




Overview



Training Audience:
This training is intended for individuals who supervise, chaperone, or otherwise oversee minors in University-sponsored activities involving minors.


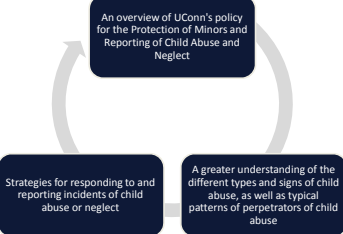
Duration:
The training will take approximately 30 minutes to complete.

Final Attestation:
Upon participating in this training, please take a moment to review and complete the accompanying Acknowledgement Statement in order to satisfy this training requirements.

MINOR PROTECTION TRAINING

Training Objectives

The objectives of this training are to provide you with:



MINOR PROTECTION TRAINING

Training Sections

This training is divided into four main sections:

- 1 University Expectations for Activities Involving Minors
- 2 Types and Signs of Child Abuse
- 3 Typical Patterns of Perpetrators of Child Abuse
- 4 Reporting Child Abuse or Neglect



MINOR PROTECTION TRAINING



I. Expectations for Activities Involving Minors

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I. University Expectations for Activities Involving Minors

KEY TERMS AND DEFINITIONS

Child or Minor: Any individual under the age of 18

University Sponsored Activity Involving Minors: A program or activity open to the participation of minors that is sponsored, operated, or supported by the University and where minors, who are not enrolled or accepted for enrollment in credit-granting courses at the University or who are not an employee of the University, are under the supervision of the University or its representatives.

Authorized Adult: A University employee, student, or volunteer (paid or unpaid) who has (1) successfully passed a Background Screening, (2) completed the University minor's protection training within the last year, and (3) has been registered with the University's Minor Protection Coordinator.



MINOR PROTECTION TRAINING

I. University Expectations for Activities Involving Minors

SUPERVISION & RATIOS

Activities should be coordinated in a way that ensures adequate levels of supervision at all times and eliminates one-on-one interactions with minors

Consider the following factors when determining appropriate staff-to-participant ratios:



Number and Age of Participants



Risks Associated with Activities



Location of Activities and Type of Housing (if applicable)



Age and Experience of Staff



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SUPERVISION & RATIOS

Listed below are staff-to-participant ratios recommended by the American Camp Association (ACA).

DAY ACTIVITIES

AGE	STAFF	PARTICIPANTS
4-5	1	6
6-8	1	8
9-14	1	10
15-17	1	12

OVERNIGHT ACTIVITIES

AGE	STAFF	PARTICIPANTS
4-5	1	5
6-8	1	6
9-14	1	8
15-17	1	10



MINOR PROTECTION TRAINING

I. University Expectations for Activities Involving Minors

INTERACTIONS WITH MINORS – ONE-ON-ONE CONTACT

TIME ALONE WITH MINORS – Care should be taken to avoid one-on-one interactions with minors.

TWO-DEEP ADULT PARTICIPATION – At least two Authorized Adults should be present during interactions with minors. Online interactions should also include a second adult, or at minimum, take place in a public forum.

ONE-ON-ONE MEETINGS – If personal conferences with minors are necessary, hold such meetings in a public area in view of others (avoid private or isolated areas) and notify a supervisor or another member of the UConn community about the meeting in advance.



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I. University Expectations for Activities Involving Minors

INTERACTIONS WITH MINORS – MAINTAIN APPROPRIATE BOUNDARIES

APPROPRIATE CONTACT – Appropriate physical, and emotional boundaries should be maintained at all times. Avoid contact that could cause harm or be misinterpreted, including but not limited to, tickling, sitting on laps, rough-housing, wrestling, piggyback rides, massages, or any form of unwanted contact.

COMMUNICATION – Contact with participants should be limited to topics related to sanctioned activities. This includes online engagements with participants, including via social media, email, or text messages.

BULLYING/HAZING - Do not engage or allow others to engage in Bullying, Hazing, or abusive conduct of any kind toward, or in the presence of minors.

USE OF VISUAL AND AUDIO DEVICES – Establish expectations regarding the appropriate use of cell phones, cameras and other visual or audio devices. Prohibit the use of such devices in restrooms, showers, locker rooms or other changing area.



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I. University Expectations for Activities Involving Minors

INTERACTIONS WITH MINORS – OVERNIGHT STAYS

Where overnight lodging is required:

SUPERVISION – Have adequate levels of residential supervision. Programs with male and female participants should have authorized adults of each gender in attendance.

ROOM ASSIGNMENTS – Require separate accommodations for adults and minors, other than the minors' parents or guardians. Also, require that minors be housed with minors of the same gender and of a similar age group.

RESTROOM FACILITIES – Provide separate restroom facilities for males and females. If not available, schedule separate times for males and females, as well as minors and adults.

RESPECT PRIVACY – Respect the privacy of participants in situations such as showering, bathing, sleeping, dressing, and other areas where privacy is expected. Adults must also protect their own privacy in similar situations.

CURFEWS – Establish reasonable curfews and establish procedures to regularly account for overnight participants.



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I. University Expectations for Activities Involving Minors

ADDITIONAL SAFETY & SECURITY MEASURES

CHECK-IN/CHECK-OUT – Have protocols for accounting for the whereabouts of minors at all times and ensuring that participants are properly checked-in and only released to authorized parents, guardians, or other adults as requested in writing by the parent or guardian.

CONTROL ACCESS TO MINORS – Establish measures to control access to program participants.

APPROPRIATE ATTIRE – Ensure that participants have appropriate attire and safety equipment for all program activities.



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I. University Expectations for Activities Involving Minors

HANDLING CHILDREN'S INFORMATION



SAFEGUARDING PARTICIPANT RECORDS – University-sponsored activities involving minors must establish and maintain reasonable procedures to control access to, and protect the confidentiality, security, and integrity of program records, including individual participant records, and program personnel records.

PHOTOS/VIDEOS/AUDIO RECORDINGS – University-sponsored activities involving minors must obtain written parent or guardian consent in advance of capturing and using any media (i.e. photos, videos, recordings, etc.) containing minors.



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I. University Expectations for Activities Involving Minors

TRANSPORTATION OF MINORS

Activities requiring the transportation of minors, should :

- Refer to [UConn's Driving and Motor Vehicle policy](#) to learn more about applicable requirements, including insurance coverage's and guidelines.
- Ensure that minors are not transported in the personal vehicles of Authorized Adults, unless required by the specific program or activity.
- Require that transportation of minors in University vehicles during University-sponsored activities include at least two adults, one of whom must be an Authorized Adult, except when multiple minors will be in the vehicle at all times.
- Collect written consent from parents or guardians for each participant prior to providing transportation.



MINOR PROTECTION TRAINING

I. University Expectations for Activities Involving Minors

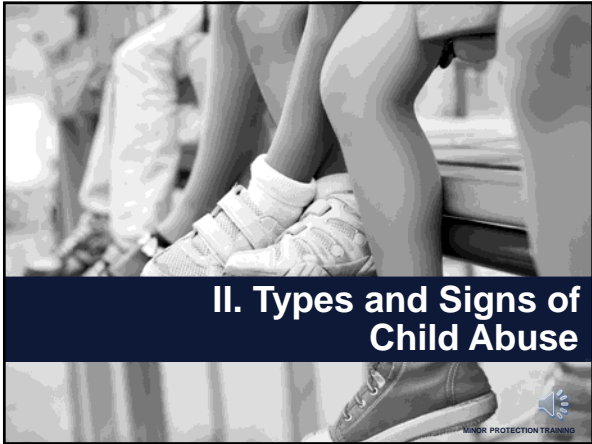
SECTION RECAP

The expectations covered in this section are primarily for the protection of minors in University-sponsored activities; however, they also serve to protect **YOU** from being placed in potentially compromising situations.

Thank you for your commitment to fostering a secure and enriching experience for children and youth at UConn.



MINOR PROTECTION TRAINING



II. Types and Signs of Child Abuse

What is Child Abuse?

A non-accidental physical injury to a minor, or an injury that is at variance with the history given of it, or a condition resulting in maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment.

(Connecticut General Statutes § 46b-120(6))

MINOR PROTECTION TRAINING

II. Types and Signs of Child Abuse

TYPES OF ABUSE

<p>PHYSICAL</p> <p>Physical abuse is any physical injury inflicted other than by accidental means, any injury at variance with the history given of them, or a child's condition which is the result of maltreatment such as malnutrition, deprivation of necessities or cruel punishment.</p>	<p>EMOTIONAL</p> <p>Emotional abuse or maltreatment is the result of cruel or unconscionable acts and/or statements made, threatened to be made, or allowed to be made by the person responsible for the child's care that have a direct effect on the child.</p>
<p>SEXUAL</p> <p>Sexual Abuse is any incident of sexual contact involving a child that is inflicted or allowed to be inflicted by the person responsible for the child's care.</p>	<p>NEGLECT</p> <p>The abandonment or denial of proper care and attention (physically, emotionally, or morally) of a minor, or the permitting of a minor to live under conditions, circumstances, or associations injurious to the minor's well-being.</p>

For more information, visit: <http://www.ct.gov/dcf/cwp/view.asp?w=2534&Q=316956>

MINOR PROTECTION TRAINING

II. Types and Signs of Child Abuse

COMMON EFFECTS OF CHILD ABUSE OR NEGLECT

Common effects of child abuse or neglect may include:

- Low self-esteem
- Depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Attention disorders
- Eating disorders
- Poor peer relations
- Self-injurious behaviors (e.g., suicide attempts)
- Lower academic achievement

Note: The long-term effects of child abuse and neglect can be wide ranging in severity and duration depending upon the circumstances of the abuse or neglect, the personal characteristics of the child, and the child's environment.

For more information, visit: https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf



MINOR PROTECTION TRAINING

II. Types and Signs of Child Abuse

COMMON SIGNS OF CHILD ABUSE OR NEGLECT

The US Department of Health and Human Services has compiled a list of common signs that may suddenly be displayed in victims of child abuse, including but not limited to:

- Unexplained injuries, such as bruises, fractures, or burns
- Sudden changes in behavior such as withdrawal, aggression, regression, depression — or sudden decline in school performance
- An apparent lack of adult supervision
- Bruises in areas not usually bruised in normal childhood activities
- Disclosure of abuse or maltreatment
- Avoidant types of behaviors or excessive fear/reluctance to be around a particular person

For more information, visit: <https://www.childwelfare.gov/pubpdfs/whatscan.pdf>



MINOR PROTECTION TRAINING

II. Types and Signs of Child Abuse



SECTION RECAP

While the presence of the warning signs and behaviors described in this section are not in and of themselves conclusive evidence that a child has been abused; a closer look at the situation may be warranted when these signs appear repeatedly or in combination.

Listen to children closely as they may share subtle hints that someone is causing them harm. If a child discloses that he or she has been abused, promptly report it as provided in Section IV of this training.



MINOR PROTECTION TRAINING



III. Typical Patterns of Perpetrators of Child Abuse

PERPETRATORS OF CHILD ABUSE
 For the purposes of this training, a perpetrator is a person who has been determined to have caused or knowingly allowed the maltreatment of a child.

It is important to recognize that:

- Perpetrators of child abuse come from all walks of life (e.g. age, socioeconomic status, intellectual functioning, mental health, gender, etc.).
- There is no one single physical characteristic or personality trait that all perpetrators share.
- Child abuse or neglect can be perpetrated by family, acquaintances, or strangers. Most perpetrators of child abuse are relatives or close acquaintances.

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III. Typical Patterns of Perpetrators of Child Abuse

COMMON TRAITS OF PERPETRATORS OF CHILD ABUSE

Common traits that may be exhibited by perpetrators of child abuse, include:

- Excessive interest in or fixation on one particular child
- Frequent attempts to gain time alone with a child
- Providing special gifts or privileges to a child
- Allowing children to do inappropriate things
- Lack of respect for privacy/personal boundaries (e.g. engaging in physical contact such as wrestling, tickling, pats on the bottom, etc.)
- Commits more effort in developing a relationship with a child rather than with adults
- Encourages a child to keep small secrets – often to test reactions

MINOR PROTECTION TRAINING

III. Typical Patterns of Perpetrators of Child Abuse

TYPICAL METHODS OF OPERATION

Typical methods of operation used by perpetrators of child abuse include:



Grooming

Manipulation/Secrecy

Force



III. Typical Patterns of Perpetrators of Child Abuse



GROOMING

Many times, the first stage of child sexual abuse is a series of subtle and gradually escalating behaviors and statements, which is referred to as "grooming."

Perpetrators of child abuse use "grooming" to try to better understand and build trust with a child. This is followed by attempts to desensitize the child to increasingly inappropriate behavior in an effort to manipulate and abuse the child.

Children most at risk for grooming are children who have experienced a degree of emotional, social or economic disadvantage or dysfunction.



III. Typical Patterns of Perpetrators of Child Abuse

MANIPULATION/SECRECY

Perpetrators may attempt to manipulate a victim into keeping acts of abuse a secret by using subtle tactics, such as:

- **Bribery** – "I'll let you go shopping if you let me do this." Bribery could include gifts, affection, or any favors that interest a child.
- **Blame** – The perpetrator tells the child it is their fault the abuse took place.
- **Embarrassment** – Children realize that what has taken place is wrong.
- **Withdrawal of affection** – "I won't like you anymore if you tell." Often the perpetrator is a person who is loved by the child.
- **Displaced responsibility** – the child blames themselves for the molestation.
- **Threats** – "You are really going to get it if you tell anyone." The perpetrator threatens the child or someone in the child's family with physical harm.

FORCE

While relatively infrequent when compared to the previously described tactics, there are unquestionably some occasions when perpetrators use force. Usually there is little a child can do to resist force whether through intimidation, threats, fear or physical force.



III. Typical Patterns of Perpetrators of Child Abuse



SECTION RECAP

Understanding the various ways perpetrators of child abuse operate and “groom” potential victims is one way to minimize the opportunities for child abuse and neglect.

Remember to **remain vigilant** when working with children and youth.



MINOR PROTECTION TRAINING



IV. Reporting Child Abuse or Neglect



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IV. Reporting Child Abuse or Neglect



WE ALL HAVE A RESPONSIBILITY TO REPORT

Pursuant to state law, all University employees (except student employees) are Mandated Reporters of Child Abuse and/or Child Neglect and must comply with the reporting requirements in Connecticut's mandated reporting laws.

(Connecticut General Statutes Sections 17a-101a to 17a-101d)



MINOR PROTECTION TRAINING

IV. Reporting Child Abuse or Neglect

HOW TO REPORT

Connecticut state law, requires that reports of known or suspected child abuse or neglect be made orally, as soon as possible, but no later than **12 hours** to the:

- Department of Children and Families' (DCF) 24-hour hotline at: (800) 842-2288;
- University Police at: (860)486-4800; or
- UConn Health Police at: (860)679-2121.

Within **48 hours** of making oral reports, a written report must be made to DCF using [DCF's Report of Suspected Abuse Form \(DCF-136 Form\)](#).

For further guidance: <http://www.ct.gov/dcf/cwp/view.asp?w=2556&q=314384>



MINOR PROTECTION TRAINING

IV. Reporting Child Abuse or Neglect

HOW TO REPORT (CONTINUED)

Please Note: If you witness child abuse or if there is an imminent or ongoing threat to an individual or the community, immediately call **911**.

In addition to statutory reporting requirements, University employees must also comply with any other University policies that impose additional reporting obligations, such as the [Policy Against Discrimination, Harassment, and Related Interpersonal Violence](#).

For further guidance: <http://www.ct.gov/dcf/cwp/view.asp?w=2556&q=314384>



MINOR PROTECTION TRAINING

IV. Reporting Child Abuse or Neglect

How do I respond to a child who reports abuse to me?



Do

- Believe them
- Inform them that you are going to contact people who can help
- Respect the privacy of the child
- Provide a safe environment
- Listen carefully
- Report the abuse to the Connecticut Department of Children and Families or law enforcement



Do Not

- Display horror, shock, or disapproval of parents, child, or the situation.
- Place blame or make judgments about the parent or child.
- Investigate to determine if the reported abuse is true
- Make promises
- Notify the accused individual



MINOR PROTECTION TRAINING

IV. Reporting Child Abuse or Neglect

IS THERE SPECIFIC INFORMATION I SHOULD PROVIDE WHEN REPORTING?

Reporters may be asked to provide certain information, including:

- ✓ Names and addresses of the child and his parents or responsible caregiver(s)
- ✓ Child's age and gender
- ✓ Name of the person suspected to have caused the injury, maltreatment or neglect
- ✓ Nature and extent of the incident(s)
- ✓ approximate date and time the incident(s) occurred
- ✓ The circumstances in which the incident(s) became known to the reporter
- ✓ Previous injury, maltreatment or neglect of the child or siblings
- ✓ Any action taken to treat or help the child
- ✓ Any other information the reporter believes would be helpful

Please Note: The lack of any of the above referenced information does not preclude an individual from making a report. Please report known or suspected child abuse or neglect, even if all of the requested information is not available at the time of the report.



MINOR PROTECTION TRAINING

IV. Reporting Child Abuse or Neglect

REPORTING OTHER INCIDENTS

Activities involving minors should:

- Have clear procedures for promptly responding to concerns about the safety or welfare of minors.
- Communicate such procedures to all individuals working directly with minors.
- Have a process for documenting incidents involving minors.
- Make certain that emergency contact information is readily available to supervisors at all times.



MINOR PROTECTION TRAINING

IV. Reporting Child Abuse or Neglect



SECTION RECAP

We each play a vital role in promoting a welcoming and secure environment for minors engaged in university-sponsored activities.

The guidance presented in this section is designed to assist you with navigating through your reporting obligations and responding to incidents of known or suspected child abuse or neglect.



MINOR PROTECTION TRAINING



Thank you.
Please take a moment to complete the accompanying Acknowledgement Statement to satisfy this training requirement.

The End

MINOR PROTECTION TRAINING
