

This resource is one of many available to you through the *Second Step* Child Protection Unit, a comprehensive school-based child protection program, which includes staff training, student lessons, and family resources. Access additional free resources on child sexual abuse prevention for parents at earlyopenoften.org.

Key Elements of Adult Training

In cases of child abuse and neglect, early intervention is critical. Training all staff working with children to recognize, respond to, and report child abuse and neglect makes it more likely that they will be able to act to protect a child being abused or neglected.

Who needs training?

Any person with access to or supervision over children needs to be trained. This includes all certificated and non-certificated staff, administrators, and volunteers.

What's in the training?

- **Child abuse and neglect information:** All staff and volunteers need to be aware of the following regarding child abuse and neglect:
 - Definitions
 - Prevalence
 - Indicators
 - Offender patterns
 - Impact on child development
- **Child protection policies and procedures:** All staff and volunteers need to be aware of and agree to comply with the child protection policies and procedures, including:
 - Safe environment policy
 - Code of conduct
 - Screening and hiring procedures
 - Reporting procedures (including an explicit understanding of their role as a mandated reporter when applicable and how to overcome barriers to reporting)
- **Response process:** All staff and volunteers need to understand how to respond to children they suspect are being abused, including how to handle direct and indirect disclosures of abuse and neglect

- **Support strategies:** All staff and volunteers need to understand how to support children experiencing difficulties, including abuse

How is training delivered?

There are many ways to train staff. It can vary in terms of the mechanisms used and the level of interactivity. Consider the following for each:

- **Delivery mechanisms:** The mechanism(s) you choose depends on your resources and the number of people you need to train. Some examples are written documents, in-person, facilitated training, videos, or online training. Using a combination of delivery mechanisms is a good way to meet diverse learning needs and ensure the training is flexible and can integrate with other training initiatives.
- **Interactivity:** You can use more passive approaches when raising awareness (for example, watching a video), but it's important that people experience more active or interactive training when learning new skills.

When does training happen?

All staff and volunteers should complete the initial training when it's first implemented or when joining the staff. It should be revisited by all staff and volunteers at least every one to three years while they're employed. It should also be reinforced and updated to ensure ongoing learning and skill development. Some examples of ongoing training are:

- Presenting scenarios (for example, recognizing indicators of abuse or neglect, making a report, and so on) at staff meetings and discussing how to handle them
- Role-playing responding to disclosures of abuse and neglect
- Reflecting in writing on the successes and challenges faced when supporting children experiencing difficulties like abuse or neglect
- Reviewing child protection policies and procedures yearly and making a commitment to comply with them

How is training completion monitored?

Knowing if and when staff and volunteers have completed training is important. The following can help you ensure everyone completes the training:

- Specify a training schedule and communicate this to all staff and volunteers
- Decide how staff who miss the training or new staff or volunteers can access the training
- Provide certificates for training completion and require that all staff and volunteers keep them
- If staff are taking their training online, their completion can often be tracked in a database or learning management system