**Children’s Safety Partnership Training Parking Lot**

**Interim Training Video:** The MECASA and Maine DOE will partner to create a video and accompanying toolkit to be used by schools when new staff are hired after the child sexual abuse prevention and awareness trainings have been delivered to all staff for the year. This resource would require facilitation by a qualified instructor that can answer questions and address local resources and systems. This resource will be a great tool to be used seasonally to train coaches of academic and sport related programs.

**Children’s Health Market, Great Body Shop Resource:** <https://www.thegreatbodyshop.net/>

**Physical Abuse:** My research indicates that false reports of all forms of child abuse is about 4%. Sources:

* [Faller, K. C. (2007). Coaching children about sexual abuse: A pilot study of professionals’ perceptions. Child Abuse & Neglect, 31(9), 947-959.](http://www.ncdsv.org/images/CAN_Coaching-children-about-SA-a-pilot-study-of-professionals'-perceptions_2007.pdf)
* [Trocmé N, Bala N., (2005). False allegations of abuse and neglect when parents separate. Child Abuse & Neglect, 29(12), 1333-1345.](http://www.empire.leadershipcouncil.org/docs/Trocme.pdf)

**Comprehensive list of potential behaviors that may indicate abuse:** There are a number of different lists created by a number of different organizations. I’m going to provide links to several different links. Please remember that these behaviors don’t definitively indicate if a child is experiencing abuse, but their presence may be an indicator of something more going on. Links are in no particular order:

* [Warning Signs for Young Children, RAINN](https://www.rainn.org/articles/warning-signs-young-children)
* [Tip Sheet: Warning Signs of Possible Sexual Abuse In a Child’s Behavior, Stop It Now!](https://www.stopitnow.org/ohc-content/tip-sheet-7)
* [Signs of Sexual Abuse, Early, Open, Often](https://www.earlyopenoften.org/get-the-facts/signs-of-sexual-abuse/)
* [Warning Signs in Children and Adults, Parents Protect!](https://www.parentsprotect.co.uk/warning-signs-in-children-and-adults.htm)
* [Behavior and Physical Signs that Might Indicate Sexual Abuse, Enough Abuse](https://www.enoughabuse.org/gtf/possible-signs-in-children.html)

**Tips for responding to sexual behaviors if you do not feel comfortable intervening directly—keeping kids safe, seeking help, etc.**

* Check immediate safety needs (does anyone need medical attention? Etc.)
* Find a way to interrupt or disrupt inappropriate activities
* Respond calmly and let the child know that you are there to help—do not ask questions/interview anyone
* Using other staff, establish the whereabouts of any other child/young person involved.
* If necessary, separate the children/young people so they have staff supervision in a safe location away from each other and other students. Staff helping with supervision should not ask any questions about the incident.
* Find point person in school (perhaps a school counselor, health teacher, social worker, etc)

**Specific examples of probing/leading question:** Basically, any leading questions where you are putting words in the child’s month. Try to ask open ended questions: “What types of activities do you do with your brother?” instead of: “Does your brother touch you while you’re playing?”

* Did your (brother, mom, baby-sitter, etc.) touch your (insert body part name)?
* Does your (cousin, friend, etc.) hurt you?
* I’ve heard you stay a couple of times you don’t like your new step-dad, is it because he hurts you? Makes you sad? Etc.

**Responses to a child disclosing that are not probing questions:**

* Thank you so much for telling me.
* That was very courageous of you to tell me.
* I’m so glad that you feel safe enough to tell me that.
* I’m sorry that happened to you.
* Telling secrets can be really hard and scary, you’re so brave.
* I’m so sorry that happened to you. Would you like to walk with me to go see Mr/s. (School Counselor)?

**Second Step**

The materials that we have permission to share from the Child Protection Unit can be found in the Sharepoint folder. More information about Second Step can be found here: [https://www.secondstep.org/purchase/product/second-step-child-protection-unit-early-learning-grade-5-bundle/.](https://www.secondstep.org/purchase/product/second-step-child-protection-unit-early-learning-grade-5-bundle/) \*\*Please be reminded that the Children’s Safety Partnership is not advocating for any one particular program over another, and schools do not need to purchase a canned program in order to become compliant.

**Prevention Child Abuse Vermont (PCAVT)**

Some of lesson examples we provided came from the PCAVT child sexual abuse prevention program. Unfortunately, because it is a proprietary curriculum, we are unable to share those lessons on the Sharepoint. More info about the program is available here: <https://pcavt.org/child-sexual-abuse-prevention.html> \*\*Please be reminded that the Children’s Safety Partnership is not advocating for any one particular program over another, and schools do not need to purchase a canned program in order to become compliant.

**Book recommendation: Personal Space Camp by Julie Cook**

Used by one of the groups for their lesson, a quick search will yield a number of YouTube videos of individuals reading the book. Also available on Amazon, and it appears to have an activity book that accompanies it. I just added it to the “Read” page on [childrenssafetypartnership.org](http://childrenssafetypartnership.org).

**LGBTQ specific resources/considerations**

[Sexual Development, School Community Intervention & Prevention](http://scipnebraska.com/resources/resources/sexual-abuse-prevention-and-lgbtq-resources.html)

[Guide for Transformative Prevention Programming, National Sexual Violence Resource Center](https://www.nsvrc.org/sites/default/files/Publications_NSVRC_Guides_Transformative-Prevention-Programming.pdf)

[Sexual Assault and LGBTQ Community, Human Rights Campaign](https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community)

**Resources for finding evidence-based or evidence-informed programs**

[Substance Abuse and Mental Health Services Administration](https://www.samhsa.gov/ebp-resource-center)

[Collaboration for Academic, Social, and Emotional Learning](https://casel.org/resources-support/)

[Child Sexual Abuse Prevention Programs for Children](https://www.nsvrc.org/sites/default/files/2012-03/Publications_NSVRC_Guide_Child-Sexual-Abuse-Prevention-programs-for-children.pdf), National Sexual Violence Resource Center

**Responses to a child asking you to keep a secret**

* My job is to help keep you safe, if you tell me something that makes me worry about your safety, I might have to tell someone to get you help.
* You can always tell me anything. However, if yours or someone else’s safety is at risk I will not be able to keep a secret.
* I am terrible at keeping secrets and I really don’t like to but I would love to talk to you about whatever you have on your mind
* I would love to hear what you have to say but I also want to make sure you are safe and because of that I cannot keep secrets.

**Child Protective Services (CPS) interviewing children at school**

CPS caseworkers can interview the child at school and law states that the school cannot prevent CPS from interviewing children.  [Title 22 4021(3)BC](http://www.mainelegislature.org/legis/statutes/22/title22sec4021.html) is where that is located.   Sometimes the school may get notice if a caseworker needs to know if the child is at school.  Caseworkers are responsible for notifying the parents of our intent to interview.  Often, if they can interview the child at the school, that is their preference. While you are unable to refuse a CPS caseworker the opportunity to talk to a child, you are always able to advocate on behalf of a student for the least traumatic and invasive interview process possible.

**Package Programs**

The Children’s Safety Partnership is not advocating for any one particular program over another, and schools do not need to purchase a canned program in order to become compliant. If your district would like to purchase a program, we are happy to work with you to review programs to determine if they meet all the requirements of the law.

**Maine Children’s Trust**

For more information about mandated reporter trainings please contact Denise Trafton, [deniset@mechildrenstrust.org](mailto:deniset@mechildrenstrust.org) and 207-623-5120.

**How to Track Trainings**

Regarding tracking trainings, school districts are responsible for tracking required training of staff. More often than not this is done through central offices and/or business offices, but not necessarily. We have been told there are software programs that can do this and excel spreadsheets as well.

**Rationale for using anatomically correct terms**

Some sexual offenders avoid children who know the correct names for their genitals because this suggests these children have been educated about body safety and sexuality (Elliot, Browne, & Kilcoyne, 1995). One convicted offender (who had assaulted 75 children by the time he was stopped) reported that when children knew the correct terms for their different body parts, he would leave them alone (Sprengelmeyer & Vaughan, 2000). Full research here: <https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1121&context=sferc>.

**Middle School & High School Resources**

* <http://stopsexualassaultinschools.org/>
* <https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>
* <https://www.cdc.gov/violenceprevention/pdf/SV-Prevention-Technical-Package.pdf>
* <http://www.raliance.org/>

**How to manage social media responses from families/the community**

[Dealing with complaints against schools by parents or carers on social networking sites](https://www.ticbradford.com/downloads/esafeguarding/social-media/125-school-advice-on-misuse-of-social-media-by-parents/file)

[Social media & your school](https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/parentsocialmediaschoolcommunity.pdf)

[Social media & school crises](https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/social-media-and-school-crises)