

FULL NAME:

DATE:

Child Sexual Abuse Awareness

The content may be disturbing; it may bring about strong reactions.

About this module: This module is constructed around multiple-choice questions and enhance learning this subject. After you select an answer to each question (there will be pre-questions for this subject), you will review the relevant issues addressed in the brochure following the questions. Then, you will see the same questions, again, and be prompted to either accept your original answer, or to change your answer based on the information provided in the brochure following the questions.

Now, let's begin with the first question.

Lesson 1: Child Protection: Lesson 1 of 13

Which of the following statements are TRUE?

- A) Children are the hope of our future and deserve to have happy and healthy childhoods.
- B) As adults, it is our immense responsibility to nurture and guide children and youth on their journey to adulthood.
- C) Abuse can happen wherever there are children and youth present, even in trusted environments.
- D) What we learn about ways to prevent and respond appropriately to child sexual abuse can also be applied to the prevention and proper response of vulnerable adult abuse.
- E) All of the above.

Lesson 2: Child Protection: Lesson 2 of 13

Please finish the following statement with the correct answer(s):

Child sexual abuse can include...

- A) Touching a child anywhere in a sexual manner.
- B) Showing a child pornographic images.
- C) Giving a child a quick "high five".
- D) All of the above.
- E) A and B only.

Lesson 3: Child Protection: Lesson 3 of 13

Please select whether the following statement is True or False:

Sexual abusers are most often someone known and trusted to the child, such as a coach, teacher, friend of the parents, family, a member of the clergy, a male or female, or even another child.

- A) True.
- B) False.

Lesson 4: Child Protection: Lesson 4 of 13

Which of the following statements about boundaries is accurate? (Select the best answer)

- A) Boundaries only involve our physical space, and are not important in the grand scheme of our lives and relationships.
- B) The idea of upholding boundaries ONLY applies to me and my wants and needs; I do not need to think about or be concerned at all with the boundaries of children. It's important that I ensure that my boundaries are solid so that I don't get hurt.
- C) Boundaries are limits, or lines that separate our personal space, emotions, and behaviors from others. It is important to be concerned about setting our own boundaries, and upholding the boundaries of children, because children are harmed when their boundaries are violated, whether it is intentional or not.

Lesson 5: Child Protection: Lesson 5 of 13

Victims/Survivors of child sexual abuse may experience which of the following:

- A) Nothing, there are no known lasting effects of being sexually abused.
- B) Drug or alcohol problems and physical ailments.
- C) Depression, hopelessness and anxiety.
- D) Shame, embarrassment and self-blame.
- E) B, C and D.

Lesson 6: Child Protection: Lesson 6 of 13

Please select whether the following statement is True or False:

Children rarely lie about sexual abuse.

- A) True.
- B) False.

Lesson 7: Child Protection: Lesson 7 of 13

Please select whether the following statement is True or False:

Child sexual abuse only happens within some communities, and there is nothing we can do to stop it.

- A) True.
- B) False.

Lesson 8: Child Protection: Lesson 8 of 13

Please review the following text, and provide the best answer from the following options:

Sam is an adult volunteer for the parish youth group. Everyone is accustomed to Sam always being overly physical with everyone. He also takes a lot of pictures of the youth and gives them little gifts, which is very generous of him. Lately, he has been spending a lot of time only hanging around one of the teens, Rachel. Sometimes Sam even takes Rachel out to eat by herself because her family can't afford to go to restaurants, which is against the Policy. Her family doesn't mind at all and appreciates how he helps out, because they believe he has good intentions. Are Sam's behaviors of concern?

- A) No, Sam is just being nice to Rachel and is trying to help her out. His intentions are more important than his actions.
- B) Since Rachel's family doesn't have any concerns about Sam, you shouldn't either.
- C) Only a little bit, but nothing too concerning.
- D) Yes, Sam's behavior is of concern because he is exhibiting warning signs of inappropriate and potentially grooming behavior, and his behavior is also against the rules.

Lesson 9: Child Protection: Lesson 9 of 13

Why must we screen and select all employees and volunteers before they start working or volunteering?

- A) Everyone should be held to the same screening standards per their role, and should complete the process prior to starting employment or volunteer work.
- B) This is one proactive way we can shift our focus to doing everything we can from a due diligence perspective to protect children and youth-from the very beginning.
- C) Working or caring for our children is entrusted only to those adults who consistently demonstrate they can keep children protected and safe; the screening process isn't just something that we do once.
- D) All of the above.

Lesson 10: Child Protection: Lesson 10 of 13

When it comes to use of technology, employees and volunteers should:

- A) Communicate with youth during appropriate timeframes and include additional adult oversight in communications and online interactions.
- B) Use their own personal social media accounts to interact with the youth in organization's program, especially if one isn't already available from the organization.
- C) Utilize technology, devices, applications and platforms sanctioned by the organization.
- D) A and B only.
- E) A and C only.

Lesson 11: Child Protection: Lesson 11 of 13

Please review the following text, and provide the best answer from the following options:

Bradley is a fourth-grade student at a local Catholic school. Lately he has appeared more tired in school, and his grades have started dropping. Bradley also used to love playing baseball, but then suddenly quit the team and he no longer talks to his former teammates, who used to be his best friends. Sometimes Bradley also gets very anxious and easily stressed. What could Bradley's behavioral cues mean?

- A) Bradley is likely just having a difficult time with school and needs tutoring or more time with teachers; he may also need to be disciplined for poor academics.
- B) Bradley is exhibiting behavioral cues that something is not right. It may not be sexual abuse, but it could be. In any case, these behaviors shouldn't be ignored. Safe adults should communicate with Bradley to see if something is bothering him, if he feels uncomfortable or unsafe, and to see how they might help.

- C) Bradley is just going through a phase and he'll soon snap out of it. Safe adults should just wait and see.
- D) There might be something wrong, but nothing of concern yet. Safe adults should just wait and see.

Lesson 12: Child Protection: Lesson 12 of 13

Regarding when to communicate concerns of inappropriate behavior to a supervisor, vs. reporting actual suspicions or knowledge of abuse, which of the following statements is correct?

- A) If you see or hear of inappropriate behavior an adult is performing that does not rise to the level of abuse, but is still concerning (either because it's inappropriate, against the rules or code of conduct or policy, seems unsafe or makes you feel uncomfortable), you should communicate this to the program supervisor.
- B) When a child discloses sexual abuse to you, you must report it to child protective services or appropriate civil authorities in your area.
- C) When you aren't quite sure of whether you have a suspicion of abuse, but you think abuse could be happening-although, you feel like you don't have all of the facts... Then, the best course of action is to simply wait and see what other information you can gather and observe, and perhaps question the people around you to see what others have observed.
- D) All of the Above.
- E) A and B only.

Lesson 13: Child Protection: Lesson 13 of 13

If a child trusts you enough to disclose sexual abuse to you, how should you respond?


- A) Be supportive; tell the child that you believe them and that telling a safe person was the right thing to do.
- B) After listening with patience and compassion (and without reacting in anger, shock or disgust), then contact the appropriate child protection agency within your state once you're no longer with the youth.
- C) Promise confidentiality to the child either before they disclose, or during the disclosure. It's important that you let the child know that you won't tell anyone else, especially if they ask you for secrecy.
- D) All of the above.
- E) A and B only.

Lesson 14: Lesson 1 of 1: Virtual Boundaries: Appropriate Safety Measures for Caring Adults

When does the adult have an increased responsibility to intervene and report to child protective services or another reporting agency?

- A) When the caring adult sees or hears anything that causes the adult to suspect or become aware of child abuse.
- B) When the caring adult becomes aware of a child's disclosure of abuse or that something isn't right in the home or even in their interactions online with others
- C) Both A and B
- D) None of the above; if the caring adult cannot interact with the youth in-person, then it's not possible to make a report to child protective services.

After finishing these quizzes, you will have the opportunity to answer the same question again and to change your answer, if you believe a change is necessary. When you have answered the question correctly, you will then receive a detailed explanation for the correct and incorrect answers.



KNOW THE WARNING SIGNS OF ADULTS


Knowing the behavioral warning signs of adults means we can recognize inappropriate and concerning actions adults exhibit—which may also be part of the grooming process.

Step 1—Warning signs of adults:

- Discourages others from participating/monitoring
- Attempts to be alone with, or isolates, children
- Seems more excited to be with children than adults
- Gives gifts, without permission
- Goes overboard touching, wrestling, tickling...
- Uses bad language, or tells inappropriate or sexual jokes to children
- Behaves or speaks as if the rules do not apply to them (ignores policy, bends rules)
- Allows young people to engage in activities parents would not allow
- Tells children to keep secrets from others
- Takes, posts or shares photos without the parent's or the organization's approval
- Shows young people sexual content or pornography (which is also abuse)

It is true that children are the hope of our future and deserve to have happy and healthy childhoods. As adults, it is our immense responsibility to nurture and guide children and youth on their journey to adulthood. Abuse can happen wherever there are children and youth present, even in trusted environments. And, what we learn about ways to prevent and respond appropriately to child sexual abuse can also be applied to the prevention and proper response of vulnerable adult abuse.

Child sexual abuse can include touching a child anywhere in a sexual manner and showing a child pornographic images. Giving a child a high five is not considered sexual abuse, and would actually usually be considered to be an appropriate way to briefly communicate with a child.



SCREEN AND SELECT EMPLOYEES AND VOLUNTEERS

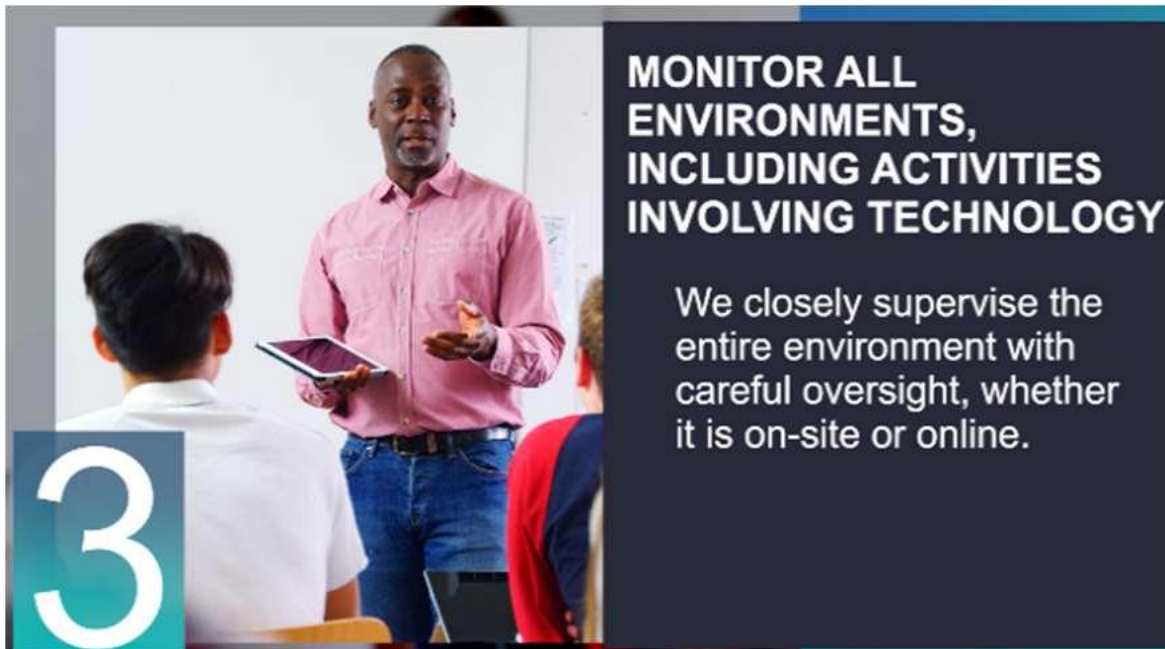
Adopting proactive screening procedures makes it more difficult for people with bad intentions—or problematic behavior—to have access to youth.

Step 2—Screening measures:

- Create procedures to determine who has access to children
- Regularly review and distribute guidelines and policies for adults working with minors
- Use standard employment/volunteer applications
- Identify any history or known conduct that could create future harm
- Obtain previous experience with youth-serving organizations
 - Complete face-to-face interviews
- Require criminal background checks (initial and refresher)
- Check personal and employment references
- Attend safe environment training
- Ensure compliance with the rules and policies
- Communicate the organization's commitment to keeping children safe
- Apply all of these measures consistently

The best safety practices include screening and selecting all employees and volunteers before they start working or volunteering. Everyone should be held to the same screening standard by completing the process prior to starting. Screening and selecting is also one way we can shift our focus to do everything we can to protect children and youth. Working or caring for our children is entrusted only to those adults who consistently demonstrate they can keep children protected and safe.

The fact is: Child sexual abuse can happen within any community, and you CAN learn what to do ahead of time. There is hope. Hope for survivors and hope for safer environments!



Step 3—Monitoring environments:

Employees & volunteers can monitor in-person environments:

- Maintain a healthy caution about any environment in which children are entrusted
- Identify secluded areas, lock empty rooms
- Develop and follow policies regarding the use of any area (open, secluded, off-site, etc.)
- Don't permit children to enter staff-only areas
- Only meet with children where other adults have open access
- Perform consistent and random status checks
- Ensure enough adults are involved in programs
- Don't start new programs without approval
- Encourage parental involvement to evaluate safety, giving parents proper program access

Employees & volunteers can monitor technology, too:

- Always use sanctioned devices/accounts to communicate with youth
- Never “friend,” “follow,” or communicate with youth using personal accounts
- Always communicate with youth during appropriate timeframes
- Never take or post photos of youth without the proper approvals
- Install and use appropriate blocking/filtering software

Boundaries are limits, or lines that separate our personal space, emotions, and behaviors from others. It is important to be concerned about setting our own boundaries, and upholding the boundaries of children, because children are harmed when their boundaries are violated, whether it is intentional or not.

When it comes to use of technology, employees and volunteers should communicate with youth during appropriate timeframes and include additional adult oversight in

communications and online interactions. In addition, employees and volunteers should utilize technology, devices, applications and platforms sanctioned by the organization. Under no circumstances should a safe adult utilize their own personal accounts to "friend", "follow" or reach out to children whom they are affiliated with per their organization. If no account exists on behalf of the organization, one should be created specifically for the ministry or work with the proper adult and employee oversight.



BE ATTENTIVE TO CHILDREN AND YOUTH

We need to be attentive to concerning behavioral cues that children might exhibit when experiencing abuse.

And, as protectors, we need to teach them how to partner with us for their safety.

Step 4—Being attentive to youth includes:

Recognizing the concerning behavioral cues children and youth may exhibit when experiencing abuse, such as:

- Sudden behavioral change(s) (likes/dislikes, health, eating habits)
- Appearing increasingly moody or aggressive, withdrawn or depressed
- Losing interest in school, or having a sudden shift in grades/school activities
- Becoming secretive or defensive (including with technology or online activities)
- Becoming fearful, anxious, or uncomfortable around certain people
- Bathing excessively or discontinuing personal hygiene
- Showing regressive behavior, such as bedwetting, thumb-sucking, etc.

And, we can teach children and youth the following when advocating for their safety and boundaries:

- The Personal Boundary Safety Rules: Say "no," try to get away, and tell a safe adult right away
- What to do when they feel uncomfortable, violated, unsafe, or if someone tries to force them, or their friends, to see, touch, or show their private parts
- Youth have a right to be safe; it's OK to speak up
- Being abused/victimized is never the youth's fault
- Youth always have safe adults who will advocate for their safety and protection
- When it comes to their safety, we will believe them and work to protect them

Sexual abusers are most often someone known and trusted to the child, such as a coach, teacher, friend of the parents, family, a member of the clergy, a male or female, or even another child.

Through these behaviors (sudden behavioral changes, liking an activity and suddenly disliking it, completely changing friend groups, exhibiting anxiety, changes in school behaviors, etc.), Bradley is exhibiting behavioral cues that something is not right. It may not be sexual abuse, but it could be. In any case, these behaviors shouldn't be ignored. Safe adults should communicate with Bradley to see if something is bothering him, if he feels uncomfortable or unsafe, and to see how they might help.



COMMUNICATE YOUR CONCERNS

Communicate—especially when you see or hear something that looks suspicious, questionable, inappropriate or that simply makes you feel uncomfortable.

Step 5—Ways to communicate concerns:

- If you see or hear of a potential warning sign of inappropriate behavior, do not hesitate—speak to a supervisor right away
- If you continue to see inappropriate behavior, communicate again, or go to another supervisor
- If abuse has been disclosed to you, or you suspect that a child is being, or has been, abused, contact the child protection agency in your state
- If the suspected abuse involves a church volunteer, employee or member of the clergy, first contact civil authorities, and then also notify a church official
- If you are aware a child is in danger of imminent abuse, call emergency services right away (dial 911 immediately)
- When youth are being sexually exploited online, make a report to www.CyberTipline.org, or you can also contact law enforcement

It is common for survivors of child sexual abuse to experience a range of reactions and problems because of the manipulation and abuse done to them. For example,

victims/survivors of child sexual abuse may experience drug or alcohol problems and physical ailments. In addition, survivors may experience depression, hopelessness, anxiety, shame, embarrassment and self-blame.

It is true that children rarely lie about sexual abuse. When disclosing about sexual abuse, over 95 percent of the time children are telling the truth. This means we must take any possible reports of child sexual abuse seriously. How we respond can make a big difference in getting the youth the help that they may need. The appropriate action to take is outlined in the next set of videos.

If you see or hear of inappropriate behavior an adult is performing that does not rise to the level of abuse, but is concerning (either because it's inappropriate, against the rules or code of conduct or policy, seems unsafe or makes you feel uncomfortable), you should communicate this to the program supervisor. Continue to communicate with that supervisor, or, up the chain of command, if nothing seems to resolve.

When a child discloses sexual abuse to you, you must report it to child protective services or appropriate civil authorities in your area.

When you aren't quite sure of whether you have a suspicion of abuse, but you think abuse could be happening-although, you feel like you don't have all of the facts... Then, the best course of action is actually to still call child protective services or the civil authorities in your area.

The reason that you would not wait and see, or ask for others' observations, is because it is not your role to "investigate" whether or not a child is being abused. Your role as a safe adults is to relay knowledge or suspicions of sexual abuse to the right person/entity, and that is always to the child protective services in your state (or, to the civil authorities). Child protective services will take your call/report, and will help you to validate your concerns. And, it's always best to err on the side of caution to protect children. To be clear: when you suspect a child is being or has been sexually abused (or, abused physically, psychologically or abused through neglect), you must report it to child protective services or the appropriate civil authorities in your area.

If a child trusts you enough to disclose sexual abuse to you, be supportive; tell the child that you believe them and that telling a safe adult was the right thing to do. After listening with patience and compassion (and without reacting in anger, shock or disgust), then contact the appropriate child protection agency within your state.

It would never appropriate or safe to promise a child secrecy-especially when it comes to unsafe situations such as child sexual abuse. Safe adults will inform children that they may need to communicate with only those people who can help keep the child safe. This usually still allows the story to come out.

The adult has an increased responsibility to intervene in the life of a child and report concerning behavior directly to child protective services or another reporting agency when the caring adults sees or hears anything that causes the adult to suspect or become aware of child abuse-even when this is seen or heard when communicating

over the Internet. The caring adult should also communicate to child protective services if a child discloses information about abuse within the home. The fact that a caring adult does not have face-to-face, in-person communication with a child, does not absolve them from reporting to child protective services if they suspect or know about child sexual abuse. As a caring adult, regardless of your role, or where you are, or when, please protect youth by communicating your concerns to the right person.



To report abuse in Illinois:

If you suspect a child is in imminent danger from abuse, please call 911 immediately.

To report known or suspected child abuse, contact:

Illinois Department of Children & Family Services
1-800-25ABUSE (1-800-252-2873)

Virtual Boundaries: Appropriate Safety Measures for Caring Adults Utilizing the Internet to Communicate With Youth

Never has the concept of "virtual boundaries" been more important than today, as more people are signing on to various virtual platforms to connect with others. Real face-to-face relationships cannot be duplicated, but technology is often used within families and workplaces for a variety of valid reasons. As a result, we find ourselves increasingly needing to delineate boundaries more clearly, so that our online behavior is just as appropriate as it should be in-person, and so that children are safe. Regardless of your role or position in the life of a child, the focus of this article is to provide a context of appropriate boundaries and best practices to help the caring adult keep online interaction and discussion with youth both professional and with proper oversight.

Definitions: how do boundaries compare to virtual boundaries?

Our lives are made up of a series of relationships—including relationships between family members, colleagues, peers, acquaintances, mentors, friends and others. Every healthy relationship requires a series of boundaries, which can be imagined as lines that separate one person from another. Boundaries can be physical, emotional, behavioral and spiritual, and they differ depending on the relationship and that relationship's context. For example, boundaries between a married couple within their home will be different outside of the home, and they will be further distinct when compared to boundaries between a parent and child, which is also different from boundaries between students and teachers.

In taking a closer look at the idea of virtual boundaries, keep in mind that the word "virtual" actually means "almost." Adding the context of technology, "virtual reality" is defined as "an artificial environment which is experienced through sensory stimuli."¹ So, virtual, online interaction can also be described as an almost real environment, facilitated online, through technological means.

Considering that, more than ever, people are using technology to work, communicate, visit and even distance-learn, many questions surface about how to maintain appropriate boundaries, particularly those between adults interacting with minors, and how to monitor everything. For example: What are the challenges or risks of online connection? How do we stay connected as a community if we are socially distanced? How can we ensure our own behavior is safe, and that we are actively working to protect youth when we can't physically see them or be with them? How can parents ensure that there is proper monitoring when children have screen time outside of the immediate sight, hearing, or attention of the guardian?

Challenges of boundaries in online settings

Boundaries in online, virtual settings are challenging to set and maintain, primarily because the virtual platform, application (app) or "online setting" becomes a "location" that is intrinsically outside of the sight and hearing of others. The most serious risks in an online "off-site" environment involves adults failing to maintain proper boundaries, or youth misperceiving the online attention they receive as something more than educational and platonic. Interacting via technology allows for personal thoughts, emotional content and private feelings to be shared more readily than "in person." Technology also allows for one-on-one conversation outside of the purview of others, removing accountability and perhaps increasing notions of undetectability for people who don't have the best intentions.

The truth is that the vast majority of youth-serving adults will not abuse the nature of online interaction intentionally—but some will. Consequently, all of us have a greater responsibility to ensure that our own behavior is appropriate. We must, to accomplish the goals of the specific online interaction, and so that we don't unintentionally condition a child to more easily accept someone else's inappropriate online behavior. Regardless of your role in the life of a child, the main goals of your online and live interaction with youth are the same: provide children with what they need, and keep them safe while doing it.

Best practices for caring adults who are utilizing technology as a means of communication

For those who are working with, youth through technology—whether you are communicating online in a temporary fashion or for more of a long-term situation—there are specific rules and best practices for safe adults to follow regarding social media, online interaction and the Internet. First, always defer to your overarching organization's policies.¹ If the organization doesn't have a written policy, or, if the content doesn't seem to apply to the current climate of what is being asked of you, there are also rules of thumb. What follows is a list of additional best practices on how to interact with minors in your care—safely—while appropriately meeting, chatting, educating, visiting and ministering to them via the Internet.

Best practices for all youth-serving adults:

- **Utilize technology (devices, applications and platforms) sanctioned by the organization.** There may be specific social media or technology platforms that your organization would like you to use; ensure that you follow their preferences. This also includes maintaining private your personal phone number whenever possible, as most online video conferencing options have built-in audio and voice options.
- **Keep personal social media accounts private.** Adults working or volunteering with youth should not use their personal emails or social

media accounts to communicate with minors (or their personal phone numbers). Keep personal accounts separate from your professional digital/virtual presence. If the organization does not have its own official account for you to use apart from your own personal account, work with supervisors to create one that allows them to also have oversight.

- **Avoid "friending" or communicating with minors using personal accounts or private messages.** Under no circumstances should a caring adult be utilizing a personal account to send a "friend" request to a minor who is in their care, or known to them, because of work.
- **Meet with minors in online groups, never alone or 1/1.** Virtual meetings can include other students or parents to maintain transparency. Other adults in your organization should also be included when possible and/or necessary for proper oversight.
- **Maintain appropriate communication with both minors and other adults.** Anything sent to an individual minor should also be copied to their parent or guardian. Keep language professional and formal, just as you would "in person."
- **Communicate with youth during appropriate timeframes:** While it is understandable that sometimes normal operating schedules can be interrupted, it is imperative that proper boundaries are observed when communicating specifically with minors. A good rule of thumb involving interacting with youth might be to do so during the timeframe that your program already operated. Or, interacting during "business" hours, or during the timeframes that one might have traditionally called a landline phone could all be appropriate.
- **Be mindful of what students will view and hear from your own surroundings during online meetings/classes.** This includes what is visually shown / seen and heard. Consider how certain spaces may be inappropriate, such as, sitting on a bed to videoconference, or showing an environment with underclothing strewn about for a meeting, etc.

Accept the increased responsibility to intervene if you see or suspect inappropriate content or evidence of abuse.

Youth-serving adults are wonderful for many reasons—one of which is because of how they are vigilant about protection when children are in school or activities. Sometimes

this means communicating to child protective services when aware of signs or suspicions of child abuse and neglect. However, when kids are never in school or in public activities during times of stress, there could be more risk because they don't have that additional contact with people who are there to help them—and the red flags of abuse aren't as obvious when someone is behind the screen of technology vs. while in person—however flimsy that screen may be. When interacting with youth online, youth-serving adults, or any caring adult for that matter, must respond appropriately to anything said or observed that may put youth in harm's way (or has already put them there). Imagine the serious consequences that could come from an adult who does not take action after having concerns about a youth's safety.

Additional best practices for parents and guardians:

- **Model appropriate behavior.** Everything that you do with technology can be observed by others—this includes how much time you spend on the computer, the balance between Internet time and home life, what you do online and on your technological devices such as a phone or tablet, how you respond to inappropriate situations you encounter, how you communicate about yourself, the language you use, the images you post, etc. In the case of parents with youth at home, all of it is being observed by developing, impressionable brains.
- **Be available.** First, try as much as possible to be directly engaged in the technology utilized by the child, seeing what they see online, hearing what they hear—asking them questions and processing it together. However, sometimes we temporarily utilize technology with youth while something else is being accomplished—preparing a snack within eyesight, answering a quick work email next to them, etc. Depending on the child's age, if you cannot be immediately and directly engaged in the online interaction or material with the youth, then ensure that you are nearby and ready to communicate if/when necessary.
- **Expect to be included in all communication between the youth-serving adult(s) in your life, and your youth—then follow up to ensure it happens.** Your written permission should be obtained for any youth-serving person / organization to communicate electronically with a minor. Monitor closely any video calls made.
- **Control access:** Communicate to the youth about what sites and apps are acceptable to use; control what apps are actually accessed or purchased, utilize password access and share them with each other, install safety protection software, etc.

- **Limit minor's use of technology.** Schedule technology "down time," since minors (depending on age) could be online all day in classes, or... gaming. Consider limiting digital devices to particular times during the day so it doesn't dominate everyone's day and attention. And, get everyone outside for exercise and fresh perspective!
- **Monitor youth behavior on the devices or apps themselves.** There's no tool you can use that will work as well as personally communicating and reviewing the technology, but it is also helpful to install safety protection software and utilize all of the apps' "parental controls." This could also mean reviewing the apps on the device, creating parallel accounts so that you can interact with, and observe your youth on the site, etc. Monitor how and when "location services" are used on the device or within specific apps/sites, and use them only when deemed necessary. Additionally, enable and regularly monitor privacy settings of apps and devices your child uses. Develop and discuss family internet rules / expectations and how to hold each other accountable. Keep things consistent.
- **Assist minors with understanding what it means to maintain privacy in the digital world—and the importance of it.** This has to do with what youth share about themselves online, intentionally and unintentionally. We take the time to teach them to take a second look before posting anything personal, including what information can be gleaned about them from their surroundings, location, clothing, communication, etc.
- **Instruct "next steps" if inappropriate behavior or material is observed via any of their apps or digital devices—**this could include material that intimidates/bullies, manipulates, harasses or reveals private information. The first step is for the youth to tell a trusted adult—they need to know they can come to you or another trusted adult if they feel uncomfortable or shaken (even if you're in a meeting, or doing something else that is important).
- **Maintain boundaries even with your friends and family who "aren't in the know," and educate them when possible.** You may be utilizing technology and social media to help your youth connect with friends and family to visit, play games together, sing, tell jokes, etc. But, just remember that their behavior isn't dictated by any organization's "social media" or "technology use" policy and despite their good intentions, there could be some issue that crop up. Monitor these interactions as

well, plan to educate them on what is and isn't appropriate, interrupt inappropriate behavior in the moment, and have conversations with youth afterward if something was amiss.

Additional best practices for parents and guardians who are caring for children while working from home:

Work from home, yet keep kids safe and healthy. Despite your best efforts, you may find yourself in a situation where you are attempting to work from home while children are about. Here are some tips:

1. Work with other adults or responsible helpers to see if you can alternate scheduling so that one person is always available for them; this could be every few hours, or "every other meeting."
2. See if there's a way to be as flexible as possible with the work time, itself—in times of emergency, perhaps you might be able to work outside of the "normal" business hours, and instead, work on the "margins" of the day (early before the kids wake, and after they go to bed).
3. If you have small children, consider putting in heavy work during nap times, or take a walk with a child in a stroller while on a business call (if appropriate).
4. Depending on the age of the kids, work alongside them as they do their own school work and while you do yours.
5. If need be, see if you can spread some of your work into the weekend, so that each day is a little less demanding and stressful.

Congratulations on completing this required safe environment training!