

**School Staff Tip Sheet**  
**SB 856 (Child Abuse Prevention Instruction)**

<p><b><u>Language from the law:</u></b> “A professional training component regarding...”</p>	<p><b><u>What to include in the staff training:</u></b> This section “translates” the language of the law so that administrators can analyze a staff training they are considering providing, or help school staff create one.</p>	<p><b><u>Trauma-Informed considerations:</u></b> Things to consider when reviewing or creating the staff training.</p>
<p>1. “ <i>Communicating Child Sexual Abuse (CSA) Prevention Techniques to Students</i>”</p>	<p><b>Training includes information on the knowledge areas and skills that comprise “prevention techniques”</b></p> <ul style="list-style-type: none"> <li>• Define CSA in a developmentally appropriate manner. (#1, see next page)</li> <li>• Emotional regulation skills: Calming down, coping.</li> <li>• Communication Skills – Assertiveness skills.</li> <li>• Bystander Skills – How to help a friend when they disclose CSA (include telling an adult).</li> <li>• Define healthy boundaries and identifying boundary violations.</li> <li>• Identify safe and trusting adults.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum is not shame, or fear-based.</li> <li>• How to create calm, stable, and predictable classrooms.</li> <li>• School staff models the same emotional regulation, communication and bystander skills that they hope to teach to students.</li> <li>• Integrated into sexual health education.</li> </ul>
<p>2. “<i>Effects of CSA on Children</i>”</p>	<p><b>Training provides information on the following:</b></p> <ul style="list-style-type: none"> <li>• Common feelings youth have after CSA occurs.</li> <li>• Common physical, behavioral and emotional difficulties.</li> <li>• Information on helping students reduce stress and increase healthy coping skills.</li> <li>• How trauma affects physical, emotional, behavioral, and social health. (#3, see next page)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviors perceived as ‘disruptive’ by educators may represent an underlying student need for safety and consistency.</li> <li>• Response to trauma is highly variable, and often culture bound.</li> <li>• Positive relationships with safe, consistent adults promote resilience. (#2, see next page)</li> </ul>
<p>3. “<i>Receiving CSA Reports and Disclosures</i>”</p>	<p><b>Training provides information on and opportunities to practice the following:</b></p> <ul style="list-style-type: none"> <li>• Reflective and empathetic listening skills.</li> <li>• Specific instruction on responding to disclosures. (#4, see next page)</li> <li>• Provides model language and scenarios for practice.</li> <li>• How not to make promises that staff can’t keep.</li> </ul>	<ul style="list-style-type: none"> <li>• There is validation that responding to disclosures of CSA can put school staff at high risk of vicarious trauma.</li> <li>• It is normative for school staff to communicate about and celebrate staff and student level resiliency following acutely stressful experiences.</li> </ul>
<p>4. “<i>Mandatory Reporting</i>” (See “Mandatory Reporting Tip Sheet.”)</p>	<p><b>Training is provided on when and how to make a mandatory report.</b></p> <ul style="list-style-type: none"> <li>• Provide staff with information on when and how to report, including school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff ensures students are emotionally regulated and calm before giving them information (verbal or other form) about mandatory reporting.</li> </ul>

## School Staff Tip Sheet *SB 856 (Child Abuse Prevention Instruction)*

### School Staff Tips: Students and Child Sexual Abuse Prevention Instruction.

1. Define CSA in a developmentally appropriate manner: Correct terms for body parts, non-shaming, includes contact and noncontact forms of CSA (exposure, pictures, and video), and doesn't rely on child's "feelings" about the touching. Definition focuses on rules, and on how the other person is responsible. Definition includes "consent" and how consent is not provided when CSA occurs.
2. Protective factors promote resiliency: Protective factors include individual strengths (e.g., conflict resolution skills, temperament, and the ability to make sense of difficult experiences); family strengths (e.g., strong child-caregiver relationships, a physically and mentally healthy caregiver, and a stable living environment) and community strengths (e.g., a positive school climate and feeling connected to their school, role models, safe places to play in their neighborhoods, and mentors who create safe, nurturing environments). Children need "consistent, supportive, and loving" adults who create resilient environments (Futures Without Violence, 2013; Masten, 2009). From: Everyday Magic: 16 Ways Adults Can Support Children Exposed to Violence and Trauma.
3. Trauma Affects physical, mental, and social health: Describe how trauma affects the brain, child development, learning, relationships, self-concept, and worldviews on the safety, or lack of, with other adults. Every child may have a different reaction to CSA. School staff should be open-minded and inquiry-based about a wide array of potential emotional and physical reactions.
4. "Listening Do's:" It is important to remain calm, speak at eye-level (if safe for student), use reflective listening skills, acknowledge bravery for disclosure, support student without making promises you cannot keep, re-assure them that there are people who can help them.  
  
"Listening Don'ts:" It is important to not ask for details, suggest things or solutions, ask leading questions, assume you know how they think and feel, blame them, and ask why they did not tell earlier.

**A trauma-informed educator** realizes both the widespread impact of trauma and the role they can play in promoting resiliency; recognizes the signs and symptoms of trauma in students, families, and staff; and responds by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatization of students and staff. Having a strong relationship with a safe adult at school is the second most powerful protective factor for exposure to violence.

For additional resources on what it means to be trauma informed in an educational setting please review the following resources: Trauma informed Oregon and Defending Childhood initiative:

[www.justice.gov/sites/default/files/defendingchildhood/legacy/2011/09/19/tips-teachers.pdf](http://www.justice.gov/sites/default/files/defendingchildhood/legacy/2011/09/19/tips-teachers.pdf) -Teacher Tip Sheet

[www.futureswithoutviolence.org/everyday-magic-16-ways-adults-can-support-children-exposed-to-violence-and-trauma/](http://www.futureswithoutviolence.org/everyday-magic-16-ways-adults-can-support-children-exposed-to-violence-and-trauma/) - resource for concrete and specific ways to support youth who've experienced trauma.

[www.defendingchildhood.org/resources/](http://www.defendingchildhood.org/resources/) -Choose: "Videos," then. "A San Diego Principle Takes on Trauma" (6 minutes) or "Creating a Culture of Compassion in Schools" (15 minutes)