

# Screening and Selection Toolkit



# PRAESIDIUM

Our Passion. Your Protection.

---

## INDEMNITY STATEMENT

**Praesidium provides the Screening and Selection Toolkit to assist in the prevention of organizational abuse. However, it must be noted that no system can guarantee prevention of abuse.**

When all recommendations are implemented and maintained, a risk for abuse *continues* to exist, as the problem of abuse is pervasive and no system to date can assure complete safety.

Accordingly, **PRAESIDIUM MAKES NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE AND MERCHANTABILITY, REGARDING THE SUCCESS OR FAILURE OF THE PRAESIDIUM POLICIES IN PREVENTING OR REDUCING THE INCIDENCE OF ABUSE. THIS INFORMATION IS NOT LEGAL ADVICE, EITHER EXPRESSED OR IMPLIED.**



**Contents of Screening and Selection Toolkit**  
**Contents of Screening and Selection Toolkit .....1**

**Introduction.....2**

**Section 1. Policies and Procedures.....4**  
    Screening and Selection Procedures ..... 5  
    Screening and Selection Policies ..... 7

**Section 2. Applications .....9**  
    Standard Application..... 10  
    Code of Ethics ..... 13  
    High Risk Indicators for Applications ..... 14

**Section 3. Background Checks ..... 15**  
    Types of Background Checks..... 16  
    Suggested Procedures for Criminal Background Review ..... 17

**Section 4. Interviews ..... 19**  
    Instructions for the Interview and Interpretive Guide..... 20  
    Essential Skills ..... 21  
    Interview Questions ..... 22  
    Interpretive Guide for Interviews ..... 24  
    High Risk Checklist for Interviews ..... 29

**Section 5. References ..... 30**  
    Instructions for Conducting Reference Checks ..... 31  
    Steps for Obtaining the Best Reference List..... 32  
    Professional Reference Form ..... 33  
    Interpretive Guide for Professional References ..... 35  
    Personal Reference Form ..... 38  
    Interpretive Guide for Personal References ..... 40  
    High Risk Indicators for References..... 43

**Section 6. Final Evaluation .....44**  
    Essential Skills Evaluation ..... 45  
    Risk Level Evaluation ..... 47

## Introduction

The Screening and Selection Toolkit is designed to provide organizations with tools to effectively screen and select employees and volunteers to work with vulnerable populations. Vulnerable populations include those who have limited or impaired abilities to protect themselves from physical, emotional, financial, or sexual abuse or neglect. These populations include children under the age of 18, adults requiring nursing care, or adults with mental or physical handicaps requiring the care of others. The Toolkit is based upon the basic premise that staff and volunteers who serve vulnerable populations should be carefully screened.

The Toolkit should be used as a set of guidelines for certain pre-hire and employment practices. It is not legal advice, however. In addition, it cannot account for every legal variation in states and municipalities across the county. Employers using the Toolkit should consult with their attorney to ensure that they are complying with all applicable federal, state, and local laws.

The components of the Screening and Selection Toolkit are described below:

**Policies.** The Toolkit contains suggested policies and procedures that relate to the screening and selection of staff and volunteers. These include requirements for selection, procedures in the process, and the confidential nature of the information. Also included is a screening checklist to help Screening Managers track the screening process and monitor that all steps are thoroughly completed.

**Application.** The Toolkit contains a basic application that may serve as a template application for employee and volunteer positions.

**Background Checks.** The Screening and Selection Toolkit contains suggested procedures for the use of criminal background checks and abuse history background checks. These procedures include recommendations for how to review records, how to make decisions based on information obtained, and how to store records and permanent files. This section also refers to the Appendix, where procedures for obtaining criminal history and sexual offender registry checks are briefly described for each of the fifty states.

**Interviews.** Included in the Toolkit are standardized interview questions for employee and volunteer positions. These questions are designed to assess applicants in two specific areas. First, the questions are designed to assess applicants for the potential to abuse or molest children. Second, the questions are designed to assess applicant skills.

**Essential Skills.** Several of the interview questions and reference questions are designed to assess applicant skills. The Essential Skills include: Trainability, Policy Adherence, Patience, Supportiveness, Boundaries and Judgment. The process for developing questions to assess specific skills is demonstrated, and organizations can use this model to develop questions for assessing other skills.

**Interpretive Guidelines.** Interpretive Guidelines are provided for interview responses and reference responses. These guidelines provide information about how to interpret the responses you will hear from applicants. For each question, there is an interpretive guideline and an example of the response you may hear. For questions designed to assess risk, Interpretive Guidelines describe a lower risk and a higher risk response. For questions designed to assess Essential Skills, the Interpretive Guidelines describe what would constitute a positive and a negative response.

**References.** The reference section of the Toolkit contains instruction for obtaining the best quality

---

references, standardized reference forms, and Interpretive Guidelines for evaluating reference responses.

The standard reference forms are designed for conducting personal and professional reference checks by telephone. The reference questions are designed to assess applicant risk as well as to provide additional information about the applicant's skills.

**High Risk Indicators.** The Screening and Selection Toolkit contains lists that may be used to evaluate and summarize applicant risks that have been identified through different sources in the screening process. Lists include High Risk Indicators for Applications, Interviews, and References. These lists will help you quickly identify and evaluate an applicant's level of risk to physical or sexual abuse in a position of trust with children. The lists are included in the Final Evaluation Form.

**Final Evaluation Form.** The Toolkit includes a Final Evaluation Form to assist in the overall evaluation of applicant suitability for a position. The Final Evaluation Form includes specific criteria for determining whether the applicant has demonstrated the Essential Skills and the criteria for evaluating the applicant's level of risk to abuse or molest a child.

## **Section 1. Policies and Procedures**



## **Screening and Selection Procedures**

Based on our experience, we offer the following recommendations for your screening and selection procedures.

### **Employment Positions**

Staff ought to be screened before being offered employment with the organization. Ideally, the screening process would include completion of an application, employment interviews, reference checks, criminal history background check, and drug screening.

**Application.** All applicants should be expected to complete an application prior to employment. The application should be reviewed by screening managers for completeness, high risks and fit with job requirements. If the application is not 100% complete, the applicant may be screened out, the applicant may be asked to complete the application, or the missing information may be obtained during an interview. However, your organization should endeavor to follow a consistent approach to applications missing information.

Offers of employment should not be made until an application is 100% complete. Applications for employees are to be kept in the employee's personnel file.

**Interviews.** All applicants should be interviewed during the selection process and prior to employment. The purpose of the interview is to determine whether the applicant possesses skills needed to perform the job requirements and whether the applicant demonstrates characteristics of a potentially abusive person. The interview should also provide the applicant with information about job responsibilities and expectations. Applicants should be interviewed by at least two members of the organization. Each screening manager should have a set of standard interview questions for the applicant, although other additional questions may emerge as the applicant provides interview answers.

Screening managers should take notes as to applicant responses to the interview questions, and the interpretive guide should be used to evaluate applicant responses. After the interviews are completed, the applicant may be screened out or the applicant may continue in the Screening process. The information recorded will be kept in the employee personnel file if the applicant is hired.

**Reference checks.** Reference checks should be conducted for all applicants prior to employment. A minimum of three references is recommended, including two professional and one personal reference. Screening managers will work with applicants to develop a good reference list. If the person responsible for screening the applicant does not believe the references are appropriate, he or she can ask for different ones. References are to be conducted by telephone unless otherwise specified by state licensing or accreditation entities. The person responsible for the screening should inform the referent that the applicant is applying for a position with the organization and will explain that the applicant will have access to a vulnerable population. Screening managers will use standard reference questions and will record the responses of the referents on the reference question form. The high risk checklist will be used to help evaluate referent responses.

Offers of employment should not be made until the required number of references is contacted. Completed reference check forms should be kept in the applicant's personnel file if the applicant is employed.

**Background checks.** Criminal history and sexual offender registry checks should be conducted for all applicants. Generally, the information should be obtained prior to employment of the applicant; however, if the length of time needed to receive the results of these checks is unduly long, your organization could have the applicant start the position and remain in the position until the criminal background results are obtained and reviewed. New employees should not be left unsupervised with children until the criminal history results are returned.

In addition, all applicants should undergo criminal drug screening prior to employment, and applicants responsible for transportation should have a driver's license check performed to identify past driving concerns.

**Employment decisions.** Before an offer of employment is made, screening managers involved in the Screening process should review all information obtained. The employment process should last a sufficient length of time to allow screening managers to carefully collect and evaluate information about applicants and to allow the applicant time to self-select out of the process if they have concerns about the position.

## **Volunteer Positions**

Because of the wide range of volunteer positions available in organizations, the process for screening should vary depending upon the amount of access provided and the amount of supervision available. Volunteers with significant access to children should be required to complete the screening process for employees described above: application, interview, references, and background screening. All volunteers with access to children or vulnerable adults should complete an application and undergo criminal background screening. Whether you use interviews or reference checking should depend upon the specific responsibilities of the volunteer position. Remember: Volunteering is not a "right," and volunteers can be screened out or assigned responsibilities that do not involve work with children.

## **Screening and Selection Policies**

### **Nepotism**

In most situations, the organization may decide whether to allow family members or co-habitants to work together. However, the organization should recognize that such relationships present risk. To mitigate that risk, family members and co-habitants should not be permitted to work within programs where either has the authority to make decisions affecting the supervision, work relationship, assignment, or compensation of the other employee or volunteer. Further, no employee or volunteer may coordinate, audit the work of, or monitor the work of a co-habitant or family member, or participate in an investigation of or disciplinary action of a co-habitant or family member.

### **Criminal Background Checks**

All applicants for employee and volunteer positions should be informed in writing that a thorough criminal background check will be performed as part of the screening and selection process prior to hire for a position working with minors. To the extent a professional background screening company is utilized (as recommended), specific paperwork explaining federal and state legal rights must be used. The criminal information sought should always be in conformity with local, state, and federal laws (which vary substantially). As explained in more detail below, if an applicant is found to have a job-related conviction, such applicant should be asked to provide additional detail regarding his or her criminal history and post-conviction activities. Criminal record checks should be conducted at a minimum every third year of an individual's employment or volunteer position.

### **Confidentiality**

All applicants for employee and volunteer positions working with minors should be interviewed for suitability. Interviews should be conducted prior to acceptance in positions of trust involving care and contact with children.

Personal information obtained during the screening and selection process should be kept confidential to the extent possible. However, in the event that information obtained in the screening and selection process indicates that a minor may be in danger, information can be shared on a "need to know" basis. Information about illegal behaviors or suspected abuse of minors should be reported to state authorities consistent with applicable laws and regulations.

### **Driver's license checks**

Consistent with applicable laws, annual driver's license checks should be required for all employees and volunteers whose program duties include transporting children or whose duties require him or her to drive on company business. Employees and volunteers who have not resided in your organization's state for the previous five years should also have an inquiry performed in their previous state(s) of residency. As with criminal background checks, to the extent information is obtained through a third-party provider as opposed to the government, specific written consent must be utilized.

## Screening Checklist

Applicant Name: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Applications

- Standard application submitted.
- Application reviewed for 100% completion.
- Application reviewed for High-Risk indicators.

### Background Checks

- Applicant informed that background checks will be conducted.
- Appropriate paperwork utilized to obtain written consent for background check from applicant where check done through third-party provider.
- Criminal background check completed.
- Driver's license check completed (where appropriate).

### Interviews

- Applicant interviewed.
- Standard interview questions used.
- Interview responses documented.
- High risk responses from the application addressed in the interview.
- Interpretive guide used to evaluate applicant responses.

### References

- Required number of references contacted.
- Reference forms completed for each reference.
- Reference information reviewed for High Risk indicators.
- Interpretive guide used to evaluate reference information.

### Final Evaluation

- Screening processes fully completed.
- Essential Skills Evaluation completed.
- Risk Evaluation completed.
- Information reviewed by at least two people.
- Applicant informed of the decision.
- Screening documentation properly filed.

\_\_\_\_\_  
Signature of Screening Manager

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

## **Section 2. Applications**

## Standard Application

Name: \_\_\_\_\_

Street address: \_\_\_\_\_ Driver License: State \_\_\_\_\_ Number \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ How long at current address: \_\_\_\_\_

Phone: Home (\_\_\_\_\_) \_\_\_\_\_ Work (\_\_\_\_\_) \_\_\_\_\_

Have you ever previously worked for ABC Company? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please complete the following. Dates: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ Position: \_\_\_\_\_

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 (Start with most recent)	Company name and address (City, State Zip)	Immediate supervisor name and phone number	Position held	Reason for leaving position

*Policies and Procedures*

Started ___/___/___				
Ended ___/___/___				
Started ___/___/___				
Ended ___/___/___				
Started ___/___/___				
Ended ___/___/___				



**Educational history**

School name	School address (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

[Insert Organization Name] 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:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Code of Ethics

- [Insert Organization Name] personnel will exhibit the highest ethical standards and personal integrity.
- [Insert Organization Name] personnel will provide a professional work environment that is free from physical, psychological, written, or verbal intimidation or harassment.
- [Insert Organization Name] will not physically, sexually, or emotionally abuse or neglect a minor or adult.
- [Insert Organization Name] will share concerns about suspicious or inappropriate behavior with their supervisor or administrator.
- [Insert Organization Name] will report any suspected abuse or neglect of a minor to the state authorities.
- [Insert Organization Name] will accept their personal responsibility to protect minors 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 Screening 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 children.
- The applicant is moving to a lesser-paying job.
- The application shows a pattern of work and volunteer positions with the same type of children.
- The work pattern shows themes of problems with authority.
- The applicant found out about position through dropping in on the program.
- The applicant describes children as helpless, vulnerable or perfect.

## **Section 3. Background Checks**

## Types of Background Checks

There is no “One Size Fits All” background check. Each organization will be expected to select the types of background checks appropriate for each situation. A description of various types of common background checks is provided below. In general, we recommend at least the following checks: a multi-state database check, a county-level verification of criminal history “hits” in the multi-state database, abuse registry checks where appropriate, drug testing, and employment/education verification.

**Multi-State Database Criminal History.** The multi-state criminal history is a name-based search that provides criminal information from many sources around the country. The purpose of the multi-state database is to provide a wide-ranging criminal history search covering as many jurisdictions as possible. The information provided in a multi-state can vary. The best ones also include a Social Security Number Trace and Alias Search so that all names associated with the SSN are run through the database. Make sure that your screening company verifies all multi-state database “hits” at the county-level to double-check that the information remains accurate, and that it relates to the individual in question.

**State Criminal History.** State criminal history checks provide information about criminal activity occurring only within the state specified. The process for conducting these checks, as well as the cost, information available, and time required to complete the checks, varies significantly by state.

**County Criminal History** County criminal history checks provide information about criminal activity occurring only within the county specified. The cost, information available, and time required to complete the checks varies significantly by state and county.

**Federal Criminal History.** The Volunteers for Children Act, signed as Public Law in October 1998, provides access to FBI criminal history information to all businesses or organizations providing care, treatment, education, training, instruction, supervision, or recreation for children, the elderly, or individuals with disabilities. This includes public, private, for-profit, not-for-profit, or voluntary organizations.

**Abuse registries.** Abuse registries are maintained by welfare agencies on a state-by-state basis. These registries contain information about convictions and allegations of abuse that may or may not have been substantiated. Checking the abuse registry is an extremely important method for screening positions such as foster parent or residential treatment staff. In most states, abuse registry information is available only to programs licensed by the state. For more information about obtaining abuse registry information, contact the state child care licensing representative in your area.

**Drug Screens.** Drug abuse had been positively linked to the sexual abuse of children. Individuals who use drugs present increased risks to transportation, supervision, and monitoring of youth. Drug testing is an objective, reliable method for assessing an applicant’s fitness to provide services to youth.

**Driver’s License Checks.** Driver’s license checks may reveal poor driving records and other criminal activity. Individuals with poor driving records may create added liability for the organization should an injury occur while they are driving for a work-related event.

**Employment/Education Verification:** These checks evaluate whether an applicant/employee received the degree and/or held the jobs identified during the hiring process.

## Suggested Procedures for Criminal Background Review\*

Organizations that review applicant criminal background records must establish procedures that permit a systematic and thoughtful review of the information received. In addition, the procedures must protect the confidentiality of the applicant and ensure that the agency does not become a repository of criminal records. Praesidium, Inc. recommends the procedures outlined below.

Establish a Criminal Background Records Review Committee made up of three individuals. One person should be familiar with the program, one with human resources, and one with risk management. All three may be employees of the organization. All members of the committee are bound by strict confidentiality. Breach of confidentiality is grounds for immediate dismissal.

If any member of the committee is not an employee (e.g., volunteer Board Member), all records should be de-identified before they are reviewed.

Establish a process for handling the consideration of criminal history information. Below are some guidelines that we recommend. However, given the increased litigation in this area, we recommend working with an attorney to make sure your process complies with all applicable laws.

1. Employment, continued employment, or volunteer association, should be made dependent in part upon the results of a criminal background check. The exact timing of the check should be consistent with state and municipal law. For example, some states and municipalities do not permit a criminal background check until a conditional offer of employment has been extended.
2. The status and relevance of all crimes should be considered on a case-by-case basis. In general, blanket rules (e.g., no felons allowed, no convicts allowed) are not advisable at this time.
3. If a background checks reveals a criminal conviction, your organization should first consider the nature and gravity of the offense, the time passed since the offense occurred, and the nature of the position sought. The goal should be to assess whether the criminal conviction is substantially job-related.
  - a. In general, offenses within the last seven or ten years involving violence against third-parties, theft, fraud, a lack of honesty, or public indecency would likely be considered job-related as to most positions. However, this is not a blanket rule, nor is it all inclusive. Make sure to understand applicable state laws regarding the use of conviction records. For example, California employers are prohibited from considering certain types of marijuana offenses, and Massachusetts employers cannot consider various misdemeanor offenses. Note that arrests that do not produce a conviction should not be considered in any state.
4. If your organization deems a criminal conviction “job-related,” it should generally do two things:
  - a. Assuming the information was obtained from a third-party provider, you likely should commence the pre-adverse action process contemplated by the Fair Credit Reporting Act. As part of this process, your organization would give the individual an opportunity to identify any inaccuracies in the background screening report that you received.

- b. Regardless of whether the information was obtained from a third-party, you should generally afford the individual an opportunity to provide more information about his or her conviction, rehabilitation efforts since the conviction, job history since the offense, education since the offense, and other issues that could potentially convince you that the person does not present as much risk as previously believed. You may wish to develop a written questionnaire for this purpose.
5. All three committee members should meet together and review the information received. All three committee members must agree that an applicant is acceptable. No applicant or volunteer should be permitted to continue association if criminal records indicate that the individual is in violation of local, state, or federal standards that dictate employment eligibility standards. If any one of the committee members finds the applicant unacceptable, the applicant should be considered unacceptable. For certain significant positions, consider reaching out to an attorney for advice on how to use the criminal history information. Also, consider reaching out to an attorney where it is not entirely clear whether a person should be excluded based upon his or her criminal history.
6. Following the review, each committee member should sign and date one of two documents that becomes part of the applicant's or employee's permanent personnel file. One document reads, "We have reviewed the criminal history of Applicant X and determined, based on the information we had available at this time, the applicant would be acceptable for the position." The second document reads, "We have reviewed the criminal history of Applicant X and determined, based on the information we had available at this time, the applicant is not acceptable for the position."
7. If an individual is ruled out based in part or whole on a background screening report from a third-party, your organization should provide the post-adverse action notice identified under the Fair Credit Reporting Act. Note that this notice must contain very specific language and information.
8. The entire process should be repeated at a minimum every three years for all employees and volunteers, as new crimes may be committed or new information may be added.



## **Section 4. Interviews**

## Instructions for the Interview and Interpretive Guide

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 children (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 children and youth. 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 child 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 minors 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 child's life. What did you do, and how did it influence the child? Where is the child now?

## Interview Questions

Applicant Name: \_\_\_\_\_

Date Interviewed: \_\_\_\_\_

Position Applied for: \_\_\_\_\_

1. Tell me why you are interested in this position.
2. With what group of children would you prefer to work? 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'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? Now can you tell me about a time when you knew it was not the right thing to follow an unreasonable rule?



## Interpretive Guide for Interviews

The Interpretive Guide for Interviews provides information about how to interpret applicant responses, based on our experience. 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 children to fulfill his or her own needs, rather than the needs of the child.*

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

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 children 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 children.

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 children would you prefer to work? 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 children. Particularly note any hobbies, activities or volunteer work which were 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 children, 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 real good for them. I also coach a youth team two nights a week, volunteer as a big brother with two youths, 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 an accident at his home, he fell and broke his leg. I was really glad that we had watched him so closely at school."

**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 because kids need a lot of love and attention that they don't always get at home."

**6. Give me an example of a time when a child 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 children and recognize that the situation is not personal?

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 asked. We just say, 'Yes, yes, you're right; I know; we'll do that right away.'"

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

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 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 ever had to deal with involving children and how you handled them.

*This question may be used to assess the applicant's ability to handle stress and work with children in a non-abusive manner, 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 The Biter. When I worked for the child care center I told you about, there was this one kid who would literally bite someone every time our backs were turned. Oh, it was just awful! We tried everything to get him to stop, but eventually we had to tell the parents that he needed more supervision than we could provide. The other situation was this kid who screamed whenever he got frustrated. He could just about bust your eardrums screaming. We used time out with him and taught him how to calm himself down. Eventually, he would just put himself in time out to feel calmer without screaming. I think he was as relieved as we were when the screaming stopped."

**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 kids, but I can't say that's ever happened to me." Or, "Well, now, you know I love kids, but we had this one girl on the soccer team who kicked me one time. She was a mean one, and I'd just about had it with her. I just grabbed her leg and pulled it straight up! 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 kicking someone again."

## 8. Have you ever abused or molested a child?

*This question may be used to evaluate the applicant's history of abusing or molesting children. 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 child's life. What did you do, and how did it influence the child? Where is the child 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 child?

For example: Well, about three years ago I was working in a shelter for homeless youth. 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?

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."

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

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."

## 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 children.
- Applicant described preferences for particular children 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.

## Section 5. References

## Instructions for Conducting Reference Checks

### Required References

Each applicant must submit the names and phone numbers of three references. Two references must be professional references, and one a personal reference. The professional reference must be familiar with the quality of the individual's work and have known the individual in a work environment. If the applicant has identified previous work with children or vulnerable adults, the references must include a supervisor or co-worker from that position. The personal reference should only include individuals who have known the applicant for more than one year.

### Reference Procedure.

References should be contacted after a face-to-face interview with the applicant. Individuals who conduct references must be trained in how to conduct reference checks and the types of responses that could indicate risk.

A standard form should be completed for each reference. The interviewer should ask all of the questions and write down each of the responses.

All references must be completed before an offer of employment is extended or a volunteer position is offered.

## Steps for Obtaining the Best Reference List

Obtaining references may be one of the most difficult tasks in screening and selection. Taking the following steps will help you gain the best possible information from this important source.

1. Review the list of references with the applicant. Make sure the applicant knows that s/he must inform each reference that you will be calling. Find out how the applicant knows each reference.
2. Inform the applicant that s/he is responsible for making sure that the references are willing to talk with you and provide a reference.
3. Give the applicant a deadline for contacting the reference.
4. Make sure the list contains accurate phone numbers.
5. Use a standard reference form for each call, but be sure to modify questions so that you can learn about the specific experiences the reference has had with the applicant.
6. Be friendly and always treat the references with respect. They will feel more comfortable in the hands of a professional. Call James Smith “Mr. Smith” instead of “Jim.”
7. Take notes during the call. Write short quotes from the reference to prompt your memory.
8. Review and elaborate upon your notes immediately after the call.
9. Note areas of concern or questions to be clarified with other references or the applicant.
10. Review the Interpretive Guide for references and the High Risk Indicators for References. Use the skills questions to complete the Essential Skills Rating Sheet. References should be considered in the final decision-making for selection.

## Professional Reference Form

Name of Applicant: \_\_\_\_\_

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

Name of Reference: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Numbers: \_\_\_\_\_

Hello, my name is <your first and last name> with <.organization name>. <Applicant's name> has applied for a position with us and said you might be able to tell us about his/her previous work with children. Is this a good time for you to talk with me? I would like to start by letting you know that the applicant has applied for a position working with children, so it is extremely important for us to make sure that every applicant is suitable for this type of position. I appreciate your help with this.

How long have you known the applicant? \_\_\_\_\_

How do you know the applicant? \_\_\_\_\_

How would you rate the applicant's ability to learn new information and skills?

\_\_\_\_ Above satisfactory

\_\_\_\_ Satisfactory

\_\_\_\_ Below satisfactory

Can you give me an example of when the applicant was able to learn something new and use it in his/her work?

\_\_\_\_\_

\_\_\_\_\_

We are looking for someone who will adhere to the standard policies of our organization. How would you rate the applicant's ability to follow policies and procedures?

\_\_\_\_ Above satisfactory

\_\_\_\_ Satisfactory

\_\_\_\_ Below satisfactory

How would you rate the applicant's ability to work with and relate to other adults?

\_\_\_\_ Above satisfactory

\_\_\_\_ Satisfactory

\_\_\_\_ Below satisfactory

Have you observed the applicant working with children? \_\_\_\_ Yes \_\_\_\_ No

If yes, how would you rate the applicant's ability to relate to children?

\_\_\_\_ Above satisfactory

\_\_\_\_ Satisfactory

\_\_\_\_ Below satisfactory

---

Can you give me an example of how the applicant relates to children?

---

---

In what types of situations have you observed the applicant working well with children (enjoying the work, being effective)?

---

---

In what types of situations have you observed the applicant not working well with children (becoming frustrated, angry, resentful or non-productive)?

---

---

How would you rate the applicant's ability to use good judgment in normal conditions?

\_\_\_\_ Above satisfactory                      \_\_\_\_ Satisfactory                      \_\_\_\_ Below satisfactory

How would you rate the applicant's ability to maintain appropriate boundaries with children?

\_\_\_\_ Above satisfactory                      \_\_\_\_ Satisfactory                      \_\_\_\_ Below satisfactory

How would you rate the applicant's ability to use good judgment in stressful conditions?

\_\_\_\_ Above satisfactory                      \_\_\_\_ Satisfactory                      \_\_\_\_ Below satisfactory

Can you give me an example of when the applicant used good judgment?

---

---

Are you aware of any reason why we should not allow the applicant to work with the children we serve?

---

---

Do you have any additional comments or questions?

---

---

Thank you very much for your time.

---

Signature of Screening Manager

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date



## Interpretive Guide for Professional References

Reference Question	Interpretive Guidelines
<p>How long have you known the applicant?</p> <p>How do you know the applicant?</p>	<p>This question may be used to assess the applicant’s level of risk to abuse.</p> <p><b>Higher risk responses:</b></p> <ol style="list-style-type: none"> <li>1. The reference has only known the applicant for a short time, such as less than six months.</li> <li>2. The reference knew the applicant some time ago but has not seen the applicant in more than a year.</li> <li>3. The reference knew the applicant briefly years ago.</li> <li>4. The reference knew the applicant in a capacity different than has been claimed by the applicant.</li> </ol>
<p>How would you rate the applicant’s ability to learn new information and use new skills? Can you give me an example of a time when the applicant was able to learn something new?</p>	<p>This question may be used to assess the applicant’s level of the Essential Skill: <b>Trainability</b>.</p>
<p>We are looking for someone who will adhere to the standard policies of our organization. How would you rate the applicant’s ability to follow policies and procedures?</p>	<p>This question may be used to assess the applicant’s level of the Essential Skill: <b>Policy Adherence</b>.</p>
<p>How would you rate the applicant’s ability to work with and relate to other adults?</p> <p>Can you tell me about a time when the applicant had to work closely with other adults?</p>	<p>This question may be used to assess the applicant’s level of risk to abuse.</p> <p><b>Higher risk responses:</b></p> <ol style="list-style-type: none"> <li>1. The applicant has difficulty relating to or working with members of the opposite gender.</li> <li>2. The applicant has trouble accepting authority.</li> <li>3. The applicant has low impulse control.</li> <li>4. The applicant has difficulty asking for help.</li> <li>5. The applicant has need for power and control.</li> <li>6. The applicant has emotional and social immaturity when relating to other adults.</li> <li>7. The applicant has better relationships with children than adults.</li> </ol>

## Reference Question

## Interpretive Guidelines

Have you observed the applicant working with children?

These questions may also be used to assess the applicant's level of the Essential Skill: **Patience**.

How would you rate the applicant's ability to work with children? Can you give me an example of how the applicant relates to children?

This question may be used to assess the applicant's level of risk to abuse.

### Higher risk responses:

1. The applicant lets kids get away with too much.
2. The applicant acts more like a child than an adult.
3. The applicant lets the children walk all over him or her.
4. The applicant does not closely supervise children in his or her care.
5. The applicant relates to children on their level, just like another child.
6. The applicant has difficulty relating to adults.
7. Other adults have a hard time talking to the applicant.

Are you aware of any reason why we should not allow this applicant to work with children?

This question provides the reference with the opportunity to disclose information in areas that are not addressed in the standard interview. If the reference has general concerns or suspicions, s/he may reveal these in a general comment at this time.

In what types of situations have you observed the applicant working well with children (enjoying the work, being effective)?

This question may be used to assess the applicant's level of risk to abuse.

### Higher risk responses:

In what types of situations have you observed the applicant not working well with children (becoming frustrated, angry, resentful or non-productive)?

1. The applicant only works well in unsupervised situations.
2. The applicant only works well in unstructured environments where s/he can "do their own thing" with the children.
3. The applicant can become physically or emotionally abusive in some situations.
4. The applicant is easily agitated by children.
5. The applicant openly demonstrates anger when frustrated.
6. The applicant can be punitive or shaming toward children.
7. The reference describes paid or volunteer work which the applicant has not previously disclosed.

---

**Reference Questions****Interpretive Guidelines**

How would you rate the applicant's ability to use good judgment in normal conditions?

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

This question may be used to assess the applicant's level of risk to abuse.

**Higher risk responses:**

1. The applicant makes immature decisions.
2. The applicant does not consider consequences before making decisions.
3. The applicant uses poor judgment in stressful or difficult situations.
4. The reference describes the applicant as hot tempered, high strung or "stressed out."

How would you rate the applicant's ability to use good judgment in unusual/stressful conditions? Can you give me an example of when the applicant used good judgment?

Do you have any additional comments or questions?

Give the reference ample time to consider anything else s/he would like to say about the applicant. Allow the reference to answer before wrapping up the interview. If s/he has been withholding information and considering whether or not to provide the information, a moment of silence allows the reference to collect his/her thoughts.

## Personal Reference Form

Name of Applicant: \_\_\_\_\_

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

Name of Reference: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Numbers: \_\_\_\_\_  
\_\_\_\_\_

Hello, my name is <your first and last name.> with <organization name>. <Applicant's first and last name> has applied for a position with us and said you would be a good person for us to talk with about him/her. Do you have a few minutes to talk with me now? I would like to start by letting you know that <applicant's name> has applied for a position working with children/vulnerable adults , so it is extremely important for us to determine that every applicant is suitable for this type of position. I appreciate your help with this.

How long have you known the applicant? \_\_\_\_\_

What is your relationship to the applicant? \_\_\_\_\_

How would you rate the applicant's ability to work with and relate to children?

\_\_\_\_ Above satisfactory

\_\_\_\_ Satisfactory

\_\_\_\_ Below satisfactory

Can you give me an example of how the applicant relates to children?

\_\_\_\_\_  
\_\_\_\_\_

We are looking for someone who can stay calm and control frustration even under very frustrating conditions with children. How would you rate the applicant's ability to be patient and stay calm?

\_\_\_\_ Above satisfactory

\_\_\_\_ Satisfactory

\_\_\_\_ Below satisfactory

Have you ever known the applicant to use harsh or abusive discipline with a child?

\_\_\_\_\_  
\_\_\_\_\_

Would you be comfortable placing one of your own loved ones in the care of the applicant? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

---

What are the applicant's hobbies and recreational activities?

---

---

How would you rate the applicant's ability to relate to adults?

\_\_\_\_ Above satisfactory      \_\_\_\_ Satisfactory      \_\_\_\_ Below satisfactory

Can you give me an example of how the applicant relates to adults?

---

---

We need a person who can be supportive and understanding of a child's needs. How would you rate the applicant's ability to be genuinely supportive and understanding to a person in need?

\_\_\_\_ Above satisfactory      \_\_\_\_ Satisfactory      \_\_\_\_ Below satisfactory

Think of a time when the applicant was able to show genuine concern for another person who needed comfort. Tell me about that time.

---

---

How would you rate the applicant's ability to maintain appropriate boundaries with children?

\_\_\_\_ Above satisfactory      \_\_\_\_ Satisfactory      \_\_\_\_ Below satisfactory

Do you have any additional comments or questions?

---

---

Thank you very much for your help.

\_\_\_\_\_  
Signature of Screening Manager

\_\_\_\_/\_\_\_\_/\_\_\_\_\_  
Date

## Interpretive Guide for Personal References

Reference Questions	Interpretive Guidelines
How long have you known the applicant?	This question may be used to assess the applicant's level of risk to abuse.
What is your relationship to the applicant?	<p><b>Higher risk responses:</b></p> <ol style="list-style-type: none"> <li>1. The reference has only known the applicant for a short time, such as less than six months.</li> <li>2. The reference knew the applicant some time ago but has not seen the applicant in more than a year.</li> <li>3. The reference knew the applicant briefly years ago.</li> <li>4. The reference knew the applicant in a capacity different than has been claimed by the applicant.</li> </ol>
How would you rate the applicant's ability to work with and relate to children?	These questions may be used to assess the applicant's level of the Essential Skill: <b>Patience</b> .
Can you give me an example of how the applicant relates to children?	<p>This question may be used to assess the applicant's level of risk to abuse.</p> <p><b>Higher risk responses:</b></p> <ol style="list-style-type: none"> <li>1. The applicant lets kids get away with too much.</li> <li>2. The applicant acts more like a child than an adult.</li> <li>3. The applicant does not closely supervise children in his or her care</li> <li>4. The applicant relates to children on their level, just like another child.</li> <li>5. The applicant has difficulty relating to adults.</li> <li>6. The applicant becomes abrupt with children</li> <li>7. The applicant does not like to be an authority figure and would rather be viewed as "one of the kids."</li> </ol>
We are looking for someone who can stay calm and control frustration even under very frustrating conditions with children.	This question may be used to assess the applicant's level of the Essential Skill: <b>Patience</b> .
How would you rate the applicant's ability to be patient and stay calm?	<p><b>Higher risk responses:</b></p> <ol style="list-style-type: none"> <li>1. The applicant is quick-tempered.</li> <li>2. The applicant is unable to handle stress.</li> <li>3. The applicant uses harsh forms of discipline.</li> <li>4. The applicant is impatient or easily upset.</li> </ol>

## Reference Questions

## Interpretive Guidelines

Have you ever known the applicant to use harsh or abusive discipline with a child?

This question may be used to assess the applicant's level of risk to abuse.

**Higher risk responses:**

1. The applicant is degrading to children.
2. The applicant humiliates children.
3. The applicant uses inappropriate physical punishment with children.

What are the applicant's hobbies and recreational activities?

This question may be used to assess the applicant's level of risk to abuse.

**Higher risk responses:**

1. The applicant is excessively interested and involved with children.
2. The reference identifies hobbies, activities or volunteer work that was not identified by the applicant.
3. The applicant's hobbies and recreational activities solely involve children.

How would you rate the applicant's ability to relate to other adults?

This question may be used to assess the applicant's level of risk to abuse.

Can you give me an example of how the applicant related to adults?

**Higher risk responses:**

1. The applicant has difficulty interacting with adults.
2. The applicant has difficulty working as a team player.
3. The applicant has problems with authority figures.
4. The applicant has problems with persons of the opposite gender.
5. The applicant seems immature.

We need a person who can be supportive and understanding to a child. How would you rate the applicant's ability to be genuinely supportive and understanding to a person in need?

These questions may be used to assess the applicant's level of the Essential Skills: **Supportiveness** and **Boundaries**.

Think of a time when the applicant was able to show genuine concern for another person who needed comfort. Tell me about that time

## Reference Questions

## Interpretive Guidelines

How would you rate the applicant's ability to maintain appropriate boundaries with children?

These questions may be used to assess the applicant's level of the Essential Skill: **Boundaries**.

Would you be comfortable placing one of your own loved ones in the care of the applicant?

This question may be used to identify any specific concerns of the reference that should be investigated prior to the applicant's working with children.

Probe any affirmative answers for details and specific examples of the applicant's behavior that the reference found disturbing. If the reference is unable to be specific, any concerns should still be noted and followed-up.

Do you have any additional comments or questions?

Give the reference ample time to consider anything else s/he would like to say about the applicant. Allow the reference to answer before wrapping up the interview. If s/he has been withholding information and considering whether or not to provide the information, a moment of silence allows the reference to collect his/her thoughts.



## High Risk Indicators for References

- References were reluctant.
- References did not know the applicant well.
- References have short term relationships with the applicant.
- References refused to answer particular questions.
- Reference information differed from the applicant's account.
- References described applicant as having high-risk characteristics.
- References provided evasive responses.
- References reported specific concerns about the applicant.

## **Section 6. Final Evaluation**

## Essential Skills Evaluation

The following skills are considered critical for adults working with children and youth ministries. Based on all information gathered during the screening process, rate each of the Essential Skills.

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
Reluctant to accept new ideas and make changes. Has difficulty comprehending information and incorporating new skills. Responds defensively to supervision. Avoids ongoing training.		Learns new ideas and skills. Accepts supervision and feedback. Accepts the required amount of ongoing training.		Open to new ideas and embraces change. Encourages supervision and feedback. Motivated to grow professionally and committed to ongoing training.	<hr/> <hr/> <hr/> <hr/> <hr/>

**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.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
Disregards policies and rules without seeking information. Views necessary rules as oppressive and unreasonable.		Typically conforms to policies and rules, but sees them as a necessary burden. Rarely offers useful suggestions about changes in procedures.		Questions policies and rules in a mature way and makes reasonable suggestions. Recognizes the value of policies and rarely breaks them.	<hr/> <hr/> <hr/> <hr/> <hr/>

**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.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
Responds impulsively to stressful circumstances and reacts emotionally to interpersonal conflict or personal rejection. Easily angered or upset. Openly demonstrates frustration and intolerance for stress.		Handles interpersonal conflict carefully and maintains control of emotional responses. Rarely fails to control anger or frustration, but may react emotionally to extremely stressful circumstances.		Maintains a mature, problem solving posture when faced with interpersonal conflict, rejection, hostility, repeated defiance or other stressful situations. Consistently controls anger and frustration.	<hr/> <hr/> <hr/> <hr/> <hr/>

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
Has difficulty understanding the experiences and feelings of others. Lacks compassion. Puts own needs first. Is quick to pass judgment or criticize.		Provides support for others and responds appropriately to requests for support. Usually considers a child's needs. Avoids passing judgment or criticizing except under stressful situations		Demonstrates caring, kindness and compassion. Listens and responds to the spoken and unspoken feelings of others. Places child's needs first. Is nonjudgmental and delivers criticism kindly.	

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
Lacks common sense and ability to analyze situations accurately. Does not consider consequences before acting. Often chooses ineffective, thoughtless or harmful options.		Makes reasonable decisions based on available information. Often depends upon others to make decisions in complex situations.		Understands complex situations and responds thoughtfully to problems. Considers important variables to generate useful, effective solutions.	

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
Consistently ignores policies about touch and professional contact with children. Considers children to be peers and fraternizes with them on a peer level.		Verbalizes understanding and respect for policies but "forgets" on occasion and needs reminders about staying professional.		Understands and abides by all policies for appropriate behavior with children. Is clear about the role of the adult protector.	

## Risk Level Evaluation

Use the following checklists to evaluate applicant levels of risk to abuse children. Consider information gathered throughout the screening process.

### High Risk Checklist for Application

- 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 children.
- The applicant is moving to a lesser-paying job.
- The application shows a pattern of work and volunteer positions with the same type of children.
- The work pattern shows themes of problems with authority.
- The applicant found out about position through dropping in on the program.
- The applicant describes children as helpless, vulnerable or perfect.

### High Risk Checklist for Interview

- 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 children.
- Applicant described preferences for particular children 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.

### High Risk Indicators for References

- References were reluctant.
- References did not know the applicant well.
- References have short term relationships with the applicant.
- References refused to answer particular questions.
- Reference information differed from the applicant's account.
- References described applicant as having high-risk characteristics.
- References provided evasive responses.
- References reported specific concerns about the applicant.

### General High Risk Characteristics

- Social Isolation or difficulty interacting with adults.
- Uses excessive physical affection, particularly tickling or wrestling.
- Difficulty working as a team player or working with authority figures.
- Lets children get away with things their parents would not approve.
- Fails to set limits with children.
- Having numerous positions which relate to the same type of children.
- Has held positions for which the applicant is overqualified.
- Using poor judgment with children.
- Has difficulty handling stress or managing stressful situations.
- Presents a poor role model for children.
- Uses harsh forms of discipline.
- Excessively involved with individual children.
- Gives gifts to children.
- Gets overly involved in the lives of children.