

Upon arrival and while networking...

Use a sharpie and post-it notes on your tables to respond to the following:

- *Your fears for the day*
- *Your hopes for the day*

One thought per post-it note please.

Then stick notes to the corresponding newsprint.

CHILD SEXUAL ABUSE PREVENTION CURRICULUM LESSONS

TRAINING OF TEACHERS

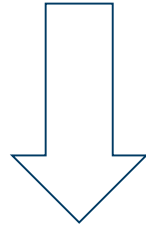
Presented by:
Katie Church, M.S.
Maine Coalition Against Sexual Assault

Presented by:
Susan Berry
Health Education and Health Promotion Coordinator
Maine Department of Education

Participants will:

- Engage in CSA personnel awareness and response training
- Gain an understanding of the foundations of child sexual abuse prevention education in the school setting
- Review various curriculum lessons or programs that can be used to teach child sexual abuse prevention
- Practice delivering child sexual abuse prevention lessons
- Develop an action plan for implementing the child sexual abuse prevention curriculum lessons grades Pre-K - 5

Group Agreements



Hopes for the Day

UNDERSTANDING AND RESPONDING TO CHILD SEXUAL ABUSE

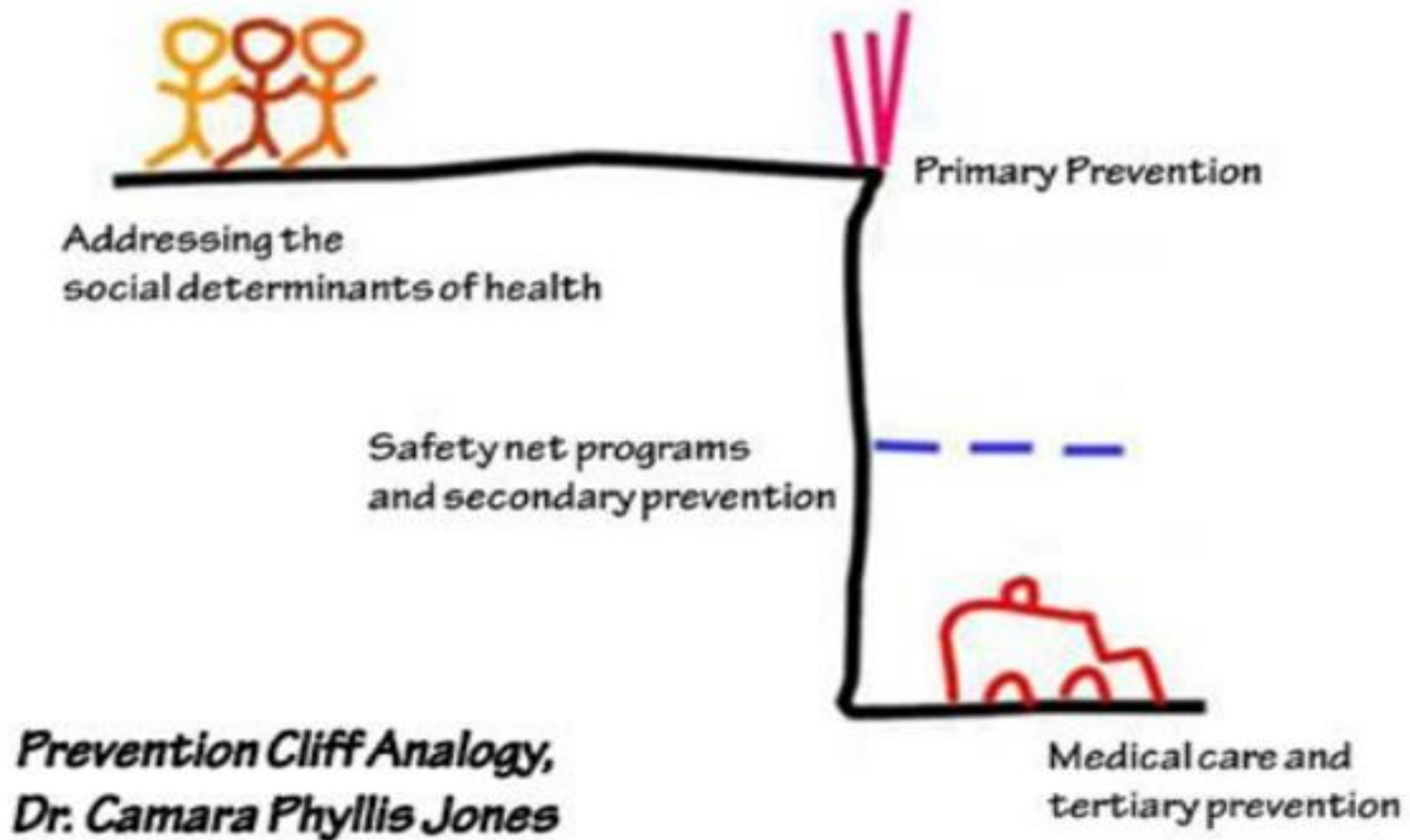
PERSONNEL AWARENESS TRAINING

Foundations of Child Sexual Abuse Prevention Education

Foundations of Child Sexual Abuse Prevention Education

- Primary Prevention
 - Nine Principles of Effective Prevention Programs
- Risk and Protective Factors
- Social Emotional Learning

Primary Prevention



Nine Principles of Effective Prevention Programs



VARIED TEACHING METHODS
Strategies should be interactive and encourage skill-building.



SUFFICIENT DOSAGE
Activities should be held frequently to have an effect and measure impact.



THEORY DRIVEN
Strategies should have scientific backing or logical rationale.



CULTIVATE POSITIVE RELATIONSHIPS
The most effective programs emphasize positive, healthy relationships.



COMPREHENSIVE
Programs are one piece of the prevention puzzle, and must be integrated with other efforts.



APPROPRIATELY TIMED
Efforts should be timed in a way to maximize impact in the lives of participants.



SOCIO-CULTURALLY RELEVANT
Programs should be tailored to cultural beliefs as well as community norms.



WELL-TRAINED STAFF
Staff should be sensitive, competent and receive adequate training & supervision.



OUTCOME EVALUATED
Evaluation is crucial to determining program efficacy and measuring outcomes.

Risk and Protective Factors



Risk Factors

- Hostility towards women
- Emotionally unsupportive family/home environment
- General tolerance of sexual assault within the community
- Weak community sanctions against perpetrators
- Societal norms that support male superiority and sexual entitlement

Protective Factors

- Presence of skills to experience healthy sexuality and engage in healthy relationships
- Willingness and ability to be active participants in a thriving community
- Families and/or other important figures provide a caring, open, and encouraging environment that actively promotes positive development
- Schools that teach and practice healthy beliefs

Social Emotional Learning (SEL)

SEL approaches work in childhood and adolescence to enhance a core set of social and emotional skills including:

- ❖ Communication and problem-solving
- ❖ Empathy
- ❖ Emotional regulation
- ❖ Conflict management
- ❖ Bystanding skills

Social Emotional Learning (SEL)

In addition to providing information about violence prevention, these approaches focus on changing the way children and adolescents think and feel about violence and provide opportunities to practice and reinforce skills.

- Do the individuals charged with leading these education efforts have the necessary skills, boundaries, and supports to be effective educators on this topic?
- Are there additional professionals working on child sexual abuse prevention who can act as partners? In school or in the community.
- What community resources are available to train and support staff in providing effective child sexual abuse prevention?
- Who else needs to be aware of child sexual abuse prevention messages (such as personnel, families and community members)?
- Where is the education taking place, and how can abuse prevention messages be reinforced in various settings and venues?
- Is our school community aware of and prepared to be responsive to our obligations to the state?

Effective Curriculum Programs

- Best Practices
- Evidence-informed
- Supported by community

Comprehensive School Health Education

- Part of district health education curriculum and/or school counseling program
- Aligned to Maine Learning Results (MLR) Health Education Standards (Online)
 - Knowledge
 - Skills-based
- Scope & Sequence
- Key Concepts for Health Education Guidance Document
 - Identifies concepts for each grade span for Sexual Assault Prevention & Mental Health
 - Provides alignment to MLR

Integration and Cross Content Connections

- Resources - www.childrenssafetypartnership.org
- Use the books within English Language Arts
- Coloring/Activity Books from MECASA as boosters
- Music class can learn songs about safety
- Physical Education can help teach boundaries
- Suicide Prevention
- Violence Prevention
- Family Life/Sexuality Education
- Other?

What's in the Child Sexual Abuse Prevention Curriculum Unit?

What would you do if...



Action Planning

Policy Development

Goal: Develop a district policy for child sexual abuse prevention and response aligned to the Maine DOE model policy.

Strategy/Activity	Who's Responsible	Resources needed	Timeline	What is the evidence used to measure impact/outcomes?	Impact Summary of strategy/activity on Policy Development
<i>Example: Convene the school board's policy committee to develop a CSA policy.</i>	<i>Superintendent</i>	<i>Law, DOE model policy, MSMA sample policy, Children's Safety Partnership Implementation Guide and website</i>	<i>By Sept 2018</i>	<i>Meeting minutes</i>	<i>The new policy will provide a system to educate school personnel on CSA, create a system for response, referrals and education that protects children.</i>
<i>Review the Implementation Guide for CSA Prevention and Response</i>	<i>Policy Committee Chair</i>	<i>Children's Safety Partnership Implementation Guide and website</i>	<i>By Oct 2018</i>	<i>Meeting minutes</i>	

Pulling it all together

PULLING IT ALL TOGETHER:

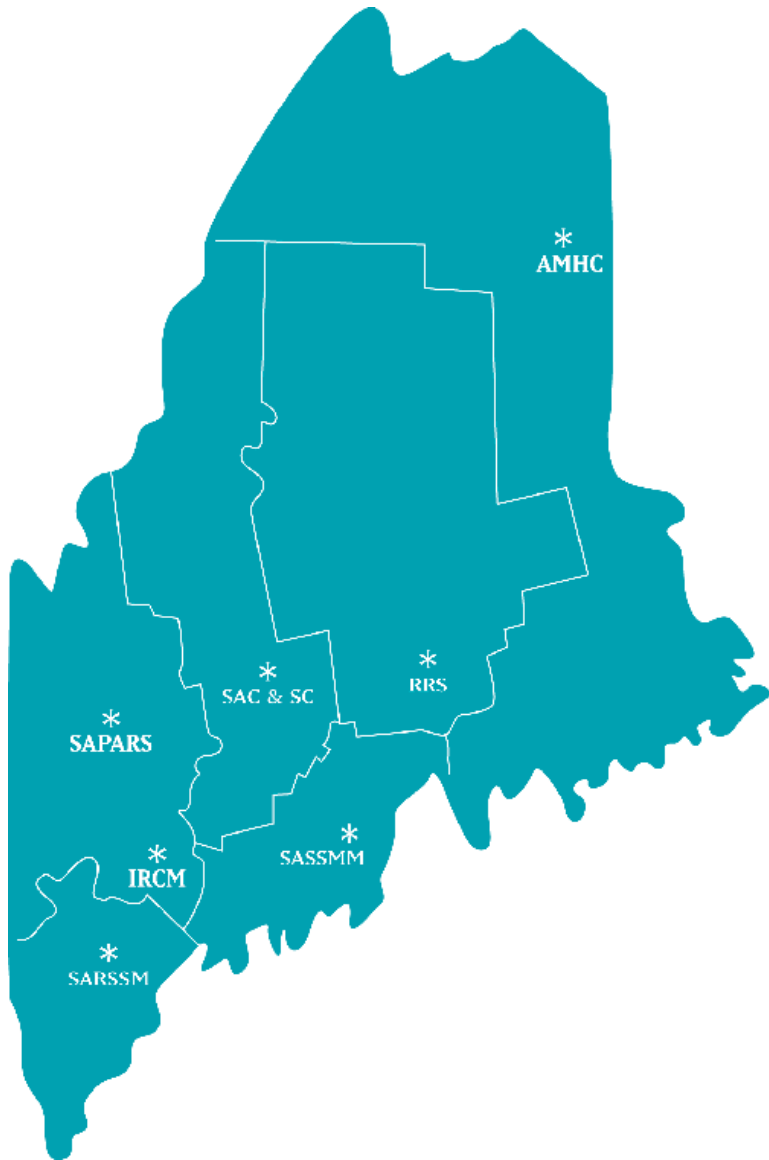
Implementing Child Sexual Abuse Prevention in Your District

1. Who will you communicate with when you return to your district to complete your action plan for implementing the child sexual abuse prevention and response requirements:
 - a. District policy
 - b. Personnel Awareness and Education Training
 - c. Curriculum lessons grades PreK - 5

2. Who will you engage in the planning of the child sexual abuse prevention curriculum lessons? (Identify key people and their responsibilities)

Connections

Know Your Resources



www.childrensafetypartnership.org/contact.html



Learn the basics of what you can do to prevent child sexual abuse.



Learn how to talk to children about boundaries, healthy sexuality, and child sexual abuse.



Book lists for children and adults, and reading discussion questions.

Questions?

Thank You!

mecasa
MAINE COALITION AGAINST
SEXUAL ASSAULT

