

**Welcome,
This Web Conference
Will Begin Soon**

Updates on Child Sexual Abuse Prevention with Elementary Ages

#PowerInPrevention
Ending Child Sexual Abuse Web Conference Series

PC PreventConnect

A NATIONAL PROJECT OF CALCSA

#PowerInPrevention

Ending Child Sexual Abuse Web Conference Series

PreventConnect

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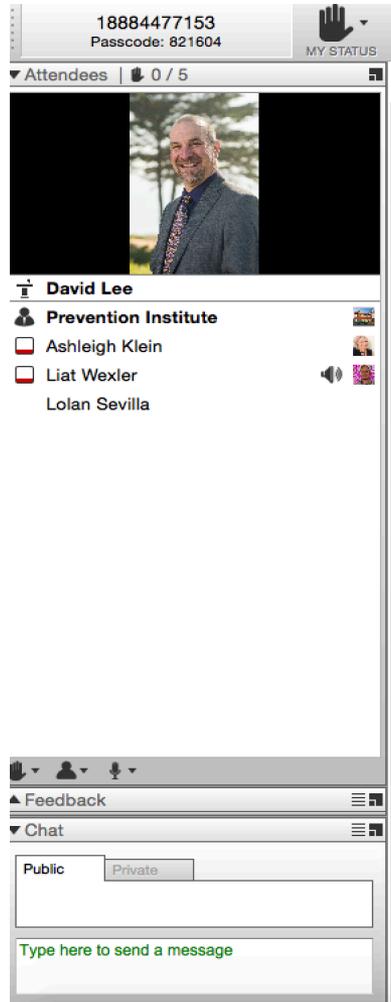
Email Group: <http://groups.yahoo.com/group/Prevent-Connect/>



PC PreventConnect

A NATIONAL PROJECT OF CALCASA

How to Use this Technology



- Raise hand
- Text chat & private chat
- PowerPoint slides
- Polling questions
- Phone
- Closed captioning
- Web conference guidelines
- iLinc Technical Support: 800.799.4510

Power in Prevention Ending Child Sexual Abuse Web Conference series is a national project of PreventConnect and the California Coalition Against Sexual Assault with support from the Ms. Foundation for Women. The Views and information provided in this web conference do not necessarily represent the official views of the Ms. Foundation for Women or CALCASA.



Upcoming Web Conferences

January 17: From Foundations to Innovations: Applying a public health approach to preventing sexual and domestic violence

February 28: How to Build Organizational Capacity to Support Prevention and Equity

March 28: Healthy Masculinities and Gender Norms to Prevent Sexual and Domestic Violence

April 4: **#PowerInPrevention Ending Child Sexual Abuse: Resiliency and Preventing Child Sexual Abuse**

May 16: Addressing Access to Alcohol to Prevent Sexual and Domestic Violence

June 20: Media and Marketing Environments to Prevent Sexual and Domestic Violence

July 18: Economic Opportunity and Supports to Prevent Sexual and Domestic Violence

August 15: Race and Culturally Informed Sexual and Domestic Violence Prevention

September 19: Centering the Margins in Sexual and Domestic Violence Prevention: Intersectionality and Health Equity



#PowerInPrevention

Ending Child Sexual Abuse

2016-2017

- [Survivor Leadership: It's Relevance to Child Sexual Abuse Prevention](#)
- [Prevention through Understanding and Addressing Sexual Behavior of Children](#)
- [A Practical View of the Role that Youth Serving Organizations Can Play in Preventing Child Sexual Abuse](#)
- [The Sexual Abuse to Prison Pipeline](#)
- [Expected and unexpected funding partnerships to prevent child sexual abuse](#)
- [Technology Strategies for Ending Child Sexual Exploitation](#)

2014-2015

- [Unique Opportunities for Child Sexual Abuse Prevention: Learning from Migrant Farmworker Communities](#)
- [Child Sexual Abuse Prevention at the Intersections: Commercial Sexual Exploitation of Children](#)
- [Restorative Justice: A Promising Approach to Ending Child Sexual Abuse](#)
- [Preventing the Harm, Promoting the Helpful: Healthy Sexuality](#)
- [Bridging Knowledge in Child Sexual Abuse Prevention: Promising Practices in Indigenous Communities](#)
- [Pillars of Policy for Child Sexual Abuse Prevention: A Discussion](#)

2013-2014

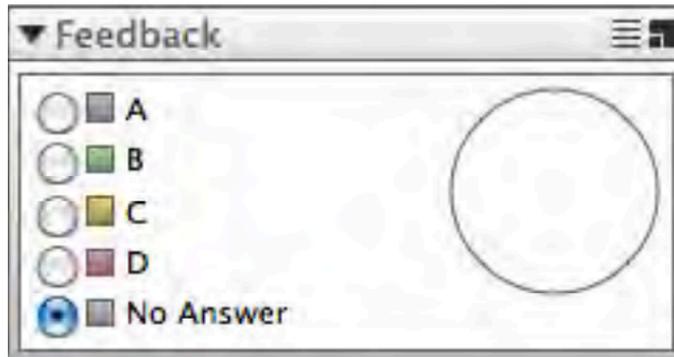
- [Faith Communities Engaged in Ending Child Sexual Abuse](#)
- [Secret Survivor's Tools for Strengthening your Prevention Efforts](#)
- [Power of Organizational Practices: Innovations to Keep Kids Safer](#)
- [Statute of Limitations and its Connection to Prevention](#)
- [Child Sexual Abuse and Disabilities](#)
- [Telling our Stories: Learning as we Build a Movement to end Child Sexual Abuse](#)

2012-2013

- [Including Child Sexual Abuse in the Sexual Violence Prevention Movement](#)
- [Using Media to End Child Sexual Abuse](#)
- [Preventing the Perpetration of Child Sexual Abuse](#)
- [Voices of Experience: the role of direct experiences in social change](#)
- [Healthy Sexuality and Caring Connections: Foundations for Prevention](#)
- [The Role of Arts in Ending Child Sexual Abuse](#)
- [Depictions of children in media and pornography: Implications for prevention](#)
- [After Sandusky: What we have learned to prevent child sexual abuse in youth-serving organizations](#)
- [Policy changes that help and hinder our ability to end child sexual abuse](#)

Previous #PowerInPrevention Ending Child Sexual Abuse Web Conferences

Answer on the left



- A. This is the **first** #PowerInPrevention Web Conference I have attended
- B. I have attended **one previous** #PowerInPrevention Web Conference
- C. I have attended **more than one** previous #PowerInPrevention Web Conference
- D. I **regularly attend both** #PowerInPrevention and PreventConnect Web Conferences



PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA

Updates on Child Sexual Abuse Prevention with Elementary Ages

Tuesday, January 16, 2018

#PowerInPrevention
Ending Child Sexual Abuse Web Conference Series





Cordelia Anderson



Joan Tabachnick

Series Co-Hosts

#PowerInPrevention
Ending Child Sexual Abuse Web Conference Series



Learning Objectives

- Understand how research has driven the evolution of child sexual abuse prevention programs
- Describe the impact of social emotional learning as an essential foundation of primary prevention
- Identify opportunities for collaboration with school systems and how to prevention plans on track
- Explore how prevention efforts can be inclusive of children with disabilities



Why this Session?



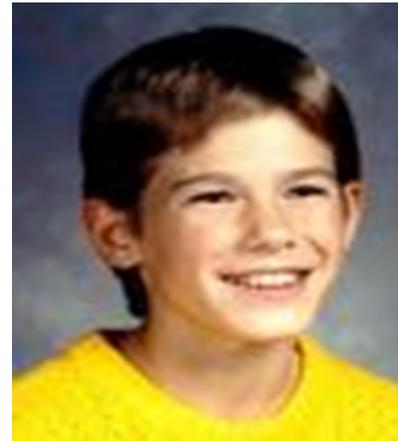
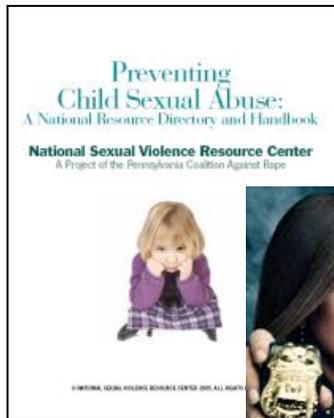
Before the 1970's



1970-2010's

Jacob Wetterling Act

Mandated Reporting Laws



Megan's Law

Victims of Crime Act (VOCA)



Adam Walsh Act



2010's.....



RALIANCE
Ending Sexual Violence in One Generation



Beyond Educating Children/Youth

Adult
Responsibility &
Bystander
engagement

Technology (off and
online issues)

Organizational
Responsibility
YSO's

Healthy environments
for *all* children to thrive;
Risk and Protective
Factors addressed

Preventing the
development of
Harmful Sexual
Behaviors &
Initial
Perpetration

Sexuality &
Relationship
Education
Touch
Continuum
Sexual behavior
Continuum

Better
understanding of
brain
development and
social emotional
learning

Restorative/Transformative
efforts; social justice and
children's rights

- “The weight of currently available evidence shows that it is worth providing children with high-quality prevention education programs.”
- *David Finkelhor*

Finkelhor, D. (2007). Prevention of Sexual Abuse Through Educational Programs Directed Toward Children. *Pediatrics*, 120(3), 640-645. doi:10.1542/peds.2007-



Core Nutrition, More Effective Vitamins





Bridgid Normand, M.Ed
Director of Education & Learning
Committee for Children



Meg Stone
Executive Director, IMPACT
Project Director, IMPACT:Ability, a Program of Triangle

Presenters

#PowerInPrevention
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Bridgid Normand, M.Ed
Director of Education & Learning
Committee for Children

Presenter



Committee for Children



1979

Committee for Children is formed to help victims of child sexual abuse.

Talking About Touching



1981

Our *Talking About Touching* program is released

Social and Emotional Competence



Empathy
Perspective
taking



Emotion
management



Social
Problem
solving

The *Second Step* Program



1985

Committee for Children develops the first edition of the *Second Step* program

The *Second Step* Suite



2011

The *Second Step* SEL Program is revised to set the groundwork for a group of programs that can be taught together:
the *Second Step* Suite

Second Step

Bullying Prevention Unit



2014

With the foundation to bullying prevention, SEL, in place, we created an add-on unit—the *Second Step* Bullying Prevention Unit

Second Step Child Protection Unit



2015

The *Second Step* Child Protection Unit is added to the *Second Step* Suite.

The Committee for Children Commitment

Based on research,
effectiveness
studies

Multi-media rich

Easy to use

Developmentally
appropriate

Practice of skills in
every lesson

Interactive,
accessible training
for adults

Text Chat Question



What role does a school-based social and emotional learning program play for children who have experienced abuse?



Meg Stone
Executive Director, IMPACT
Project Director, IMPACT:Ability, a Program of Triangle

Presenter



Sexual Abuse & Children with Disabilities

- Children with disabilities are **three times** as likely to experience sexual abuse
- Children with intellectual and mental health disabilities are **almost five times** as likely to experience sexual abuse

(Source: Vera Institute of Justice. Sexual Abuse of Children with Disabilities: A National Snapshot)



About the Collaborators

- **IMPACT Boston, a division of Triangle**
 - Abuse prevention & empowerment self-defense program embedded in a disability advocacy & service organization
- **SEEM Educational Collaborative**
 - Eight disability-specific schools
 - Children ages 5-22 who are not effectively served by public schools.
 - Not currently facing a crisis or PR disaster

Supported by a grant from Just Beginnings Collaborative.



IMPACT is leading SEEM staff in creating an organization-wide **Child Sexual Abuse Prevention & Response Plan**



Creating a plan that is...

- **Consistent** with SEEM's mission, values and culture
- **Integrated** into SEEM's daily operation
- Developed in **partnership** with administrators, staff, students and parents



Process

- **Assembled leadership team**
 - Any SEEM staff member could join
- **Assessed needs, concerns and strengths**
 - Anonymous surveys, community meetings, focus groups
- **Defined organizational culture & values**
 - Approaching CSA in a way that is uniquely SEEM
- **Prioritized realistic, values-driven action steps**
- **Evaluation**

Why an Organizational Approach

- Systemic change on a manageable scale
- Shared understanding & common language
- Consistent norms & expectations
- Clarity in stressful situations

Approaching CSA in High-Stress School Environments

- Creating teams that are **trusting and cohesive** enough to grapple with the complexities of sexual abuse
- ...but not so **loyal that they fail to act** when coworkers abuse power or violate students' boundaries



Staying Away from The Extremes



Assuming
everyone at
SEEM is safe



Closed,
suspicious
community

Creating the Opposite of Abuse

IN AN ABUSIVE SITUATION	IN AN ABUSE PREVENTION ORGANIZATION
One person has lots of power & the other(s) have little or none.	Power and decision making is shared among staff in different roles; power sharing between staff, students and families; leaders welcome challenges and accountability
Person with power erodes trust gradually by violating people's bodies and boundaries	Official policies and organizational expectations enable staff to question and challenge more subtle violations
Person with power harms others and touches their bodies in ways they don't choose.	People with disabilities get choice about how their bodies are touched. Staff are also respected if they choose not to give hugs or receive other types of touch.
Person with power goes unchallenged because the person being abused and others are afraid.	Students learn to protect & advocate for themselves and are supported when they do. Staff learns skills and gets support for challenging unsafe situations.
Abuse is kept a secret and not discussed	Abuse is addressed regularly in ways that are similar to every other issue or challenge facing schools. Staff increase their comfort level addressing abuse.

Mission & strategic planning work, not risk management

- Process starts with a **clear definition of the organization's culture, values & expectations**
- Action steps are **specific to the organization**, not generic statements about commitments to safety and wellbeing
- Increases a school's capacity to **critically reflect** on common practices or unexamined assumptions

Plan Areas

- Staff Training & Development
- Organizational Policies and Guidelines
- Parent & Family Engagement
- Survivor Supports & Secondary Trauma
- Healthy Relationships & Sexuality Education
- Prevention Skills for Students
- Reporting

Excerpt from SEEM CSA Prevention & Response Plan Introduction

First and foremost, child sexual abuse is an abuse of power. Therefore our approach to preventing sexual abuse is grounded in preventing abuses of power by creating an organizational culture in which those in leadership are accountable to students, parents, stakeholders, and people they supervise. We believe that disableism (sometimes called ableism), or oppression and discrimination against people with disabilities, is an abuse of power which contributes to the disproportionately high rates of sexual abuse perpetrated against students with disabilities.

Touch Guidelines Excerpt

Any time a staff member is touching a student the touch must be intended to serve the student. The staff member must be able to articulate the reason for the touch. Staff are also expected to be mindful about potential negative effects of touch, given the large number of SEEM students who are survivors of abuse and trauma who may be upset or confused by touch from staff.

The following are recognized reasons why it is acceptable for staff to touch students:

- Education
- Therapeutic
- Safety
- Hygiene and Medical
- Instructional

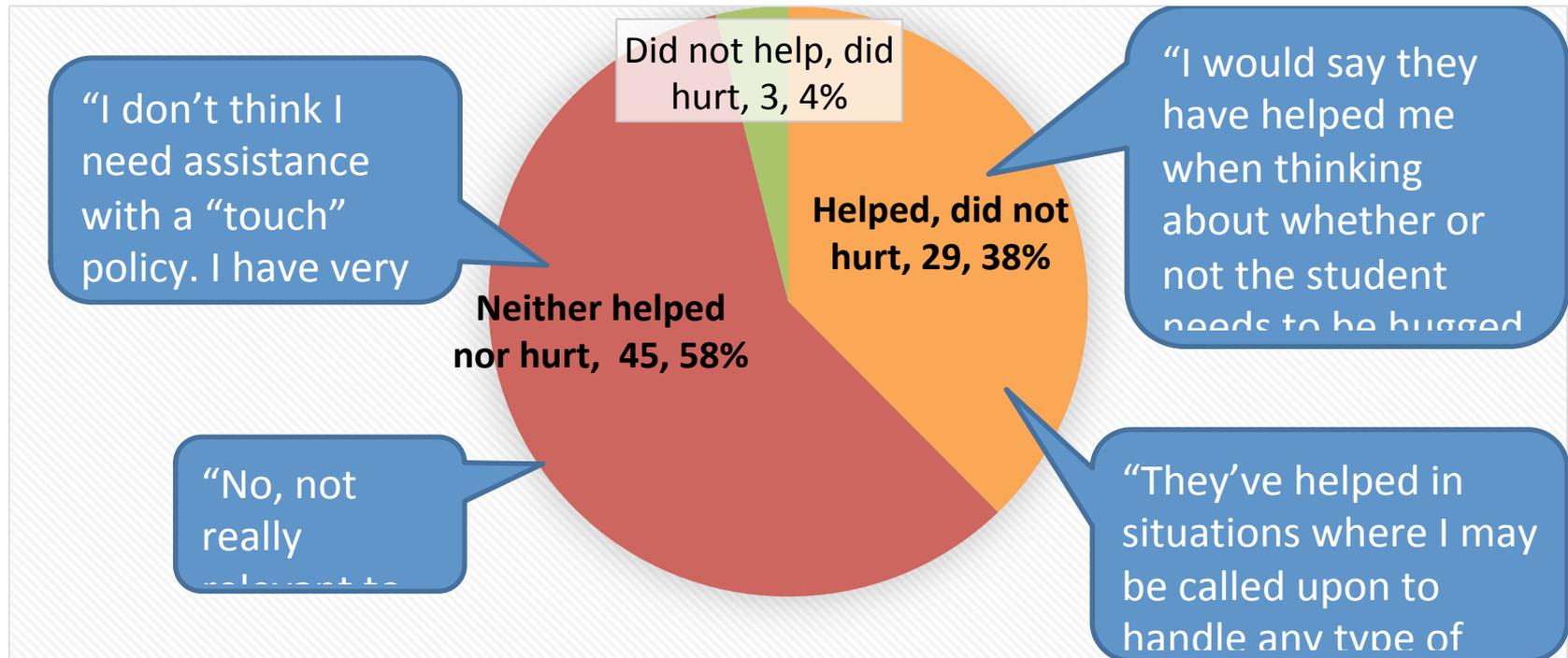
Preliminary Evaluation Results

- **100%** recalled guidelines unprompted
- **41%** referred to guidelines once a week or more
 - Only **15%** never consulted the guidelines
- **75%** intervened or observed others intervening when guidelines were not followed

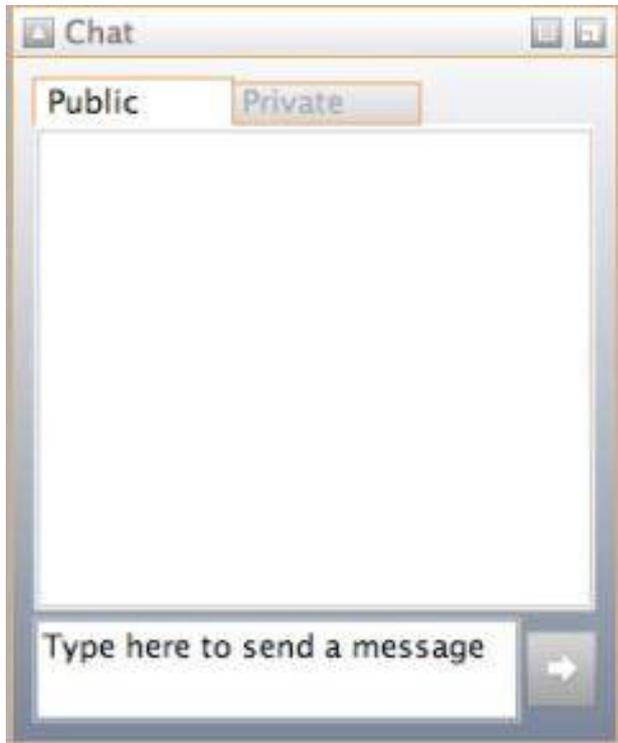
Evaluation conducted by Institute for Community Health
Of the Cambridge Health Alliance



Most Staff Found the Guidelines to be Neutral or Helpful



Text Chat Question



How should sexual assault organizations and school systems assess whether to collaborate on CSA prevention plans?

Discussion with Presenters



Take Away



**TAKE ONE
ACTION!**





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Thank you

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