

THE PRESBYTERY OF NORTHERN NEW ENGLAND CHILD PROTECTION POLICY

General Purpose Statement

The Presbytery of Northern New England has zero tolerance for abuse of any kind. The Presbytery of Northern New England (PNNE) seeks to provide a safe and secure environment for the children who participate in its programs and activities. By implementing the below policy and practices, the PNNE's goal is to protect the children who participate in its programs and activities from incidents of misconduct or inappropriate behavior while also protecting PNNE's employees and volunteers from false accusations. All PNNE programs and events shall follow all state and federal laws as well as the Book of Order of the Presbyterian Church (USA).

A. Definitions

For purposes of this policy, the terms "child" or "children" include all persons under the age of eighteen (18) years. The term "employee" includes paid persons who work with children. The term "volunteer" means an unpaid person who works with children.

For purposes of this policy, "child abuse" is any action (or lack of action) that endangers or harms a child's physical, psychological, or emotional health and development. This definition includes child to child abuse. Child abuse occurs in different ways and includes but is not limited to the following:

1. Physical abuse - any physical injury to a child that is not accidental, such as beating, shaking, burns, and biting.
2. Emotional abuse - emotional injury when the child is not nurtured or provided with love and security, such as an environment of constant criticism, belittling and persistent teasing.
3. Sexual abuse - any sexual activity between a child and an adult or between a child and a child who is older than the victim, including activities such as fondling, exhibitionism, intercourse, incest, online (Internet, cellular telephone, tablet) inappropriate pictures, solicitation ("sexting") or abusive remarks, and pornography.
4. Neglect - depriving a child of his or her essential needs, such as adequate food, water, shelter, failure to protect, and medical care.
5. Signs that might indicate abuse: sudden withdrawal from activities the child previously enjoyed, reluctance to be alone with a particular individual, changes in performance in school, inability to focus attention, excessive watchfulness as if something is going to happen, overly compliant behavior, complaints of pain in the genital area, the use of sexually explicit language, receiving private gifts, receiving private electronic communication from leaders.

B. Requirements for Working with Children

All persons who desire to work with the children participating in the PNNE's programs and activities shall be screened. This screening includes the following:

1. Six Month Rule

To allow for better evaluation and suitability of the applicant for working with children, no employee or volunteer will be considered for any position involving contact with minors until she/he has been involved through regular church attendance and participation in local congregation of PNNE and/or regular participation in programs with the PNNE for a minimum of six (6) months.

2. Written Application

All volunteers seeking to work with children shall complete and sign a written application every three years, supplied by the PNNE. The application will request basic information from the applicant and will inquire into their previous experience with children, prior church affiliation(s), references, education, and employment information, as well as disclosure of any criminal convictions. The application form will be maintained in confidence on file with the PNNE Stated Clerk.

3. Personal Interview

Upon completion of the application, the sponsoring entity shall schedule a face-to-face interview with the applicant to discuss his/her suitability for the position. This interview may be completed in-person or via video tele-conference. The interviewer shall use the "Interview Questions" in the appendix of this policy and the "Interpretive Guide for Interviewers" also in the appendix of this policy. Please see interview questions and the interpretive guide.

4. Reference Checks

Before a volunteer is permitted to work with children, at least three of the applicants' references shall be checked. These references should be of an institutional nature, preferably from organizations where the applicant has worked with children in the past. An additional reference should be a personal reference of someone who can speak to how well the applicant works with children. Reference checks will be performed every three years. Documentation of the reference checks shall be maintained in confidence on file with the PNNE.

5. Criminal Background Check

A national criminal background check is required for all employees (regardless of position) and volunteers as defined above. Volunteers shall have background checks annually. The State of Maine requirement for volunteers includes fingerprinting/background checks. All background checks shall be done through a third-party entity, engaged by the PNNE, licensed to conduct background checks.

The background check authorization form and results shall be maintained in confidence on file at the PNNE offices. Program organizers shall submit the names and email addresses of those needing background checks to the Presbytery Stated Clerk who will run all background checks. The Presbytery shall bear the

cost of the background check. All screening documents named above shall be submitted to the Presbytery office prior to the event.

Before a background check is run, prospective workers will be asked to sign an authorization form allowing the Presbytery to run the check. If an individual declines to sign the authorization form, s/he will be unable to work with children.

A disqualifying offense that will keep an individual from working with children will be determined by an Executive Staff Member or the Stated Clerk on a case-by-case basis considering all the surrounding circumstances. Generally, convictions for an offense involving children and/or for offenses involving violence, dishonesty, illegal substances, indecency, and any conduct contrary to our mission will preclude someone from being permitted to work with children. Failure to disclose a criminal conviction on the application form will also be a disqualifying event.

6. Family Helpers

Parents/guardians/adult caregivers who wish to provide occasional help at an event are welcome, and do not need to be screened as volunteers, as long as they are informed, and understand, that the leaders of the event (staff and volunteers) shall be responsible for the supervision of the children and youth in their care at all times.

7. Family Events

It is understood that when parents/guardians/adult caregivers bring children to a PNNE sponsored event for families, they join the event leadership in taking responsibility for their children. This shall be communicated in information about the event.

C. Two Adult Rule

It is our goal that a minimum of two unrelated adult workers will attend always when children are being supervised during our programs and activities. Some youth classes may have only one adult teacher in attendance during the class session; in these instances, doors to the classroom should remain open and there should be no fewer than three students with the adult teacher. We do not allow minors to be alone with one adult, other than a parent or guardian, during any Presbytery activity.

D. Open Door Policy

Classroom and daycare doors should remain open unless there is a window in the door or a side window beside it. Doors should never be locked while persons are inside the room.

E. Responding to Allegations of Child Abuse

Volunteers and employees working with youth and children are mandated reporters. Such workers may become aware of abuse or neglect of the children under our care. In the event that an individual involved in the care of children at a PNNE event becomes aware of suspected abuse or neglect of a child under his/her care, this shall be reported immediately to authorities, as mandated by state law, and reported to the Stated

Clerk for further action. This report shall be maintained in confidence by all parties until the matter is resolved.

In the event that an incident of abuse or neglect is alleged to have occurred at a PNNE event or during our sponsored programs or activities, the following procedure shall be followed:

1. The parent or guardian of the child will be notified.
2. The individual alleged to be the perpetrator of the abuse or misconduct will immediately be placed on leave from working with children, pending an investigation, and instructed to remain away from the premises during the investigation.
3. Civil authorities will be notified, and the PNNE will comply with the state's requirements regarding mandatory reporting of abuse, as the law then exists. The PNNE will fully cooperate with the investigation of the incident by civil authorities. As of November 22, 2022, civil authorities may be contacted at the following phone numbers:

Maine – 1-800-452-1999

Massachusetts – 1-800 792-5200

New Hampshire - 1-800-271-6562

Vermont – 1-800 – 649-5285

4. The PNNE's insurance company will be notified, and the PNNE will complete an incident report. Any documents received relating to the incident and/or allegations will immediately be forwarded to the insurance company.
5. Our Stated Clerk will be the PNNE's spokesperson to the media concerning incidents of abuse or neglect unless he or she is alleged to be involved. The PNNE will seek the advice of legal counsel before responding to media inquiries or releasing information to the Presbytery. All other representatives of the Presbytery shall refrain from speaking to the media.
6. A pastoral visit will be arranged for those who desire it.
7. Any person who is not found innocent of the alleged abuse or misconduct will be removed from their position working with children or youth.

Additional Provisions Regarding Child Protection

F. Teenage Workers

The PNNE recognizes that there may be times when it is necessary or desirable for babysitters (paid or volunteer) who are under age 18 to assist in caring for children during programs or activities. The following guidelines apply to teenage workers:

1. Must be at least age 13.

2. Must be screened as specified above.
3. Must be under the supervision of an adult and must never be left alone with children.

G. Sick Child Policy

It is the PNNE's desire to provide a healthy and safe environment for all the children at its activities. Parents/Guardians are encouraged to be considerate of other children when deciding whether to place a child under the care of PNNE. In general, children with the following symptoms should NOT be dropped off:

1. Fever, diarrhea, or vomiting within the last 48 hours;
2. A runny nose with a green or a yellow color;
3. Eye or skin infections; and/or
4. Other symptoms of a communicable or infectious disease.

Children who are observed by the PNNE's workers to be ill will be separated from other children and the parent or guardian will be contacted to ask that the child is picked up for the day.

H. Medications Policy

It is the policy of the PNNE not to administer either prescription or non-prescription medications to the children under the PNNE's care. Medications should be administered by a parent at home. Parents are reminded of the sick child policy.

Exceptions to the medications policy may be granted to parents of children with potentially life-threatening conditions (such as asthma or severe allergic reactions). Parents/Guardians of such children should address their situation with the adult childcare leader to develop a plan of action.

I. Discipline Policy

It is the policy of the PNNE not to administer corporal punishment, even if parents have suggested or given permission for it. There should be no spanking, grabbing, hitting, or other physical discipline of children. Workers should consult with the Executive Staff Member if assistance is needed with disciplinary issues.

J. Restroom Guidelines

Children five years of age and younger should use a classroom bathroom if one is available. If a classroom bathroom is not available, workers should escort a group of at least two children to the hallway bathroom. They should always go in a group, never taking a child to the bathroom alone. The workers should check the bathroom first to make sure that it is empty, and then allow the children inside. The workers should then remain outside the bathroom door and escort the children back to the classroom. If a child is taking longer than seems necessary, the worker should open the bathroom door and call the child's name.

For children over the age of five, at least one adult male should take boys to the restroom and at least one adult female should take girls. The worker should check the bathroom first to make sure that the bathroom is empty, and then allow the children inside. The worker should then remain outside the bathroom door and escort the children back to the classroom. If a child requires assistance, the workers should prop open the bathroom door, and leave the stall door open as they assist the child.

For the protection of all, workers should never be alone with a child in a bathroom with the door closed and never be in a closed bathroom stall with a child. Parents are strongly encouraged to have their children visit the bathroom prior to each class.

K. Accidental Injuries to Children

If a child or youth is injured while under the PNNE's care, the following steps should be followed:

1. For minor injuries, scrapes, and bruises, workers will provide First Aid (Band-Aids, etc.) as appropriate and will notify the child's parent or guardian of the injury at the time the child is picked up from our care.
2. For injuries requiring medical treatment beyond simple First Aid, the parent and/or guardian will immediately be summoned in addition to the worker's supervisor. If warranted by circumstances, an ambulance will be called.
3. Once the child has received appropriate medical attention, an incident report will be completed in the case of injuries needing treatment by a medical professional.
4. An incident report shall be submitted to the sponsoring entity and the Presbytery Stated Clerk.

L. Training

The sponsoring entity shall provide training on this policy to all volunteers prior to any event. All volunteers shall be required to attend the training. Upon completion of training, all volunteers shall submit a signed statement indicating they have read, understand, and agree to follow this policy. Form attached.

The State of Maine has specific requirements for those who volunteer with children, including the completion of mandated reporter training to be completed every 4 years. The training link can be found at <https://mainemandatedreporter.org>.

M. Administration of This Policy

The Leadership Commission shall appoint at least one individual to oversee the administration of this policy. The PNNE event sponsoring entity shall oversee the application process and be responsible for ensuring that the policy is followed for an event, including ensuring that all staff, paid, and volunteers, provide the required documentation for each event, have the required background and criminal checks, and have received the training as indicated in this policy. The Leadership Commission will review this policy including reporting procedures and response strategies every five years. The Leadership Commission will periodically do a needs/risk management assessment and update as to adequate liability insurance coverage as needed.

We are grateful to the policies of the Boy Scouts of America, the Presbytery of Southern New England, and the Insurance Board for their input on this policy.

Appendix A Volunteer Application Form

Name: _____

Street address: _____

City: _____ State: _____ Zip: _____

How long at current address: _____

Driver License: State Issued. _____ Number: _____

Have you ever worked or volunteered for _____? ___ Yes ___ No

If yes, please complete the following. Dates: ____/____/____ to ____/____/____

Position(s): _____

Please list your addresses in the past five years:

For what position are you applying? _____

What interests you about the position for which you are currently applying?

What has prepared you for the position for which you are currently applying?

Employment History

Dates of Employment	Company Name & Address (City, State, Zip)	Immediate Supervisor	Position Held	Reason for Leaving Position
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(Start with most recent)		Name & Phone Number		
Started _ / _ / _				
Ended _ / _ / _				
Started _ / _ / _				
Ended _ / _ / _				
Started _ / _ / _				
Ended _ / _ / _				
Started _ / _ / _				
Ended _ / _ / _				

Educational History

School Name	City, State, Zip	Type of School	Name of Program or Degree?	Program Completed?

References

Reference Name	Address (City, State, Zip)	Daytime Phone	How long have you known this person?	Has this person agreed to provide a reference?
Professional/Civic				

Professional/Civic				
Personal				
Personal				
Family Member				

Volunteer experience

Please list your volunteer experiences with non-profit organizations. (Use back if needed.)

Organization	Duties	Dates	Contact Person	Phone Number

The Presbytery of Northern New England appreciates your willingness to share your skills. Providing safe and secure programs for our members is of utmost importance to us. The information gathered in this application is designed to help us provide the highest quality programs for the people of our community. Please initial each of the statements below.

_____ *I declare that all statements contained in this application are true and that any misrepresentation or omission is cause for rejection of my application, or dismissal from my position.*

_____ *I understand that I can withdraw from the application process at any time.*

_____ *My signature indicates that I have read and understand the above. **Do not sign until you have read and initialed the above statements.***

Applicant Signature: _____ **Date:** ____ / ____ / ____

Policy Code of Ethics

- PNNE staff and volunteers will exhibit the highest ethical best practices and personal integrity.
- PNNE staff will provide a professional work environment that is free from physical, psychological, written, or verbal intimidation or harassment.
- PNNE staff will not physically, sexually, or emotionally abuse or neglect a youth or adult.
- PNNE staff will share concerns about suspicious or inappropriate behavior with their supervisor or administrator.
- PNNE staff will report any suspected abuse or neglect of a youth to the state authorities.
- PNNE staff will accept their personal responsibility to protect youth and adults from all forms of abuse.

Please Print

Date _____

Name _____

Position _____

Signature _____

I have reviewed this application and have noted any missing information.

Signature of Program Manager

Date

High Risk Indicators for Applications

- Application has gaps in dates for employment, education or residence.
- Application includes conflicting or incorrect information.
- Application has omitted or incomplete information.
- The applicant has an unstable work history.
- The applicant provides vague reasons for leaving previous jobs.
- The applicant is unwilling to use former supervisors as references.
- The applicant is overeducated or overqualified for this or other positions with youth.
- The applicant is moving to a lesser-paying job.
- The application shows a pattern of work and volunteer positions with the same type of youth.
- The work pattern shows themes of problems with authority.
- The applicant found out about the position through dropping in on the program.
- The applicant describes youth as helpless, vulnerable, or perfect.

Appendix B: Interview Questions and Interpretive Guide

Behaviorally Based Interview Questions for Screening Applicants for the Potential to Abuse

The interview provides the most comprehensive source of information about an applicant. It provides information needed to assess individual experiences, values, attitudes, and skills that determine whether the applicant meets the criteria for the position.

The entire interview should take between one half hour and one hour to complete. The process is most effective when the interview is conducted at a time and place where neither the interviewer nor interviewee will be distracted or interrupted.

Behavioral interview questions are generally encouraged for the interview process. Behavioral interviewing is a proven method for identifying an applicant's skills. The method is based upon research indicating that the best predictor of future behavior is past behavior. Behavioral interviewing offers decision makers a way to predict how an applicant will perform job responsibilities by identifying how they have performed in similar situations in the past.

Applicants often need a few questions to get used to answering behavioral interview questions in the fashion desired. The applicant may have difficulty recalling past experiences or may provide theoretical responses rather than describe what they have actually done in the past. The interviewer will sometimes need to give applicants time to think of situations or guide applicants to describe how they have actually performed.

The Interpretive Guide for the Interview provides information about evaluating interview responses. The information in the Interpretive Guide helps the interviewer accomplish two tasks. First, the Interpretive Guide will help assess the applicant's levels of the Essential Skills: Trainability, Policy Adherence, Patience, Supportiveness, Judgment and Boundaries. Second, the Interpretive Guide helps determine the applicant's risk to abuse consumers (to the extent applicable).

Essential Skills

The following skills are considered critical for adults working with vulnerable populations. Use the definitions to help you listen to the applicants' examples of their previous work with consumers. Specific examples of previous situations will help you evaluate the applicants' skill levels.

Trainability. Able to comprehend and behaviorally incorporate new information and skills; willing to utilize training and supervision to modify and improve known techniques.

Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?

Policy adherence. Able to conform to established policies and procedures and to address issues in a manner that is consistent with existing guidelines for the program.

Often in school or work, we're expected to adhere to policies that don't really make sense to us. Tell me about a time when you had to stick to a rule, even though it didn't seem reasonable. How did you handle that situation?

Patience. Able to maintain a mature, problem-solving demeanor when faced with interpersonal conflict, personal rejection, hostility, or other stressful circumstances. Able to control anger, control frustration and demonstrate compassion in difficult circumstances.

Give me an example of a time when a child (or teen) really tried your patience. Specifically, tell me about an instance in which this consumer seemed to want to make you angry. How did you respond to that situation?

Supportiveness. Able to show genuine concern for others, determine when a person needs comfort, provide appropriate comfort in a manner that is helpful.

Describe a time when you were personally supportive and reassuring to a person who needed a friend. How did you know the person was in need? How did you show your support?

Judgment. Able to generate useful, effective solutions. Exhibits a realistic understanding of issues and uses reason, even when dealing with emotional or sensitive topics.

Tell me about a time when someone commended you for your good judgment and common sense. What was the situation, and how did you handle the situation?

Boundaries. Able to maintain strong, appropriate relationships with consumers that are not mistaken by others as social or sexual in nature. Maintains positive role modeling at all times.

Tell me about a time when you were able to make a difference in a consumer's life. What did you do, and how did it influence the consumer? Where is the consumer now?

Interview Questions

Applicant Name: _____

Date Interviewed: _____

Position Applied for: _____

Interviewer Name: _____

1. Tell me why you are interested in this position.

2. What group of consumers would you prefer to work with? Why?

3. Tell me about some of your hobbies or volunteer work.

4. Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?

5. Often in school or work, we are expected to adhere to policies that do not really make sense to us. Tell me about a time when you had to stick to a rule, even though it did not seem reasonable. How did you handle that situation? Now can you tell me about a time when you knew it was not the right thing to follow an unreasonable rule?

6. Tell me about a time when a consumer really tried your patience. Specifically, tell me what happened. How did you respond to that situation?

7. Describe the two most frustrating situations you have encountered when interacting with supervisors and/or coworkers. What happened and how did you handle it?

8. Have you ever been accused of inappropriate conduct with a consumer or coworker?

9. Tell me about a time when you were able to make a difference in a consumer's life. What did you do, and how did it impact the consumer?

10. Tell me about a time when someone commended you for your good judgment and common sense. What was the situation and how did you manage that?

11. Tell me about a time when someone you worked with broke the rules or did something that made you or someone else feel uncomfortable. How did you respond?

Signature of Screening Manager

_____/_____/_____
Date

Interpretive Guide for Interviews (Provided by the Insurance Board)

The Interpretive Guide for Interviews provides information about how to interpret applicant responses. The Interpretive Guide includes sample responses. For questions designed to assess risk, the Interpretive Guidelines describe a lower risk and a higher risk response, with an example of each. For questions designed to assess skills, the Guidelines describe what would constitute a positive and a negative response.

1. Tell me why you are interested in this position.

This question may be used to assess the extent to which an applicant desires to work with consumer to fulfill his or her own needs, rather than the needs of the consumer.

Lower risk response: The applicant describes what he has to offer and the qualities he has that will make him good with consumer.

For example: *“I believe that if you give young people a solid foundation, that it can sustain them throughout their lives. I’ve always been really good at listening to kids and making them feel understood. I think I can use this skill to help them make good choices about life.”*

Higher risk response: 1) The applicant describes how consumer fulfill her needs or validate her sense of competence or well-being. 2) The applicant is unconcerned about what the duties of the position are, as long as it involves working with consumer.

For example: *“When I’m surrounded by children, I know I am right where I belong. With adults you never know what their motives are, but with kids, their motives are pure. They are so loving they just make me feel good.”*

2. With what group of consumers would you prefer to work with? Why?

This question may be used to assess the extent to which an applicant has an age or gender or disability preference.

Lower risk response: The applicant is not concerned with the gender, age, or other particular traits. Or the applicant prefers a specific gender or age because of practical reasons.

For example: *“I would like to teach CCD in the third-grade class, because my daughter is in third grade.”*

Higher risk response: The applicant prefers a specific gender, age, or other particular traits.

For example: *“I would like to work with the kids who are 8 or 9 years old. That is such a fun age. And I do great with the boys. I think it would be good for you to assign me to that group.”*

3. Tell me about some of your hobbies or volunteer work.

This question may be used to assess whether an applicant might be excessively interested and involved with consumer. Particularly note any hobbies, activities or volunteer work which was not identified on the application.

Lower risk response: The applicant describes involvement with adult peers and shows interest in activities with friends or family members.

For example: *“I like ceramics and pottery. About two years ago my sister and I took a crafts class together and we just really enjoyed it. So, we found a community workshop where you can bring your own clay and use their wheels and ovens to make your own pots. There are three of us now that meet every Tuesday and Thursday afternoon.”*

Or *“In my last job, I really didn’t have much time for hobbies, but about four friends and I did meet for lunch about once a month. We used to laugh that eating was our hobby.”*

Higher risk response: The applicant is involved in numerous activities involving consumer, particularly one-to-one activities involving little monitoring.

For example: *“Well, I like to work out...so I’ve got a couple of kids I’m training on the weight machines at the gym downtown two nights a week. I think it’s really good for them. I also coach a consumer team two nights a week, volunteer as a big brother with two consumers, and teach fourth grade Sunday school at my church.”*

4. Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?

This question may be used to assess the applicant’s level of the Essential Skill: Trainability.

Positive: Was the applicant motivated to learn quickly and willing to work hard to make changes?

For example: *“In my last job, I had to learn how to run a new computer program, so I attended the training classes they offered, and then I worked at home in the evenings to try to sharpen my skills. Now I can do just about anything with that program.”*

Negative: Did the applicant have trouble understanding the new material or was the applicant unwilling to make extra effort to learn quickly?

For example: *“Well, I have a way of sort of knowing things naturally. I don’t need a lot of training or teaching. I usually just figure things out on my own.”*

5. Often in school or work, we’re expected to adhere to policies that don’t really make sense to us. Tell me about a time when you had to stick to a rule, even though it didn’t seem reasonable. How did you handle that situation?

This question may be used to assess the applicant’s level of the Essential Skill: Policy Adherence.

Positive: Was the applicant open to understanding the policy and willing to adhere to a policy that was inconvenient? Did the applicant work to get a truly unreasonable policy changed by working through the system, rather than simply ignoring it?

For example: *“I worked in a school program for kids with disabilities. We had this one boy who wore a leg brace, and the teacher always wanted me to walk with him when he was going to lunch. I didn’t see the point in that, because he was so capable of walking by himself, and other children needed more help. But sure enough, in*

Negative: Was the applicant unwilling to learn the rationale for the rule? Did the applicant disregard the policy without attempting to get it modified?

For example: *“You know it seems to me that every situation is different. Instead of having a lot of silly rules, we ought to just handle the kids individually. This one place I worked insisted that we not tickle the kids, not even when we were just playing with them. That is so ridiculous to me*

an accident at his home, he fell and broke his leg. I was really glad that we had watched him so closely at school.” *because kids need a lot of love and attention that they don’t always get at home.”*

6. Tell me about a time when a consumer really tried your patience. Specifically tell me what happened. How did you respond to that situation?

This question may be used to assess the applicant’s level of the Essential Skill: Patience.

Positive: Did the applicant maintain his/her composure even when others attempted to provoke him/her into anger? Was the applicant able to maintain boundaries with consumer and recognize that the situation is not personal?

Negative: Was the applicant provoked into an emotional display of frustration or anger? Does the applicant take interactions with consumer personally and deal with them on a child-like or immature level?

For example: “My mother-in-law has Alzheimer’s Disease, and she gets things on her mind and just won’t let them go. She asks the same questions over and over, and no amount of explaining satisfies her; she just becomes more and more agitated. So, we’ve learned just to agree with her and assure her that we’re doing as she

For example: “Oh, yeah. I’ve worked with difficult kids before. With those really tough guy types, you’ve just got to show them that you’re tougher than they are to keep them in their place. Otherwise, they’ll just run all over you. This one kid had made up a nickname for me to make fun of me. Well, I just came right back with a

asked. We just say, 'Yes, yes, you're right; I know; we'll do that right away.'" *nickname for him and got all the other kids to call him that, which settled him down quite a bit."*

7. Describe the two most frustrating situations you have encountered when interacting with supervisors and/or coworkers. What happened and how did you handle it?

This question may be used to assess the applicant's ability to handle stress and work with adults despite frustration.

Lower risk response: The applicant is able to continue problem-solving despite frustrating circumstances. The applicant seeks help from others, stays calm and eventually finds solutions.

For example: *“Well, I know one for sure. It was my supervisor. When I worked for the childcare center I told you about, my supervisor would talk about my work performance with everyone but me. Oh, it was just awful! It was aggravating but I asked for a meeting so we could discuss my performance and work on improving our communication. The other was a person I supervised who was often late to submit work and it was riddled with mistakes. I met with the employee to explain why the tardiness and sloppy work were problematic and worked with them to improve future projects.*

Higher risk response: The applicant either denies ever encountering a frustrating situation or describes an incident in which he or she quickly lost patience and used poor judgment.

For example: *“Frustrating? Gosh I can’t really say that I can think of a situation I found particularly frustrating. I guess some people do get a little put out with their supervisor, but I can’t say that’s ever happened to me.” Or, “Well, I get along with everyone, but I had one employee who was lazy. She was a mean one, and I’d just about had it with her. One day in a team meeting I raised my voice at her and let her know her work was not satisfactory! Now that I think about it, I probably wouldn’t do that again, but she made me so mad, I just couldn’t help it. Anyway, I’ll bet she thought twice before submitting sloppy work again.”*

8. Have you ever been accused of inappropriate conduct with a consumer or coworker?

This question may be used to evaluate the applicant’s history of inappropriate behavior with a consumer or coworker. A direct question is an extremely useful tool if you look closely at the responses.

Lower risk response: The applicant may be surprised by the question but is not indignant. The applicant provides a direct, non-evasive response.

For example: “No, I haven’t.”

Higher risk response: The applicant is angered by the question, indignant at being asked, and/or evasive in the response.

For example: “I can’t believe you would ask me such a thing! What kind of a person do you think I am? I really don’t appreciate your implication!”

9. Tell me about a time when you were able to make a difference in a consumer’s life. What did you do, and how did it influence the consumer? Where is the consumer now?

This question may be used to assess the applicant’s level of the Essential Skill: Boundaries.

Positive: Did the applicant demonstrate warmth, compassion, confidentiality and concern without developing a personal relationship?

For example: “I worked with this teenager one time that nobody liked. She was sort of rude with everybody. I didn’t like her, either, but I found myself sitting next to her at lunch one day, and I just decided I’d try to talk with her. When she talked with me, I realized how insecure she was about herself. She was new there, and she could tell that people didn’t like her. Once I understood, I helped her get to know some of the kids. They saw that I was friendly with her, they started visiting with her, too. Then she actually became nicer, too.”

Negative: Did the applicant get overly involved in the life of a consumer?

For example: “Well, about three years ago I was working in a shelter for homeless consumer. There was one kid there who just wanted to go to school and make something of his life. I got to know him and after a while I told him that if he was ready to work hard and make good grades, he could come and live with me. And he did. I became the father he never had. That’s just me. When there’s a special kid out there, I find him.”

10. Tell me about a time when someone commended you for your good judgment and common sense. What was the situation and how did you handle it?

This question may be used to assess the applicant's level of the Essential Skill: Judgment.

Positive: Did the applicant receive praise for coping with and resolving a genuinely difficult situation? Did s/he use careful analysis and sound judgment?

Negative: Was the applicant praised for merely completing the solutions generated by others and following through with directions?

For example: *“One time a child became really upset one day before lunch. I remembered that she had Diabetes, and I thought she might just need to eat something. Sure enough, we were able to get her to drink some orange juice, and within minutes she calmed down. Then we realized that she hadn't even known what she was doing, because she needed to eat. My supervisor was impressed that I thought about why she was acting that way instead of just reacting to it.”*

For example: *“A couple of years ago, a kid fell on the playground and cut his knee. It scared me to see how badly he was hurt, but I kept my head about me and sat there with him until the nursing assistant came to help. I think I did a good job under stress.”*

11. Tell me about a time when someone you worked with broke the rules or did something that made you or someone else feel uncomfortable. How did you respond?

This question may be used to assess the applicant's level of the Essential Skill: Policy Adherence.

Lower risk response: The applicant provides a direct, non-evasive response that gives specifics about the incident.

For example: *“At my last school I noticed a teacher was allowing students to hang out in his classroom after school with no stated purpose. It wasn’t alarming but we learned in our annual training that we weren’t supposed to do that. I talked to the teacher and let our supervisor know that we’d had a discussion about it.”*

Higher risk response: The applicant has never experienced this or is evasive in the response.

For example: *“Not that I can think of. I really try to focus on myself and making sure I’m meeting expectations. I don’t get involved in other people’s business or tattle on coworkers.”*

High Risk Checklist for Interviews

- Applicant gave higher risk responses from the Interpretive Guide.
- Applicant gave defensive/angry responses.
- Applicant gave evasive responses.
- Applicant described patterns or themes of gaining access to consumer.
- Applicant described preferences for particular consumers with no reasonable explanation.
- Applicant described patterns or themes of problems with authority.
- Applicant is not applying for a specific position and is willing to accept positions which vary significantly in pay and/or responsibilities.

Appendix C – Child Protection Policy Acknowledgement of Receipt

I hereby acknowledge that I received on _____ (date) a copy of the PNNE “Child Protection Policy” dated _____ and I have read the policy, understand its meaning, and agree to conduct myself in accordance with this policy.

Signature: _____

Print Name: _____