

Executive Summary
Child Maltreatment Identification, Part 2: Sexual Abuse

Course Description

The Child Maltreatment Identification II provides an overview of the identification and effects of sexual abuse. The training reviews the sexual development of children and what is commonly understood to be normal versus concerning sexual behaviors of children. Additionally, the training highlights high risk signs of sexual abuse such as behaviors and characteristics of possible abuse. Finally, participants will learn key concepts related to the dynamics of the non-offending parent while reviewing relevant sections of the California W & I codes to sexual abuse. The course utilizes lecturette, case studies, small group interaction, and case scenarios to help participants integrate the information.

Target Audience

This training is appropriate for new workers. New workers will be exposed to new information to assist with beginning case work while recognizing signs and symptoms and building their awareness of possible case interventions.

Outcome Objectives

1. **Identify** the physical, behavioral and emotional indicators and effects of child sexual abuse to include that in some cases there are no identifiable physical, behavioral, and emotional indicators of child sexual abuse.
2. Review the legal basis of identifying sexual abuse and exploitation under California law, specifically as defined by the Penal Code and as referenced in the Welfare and Institutions Code while increasing awareness of personal values and biases related to sexuality and to child sexual abuse, and how they may or may not affect the assessment.
3. Understand the family dynamics vis-à-vis a child victim, a non-offending parent, the offender, and the significance of these dynamics in identifying sexual abuse and exploitation as well as the factors that may mitigate the short- and long-term effects of child sexual abuse.
4. Recognize effective engagement strategies that elicit family strengths and protective capacities, as well as risk and safety factors and the difference between therapeutic/supportive interviewing techniques and legally acceptable forensic interviewing techniques.
5. Practice recognizing and applying all of the above concepts using a scenario.
6. Value the importance of working with culturally diverse families and communities utilizing a strength-based model of practice in assessing sexual abuse and exploitation.

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

1. Supervisors should ask the worker to consider what feelings are triggered when thinking of the ways that children can be sexually abused.
2. Supervisors should ask the worker to identify a possible scenario in which a child had been sexually abused and to identify possible strengths which could be found in the family.

AFTER the training

1. Supervisors should ask the trainee to verbalize reactions to the training content which could develop into biases that have the potential to impact practice.
2. Supervisors should ask the trainee to name the most common indicators of sexual abuse and the most commonly misunderstood sexual behaviors that are part of normal sexual development.