

above REPROACH



AB-506 Child Safety & Mandatory Reporting

Companion Guide

By Kingdom One



Table of Contents

• Introduction	1
• Brief History & Summary of AB-506	2
• 6 Stages of Child Grooming	2
• Disabilities	2
• Clergy and Penitential Conversations	3
• Providing Care	4
• Spiritual Care	4
• Scriptural References	5
• Government Websites & Resources	6
• School – Additional Resources	6
• Volunteer – Additional Resources	9



Introduction

Welcome to Kingdom One's Companion Guide for Above Reproach Mandated Reporting & Child Abuse Prevention Training. We hope that you find this additional information helpful to you as you complete the online training.



Purpose of This Guide

The companion guide is a reference toolkit to complement your learning as you complete the online course. It will have expanded and key information on state regulations, ministry-specific resources, and online links.

The legend in Figure 1.1 is referenced in the training and depicts the icons throughout the online courses that will prompt you to review the companion guide for additional information.

Figure 1.1 - Companion Guide Legend

Companion Guide Overview

-  Expanded Legal Information
-  Expanded Topical Information
-  Expanded Biblical Information



Brief History & Summary of AB-506

In the wake of the largest sexual abuse settlement in US history, Assembly Bill No. 506 (AB-506) became law in California on September 16, 2021. The legislative history of AB-506 makes it clear that lawmakers in California do not want a repeat of the sexual abuse crises facing Boy Scouts of America. The new law is aimed at 'Youth Service Organizations' and outlines requirements related to training, background checks and policies.

The New California legislation, AB-506, requires an administrator, employee, or regular volunteer, as defined, of a youth service organization, as defined, to complete child abuse and neglect reporting training, undergo a background check and require service organizations to develop and implement child abuse prevention policies and procedures that, among other things, ensure the reporting of suspected incidents of child abuse to persons or entities outside of the organization.

In essence, every child-serving organization must implement an effective Safety System that takes into account the type of services provided and the populations served; some programs present higher risks than others.

a place to stay, adult supervision, an expensive outing, money to take care of bills, an invitation to a party, prohibited substances, friendship and attention, emotional support, a sense of love and value, or specialized knowledge or skills.

4. Isolating the Child

- o Once trust has been established, the abuser must determine a way to access the child alone:
 - » An empty school or classroom
 - » Locker Room
 - » Car
 - » Hotel Room on an overnight trip
 - » Secluded Park or other isolated places
- o The groomer works hard to separate the victim not just physically but emotionally from their support network of others who may be able to help.
- o They may emphasize the special nature of their relationship and urge secrecy.

5. Sexual Contact

- o Desensitizing the child to touch.
- o Increase physical contact like patting on the back, hugging, wrestling, tickling, massaging or kissing on the cheek.
- o These moves can be subtle and border on what a child MAY deem as acceptable.

6. Maintain Control

- o The abuser may:
 - » Blame the victim
 - » Use fear
 - » Threaten the victim
 - » Increase violence
 - » Use sympathy
 - » Employ confusion

6 Stages of Child Grooming Disabilities

1. Targeting a Victim

- o Victims are often selected based on perceived physical attractiveness, ease of access or vulnerability.

2. Gaining Trust

- o The abuser may give small gifts, make promises, take on special outings, provide individual attention, discuss personal life, share secrets, play games, or provide access to drugs, alcohol, or cigarettes (for teens)

3. Filling a Need

- o The abuser wants to be the sole provider of what the child wants or needs: a mobile device, a ride home, something to eat,

Having a disability makes a child more vulnerable to maltreatment, but studies have shown that children with certain disabilities are more prone to maltreatment than others.

For example, compared with children born without medical complications, children born with congenital anomalies such as Spina Bifida or Down syndrome have an increased likelihood of maltreatment during the first month of life (Van Horne et al., 2015).

Community-Level Prevention

- Ensure community members are aware of the heightened risk.



- Help others see children with disabilities as valued and unique individuals.
- Promote Inclusion of children with disabilities in everyday life.
- Encourage community to share in the well-being of children with disabilities.

Clergy and Penitential Conversations

- A privileged conversation is defined by the law as any confidential communication given to a minister acting in his or her professional capacity as a spiritual advisor.
- In two-thirds of the states, a communication is considered confidential if made privately and not intended for further disclosure except to other persons present for the purpose of the communication. In one-third of the states, privileged communication means a communication made in confidence only to the minister, with no third person present.
- This is perhaps the most important requirement. For a conversation to be privileged according to the law, the minister cannot be acting as a friend or social acquaintance at the time of the conversation.
- When a conversation takes place in public or any context outside of a traditional church setting, it's recommended that a minister always ask why the counselee is speaking to them.
- However, there may be times when it is appropriate to share confidential information, under extreme circumstances where people may be killed or severely injured.

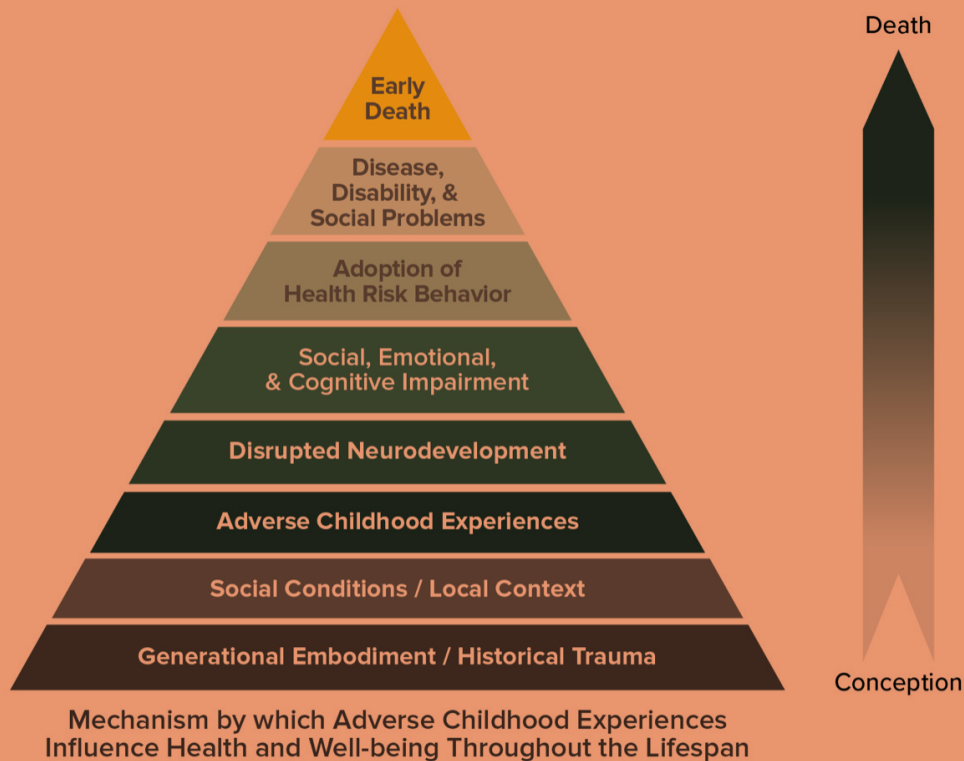


Figure 2.1 - CDC.gov chart explaining the influence that adverse childhood experiences have throughout a victim's life.



Providing Care

Support and guidance can be provided through the following avenues:

Prayer

- **Books & Resources**
 - A Sacred Sorrow: Reaching Out to God in the Lost Language of Lament (Quiet Times for the Heart) - Michael Card
 - When the Soul Listens: Finding Rest and Direction in Contemplative Prayer - Jan Johnson
 - Hearing God - Dallas Willard
 - Changes that Heal - Henry Cloud
 - Healing Spiritual Abuse: How to Break Free From Bad Church Experiences - Ron Blue

Pastoral Guidance

- **Books & Resources**
 - Care of Souls: Revisioning Christian Nurture and Counsel - David Brenner
 - The Wounded Heart: Hope for Adult Victims of Childhood Sexual Abuse - Dan Allendar

Biblical Counseling

- **Books & Resources**
 - Strategic Pastoral Counseling: A Short Term Structured Model - David Brenner
 - Christian Counseling: A Comprehensive Guide - Gary Collins

Spiritual Care

Connect with a trusted spiritual counselor, pastor or mentor.

Counselor, Pastor or Mentor

- **Books & Resources**
 - Prayer - Finding a Heart's True Home, Richard Foster
 - Spirit of the Disciplines - Understanding how God Changes Lives, Dallas Willard
 - Self Care - A Theology of Personal Empowerment & Spiritual Healing, Ray S. Anderson

Spiritual Formation Retreats

Check with you local monasteries for spiritual retreats!

- **Retreat Centers**
 - <https://janjohnson.org/retreat-centers/>
 - <https://www.biola.edu/talbot/academics/isf/spiritual-formation-core>
 - <https://renovare.org/events/overview>

Lean Into One of the Spiritual Practices

- **Books & Resources**
 - Spiritual Disciplines Handbook - Adele Ahlberg Calhoun
 - The Spirit of Disciplines - Dallas Willard



Intentionally Pursue Holy Rest or Sabbath

- **Books & Resources**

- Sacred Rest – Dr. Sandra Dalton-Smith
- The Rest of God – Mark Buchanan
- Ruthless Elimination of Hurry – John Mark Comer

Scriptural References

Luke 17:2 (ESV)

- ² It would be better for him if a millstone were hung around his neck and he were cast into the sea than that he should cause one of these little ones to sin,

Matthew 18:1-6 (ESV)

- ¹ At that time the disciples came to Jesus, saying, “Who is the greatest in the kingdom of heaven?” ² And calling to him a child, he put him in the midst of them ³ and said, “Truly, I say to you, unless you turn and become like children, you will never enter the kingdom of heaven. ⁴ Whoever humbles himself like this child is the greatest in the kingdom of heaven. ⁵ “Whoever receives one such child in my name receives me, ⁶ but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.

These passages focus on the theme of forgiveness gives us the clear indication that anyone is not beyond the healing forgiveness of God and the community of Christ – a reminder that the grace of God in Jesus is fully available not only for the healing and comfort of the victim, but even available for restoration of the abuser.





Government Websites & Resources

- o [California Penal Code 11165](#)
- o [California Mandated Reporter Law- Publication 132](#)
- o [SB-360 - Penitential Conversations Link](#)
- o [Risk & Prevention of mistreatment of children with disabilities - Child Welfare. Gov](#)

Filing Your First Report as a Mandated Reporter

- Remain calm, reference this training and any other policies or procedures your ministry/ school provides
- It is ok to consult with someone before making a report. Follow your ministry's procedures or policies related to sharing sensitive information, which will likely involve a fellow mandated reporter such as your supervisor, HR or other designated person (it is recommended that schools, in particular, have a designed person to be the primary contact with the local Child Welfare Services).
- Consider having that individual join you on the call and in completing the report. They can ensure you are clear and concise in the information that you share.
- Make sure that you make the call and file the SCAR form within the legally required timeframes.

School – Additional Resources

School personnel (as Mandated Reporters) are vital; they are the eyes and ears for the school social worker

Age-Appropriate Injuries

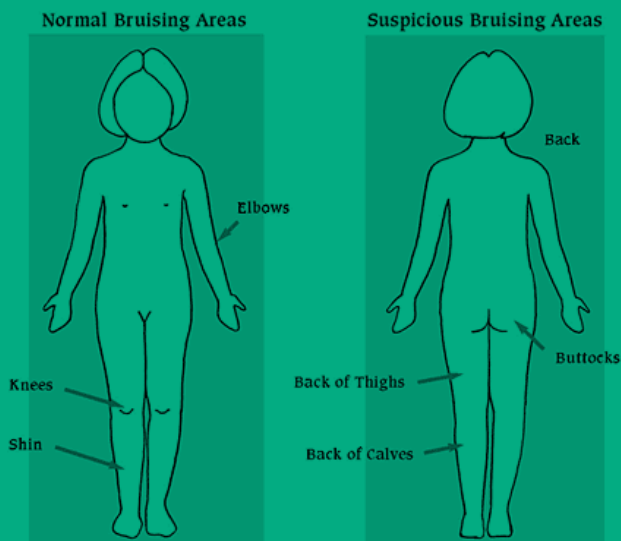


Figure 4.1 - Age-Appropriate Injury Sites

A Place of Trust for Children

- Convey: "I care about you"; "If you feel bad, I'd like to help"
- Give the child a sense that their feeling matter: If you are scared, come and tell me"; "Your feelings are important, and its good to talk about them."
- Believe and take seriously the information the child gives.
- React calmly to the information the child gives.
- Let the child know that they are not responsible or at fault for whatever happened.
- If that child is not comfortable opening up to you, acknowledge this and let the child know that you still want to offer support.



CSEC: Identifying At Risk Groups

- Many victims of Commercial Sexual Exploitation live at home and attend school.
- Many children who are exploited by their families or family friends for monetary gain, but still live at home.
- Despite the exploitation, these children still interact with educators, youth-serving professionals, and public.
- The victims don't always see themselves as victims; their perception is that they are in a relationships with someone who looks after them.
- Victims can be girls or boys, of any age, it happens in all communities and there has been an increase in young people with learning disabilities who are trafficked.
- Exploitation can occur through the use of technology without the child realizing immediately.
- As an educator or other professional in a school setting, you are a trusted adult that a child or youth might come to you about things that are happening in their lives or the lives of their friends.

Neglect & Poverty

- Poverty is when the caregiver does not have the resources to provide the need.
- Neglect is when the caregiver has the resources but chooses not to provide the need. Neglect is a choice.
- The term at risk refers to children who are likely to fail school because because of their life's circumstances.
- Economic disadvantage should not be confused with abuse or neglect.
- School personnel need to tuned into children who are at-risk and be sensitive to the vast array of needs that children of poverty have.

Poverty Affects Parenting

- Parenting affected by mental and/or physical illness, learning disabilities, (lack of) prior education, shame and stigma may make poverty likely.
- Family ability to buy care, respite, or better environmental conditions.
- Domestic violence or substance use, perhaps provoked or exacerbated by family stress due to financial instability.
- External neighborhood factors (social and physical environment).

Finkelhor's Preconditions

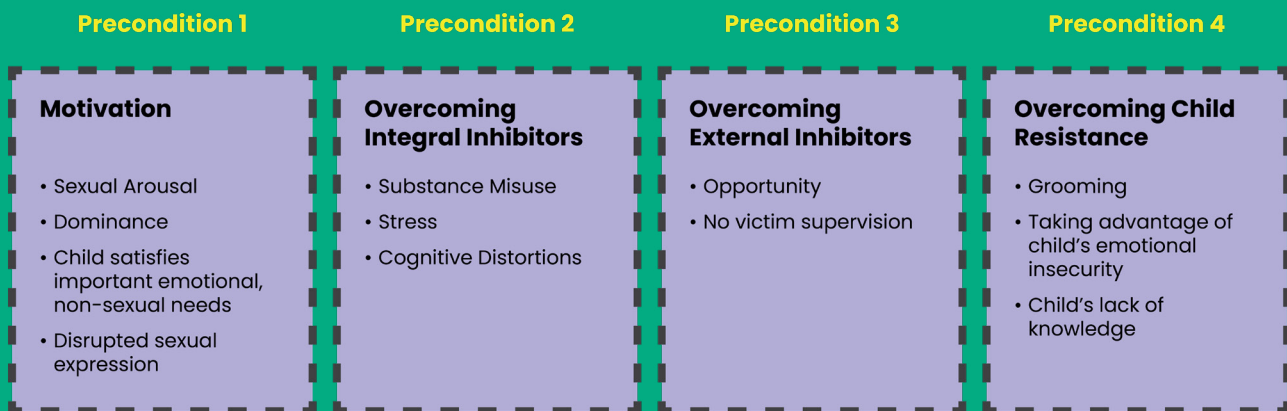


Figure 4.2 – Finkelhor's Preconditions



Homelessness

- School Personnel should be observant and attentive to homeless children, and be supportive of the special challenges they face socially and academically.
- Millions of children experience homelessness each year.
- These children:
 - Sleep in cars
 - Shelters
 - Run-down hotels
 - Abandoned buildings
- They may live with multiple family in single-family dwellings or relocate constantly.

FERPA

- FERPA applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
 - *Private and parochial schools at the elementary and secondary level generally do not receive such funding and are, therefore, not subject to FERPA.*
- Under FERPA, parental consent is usually required before releasing information contained in school records.
- Substantiated cases of abuse and neglect may be litigated in criminal court, family court, juvenile court and other legal arenas.
- When these cases go to court, Mandated Reporters may be asked to provide testimony.

Children with Disabilities in School

- School-age children with disabilities are twice as likely to be placed in out-of-home care.
- Indicators of abuse for children with disabilities are the same as indicators of abuse for their peers.

- Children with disabilities are at risk for bullying by other students, but it's not just kids who can be cruel. Teachers and administrators also disproportionately single out disabled students.
- Absence of Access to American Sign Language:
 - Deaf and Hard-of-hearing children (DHH) may experience language deprivation due to the absence of access to American Sign Language.
 - This kind of neglect, without intervention, can cause language and cognitive delays in DHH children.
 - It is beneficial to communicate directly to DHH children in a manner that is responsive to their natural needs.

Conducting Conversations

- It is important be aware of the children's method of communication.
- Conduct the discussion in private.
- Sit next to the child, at their level, rather than behind a table or desk, and be aware of: proximity issues, eye contact, and touch.
- Conduct the discussion in a language the child can understand.
- Allow the child to tell you of their experience in their own words, and clarify the children's meaning for words used.
- Refrain from using leading questions or introducing new information or terminology.
 - Alternate methods of communication
 - » Sometimes the child with a disability uses an alternative method of communication.
 - » Position yourself so that the child is able to observe both you and the interpreter easily.
 - » Address the child directly.
 - » Speak in your regular voice, using a supportive tone and normal volume.



Volunteer – Additional Resources

To report or not report:

- You should receive training from your ministry on their general procedures for volunteers filing mandated reports. If you feel that there is not a clear process for you as a volunteer to follow, speak with your ministry leader to ask for direction.
- If you observe, or become aware of suspected abuse, you should begin by following the reporting procedures provided to you by your ministry. Be aware that if you volunteer in different areas of ministry, there may be slight differences in reporting procedures.
- If you feel that your ministry leader or the reporting process is not following the legally required procedures, you may file a report in your personal capacity, but consider this option carefully. You may wish to seek legal advice before doing so and this avenue should hopefully be a last resort and seldom used.
- If your occupation or profession makes you a mandated reporter and you have received mandated reporting and child abuse prevention training as part of your occupation, you should still ensure that you understand and follow the reporting procedures outlined by your ministry. You may file a report in your private capacity, but are not necessarily required to do so legally in your capacity as a volunteer. You should consider legal advice if you feel that you have a legal obligation to file your own report.
- Remember to maintain confidentiality, even as a volunteer. You should not share suspected or actual instances of abuse with other volunteers or with your friends or family. Remember that the ministry setting is very interconnected and you must safeguard any sensitive information that you become aware of in your capacity as a volunteer for your ministry.

DISCLAIMER: The language found within this document should not be construed as legal advice. You should always consult with your legal counsel and/or insurance company as the final authority for your organization's policies and practices. Kingdom One is not responsible for the use or application of the training materials. By using any portion of the provided training materials, you agree to hold Kingdom One harmless from any claim.

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