth employment front and in collaboration with CEO, Commissioner Mullgrav created the Young Adult Internship Program, which gives disconnected youth the opportunity to gain employment experience and reconnect with educational and vocational opportunities. She enhanced the Summer Youth Employment Program (SYEP) by enriching the work experience with a series of educational training and leadership sessions. In 2006, DYCD introduced a redesigned system for Runaway and Homeless Youth Services, which features a Drop-In Center in every borough, a continuum of care with short and longer-term residential options, and specialized services for Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ) youth, pregnant and parenting youth, and sexually-exploited youth.

In the fall of 2007, the agency launched Lad-

ders for Leaders, a collaborative effort with the Commission on Women's Issues to offer teens private sector experiences and a curriculum of employment preparation and workshops. Through the Beacon Community Centers' middle school initiative, Ms. Mullgrav has led an effort to engage youth during a crucial moment in their development. The adolescent literacy program she pioneered supplements classroom reading with innovative literacy activities in the afterschool setting. Ms. Mullgrav also shaped the DYCD Fatherhood Initiative, which encourages increased father-child engagement by offering non-custodial fathers conflict mediation, parent-child reunification, and educational and employment support. Finally, in 2009 DYCD launched the Cornerstone Initiative, offering year-round services for youth and adults in 25 New York City Housing Authority Community Centers.

In overseeing more than 2,500 human service contracts, Ms. Mullgrav emphasizes the values of transparency, accountability, and technical assistance. Data collection and formal evaluations have become integral elements in driving program quality. To support DYCD-funded providers to achieve this quality, Ms. Mullgrav established DYCD's Capacity Building unit to ensure that community-based organizations receive the technical assistance they need to produce their desired outcomes.

Marta Santos Pais, Esq.

Marta Santos Pais took up her post as Director of the UNICEF Innocenti Research Centre in July 2001. She brings to the Centre almost thirty years of experience in human rights law, including her role in the drafting of the 1989 Convention on the Rights of the Child and, more recently, its two Optional Protocols. Santos Pais has helped to draft a number of other international human rights standards, including:

- The Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms;
- The Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities;
- Protocol aiming at the abolition of the death penalty;
- Declaration on the Protection of All Persons from Enforced Disappearances;
- Statute of the International Criminal Court
- She was a Special Adviser to the Machel Study on the Impact of Armed Conflict on Children.

Prior to joining UNICEF IRC, Marta Santos Pais was Rapporteur of the United Nations Commit-

tee on the Rights of the Child and, from 1997, Director of UNICEF's Division of Evaluation, Policy and Planning.

Honorable Amy R. Paulin

Assemblywoman Amy Paulin was first elected to the New York State Assembly in November 2000. Now in her sixth term, she represents the 88th Assembly District encompassing the following Westchester County communities: Village of Scarsdale, Town of Eastchester, Village of Tuckahoe, Village of Bronxville, Villages of Pelham and Pelham Manor, City of New Rochelle (part) and City of White Plains (part). She currently chairs the Assembly Committee on Children and Families, and serves on the Education, Higher Education, and Health Committees. She previously chaired the Alcoholism and Drug Abuse Committee, Committee on Libraries and Education Technology, Committee on Oversight, Analysis and Investigation and Task Force on People with Disabilities. Since her election, 109 of her bills have been signed into law.

A thirty year resident of Scarsdale, NY, Assemblywoman Paulin has a long, distinguished record of activism in public policy and community issues.

She has strongly advocated for women and children in the areas of domestic violence, childcare, education, gun control and health care and has been vocal and active on the environment, human rights, and community affairs.

Paulin continues to be honored with numerous awards in recognition of her service. In the fall of 2010 she received the Ally Award from New York Coalition Against Sexual Assault (NYSCASA). She was honored by The Bike Walk Alliance for the passage of Merrill's Law and the YWCA of White Plains for her role in implementing the YWCA's Supervised Visitation program. In April 2008, she received the National Library Week Recognition Award by the Westchester Library System and in November 2008, she received the New York Library Association Outstanding Advocate for Libraries Award. New York State Coalition Against Domestic Violence (NYSCADV) named Paulin a leader in the fight against domestic Violence in March 2008. In 2009, she was honored by the Huguenot and New Rochelle Historical Society. She received the Metropolitan Library Council (METRO) award for outstanding and dedicated service in support of libraries and the Legislator Award from the Midwifery Education Program. In October 2007, the Westchester Disabled On the Move awarded her with the Spirit of Independence Award. The Legislative Research Librarians section of the National Conference

of State Legislators presented her with the 2007 Notable Documents award in the category of Public Policy. In 2006, she received the 2006 New York State Legislator of the Year from National Organization of Woman (NOW) of New York State; Excellence in Leadership Award from NOW of New York City; the Margaret Sanger Award from the Family Planning Advocates of New York State; and the Health Center Award by the Community Health Association of New York State. In 2005, she was elected to the prestigious Toll Fellowship that is sponsored by the Council of State Governments.

Prior to her election to the Assembly, Paulin served in a number of capacities, including Executive Director, My Sisters' Place; Member, Scarsdale Village Board; Founder and Chairwoman, Westchester Women's Agenda; President, Westchester League of Women Voters; Vice President, NY State League of Women Voters; Citizen Member, County Board of Legislators' Special Committee on Families; and many more committees, councils and foundations.

Amy Paulin was born and raised in Brooklyn, New York. She is a graduate of the State University of New York at Albany and holds a Master's degree and has completed doctoral course work in Criminal Justice from SUNY-Albany. Assemblywoman Paulin resides in Scarsdale with her husband, Ira Schuman. Their three children, Beth, Sarah, and Joey, graduated from Scarsdale High School.

Honorable Diane J. Savino

Senator Diane Savino has dedicated her entire professional career towards improving the lives of working families. She began her career in public service as a caseworker for New York City's Child Welfare Administration, providing direct assistance to abused and neglected children.

An active member of her local labor union, the Social Service Employees Union, Local 371, DC 37 of AFSCME, she quickly rose through the ranks to become the Vice President for Political Action & Legislative Affairs, where she became one of the most respected labor leaders in New York State.

As a labor official, she actively and successfully campaigned for an increase in the minimum wage from \$5.15 to \$7.15—the first raise for New Yorkers in over a decade.

In 2004, she was elected to represent the 23rd Senatorial District, encompassing the North Shore of Staten Island and portions of Brooklyn, including Borough Park, Coney Island, Bensonhurst, and Sunset Park.

In their endorsement of Senator Savino, the New York Times described her as "scrappy and ef-

fective". Her dedication to her constituents earned her the Staten Island Advance's "strongest endorsement for a third term", saying "no lawmaker works harder and no lawmaker commits herself to the fight for her constituents more than Ms. Savino".

Senator Savino has passed important legislation, including a law that ended the 5-year statute of limitation on sexual assault, a bill establishing a task force for the prevention and treatment of cervical cancer, the Olive Oil Labeling Bill, which prohibits additives in virgin olive oil, the Prompt Pay Bill, which ensures prompt payment to construction contractors and their employees and a cost-of-living increase in the death benefit for widows and widowers of police officers and fire fighters killed in the line of duty.

In addition, Senator Savino has championed legislation protecting hard-working New Yorkers, such as Paid Family Leave, which establishes up to 12 weeks of paid leave to care for a sick family member or newborn, Domestic Workers Bill of Rights, expanding basic worker protection rights to domestic workers, and a law that would limit public authorities from contracting out for services that can be performed by public employees.

Local initiatives include the establishment of a Quiet Zone on the Staten Island Ferry, an annual Ferry Service Survey, a Mobile District Office, Back to School Fairs, Women's Health Events, a series of hearings on the foreclosure and subprime lending crisis, district-wide workshops for seniors on the Medicare prescription drug plan, and statewide hearings on HPV, the virus that causes cervical cancer and the HPV vaccine.

Senator Savino sponsors a wide array of programs in the 23rd District, including the only Kosher soup kitchen in New York City, Staten Island's Downtown Drive-In Movies, a mobile mammography unit, as well as a wide variety of programs for at-risk youth and senior citizens.

Standing Committee Assignments
2011: Office of Children and Family Services (Chair), Civil Service and Pensions, Banks, and Veterans Homeland Security and Military Affairs.

Honorable William A. Scarborough

Assemblyman William Scarborough represents the 29th District in Queens County. Having spent most of his life in the same district that he now represents, Scarborough knows very well the nature of its diverse community.

Assemblyman Scarborough was raised in Jamaica, Queens and has lived in St. Albans and

Rosendale, where he attended local schools. Graduating from Public School 140, Shimer J.H.S. 142, and Andrew Jackson High School, he is also a graduate of Queens College of The City University of New York, earning a Bachelor of Arts in psychology and political science.

Assemblyman Scarborough has an extensive background in community involvement. He was District Manager of Community Board 12, where he coordinated and monitored the delivery of municipal services to residents of the Community Board. During his tenure as District Manager, he was also Chairman of the Board's Human Services Cabinet, increasing the availability of primary health care in the area.

He served as Chairman of Area Policy Board 12 and was a member from 1983-1994. During his chairmanship, his duties included allocating funds of half a million dollars annually to community-based programs to provide housing, job training, senior citizen services, education and tutorial services, and many other types of services to residents below the poverty line.

Assemblyman Scarborough's political career began when he was first elected as a member to Community School Board 28. He assumed and shared responsibility for over 22 elementary and middle schools with a budget of approximately \$30 million. His functions included setting educational policy, determining curriculum, selecting principles and countless other duties in the pursuit of quality education for their youth.

Assemblyman Scarborough has membership and affiliations in a number of organizations and committees. He has also received numerous awards and honors commending him for his dedicated service to the community.

Assemblyman Scarborough was elected to office in 1994. During his tenure, Mr. Scarborough has focused his efforts in the areas of health care, education, and youth services. He has funded and sponsored many education and youth programs. Among them is the Julius Erving Center for Physical Culture in St. Albans, an extended-day youth program modeled after the nationally recognized Jackie Robinson Center in Brooklyn. He has been active in the struggle to maintain the public hospital system in New York City, and to expand access to quality health care. Among the Assemblyman's legislative bills that were signed into law was a bill protecting telephone customers from 900 toll call abuse, and a bill making New York State the first state in the nation to establish a day commemorating the contributions of Native Americans. He also was a sponsor of bills protecting HMO customers, a bill to create a

permanent summer jobs program, bills increasing penalties for child abuse, and bills reducing air and noise pollution around New York City's two major airports. His Safe Harbor Act, a law created to protect sexually exploited youth, is the first in the nation to address the issue.

Assemblyman Scarborough Chairs the Committee on Small Business. The Committee on Small Business works closely with a number of State Agencies and public authorities to ensure that they are serving the needs of the small business community as well as MWBE's, including the Department of Economic Development, the New York Office of Science, Technology and Academic Research (formally known as the Science and Technology Foundation), the Job Development Authority, the Empire State Development Corporation, and the Urban Development Corporation, which are the State's chief economic development entities. The Committee oversees the work of the State University of New York in administering the Small Business Development Centers Program.

Standing Committee Appointment/
Assignments 2011: (Chair) Small Business;
(Member) Banking; Corporations, Authorities and Commissions; Ways and Means; (2nd Vice President) Black, Puerto Rican, Hispanic and Asian Legislative Caucus.

Rae Silver

Rae Silver is the Helene L. and Mark N. Kaplan Professor of Natural & Physical Sciences and the head of the Silver Neurobiology Laboratory. Since 1976, Professor Silver has been a member of Barnard's faculty and has taught courses in Quantitative Reasoning, Neuroscience and Psychology. The National Science Foundation, the National Institutes of Mental Health, and National Institute of Neurological Disorders and Stroke, Air Force Office of Scientific Research, and the Office of Naval Research, are among the organizations that have supported her research.

Over the course of her career, Professor Silver has held many positions on committees in services to the educational community, the scientific and research community, and the Barnard and Columbia communities. Currently, she is a US Representative and serves as Chair on the Council of Scientists for the Human Frontiers Science Program and a member of the National Academy of Sciences Institute of Medicine Forum on Neuroscience. Her work as Senior Advisor at the National Science Foundation helped to create a series of workshops to examine opportunities for the next decade in making advances in Neuroscience through the joint

efforts of biologists, chemists, educators, mathematicians, physicists, psychologists and statisticians. She served as co-chair of the NASA committee that prioritized biological research for the International Space Station. She is a fellow to the American Academy of Arts and Sciences.

Her two research areas focus on sleep-wake cycles and their neural bases, and on immune – nervous system interactions in the brain.

Carol Smolenski

Carol Smolenski is the Executive Director and one of the founders of ECPAT-USA, and has been working in the field of children's rights for eighteen years. At ECPAT-USA Carol oversaw the development of the first research project on child trafficking to New York City and two other research projects about commercial sexual exploitation of children. She was the Project Director for the New York City Community Response to Trafficking Project in New York, a multi-faceted ground breaking project to inform communities at risk for human trafficking about the federal anti-trafficking law and help obtain better protections for victims. The Project specialized in working with grassroots community groups and in facilitating relationships between community organizations and criminal justice agents. She is at the Advisory Committee for the national Commercial Sexual Exploitation of Children Community Intervention Project, the HHS/USCCB Contract Advisory Board, and the International Human Trafficking Leadership and Training Project Advisory Committee with the ABA Commission on Domestic Violence. She developed the Protect Children in Tourism Project in Mexico and Belize.

She has spoken at numerous conferences and has presented testimony in venues ranging from the New York City Council to the United States Congress to the United Nations. Carol has a Bachelors degree from Rutgers University, a Masters Degree in Urban Planning from Hunter College.

Murray A. Straus

Murray A. Straus is Professor of Sociology and founder and Co-Director of the Family Research Laboratory at the University of New Hampshire. He has been President of the National Council on Family Relations, the Society For the Study of Social Problems, and the Eastern Sociological Society. He is the author or co-author of over 200 articles on the family, research methods, and South Asia; and 17 books, including Corporal Punishment by Parents In Theoretical Perspective (Yale, 2006), Beating The Devil Out of Them: Corporal Punishment In American Families (Transaction, 2001), Physical Violence

In American Families: Risk Factors and Adaptations To Violence in 8,145 Families (Transaction, 1990). Four Theories Of Rape In American Society (Yale, 1989), Stress, Culture, and Aggression (Yale, 1995), He is widely recognized for his research on partner violence and on spanking and other legal forms of corporal punishment and for efforts to reduce corporal punishment as part of primary prevention of child physical abuse and partner violence. Straus and Emily Douglas and Rose Medeiros are the co-authors of a forthcoming book The Primordial Violence: Spanking by Parents and Its Effect on Cognitive Development and Later Crime (Psychology Press).

Phelan Wyrick

Phelan Wyrick, Ph.D. is a Senior Advisor to the Assistant Attorney General for the Office of Justice Programs (OJP) in the U.S. Department of Justice. He joined the Department in 1998, and has held senior positions in the National Institute of Justice and the Office of Juvenile Justice and Delinquency Prevention. In 2007, he was the recipient of the Attorney General's Award for Outstanding Contributions to Community Partnerships. Dr. Wyrick is the Department Co-Chair for the Defending Childhood Initiative and leads OJP's Evidence Integration Initiative. Prior to joining the Department, Dr. Wyrick served as a Research Associate in the City of Westminster Police Department in Orange County, California. He received his doctorate in social psychology from the Claremont Graduate University.

Special Thanks and Acknowledgements



Funders:

The program is funded by the Carnegie Corporation of New York with additional support from the Oak Foundation and The New York Community Trust – The Mark Family Fund.

We also wish to thank The City University of New York, Office of Senior Vice Chancellor of University Relations, Jay Hershenson, and CUNY TV for providing videotape coverage of the entire proceedings.

Children's Studies Faculty and Staff:

Loretta Chin – Managing Editor/Research Coordinator/Consultation Coordinator

Becca Fink – Consultation Coordinator Assistant (general assistance, website and transcription proceedings)

Elise Goldberg – Children and Youth Studies Program Consultation Co-coordinator

Kimberly Gove – Consultation Coordinator Assistant (general assistance, website and transcription proceedings)/Research Assistant

Joseph Grochowalski – Assistant Editor/Layout Design/Senior Research Associate/Adjunct Faculty

Carla Prestininzi – Consultation Coordinator Assistant (general assistance and transcription proceedings)

Student Volunteers:

Jeanny Kim

Michelle Mizhquiri

Tahseen Muhammad

Dasha Vodrazkova

Media/Press:

The City University of New York, Office of University Relations: Jay Hershenson and staff

Brooklyn College, Office of Communications and Marketing: Jeremy Thompson and staff

Anne Catherine Hundhausen – Filmmaker

David Pavlovsky – Filmmaker

Dr. Pola Rosen – Press/Education Update

Adam Sugerman – Press/Education Update

Advisory Committee:

Honorable Barbara M. Clark, New York State Assembly

Simone Ek: Senior Advisor, U.N. Convention on the Rights of the Child, Stockholm, Sweden

Honorable Bryanne Hamill: New York Country Family Court

Kathryn Grant Madigan, Esq.: Past President, New York State Bar Association

Peter Newell: Coordinator, Global Initiative to End All Corporal Punishment of Children

Mali Nilsson: Senior Advisor, Child Protection, Save the Children Sweden

Marta Santos Pais, Esq.: U.N. Special Representative of the Secretary-General on Violence against Children

Honorable William Scarborough, New York State Assembly

Rae Silver: Helen L. and Mark N. Kaplan Professor of Natural and Physical Sciences, Department of Psychology, Columbia University

Edward Zigler: Sterling Professor of Psychology, Emeritus; Director, Emeritus, The Edward Zigler Yale Center in Child Development and Social Policy, Yale University

In addition to members of our collaborating partner organizations, the following is a partial list of organizations with representatives attending the National Consultation: Social Justice for Children:

Advocates for Children Probation Initiative, Brooklyn Borough President's Office, Brooklyn Family Defense Fund, CASES, Center for Community Alternatives, Center for Court Innovation, Centers for Disease Control – Division of Violence Prevention, Child Protection Division of the Circuit Court of Cook County, Illinois, Children's Aid Society, Children's Rights, Inc., City Bar Justice Center – Immigrant Women and Children's Project, Columbia University, Council of Scientists for the Human Frontiers Science Program, Covenant House International, CUNY School of Law, Dana Foundation, Department of Health and Mental Hygiene, Doris Duke Charitable Foundation, ECPAT-USA, Federation of Protestant Welfare Agencies, Fight Crime: Invest in Kids NY, Foster Parents Advocacy Foundation Inc., Graham Windham, Harvest for Hope, Jane Barker Brooklyn Child Advocacy Center, Kings County District Attorney Office, Lawyers for Children, National Council of Juvenile and Family Court Judges, New York Center for Juvenile Justice, NYC Department of Youth and Community Development, New York County District Attorney's Office, NYC Council, NYS Administration for Children and Family Services, NYS Office of Children and Family Services, NYS Permanent Judicial Committee on Justice for Children, NYS Health and Human Services, NYS Office of Mental Health, NYS Unified Court System, Office of Senator Kirsten E. Gillibrand, Office of the Child Advocate – Connecticut, Prevent Child Abuse New York, Rockefeller University – Laboratory of Neuroendocrinology, Skadden Law Firm, The Boy's Club of New York, The Children's Law Center, The Committee for Hispanic Children and Families, Inc., U.S. Department of Justice – Office of Justice Programs, UNICEF, United Nations, University of New Hampshire – Crimes Against Children Research Center and the Family Research Laboratory, Youth Advocacy Center (YAC)



New York State Assembly Citation

Whereas, it is the sense of this Assembled Body that those who give positive definition to the profile and disposition of the communities of the State of New York do so profoundly strengthen our shared commitment to recognizing the epidemic levels of violence experienced by the children in our nation and to indicate the urgent need to develop effective measures to prevent and eliminate all forms of such violence; and

Whereas, attendant to such concern and fully in accord with its long-standing traditions, it is the intent of this Assembled Body to commend and acknowledge **The Brooklyn College Children's Studies Department** on the occasion of its 20th Anniversary and its sponsorship on the Forum to Combat Child Abuse; now therefore be it

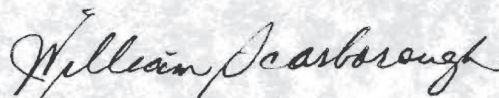
Resolved, that as a duly elected Member of the State Assembly of New York, I recognize that in

Brooklyn College Children's Studies Department

We have an outstanding institution, which is worthy of the esteem of both the Community and the Great State of New York.

Date November 4th, 2011

In Witness Whereof, I have hereunto
Set Hand and Signature


William Scarborough
Member of Assembly



Children's Studies Center
for Research, Policy and Public Service
Brooklyn College of the City University of New York
National Consultation

Social Justice *for* Children: To End Child Abuse and Violence Against Children

Joint Statement from the National Consultation on Social Justice for Children: To End Child Abuse and Violence Against Children

We, the participants in the National Consultation organized by the Children's Studies Center for Research, Policy and Public Service of Brooklyn College of the City University of New York, in consultation with experts from the neurosciences and social sciences, from the judiciary and the courts, from the *Defending Childhood Initiative* of the U.S. Attorney General, from the child protection and child advocacy community, from the legislature of New York State and government of New York City, and from the U.N. Secretary-General Violence against Children,

Gathered in New York at the Association of the Bar of the City of New York to share the latest research findings about the incidence and epidemic levels of exposure to violence faced by our nation's children, the challenges faced by juvenile and family court judges, the concerns of child protective and advocacy agencies, the ideas for new policies, regulations and legal initiatives by New York State legislators dedicated to protecting children from violence, interested in joining the national initiatives of Defending Childhood by the U.S. Attorney General and the international endeavors of the Special Representative of the Secretary General on Violence against Children,

Recognizing the critical need to explore ways of collaboration and to establish new synergies between the different sectors in our society dedicated to the prevention of violence against children and to promote awareness in the nation of the deleterious effects of maltreatment of children,

Recognizing the epidemic levels of violence experienced by the children in our nation, the neuroscience and social science studies about the deleterious lifelong and trans-generational consequences of child abuse and neglect, the Adverse Childhood Experiences (ACE) Study of the Centers for Disease Control and Prevention (CDC), which assesses associations between childhood maltreatment and lifelong physical and mental health effects, together with the large numbers of child fatalities from child abuse in the United States – the highest in all industrialized nations, indicate the urgent need for federal and state governments to develop effective measures to prevent and eliminate all forms of such violence,

Recognizing the priority attached by the U.S. Attorney General to ending the cycles of violence and victimization of our children, the social science findings of the first National Survey on Children Exposed to Violence (2009), the compelling findings from the neurosciences and epigenetic research about children exposed to stress, maltreatment and lack of maternal care, as well as the public health problems and economic costs to the nation engendered by all those children exposed to epidemic levels of violence,

Recognizing the establishment of the U.S. Attorney General's Defending Childhood Initiative Task Force, the S.175 Violence Against Children Act 2011 introduced U.S. Senator Barbara Boxer,

-2-

Recalling the last National Commission on Children created by Congress and President Ronald Reagan on December 22, 1987, and its report *Beyond Rhetoric. A New Agenda for Children and Families*, published in August 1991 with its comprehensive national agenda for action, and recalling the nine White House Conferences on Children since 1909,

Recognizing with appreciation the important initiatives pursued by numerous national and local organizations and public agencies to prevent child abuse and neglect and child fatalities and ameliorate the effects of children exposed to violence as victims and witnesses in the home, in schools, in institutions of foster care, juvenile justice and mental health, in the community at large and in numerous other settings,

Express our determination to join forces and work collaboratively toward the prevention and elimination of violence against children in all its forms and to promote cross-sectoral collaboration in order to advocate and promote:

- a) The development of robust plans of action to address all violence against children at federal, state and local levels;
- b) The creation of a National Commission on Children, the first since 1987, as a new federal effort to address the challenges facing our nation's children, also recommended by Senator Christopher Dodd, Chair of the Senate Children and Families Subcommittee in June 2010, and by Child Welfare League of America;
- c) The establishment of a New York State Commission on Child Abuse and Violence Against Children;
- d) The development of federal, state and local policies, legislation and regulations to prohibit all forms of violence against children in all settings;
- e) The establishment of a National Consortium of Violence Against Children of civil society organizations to develop in partnership joint plans of action;
- f) The consolidation of national data systems and research on violence against children and the dissemination of relevant information to inform advocacy, policy making and resource mobilization to safeguard children's right to freedom from violence.

We recognize the robust potential of cross-sectoral collaboration and in close cooperation with the A.G. Defending Childhood Initiative and those of legislators committed to the elimination of all violence against children, commit to:

- a) Promote the sharing of experiences, good practices and effective measures between public and not-for profit child protective and advocacy organizations;
- b) Support the development of state and federal platforms and measures by also including key stakeholders from the religious community, the private sector and the media to achieve children's protection from violence;
- c) Support initiatives to build a culture of respect for the human rights of children and freedom from violence;
- d) Establish synergies of information and action between the different sectors represented here and our joint efforts in future to effectively prevent and address violence against children in all forms.

New York City, November 4, 2011

Please sign

Your name and title

Organization

Address

Email address

Contact Information: childrensstudies@brooklyn.cuny.edu

Children's Studies Center • Brooklyn College, CUNY • 2900 Bedford Ave., James Hall • Brooklyn, NY 11210



Researchers, Policymakers Call on U.S. Government to Take Immediate Action to Address National Epidemic of Child Abuse and Violence Against Children

More than 60% of U.S. children exposed to violence in one year

NEW YORK, Nov. 7, 2011 /PRNewswire-USNewswire/ -- Leading policymakers, researchers, scholars, jurists, and child advocates from across the country have issued a public statement calling for the development of robust plans of action at federal, state and local levels to address all violence against children. The joint statement cites epidemic levels of violence against children in the U.S., which has the worst record of fatalities due to child abuse among industrialized nations.

According to a recent BBC report, "over the past 10 years, more than 20,000 American children are believed to have been killed in their own homes by family members. That is nearly four times the number of U.S. soldiers killed in Iraq and Afghanistan. The child maltreatment death rate in the U.S. is triple Canada's and 11 times that of Italy. Millions of children are reported as abused and neglected every year." The dire reality of child abuse was made visible last week when a disturbing video was released showing a 16-year-old girl's violent beating at the hands of her father, a Texas family court judge.

The joint statement is the outcome of a national consultation convened last Friday by the Children's Studies Center for Research, Policy and Public Service at Brooklyn College. Participants included representatives from the U.S. Department of Justice, the United Nations, the Centers for Disease Control and Prevention, the National Council of Juvenile and Family Court Judges, and the State Legislature, among others, as well as neuroscientists, psychologists, and sociologists. The statement received overwhelming support from the presenters, members of the audience and representatives of key local and national organizations.

The statement calls for the creation of a national commission on children—the first since 1987—to address the challenges facing our nation's children; the development of federal, state and local policies, legislation and regulations to prohibit all forms of violence against children in all settings; and the consolidation of national data systems and research on violence against children in order to inform advocacy, policy making and resource mobilization to safeguard children's right to freedom from violence. The list of signatories will be released later this

month.

At the conclusion of the event, Assemblyman William Scarborough (NY-29) announced that he will introduce legislation during the next session calling for the creation of a State Commission on Child Abuse and Violence against Children.

The Children's Studies Center for Research, Policy and Public Service concentrates on pedagogy, research, and public service. It participates in local, national, and international research on behalf of children and youth, and assistance to governmental and advocacy agencies as well as community-based organizations in their work on behalf of children and young people. This year marks the twentieth anniversary of the founding of children and youth studies, an interdisciplinary field of study focusing on children and youth ages 0 to 18 which represent a distinct socio-cultural and generational cohort. Sociology Professor Gertrud Lenzer, director of the center, is credited with establishing the field.

Brooklyn College of the City University of New York enrolls 17,000 undergraduate and graduate students in more than 130 degree programs in business, education, humanities and social sciences, natural and behavioral sciences, and visual, media and performing arts.

Social Justice for Children: A National Consultation to End Child Abuse and Violence against Children was funded by the Carnegie Corporation of New York.

SOURCE Brooklyn College

[Back to top](#)

RELATED LINKS

<http://www.brooklyn.cuny.edu>



3104 William James Hall
2900 Bedford Ave. • Brooklyn, NY 11210
Tel. 718-951-5000 x1413 • fax 718-951-4661
Children's Studies Program website:
<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies>
Children's Studies Center for Research, Police and Public Service Website:
<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1758.htm>
National Consultation Conference Website:
<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/>

Children's Studies Center
For Research, Policy, and Public Service

FOR IMMEDIATE RELEASE

Contact: Professor Gertrud Lenzer, Director (718) 951-3192
glenzer@brooklyn.cuny.edu

A National Epidemic of Child Abuse and Violence against Children

***New Findings from the National Consultation on "Social Justice for Children:
To End Child Abuse and Violence against Children"***
Convened by the Children's Studies Center of Brooklyn College, CUNY

"Imagine that you woke up this morning and on the headlines of the New York Times, or on the feature story on CNN, the headline was that scientists discovered a new disease that affected children and about 60 percent of children every year were exposed to this disease.

Scientists also reported that those exposed were at greater risk for mental health – problems like depression and anxiety disorder. And they were also at greater risk for physical health problems, even serious health problems such as diabetes, heart disease, and cancer. In addition, they were at greater risk for social problems like crime and drug abuse during their lives.

Scientists also noted that they even could pass this on to their own future children in some way. If we had a disease that was in the headlines framed like that, what do you think we'd do about it? I really believe that despite budget deficits, despite anything, we would do anything we could to eradicate that disease, to stop it. But the truth is, as you've already heard, we do have such a disease; it's called violence against children."

*-James Mercy, Acting Director, Division of Violence Prevention,
Centers for Disease Control and Prevention*

BROOKLYN, NY, May 7, 2012 –The Children's Studies Center of Brooklyn College and The City University of New York has just released on their website, complete videotaped recordings, transcriptions, and findings from its National Consultation: "Social Justice for Children: To End Child Abuse and Violence Against Children" held on November 4, 2011 at the Association of the Bar of the City of New York.

Visit the National Consultation Conference Website for information:

<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/>

This multi-disciplinary and cross-sectoral national consultation event was convened to draw concerted attention to the realities of child maltreatment and violence against children as a national condition of alarming proportions and to explore ways to meet this national epidemic. The participants included twenty-seven distinguished speakers and panelists from neuroscience, the social sciences and public health, the courts and the judiciary, the New York State legislature, the U.S. Department of Justice, the United Nations, major child protection and advocacy organizations, the Centers for Disease Control and Prevention, and the National Council of Juvenile and Family Court Judges. In this expert consultation, the speakers presented the most recent biological, social, cultural and economic findings about the incidence, prevalence and long-ranging effects of maltreatment of children and young people in the home and many other social settings in our nation.

Together with the Children's Studies Center, researchers and policy makers called on the U.S. government to take immediate action to address the national epidemic of child abuse and violence against children.

Many of the participants and invited guests at the National Consultation endorsed a Joint Statement, which outlined major policy and legislative initiatives and explored ways of collaboration between the different sectors in our society dedicated to the prevention of violence against children and to promote awareness in the nation of the deleterious effects of maltreatment of children.

Sign our Joint Statement from the National Consultation on “Social Justice for Children to End Child Abuse and Violence Against Children”:

(http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/pdf/Joint_Statement_FINAL_with_address.pdf)

###

The Children's Studies Center for Research, Policy, and Public Service concentrates on pedagogy, research, and public service. It participates in local, national, and international research on behalf of children and youth, and assistance to governmental and advocacy agencies as well as community-based organizations in their work on behalf of children and young people. This year marks the twentieth anniversary of the founding of children and youth studies, an interdisciplinary field of study focusing on children and youth ages 0 to 18, which represent a distinct socio-cultural and generational cohort. Professor Gertrud Lenzer, director of the program and the center, is credited with establishing the field.

“Social Justice for Children: A National Consultation to End Child Abuse and Violence against Children” was funded by the Carnegie Corporation of New York with additional support from The New York Community Trust – The Mark Family Fund, and the Oak Foundation.

The Kingman

THE VOICE OF BROOKLYN COLLEGE SINCE 1950

Fall 2011 - Issue 6

Monday, November 21, 2011

Children's Studies Center Demands End to Violence against Children

By Jessica Durham
Staff Writer

The Children's Studies Center for Research, Policy and Public Service at Brooklyn College held a National Consultation on Social Justice for Children to end child abuse and violence against children on November 4 on its 20th anniversary at the Bar Association of New York City, bringing attention to violence against children by discussing research and proposing plans to end it.

In the program for the national consultation, "Children from birth to age 18 can neither organize to improve their situation nor can they represent themselves.

They are, in fact, a generational minority. The challenge before us is to join forces across the many institutional divides in order to overcome what will otherwise remain well-intentioned but fragmented efforts."

The manual was signed by Gertrud Lenzer, the founding director of the Children's Studies Center for Research, Policy and Public Service.

"We have to represent them and their causes. The importance [of the consultation] was not to celebrate our successes. The impor-

tance was to dedicate our 20th anniversary to the consultation," Lenzer said, who is also a professor of Sociology at Brooklyn College.

The consultation's purpose was to bring national attention to the "epidemic levels of violence against children in the U.S., which has the worst record of fatalities due to child abuse among industrialized nations," according to a PR Newswire press release for the consultation.

The press release cites statistics from a recent BBC report, which said that more than 20,000 American children were killed by the hands of their own family members over the past 10 years, which is almost four times the number of U.S. soldiers killed in Iraq and Afghanistan.

Also, the death rate from child abuse is 11 times that of Italy and triples that of Canada, according to the report.

Participants included representatives from the US AG Eric Holder, the United Nations, the Centers for Disease Control and Prevention, the National Council of Juvenile and Family Court Judges, and the State Legislature, as well as neuroscientists, psychologists and sociologists, according to the press release.

Researchers presented recent findings on the violence against children, including the biological and social effects of child abuse, public data and the long-term effects, ill effects and national costs of violence against children, according to Lenzer.

The participants issued a joint statement that includes the call for "the creation of a national commission on children, the first since 1987, to address the challenges of our nation's children, the development of federal, state, and local policies, legislation and regulations to prohibit all forms of violence against children in all settings, and the consolidation of national data systems and research on violence against children in order to inform advocacy, policy making and resource mobilization to safeguard children's right to freedom from violence," according to the press release.

The Joint Statement was endorsed by many participants, and according to the press release, Assemblyman William A. Scarborough, announced at the Consultation that he will introduce legislation for the creation of a

"New York State Commission on Child Abuse and Violence against Children" in the next legislative session. A.M. Scarborough is also a member the Children's Studies Adjunct Faculty at Brooklyn College.

In 1991, Lenzer founded the American Sociological Association Section on the Sociology of Children.

Together with other Brooklyn College faculty, Lenzer founded the interdisciplinary field of Children's Studies. In 1994, a minor was established for all liberal arts majors.

According to the Children's Studies website, "In 2001, a 30-credit interdisciplinary Children's Studies concentration for majors in early childhood education teacher and childhood education teacher programs was introduced in cooperation with the Brooklyn College School of Education.

An interdisciplinary Bachelor of Arts (B.A.) degree in Children's Studies was launched in Fall

2009."

Over 280 students are now enrolled for a B.A. in Children's Studies, according to Lenzer. There is a very high enrollment for the courses.

According to Lenzer, Children's Studies as a discipline teaches knowledge about children and young people gathered by many disciplines. The Children's Studies Center, however, has a specific mission: to focus on underprivileged children, minority children, children in poverty, children in the institutions of foster care and juvenile justice.

"Brooklyn College is the founding academic institution of this new interdisciplinary field of Children's Studies. [This consultation] has brought national attention to Children's Studies," Lenzer said.

"The research and policy initiatives of our Children's Studies Center are dedicated to all those children who don't have a voice, who cannot defend themselves. I feel that as scholars we also have a social responsibility to represent them and their causes."



PRESIDENT'S MESSAGE

In my first President's Message to the Council, I said that I was both pleased and honored to be able to work with this unique organization and to help lead its distinguished members through the coming year. Now, just short of six months into my tenure, those feelings continue.

I am truly enjoying the privilege of representing the National Council of Juvenile and Family Court Judges as President. This privilege brings with it a lot of work. However, thanks to the assistance of my Council mentors and the reception from all members, these past few months have been tremendously rewarding and positive.

Following our annual meeting in July, committee work began almost immediately. Thank you to all who assisted with making the committee assignments at the annual meeting and to those serving on the committees. Your dedication and willingness to serve is invaluable and benefits not only the Council, but all those ultimately served by the Council's work. The hard work of our Legislative Committee has yielded direct benefits to NCJFCJ, benefits that will enrich the Council's work throughout the months and years to come. The Legislative Committee's work has also helped to generate new CIP monies which will assist our Tribal Court counterparts.

One of NCJFCJ's many new projects this year is Project ONE. Originally known as the Multi-Court Collaboration Initiative, Project ONE was named to signify a holistic approach to families through One Family/One Judge, No Wrong Door, and Equal Access to Justice for All. Project ONE seeks to provide judges with guidance for supporting the needs of families and children no matter which jurisdictional "door" of the courthouse—family law, child welfare, family violence, juvenile justice, etc.—they enter. Project ONE is a Council-wide effort, pulling together judicial and staff experts to provide our members and the field with the best and most useful tools to improve outcomes for children and families involved in multiple systems.

One of NCJFCJ's many resources dealing with multi-system issues is the recently published *Doorways to Delinquency: Multisystem Involvement of Delinquent Youth in King County (Seattle, Wash.)*, authored by two researchers from NCJFCJ's research division, the National Center for Juvenile Justice. This groundbreaking study focuses on the prevalence of child welfare involvement among delinquent youth and how this multi-system involvement leads to poorer juvenile justice outcomes, particularly for youth of color and females. Please see page 26 in this issue for more information about this important publication. You can read more about our many Project ONE efforts and resources at <http://www.ncjfcj.org/content/view/1474/347/>.

Another of NCJFCJ's goals this year is to continue to expand the range of organizations with which we work, and the level to which we join forces with these organizations.

Although it is still early in my tenure as NCJFCJ President, I continue to be committed to work hard on behalf of the Council. Truthfully, I am also having a wonderful time. I am grateful to our members, staff, and especially the Executive Committee for their generous support and continued commitment to NCJFCJ. With all of us working together, we can continue moving forward to fulfill the mission of child and family courts throughout the United States—to achieve the best outcomes possible for all the children and families we serve.

Best regards,

Judge Patricia M. Martin
Chicago, Illinois

Judge Martin Speaks on the Epidemic of Violence Against Children at National Forum

Judge Patricia Martin traveled to New York City in November to speak at a national forum which explored the national epidemic of violence against children, and how leaders and experts from a wide variety of arenas can work together to end the violence. Brooklyn College's Children's Studies Center for Research, Policy, and Public Service presented the day-long National Consultation entitled "Social Justice for Children: To End Child Abuse and Violence Against Children" on Nov. 4, 2011 at the Association of the Bar in Manhattan. Judge Martin, who spoke on "The Courts and the Judiciary: Child Abuse and Violence Against Children," was joined on the panel by the Honorable Judith S. Kaye, retired Chief Judge of the New York State Court of Appeals.

The NCJFCJ was among several other organizations and national leaders that signed on to a joint public statement calling upon national and local organizations, public agencies, and others to "join forces and work collaboratively toward the prevention and elimination of violence against children in all its forms and to promote cross-sectoral collaboration . . ." The statement also advocated creation of a National Commission on Children, the first since 1987, as well as a National Consortium of Violence Against Children, which would unite civil society organizations to develop plans of action.

The Joint Statement from the National Consultation on Social Justice for Children: To End Child Abuse and Violence Against Children is available online at http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/conference/pdf/Joint_Statement_FINAL_with_address.pdf.