

Guidance for Changing/adapting the Children’s Safety Partnership One Hour and Training of Trainer Presentations

Introduction

In 2015, [Maine’s Public Law 20-A MRS §254, sub-18](#) passed requiring that all school administrative units in Maine with public pre-K through grade 5 programs have a written policy for child sexual abuse prevention education and response, training on child sexual abuse prevention and response for all school personnel pre-K through 12, and child sexual abuse prevention education for students pre-K through grade 5. In 2018, the Maine Department of Education (DOE) released the Child Sexual Abuse Prevention Education and Response Model Policy to support schools to implement effective child sexual abuse prevention policies. Child sexual abuse (CSA) has a significant impact on the well-being of many of Maine’s children. Effective prevention education helps prevent abuse before it begins. School personnel have an important role in providing accurate information to children and their families. The Children’s Safety Partnership (CSP) was created as a partnership between the Maine DOE and the Maine Coalition Against Sexual Assault (MECASA) to support schools and communities in these efforts. CSP offers training, technical assistance and an online toolkit with information for parents, teachers, administrators, schools, and communities for implementing Maine’s laws well as responding to and preventing child sexual abuse.

The specific violence prevention programs which are currently being used have not been in practice long enough to accurately measure their effectiveness. However, there is emerging evidence that the best prevention strategies develop healthy messages, and then reinforce those messages through many activities, conversations, and programs with both adults and children. The [Maine Dept. of Education Model Policy for Child Sexual Abuse Prevention](#) uses this approach – prevention topics for children as well as prevention and response training for adults are outlined. By addressing both of these, schools can help children develop skills to understand their bodies and boundaries, while putting the responsibility where it belongs: on the adults in the community who can keep children safe.

Understanding and Responding to Child Sexual Abuse: Current Trainings

After two years of piloting the training of trainers (ToT) and one-hour trainings (1hr) in various school districts throughout the state, substantial changes were made based on feedback received from participants and center staff. The ToT and 1hr both include the minimum of what should be shared when facilitating this training. As training efforts move more regionally to local educators, it is important to note that trainers can use the available CSP trainings as they stand to be confident their training will satisfy the legal mandate. Alternatively, these training materials can be used as a starting place in creating community specific CSP trainings. For trainers interested in creating their own materials, please see below the detailed descriptions of required curriculum components. Included below are links to in-person and virtual versions of both trainings as they currently stand. The following will go over rationales for each required section as drafted by MECASA and the DOE.

[CSP Training of Trainers – In Person](#)

[CSP One Hour Personnel Training – In Person](#)

[CSP Training of Trainers – Virtual](#)

[CSP One Hour Personnel Training – Virtual](#)

Updating or Changing the CSP Training materials

An example process:

- Identify your audience and determine, when possible, how much background knowledge they have going into the training
- Review PPT/materials associated with the requested presentation (ToT vs. 1 hr)
- Determine changes you wish you make, if any
- Review list of required items that must be included in the CSP presentation you use
- Consider best practices in trauma informed training, methods of teaching and learning, etc.
- Make your own copy of the presentation you are adapting and then make your desired changes
- If you have questions or want to check in about an idea you have, feel free to reach out

Required Training Components

The following components are required to be included in CSP trainings per the law and guidance from the DOE:

Component	Rationale
Group Agreements/Caveats before starting	<p>Following best practices for a trauma-informed training, be sure to include group agreements in whatever format. Some groups can use a bare bones list that you provide, while other groups may respond better to a collaborative list.</p> <p>Also important is the reminder to folks to take care of themselves due to the sensitive nature of the content and the likelihood that there are folks in the room who have been impacted by CSA in some way, shape, or form.</p>
Components of the Law	<p>Include the five components of the law as they are explicitly written in the law text (as reviewed in the table below) – it can help justify why someone is sitting in the room.</p>
Information on Sexual Development	<p>To appropriately respond to sexual behaviors and understand whether something is a sign of CSA, it is important that folks understand what is developmentally expected at each stage.</p>
Responding to Sexual Behaviors and Disclosures	<p>To support students in schools, adults need to know how to respond to sexual behaviors in a supportive, non-shaming way that models the use of communication, empathy, and accountability. The biggest piece to emphasize is that these skills are protective factors from many forms of violence. The more we, as adults, can normalize, model and teach these skills, the more likely students are to use them.</p>

	<p>How an adult responds to a disclosure can set the stage for how the student copes going forward. Information about responding to a disclosure with belief, validation, and support will be critical to the wellbeing of the student.</p>
<p>Information on Mandated Reporting Specific to CSA</p>	<p>This is not intended to take the place of mandated reporter training (and should be noted in your training) but is instead designed to address some of the nuances of reporting CSA cases to DHHS.</p> <p>Consider including (as written in the PowerPoints): Who: All school personnel, including volunteers What: Any known or suspected abuse When: Immediately How: To Maine DHHS or your local District Attorney's office</p> <p>Written documentation should be strictly limited, and only include required information, rather than personal assessments or conclusions.</p> <p>Individuals should discuss their concerns with as few other people as possible.</p> <p>Children's Advocacy Centers exist to support children through the investigation process. If you're reporting, it never hurts to mention this to the DHHS intake worker.</p>
<p>CSP Logo</p>	<p>As the holder of content and the central hub for online resources, including law information, the Children's Safety Partnership logo has become deeply associated with these trainings. Please include the logo within the presentation.</p>
<p>CSP Website Information</p>	<p>Share childrenssafetypartnership.org as a tool for school personnel, family, and community members.</p> <p>When facilitating a ToT, please share the Training Tools page and provide the password: CSPSupport207 so folks have access to training materials.</p>
<p>Center Information</p>	<p>As the primary support for these school districts, it is encouraged that you include information about your center including contact information and available services.</p>

<p>Helpline Information</p>	<p>This can be one of the first things you share as a resource for folks if they need it during the training.</p> <p>Knowing that the goal is not for folks to become experts, this is a great resource available to anyone faced with a disclosure. Emphasize that it is free, private, and available 24/7.</p>
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Components of the Law

Understanding the law’s components is integral to implementing an effective training. The following five components are required as written in [Maine’s Public Law 20-A MRS §254, sub-18](#):

Component	What it Means
<p>Child sexual abuse response and reporting procedures for individuals</p>	<p>How an individual associated with a school should respond to and report CSA.</p> <p>This would include best practices such as believing/validating the child, not making promises, ensuring safety, etc.</p>
<p>Child sexual abuse awareness training and prevention education for school personnel</p>	<p>Required: Required for all personnel (any person paid salaried, hourly, or volunteering for the school, after school, and extracurricular programming)</p> <ul style="list-style-type: none"> • Delivered by a qualified instructor (anyone who has gone through the CSP training of trainers and feels confident to train others on the content, or a prevention educator from a sexual assault response center) • A minimum of one hour (most folks report that two hours is ideal but recognize that is not always possible) • Evidence Informed • Completed within six months of hire (best practice would suggest offering at least two trainings a year to accommodate for school personnel who may be seasonal (ex. Coaches) • Updated every four years
<p>Age-appropriate child sexual abuse prevention education for students delivered by qualified instructors</p>	<p>Education should have the following outcomes:</p> <ul style="list-style-type: none"> • Age-appropriate education regarding physical and personal boundaries, including biologically accurate terminology.

	<ul style="list-style-type: none"> • Helps children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries. • Helps children identify safe adults with whom they could discuss unsafe or uncomfortable situations. • Helps children identify and develop skills to support a friend who may be experiencing unsafe or uncomfortable situations.
<p>School district level child sexual abuse response and reporting procedures</p>	<p>The school district’s policy outlining the protocols for CSA response and reporting at a district level (who is responsible for reporting, expectations for paperwork, follow up procedures, safety planning, etc.).</p> <p>This policy can be very similar to the one a district should have for mandated reporting but needs to be separate and should explicitly mention CSA.</p>
<p>Resources a victim of child sexual abuse or non-offending caregivers may access for support</p>	<p>Include local sexual assault support centers, websites (mecasa.org, childrenssafetypartnership.org, RAINN, etc.), books, talking points, Title IX information, student/family rights, etc.</p>

Recommendations for Additions Based on Audience

Depending on which presentation you are using, your audience may have substantial or very little background knowledge about CSA prevention and response. If the group you are working with is operating at a 201 level, you may want to consider (if time allows) expanding your conversation around grooming and CSEC or doing a deeper dive into sexual development.

Helpful Resources to Provide During Training

All resources listed below, with the exception of center specific literature, are available for download on the Children’s Safety Partnership website. Use the password: CSPSupport207 to gain access.

[CSP Key Concepts](#)

[CSP Implementation Guide](#)

[Maine Health Education Key Concepts Document](#)

[DOE Model Policy](#)

Any literature specific to your center

[Responding to Sexual Behaviors Handout](#)