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## Teachers' Duty to Report Child Abuse and Neglect and the Paradox of Noncompliance: Relational Theory and Compliance in the Human Services

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Law and Policy, 2014, 36, 256-289.

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8	The tip of the iceberg—Multiple thresholds in schools' detecting and reporting of child abuse and neglect. <i>Children and Youth Services Review</i> , <b>2019</b> , 96, 278-285	2	4
7	An Examination of Past Trends in School Reports to Child Welfare: Considerations for Reported Child Maltreatment. <i>Child Maltreatment</i> , <b>2020</b> , 1077559520979588	2.8	
6	Schools as "Really Dangerous Places" for Indigenous Children and Youth: Schools, Child Welfare, and Contemporary Challenges to Reconciliation. <i>Canadian Review of Sociology</i> , <b>2020</b> , 57, 34-52	1.9	3
5	Conditional Nature of Policy as a Stabilizing Force: Erin's Law and Teacher Child Abuse Reporting Practices. <i>Administration and Society</i> , <b>2021</b> , 53, 937-962	2.5	
4	Öğretmen Adayların Çocukluk Dönemi İstismar Yaşantılarına Bazı Değerlendirmelerden Başlanarak İncelenmesi. <i>Elektronik Sosyal Bilimler Dergisi</i> , 982-996	0.1	0
3	Mentoring of Pre-Service Teachers. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , <b>2018</b> , 1-18	0.1	
2	Trends in Child Abuse Reporting. <i>Child Maltreatment</i> , <b>2022</b> , 3-34	0.6	0
1	Making Sense of Mandatory Reporting: A Qualitative Study of Reporting Practices from the Perspectives of Schools and Child Welfare Services in Sweden. <i>Social Sciences</i> , <b>2022</b> , 11, 273	1.8	