

Mobile County Public School System

Personal Safety Curriculum



A Training Guide for Preventing, Detecting and Reporting

Child Abuse and Neglect

Grade 9 – Grade 12

Revised October 2016

Table of Contents

Preface	2
Introduction	3
Acknowledgements	4
Overview of the Personal Safety Curriculum (PSC).....	5
Erin’s Law	6
Mandatory Reporting Procedures for Child Abuse and Neglect	8
Teacher Resources.....	47

PREFACE

The Mobile County Public School System has had a Personal Safety Curriculum in place for the last twenty- five years. In response to the Alabama Legislature’s passage of Erin’s Law (HB197) in July 2015, a committee has worked diligently to revise the current curriculum to meet the guidelines set forth by the Alabama State Department of Education for a Child Sexual Abuse Prevention Program for students in grades Pre-kindergarten through twelfth. This curriculum will be consistent with techniques to teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report their abuse.

The curriculum guide is divided into four teaching units. The concepts are the same for each grade; however, the vocabulary and lesson plans are appropriate for each grade. Each unit will add to previous skills taught. Although several lessons may be presented per unit, the counselor/teacher is obligated to teach only one lesson per four units to each grade level. The classroom teacher will support the school counselor throughout the lesson. The lessons may be incorporated into the existing Science, Health, Physical Education and/or Language Arts Curricula.

Teachers will be provided training prior to implementation of the program. A thorough awareness and understanding of child sexual abuse will be presented. In addition, skills pertaining to identification, handling, and reporting child abuse cases will be covered. Most importantly, teachers/counselors will be provided information to implement the curriculum with confidence.

Materials will also be provided to assist parents. Included will be information related to keeping their child safe from abuse as well as proper use of cell phones and other technology. Prior to the implementation of the curriculum, a letter will be sent to parents.

During the lessons, it is important to take note of students’ behaviors. During or after the lesson, the student may share sensitive incidents or concerns with the teacher/counselor. Most importantly, students should be listened to, believed and feel cared for by the counselor/teacher.

INTRODUCTION

BEFORE YOU BEGIN TO TEACH PERSONAL SAFETY

Teachers are frequently the caring, compassionate and consistent adults with whom students share their concerns about abuse. Few adults have the same opportunity as a teacher to identify abused children and start a process that will restore safety in a child's world. However, many teachers have not been adequately prepared to deal with the complex social issues that have so strongly affected abused children. When properly trained, a caring, open teacher who knows and listens to his/her students will often be the adult to whom the student discloses sexual, physical and/or emotional abuse.

Prior to 1975, no laws existed in Alabama to protect children from child sexual abuse. In 2013, Alabama amended the law relating to the mandatory reporting of known or suspected child abuse or neglect. The amendment expands the persons required to report suspected child abuse and/or neglect to include all employees of both public and private K-12 schools and requires that the person who hears the disclosure make the necessary report. The amendment also provides that any public or private employer who disciplines or penalizes an employee for reporting suspected child abuse and/or neglect is guilty of a Class C misdemeanor.

In 2015, the Alabama legislature passed Erin's Law, which mandates that each school system provide a personal safety curriculum. Age appropriate sexual abuse awareness and prevention education in grades pre-kindergarten through twelve is required to be implemented immediately.

YOUR PERSONAL PREPARATION IS IMPORTANT

Guidelines and lesson plans are included to be used with the students. Background information about child sexual abuse and procedures to follow in the event of student disclosures are also included in the curriculum. It is also necessary to consider the well-being of the counselor/teacher in the event of disclosures of abuse.

Take time to become thoroughly familiar with the materials. Choose the lesson format that best fits your class. Although it is the responsibility of the school counselor to teach the lesson, the classroom teacher must remain to assist as needed. During the lesson, the teacher should be observant of the students' behaviors and report those to the counselor for follow-up.

It is vital that each teacher/counselor assess their own personal comfort level and be mindful of biases regarding abuse, including child sexual abuse, physical abuse, or emotional abuse. Included in the curriculum are resources to assist teachers, counselors and students in the healing process. Unfortunately, abuse is still prevalent in our society and often remains a secret. With the help of this personal safety curriculum, we hope to help victims of abuse become survivors.

ACKNOWLEDGEMENTS

The team members, who revised this guide, are to be commended for their capable and dedicated leadership. This team recognizes that classroom teachers and school counselors have a unique opportunity to identify abused children. They realize that probably no adult is more trusted by children who have been abused, than a beloved and caring teacher.

Larissa Dickinson, LICSW-PIP
School Social Worker
Student Support Services

Amelia Firle
School Counselor
Allentown Elementary .5
Tanner Williams Elementary .5

Deborah Fletcher
Principal
St. Elmo Elementary

Brenda Fore, PhD, LPC, NCC
Guidance Supervisor
Academic Affairs

Dilanie Lewis
School Counselor
Meadowlake Elementary .5
St. Elmo Elementary .5

Paula Loper
Consultant

Gwendolyn McGrew-Dale
School Counselor
Forest Hill Elementary

Denise Riemer, LICSW-PIP
School Social Worker
Student Support Services

Angela Rodgers
School Counselor
Alba Middle

Stephen Watts
School Counselor
Denton Magnet School

Kimberly Walker, PhD
School Counselor
Baker High School

OVERVIEW OF THE PERSONAL SAFETY CURRICULUM

The Personal Safety Curriculum has been taught in Mobile for twenty-five years. In fact, Mobile County Public School System is one of the few school districts in Alabama with written guidelines, objectives and activities in which school personnel provide instruction to students. The program goal and the corresponding student learning objectives are intended to help students achieve, maintain and enhance their well-being. Over the years, this curriculum has provided a framework for students to report all forms of abuse and/or neglect.

Erin's Law, which was passed in Alabama in 2015, has prompted the MCPSS to reevaluate their curriculum and to make revisions to accommodate the new state guidelines. The broad goal of the Personal Safety Curriculum is to help prevent and address child sexual abuse. The overall goal of Erin's Law is to create a safe and engaging environment where students learn about and become aware of the signs of child abuse.

Included in the learning process of child sexual abuse, students learn the difference between appropriate and inappropriate touches. A unit on recognizing safe/good secrets and bad/unsafe secrets will be presented. Empowering students to find their voice, the confidence to speak up, and the ability to recognize potentially dangerous situations is vital to the well-being of all students.

To accomplish these goals, children require the following:

1. Knowledge and ability to identify abuse and an understanding of the problem
2. An understanding that everyone has the right to control their own body, especially during exchanges of physical affection
3. Effective communication skills and assertive techniques for telling someone not to hurt them
4. Knowledge of whom to tell when abuse is occurring
5. Confidence that their family or community support system will believe and protect them
6. Perseverance to tell their story until the child abuse stops
7. The understanding that: **IT IS NEVER THE CHILD'S FAULT!**

Mobile County Public School System

Personal Safety Curriculum



Erin's Law The Mandate

Revised October 2016

WHAT IS ERIN'S LAW?



Erin's Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn, who is the founder and President of Erin's Law, which is registered with the State of Illinois and the IRS as a 501 (c)(4) non-profit social welfare organization.

After Erin introduced the legislation in her home state of Illinois, the bill was named "Erin's Law" after her by legislators and it has caught on nationwide.

"Erin's Law" requires that all public schools in each state implement a prevention-oriented child sexual abuse program which teaches:

1. Students in grades preK – 12th grade, age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
2. School personnel all about child sexual abuse
3. Parents & guardians the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families

Mobile County Public School System

Personal Safety Curriculum



Mandatory Reporting Procedures for Child Abuse and Neglect

Revised October 2016

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM
DIVISION OF STUDENT SUPPORT SERVICES**

**PROTOCOL FOR REPORTING CHILD ABUSE AND NEGLECT
Revised 10/16**

New Law Effective August 1, 2013

Section 26-14-3, Code of Alabama 1975, was amended by Alabama HB 301 which relates to the mandatory reporting of known or suspected child abuse or neglect. The amendment expands the persons required to report suspected child abuse and/or neglect to include **ALL EMPLOYEES** of both public and private K – 12 schools. The amendment also provides that any public or private employer who disciplines or penalizes an employee for reporting suspected child abuse or neglect is guilty of a Class C misdemeanor.

Mandatory Reporters

All employees of public school systems **PERSONALLY** shall report suspected abuse or neglect of children according to the Alabama Code. The employee who obtains knowledge of suspected abuse or neglect is required to report verbally to the Department of Human Resources (DHR), followed by a written report to DHR using Form # DHR-FCS-1593. The code provides immunity from liability for persons reporting suspected abuse or neglect.

Definitions

1. **Serious Harm** is defined as *significant* physical injury; sexual abuse; *severe* impairment in a child's functioning; *permanent* disability or disfigurement; or death. "Severe impairment in a child's functioning" is a *serious* deficit in a child's behavior or cognition.
2. **Abuse** occurs when **serious harm** is inflicted non-accidentally on a child/children by any person age fourteen (14) years or older.
3. **Neglect** occurs when parents or primary caregivers negligently fail to protect children from risk of **serious harm**. This includes incidents of "blatant disregard" where children are placed in harmful and dangerous situations that require precautionary measure to protect them.
 - a. **Blatant disregard** is defined as incidents where the risk of harm to children is so imminent and apparent that it is unlikely a parent or primary caregiver would have exposed the children to such danger without exercising precautionary measures to protect children from harm.
4. **Child Abuse or Neglect Policy** – Reports to DHR must be made for all children *under* the age of eighteen (18) who have allegedly been abused or neglected.

Reporting Procedures

1. All employees of Mobile County Public School System are mandatory reporters of suspected child abuse or neglect. The employee who obtains knowledge of suspected child abuse or neglect is required by law to report verbally to the Department of Human Resources (DHR), followed by a written report using Form # DHR-FCS-1593. Employees are cautioned not to delve too deeply into the situation. The school employee's role is that of reporting suspected child abuse or neglect, not investigating. The investigative role is undertaken by DHR or an appropriate law enforcement agency. If the reporting employee needs assistance in completing the written report, he/she will contact the school counselor, nurse and/or principal/designee.
2. The employee should immediately call DHR, Child Protective Services, Intake Department at 251-450-7018 or 251-450-7001 to report the suspected abuse or neglect.
3. The following information should be provided:
 - Name of child/children, sex, ethnicity, date of birth/age, address and telephone number;

- Name of other persons living with the child/children, date of birth/age, ethnicity and relationship to the child/children;
 - If additional space is needed to describe the incident, the employee may attach a statement to the Form # DHR-FCS-1593 and write “see attached statement” under the “Other Pertinent Information” section;
 - Name of person(s) allegedly responsible for the abuse or neglect, sex, ethnicity, date of birth/age, relationship to the child/children, address and telephone number;
 - Written description of the suspected abuse or neglect, including what happened, how it affected the child/children, when it occurred, did the employee witness the abuse or neglect, and/or how did the employee obtain knowledge of the abuse or neglect;
 - Name of reporter (employee), address, telephone number, title/agency/relationship to child/children
4. Following the verbal report, the employee making the report should immediately fax a written report of the incident to DHR (251-450-7299 FAX) using the “Written Report of Suspected Child Abuse/Neglect” form, DHR-FCS-1593. A copy of this report should be retained at the school and a copy should be sent through interoffice mail to the Division of Student Support Services to be filed.
 5. The employee reporting suspected child abuse or neglect should then immediately report to the principal (or designee in absence of principal).
 6. If the suspected child abuse or neglect occurs when DHR offices are closed, a report must be made to the local law enforcement agency. (Non-emergency numbers: Mobile Police Department – 251-208-7211 or Mobile County Sheriff Department – 251-574-8633).
 7. Additional Information:
 - Information regarding the investigation is not to be released to anyone except persons authorized to investigate the matter. Confidentiality is most critical in cases of suspected child abuse or neglect.
 - Employees filing reports are granted civil and criminal immunity from liability.
 8. If a Mobile County Public School System employee is suspected of child abuse or neglect, the above procedures must be followed and then the principal (or designee in absence of principal) must immediately report to the Superintendent’s Office at 221-4394.

Alabama State DHR Mandatory Reporting Interactive Training

The DHR Mandatory Reporter Training may be located at <http://training.dhr.alabama.gov/>.

The DHR Mandatory Reporter Training provides a certificate at the conclusion, which is the best method of documenting an individual’s attendance. For protecting the participating school from liability, it would be best practice for the school to maintain thorough documentation of each individual that is trained.

STATE OF ALABAMA DEPARTMENT OF HUMAN RESOURCES
WRITTEN REPORT OF SUSPECTED CHILD ABUSE/NEGLECT

Please print or type all known information. The Child Abuse/Neglect Reporting Law and instructions are explained on the back of this form.

SECTION I – CHILDREN ALLEGEDLY ABUSED OR NEGLECTED

	NAME (First, Middle Initial, Last)	SEX	ETHNICITY	DATE OF BIRTH/AGE
1.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
2.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
3.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
4.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
5.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
6.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____

ADDRESS _____
Street Address City State Zip Telephone Number

SECTION II – OTHER PERSONS LIVING WITH THE CHILDREN (Include parents/custodians and other children in the home)

	NAME (First, Middle Initial, Last)	DATE OF BIRTH / AGE	ETHNICITY	RELATIONSHIP TO THE CHILDREN
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

SECTION III – PERSON(S) ALLEGEDLY RESPONSIBLE FOR THE ABUSE OR NEGLECT

	NAME (First, Middle Initial, Last)	SEX	ETHNICITY	DATE OF BIRTH / AGE
1.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
	<small>Street Address City State Zip Telephone Number</small>	<small>Relationship To Children Allegedly Abused/Neglected</small>		
2.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
	<small>Street Address City State Zip Telephone Number</small>	<small>Relationship To Children Allegedly Abused/Neglected</small>		

SECTION IV – ABUSE OR NEGLECT ALLEGATIONS (Describe what happened, how it affected the children, and the date(s) occurred, if known.)

Did you see the abuse or neglect when it occurred? Yes No If no, how did you find out about it? _____

Please identify other people who witnessed the abuse/neglect or who may have information about the child's or family's situation.

	Name	Address	Telephone #	Relationship to Children
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

SECTION V - OTHER PERTINENT INFORMATION

SECTION VI - REPORTER

Name _____	Address _____	Telephone Number _____	Title/Agency/Relationship To Children _____
Did you verbally report the allegations to the Department of Human Resources or law enforcement? <input type="checkbox"/> Yes (specify to whom in section below) <input type="checkbox"/> No			
Signature _____	Name _____	Name of County DHR, Police Department, or Sheriff's Department _____	Date Reported _____
		Case # _____	Date Report Received _____

For DHR Use Only County _____ Case # _____ Date Report Received _____

EXPLANATION OF CERTAIN PROVISIONS OF THE CHILD ABUSE/NEGLECT REPORTING LAW
(Code Of Alabama 1975, Sections 26-14-1 through 26-14-13)

In order to protect children whose health and welfare may be adversely affected through abuse and neglect, this law provides for the reporting of such cases to appropriate authorities. The law also contains **immunity** provisions so that any person making a report pursuant to the statute is immune from any civil or criminal liability that might otherwise be incurred or imposed.

The following institutions and persons are **required by law** to report **known or suspected** child abuse or neglect **under a penalty of a misdemeanor, fine or sentence**: hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, or any other person called upon to render aid or medical assistance to a child when that child is known or suspected to be abused or neglected. In addition, any other person may make a report if that person has reasonable cause to suspect that a child is being abused or neglected.

INSTRUCTIONS

Print or type all known information.

SECTION I - CHILDREN ALLEGEDLY ABUSED OR NEGLECTED

Enter identifying information (name, sex, ethnicity, date of birth or approximate age) for each child in the family who is suspected to be abused or neglect. If the report is for more than one (1) child and they are not all members of the same family, a separate report (1593) must be completed. This includes if the children live in separate households or are a separate family within the same household.

Enter the child(ren)'s address and telephone number.

SECTION II - OTHER PERSONS LIVING WITH THE CHILDREN

Enter identifying information (name, date of birth or approximate age, ethnicity, and relationship) for each person living in the home with the child(ren) named in Section I.

SECTION III - PERSON(S) ALLEGEDLY RESPONSIBLE FOR ABUSE OR NEGLECT

Enter identifying information (name, sex, ethnicity, date of birth or approximate age, and relationship to the child(ren) named in Section I) for each person believed to be responsible for the suspected abuse or neglect.

SECTION IV - ABUSE OR NEGLECT ALLEGATIONS

Describe the alleged abuse or neglect; how it affected the child (physical injury; behavior exhibited by the child due to the suspected abuse/neglect); and provide the date(s) the abuse or neglect occurred, if known.

Provide information on how you became aware of the suspected abuse or neglect.


Enter the name, address, telephone number and relationship of anyone who may have knowledge of the abuse or neglect or the child's/family's situation. If the child(ren) received treatment or evaluation by a doctor or hospital due to the abuse or neglect, provide identifying information on the doctor or hospital (if not the reporter).

SECTION V - OTHER PERTINENT INFORMATION


Enter any other information which may be helpful (e.g., prior abuse/neglect; name of child's school; parents' employment or working hours; safety concerns for DHR staff who visit the child/family).

SECTION VI - REPORTER (Information is confidential and not released unless required by a court order)


You are requested to enter your name, address, telephone number and agency or relationship to the children identified in Section I. Indicate whether you made a verbal (telephone or in-person) report to either the local Department of Human Resources or a local law enforcement agency. If a verbal report was made, identify the specific person, agency, and date the report was made. Sign and date the form.



State of Alabama
**Department of Child Abuse
and Neglect Prevention**




**The ABC's of Mandatory Reporting
of Child Abuse and Neglect for
Alabama School Personnel**
*Learning your legal obligations to reporting the signs of suspected child
abuse*





Overview

- History and Mission of the Alabama Department of Child Abuse and Neglect Prevention (ADCANP) & Prevent Child Abuse Alabama (PCAA)
- Define and identify the signs of suspected child abuse and neglect
- Role of a Mandatory Reporter
- Impact of Abuse
- Prevention of Abuse
- Questions




History

- The Martin-Aldridge Child Abuse and Neglect Prevention Act adopted by Legislature in 1983
- Established the Department of Child Abuse and Neglect Prevention “The Children’s Trust Fund”



Community-Based Child Abuse Prevention Programs

- Parent Education & Support
- Fatherhood
- Home Visitation
- Community Awareness
- Respite Care
- School based
- Non-school based after school
- Mentoring



Department of Child Abuse & Neglect Prevention


- Community-Based Prevention Programs
- Public Policy Advocacy
- Public Education
- Network of Grantees
- Affiliated with National Organizations
 - National Alliance of Children's Trust & Prevention Funds
 - Prevent Child Abuse America



What is a Mandatory Reporter?


Any person whose profession brings them in contact with children on a daily basis is legally obligated to report signs of suspected child abuse or neglect.

<ul style="list-style-type: none"> • Employees at hospitals, clinics and sanitariums • Social Workers • Child Care Employees • Clergy • School Teachers/Officials • Dentists • Law Enforcement • Peace Officers • Mental Health Professionals • Pharmacists 	<ul style="list-style-type: none"> • Nurses • Podiatrists • Chiropractors • Optometrists • Osteopaths • Coroners • Medical Examiners • Surgeons • Physician • Doctors
--	---



Added to Mandatory Reporter Law

- Physical Therapists
- **Public and private K-12 Employees**
- Employees of public and private institutions of postsecondary and higher education



Other Changes to Mandatory Reporter Law

- The statement “or cause reports to be made of the same” has been eliminated from the law.
- It is the responsibility of the mandatory reporter to make the report and follow up with a written report to the county DHR.



What is Child Abuse?


Harm or threatened harm to a child's health or welfare which can occur through non-accidental physical or mental injury, sexual abuse or attempted sexual abuse, sexual exploitation or attempted sexual exploitation.



Different Types of Child Abuse

- Physical
- Sexual
- Emotional
- Neglect/ Failure to thrive






Physical Abuse

Abuse means harm or threatened harm to the health or welfare of a child through:


- Non-accidental physical injury
- Sexual abuse or attempted sexual abuse
- Sexual exploitation or attempted sexual exploitation
- Hitting
- Kicking
- Biting
- Burning
- Pushing
- Shaking
- Any other physical act that can cause injury to a child

Citation: Ala. Code § 26-14-1(1)



Signs to Look for with Physical Abuse

- Bruises
- Marks in the shape of an object
- Unexplained bruises, burns or cuts
- Fear of adults
- Destructiveness toward self or others
- Poor social skills
- Aggression
- Defiance
- Clothing that may be inappropriate




Sexual Abuse

- **Sexual abuse** includes:
 - The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in or having a child assist any other person to engage in any sexually explicit conduct
 - Any simulation of the conduct for the purpose of producing any visual depiction of the conduct
 - The rape, molestation, prostitution, or other form of sexual exploitation of children
 - Incest with children

Citation: Ala. Code § 26-14-1(1)
- **Sexual exploitation** includes:
 - Allowing, permitting, or encouraging a child to engage in prostitution
 - Allowing, permitting, encouraging, or engaging in the obscene or pornographic photographing, filming, or depicting of a child for commercial purposes

Citation: Ala. Code § 26-14-1(1)



Signs to Look for with Sexual Abuse

- Inappropriate displays of affection
- Unusual interest in or inappropriate sexual knowledge
- Over-compliance
- Pain during urination
- Difficulty walking or sitting
- Frequent vomiting
- Wetting pants




Erin's Law

- Erin Merryn – child sexual abuse victim turned advocate to pass legislation in each state
- Alabama passed Erin's Law 2015 legislative session and signed into law by Gov. Bentley on June 11, 2015
- Establishes Governor's Task Force on Child Sexual Abuse Prevention
- CTF working closely with SDE & DHR with task force appointees



Recent Headlines – Student/Teacher Inappropriate Sexual Contact


- Pinson teacher arrested on charges of inappropriate sexual contact with student
- Pell City teacher accused of having sexual contact with high school student
- Alabama leads nation in inappropriate student-teacher relationships, study says
- Teacher, 37, who is charged with sexual relationship with a student gets **MARRIED** to her now that she is 18
- Affidavit: Opp teacher's sexual contact with students started in 2013
- Former Stanhope teacher convicted of sexual contact with student



Emotional Abuse


- Emotional Abuse includes non-accidental mental injury.
 - Belittling
 - Terrorizing
 - Lack of nurture
 - Rejecting
 - Inconsistent parenting
 - Violent environment

Citation: Ala. Code § 26-14-1(1)



Signs to Look for with Emotional Abuse

- Depression or withdrawal
- Lack of emotion
- Lack of interest
- Speech, sleep or eating disorders
- Repetitive actions, such as rocking, sucking or biting
- Increased emotional needs



Neglect

Neglect means negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

Citation: Ala. Code § 26-14-1(1)

- Physical neglect
- Educational neglect
- Emotional neglect



Signs to Look for with Neglect

- Clothing that is dirty, torn, poorly fitting or inappropriate for the weather
- Sleepiness
- Poor hygiene
- Untreated medical or dental problems
- Inappropriate responsibility for younger siblings
- Frequent tardiness or absences from school
- Apparent lack of supervision



A Child's Basic Needs

- Nutrition
- Sleep
- Shelter
- Cleanliness
- Medical care
- Safety
- Supervision
- Socialization



If you suspect abuse, what should you do?

- Trust your instincts
- Take notes
- Look at the facts
- Make a report using form:

DHR-FCS-1593 available at your county DHR office or available online.


http://dhr.alabama.gov/services/Child_Protective_Services/Written_Report_MandatoryReporters.aspx



DHR On-line Mandatory Training

- Link under Child Protective Services
 - www.dhr.alabama.gov

- Link under CTF web site
 - Training opportunities
 - www.ctf.alabama.gov

STATE OF ALABAMA DEPARTMENT OF HUMAN RESOURCES
WRITTEN REPORT OF SUSPECTED CHILD ABUSE/NEGLECT
 Please print or type all known information. The Child Abuse/Neglect Reporting Law and instructions are explained on the back of this form.

SECTION I - CHILDREN ALLEGEDLY ABUSED OR NEGLECTED

1.	NAME (Print, Middle Initial, Last)	SEX	ETHNICITY	DATE OF BIRTH / AGE
1.		<input type="checkbox"/> M <input type="checkbox"/> F		
2.		<input type="checkbox"/> M <input type="checkbox"/> F		
3.		<input type="checkbox"/> M <input type="checkbox"/> F		
4.		<input type="checkbox"/> M <input type="checkbox"/> F		
5.		<input type="checkbox"/> M <input type="checkbox"/> F		
6.		<input type="checkbox"/> M <input type="checkbox"/> F		

ADDRESS Street Address City State Zip Telephone Number

SECTION II - OTHER PERSONS LIVING WITH THE CHILDREN (Do not include parents/guardians and other children in the home)

1.	NAME (Print, Middle Initial, Last)	DATE OF BIRTH / AGE	ETHNICITY	RELATIONSHIP TO THE CHILDREN
1.				
2.				
3.				
4.				
5.				
6.				

SECTION III - PERSONS ALLEGEDLY RESPONSIBLE FOR THE ABUSE OR NEGLECT

1.	NAME (Print, Middle Initial, Last)	SEX	ETHNICITY	DATE OF BIRTH / AGE
1.		<input type="checkbox"/> M <input type="checkbox"/> F		

Street Address City State Zip Telephone Number Relationship To Children Allegedly Abused/Neglected

2. M F

Street Address City State Zip Telephone Number Relationship To Children Allegedly Abused/Neglected

SECTION IV - ABUSE OR NEGLECT ALLEGATIONS (Describe what happened, how it affected the children, and the date(s) occurred, if known)

Did you see the abuse or neglect when it occurred? Yes No If so, how did you find out about it?

Please identify other people who witnessed the abuse/neglect or who may have information about the child's or family's situation.

1.	Name	Address	Telephone #	Relationship to Children
1.				
2.				

SECTION V - OTHER PERTINENT INFORMATION

SECTION VI - REPORTER

Name Address Telephone Number Title/Agency Relationship To Children

Did you verbally report the allegations to the Department of Human Resources or law enforcement? Yes (Specify to whom in section below) No

Signature Name Name of County DHR, Police Department, or Sheriff's Department Date Reported

For DHR Use Only: County Case # Date Date Report Received

DHR-PCS-1395 (September 2002)



What is your liability?

All persons reporting suspected child abuse or neglect (whether required by law or not) are presumed to be acting in good faith. Alabama law provides immunity from liability for actions by mandatory reporters.

Citation: Ala. Code § 26-14-9

It is not necessary to prove that the abuse or neglect happened. You must have a reasonable suspicion.



Is your job protected?

“A public or private employer who discharges, suspends, disciplines, or penalizes an employee solely for reporting suspected child abuse or neglect ... shall be guilty of a Class C misdemeanor”

Citation: Ala. Code § 26-14-3(g)



How to File a Report

- Phone the Alabama Department of Human Resources (DHR) in your county
 - Montgomery (334) 293-3305
 - Birmingham (205) 423-4850
 - Mobile (251) 450-7018
 - Huntsville (256) 427-6200



Reports can also go to the DHR State Family Services Division (334) 242-9500

If a life-threatening situation exists - DIAL 911



What information should you include in a Report?

- Child's name & location
- Names & addresses of parents or guardians
- Type and extent of child's injuries
- Information about previous injury that might be related
- Your name and the name of organization, school or agency
- Name of person or persons responsible for the abuse



Penalties for Failure to Report

“Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than 6 months’ imprisonment or a fine not more than \$500.00.”

Citation: Ala. Code § 26-14-13




How Common is Child Abuse & Neglect Nationally?*

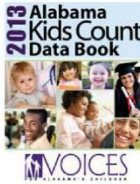
- 3.9 million reports of child abuse or neglect were reported in 2013
 - Approximately 7 complaints per minute per day
- 679,000 children classified as being maltreated (estimate)
- 1,520 children died in the United States in 2013 from abuse & neglect
- 16.1% of children experience some form of maltreatment

*NCANDS – Children’s Bureau

Alabama's Kids




- Alabama is ranked 44th in the nation based on 10 key indicators of child well-being
 - Low-birth weight babies
 - Infant mortality rate
 - Child death rate
 - Teen death rate
 - Teen birth rate
 - High school drop out rate
 - Teens not attending school & not working
 - Children living in families where no parent has a full time/year round job
 - Children in poverty
 - Children in single parent families




Source: Alabama Kids Count 2013 Data Book

The Alabama Story



- 9,013 cases (2013)
- 39% Neglect
- 49% Physical Abuse
- .5% Psychological Abuse
- 22% Sexual Abuse



Most indicated abuse victims in Alabama are under the age of four.



Long term effects of child abuse

- Learning disorders or speech deficits
- Dropping out of school
- Sexually transmitted diseases
- Teenage pregnancy
- Substance abuse
- Unemployment
- Crime and violence
- Brain damage
- Suicide
- Depression, anxiety or low self-esteem



Risk Factors for Abuse

- Living at or below the poverty level
- Lack of high school diploma
- Mental Illness
- Abuse during childhood
- Lack of knowledge of effective parenting techniques
- Lack of understanding child development
- Substance abuse
- Past unplanned or premarital pregnancy
- Abuse from their partner
- Unemployment





Community Action and Prevention

- Promote community awareness
- Educate parents
- Educate children
- Provide role models and dependable child care
- Work with community leaders
- Support special programs
- Support children's legal rights




What Child Maltreatment Means to Society

- Annual cost of child abuse and neglect is \$124 Billion
- A child who is abused or neglected is 59% more likely to be arrested as a juvenile than other children
- An estimated one-third of abused and neglected children will eventually victimize their own children



“The best way to prepare for the future is to create it. Prevention is the process of proactively cultivating positive cultures, leading to a better future for children and their families.”


Dr. Jeff Linkenbach
Director of the Center for Health and Safety Culture
Montana State University



Contact Information

Department of Child Abuse and Neglect Prevention
Executive Director
Sallye R. Longshore
sallye.longshore@ctf.alabama.gov
334.262.2951

Prevent Child Abuse America
www.preventchildabuse.org



National Alliance of Children’s Trust & Prevention Funds
www.ctf.alliance.org

Unit 1

Personal Safety

Lesson Plans

Grade Level: High School 9 -12

ASCA Student Standards:

- PS: A1.7** Recognize personal boundaries, rights, and privacy acts
- PS: C1.3** Learn about the differences between appropriate and inappropriate physical contact
- PS: C1.4** Demonstrate the ability to set boundaries, rights, and personal privacy
- PS: C1.6** Identify resource people in the school and community, and know how to speak

Learning Objectives:

Students will be able to:

1. Define abuse, what constitutes abuse, and differentiate between the types of abuse
2. Identify the three major components of child abuse
3. Identify methods which help prevent, or cope with abuse
4. List signs of abuse
5. Appropriate uses of social media, digital, and on-line communication

Activity: Test Your Knowledge of Child Abuse

Procedures:

1. Students will take Child Abuse Quiz
2. Teacher will introduce personal safety when dealing with child abuse.

3. Teacher will discuss the correct responses to the Child Abuse Quiz

Materials:

1. Quiz: “Test Your Knowledge of Child Abuse”

2. Key Terms: “Defining Abuse”

3. Power Point: “The ABC’s of Mandatory Reporting of Child Abuse and Neglect for Alabama School Personnel”

4. Article: “Teachers, students, and social media: Where is the line?”

CHILD ABUSE QUIZ

TEST YOUR KNOWLEDGE OF CHILD ABUSE

We hear about child abuse in the news nearly every day, but how much do we really know about it? Childhelp USA® is asking everyone to learn more about child abuse and what each of us can do to help stop it. Test your knowledge.

QUESTIONS:

1) Three children die as a result of child abuse in the home in the United States each

- a) Year
- b) Day
- c) Week
- d) Month

2) How many people report child abuse when faced with an actual situation?

- a) 3/4
- b) 1/2
- c) 1/3

3) What is the single, leading cause of death for children ages four and younger?

- a) Drowning
- b) Motor vehicle accidents
- c) Child abuse and neglect
- d) Choking on food
- e) Residential fires
- f) Suffocation
- g) Falls

4) On average, child abuse is reported somewhere in the United States every

- a) 10 seconds
- b) 20 minutes
- c) Hour

5) Strangers pose the greatest risk of sexual abuse to children.

- a) True
- b) False

6) Child molesters get their sexual gratification only from children.

- a) True
- b) False

7) The average age that child molesters first attack a child is when they (the attackers) are

- a) In their early 20s
- b) Middle-aged
- c) In their teens

8) Which of the following actions can help stop child abuse and neglect?

- a) Helping a stressed-out parent by baby-sitting, making a meal for their family, or lending an understanding ear.
- b) Learning the signs and symptoms of child abuse so you can recognize them when you see the “red flags.”
- c) Reporting known or suspected child abuse to the police or local child protective services agency.
- d) All of the above.

ANSWERS:

- 1. b) Day
- 2. c) 1/3
- 3. c) Child abuse and neglect
- 4. a) 10 seconds. Based on 2.8 million reports per year.
- 5. b) False. Most children are abused by people they know.
- 6. b) False. Many child molesters also have adult sexual relationships.
- 7. c) In their teens—and often as young as age 12.
- 8. d) All of the above.

For additional information about child abuse and neglect, call the Childhelp USA® National Child Abuse Hotline, 1-800-4-A-CHILD®. The 24-hour hotline is staffed with professional counselors who offer abuse intervention, literature, information and referrals to more than 55,000 emergency, social service and support resources.

DEFINING ABUSE

1. **Physical Abuse** – non-accidental injury of a child that leaves marks, scars, bruises, or broken bones.

Physical indicators of physical abuse: unexplained bruises, burns, human bites, broken bones, missing hair, scratches.

Behavioral indicators of physical abuse: wary of physical contact with adults, behavioral extremes (aggressive or withdrawn), frightened of parents, afraid to go home, cheating, stealing, lying (a sign that expectations in the home are too high), layered clothing.

2. **Neglect** – failure of parents or caretakers to provide needed, age appropriate care including food, clothing, shelter, protection from harm, and supervision appropriate to the child's development, hygiene, and medical care.

Physical indicators of neglect: constant hunger, poor hygiene, excessive sleepiness, lack of appropriate supervision, unattended physical problems or medical needs, abandonment, inappropriate clothing for weather conditions.

Behavioral indicators of neglect: begging or stealing food, frequent sleepiness, lack of appropriate supervision, unattended physical problem or medical needs, abandonment, inappropriate clothing for weather conditions.

3. **Sexual abuse** – any inappropriate sexual exposure or touch by an adult to a child or an older child to a younger child. This includes, but is not limited to: fondling, sexual intercourse, sexual assault, rape, date rape, incest, child prostitution, exposure, and pornography. It does not matter whether the victim was forced or tricked into any of the above, it is considered sexual abuse by the state of Utah.

Physical indicators of sexual abuse : difficulty in walking or sitting, torn, stained, or bloody underclothing, pain or itching in genital area, bruises or bleeding in rectal/genital area, venereal disease.

Behavioral indicators of sexual abuse: age-inappropriate sexual knowledge/sexual touch, abrupt change in personality, withdrawn, poor peer relationships, unwilling to change for gym or participate in physical activities, promiscuous behavior/seductive behavior, drop in school performance/decline in school interest, sleep disturbances, regressive behavior (i.e., bed wetting).

4. **Emotional abuse** – parental behavior, such as rejecting, terrorizing, berating, ignoring, or isolating a child, that causes, or is likely to cause, serious impairment of the physical, social, mental, or emotional capacities of the child.

Physical indicators of emotional abuse: speech disorders, lags in physical development, failure to thrive.

Behavioral indicators of emotional abuse: habit disorders (sucking, biting, rocking), conduct disorders (withdrawal, destructiveness, cruelty), sleep disorders or inhibition of play, behavior extremes (aggressive or passive).

Teachers, students and social media: Where is the line?

USA TODAY NETWORK, [Lori Grisham](#), USA TODAY Network 6:54 p.m. EDT April 9, 2014

A substitute teacher in New Hampshire chooses not to work at a school after being instructed to unfriend students on Facebook.

A Wisconsin teacher asks his students to follow elected officials on Twitter and report back on what they tweet.

These examples highlight the complicated nature of social media interactions between teachers and students: Some instructors want to use Facebook and Twitter as teaching tools, yet there is concern that appropriate boundaries are maintained.

Carol Theborge, a 79-year-old substitute teacher in Claremont, N.H., brought this issue to light recently when she was told by school officials to unfriend her more than 200 current students on Facebook. If she didn't, they said, she would no longer be called on to substitute. She announced Thursday (on Facebook, of course) that she would not comply.

"I call my Facebook an extended classroom," Theborge, who said she's worked as a substitute teacher for 35 years, told USA TODAY Network. She added that she's counseled a number of students on sensitive subjects such as bullying and depression through Facebook's messaging feature.

School administrators delivered the ultimatum to Theborge shortly after Christopher LeBlanc, a 29-year-old math teacher at the same school, was arrested in March and charged with sexually assaulting a 14-year-old girl. Reports have said the student and LeBlanc communicated through text messages, but news reports have not mentioned Facebook.

School officials did not return calls from USA TODAY Network about Theborge.

Carol Theborge, 79, left substitute teaching rather than unfriend students on Facebook. (Photo: Carol Theborge)

District Superintendent Middleton McGoodwin [told the *New Hampshire Union Leader*](#) that LeBlanc's arrest made the school board more cautious about teacher-student relationships outside of the classroom.

Regarding Facebook, McGoodwin said that their policy prohibits teachers and students from being "friends" on social network sites. He added that Theborge wasn't fired because she does not have a contract as a substitute, according to the *Union Leader*, but that she could no longer teach at Stevens High School if she continued to be Facebook "friends" with students.

"It is a very slippery slope," Mike Kasper, a senior policy analyst at the National Education Association, an organization of public education professionals, said about private online communication between students and teachers.

"You may have the best of intentions in the whole wide world, but things can be easily misinterpreted," Kasper said. He added that this was his personal belief and did not represent the NEA's official policy. The association has not issued guidelines on social media use, but does recommend that educators, parents and teachers collaboratively come up with guidelines for their communities that all parties feel respect safety concerns.

Some school officials are trying to find a middle ground. For example, the New York City Department of Education developed [guidelines](#) that say teachers can create professional social media sites, such as Facebook pages created for a class or project, but should not communicate with students through their personal pages.

Twitter, the more 'visible' option

Chris Lazarski, who teaches high school in Wauwatosa, Wis., said he thinks Twitter is a good social media option because it's very public.

"I don't want to be that guy who was fired for something that was misinterpreted," he said. "That's why I like Twitter — because it's visible."

But Lazarski also said he's seen some of his students' personal Twitter accounts and what they were tweeting publicly was, well, "just kind of horrible and gross. "

That was why he decided to have them set up a second, professional account that they use for school. He teaches them to write a bio and use the search function for research.

"I want them to keep their personal Twitter, but I want them to know and to see that there's another way," he said.

He asks students in his public policy class to follow elected officials and use it to research what they represent. He asks them to consider what the individual is tweeting, and how he or she uses the platform to engage the public.

Lazarski said that people say teens are "digital natives" but that just means they've grown up with the technology, not that anyone has shown them how to use it.

"We should talk and have this conversation with kids because they're using it and they're not using it right," he said.

Is there middle ground?

According to a 2012 survey by [the Pew Research Center's Internet & American Life Project](#), 95% of teens have consistent online access and 81% of them use some kind of social media. The study also found that 77% of teens use Facebook and 24% use Twitter.

Stephen Balkam, CEO of Family Online Safety Institute, an organization that focuses on best practices for Internet safety, said the organization's views on teachers interacting with students on social media have changed over the years.

Facebook pays membership dues to the institute, and the institute sits on Facebook's Safety Advisory Panel.

Balkam said that given the number of students on social media sites, there is a need for educators to have a presence in that space.

"To have a blanket ban on social networking sites like Facebook is a bit like saying there's a fight on the playground but we don't know where the playground is, but even if we did, it's locked," he said.

Theberge said school officials risk missing an opportunity with strict policies against teachers using social media sites.

"We can't throw the baby out with the bathwater," she said.

Follow [@lgrisham](#) on Twitter

UNIT 2

Appropriate and Inappropriate Touching

Lesson Plans

Grade Level: High School 9 -12

ASCA Student Standards:

- PS: A1.7** Recognize personal boundaries, rights, and privacy acts
- PS: A2.6** Use effective communication skills
- PS: C1.3** Learn about the differences between appropriate and inappropriate physical contact
- PS: C1.6** Identify resource people in the school and community, and know how to speak

Learning Objectives:

The students will be able to:

1. Learn to make wise choices for the prevention of sexual abuse.
2. Learn ways of detecting unsafe relationships and situations.
3. Learn to identify boundaries.

Activity: *“Crossing Boundaries”*

Procedures:

1. Students will be divided into small groups
2. Each group will work on worksheet *“Crossing Boundaries”*
3. Students will share their answers and ideas about preventing sexual abuse

Materials:

1. Worksheet: “Crossing Boundaries”

2. Key Terms: Defining Boundaries

Crossing Boundaries

Activity:

1. Define boundaries.
2. Identify and discuss means of violating boundaries.
3. Students should work in small groups and discuss their ideas about boundaries. Students will share their responses.
4. Define and Discuss physical boundaries.
 - What are some common ways that boundaries might be crossed in high school?
 - How does society encourage the crossing of physical boundaries?
 - What harm is done to the person when boundaries are crossed?
 - What can we do to protect our physical boundaries?
5. Define and Discuss emotional boundaries.
 - What are signs that we are too careless in setting our personal boundaries?
 - If our boundaries have been crossed, what are some steps we can take to recover physically and emotionally?
 - What are some ways that society encourages us to violate boundaries?
 - How can friends help each other respect people's boundaries?

UNIT 3

Assertiveness

Lesson Plans

Grade Level: High School 9 -12

ASCA Student Standards:

- PS: B1.5** Demonstrate when, where, and how to seek help for solving problems and making decisions.
- PS: C1.3** Learn about the differences between appropriate and inappropriate physical contact
- PS: C1.4** Demonstrate the ability to set boundaries, rights, and personal privacy
- PS: C1.6** Identify resource people in the school and community, and know how to speak

Learning Objectives:

1. Students will learn to identify inappropriate assertive behaviors.
2. Students will learn ways of handling and reporting assertive behaviors.
3. Students will learn the skills necessary to make responsible choices.

Activity: *Group Activity “The Dating Game”*

Procedures:

1. Students will be divided into small groups
2. Each group will pose a solution to “The Dating Game”
3. Students will discuss their answers and ideas about preventing sexual abuse

Teacher Instructional Resources:

1. Worksheet: “The Dating Game”

“The Dating Game”

Directions: Students should be placed into small groups. Each group will read the scenario and answer related questions. The students will share their responses.

Myla and Terrance have been dating for two months. Myla is fifteen and Terry is sixteen. Terry is Myla’s first boyfriend. Terry has started to pressure Myla to take their relationship to the next level. Myla is afraid to commit and has refused. Terry has repeatedly said that if she does not go to the next level, he will move on. Myla really likes Terry and is afraid of breaking up with him.

Answer the following questions to the scenario:

1. Write all the reasons why Myla may choose not to become sexually involved with Terry.
2. Write all the reasons why Myla may choose to become sexually involved with Terry.
3. What advice would you give Myla?
4. What advice would you give Terry?

UNIT 4

Support Systems

Lesson Plans

Grade Level: High School 9 -12

ASCA Student Standards:

PS: A2.6 Use effective communication skills

PS: B1.4 Develop effective coping skills for dealing with problems

PS: B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions

PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS: C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy

PS: C1.6 Identify resource people in the school and community, and know how to speak

Learning Objectives:

1. Students will learn to identify and report abusive actions to proper authorities.
2. Students will learn school and local support service officials.
3. Students will learn the skills necessary to make responsible choices when reporting abuse.

Activity: *Group Activity “Responding to Child Abuse and Neglect”*

Procedures:

1. Students will be divided into groups.

2. Each group will research the steps for reporting child and/or sexual abuse and the steps that are taken to address each type of abuse.
3. Students will discuss their responses to the questions on the worksheet.

Materials:

1. Worksheet: “Responding to Child Abuse and Neglect”
2. Power Point: “The ABC’s of Mandatory Reporting of Child Abuse and Neglect for Alabama School Personnel”

Responding to Child Abuse and Neglect

In groups of four, you will research the steps for reporting a case of child abuse to authorities and the steps that are taken to handle the abuse. Visit two different sites to obtain the information. Complete chart below.

Name of site 1 and website address: _____

Name of site 2 and website address: _____

How to report suspected child maltreatment				
	What to Expect When Calling			
		Investigating Procedures		
			Resources for Parents and Caregivers	
				Protective Factors
Additional information	Additional information	Additional information	Additional information	Additional information

Mobile County Public School System

Personal Safety Curriculum



Teacher Resources

Revised October 2016

Indicators of Child Abuse

These are possible indicators and do not necessarily mean sexual abuse. They were developed with information compiled through the resources of the Louisiana Council on Child Abuse, Baton Rouge, LA.

Type of Abuse	Physical Indicators	Behavioral Indicators
Physical Abuse	unexplained bruises or marks, unexplained burns, unexplained fractures, lacerations or abrasions	self-destructive, behavioral extremes, uncomfortable with physical contact, seems to be afraid to be at home, wears clothing inappropriate to weather to cover body, chronic runaway (adolescents), complains of soreness or moves uncomfortably
Physical Neglect	abandonment, unattended medical needs, poor supervision, consistent hunger, inappropriate dress, poor hygiene, lice, distended stomach, emaciation	regularly appears fatigued or listless, falls asleep in class, steals or begs from classmates, reports that no caretaker is at home, frequently absent or tardy, self-destructive, school drop-out (adolescents)
Sexual Abuse	torn, stained, or bloody underclothing, pain or itch in genital area, difficulty walking or sitting, bruises or bleeding in external genitalia, venereal diseases, frequent urinary or yeast infections, excessive masturbation	withdrawal, chronic depression, excessive seductiveness, role reversal, overly concerned for siblings, poor self-esteem, self-devaluation, lack of confidence, peer problems, lack of involvement, massive weight gain, attempts at suicide (adolescents), unable to control emotions, inappropriate sex play, premature understanding of sex, intimidated by physical contact
Emotional Abuse	speech disorders, delay in physical development, substance abuse, some physical illnesses	delinquent behavior (adolescents), habit disorders, antisocial, exhibits neurotic traits, extreme passive aggressive behavior

Note: Spanking by a parent is not abuse. Poverty should not be confused with neglect.

Appropriate and Inappropriate Contact with Minors

1. Appropriate affection is important for a child's development and is a positive part of Church life and ministry. There are forms of affection between Church personnel and minors that are regarded as appropriate examples for most Church sponsored and affiliated programs:
 - Shoulder to shoulder or "temple" hugs
 - Pats on the shoulder or back
 - "High-fives" and hand slapping
 - Verbal praise
 - Touching hands, faces, shoulders and arms of minors
 - Holding hands while walking with small children
 - Sitting beside small children
 - Kneeling or bending down for hugs with small children
 - Holding hands during prayer
 - Pats on the head when culturally appropriate (Example: This gesture should typically be avoided in some Asian communities.)

2. No form of physical discipline is acceptable and is prohibited as a way of behavior management of minors as directed by the Archdiocese.

3. Some forms of physical affection have been used by adults to initiate inappropriate contact with minors. In an effort to provide the safest possible environment for minors, the following examples of affection are not to be used in Church sponsored and affiliated programs:
 - Inappropriate or lengthy embraces
 - Kisses on the mouth
 - Holding minors over two years old on the lap
 - Touching bottoms, chests or genital areas
 - Showing affection in isolated areas of the program such as bedrooms, staff only areas, or other private rooms
 - Sleeping in bed with a minor
 - Touching knees or legs of minors
 - Wrestling with or tickling of minors
 - Piggyback rides
 - Any type of massage given by minor to adult
 - Any type of massage given by adult to minor
 - Any form of unwanted affection
 - Compliments that relate to physique or body development

3. When working with minors keep in mind two very important points: a) focus on meeting the needs of the minor/s, not on meeting your own needs and b) establish and keep very clear boundaries between yourself and the minor/s. Adults must be cautious in their ministry settings and need to be aware of their behavior.

4. The following behaviors are considered inappropriate when working with minors.
 - a. Sharing of one's personal life; telling adolescents **your** problems
 - b. Exclusivity, spending an inordinate amount of time with a particular minor
 - c. Social trips outside the ministry setting and tutoring in the home setting
 - d. Keeping confidentiality in cases that threaten health and safety
 - e. Wearing immodest or provocative attire

5. A person who habitually lacks the use of reason is to be considered equivalent to a minor and is therefore protected under the Archdiocese of Mobile Child Protection Policy.

Cell Phone Safety Tips for Parents

- Take the time to teach your child how to use the cell phone. Learn its features so that you can occasionally check the child's cell phone usage. Discuss with your child the rules that you expect him/her to obey.

- Set a time limit for the use of your child's cell phone. Be sure that cell phones do not interfere with family time, homework, or sleep time. It can be beneficial to take the child's phone at night.

- Be aware of and teach your child about the expenses of cell phone ownership and usage, especially text messaging, games and sharing photos.

- Explain to your child that there are risks involved with cell phones. Let them know that they should not answer calls or messages from unknown numbers. Watch out for prank calls and for sexting. Sexting is the sending or receiving of inappropriate pictures and videos of self or others.

- Be aware that cell phones may offer complete internet access with e-mail, web browsing, and instant messaging, and that your child is at risk of receiving calls, text messages, and e-mail from the outside world as well as from friends.

- Make sure that your child is ready to accept the responsibilities that come with owning a cell phone. They should be expected to follow the rules of usage at school, assemblies, sporting events, etc. In most cases your child will be able to use a regular phone or the cell phone of an adult who is supervising the activity.

Parent Checklist

Protecting Your Children from Internet Pornography

The Internet is full of both opportunities and pitfalls. Kids today have more information at their fingertips than we could have dreamed of just twenty years ago. On the other hand, they also have access to more inappropriate content than we could have feared.

Chances are, if your child uses the Internet, he/she has seen pornographic content whether he/she wanted to or not. As parents, it is important that we talk with our kids about who they are hanging out with and what they have seen online. Internet “incidents” can be a great opportunity to talk to your child about important issues like sex, alcohol and drugs, and relationships. Do not miss the opportunity to connect with your child on these important issues.

- Keep the computer in a family common space, making it easier to see what sites the child is visiting online.
- Talk to your child about where he/she has been and what he/she has seen online.
- Talk to your child about how you feel about online pornography and your family values.
- Talk to your child about what to do if he/she ends up on a site that makes him/her feel uncomfortable or receives messages that are inappropriate.
- Establish Internet house rules so that your child understands the expectations and consequences.
- Become familiar with the way the Internet works and with popular teen sites.
- Check into and use filtering or tracking software and parental controls.
- Limit the amount of time your child spends on the Internet.
- Use Internet “incidents” as opportunities to communicate – not as platforms for endless lectures.
- Expect some exploration from your child – do not be surprised if your child has deliberately or accidentally seen pornography online.
- If you find that your child has been to a site with pornography, initiate a conversation with your child about why they went to the site, what they saw when they got there and how they felt about it. Remember to LISTEN first!
- Young people are curious. Don’t let websites provide the only answers to their questions or curiosity. Let them know that they can talk to you.
- Review with them what they should do when they see something that makes them feel uncomfortable – turn off the monitor and tell you about the incident.
- Make sure your child has a clear understanding of how you feel about online pornography and your expectations for responsible Internet use.

Understanding the Grooming Process: Preventing Inappropriate Behavior and Sexual Misconduct with Children

In most cases of sexual misconduct with children, offenders use a subtle and gradual process known as grooming to put children and their families at ease. Grooming is typically done over weeks, months or years to slowly lure and manipulate children into abuse. On the surface, grooming behaviors can appear quite innocent, and may even give the perception that the individual is good with children.

Over 90% of sexual offenders are individuals known and trusted by the child and family. Notoriously friendly and likable, they insinuate themselves into a child's life through his/her family, school, house of worship, sports and hobbies.

Secrets typically play a significant role in the grooming process. Teach children early on that there should be no secrets from parents, even seemingly innocent ones. Secrets often lay the groundwork for future abuse.

Most incidents (81%) of child sexual abuse occur in **one-on-one situations**. Therefore, limit opportunities for individuals to be alone with your child. Adults who must spend one-on-one time with children should be within sight and earshot of other adults. Question the motives of adults who want to spend the majority of their time with children.

Abusers come from all walks of life. Both men and women offend, although men offend more often. Notably, **juvenile offenders** (abusers under the age of 18) are responsible for over 30% of child sexual abuse. Average onset of juvenile sexual assault behavior is 12-14 years old. For safety's sake, supervise children whenever possible, especially during sleepovers and gatherings involving multi-aged youth. Abuse often occurs while adults are socializing and youngsters are playing unsupervised in separate areas.

By being aware of the Grooming Process, adults can interrupt behaviors that may lead to inappropriate or sexual misconduct with children, thus allowing youngsters to grow up healthy and safe.

Grooming Behaviors:

How Offenders Build Familiarity & Trust

- Befriending the youngster and their family to slowly gain trust.
- Giving gifts, money, trips, and/or performing special favors for youngster.
- Promoting the notion that the relationship with the boy or girl is special.
- Encouraging harmless secrets, laying the foundation for future sexual secrets.
- Taking pictures/video of the child.
- Communicating with the boy or girl excessively; texting, emailing or calling.
- Desensitizing the child through nonsexual touching, "accidental" touching of privates and/or walking in on bathroom or dressing time.
- Testing a child's boundaries by using inappropriate language and/or telling dirty jokes.
- Playing body contact games with children; tickling, backrubs or wrestling.
- Making alcohol/drugs available to the boy or girl.
- Introducing pornography to initiate sexual interest or to normalize the behavior.
- Offering to carpool and babysit, including overnight trips or sleepovers.

Dear Parent,

Today we completed the **MCPSS Personal Safety Curriculum** training for students. Please go over the Safety Sheet that your child has brought home to you. Talk to your child about the points we covered in class. These points are on the sheet. Also, please talk to your child about the trusted adults in their lives. Help him/her generate the names of three adults (in addition to parents) that he/she can talk to when he/ she needs help in being safe.

Listed below are some safety tips to help your child remain safe in his/her home and school environments. Please read and discuss them with your child.

Thank you.

Sincerely,

(Teacher's name)

Know the Rules...General Tips for Parents and Guardians to Help Keep Their Children Safer

While many parents and guardians feel they are faced with new and unprecedented challenges when trying to keep their children safer in today's fast-paced and increasingly global society, the National Center for Missing & Exploited Children[®] offers these commonsense, general safety tips to help families put these challenges into perspective.

- 1. Make sure you know where each of your children is at all times.** Know your children's friends and be clear with your children about the places and homes they may visit. Make it a rule for your children to check in with you when they arrive at or depart from a particular location and when there is a change in plans. You should also let them know when you're running late or if your plans have changed to show the rule is for safety purposes and not being used to "check up" on them.
- 2. Never leave children unattended in a vehicle, whether it is running or not.** Children should never be left unsupervised or allowed to spend time alone or with others in vehicles as the potential dangers to their safety outweigh any perceived convenience or "fun." Remind children to never hitchhike, approach a vehicle or engage

in a conversation with anyone within a vehicle they do not know and trust, or go anywhere with anyone without first getting your permission.

3. **Be involved in your children's activities.** As an active participant you'll have a better opportunity to observe how the adults in charge interact with your children. If you are concerned about anyone's behavior, take it up with the sponsoring organization.
4. **Listen to your children.** Pay attention if they tell you they don't want to be with someone or go somewhere. This may be an indication of more than a personality conflict or lack of interest in the activity or event.
5. Notice when anyone shows one or all of your children a great deal of attention or begins giving them gifts. **Take the time to talk to your children** about the person and find out why the person is acting in this way.
6. Teach your children they have the right to say **NO** to any unwelcome, uncomfortable, or confusing touch or actions by others and get out of those situations as quickly as possible. If avoidance is not an option, children should be taught to kick, scream, and resist. When in such a situation, teach them to loudly yell, "This person is not my father/mother/guardian," and then immediately tell you if this happens. Reassure them you're there to help and it is okay to tell you anything.
7. **Be sensitive to any changes in your children's behavior or attitude.** Encourage open communication and learn how to be an active listener. Look and listen to small cues and clues indicating something may be troubling your children, because children are not always comfortable disclosing disturbing events or feelings. This may be because they are concerned about your reaction to their problems. If your children do confide problems to you, strive to remain calm, noncritical, and nonjudgmental. Listen compassionately to their concern, and work with them to get the help they need to resolve the problem.
8. **Be sure to screen babysitters and caregivers.** Many states now have a public registry allowing parents and guardians to check out individuals for prior criminal records and sex offenses. Check out references with other families who have used the caregiver or babysitter. Once you have chosen the caregiver, drop in unexpectedly to see how your children are doing. Ask your children how the experience with the caregiver was, and carefully listen to the responses.
9. **Practice basic safety skills with your children.** Make an outing to a mall or park a "teachable" experience in which your children practice checking with you, using pay telephones, going to the restroom with a friend, and locating the adults who may be able to help if they need assistance. Remember, allowing your children to wear clothing or carry items in public on which their name is displayed may bring about unwelcome attention from inappropriate people looking for a way to start a conversation with your children.
10. **Remember there is no substitute for your attention and supervision.** Being available and taking time to really know and listen to your children helps build feelings of safety and security.

Printed courtesy of the Archdiocese of Mobile Office of Child Protection

Copyright © 2000 National Center for Missing & Exploited Children (NCMEC). All rights reserved.

This project was supported by Grant No. 2005-MC-CX-K024 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice. National Center for Missing & Exploited Children ® and 1-800-THE-LOST ® are registered service marks of the National Center for Missing & Exploited Children.