

# PreventConnect

## TRANSCRIPT

### WEB CONFERENCE

After Sandusky: What we have learned to prevent child sexual abuse in youth-serving organizations

**Monday, November 19, 2012**

2:00-3:30 PM Eastern (11:00 AM – 12:30 PM Pacific)

### Presenters and Guests

Karen Baker, Director  
National Sexual Violence Resource Center

Keith Kauffman, Ph.D.  
Portland State University

Janet Saul, Ph.D.  
Research Psychologist and Chief of the Prevention Development and Evaluation Branch of the Division of Violence Centers for Disease Control and Prevention

### Host

Joan Tabachnick & Cordelia Anderson

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We're about to begin. Good day, everyone. Welcome to the ending child sexual abuse series. Today's call is being recorded. I would like to turn the call over to Cordelia Anderson.

>> Welcome everyone, "After Sandusky: What We Have Learned To Prevent Child Sexual Abuse In Youth Serving." There are people from all over the country. Welcome, India. Those of you from there and everybody has been writing in where you are from. It is wonderful to see that range. I am trying to make the screen go forward now. So I might need help from someone. I'm Cordelia Anderson and I'm your co-host with Joan Tabachnick. I want to thank Ms. Foundation, who has committed to a lot of strategies to

ending child sexual abuse. This framework for ending child sexual abuse is one of the most strategic things that we can do to improve the lives of women and communities. Next slide, please. The web conference series overall is designed to build an online community working to end child sexual abuse. And as part of that, we want to raise the visibility and dialogue on child sexual abuse within the prevention community, engage new communities in this movement, not just the people currently involved and increase strategic action around child sexual abuse. That is why we have phenomenal presenters and incredible range of participants on this line who can share their experience. I can't remember now, my panic about realizing. It is world day of prevention for child abuse. Appropriate for us to be here with that. I want to turn it over to Leona Smith, she had Calcasa, PreventConnect, can explain the technology to us and make sure everyone is comfortable with this particular type of web conference.

>> Hello, everybody. Really quickly, if you are listening through your computer and at some point your audio goes out, please dial in. We are putting in the number in the text chat and there is also you'll notice on this slide the ilinc technical support number if you are having difficulty getting sound. I will go ahead with my presentation. There is a raise hand function in this web format. If you have a question at any time because your line is muted, you can raise your hand and we will look over and see it and possibly respond to you in the text chat. If everyone could just go ahead and humor me and raise their hand right now so I can make sure that function is actually working. That would be great. Thank you. I'm seeing a lot of hands go up. You'll notice there is a text chat box and the text chat box is a great opportunity for you to communicate with each other and also with the speakers. And ask questions and get our attention. Once again, you'll notice we are putting information in this text chat function. Right now regarding audio or anything else that might be happening. The power point slides are available on PreventConnect. And that information was put into the text chat, but we'll make sure to put it in once again. If you know PreventConnect's website, you can go on there to the ending child sexual abuse section and Download the slides. A recording of this -- thank you, Ashley. A recording of this webinar will be provided at the end of this webinar as well as the text chat. So if there is information that has been shared in the text chat you would like to get but were unable to save it at the end of the webinar, please know you will have access to that. We do polling questions and feedback questions. I'm going to go ahead and start the -- set up the first one for us now. Did you attend a previous ending child sexual abuse web conference? And I'm seeing there are a lot of answers going in. Joan and Cordelia, can you see the responses?

>> Yes. It looks like we've got almost 2/3, maybe a little more than that. There is a little jumping around. A number of people that have been on these before. We also look for reaching new people. There are a number of people who have not been on one of our ending child sexual abuse web conferences before. So some new audiences as well.

>> So I'm going to go ahead and turn this over to you, Cordelia. And that's all I have to share.

>> I think that is to Joan now.

>> Is it to Joan?

>> Yeah. Great. So first of all, just really a pleasure to be here and wonderful to see people from India and New Zealand, Alaska, all over the country. It is quite amazing. We've expanded the number of people who can be on the call. So it is nice to be able to welcome everybody who wants to be part of this. So I probably don't need to answer this question, but we like to start with why this topic? Why are we thinking of after Sandusky, what we have learned to prevent child sexual abuse in youth serving organizations? The main reason we felt so strongly about doing this is being able to create a culture or environment where making the perpetration of child sexual abuse highly unlikely. This is the kind of shift that becomes the foundation for prevention. With this particular case with Penn State and a growing number of cases, we are in a unique moment in time where people are looking for answers. I often hear, how could this have happened? A more important question, I want to do something. We want to talk about what we can learn from these highly visible cases, how do we sustain this level of conversation and interest and activism around ending child sexual abuse.

>> Joan, we are being asked to speak a little louder.

>> Great. Thank you for jumping in Cordelia. Is this better. Hopefully this is a little bit better. The learning objectives for today are that we have three -- we hope that everybody here can describe three lessons they have learned after the Penn State case. We would like everybody to outline key strategies for youth serving organizations beyond just reporting and identify maybe three key resources or three resources that you didn't know anything about for building on these lessons learned. Back to you, Cordelia.

>> Okay. So the issue here is what comes to mind -- this is a static slide meaning I couldn't put the picture on here first of just seeing Sandusky as the football coach. When you saw that picture before all this came to mind, people would have thought of Penn State, football, a prestigious college. That is some of the ripple effects of this, now when we see this image, we think of this image on the other side. What we want and we think of perpetration, we think of failure to acting we think of protecting organizations over children. What we are here to talk about today and what we want to come to mind is child sexual abuse is preventable. The role of youth serving organizations and any organizations that has youth presentation and the role of colleges in raising the next generation of prevention activists. Another image that comes to mind sometimes with

this one is this one. "Forbes" magazine in July did an article, are we making the same three mistakes Penn State made. Failure to recognize fatal flaws in otherwise strong performers. The second mistake in the article that Roger Dooley outlined is not dealing with problem personnel immediately, the third mistake is fudging to avoid short-term embarrassment. When I step back from that I know one of the challenges of working in this area for all of us is how we stay present and focused on solutions, how we don't get too overwhelmed that we can't act. It can be tempting sometimes to stick our heads in the sand. In a past webinar, web conference in this series, we had both frameworks and Berkeley media studies. We talked about how media covered cases and the Ms. Foundation For Women funded Berkeley Media Studies Group to do a study after Penn State, look at what the coverage was like and how that was different than before. There were definite Changes. There was more direct discussion of child sexual abuse. There was certainly a lot of attention. There was discussion of organizational impact and many more statements from child sexual abuse advocacy groups that addressed broader issues, that discussed solutions and prevention and focused on safety of all children and all individuals. We were still at a spot when this snapshot study was done when this case first came out of still taking a bit longer to be proactive in terms of getting our messages out there. Help steer the discussion towards prevention. We are getting better and better and better at doing that. Back to Joan.

>> Great, thank you, Cordelia. On the screen is a button that was developed by the association for the treatment of sexual abusers. It was created as a handout to ask members when they have this button to wear the button. Along with the button came the request to talk about child sexual abuse prevention. Using the Penn State case, they worked with the National Sexual Violence Resource Center to create letters people could send out. To make it easy for somebody out in the field to do something. The similar series got created after Sandusky was sentenced. This is not -- this may be the end of that case, but needs to be the beginning for the rest of us around prevention. This is a quote I really love from the institute of medicine health promotion in 2006. How do we change the environment within youth serving organizations. The quote is, it is unreasonable to expect that people will change their behavior easily when so many forces in the social, culture and physical environment conspire against such change. Basically the idea of being tough on crime may not work anymore. Especially if we are talking about children and teens that may be sexually abusing another child. We want to be tough and smart. It is time to be smart around this. We need to look at the values, how we interact, how we connect to the resources in our communities and how do we make everyone a part of our culture and look out for each other and look out for each other's boundaries. I would like to end my part just saying that with Jim, who is the president and CEO of Prevent Child Abuse America information without action is a

missed opportunity for prevention. This web conference is to share some information from three very high quality presenters about what your opportunities for action can be.

>> I'm sure many of you on this line know our presenters. We are thrilled to have Janet Saul, Karen Baker and Keith Kaufman. Janet Saul has been a behavior scientist at the division of violence prevention. She is in her role she advises senior leadership for strategic directions for programmatic and leadership activities for gender activities and HIV prevention care and treatment. She coordinates with other U.S. Government agencies and helps with conducting several related activities, but prior to this position, Janet was part of the leadership team in the division of violence prevention and one of her activities there was to consult with NGO's and researchers to create the document preventing child sexual abuse in youth serving organizations, getting started on policies and practices. And those of us that had the opportunity to work with her on that, very much appreciated her skills and savvy. Janet has worked and volunteered with numerous community-based organizations, parent support programs, tutoring programs, domestic violence shelters and a reproductive health center. Karen baker has her Masters in social work from the university of Kansas. In several years she worked with children in the foster care system and their families. She joined the Pennsylvania coalition against rape in 2000 to help establish the national sexual violence resource center where she remains the director. Karen is the incoming vice president of the national coalition for prevention of child sexual abuse and exploitation and a board member for the association for the treatment of sexual abusers. Dr. Keith Kaufman is a licensed clinical psychologist and professor of psychology at Portland state university in Portland, Oregon. He chaired the state prevention committees in Ohio and Oregon and co-chaired the committee that created Oregon's first statewide sexual violence prevention plan. He is a member of the national coalition to prevent child sexual abuse and exploitation and served on the board of the national alliance of sexual assault coalitions and is past president of the association for the treatment of sexual abusers. Dr. Kaufman brings his clinical work that he has done with the assessment and treatment of child sexual abuse victims and juveniles. He provided consultation in many areas and developed a number of treatment programs. He is a prolific author including a variety of chapters and books and his most recent book is "Preventing Sexual Violence, a Practioner's Source Book. And Dr. Kaufman has co-authored the first prevention chapter to be included in the member manual. You will hear a lot more about Dr. Kaufman's current work on a project that looks at making a comprehensive and sustainable child sexual abuse prevention self-assessment approach available to more than 4,000 boys and girls clubs nationwide. That was initially funded by Vision of Hope a grant from The Pennsylvania Coalition Against Rape. We want to make sure you have time to hear these wonderful presenters. I will start with Dr. Saul.

>> Thanks so much, Cordelia. Welcome, everyone. What I'm going to be doing for a few minutes is briefly describing a CDC publication on preventing child sexual abuse within youth serving organizations. That is a picture of the cover on the screen right now. What I'm going to do is walk you through the process of what we went through to create this document, talk about who was involved, how we came up with the content and what is actually in there. So how did this come about? As CDC we held what we call an expert consultation. We did that with folks who actually do this work every day and can talk about what they believed were the critical components for child sexual abuse prevention in youth serving organizations. We had 17 participants. These included representatives of national youth serving organizations and these were organizations that already had child sexual abuse prevention programs, policies and procedures in place. Then we also had some child sexual abuse researchers as well as what we call child sexual abuse resource organizations. These were organizations that were already providing training, technical assistance and written resources to individuals, communities and organizations on child sexual abuse prevention. As we engaged with these folks and started a conversation with them, they made it very clear that they didn't want a publication that was just a list of strategies. That they wanted to make sure we put whatever strategies that they came up with in a broader context and so you see a couple of broader framing issues on the screen. These are laid out in much more detail in the publication. But I just want to give you a couple of examples. So the first one was they said if a youth serving organization is going to create or revise their policies and procedures for protecting kids against child sexual abuse they need to do that considering the mission of their organization, the major programmatic of their organizations. Some organizations prohibit one-on-one contact between either staff member or volunteer and a youth participating in the program. While for some organizations that might really work, think about a mentoring organization. That doesn't work for a mentoring organization. It does not fit with their mission and would not allow with them to engage in their major programmatic activities. That is an example. The second broader framing issue was around striking a balance. This was about the folks at our meeting said we have to remember what is at the core of what youth serving organizations are all about? They are about providing activities for youth that are not just activities, but they are to create positive interactions with children and youths lives. So the activities often are nurturing. They often include positive relationships between the staff and the volunteers and the youth participating. So since that is what youth serving organizations are really all about, when you are thinking about safety and creating safety, what these experts were saying is you need the whole time you are thinking about policies and procedures, keep in mind striking a balance between these two. So that you are not creating, you are not focused so much on safety that there is no longer an opportunity to be nurturing or create positive relationships with youth. So what did these experts have to say about what the strategies were for creating safety?

What you'll see up on your screen now are six child sexual abuse prevention components. I'm not going to go over these in excruciating detail. That is in the document. I will say a couple of things about each of them. Around screening and selection, the point that is made in there, a couple of broad points, we are talking beyond a criminal background check. That you have an opportunity in a youth serving organization to let people know you are serious about protecting children and youth from the time the initial contact that someone makes with your organization. So what is up on your website? If someone says, hey, I might want to volunteer with that organization or get a job with that organization, when they look at your website, is there anything on there that says to them, we're about creating positive opportunities for youth, but we are also about protecting them. So that is from initial contact all the way through to selection. It does include criminal background checks and how you conduct your interview and reference checks, etc. The other piece of this one is they thought you should consider how you screen and select staff but also volunteers. The second component, guidelines on interactions. These are things like standards of conduct for staff and volunteers as well as things like I already mentioned staff to participant ratios or whether your organization is going to allow what we call out of program contact. Is someone in your organization, is it okay for them to be friends on Facebook with the participants in the organization? So those are the kinds of things that guidelines on interactions cover. One of the pieces that the consultants stressed was that organizations should talk through what is considered appropriate behavior within their organization, what is considered inappropriate but maybe not -- it might not go all the way to harmful and what is considered harmful. This continuum of behaviors. And build your standards of conduct around those. The third component is monitoring interactions. If you have these guidelines on interactions, how are you going to know whether people are really abiding by them? So there has to be a way to look at that, to monitor whether or not it is happening. In some organizations it is easier than others. If you are in a building and there are activities going on in the building, you can have things like random observations where people pop in to program activities to sort of see what is going on and how the interactions are going. The other piece that the consultants pointed out here, they thought it was really important that an organization make it everyone's responsibility in the organization to keep an eye on interactions. Whether you are in management, whether you are staff level person, whether you are a volunteer. That you keep an eye on that. The fourth component is environment. That is -- that really, a lot of it is about physical environment and thinking about what are the risks for a particular physical environment? So if you think about taking children on an overnight camping trip, that physical environment has some challenges to it that are different than, again, if you are in a building and things are happening in classrooms or an auditorium. So that portion of the document talks about considering the inherent risk in different activities and how to make the environment safer. The fifth component, no

matter what you have put in place, you have to have response protocols. Not just allegations or suspicions of child sexual abuse, but responses to what happens if someone breaches a policy or doesn't follow a procedure? And the final component is about education and training. And the pieces that are pointed out in there is that number one, this is not a one time activity. This needs to be ongoing. There is transitions, there is attrition. You always have new people coming in and going out. So you have to think about this as something you are doing on an ongoing basis. The second piece that training is for everyone in the organization, not just those who interact with the participants because everyone needs to know what the policies and procedures are, what the protocols are and what these standards of conduct are. In addition, there was a recommendation that you not just do education and training for staff and volunteers, but that you also do it for parents so that you do some sort of child sexual abuse 101 for parents as well as letting them know what the policies and procedures are so they know what to expect and what the standards are. Finally, some child sexual abuse education for youth participants. So those are the main strategies outlined in much more detail in the document. Some other things that are in there. There are some additional resources. Folks talked about how every organization might not be able to take this on all at one time and might need to do a step wise approach. There is a planning tool in the back of the document that has a checklist of the strategies and helps organizations decide where to put their priorities to sort of start with and how to move through all of the different components. Then finally, there are some sample policies and procedures, some links to those. The purpose of that is to say that organizations all across the country and all around the world are thinking about this. And so if you are struggling with how your standards of conduct should look, you don't have to start from scratch. You can really look to other similar organizations who may have created one and just ask them if you can look at theirs and tweak it for your organization. So, again, that is a really brief overview of what is in the document. It is much more in depth. There is a lot more information. There is a link to the document on the screen so you have access to Download that for free from our website. I would like to thank you for your time and I look forward to the conversations later on. Thank you.

>> Thank you so much, Janet. That was wonderful. A huge amount of information to convey in just a short amount of time we gave you. I would like to ask a question of the audience, how many people have either seen or used the CDC publication. If you could answer yes or no to that. Curious to see how widely that has been distributed among this group here. Looks like we have maybe 1/3 of the people who have seen it. That is actually great to know some people have seen it. It is a wonderful resource. As Janet mentioned, it is available for free. I would encourage people to take a look at that. I also would like to ask all of you people who are familiar with using the chat, some people are already doing that, for those of you who have used this document, maybe used similar documents, how have you used that in your work? If you could answer that through the

chat on the side it would be great for us to share some of the ways people have used it. Tim mentioned the CDC publication is helpful and incorporated it into a training for youth serving organizations. Thank you, Leona for putting that in there. It is a wonderful free document people can use. I'm wondering, Janet, if people are answering, what are one or two examples that you have seen people use this or you have heard people using this document that you were able to co-author and pull through with really wonderful piece through the federal government.

>> Sure. You know, we -- when we first rolled this out, we went to a lot of conferences and had some roundtables. And just sort of walked people through it. I think that from my contact with folks in youth serving organizations, I think they did it as someone on here that Linda Johnson said, self-education and linking it to administrators. A lot of time at the conferences when we would be rolling it out, it would be staff at the conferences and they would take it back to their management and talk through some of these things. One of the things that I think was helpful in there were the resources in the back. So people linking to other people's policies and procedures and looking at that a planning tool and saying, we might not be able to do everything in here in the next six months, but let's start with x, y, and z. And next six months we'll do a, b, and c. I do think that helped people.

>> Sounds like Jennifer Grove said there is a great resource for people to refer to after the Sandusky case. Many people have used that with faith-based organizations they belong to or are working with. We'll come back, Janet, to talk to you more at the end. I would like to turn this over to Karen. Welcome, Karen, and thanks for joining us.

>> Hi, thank you, Joan and Cordelia. And hello to everyone. And I would just like to say, too, Janet, we use this a lot at the NSCRC. It is a great foundational piece. I hope everyone accesses it who hasn't had the opportunity. I'm appreciative of the Ms. Foundation for sponsoring this important conversation today. Those of us living in Pennsylvania have been deeply immersed in the Jerry Sandusky case and far-reaching ripples. In fact, the scope has been quite breathtaking at times. Several of the Pennsylvania coalition against rape of can which we are part, center county resource center have been providing resources to survivors and their families and working with the community who the entire community has been in a process of grieving over the last year. We've been working closely with some of the leaders at Penn State and have assisted them in providing training to over 4,000 staff, faculty and volunteers. It has been quite a massive undertaking. We have staff, of course, who have strong community ties to State College or are alumni of Penn State. We had staff present in the courtroom during the trial and sentencing. They heard firsthand testimony from the survivors and the witnesses that certainly impacted them deeply. Our local newspaper

"the Patriot News" Sara Gannon, worked on this full time. She won a Pulitzer for her great reporting. She set a high bar on reporting about child sexual abuse. We certainly still consider her a local hero. And the case has impacted laws in Pennsylvania and resulted in the formation of a children's task force. So for us, it has definitely been both a national and a local story. But really regardless of the location, this situation has just expanded and changed the national conversation and apparently the international conversation judging from who is on here today, in really important ways we all own and can build upon together. I think that really has been a major tipping point in a number of regards. Particularly in the public's understanding of child sexual abuse. The organizational responsibility in protecting children and the impact of media coverage. So I'm going to touch briefly on each of these three areas today and I certainly believe they are all interconnected. So thinking of the public, I really think they now have a much deeper understands of child sexual abuse in general. Including long-term consequences of sexual abuse on victims and survivors, characteristics of child sexual abusers, the role and functioning of grooming behaviors. That term has entered the common vocabulary in the last year. I know you have seen at least one of these pictures before, uh but I think the public really now understands much more about the dynamic of power differentials and not only of grooming of children, but of actually grooming or deceiving other adults and the community as a whole. And also have a better understanding of the red flags that can occur, the critical role that bystanders can play and the urgency of acting on opportunities early in a situation. Perhaps, though, even more dramatically than what a lot of individuals have gained in knowledge, there seems to be a major shift in our cultural values examining the roles organizations play in prevents child sexual abuse. And I know that Penn State has really been in the hot seat, but they are not the only organization that leads me to say that. For instance, also this year there was the conviction of Monsignor Lynn for reassigning priests he knew to be child abusers. Not only the person abusing children, but someone who knew about it and did not take action was held legally accountable. The recent examination of the Boy Scouts. These are three examples in one year. Collectively, it is a significant turning point that puts all organizations, especially those working with children and youth on notice that secrecy and complicity is no longer being tolerated. And that there will be serious legal, financial and reputation consequences. I don't, however, think it is productive when we simply point fingers or assign blame to specific people or certain organizations and somehow distance ourselves from similar troubling behaviors. In fact, I imagine that many of the people who are now in the news struggled with complicated and conflicting values and probably various degrees of denial or perhaps ignorance. I'm sure they had strong loyalties, perhaps they were misplaced. But nevertheless very strong loyalties and very strong commitments to the reputations and success of organizations. That they are deeply invested in. I think that we can all relate to these feelings. I know that I can. The prevention opportunities that we see in this story and

others depend us not distancing ourselves, but rather becoming very intentional about overcoming those same obstacles we face and applying these hard lessons to our own organizations. And that is where we'll really make a difference. The public discourse that is occurring that I think is so healthy and the outrage that is occurring, it allows all of us to imagine what we might do in similar situation. It lets us rehearse in our minds and makes it more Likely we will respond more appropriately. By reviewing scenarios and practicing responses, it makes action much more Likely. That is one of the things that this story of Jerry Sandusky and Penn State allowed all of us to imagine and talk about a common scenario. I don't mean common in that it happens all the time, but one we were all aware of, a lot of people. So it provides a backdrop. And I also think there are things in our current communication systems like blogging and social networking and protection for whistle Blowers, that are contributing to the message going to organizations if you do try to hide these serious crimes it is pretty Likely that sooner or later it is going to be exposed and when that happens, the damage to the reputation is far more serious than if you acted responsibly from the very beginning. There are many organizations that are now scrambling to shore up their own policies and to avoid finding themselves on the front page of the paper. That is kind of a cynical motivation. I also really do believe that most organizations really want to do the right thing and to protect children. Nevertheless it seems to take some kind of tragedy or very public failure for some people to use the document like the one that Janet described to us and the other tools that we have. The first thing that organizations usually look at and implement are the easiest and the most concrete things. They are things like written policies or offering training programs. These are things that people can easily understand, they can duplicate, disseminate, and kind of measure and check off the list. We did this and we did that. And I think they are very important things. They are critical underpinnings. It is a good start, but it is not sufficient in and of themselves. We have to go beyond policies and beyond trainings in order to fully protect children. For instance, the school where many of The Second Mile students attended, had some decent policies in place. They had a policy that no one could take a student out of the school without the parents' permission. The problem in that case was not that they didn't have a policy, it was that they didn't apply that policy consistently. The reason they didn't is because they had some misperceptions about who child abusers are or can be. So since school officials knew Jerry Sandusky, they believed him to be a friend of children so they ignored their policy for him. They gave him a pass. In fact, they felt honored when he came to their school and they were eager to accommodate. I actually think that this is not such an unusual phenomenon. I know I used to work in a group home and although we didn't necessarily have famous people coming to interact with our youth very often, I did notice it was not that uncommon for us to give exceptions to our rules for long-term staff or volunteers or board member. For instance, we had a policy that you couldn't drive a child in your own car. Alone. But if is someone that had been

around for 20 years, you know, they could do that. So that is where the mistakes are made I think oftentimes. We make those mistakes because we think we know who we can trust. So I'm hoping the Sandusky case is a wakeup call for many of us to not allow our own biases and loyalties to allow us to let our guard down. You know, we always tell people to trust your gut. If something doesn't feel right, pay attention to it. I think that is really important. I think there are a lot of examples in this case where people maybe didn't do that. But I also think that our radar isn't always perfect. And sometimes the alarm bells don't go off when they should. And that is where good policies and their very consistent implementation can be critical and can offer some protections. So I do believe that policies and procedures, reporting and training are all very important. But I also think there are some harder and less concrete organizational aspects that need to be explored and discussed and these have to do with leadership. What are the explicit and implicit messages sent from the top about what the values are and what the priorities are, particularly in difficult situations or dangerous or ethical dilemmas. Again, this is much less concrete. Like Janet mentioned, it has to be meshed with your mission and purpose, not something one of us prints off and sends to everybody and they apply it in the same way. It is not that easy. Ultimately, it is what is required. One thing I worry about is unintended consequences. Because I think this can also be harmful for children. I know that some organizations are so fearful that they have a Jerry Sandusky in their midst that they are overreacting and making policies that adults cannot touch children at all. So I recently heard about a couple of day cares in Pennsylvania that have changed their policies as a result of this case. I know of one young child who got badly sun burned on a field trip because the teachers were not allowed to put sunscreen on the child because they were not allowed to touch him. I think that is ridiculous. Another day care made a rule if a child comes up to hug one of the teachers, the staff person has to put their arms straight down at their sides and not hug back. I think that is kind of cruel. These policies really concern me. It is clearly an overreaction based on fear. We all know children need healthy interactions, they need physical touch from adult and we need to help people find the appropriate middle ground. So one of the third areas I just wanted to touch on briefly was about the role of the media. I think one of the most powerful things that was different about the Jerry Sandusky case was the sustained media coverage. They got way beyond just the initial crime report. Excuse me. They were able to explore the story in depth from many different perspectives and reporters that had never covered the issue before like sportswriters, they became interested in understanding child sexual abuse. So we had new voices in the conversation. People explaining it to new audiences. I know this is one of the first times that I recall hearing reporters use the word rape so frequently when describing child sexual abuse particularly regarding boys. That kind of blunt language I think really helped the public understand what was going on. It wasn't some vague horsing around behavior. I've worked with a lot of reporters and I believe that they really do want to get

accurate information out to the public. It is helpful to develop relationships with them and establish ourselves as credible sources before a story like this breaks if possible, if not after offers a lot of opportunities. Some of the things that worked for our communications staff was to create a media packet, so we had the basic background information and statistics that could be handed to people as background and we could help them kind of tailor a story to a particular angle. And we always tried to work prevention into it and help the reporters understand the role they played in making this a better world, basically, by bringing prevention into the story. And a lot of them were very excited about that and hadn't thought about that too much before. We had -- let's see, find my arrow here, sorry. We had staff at the courthouse during the key event such as jury selection, trial, sentencing. At time there were over 300 media outlets camped out in tents on the lawn. This is an actual photo from the event. There were times they weren't allowed in the courthouse or much going on to report about. It was a great opportunity for our staff to walk around and talk to them and explain things and give them background information and perspective and when things started happening and they needed a quote really fast, they had a larger context and more appropriate frame to put it in than what we have seen sometimes in the past. So we are continuing to work with the Pointer Institute that journalists consider a prestigious source of training. We are helping them sponsor and create seminars and training about writing about sexual violence to keep the things we have learned, keep them ever present in reporters' minds and therefore in the public mind. In summary, the comprehensive media coverage and this very complex case allowed the public to better understand some of the common dynamics of child sexual abuse and it also made visible the impact that bystanders and organizations can have either for good or for bad. I think it is now our job to keep focusing on prevention opportunities and to help people tease out the specific actions that they can take and apply to their own situations and their own organizations. And so if you want any more information about what I have touched on, you can contact the NSVRC at [resources@nsvrc.org](mailto:resources@nsvrc.org). Thank you.

>> Great, thank you so much, Karen. You covered a lot of information in a short amount of time. I was really struck by for people like you and organizations that are right there, your comment that you opened with about how this is both very local and national and international. And the transformation that it is and all the ripple effects people have dealt with with this. The good news of how people are using this information to try to really effect change. So we want to ask our participants who have been really lively in the discussion, how the Sandusky trial, sentencing and conviction has affected your work. If people could chat in specifically, is there anything different about this particular one. Karen did a great job. There have been other big visible cases this year. But this particular case, how has this case affected your work? There are a number of people talking about the whole impact of the media and working with media and how that might

have changed there. And opening -- Katie mentioned it is opening the window especially with men to discuss this. A lot more male victims coming forward and talking about this. And just getting attention to that whole piece of the issue. Karen, I want to give you one more chance if there is anything else you are thinking of as you see people's comments?

>> Yes. The comments about males. I think for the rape crisis centers in Pennsylvania, it certainly allowed people to understand that they work with children and also with males. I know because of the name of some of the centers, some people thought they only worked with adult females. I also want to say it has certainly changed our work at the NSVRC, it has given a lot of work but has given a platform to advance the conversation and brought us a strong partnership with the current administration and faculty at Penn State, many wonderful people there that are working hard to set a new tone and to bring compassion and accountability. So want to acknowledge all they are doing.

>> Thank you very much, Karen. We are tracking a lot of the questions that have come up. I want to wait until after we hear from Dr. Kaufman. He has a lot of information and experience to share with us that will set the stage back to a discussion with all of our presenters. So I will turn this over to Keith Kaufman.

>> I just want to say hi to everyone. And I want to especially thank Joan and Cordelia and Leona and the Ms. Foundation. I'm very excited to be here talking with you a little bit about some of the issues that are related with enhancing sexual abuse prevention in youth serving organizations. It is really clear that the Penn State case has captured our attention, I would suggest the need to enhance prevention in youth serving organizations is a long standing issue. A lot of it is wrapped up in the vast number of youth part of youth serving organizations on a daily basis. Every day 57 million children go off to school and estimates suggest that 41 million youth participate in youth sports. This doesn't even take into account the millions of children and teenagers involved in boys and girls clubs and scouts. Child offenders are attracted to organizations that have a large number of children and teens. We do not have any national tracking of child sexual abuse in youth serving organizations. That hampers us in understanding the problem and particular issues with the problem. Despite the Everett efforts that have been made, we still deal with issues of ongoing cases of child sexual abuse in youth serving organizations. Unfortunately, we know that youth serving organizations that had limited resources may be at greater risk having difficulties in this area. As part of our thinking of what to do about this problem, it is important to recognize that the majority of sex offenders are not pedophiles. There is a diverse number of reasons that youth and adults offend and we need to take that into account with effective prevention strategies. One of the biggest problems we struggle with currently is almost all the models we use

are called person focused. In other words, they are models that have been intended and designed to focus on changing attitudes, behaviors and knowledge of individuals. At the same time when we look at youth serving organizations and what they need, what we find is they really need models that focus more on policies, on staff and volunteer practices, on the environmental risks that challenge them and risky situations that put youth in a difficult position. Now a model that we've been using that I think is promising in terms of responding to the kinds of concerns youth serving organizations deal with is something called the situational crime prevention model. I think it offers a nice foundation and maybe something that may be able to guide us in terms of prevention efforts in the future. It is a model that has strong foundations in three different theories, the first being routine activity theory. This is a theory that focuses on crime characteristics in the environment than individual characteristics of a perpetrator or potential victim. The second theory is the rational choice theory. Really, this theory tells us that offenders of all kinds but child sexual offenders of all kinds are active decision makers. They are always going through a cost benefit analysis in their mind how Likely they are Likely to succeed as opposed to the consequences and chances of being caught. The third theory that underlies this model is something called defensible space theory. Basically, this is a theory that tells us that there are specific things we can do in a particular setting to make that setting much safer. So this approach, the situational prevention approach is one we have known about for a long time. It has 40 plus years of success to create safer housing around the world. It is part of 20 plus years of crime prevention efforts. So it is something that we've known about for a long time. It is something that has a successful track record in other areas. The essence, if we want to boil it down, is it really focuses on two things. Identifying particular risks and developing prevention strategies to address those risks. That brings me to a collaborative project I'm very excited about. It is a collaboration I'm involved with with Boys and Girls Clubs of America. My contact is vice president of club and child safety. This is a project Cordelia mentioned is funded by a Vision of hope by Pennsylvania coalition against rape. This is intended to be a model they can do on their own. The second goal is to examine the effectiveness of this approach. Let me tell you a little bit about the approach. It is a six-step approach intended to be self-sustaining, to be used by a variety of different types of organizations. The first step in the process is brainstorming club risks. We try to get a variety of people involved in this type of focus group. From the club we get administrators, staff, volunteers, we get advisory members involved. We get input from parents and youth. This focus group process is a list of risks. We then take these risks and put them into a survey type of form. The idea behind that is we really want a broad based input as possible. We try to get all of the staff and all of the volunteers in each of the clubs to give input through this survey so we make sure we don't miss any risks and to help us prioritize concerns about these risks. Each of those risks in the third step are then taken one at a time and the local club develops a prevention strategy or a risk

reduction solution. At the same time they look at realistic costs for that solution. In the fourth step the club looks at the risks, the solutions, what they are going to cost and they prioritize which risks they are going to address first. In the fifth step, each of the clubs develop an implementation plan for each of the concerns, taking into account what the costs are and they go ahead and implement those solutions. The last step in this process is having organizations make the commitment to an annual reassessment. We know that these settings are very dynamic. We know that risks change. It offers an opportunity to go back and look at how well the solutions took and if they have solved the problem or if there is a need to take a look at concerns that are remaining. So let me tell you a little bit about some of the areas we brainstormed as part of this process so you can get a fuller picture of the situational prevention approach. I want to direct your attention at these two boxes. The black box in the middle represents the club environment. These are the areas the club has the most control. The larger box is the community environment in which that club is situated. The areas in the club environment, there are five, characteristics of at-risk youth and their families. So this may have to do with particular youths that have developmental delays or it may have to do with youths who are particularly needy. It could reflect youths families, children's families that may have difficulties for example with substances. High-risk locations are locations that may isolate a child within the club environment, outside the club grounds and also any place that a club might take a field trip to. Facilitators are a little bit different. Rather than directly being a risk, they are factors that may lead to risks. If you can imagine a nice June day and a couple of people call off to go to the beach, that may change the staff to youth ratio and could cause more risk. Health, accident prevention and physical safety concerns. The attempt to address all kinds of risks. Part of what we recognized is there is a lot more utility to going into clubs and organizations and saying let's put all the risks on the table and come up with solutions for all of them rather than strictly looking at child sexual abuse. Accident prevention may have to do with faulty gym equipment or broken sidewalks, physical safety concerns may have to do with bullying in a club or gang activity in the community that finds its way into the club. Finally, club policies are something that are brainstormed. The typical things that are talked about are the correct policies, do they all exist? Do the policies need to be modified and does staff know about through orientations and other mechanisms what the club policies are? As we move into the community environment we look at community policies. These are the places where the club bumps up against community rules, policies and laws. So for example, if you have a club that takes their children to a community pool, if they happen to be slotted in at a time where it is general swim, then the staff not only have to worry about the physical safety of the children and teens in the pool, they have to worry about the community adults or teenagers who are swimming with their children. Lifestyle and routine activities reflects both routine activities in the club and routine activities they are engaged in by families. On the club side, an example

of a routine activity might be transporting youth in a van and the concerns that may exist around that. On the family side, routine activities might be a single parent who in the summer has to be at work an hour before the club opens and tends to drop the child off who wanders around. The last area we addressed is the larger community environment. In some inner city clubs we worked with, we got information that suggested about 40% of the buildings around the club were abandoned. These are the areas that the children walk through, these are the buildings the kids play in. So there are a host of community environment kinds of things the clubs might be able to impact. These represent the seven areas we brainstormed. The larger model attends to offenders in the community and what we want to know about offenders in the community, how many are there? How well supervised are they? How well treated are they? How does that impact the risks? The final thing we need to attend to is the socioeconomic influences. Every piece of this model is affected by socioeconomic models. There are vast differences if they have a great deal of resources as opposed to the they are impoverished. So to give you a broad-based picture in the first year, which was last year, we worked to tailor the situational prevention approach to the Boys and Girls Club practice. We worked with seven clubs in three cities. Three clubs in inner city Philly, Pittsburgh and a Portland club. That led to a development of an implementation manual for the self-assessment I mentioned. In the second year we are just about to examine the effectiveness of this implementation manual in terms of effectiveness in identifying risks as well as how satisfies the clubs are in using this. 16 clubs in four states, Florida, Indiana, New Jersey and Oregon. And the other piece that I don't have time to tell you about but I'm really excited about, is we are using that manual as the basis for creating a train the trainer package we are going to use with rape crisis center staff to teach them skills and teach them this approach so they have a systematic approach they can use when they do consultation with the community organizations that they work with. So in the future part of our hope is to expand use of the approach with other youth serving organizations. I have done it with children's hospitals, pilot programs with schools. I hope to expand that. We are using this as train the trainer packets with rape crisis centers to disseminate this model and get it out to as many organizations as possible and explore new ways to measure the effectiveness of this approach. Let me stop there in the interest of time.

>> Thank you so much, Keith, that was fabulous. Truly afterwards for you to read some of the back and forth going on in the chat while you were speaking, particularly about interest in finding out what you are doing with the Boys and Girls Club. When will the SPA manual you are developing be available. I want to ask the audience, all you have heard today, what do you think is most useful to your work? What would be helpful to bring your work to the next level to start thinking about stepping out and working more with youth serving organizations? If people can have a chance to respond to that. As

you read through the side panel, Keith, people are asking about how the TOT kind of model might be available more broadly through lots of different networks. The opportunity that people are thinking and listening is great. Someone earlier asked for the video of the CDC report as well as the train the trainer was listed. Have a package training model effective and evidence-based. Looking -- getting people looking for train the trainer, looking for the CDC report would be useful. 2/3 of the people are hearing about that resource for the first time and having something in services for volunteers and staff and learning ways to market this organization. There have been some great questions. Keith, I'm wondering from you, of the things that you -- when I think of working with you over the years you talk about looking at the evidence, is there a way to monitor this. What is your hope for the program you are doing you hope to come out with and how that might be helpful for the audience today.

>> Sure. I'm particularly excited about this project because of the great collaboration with boys and girls clubs and PCAR. The second year funding gives us an opportunity to start to collect data to answer questions about how well this package works on the ground. We'll also be able over the next probably I would say eight or 10 months get information about how the train the trainer package works. I would say both pieces will probably be available next summer or so. For an area that doesn't have very good models for prevention, this has been a wonderful opportunity. We have had great support, a wonderful reaction from the clubs we have worked with. Part of that has to do with this approach being process oriented. So it is all about their setting, it is tailored to their setting, and to be sustainable. The kinds of things they worry about every day in terms of what are things they need to address in terms of risks and what are strategies they need to make to make their environment safer? We are hoping it will get traction and we'll have a lot more to say about it in June or July.

>> Great.

>> Thank you so much, Keith. That is a lively chat. I want to go back to Janet to open our general discussion and dialogue. I'm not able to forward that again. Maybe, Joan, you can to the next slide. I want to go back with Janet and ask you, as you rolled out the youth surveying organization report and you did all of these different pieces, you saw a lot of different people working with it, was there any one area that comes to your mind that seemed to be more difficult than other areas for people to move forward with or they needed more help with?

>> Yes. Thanks, Cordelia. I think that is a great question. Yes, in fact, there was. You know, I listed up on the screen those six components, right? I think that when people first start thinking about this, there is a little bit of confusion about what the purpose of some of these components are. So when I think about those first four, the screening

and selection, the guidelines on interactions, monitoring an environment, so the actual policies and procedures about how -- what's okay to do and what is not okay to do. I think that what gets on fusing and some people have touched on this, some of the other speakers, is that people get kind of hung up on thinking that these components are there, these strategies are there to try to catch people at abusing children. And so I think that is where this thing about if someone breaches a policy, does something they are not supposed to do gives that ride home or has out of program contact, that that is where people have tried to start figuring out what is the motivation behind that? Is this a good guy or gal or is this a bad guy or gal? Is the motivation really they are grooming someone or is it someone who has been around for 25 years who we know is a really great person and that couldn't possibly be their motivation? So I think one of the things we started to do after we did it the first couple of times was to talk about those policies and procedures that the goal for them is not to catch people and try to decide whether what they were doing was to start grooming kids. The goal is to create an unfriendly environment so that if there is someone who is trying to become a staff member or a volunteer with your organization or someone who already is, who has a propensity to sexually abuse children, that these policies and procedures create an environment where they say to themselves, this is not a place where I can do this. If I do this, someone is going to be monitoring my interactions and realizing I have some inappropriate stuff going on or even like I said, as they are looking on the internet, whether they want to be a part of your organization and right up front with all your great stuff about what you do for kids is also, we take child protection really seriously. Here are our standards of conduct. Like right on your website. They get the message. This is not a place I can do that. And trying to get people -- switch people from the trying to figure out the motivation to really the motivation doesn't matter if they breach a policy, they breach a policy and here is the protocol and you follow the protocol no matter who it is. Because if you don't do that, you start to create holes in this view that this is an unfriendly environment. Does that make sense?

>> That's great. Yes. Absolutely, in fact, I remember hearing a speaker from the UK talking about how he was interviewing offenders he found a couple of times there was someone who had sexually abused in an organization and went to another one and did not sexually abuse and went to a third and sexually abused again. When asked about that second organization, that place had policies in place that didn't make it safe for him to abuse. That is exactly what you are speaking to here. Which is so important for people to know. I want to switch to Karen. I wonder, one of the things you talked about is continuing this conversation after the trial. And in particular someone in the chat asked how do you fold in prevention into the story? That is something you mentioned. Could you give some specifics of how you shift the media from a focus on the crime to a focus on prevention?

>> Yes. That is also a great question, Joan. And certainly something that is easier said than done. I think we are doing a lot of experimenting with that. A lot of it when we talk about like this particular case, we talk about all the different people we learn about who had some kind of a suspicion of a feeling that didn't speak out and so you begin to get a picture of lots of missed opportunities. So instead of focusing on, oh, that was missed, try to get people to shift to say oh, well that gives me an idea about how I could use an opportunity in a positive way and something that hasn't happened yet or something that is going on in my life. One way we are going to try to keep the conversation going is through sexual assault awareness month activities. Our theme in 2013 is it is time to talk about it. Talk early, talk often, prevent sexual violence. The "it" we mean is healthy sexuality. Turning people from not just looking at signs of abuse, but what is healthy sexuality? How do we teach children and adults about healthy boundaries, healthy relationships, respect for self and others and those kinds of things? Shifting the conversation in those ways can hopefully build in some vocabulary and some protective factors. We will be trying to do that.

>> Jennifer just put up the link for saam so people can get their packets.

>> Great.

>> Another question in for Keith. Keith, I was really curious. We wanted to know more about as people have implemented what their response has been, there are a couple of key questions that have come up in the chat you are in a unique position to help us with. They might actually relate to this question. But it might take you in another direction. There have been a couple of questions that are really related to how difficult it is when the person is your boss, when the person is a friend and when that is a person that you are uncomfortable with or suspect their behavior to be harmful to children. Is there anything you can speak to specifically, people have come back to that specifically in Boys and Girls Clubs the difficulty when it is somebody you know and trust or has a position of authority over you.

>> I think that is a great question. It is, of course, very challenging. I think that some of the things that both Karen and Janet said, I think helps create a context that makes it a little more reasonable to address those things. But I guess part of what I would say is that once we get, I think that once we get better about helping all youth serving organizations to have better policies in place, to be more thoughtful about things like supervision, more thoughtful about how to implement their policies. I would say once we can get more organizations to have a regular process for assessing risks, I think we make it so much more channeling for anyone in the organization, whether it -- more challenging for anyone in the organization, whether it be a volunteer or a board member or someone's boss to engage in behaviors without it setting off some red flags. So from

my standpoint, I think that all too often we deal with individual situations and start to think about that and kind of hit a wall. If we can think about creating organizations that are better prepared, that have integrated a lot of what Janet was saying, that have an ongoing process for checking out risks, that have checks to monitor the implementation of different policies, that creates the environment where it is so much more difficult for any employee or volunteer associated with the organization to not set red flags off and bells off in people's head when they engage in behaviors that are appropriate or boundary violations.

>> Keith, as you are talking one of the key things you are saying is all the presenters and alive and well in this chat, too, it is shifting the norm. Not that this is a place where these behaviors will be taken seriously, but a place where we really expect people and encourage people and support people to speak up and out when they see harm or have questions. Changing the norm from it is not my job, not my responsibility to not my problem, to it most certainly is. We want to encourage you.

>> Cordelia, I think that was beautifully put. I think we have had this conversation a lot over the years. To extent to which we can change the norm and to the extent to which we can involve and invite parents, youth who participate, other community members to be an extra set of eyes and ears, those kinds of efforts will enhance the safety of a vast number of organizations.

>> So in terms of the questions, we usually ask at the end. We usually ask what is one action. A question that has come up in addition to that is what is one action you can suggest for others, what are the immediate steps you need to put in place for all youth serving organizations. Keith, you presented a process, Janet you presented a wonderful background. If you were to say what was the one action, how would someone get started. You Janet, Karen and Keith.

>> Sure. As far as action steps are concerned, I mean, I would actually say that what Keith is doing would be one of my number ones. I think that our document like Karen said has a nice foundation material. But I think what a lot of organizations really need is a way to walk through a process, to identify where they're at with this and what their next steps should be. So when people ask me where would you go next with this? I think other people are doing the job of where I would go next post our document. Keith is one of them. There are other organizations around the country who are helping youth serving organizations walk through a process. If you are in an organization and you need help with this, there are people out there who can help you walk through a process with the administration and the management and the staff members of your organization. To shore up the protection piece but do it in a way that also allows you to

accomplish the mission that you have to really create great spaces for youth to grow and thrive.

>> Great, thank you. Karen, do you have some thoughts?

>> Yes. I think that the resources that both Janet and Keith talked about today are great starts for any organization. And then there are other resources I'm seeing in the chat. I guess if I could say the one thing to do right now is just put it on the agenda. Put it on the agenda of your board meeting, of your staff meeting, of your strategic plan. Put it on there and have the conversation. That will keep the issue alive and from that you could bring these resources and decide where to start or which thing to tackle first. But the most important thing is get started now.

>> Great, and Keith, do you have any one last thought there?

>> Sure. I mean, I would start with incorporating the document that Janet created and make sure I avail myself of the resources of what Karen was talking about. The biggest thing everything organization should do is have one time a year where they take a systematic look at risks in their environment using whatever approach they want to and put those risks on the table and come up with a plan for addressing them. I think that is the single most effective thing they can do to start.

>> Wonderful. There have been some great comments in the chat, being okay to talk about it. Screening policies, encouraging dialogue about boundaries and respect and know the company's policy around child sexual abuse. If you don't have one, make that a priority to get one. Get started. All three of you have echoed. Really just want to take a moment to say that since we are running out of time here, want to say for more information there are ways to reach Dr. Janet Saul, Karen baker and Dr. Keith Kaufman. Here is the information. All of this information will be posted on the PreventConnect list serve. Both the resources in the chat as well as the slides as well as a recording of this entire web conversation. So want to let you know that will be available and you can see the posting right in the chat right now. Also just to let you know that the next web conversation that we are having is on December 10th. 2:00 p.m. eastern standard time. It is with Christie hurt and Lisa Kline talking about the role of policy in ending child sexual abuse. I want to take a moment here to say thank you. Thank you to Keith Kaufman, Janet Saul and Karen Baker, to the Ms. Foundation For Women, PreventConnect and Leona and Ashley for working through the technical bugs. And particularly to Cordelia, it is always a pleasure to work with you. And thank you to all of the people participating in an active and exciting chat. There is an evaluation form you will be receiving so please when this is over to sign out. That Sends you the evaluation form and allows us to close out the web conference and post it. Cordelia, do you have last words?

>> No. I want to echo the thanks. I'm thrilled with the amazing amount of information that our three presenters got in and the wonderful really quick listing of very specific resources that are in the chats and support for each other. It is a vibrant prevention community.

>> Thanks, everybody and take care.

>> Bye.

>> Again, that does conclude today's presentation. We thank you for your presentation.