Today’s Objectives

Specific training methods to help keep your children safe from abuse:

- Supervision and Staff Expectations
- Training and Education
- Feedback Systems
We don’t catch abusers abusing…..

We catch abusers breaking rules.
Training and Education

- Code of Conduct
- Abuse Prevention Training
- Social Media Policy
Child Protection Policy

The institution will share its child protection policy and Code of Conduct with staff, parents and campers. Posted online and in multiple locations at camp.

Staff, Parents and Campers have clear expectations of who and how to report violations of policy.
Staff Expectations and Supervision

Performance Management

Red Flag Behaviors
Staff Expectations

- Code of Conduct
- Professionalism
- Rules
- Abuse Prevention Training
- Social Media Expectations
Code of Conduct

- Staff members/volunteers sign and date a copy of the Code of Conduct prior to performing any work duties and annually thereafter.

- All new staff/volunteers will have the code of conduct reviewed with them at the time of signing.

- Should be maintained in the personnel file.

1. In order to protect YMAC staff, volunteers, and program participants – and to ensure a safe environment for all children, we require all staff/volunteers to undertake the following:

   a. They must sign and date a copy of the Code of Conduct prior to performing any work duties and annually thereafter.

   b. All new staff/volunteers will have the code of conduct reviewed with them at the time of signing.

   c. The code of conduct should be maintained in the personnel file.

   d. Staff and volunteers must respect children’s rights to be treated in ways that make them feel appreciated, and to be respected.

   e. Staff and volunteers must not discriminate against individuals based on race, ethnicity, gender, sexual orientation, or any other characteristic.

   f. Staff and volunteers must not engage in any conduct that is inappropriate, unprofessional, or disrespectful.

   g. Staff and volunteers must report any incidents of abuse, neglect, or exploitation to the appropriate authorities.

   h. Staff and volunteers must maintain confidentiality with respect to all information obtained in the course of their duties.

I understand that any violation of the Code of Conduct may result in termination.

[Signatures]
Professionalism

- Attire
- Name Tags
Supervision of Campers

- Staff must supervise campers at all times
- Bullying needs to be addressed in timely fashion, as it is a precursor to abuse
- High risk areas that we need to pay extra attention to include: bathrooms, locker rooms, buses, and dorm rooms
Rules

- We Catch Abusers Breaking Rules
- One to One Situations
- Bathrooms
- Audits
Abuse Prevention Training

- Live Training
- Online Training
- Five Minute Talks
- Audits
Abuse Prevention Training

LIVE TRAINING

prior to working with children
Social Media Policy

- Facebook
- Twitter
- Instagram
Performance Management

- Management By Walking Around
  Frequently and sporadically establish and maintain this practice as part of the culture of camp.

- Program Audits

- Timely Response to Problem Behavior
Red Flag Behaviors

Examples from actual abuse situations:

- An assistant resident and camp director gave special attention to certain campers, gave out his cell phone number to kids and had an apartment at camp with all the windows blacked out. He was known to have children spend the night there.

- A staff member called school aged girls in his program “sweetie” and “honey,” would touch their lower back and legs and would often have them sit on his lap and drink from his glass.

Some of the most commonly ignored red flags:

- Favoring a child
- Lap sitting
- Tickling
- Cell phone calls to kids
- Odd behavior that makes staff uncomfortable
Feedback System
The Four Questions?

Front of Card
PARENTAL FEEDBACK
The (Insert Name of CAMP) wants all children to be safe.
As a Parent, you can help to insure the safety of your child by
taking a few minutes every so often to ask your child some
simple questions.
1. Is anyone touching you in a way that you don’t like?
2. Has anyone said anything to you that made you feel bad?
3. Is anyone asking you to keep secrets?
4. Is anyone scaring or threatening you?

Back of Card
If you have any concerns about how your child is being
-treated in any CAMP sponsored program, please call the
number below.
Thank you!
Contact name and Number (Female)
Contact Name and Number (Male)

Please keep this card in your wallet or purse.
The Four Questions

- Is anyone touching you in a way that you don’t like?
- Has anyone said anything to you that made you feel bad?
- Is anyone asking you to keep secrets?
- Is anyone scaring or threatening you?
Designated Contacts

- At least one male and one female point of contact for parents.

- Campers have multiple contacts in addition to counselor that they can talk to about potential problems.
We Don’t Catch Abusers Abusing…

Adhere to the Code of Conduct

Our rules are there for a reason!

We Catch Them Breaking Rules!

Report all Red Flag incidents

- No Outside Contact
- No 1-on-1
  This is when grooming and outright abuse happen
- Appropriate Touching and Conversation
- Bathrooms and Locker Rooms
- Supervision

Unfamiliar faces, things that don’t seem right, rule violations

Doing so could protect a child!
Comments and Questions
Contact Information

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Three Key Risk Management Considerations For Programs Involving Minors at North Carolina State University

By J R Semple CPCU
Director of Insurance & Risk Management
(1) Identifying and Mitigating Specific Risks

Establish a “Culture of Safety” and “Risk Control”

Premises Hazards

Operational Hazards

Transportation Hazards

Behavioral Risks
(2) Training and Supervision

• Once you have selected the right Staff

• Staff and volunteers must have a description and full understanding of their duties

• Staff and volunteers must be trained to handle and perform their duties

• Situational Risk Management
- Do you have a plan for handling the various emergency and crisis situations that may arise?
- The plan is only as good as the training and knowledge of the staff who will be called upon to use and execute.
- Keep parents and guardians informed. It all starts with pre-program or pre-camp information and documented by Parental Guardian Consent.
- Reminder-Wolf Alert System.
• Compare your operations and programming with peers. Example – There are numerous academic camps on campus each year that may share many common elements as to operations – best practices

• Thank you for your attendance
Our Mission

- Enforce NC Law / NCSU Policies
- Emergency Response
- Preventive Patrol
- Provide Education

CALEA “Flagship” agency
Report ALL incidents Immediately!

911
NCSU Police Department  (919) 515-3000
Local LE Agency
Your Supervisor
Director of Department of Social Services in county where juvenile resides (G.S. 7B-301)

Legal Duty to Report:

Any person or institution who has cause to suspect that a child under the age of 18 is abused, neglected, or dependent must make a report to the county department of social services. (NCGS 7B-301)
WolfAlert

Campus-wide Emergency Notification Systems
Urgent emergency campus-wide communication
Clery Act – Timely Notifications
Urgent emergency campus-wide communication is considered that which is immediately necessary to protect life. Each major incident must be evaluated to determine whether emergency campus-wide communication is warranted.

Some examples might include a tornado warning when the path of the storm includes the NC State campus or an active shooter on campus.
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) is the landmark federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and it applies to most institutions of higher education both public and private. The Act is enforced by the United States Department of Education.
Issue timely warnings about Clery Act crimes which pose a serious or ongoing threat to students and employees. Institutions must provide timely warnings in a manner likely to reach all members of the campus community. This mandate has been part of the Clery Act since its inception in 1990. Timely warnings are limited to those crimes an institution is required to report and include in its ASR. There are differences between what constitutes a timely warning and an emergency notification; however, both systems are in place to safeguard students and campus employees.
How to receive WolfAlerts

Your NCSU Unity email address is already in the system to receive email notifications.

Sign up for text messaging through:
- MyPack Portal
  - Employee Self-Service
  - Personal Information
  - Phone Numbers
Ages & Stages
&
Behavioral Management

JOIN THE REVOLUTION OF RESPONSIBILITY
Cooperative Extension’s Youth Development Program

Shannon McCollum & Larry Hancock
NC CES 4-H/FCS
Ages & Stages

• It would be easier if every child were alike and age and their developmental level didn’t matter.

• We know that children have different needs and abilities depending on their age.

• An understanding of these needs and abilities can help you work more effectively with youth of different ages.
Characteristics of Development

• Physical
• Social
• Emotional
• Intellectual
Who and or what influences a child’s growth & development?

- Parents
- Caregivers
- Teachers
- Peers
- Extended Family
- Community
- Media
- Heredity
- Environment
Principles of Development

• Development is orderly, not random
• Development is a continuous and gradual process
• Development is most rapid during the early stages of infancy and the adolescent years
• Not all children develop at the same pace
• Not all children possess the same temperament
• Development occurs within a larger context
• Development is a multi-faceted concept
Guidelines

• Five basic guidelines for developmentally appropriate practices:
  – Create a caring community
  – Work to enhance development and learning
  – Select appropriate materials/projects/activities
  – Be mindful of youth’s learning and development
  – Establish mutually beneficial relationships with families
Early Childhood
(6-8 years old)
Physical Characteristics
6-8 Year Olds

• Growing slowly
• Learning to master physical skills
• Can control large muscles better than small muscles.

Implications
• Messy with meals, arts/crafts
• Conduct activities that encourage large muscle use
Social Characteristics

6-8 year olds

- Learning how to be friends; may have many friends
- Fighting occurs – doesn’t last long

Implications

- Small groups encourage social interactions
- Role playing encourages empathy
- Mixed gender activities
Emotional Characteristics
6-8 year olds

- Self-centered
- Seeking approval from adults
- Avoids punishment
- Sensitive to criticism; don’t like failure

Implications
- Be positive!
- Plan activities that promote success
- Foster cooperation, not competition
Intellectual Characteristics
6-8 Year Olds

• Concrete thinkers – base thinking in reality
• Can’t multi-task well
• More interested in doing things than the end results

Implications
• Plan short activities
• Focus on process, not final product
• Allow for exploration and inquiry
Middle Childhood
(9-11 years old)
Characteristics

• Spirited – Energy

• Large and Small Muscle Development
  - Increase in strength, balance and coordination

• Provide active learning activities
Physical Characteristics

9-11 year olds

- Moving all the time – can’t sit still
- Growth spurts – beginning adolescence
- Females mature before males

Implications

- Provide active learning experiences
- Avoid competition between boys and girls
Social Characteristics

9-11 year olds

• Joining clubs; same sex groups
• Don’t understand view points of others, but like to make others happy
• Like to please adults with successful project completion

Implications

• Use group learning with same sex members
• Encourage older mentors to work with the group
Emotional Characteristics
9-11 year olds

• Weak sense of individual identity
• Moody!
• Justice and equality become important
• Need to feel part of something important
• Begin to question authority but still want guidance

Implications
• Don’t compare youth to each other
• Help the identify their strengths
• Emphasize progress made from previous
Intellectual Characteristics
9-11 year olds

• Until 11, think concretely – black and white – then begin to understand new ideas
• Learning to think abstractly
• More immersed in subjects that interest them
• Want to find own solutions

Implications

• Use simple, short directions and brief learning experiences
• Offer a wide range of activities to ensure
Young Teens (12-14 years old)
Characteristics

- Experience rapid changes in physical appearance with boys’ growth spurt earlier than girls’.
- Have intense sexual feelings & a keen interest in their own bodies.
- Interested in sports & active games.
Physical Characteristics
12-14 year olds

• Many physical changes
• Boys may still be growing; boys usually reach maximum height by 16, girls by 14

Implications
• Be willing to answer questions
• Avoid comments that criticize or compare youth physically
Social Characteristics
12-14 year olds

• Looking for activities involving opposite sex
• Look more to peers than parents
• Searching for adult role models; fan clubs
• Tend to reject solutions from adults in favor of their own

Implications

• Let them plan own programs
• Establish climate that is conductive to peer support
• Emphasize personal development
Emotional Characteristics
12-14 year olds

• Compare themselves to others
• See themselves as always on center stage
• Want to be autonomous from parents
• Abandon view of parents as all powerful
• Unsettled emotions
• Strive to earn independence, yet want and need parent’s help

Implications

• Let teens assume responsibilities – expect them to follow through
• Help them explore identify, values, beliefs
Intellectual Characteristics
12-14 year olds

- Gain cognitive and study skills
- Learning abstract thinking
- Ready for in-depth, long-term experiences
- Like to set goals based on their needs
- Moved from fantasy to realistic focus on their life’s goals

Implications

- Give them real-life problems to solve
- Let them make decisions and evaluate outcomes
- Encourage service learning
Teens
(15-18 years old)
Characteristics

- Most have overcome the awkwardness of puberty, but some boys are growing at a fast pace.

- Many are concerned with body image
Physical Characteristics
15-18 year olds

• Concerned about body image
• Exhibit smaller range in size and maturity among peers
• Tends to have realistic view of limits to which body can be tested

Implications
• Be willing to answer questions
• Avoid comments that criticize or compare youth
• Set a good example for health and physical fitness
Social Characteristics
15-18 year olds

- Tend to romanticize sexuality but moving towards better understanding of reality
- Search for intimacy; test sexual attractiveness
- Makes commitments and can follow through
- Desire respect; wants adult leadership roles
- Are apt to reject goals set by others

Implications
- Let them plan own programs
- Establish climate that is conducive to peer
Emotional Characteristics
15-18 year olds

• Desire respect
• Accepting their own uniqueness but still seek approval from peers
• Look for confidence of others in their decisions
• Developing own set of values and beliefs
• Gaining autonomy; introspective
• Can initiate and carry out tasks without supervision

Implications
Let teens assume responsibility…expect them
Intellectual Characteristics
15-18 year olds

- Are mastering abstract thinking
- Can image impact of present behavior on future
- Enjoy demonstrating acquired knowledge
- Will lose patience with meaningless activities

Implications
- Give them real-life problems to solve
- Let them make decisions and evaluate outcomes
- Encourage service learning
Practical Implications
Younger Children

• Understand that young children are limited by their developmental capacities
• Organize activities and events that are age appropriate
• Encourage active involvement rather than competition
• Build upon children’s physical, social, emotional, and cognitive skills
• Be generous with praise
• Encourage exploration
• Provide clear rules, boundaries, & structure
Practical Implications
Adolescents/Teens

- Encourage emerging independence, but maintain structure, boundaries, rules
- Be sensitive to self-image issues
- Be open to discussing/handling sensitive issues
- Foster positive peer interactions
- Be a positive role model
- Provide constructive criticism along with positive feedback
- Promote hands on activities & experiential learning opportunities
• One hundred years from now, it will not matter what my bank account was, how big my house was, or what kind of car I drove. But the world may be a little better, because I was important in the life of a child”. Author Unknown

• The difference between ‘involvement’ and ‘commitment’ is like an egg and ham breakfast:
  – The chicken was ‘involved’ – the pig was committed’.
• Adapted from Cheryl Newberry – Extension Program Specialist – 4-H - TAMU
BEHAVIORAL MANAGEMENT – 101
CAMPERS BRING MANY THINGS WITH THEM TO CAMP

They also bring . . . Enthusiasm

Their past – “learned behavior”
REMEMBER

Your campers are not “mini adults”

Expect them to test limits
HOW TO HANDLE PROBLEM CAMPERS

• Give the camper a chance to explain
• Be consistent and impartial
• Stay clam and cool
• Avoid lecturing
• Give them one warning
• Stress that behavior is the issue – not them
• Once handled – accept them back
• Follow established polices
PSYCHOLOGY OF BEHAVIORAL MANAGEMENT

• Active Learning is Better Than Passive Learning
  – Keep it interactive
  – Limit movies and “lectures”
  – Review often to reinforce learning
  – Never right after lunch
  – Space it out
  – Never cram things in
CREATE PERSONAL RELEVANCE

• We remember best when things matter to us
• Help campers to “connect” with the activity
• 3:1 Rule – Positive reinforcement
• Catch them doing it right and praise
• Led them lead – gives them ownership
The “WHY” Behind Their Behavior

– Desire for Recognition
– Frustration
– Homesickness
– Illness or Exhaustion
– Conflict
– Established Behavioral Problems
JOIN THE REVOLUTION OF RESPONSIBILITY
Cooperative Extension’s Youth Development Program
Background Checks for Minors and Those who Work with Minors
For Minors

Who do we check?

• Not required for NCSU students unless working with pre-college age minors
• Should be requested to protect department if employee has access to assets, data, or controlled substances
• Only convictions of crimes where the individual was charged as an adult will show for minors
For Those Working with Minors

Who do we check? REQUIRED FOR...

• All final candidates for Faculty, EPA non-faculty administrative/professional, SPA Staff, Post-docs, Paid Visitors, and some Volunteers

• All final candidates for temporary positions

• Current employees who change jobs (promotion, transfer, reassignment) or assume new duties
For Those Working with Minors

Who do we check? REQUIRED FOR...

• Individuals who work or volunteer in a University-sponsored program or camp that is offered to pre-college minors (paid or unpaid)

• Household members, 18 and over, who live with an University employee in University-controlled housing (dormitory, research station house, etc.); required for residency
Current Employees Who Are Convicted While Employed

• Required to report conviction to supervisor within 5 days
  – Consideration of relevance to position/duties
  – Falsification issues
What do we check?

- Federal crimes
- National sex offender registry
- NC statewide
- All other states/counties of residence
- Foreign countries
- Credit if applicable to role
- Driving if applicable to role
What do candidates have to report on release form?

- Everything other than minor traffic violations
- DUI/DWI
- Worthless checks
- Violations of local ordinances/statutes
- Guilty verdicts and pleas
- PJC s
- Pleas of “no contest”
How do we check?

- Outside vendor – Certified Background (previously called Castlebranch)
- Online process
- 1-3 day turnaround normally depending on states to be checked
- Can make rush requests
How do we evaluate findings?

• Nature of the crime & circumstances
• Relevance to position/duties
• Time that has elapsed since conviction
• Rehabilitation record
• Actions and activities since the crime
• Truthfulness of candidate in disclosure
What info do we share with the hiring official?

- Endorsed for employment
- Disqualified based on falsification
- Not endorsed for employment
- Endorsed for employment with restrictions (no driving or financial responsibilities)

*department hiring option on SOME cases*
Barring of Candidates

- 1 year
- 5 years
- Petition to reapply
QUESTIONS?

• Kathy Lambert, Director of Employment Services, 5-4277 or kplamber@ncsu.edu

http://policies.ncsu.edu/regulation/reg-05-55-08

http://www.ncsu.edu/human_resources/employment/backgroundCheck.php