

SUPPORTING OUR STUDENTS

STEP 1: REGULATE

IN-CLASS REGULATION RESOURCES

- **YouTube Videos:** 5 senses grounding, belly breathing, mindfulness, progressive muscle relaxation
- **Fidgets/Grounding Objects:** stress balls, tangles, bendeez, fidget toys, grounding stones
- **Temperature Tools:** ice pack on the chest, holding ice or ice pack in hands
- **Journaling/Drawing/Coloring**
- **Calming space in the classroom**

STEP 2: RELATE

- "I wonder if you're feeling ___ about ____."
- "It must be difficult to feel/experience ____."
- "Even when I tell you that it's okay, it must be hard to believe. I hope I can help you to believe it in the future"

PROMPTS FOR RELATING

STEP 3: REASON

REASONING RESOURCES

- **Resist over-talking or over-lecturing**
 - Describe what you see instead of demanding what you want.
- **Offer positive choices to give control and minimize shame for undesired behaviors**
- **Set limits:** can still be firm while being empathetic
 - "I know you felt angry when ___ happened. ____ behaviors is not okay. We need to do _____. How can I help you to do that?"
- **Support with reflection and problem solving**
 - "What were you wanting to happen during ___ interaction?"
 - "Let's think together about what we could do differently."
 - "How can I help you to try that next time?"

SUPPORTING OUR STUDENTS

ANSWERING THE TRICKY QUESTIONS

1. Affirm the Speaker

- “That’s a great question, and it’s ok if it feels awkward to talk about it.”
- “That’s a really common question, and I’m pleased we can talk about it.”

2. Inform

- Share accurate information. If you don’t know a fact, be honest and inform the student you will research and get back with them.

3. Make Sure They Understand

- “Did that answer your question?”

USING THE A.I.M. MODEL

NAVIGATING DISCLOSURE

IF A STUDENT DISCLOSES DURING CLASS:

- Ideally, find a **private place** to speak with the student.
- **Offer to follow up:** "We do need to continue with our lesson, but [name of student], let's talk more about it after class."
- **Acknowledge it:** "Thank you for sharing that." "I'm sorry that happened to you." "I believe you."
- **Avoid blaming/shaming:** "This isn't your fault." "You are so brave for telling me about this."
- **Don't push for info:** "Do you want to tell me more? Only if you're comfortable. You don't have to."
- **Let the student know that it has to be reported to the proper authorities:** "You did nothing wrong. This is just required by law because of your age. And we're not telling anyone who doesn't have to know."
 - Do not give the child false assurances or promise that you will keep the information confidential.
- **Be aware of your body language:** Not overly emotional, not stoic.

REPORTING ABUSE

STEP 1: ASK

- Ideally, find a private place to speak with the child.
- Listen attentively while the child is talking to you.
- Do not probe for details, particularly concerning sexual abuse.
- Do not indicate doubt or disbelief.
- Do not express shock or anger at the possible perpetrator. Children often love the person who mistreats them.
- Let the child know that it has to be reported to the proper authorities.
- Do not give the child false assurances or promise that you will keep the information confidential.

RESPONDING TO A CHILD

STEP 2: DOCUMENT

WHAT TO INCLUDE:

- Document the basis of your concerns, including physical and behavioral signs.
- Document the child's statements to you.
- Try to use the child's exact words.
- Document the child's demeanor while talking with you. Note any signs of fear or distress.
- If you make the report orally, record the date, time, and the person and agency you contacted. If you make the report in writing, keep a copy of the correspondence.
- Be aware that your records concerning the report may be subject to subpoena.

STEP 3: CONTACT

- Contact administration, school counselor, and DSS as soon as possible after receiving the information which causes you to suspect abuse or neglect. Mandated reporters cannot "cause" a report to be made by delegating this responsibility to someone else. You must personally make the report.

MAKING A REPORT

MAKING A REPORT

TO REPORT SUSPECTED CHILD ABUSE OR NEGLECT, CONTACT THE SCDSS 24-HOUR, TOLL-FREE HOTLINE AT 1-888-CARE4US OR 1-888-227-3487.

TO REPORT ONLINE, GO TO [BENEFITSPORTAL.DSS.SC.GOV/#/RAN/HOME](https://benefitsportal.dss.sc.gov/#/ran/home)

- You do not need to have conclusive proof. The law requires you to report when you have “reason to believe” a child is being or may be abused or neglected.
- Collect as much of the following information as possible to convey to the investigating agency:
 - child’s name
 - age
 - date of birth
 - address
 - child’s present location
 - names and ages of siblings
 - parents’ names and addresses
- Explain why you are concerned about the child when making the report.
- At the time the report is made, you can request to be notified of the outcome of the investigation.
- After you have made a report, if you learn new information or additional information, report it to DSS or law enforcement.