Breaking the Silence
Facilitator’s Guide
January 31, 2017

Dear Principals:

The *Breaking the Silence*, Child Abuse Awareness Training (CAAT) was initially created by the Division of Professional Development in 2009 and updated in 2014 and 2017. Many collaborated on this project including individuals from LAUSD from Human Resources, Office of the General Counsel, Health Education Programs, School Mental Health, the Office of the Chief Operating Officer, School Operations, Los Angeles School Police Department, School Volunteer Program, Leadership Academy, Ethics Office, Educational Equity Compliance Office, Human Relations, Diversity and Equity, and Learning, Communications & Web Services.

We are committed to providing a safe, caring and nurturing environment for all students. This training tool has been developed to inform employees throughout the District of their mandate to report suspected child abuse.

Discussions of child abuse can be emotional and may trigger past experiences. Therefore, thoughtfulness in preparing and delivering the training with the appropriate tone and sensitivity is critical to the well-being of participants.

We extend our gratitude to the Office of the Los Angeles City Attorney and to the Los Angeles County Department of Children and Family Services for their consultation in the development of these training tools.

If you have any questions regarding this training, please call the Local District Operations Coordinator. For additional information please call the Division of District Operations at (213) 241-5337.

Thank you for your assistance.

Sincerely,

Earl Perkins, Associate Superintendent
ANNUAL SPRING CHILD ABUSE AWARENESS TRAINING REQUIREMENTS

The following instructions are being provided to ensure that this critical information is disseminated consistently District-wide:

All schools and offices are to conduct the Spring Child Abuse Awareness Training and submit certification by March 17, 2017 through the Administrator Certification online system. Supervisors who do not have access to the online Administrator Certification are to submit the Facilitator Summary Form to their immediate supervisor. Training facilitators will utilize the provided PowerPoint presentation to guide staff through discussions on suspected child abuse and collect participant evaluations of the training. The evaluations will be summarized on the Facilitator’s Summary Form and signed by the principal/supervisor certifying that all staff has participated in the training. A copy of the Facilitator’s Summary Form will be kept on file for three years.

Please note: All substitutes, regardless of job classification, are auto-enrolled in a Learning Zone class and are to complete this training online. The necessary information will be sent to these employees via email.

CHECKLIST OF SPRING CHILD ABUSE AWARENESS TRAINING MATERIALS

All of the training materials can be downloaded from the Child Abuse Awareness website at http://caat.lausd.net or at http://achieve.lausd.net/Page/5184

- Breaking the Silence Facilitator’s Guide
- Breaking the Silence PowerPoint Presentation – For Schools and Offices
- Breaking the Silence Vignettes
- Psychological First Aid (PFA)
- Participant Sign-in Sheets
- Participant Feedback Forms
- Facilitator Summary Form

Related LAUSD bulletins and resources are also posted on the website.

SPRING CHILD ABUSE AWARENESS TRAINING DESCRIPTION

The training is built on facilitated group discussions. Participants are given the opportunity to analyze vignettes that are based on real life events. The vignettes can spark dialogue and deepen understanding of child abuse awareness and response among participants. Most vignettes can be addressed from multiple perspectives, such as administrative, certificated, classified, and volunteer staff. The vignettes are designed to be used individually or a few at a time. The quality and depth of the conversations is the most important factor in an effective Child Abuse and Neglect Awareness training.

Certain vignette(s) must be covered by all schools. Additional vignettes will be selected by the school from a library of options (http://caat.lausd.net). Some vignettes are grade-level or gender specific; others are general in nature and may be used with various participant groups. The facilitator should thoughtfully select vignettes and tailor questions to stimulate engaging discussions.
Each vignette includes:

- A description of an incident inspired by a real-life event. The vignettes are divided into segments and are intended to be discussed in parts.

- A series of questions captioned “What do you do?” which serve as discussion starters. The protocol is simple: ask a question, allow participants to reflect, solicit a few comments, then ask the next question. Each question is meant to deepen the thinking of participants. As a facilitator, you choose which questions are appropriate for your participants. You might use all of them or just a few. Remember, this training is designed to be tailored to the needs of your audience.

- The legal responses are intended to advise participants of the actions they should consider if faced with a similar situation.

- The Psychological First Aid (PFA) gives general guidelines for addressing mental health needs in the school environment.

- The PFA framework has five pillars: Listen, Protect, Connect, Model, and Teach. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

**PREPARATION TIPS FOR FACILITATORS**

It is critical that the selected facilitator is comfortable with the topic of child abuse. Schools may have staff members who themselves, or family members, are survivors of abuse. This workshop may trigger painful memories and distress. Therefore, the facilitator of this workshop must be sensitive, non-judgmental, and supportive. If possible, have staff with a counseling/mental health background available to support participants who may be unsettled by the subject matter.

- Create an effective learning environment. Schedule a location, date and time that will best facilitate group learning. Arrange the room to allow participants to work in small groups.

- Prepare for your role as a facilitator. Review the vignettes and select those that best fit your participants’ needs and timeframe. Each vignette poses a series of considerations, which may be modified to meet the needs of your participants.

**FACILITATING THE TRAINING**

1. Introduce the workshop using the provided PowerPoint presentation to guide the training and discussions. The notes section of the slides has talking points and references which will assist in the presentation. For the 2017 Spring CAAT training, all schools and offices are required to review and discuss A Mother’s Message Vignette (slide 19) which addresses the commercial sexual exploitation and neglect of children. Slides 20-24 are placeholders for the additional vignettes you select for discussion. Edit these slides as necessary.

2. Divide the participants into small groups. Make sure each group receives the required vignette for spring 2017 (A Mother’s Message), and at least one unique vignette to ensure that a wide variety of vignettes are discussed during the large group debrief.

3. Establish group norms for the dialogue, for example, be respectful, no side-bar conversations.
4. Instruct the groups to analyze their two vignettes using the prompts presented in the slide titled “Breakout Sessions” (slide 18). Keep the prompts posted prominently while the small groups are analyzing their vignettes (10-20 minutes).

5. Facilitate a large group discussion and debrief (slide 25).

6. Ask all participants to complete the Participant Feedback Form.

7. Upon completion of the professional development, please review all the Participant Feedback Forms to see if any information was provided that may require follow-up action on your part. The facilitator is to complete the Facilitator Summary Form for the principal/supervisor to certify that all staff has participated in the training. This form is to be kept on file for a period of three years.