



## #PowerInPrevention Ending Child Sexual Abuse: Updates on Child Sexual Abuse Prevention with Elementary School Ages Tuesday, January 16, 2018

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AKJ: Hi everyone! Thanks for joining us today.

AKJ: PowerPoint slides for this web conference are available here  
<http://www.preventconnect.org/2017/12/powerinprevention-ending-child-sexual-abuse-updates-on-child-sexual-abuse-prevention-with-elementary-school-ages/>

AKJ: For audio over the phone please call 1-888-447-7153, passcode 879 736#

AKJ: Upcoming PreventConnect web conferences can be found here  
<http://www.preventconnect.org/2017/12/announcing-the-2018-preventconnect-web-conference-series/>

AKJ: For past #PowerInPrevention Ending Child Sexual Abuse web conferences visit  
<http://www.preventconnect.org/2017/09/5-years-of-insight-and-action-powerinprevention-ending-child-sexual-abuse-web-conferences/>

LJ: I believe I would answer B

AKJ: @Ruthie PowerPoint slides for this web conference are available here  
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AF: I work with COLLEGES and UNIVERSITIES on ways to promote the well-being of the thousands of children and youth with whom they interact. Think sport camps, tutoring programs, swimming pools, music lessons, and so on. We also address the vulnerabilities of adults who have intellectual disabilities served by higher education. Check out [WWW.HIGHEREDPROTECTION.ORG](http://WWW.HIGHEREDPROTECTION.ORG) to learn more.

AKJ: What role does school-based social and emotional learning programs play for children who have experienced abuse?

MH: how to access help

AE: Where is the Second Step program being used?

CH: Playing a large role in de-stigmatizing the conversation about abuse

KM: If they have not come forward yet it may make it easier and safer for them to come forward with their experiences

ME: They have the role of teaching children appropriate and inappropriate touch

KV: How to recognize that the experiences they have are not normal.

SW: It may help those children better cope with their experience better survive their trauma.

JZ: It provides a support system for the children and a space for them to feel comfortable.

RZ: provides them with resources and support

LM: Children who have experienced abuse are taught to identify abuse, types of abuse and how very they

can disclose and report the abuse.

EB: I think it also helps these children feel that they aren't alone and that the abuse wasn't their fault

PO: School-based SEL student's tools to seek help. Will also hopefully give them skills they need to prevent the cycle of abuse from continuing.

DL: @Alyssa You can get more information about Second Step at <http://www.secondstep.org/>

SB: It can help children understand that their emotions are valid, especially if they're taught that their voice may not be valued at home.

SW: That it is okay to tell and whom they can tell. Lots of kids do not know that what is happening to them is not okay. They know they do not like it but often feel they will get in trouble if they say something. For those who have disclosed, trauma informed classrooms could open the door for a better learning and supportive environment

SH: what age level is this started?

LJ: I believe that school -based social and emotional learning programs play a HUGE role for children who have experienced abuse. Children spend a lot of time in school and it is very important to address this in the places where children spend the most time.

JK: children who have experienced abuse are at a higher risk for becoming perpetrators themselves; teaching social emotional competences would diminish this risk

EP: It may also help those that have not had this experience to help notify and friends or classmates about behaviors that are not healthy

SW: for children with disabilities, understanding the differences between safe and unsafe touch is a difficult topic because often times, children with disabilities require touch in order to have their needs met

ML: @Jen Kissiar - The majority of child victims do not grow up to become perpetrators. This may be a helpful reference: Widom, C. S., & Massey, C. (2015). A prospective examination of whether childhood sexual abuse predicts subsequent sexual offending. JAMA Pediatrics,.

GD: While the data shows that sexually abused children do not grow up to be perpetrators, what I am seeing increasingly is that sexually abused children are all too often reacting sexually towards their peers. I am getting calls from many school administrators in the last year telling me they have never before seen children inappropriately touching others in the (alarming) degree and rate at which they are now seeing.

AKJ: How should sexual assault organizations and school systems assess whether to collaborate on child sexual abuse prevention plans?

SW: Meg, is there a way I could get your email in order to connect with you a bit more on the SEEM program?

ME: I think all schools need to work with sexual assault organizations because this problem exists in all schools, organizations, groups, etc.

JT: Meg's email is at the end of the slides. And here is the info: Meg Stone Executive Director, IMPACT Project Director, IMPACT: Ability, a Program of Triangle [mstone@impactboston.org](mailto:mstone@impactboston.org)

PO: Assess the school's needs and the strengths of your agency, to see if you are the best fit for that school.

MA: Mandatory partnerships with sexual assault agencies and those working to prevent CSA.

SW: My organization, PAR, works almost daily in the schools teaching a prevention program as well as training staff and administrators to react and identify problematic behavior. We also help them create and update their policy on sexual harassment and sexual assault. It did take us YEARS to get into these schools

despite sexual assault education being a state curriculum requirement and we offer it for free.

SH: are others finding that too much is disclosed early or to too many staff members at the school then when the child comes to a child advocacy center for the forensic interview it may impair the child's ability to feel like sharing the initial story again?

EF: Sexual Assault and Domestic Violence centers can also collaborate with community prevention programs such as D&A and nutrition and fire safety, for instance, to work with the school as a cohesive unit and realize we are all working for the same thing - to keep kids safe. So instead of all these different programs coming into the schoolroom one time a year, we are all giving the same messages and giving resources and working with teachers so that they can get over their inhibitions about talking about these disturbing issues.

VA: In my line of work, I do not work directly with schools. However, depending on the certain preventive plans depends on what sexual assault organizations should be collaborating with the schools. Both of the organizations have to make sure that the prevention plans that are being implemented is relevant.

GD: Our Director of Prevention reports that like Shelby Wade, it takes YEARS of working towards a "Yes" with schools. Some of them are starting to approach us given how much grief administrators are beginning to experience.

LJ: I feel as though, currently, our school systems are assessing whether to collaborate on CSA prevention plans based on their time schedules and curriculums in place. However, I believe that it should be assessed based on the need for it in the schools, gaps in curriculums, and the risk for kids in our community. Our agency uses the Second Step curriculum, the Early Learning curriculum, 4th R Curriculum and other programs.

DO: Do parents have an option to "opt out" of any CSA programs?

SB: Could you talk a little bit about how you might address empathy deficits in children with disabilities where empathy is not necessary present naturally?

KM: How do we teach children with disabilities that are may be lower function and those who do not have the general fear of danger?

AR: Rather using "rules" or "good touch/bad touching rules" shouldn't the conversation focus more on boundaries, and helping children identify their boundary and respect the boundaries of others? Wanted to clarify information. Thanks!

EB: Do you have any tips on language usage that can help lessen the blame on sexual abuse survivors? For example, my organization has started teaching "safety skills" rather than "safety rules" because we don't want children to feel bad if they are sexually abused and can't follow the rules we teach them. I'd be interested to hear thoughts.

MS: I agree. Safety skill is the language we use.

ME: I have worked in a batterer intervention program, and what we did with men was ask them to describe their worst incident of abuse from the victim's perspective: how it impacted them at the moment, and how it impacted the survivor's life overall: spiritually, socially, emotionally, etc.

SB: @Matthew Evans: What was the response?

MS: Matthew, can we talk about that more offline? I'd like to hear more.

SB: ^ I'd love to do the same.

ME: Like what was discussed in the presentation, men can understand what others are thinking, but struggle to understand how abuse impacts their life overall, i.e. the long-term, deeper impact

ME: For instance, that abuse isn't just harmful to the victim at the specific time, but effects the victim's

feeling of safety in the world, their level of trust in others, etc.

AKJ: What are you taking away from this session?

LK: We've been tasked with teaching lessons K - 5, but this is a broader problem.

SB: I've been doing a lot of concentration on empathy building as prevention, so this was really helpful for me to hear directly how that is currently being implemented!

SW: new approaches to supporting schools when it comes to prevention programming for children with disabilities.

DD: I am learning that planning is crucial in working with this population.

CW: Understanding how personal safety programming can be effective in the context of social/emotional programming.

RW: I am glad that people are thinking about how certain care plans for people with disabilities might include touch that we would need to be very specific about so there isn't confusion. It's more than whatever is under your underpants no one should ever touch.

EF: I like the idea of collaborating with schools to incorporate an overall safety and prevention program in early elementary so that the students are hearing the messages on a weekly or even daily basis.

LN: I am taking away more knowledge on the importance to keeping these programs going and how to work alongside the schools that will benefit the children in our local communities.

NT: I provide a lot of programming to students in grades K-3 but I need to be expanding my approaches to include much more.

KJ: Speak to the child more on their level rather than speaking as if they are in trouble for something that may have happened to them. In other words, speak with empathy. Be open and available for the kids to come to you no matter the situation rather than shaming them.

KM: We have taken away that we are teaching not only skills but to be kind of learning about empathy and being able to change cognitive empathy over affective

JEB: Motivated to try to push this at a statewide level. I really liked that you focus on appropriate touch, not "no touch" because it is a basic human need.

AKJ: What is one action you will take?

AF: Take Away - listen carefully to the critics and objectors.

SF: Hi Cordella - there is a great app for interviewers that face a forensic interview with a child with a disability. [www.disabilityabuse.org](http://www.disabilityabuse.org)

LJ: I would like to try to implement some touching rules or guidelines into the schools in our community.

RW: Share the resources with school counselors in the Belize School Counseling Association and with the Ministry of Education in Belize.

AR: Could "appropriate touch" be defined?

KM: We are going to take information to our meeting tomorrow with our school for exceptional children tomorrow to better effectively communicate with them.

TM: I do public policy. Perhaps we combine a version of Erin's Law and criminal justice reform and focus on Second Suite for social and emotional needs of children, with cultural sensitivity, including children with disabilities.

SW: I have been checking in about students with disabilities and special needs when I offer our curriculum to our schools. This will help with language to describe to schools how we can do this.

AW: Taking this info to a State-wide Taskforce I am leading to improve school based abuse prevention programming

EF: Begin putting more effort into collaborating with school teachers and counselors to continue giving the CSA prevention messages throughout the school year through story books, activities, and role plays.

NT: Try to get programming into more than just our local elementary schools. More programming is needed overall so children hear these messages on a regular basis rather than just at certain grade levels.

JSF: Support school-based programs and initiatives that are geared toward equipping children with disabilities with skill-based tools to prevent CSA

DD: I am going to meet with several key stakeholders and explore how to intersect SE leaning mandates and training of trainers workshops for educators and counselors

KJ: Having a support group which covers appropriate and inappropriate touching would be very helpful.

SW: THANK YOU ALL!

JSF: excellent presentation

MR: Thank you)

MA: Thank you!!

EF: Thanks to all for a wonderful presentation and important information.

SH: Thank you)

VJ: Great presentation, thank you!

LK: Take a closer look at how we're approaching this. Wish we could afford the C for C Safety unit for all of our elementary schools.

ME: Thank you for the great presentation!

AW: Thank you so much!

AL: Thank you!!

EE: Thanks great information!!!