

Teaching Students to Recognize and Report Sexual Abuse

Rebecca Lallier, M.Ed.
 Dothan Brook School
 School Counseling by Heart
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Sexual Abuse Data Advocate to Stakeholders by Identifying the Need

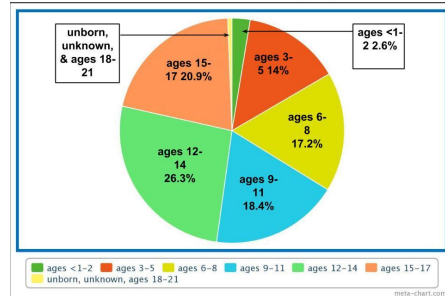
Child Sexual Abuse Statistics

62,936 children were sexually abused in 2012¹

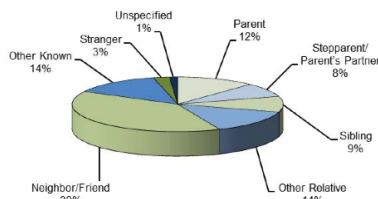
1 in 10 children will be sexually abused before their 18th birthday²
 1 in 7 girls
 1 in 25 boys

The **majority** of child sexual abuse incidents **go unreported**³

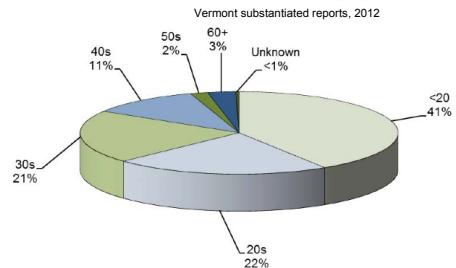
U.S. Sexual Abuse Victims by Age, 2012¹

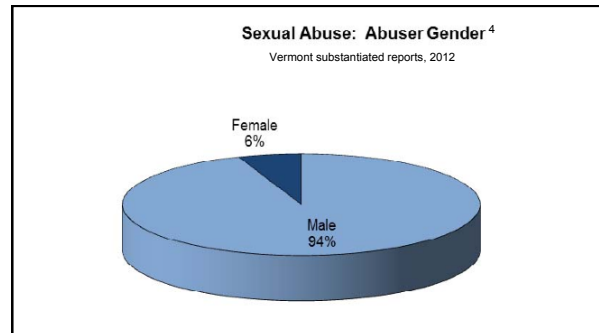
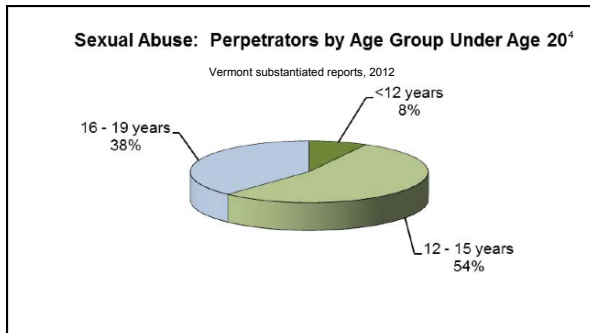


Sexual Abuse: Relationship of Abuser to Victim⁴
 Vermont substantiated reports, 2012



Sexual Abuse: Abuser by Age Group⁴
 Vermont substantiated reports, 2012





**Centers for Disease Control:
 Critical Content for Training Youth⁶**
Child Sexual Abuse Information

- how to **identify appropriate, inappropriate, & harmful behaviors** from adults and other youth
- **no one has the right to force, trick or coerce** kids into sexual situations

- sexual offenders, **not their victims**, are responsible for their behavior
- the **importance of reporting** sexual abuse
- **how** to report
- **to whom** to report
- teach youth **how to interact appropriately** with each other

Protective Factors

- educate about the **bystander approach**
- encourage kids to **tell a trusted adult** about inappropriate or harmful things that have happened to themselves or others
- **empower kids to protect themselves** by checking in with caregivers, staying with friends, identifying trusted adults

- educate youth about healthy sexuality
- Teach how to **recognize appropriate behavior** and to **avoid exploitive or inappropriate behavior** toward others

National Health Education Standards⁷

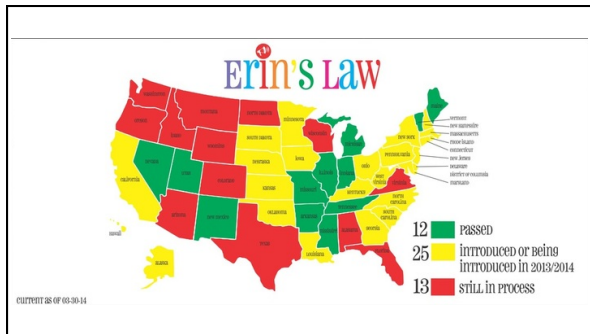
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Erin's Law

Requires sexual abuse and assault awareness and prevention education PreK-12, along with staff training on sexual abuse prevention.



ASCA National Standards

- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A2.6 Use effective communications skills
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Challenging the Barriers⁶

Denial/ignorance about scope, frequency, and impact of abuse, and who perpetrators are

- use statistics, current events, actual cases

Fear of community response

- frame sexual abuse prevention as part of health and prevention education

Attitudes about sexuality

- ongoing opportunities to openly communicate and discuss the issue with parents, staff, and other stakeholders

Be persistent in addressing myths, denial, and fear related to child sexual abuse prevention!

Preparing to Teach Sexual Abuse Prevention Lessons

You've Already Started

Bullying prevention
Assertiveness training
Conflict resolution
Problem solving

All provide important foundational skills for sexual abuse prevention!

Tell Kids in Advance

- "We are going to be talking about ways to **keep our bodies safe** *just in case* and we're going to talk about it in a way that **feels safe.**"
- talk privately with students you know have been **abused or had other trauma** (consult parents/therapists first)

Provide Clear Behavioral Expectations

- help yourself and others **focus** so everyone will know what to do if something unsafe ever happens
- feeling uncomfortable **without being silly**
- be respectful, because this **may have already happened** to some people in this room

Ground Rules for Discussion

- we're **not** going to talk in the group about anything that really happened to us or to someone we know
- we're **not** going to talk in the group about anything that *almost* happened to us or to someone we know
- important things to talk about, but we **talk about them privately with a trusted adult**

Balance Tight Control and Discussion

- maintain firm **focus on objectives**
- **quickly rein in** “what-ifs” and conversations when you don’t know how they will end
- pose direct questions and scenarios that address and **redirect toward objectives**
- allow kids to share thoughts enough so you can **assess their learning**

Role Plays and Practice

- kids must **practice** in order to be able to **master a skill**
- expectation that **everyone will participate** because everyone needs to know how to do this important safety skill
- kids repeatedly see/hear the **safe behavior being modeled** and the calm, reassuring adult response of safety

Teaching the Lessons

Concepts and Skills

- **Identifying trusted adults**, both in and out of school
- **Your body belongs to you**, and you get to say who touches it
- The **private parts** of your body are the parts of your body covered by your bathing suit *and/or* correct anatomical names

- Older kids, teenagers, and adults who touch the private parts of a kid’s body (or get a kid to touch their private parts) know it’s wrong and don’t want to get caught, so **they try to trick kids**
- **No secrets about touching!**
- **Trust your yucky feelings**
- Sexual (or physical) abuse is **not your fault**.

- The best way to stop sexual abuse is to **tell a trusted adult** about it
- If you tell, but the abuse keeps happening, tell another adult! **Keep telling until the abuse stops**
- **Adults at school MUST get help** for kids who tell them about sexual abuse
- There are **lots of ways you can tell**

- Unfortunately, sometimes kids get sexually abused, but there are adults who know what to do to help them *“I know what to do”*
- Say **“NO!”** (if you can), **GO** to a safe place with other people, and **TELL** an adult you trust

All of these concepts need to be repeated, and the skills need to be

Practiced, Practiced, Practiced!

Recognizing Grooming

Younger kids: “tricking” Older kids: “grooming”

- abusers rely on **tricking** kids and then getting them to keep **unsafe secrets**
- abusers don’t want to get caught, so they choose targets they think will be **passive** and who they can **be alone with**
- abusers **might be nice at first**, but then do something unsafe

Grooming tricks include:

- fake trustworthiness
- testing boundaries - roughhousing, jokes, tickling, sexualized games
- increasingly invasive touch
- intimidation, blaming, and confusing
- sharing sexual material
- breaking rules
- sharing drugs and alcohol
- communicating secretly

How to Tell

- Say “I feel uncomfortable being around this person.”
- Use a stuffed animal to talk for you.
- Write it down and give it to someone to read.
- Just tell.
- Make a scene so someone knows something is wrong.
- Say “Something is happening.”
- Write it while you’re sitting with a safe adult.
- Say “I’m having trouble saying this.”
- Say “Help me. Something happened to me but I can’t say it.”

- Act it out with dolls from the dollhouse.
- Ask to read books about safety with the school counselor.
- Draw a picture.
- Use colors to show how you feel.
- Use a rubber band to show how stressed you feel.
- Rip or crumple up paper to show how you feel.
- Ask “Do you know what to do if a kid is getting touched inappropriately?”
- Whisper it.
- Ask “Can I have a time to see you?”
- Say “I have something important to tell you.”

How Kids Feel After Telling

brave, relieved, proud, glad, happy, surprised, supported, torn

- explicitly talk about how telling usually makes kids feel better
- incorporate an activity to reinforce this idea

PreK-5 Lessons

Pre-K Lessons - Care for Kids

Bodies are good and special. Your body has public and private parts

Feelings are all okay. Sometimes they can be mixed up.

Touching - you get to say if someone can touch you

Secrets - never keep secrets about touching.

Kindergarten Lessons

You Are in Charge of Your Body: Safe touches make us feel happy. Uncomfortable touches make us feel sad, yucky, or weird.

Practice:

- saying "Stop, I don't like it."
- telling an adult about uncomfortable touch

Private Parts of the Body: what/where they are; touching rules; no secrets; always tell an adult about touching private parts.

Practice: telling an adult, "Someone touched my private parts."

Activities: identify trusted adult, color bathing suit picture

First Grade Lessons

Safety with People We Know and Strangers: No, Go, and Tell; check first; trust yucky feelings; tell trusted adult about yucky feelings, secrets, & touches; identify trusted adults.

Practice: No, Go, & Tell and Check First scenarios
Activity: color No, Go, & Tell & Check First papers

Private Parts/Telling an Adult: what/where they are; touching rules; no secrets; always tell an adult about touching private parts.

Practice: responding to scenarios about touching private parts

Activity: identify and draw pictures of one in-school and one out-of school trusted adult

Good/Safe & Uncomfortable/Unsafe Secrets:

Good/safe secrets make you and others happy & only last for a little while. Uncomfortable/unsafe secrets make you feel sad or yucky, and would make others upset. All secrets about private parts and touching are uncomfortable/unsafe secrets. Always tell about uncomfortable/unsafe secrets.

Practice: telling an adult about secret scenarios

Activity: identifying safe & unsafe secrets

Second Grade Lessons

Being Safe Around People You Know and

Strangers: Check First; trust yucky feelings; personal space; pairing up; No, Go, & Tell.

Practice: No, Go, & Tell and Check First scenarios

Activity: color No, Go, & Tell and Check First papers

Private Parts Are Only For You: tell a trusted adult about uncomfortable/unsafe touch and secrets; strategies to avoid uncomfortable/unsafe touch; grooming tricks; identifying a trusted adult.

Activity: identify and complete activity sheet about trusted adults

Telling About Unsafe Touches: sexual abuse is never a kid’s fault; grooming tricks; always tell an adult; different ways to tell an adult; keep telling until an adult believes/helps you.

Practice: Role play telling adult about a grooming/ touching/secret scenario, including when adult doesn’t believe/help.

Activity: color Your Body Belongs to You paper

Third Grade Lessons

Trusting Yucky Feelings, Removing Self from Unsafe Situation, Telling an Adult:

a seemingly friendly person may not be your friend; yucky feeling is a signal to get away; being assertive; always tell about yucky feelings, even if nothing “bad” happened.

Activity: draw picture of self telling about yucky feeling

Your Body Belongs to You: privacy; you can say whether or not you want to be touched; trust yucky feelings; trusted adults; what to do if someone wants to or does touch your private parts or wants or makes you touch theirs; grooming tricks.

Activity: color Your Body Belongs to You paper

Recognizing Grooming and Telling a Trusted

Adult: grooming; grooming tricks; trusting yucky feelings; how to tell an adult even if you don't know how to; telling helps you feel better.

Activity: color Tricky Words and Real Words From Real Kids papers

Fourth Grade Lessons

How to Tell About Sexual Abuse, Even If You Don't Know How: complex feelings; you can find a way to tell, even if it's hard or you're scared; safe, trusted adults will help you; telling helps you feel better.

Activity: I Told and Made The Abuse Stop

Identifying Grooming and Telling an Adult:

grooming, grooming tricks, trust yucky feelings; being assertive; persevering and navigating confusing/scary situations; telling helps you feel better; identifying trusted adults.

Activity: write and/or draw about how you could tell an adult about sexual abuse

Fifth Grade Lessons

Sexual Abuse: a kind of violence that involves forcing, intimidating, tricking, and/or harming; relationship of abusers to victims; age of abusers; some kids are abusers and need help; grooming tricks; sexual abuse is a serious, not- uncommon problem; tell a trusted adult on behalf of self or friend who is abusing or being abused.

Activity: examine & report on sexual abuse data

Break the Silence Against Sexual Abuse (video/ discussion lesson):

sexual abuse happens to regular kids; grooming; telling is the best way to stop sexual abuse; keep telling if an adult doesn't believe/help; telling on behalf of a friend; kids feel better after telling; safe, trusted adults will help; drugs and alcohol can contribute to sexual abuse; whenever safe and possible, kids stay with their families.

Curriculum Resources

Prevent Child Abuse Vermont

- Care for Kids (PreK-2)
- We Care Elementary (3-6) - *pilot*
- Sexual Abuse-Free Environment for Teens (SAFE-T)

<http://pcavt.org/index.php?id=511>

Second Step Child Prevention Unit

- spring 2015
- replacing Talking About Touching
- will include
 - training for staff
 - information for parents
 - lessons for students

<http://www.cfchildren.org/child-protection.aspx>

School Counseling by Heart

- Teaching Kids How to Tell About Sexual Abuse
- Teaching Kids To Recognize Grooming
- Preparing Students (and Yourself) for Sexual Abuse Prevention Lessons
- Using Data to Teach About Sexual Abuse Prevention

- “I Got Safe So Quickly”: How Kids Feel After Telling About Sexual Abuse
- Shrinking the Hurt
- I’ve Got a Secret . . .
- Kindergarten Lessons for Sexual Abuse Prevention
- First Grade Lessons for Sexual Abuse Prevention
- Second Grade Lessons for Sexual Abuse Prevention

- Third Grade Lessons for Sexual Abuse Prevention
- Fourth Grade Lessons for Sexual Abuse Prevention
- Fifth Grade Lessons for Sexual Abuse Prevention
- Coloring Book Helps Kids Learn About Sexual Abuse Prevention
- A Must-Have Video: Real Kids Tell How to Stop Abuse

- Recommended Books for Teaching About Sexual Abuse Prevention
- *Care for Kids: Sexual Abuse Prevention for Pre-K and Kindergarten*
- *watch for more posts!*

All lessons/activities are free. Please credit School Counseling by Heart if you share.

<http://schoolcounselingbyheart.wordpress.com/2013/01/01/sexual-abuse-prevention-resources/>

Resources & References

Resources

**also good resource for parents*

School Counseling by Heart

<http://schoolcounselingbyheart.wordpress.com/>

General Child Sexual Abuse Prevention Information*

<http://pcavt.org/index.php?id=160>

Messages to Give Young Children* <http://pcavt.org/index.php?id=169>

10 Ways to Talk to Your Kids About Sexual Abuse*

<http://everydayfeminism.com/2014/02/10-ways-to-talk-to-your-kids-about-sexual-abuse/>

Teaching Touching Safety Rules* (Committee for Children)
<http://www.cfchildren.org/advocacy/child-safety/teaching-touching-safety-rules.aspx>

Keeping Children Safe and Thriving* (Committee for Children)

includes video <http://www.cfchildren.org/child-protection.aspx>

Teaching Kids Consent, Ages 1-21*

<http://goodmenproject.com/families/the-healthy-sex-talk-teaching-kids-consent-ages-1-21/>

Child Sexual Abuse: 6 Stages of Grooming*

<http://www.oprah.com/oprahshow/Child-Sexual-Abuse-6-Stages-of-Grooming>

How to Handle Abuse* (for kids)

http://kidshealth.org/kid/feeling/emotion/handle_abuse.html

The Case for Teaching Kids "Vagina," Penis," and "Vulva"

<http://www.theatlantic.com/health/archive/2013/04/the-case-for-teaching-kids-vagina-penis-and-vulva/274969/>

Conversation Starters: What Happens When School Staff and Parents Start Talking About Preventing Sexual Abuse

<http://www.brainchildmag.com/2013/03/conversation-starters/>

Prevent Child Abuse Vermont National Training Center

<http://pcavt.org/index.php?id=511>

Vermont's Sexual Violence Prevention Technical Assistance

Resource Guide (TARG): Incorporating Sexual Violence

Prevention into the Health Curriculum

http://education.vermont.gov/documents/educ_health_ed_TARG.pdf

References

¹ U.S. Department of Health and Human Services, *Child Maltreatment 2012*

<http://www.acf.hhs.gov/sites/default/files/cb/cm2012.pdf>

² Townsend, C., & Rheingold, A.A., (2013). Estimating a child sexual abuse prevalence rate for practitioners: studies. Charleston, S.C., Darkness to Light.

http://www.d2l.org/site/c.4dICJOkGcISE/b.6143427/k.38C5/Child_Sexual_Abuse_Statistics.htm

³ Finkelhor, D., Ormrod, R., Turner, H. A., & Hamby, S. L. (2012). Child and youth victimization known to school, police, and medical officials in a national sample of children and youth. *Juvenile Justice Bulletin*, (No. NCJ 235394). Washington, DC: United States Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

⁴ Vermont Agency of Human Service, Department for Children and Families, *2012 Report on Child Protection in Vermont*
<http://dcf.vermont.gov/sites/DCF/files/pdf/reports/2011%20Child%20Protection%20Report.pdf>

⁵Vermont Agency of Human Service, Department for Children and Families, *2011 Report on Child Protection in Vermont* <http://dcf.vermont.gov/sites/dcf/files/pdf/reports/2011%20Child%20Protection%20Report.pdf>

⁶U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *Preventing Child Sexual Abuse in Youth-Serving Organizations: Getting Started on Policies and Procedures*. <http://www.cdc.gov/violenceprevention/pdf/PreventingChildSexualAbuse-a.pdf>

⁷U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *National Health Standards* <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>