



Welcome to Stewards of Children

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

Icebreaker Question
(answer in the chat)
What is your favorite summertime family activity?

Survey & Certificate of Completion
Available following the training.

Connect With Us!  VISIT CALTRIN.ORG & SCAN TO LEARN MORE 

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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including FRCs, CAPCs, CBOs, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC, CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS
mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops



 July: Overview of the Protective Factors 07/12 Webinar - or - 07/26 Workshop	 October: Concrete Support in Times of Need 10/11 Webinar - or - 10/25 Workshop
 August: Parental Resilience 08/09 Webinar - or - 08/23 Workshop	 November: Social & Emotional Competence of Children 11/08 Webinar - or - 11/22 Workshop
 September: Knowledge of Parenting & Child Dev 09/13 Webinar - or - 09/27 Workshop	 December: Social Connections 12/13 Webinar - or - 12/13 Workshop

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Speaker SPOTLIGHT

Kasey White, BA
CALTRIN Training Coordinator & Facilitator

- Bachelor's Degree in Criminal Justice from the University of Central Oklahoma
- Worked as a Forensic Interviewer and Development Director at a Child Advocacy Center
- Facilitated prevention and mandated reporting training for child welfare agencies, police departments, and family-serving organizations
- 6+ years of experience working in advocacy and prevention
- Training Certifications:
 - DIPLOMA
 - HOPE
 - CHILDREN'S TRUST FUND Alliance

ICM is not responsible for the creation of content and any views expressed in its materials and programming.

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STEWARDS OF CHILDREN
Presented by Kasey White, BA

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Before We Begin...

DURING		AFTER
Access your workbook now! The link can be found in the chat.	Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.	Complete the survey at the end of this webinar to receive your Certificate of Attendance.
This presentation is being recorded.	External AI assistants are not allowed in CALTRIN trainings due to California privacy laws.	A follow-up email will be sent to all participants within two days.

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ABOUT TODAY'S TRAINING

- We will be together for three hours today!
- We'll watch six video clips and discuss each—sometimes with breakout sessions afterward to help fully understand this information and how to implement it in your everyday actions.
- You will work through your Stewards of Children Workbook during this training.



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ACKNOWLEDGMENTS & TRIGGER WARNINGS

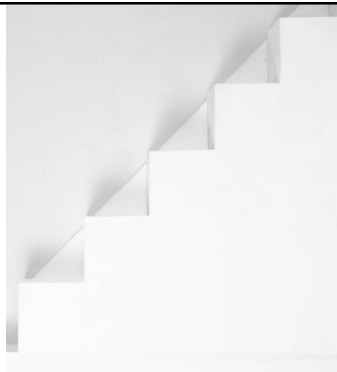
- Today's videos share the story of experts with lived experience of child sexual abuse.
- Child sexual abuse is a tough topic, and some of the stories may affect you in a personal way.
- We have a Community Resource Sheet with names and numbers of agencies that can help you if you are feeling triggered at any point today.
- Please feel free to step away for a moment if you need to.
- Please refrain from sharing personal stories of abuse.



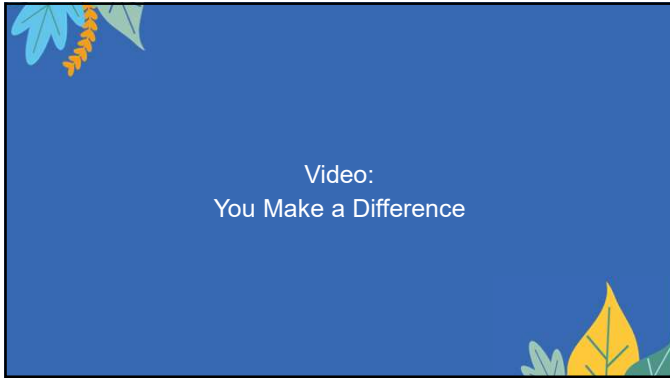
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FIVE STEPS:

- Step 1: Learn The Facts
- Step 2: Minimize Opportunity
- Step 3: Talk About It
- Step 4: Recognize the Signs
- Step 5: React Responsibly



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YOU MAKE A DIFFERENCE

Answer **Questions 1 & 2** on **page 2** of your Stewards of Children Workbook.

Question 1
Place a check next to at least two areas where your opinion carries weight. These are your spheres of influence!

- My family
- My church
- On social media
- My friends
- My job
- Other _____

Question 2
How can you make an impact in those areas or spheres?

STEWARDS OF CHILDREN® BY SUBMITTERS TO LIGHT

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YOU MAKE A DIFFERENCE

Answer **the last question on page 2** in your Stewards of Children Workbook.

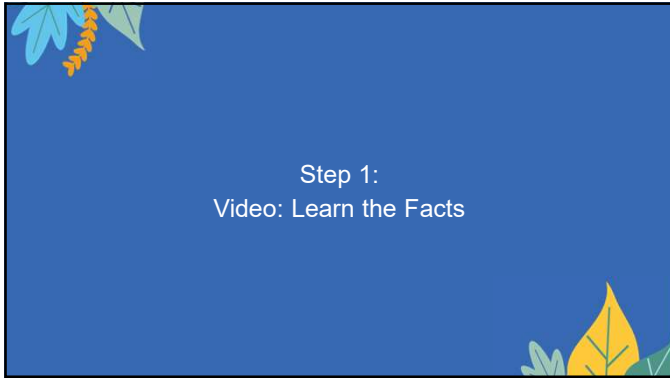
Think about the children in your life. Those who you encounter regularly, those who you work with, those who you know. Can you name at least 10? Go ahead and write some of their names below.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Think about these children as you participate in this workshop.

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**STEP 1:
LEARN THE FACTS**

- 1 IN 10** CHILDREN ARE SEXUALLY ABUSED BEFORE THEIR 18TH BIRTHDAY.
- 1 IN 9** YOUTH EXPERIENCE ONLINE SEXUAL EXPLOITATION
- 1 IN 5** YOUTH EXPERIENCE UNWANTED ONLINE EXPOSURE TO SEXUALLY EXPLICIT MATERIAL.
- ACE** CHILD SEXUAL ABUSE IS AN ADVERSE CHILDHOOD EXPERIENCE LINKED TO CHRONIC HEALTH PROBLEMS.

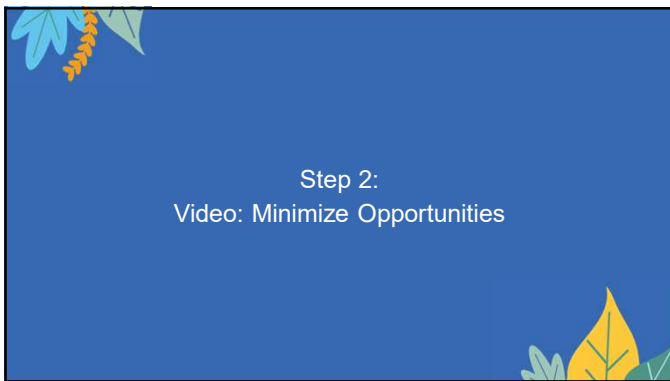
Take a look at **page 3** in your Stewards of Children Workbook.

What are some of the facts mentioned in the video that caught your attention? Why?

Facts _____

Why they stood out to me _____

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STEP 2: MINIMIZE OPPORTUNITIES

Take a look at **Page 5** in your Stewards of Children Workbook.

Given what we heard about making situations **interruptible and observable, eliminating one-on-one situations, and correcting hidden and secluded areas**, how could you make the following scenarios safer?



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SCENARIO 1

A volunteer coach for a youth basketball team has a child on the team who is the same age as their own child, and the two kids are good friends. After practice, the coach's child often asks if their friend (the other player) can stay over at their house or if the coach can drive them home. The coach agrees a few times, reasoning that it feels safe because the families know each other well. On several occasions, this results in the coach being alone with their child's friend, in the car, at their home before the parent arrives, or while supervising sleepovers.

SCENARIO 2

You are conducting a scheduled home visit with a family. When you arrive, the caregiver greets you quickly but says they need to step outside to speak with a neighbor. They leave you inside the home, where three children (ages 12, 8, and 5) are playing together in the living room. Within minutes, the oldest child takes the younger two into a back bedroom and closes the door. You realize you are now in the home with the children, but not directly supervising them, and the caregiver is still outside.

SCENARIO 3

A fifth-grade teacher notices that one of her students often stays behind after school to help clean up the classroom. The teacher appreciates the help and starts letting the student remain alone with her in the room while the other students leave. Over time, the teacher begins assigning the student extra tasks, which means they're often alone together for 20-30 minutes after school before the student's parent arrives.

SCENARIO 4

A parent comes into the Family Resource Center and asks if a staff member can watch their 7-year-old for "just 10 minutes" while they run across the street to handle an errand. The staff member knows the parent well and wants to be supportive. They consider letting the child stay in their office alone with them until the parent returns.



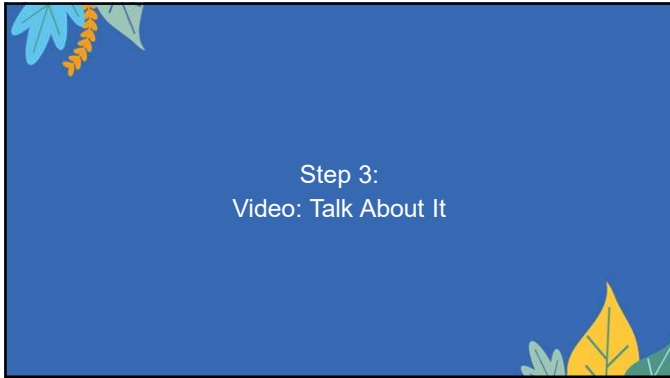
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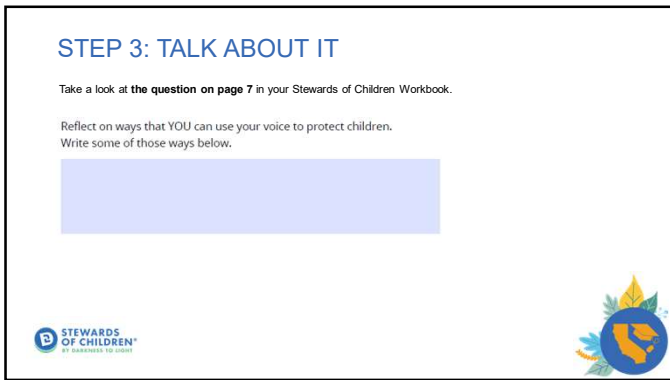
MINIMIZE OPPORTUNITIES BREAKOUT SESSIONS



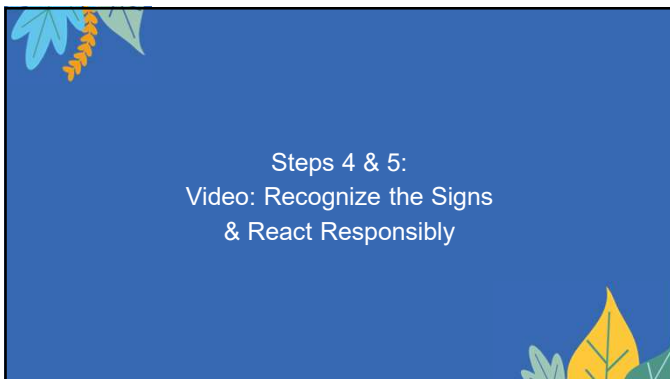
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STEP 4: RECOGNIZE THE SIGNS

Take a look at **Page 9** in your Stewards of Children Workbook. Let's review scenario #1.



Scenario 1
Kiran loves to participate in various extracurricular activities, gets great grades, and is regularly awarded for her efforts. You have noticed that recently she complains of stomach aches and becomes withdrawn and anxious when it's time for softball practice.



How can you ask Kiran about these signs you have noticed in a way that encourages open communication?

Which adults can you talk with about the signs you've seen in this child either for support, for information about what is happening in the child's life, or to make a plan of action?

What would be your plan of action?





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STEP 4: Recognize The Signs

Take a look at **Page 10**, in your Stewards of Children Workbook. Let's take a look at scenario #1.



Scenario 2
When Adam, a parent, volunteered to chaperone on a museum field trip at his son's high school, he was surprised that there wasn't a background check done. At the museum, fifty teens were being supervised by Adam and the grade level administrator, Cindy. At the end of the field trip, one teenager needed a ride home. Cindy told Adam that she would drop off the student.



How can you discuss these signs of risk at the school in a way that encourages open communication?

Which adults can you talk with about the signs you've seen in this organization either for support, for information about what is happening, or to make a plan of action?

What would be your plan of action?





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STEP 4: Recognize The Signs

Take a look at **Page 10**, in your Stewards of Children Workbook. Let's take a look at scenario #1.



Scenario 3
Ms. Gilbert is a well-liked, well-respected elder in the church, who has overseen the children's choir for the last twenty years. She is beloved throughout the community and known for her incredible performances. She regularly works with children individually, gives them rides home, and gifts to those who excel.



How can you discuss the possible risk to children with Ms. Gilbert in a way that encourages open communication?

Which adults can you talk with about the behaviors you've seen either for support, for information about what is happening, or to make a plan of action?

What would be your plan of action?

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STEP 5: REACT RESPONSIBLY

Take a look at **Page 12** in your Stewards of Children Workbook.

When a child discloses sexual abuse, what are the most important ways for you to respond?

[Blank light blue box for response]



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[Seven horizontal lines for writing]

STEP 5: React Responsibly

Take a look at **Page 13**, in your Stewards of Children Workbook. Let's take a look at scenario #1.



Scenario 1

You overhear Maheen, a 14-year-old, telling Khan, a 9-year-old, a dirty joke.

Describe the behavior:

Set a limit:

Move on:



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[Seven horizontal lines for writing]

STEP 5: React Responsibly

Take a look at **Page 13**, in your Stewards of Children Workbook. Let's take a look at scenario #2.



Scenario 2

Jessica's uncle brings cookies to the class party, but only for the girls.

Describe the behavior:

Set a limit:

Move on:




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[Seven horizontal lines for writing]

STEP 5: React Responsibly

Take a look at **Page 14**, in your Stewards of Children Workbook. Let's take a look at scenario #3.





Scenario 3
Coach Lucero has weekly, closed door, one-on-one tutoring sessions with Mikal.

Describe the behavior: _____

Set a limit: _____


Move on: _____

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STEP 5: REACT RESPONSIBLY

Take a look at **Page 14** in your Stewards of Children Workbook. Let's review scenario #4.





Scenario 4
As you are walking past Dakota, you notice a text notification with a partially nude photo of another teen from her school, pop up on her phone.

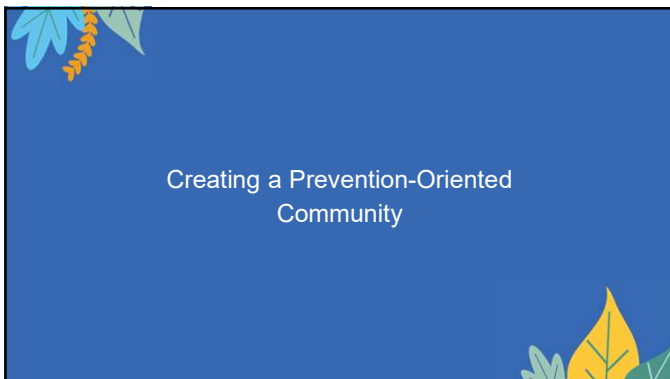
Describe the behavior: _____

Set a limit: _____

Move on: _____

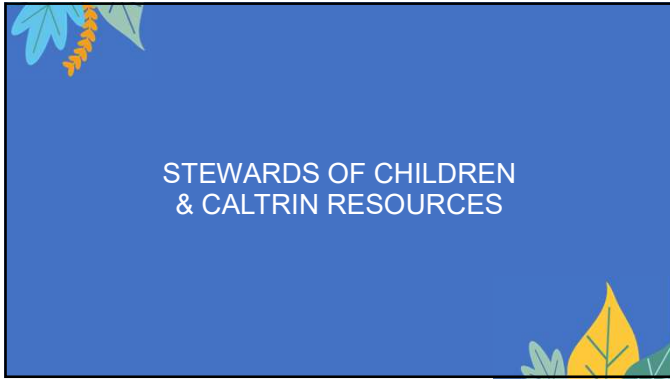



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Creating a Prevention-Oriented Community

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*

Stay Connected for More Free Training & Resources!

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