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Survivor

**Namesake of
Jenna's Law**

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Recognizing and Reporting Child Sexual Abuse

- Define what child sexual abuse is
- Discuss the process of grooming
- Examine the warning signs to look for
- Learn how to respond to an outcry
- Prevention: Education is the foundation of prevention



What is Child Sexual Abuse?

Child sexual abuse takes many forms, and they aren't just physical (touching and non-touching).

-Child sexual abuse is any sexual act between an adult and a minor, or between two minors when one exerts power over the other.

-It also includes non-contact acts such as sexual conversation not age appropriate/context appropriate, exhibitionism, exposure to pornography, and voyeurism

-It also occurs online, such as child pornography or communicating in a sexual manner by phone or internet (dialogue in person or by phone/internet through text and video) .

What is Grooming?

- Deliberate actions taken by an adult to form a trusting relationship with a child with the **INTENT** of later having sexual contact.
- Typically done to gain the trust of the child **AS WELL AS** those responsible for the child.



Examples of Grooming

- Taking an undue interest in someone's child being a "special friend"
- Giving gifts and money to a child for no apparent reason
- Showing pornography to a child
- Talking about sexual topics that are not age appropriate
- Invading the child's privacy or personal space

The Grooming Process

1) Gaining Access-

Example: career or volunteer opportunities related to the child, creating an appearance that the perpetrator is helpful

2) Selecting the Child-

Example: selecting a child who is quiet/introverted (peacemaker), a child who is needy or looking for someone to trust



The Process of Grooming

3) Introducing Nudity and Sexual Touch-

Example: breaking down existing resistance to personal space, sexual discussions, and joking, playful touch with “accidental nudity,” and providing access to magazines, movies or any material depicting nudity and sex

4) Keeping the Child Silent-

Example: Secrecy “This must be a secret,”

Shame and Embarrassment “You participated and will get in trouble”

Threats (subtle or direct) “No one would believe you” “This would hurt your mom” “This would wreck our school”

WARNING SIGNS OF CHILD SEXUAL ABUSE

Physical indicators of child sexual abuse

- Has difficulty walking or sitting
- Has a sudden weight change
- Has frequent somatic complaints, stomach or headache, sore throat
- Suddenly refuses to change for gym or to participate in physical activities
- Has sudden negative change in appearance

*From [Childhelp Speak Up Be Safe Curriculum](http://www.Childhelp.org) www.Childhelp.org

Behavioral indicators

- Shows sudden changes in behavior or school performance
- Has sophisticated knowledge or interest in sexual activity and behaviors beyond same age peers
- Is overly protective of siblings
- Avoids a specific person without an obvious reason
- Talks a lot about an adult
- Is threatened by physical contact, closeness
- Is always watchful, as though preparing for something bad to Happen
- Comes to school early, stays late, and does not want to go home

*From [Childhelp Speak Up Be Safe Curriculum](http://www.Childhelp.org) www.Childhelp.org



Additional Indicators for Adolescents

- Is self-destructive
- Is considered promiscuous
- Abuses drugs or alcohol
- Self mutilates or attempts suicide
- Develops an eating disorder


*From [Childhelp Speak Up Be Safe Curriculum](http://www.Childhelp.org) www.Childhelp.org



Emotional Warning Signs

- Feel tremendous shame
- Blame themselves for the abuse
- Feel guilty or dirty
- Feel hopeless
- Fear even healthy affection
- Feel angry and disconnected from others
- Feel that others don't really know them
- Feel like they will never be OK
- Doubt that they can take care of themselves

*From [Darkness to Light Stewards of Children](http://www.d2l.org) www.d2l.org

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- Have nightmares or fear going to sleep
 - Feel abandoned by parents and family
 - Lost hope and trust in other people
 - Feel unloved by God
 - Feel they aren't worthy of being loved
 - Feel powerless
 - Feel fearful even during times that are "safe"
 - Startle easily

*From [Darkness to Light Stewards of Children](http://www.d2L.org) www.d2L.org

Report on Suspicion

-You DO NOT have to have proof that a child is being abused. Mandated reporting requires reporting on reasonable suspicion.

-What is Reasonable Suspicion? You have witnessed physical or behavioral signs in the child or parent/caregiver OR you have received a disclosure

-Ask open ended questions:

- 1) “You seem a little sad today. Is there a reason?”
- 2) “Tell me more about that?”

Making a Report

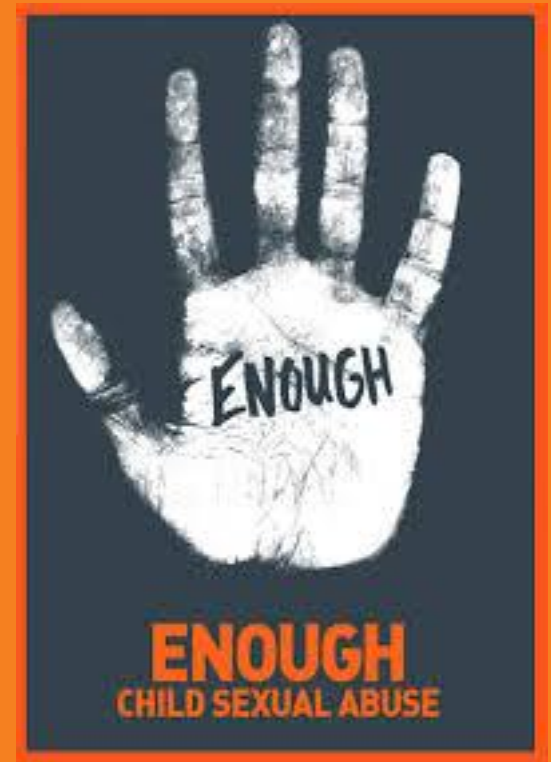
- Just need WHO (Child's name, age, address) and WHAT (Reason for the call/name and address of guardians). Leave the details and further questions up to the professionals.

-Reporting Hotlines: (some states offer online reporting)

- 1) Kansas Protection Report Center: 1-800-922-5330
- 2) Childhelp USA : 1-800-4-A-CHILD
- 3) If a Child is in Immediate Danger: 911

Child Sexual Abuse IS Preventable!

- 95% of CSA is preventable through Education (Child Molestation Research and Prevention Institute)
- It's Everyone's Responsibility
- If you are a parent TALK TO YOUR CHILDREN



The Approach to Ending Sexual Abuse

- Prevention Education
- Intervention
- Direct Treatment
- Community Outreach
- Advocacy and Legislation



Jenna's Law Model Policy (HB 1041)

- Started as an Education Law. Passed first in U.S in TX, 2009. Mandating sexual abuse prevention training for primary and secondary school students, staff, parents. Includes:
 - Knowledge of warning signs that indicate a child may be a victim
 - Actions a child who is a victim should take to obtain assistance and intervention
 - Available counseling options for students affected by sexual abuse
 - State Education Agency holds the schools accountable (annually). Budget Neutral. Districts choose implementation.
 - Over half the country has duplicated portions of Jenna's Law language and it's principals as an education policy.

5 Steps to Protecting Children

- 1) Learn the Facts
- 2) Minimize Opportunity (minimize adult/child interactions alone)
- 3) Talk about it
- 4) Recognize the signs
- 5) React responsibly



More Tips to Prevent From CHILDHELP

- 1) **Make sure your child and adults around your child understand they should never be left alone with an adult**
- 2) **Teach your kids it's OK to say NO and that their voice matters**
- 3) **Ask questions if they are avoidant of a person or place**
- 4) **Teach them correct names for body parts**
- 5) **Pay attention if someone shows great interest in your child**



How To Talk To Your Kids

- 1) Start Early: Same time you teach not to cross the street. (2 years old) Example: during bath teach them appropriate words for body parts and no one else should touch them.

- 2) Know What to Talk About: Explain to your kids what grownups should never do with children. Bring up rules like:
 - Adults shouldn't be interested in your private parts-body parts that are covered by a bathing suit.
 - Adults never need your help with their bodies.
 - Adults never should tell kids to keep something secret from their parents.
 - What types of "touching" are allowed and the difference between hugs and touches that make you feel weird.

How To Talk To Your Kids

3) Teach them (and respect) their right to control their bodies:

- Their body is theirs and no one has the right to hurt their bodies, even if it's a known adult.
- Don't force your child to kiss or hug anyone if they don't want to

4) Encourage them to Speak Up and They Have Choices (RESIST acronym):

- Remind them to ask questions if they feel unsure or uncomfortable about a situation

5) Tell them you will believe them and they won't be in trouble if they tell

*This should be ongoing conversation *Take teaching moments



CHILDHELP[®]

Speak Up Be Safe

PREVENTION EDUCATION CURRICULUM

Emotional,
Physical,
Sexual Abuse

Neglect

Bullying,
Cyberbullying



The Five Big Ideas



Safety



You deserve
to be safe



Child safety is an
adult responsibility



There are
safe adults



Five Childhelp
Speak Up Be Safe
safety rules

1

**It's
MY
body**



2

**Ask an
adult if
I'm safe**



3

**I have
choices**



4

**Tell
someone**



5

**It's NEVER
my fault**



FIVE CHLDHELP SPEAK UP BE SAFE SAFETY RULES

2
It's okay to
ask for help to
keep yourself &
others safe

3
I have
choices

4
Tell
someone in
authority

1
I decide
what to do
with MY
body

5
Abuse is
NEVER my
fault



FIVE CHILDHELP SPEAK UP BE SAFE SAFETY PRINCIPLES

Childhelp Speak Up Be Safe™ 4th Grade Lesson 1



FACILITATOR NOTES

In your introduction, you may want to include a few sentences about why you feel being safe is important and why it is important for you to come teach the safety rules.

FACILITATOR SCRIPT

Lesson 1 (45 minutes)

A. Introduction (3 minutes)



Good morning/afternoon students! My name is _____ and I'm here today to talk with you about personal safety. I'll be teaching you a couple of safety rules from the Childhelp Speak Up Be Safe program today, and I'll come back another day to teach you the rest of the rules that will help you Speak Up and Be Safe.

Before we get started learning the safety rules, let's talk about some rules you already know, like the classroom rules.



Raise your hand if you can share one of your classroom rules and explain why it's important.

Call on a few students.

Examples include raising your hand to speak, listening quietly when someone is speaking, taking turns, not interrupting, etc.

These rules are used to help your teacher be able to teach the lessons you need to learn every day, and they help you and your classmates learn.

Following these rules is a way to show respect to your teacher and your classmates, and we'll talk about the idea of respect more later. We're going to use these rules for this today's lesson, too.

If you have a question during the lesson, just raise your hand and wait for me to call on you.

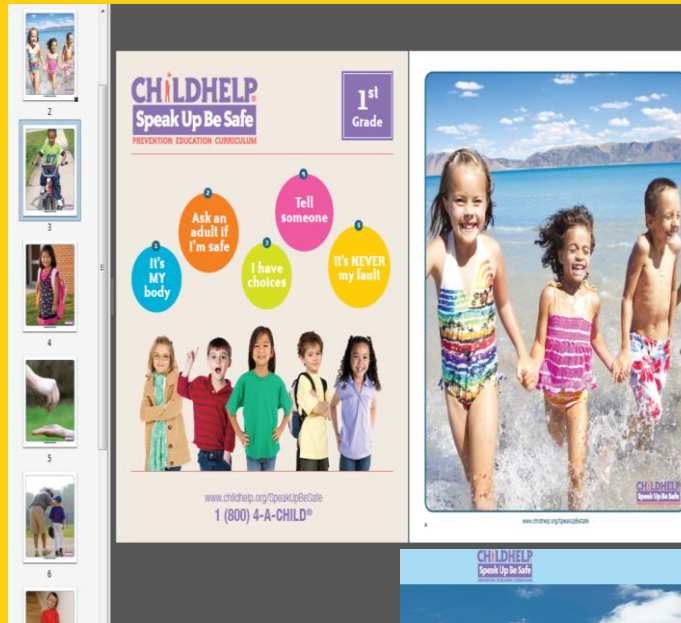
COMMON CORE STANDARDS

CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

RELATED SLIDES

Slide 1: Title Slide, 4th Grade Lesson 1

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What's Included in the Curriculum?

Involving Safe Adults



CHILDHELP NATIONAL HEADQUARTERS
4350 E. Camelback Road, Bldg. F250
Phoenix, AZ 85018
T 480-922-8212
www.speakupbesafe.org

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Childhelp Speak Up Be Safe™
Grade Lesson 1



Dear Parents & Caregivers,

Your child's class will be participating in a very important program called Safe™ that teaches children and teenagers about personal safety. During the program, a trained facilitator will present research-based, age-appropriate lessons that teach skills to prevent or interrupt cycles of neglect, bullying and child abuse - physical, emotional, or sexual. The Childhelp Speak Up Be Safe curriculum includes information for teachers and community to reinforce important safety rules.

As your child is getting older, personal safety is becoming more of a shared responsibility between adults and adolescents. The lessons focus on helping adolescents identify safe adults and learn five safety principles:

1. I decide what to do with my body.
2. It's okay to ask for help to keep yourself and others safe.
3. I have choices.
4. Tell someone in authority.
5. Abuse is never my fault.

There is important information attached to this letter that you should read to help keep your student safe. We encourage you to read this information with your child. Thank you for your support. Speak Up Be Safe!



Your Child Participated in Childhelp Speak Up Be Safe™ Today!

Key messages in Lesson 2:

- Your child reviewed information from Lesson 1, including: all children deserve to be safe and respected; adults are responsible for keeping children safe; and the first two safety rules: "It's MY body" and #2 - "Ask an adult if I am safe."
- Children learned that abusers sometimes use force, tricks, gifts, or bribes to get children into unsafe situations. Children learned about bullying, cyberbullying, and how to stay safe when using technology such as cell phones.
- Children learned that in situations where they feel unsafe, they should always choose to get to a safe place. They learned a few choices - run, escape, speak up, ignore, stay away, and tell someone.
- Children learned that it is important to follow the safety rules, even if someone is not following the safety rules, and that it is never their fault to be in a situation where they feel unsafe or not following the safety rules. Children learned that if someone is not following the safety rules, it is never their fault. Children learned that if someone is not following the safety rules, it is never their fault.

I have choices when I feel unsafe!

- R** Run
E Escape
S Scream
I Ignore
S Stay Away
T Tell



1 (800) 4-A-CHILD®
www.childhelp.org/SpeakUpBeSafe

TO LEARN MORE PLEASE VISIT:
www.childhelp.org/SpeakUpBeSafe

WHAT YOU SHOULD DO:
If you know or suspect a child is being abused, please call 1 (800) 4-A-CHILD®
Remember, children's safety is in your hands.



YOU HAVE BEEN CHOSEN!!!

As part of the Childhelp Speak Up Be Safe™ program, this child was asked to identify a safe adult he/she could go to when feeling unsafe. You have been chosen as a safe adult by this child, which means this child may come to you when he/she feels unsafe, has questions about safety, or if he/she knows of another child who is unsafe.

As an adult, you have the responsibility to help keep children safe from child abuse. There are four kinds of abuse to be aware of: neglect, physical, emotional, and sexual abuse.

Reinforcement Activities

A Safety Net Activity

This activity requires a ball of yarn or string. Teacher or facilitator should review the concept of a safety net with the children and discuss how safe adults and the Safety Rules can help provide a network of safety around the children. This activity encourages children to personalize the lessons and how the learning applies to their individual lives.

Teacher or facilitator should instruct children to stand in a circle. A ball of yarn is held by one child, and he/she says one thing or person who is in his/her safety net. The ball of yarn is passed to someone across the circle while the previous child continues to hold the string. The ball of yarn is passed around and across the circle until everyone has named something in his/her safety net and a net of yarn is created within the circle. If the class is a smaller group, each child may have more than one turn to build a more substantial safety net.

Teacher or facilitator should...

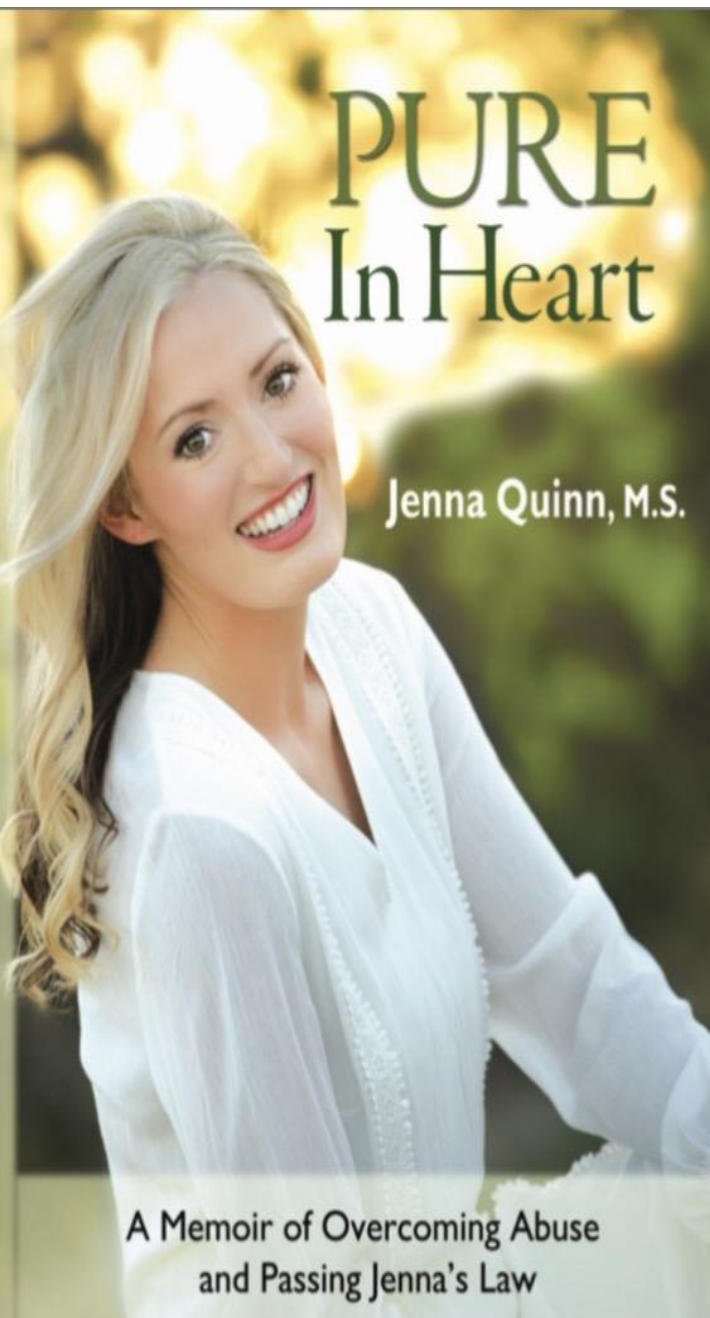
MY 5 SAFETY RULES

1. It's MY body!
2. Ask an adult if I am safe.
3. I have choices.
4. Tell someone.
5. It's NEVER my fault!



Prevention Resources

- 1) Childhelp Speak Up Be Safe (Pre-K-12th grade) Anti-victimization:
www.Childhelp.org/SpeakUpBeSafe
- 2) Recognizing and Reporting Curriculum: www.trainingcenter.net
- 3) Darkness to Light Stewards of Children and Exploitation Module:
www.D2L.org
- 4) OffenderWatch Initiative: TASK program: <http://offenderwatchinitiative.org>



-Self-Help/ Prevention book through sharing my story.

-Prevention based with extensive list of warning signs and symptoms of child sexual abuse

-Provides List of Resources in the back of the book, including 24 Hr Hotline

-Written for survivors with sensitivity, discuss shame and forgiveness in depth.

*Also Available on [Amazon.com](https://www.amazon.com), [BarnesandNoble.com](https://www.barnesandnoble.com) and [JennaQuinn.org](https://www.jennaquinn.org).

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