Objectives

- Increase understanding of ten concepts which may assist in preventing children from becoming victims of sexual assault and from developing risk factors which would increase their likelihood of becoming perpetrators.
- Problem solve barriers and share opportunities to implement comprehensive educational programming with children and youth.
- Take home concepts with tools and recommendations that can be implemented by age group and with parents and schools/youth-serving organizations.

Context
OBJECTIVE 1:

Participants will increase understanding of ten concepts which may assist in preventing children from becoming victims of sexual assault and from developing risk factors which would increase their likelihood of becoming perpetrators.
10 Core Concepts

Sexual Health & Development

Gender Socialization

Intersections of Oppression

Boundaries & Consent

Empowerment & Body Ownership

Self-Regulation & Impulse Control

Understanding, Identifying, & Responding to Trauma

Bystander Intervention

Information on Sexual Abuse

Safety & Risk Reduction

Sexual Health & Development

Teaches anatomically correct terms for body parts

Teaches age & developmentally appropriate sexual development

Teaches evidence-based sexual health

Supports access to comprehensive reproductive health services & information
Healthy sexuality is viewed as an important protective factor against sexual violence in youth and adults (National Sexual Violence Resource Center, 2012). In one study with adolescents, researchers found that there was a statistically significant relationship between increased specific knowledge about sexuality and decreased rape supportive beliefs (Mallet, 2011). Although rape supportive beliefs provide only one indicator of proclivity to engage in sexual aggression, this research provides preliminary evidence of sexual knowledge as a protective factor.

**Sexual Health & Development - Research**

- Healthy Sexuality - Protective Factor, NSVRC\(^1\)
- Correlation- specific sexuality knowledge and decreased rape supportive beliefs\(^2\)
- Higher rates of sexual abuse found among women who received inadequate sex education\(^3\)

3. Finkelhor, 1990
Gender Socialization

- Challenges gender-based stereotypes
- Supports skills & interests outside gender expectations
- Discusses concepts of masculinity & entitlement
- Supports non-binary gender exploration

Gender Socialization

- Gender-based expectations about sex and sexuality, particularly hostile masculinity => higher risk of perpetration\(^1\)
- Hostility itself is not associated with sexual aggression, but rather hostile masculinity\(^2\)
- At young ages, boys know which toys are “boy” toys, and they can predict parental disapproval based on playing with “girl” toys.\(^3\)

2. Voller, 2010
3. Freeman, 2007
Intersections of Oppression

- Promotes respect & understanding for all cultures & identities
- Explores concepts of self-identity & privilege
- Provides instruction on cultural competency & inclusivity
- Explores intersections of race, ethnicity, class, orientation, gender, ability, etc.

Communities that experience more systemic oppression are at higher risk for sexual violence

- College students who endorsed rape myths were more likely to also endorse racism, sexism, homophobia, ageism, classism, and religious intolerance

2. Aosved, 2006
Empowerment & Body Ownership

Provides explicit instruction about body ownership
Distinguishes between public & private parts of the body
Allows autonomy over decision making related to body
Encourages empowerment & practices assertiveness skills

Empowerment & Body Ownership

- Promoting body ownership and empowerment assists in setting & respecting boundaries
- Perceived vulnerability by perpetrators of potential victims has been documented—empowerment is a strengths-based approach¹

1. Conte, 1989
Information on Sexual Abuse

- Provides facts & explanations about sexual abuse
- Provides information about perpetrators & victims
- Emphasizes that abuse is never the fault of the victim
- Dispels common misperceptions about sexual abuse

Due to the frequency of sexual violence, we know survivors are present in prevention programming.¹

- Lack of awareness of what constitutes sexual abuse (for adults protecting children and both potential victims / some perpetrators).²
- Rape myth acceptance is a risk factor for perpetration.³
- Adults should work to keep children safe.

1. Black, 2011
2. Koss, 1987
3. DeGue, 2010
Understanding, Identifying, & Responding to Trauma

- Teaches disclosure skills & encourages disclosure
- Teaches about ACEs & understanding trauma
- Promotes a trauma-informed environment & responses
- Identifies resources & strategies in response to trauma

Understanding, Identifying, & Responding to Trauma

- Adverse childhood experiences are common (ACEs)\(^1\)
- Interpersonal violence = risk factor for perpetration \(^2\)
- Screening and intervening for abuse at younger ages can => services to interrupt the cycle of violence

1. Felitti, 1998; Children’s Trust Fund, 2010
Impulsive behavior is a documented risk factor for sexual violence perpetration\(^1\)

Promoting self-regulation and constructive problem solving has the potential to regulate impulse control\(^2\)

1. Voller, 2010; Moulso, 2013; CDC, 2014
2. Rooney, 1993
Safety & Risk Reduction

- Provides general safety recommendations
- Teaches how to recognize safe & unsafe situations
- Identifies trusted adults & develops support networks
- Teaches self-protective strategies & skills

National survey - 88% included content to tell an adult, 57% discussed the continuum of touch, 78% taught warning signs of dangerous situations

- 37% of program exposed children said that they could think of a time they decided to tell an adult something “because of what they learned in the program.”

- 45% could think of a time they used program information to help themselves or a friend.

1. Finkelhor, 2014
Boundaries & Consent

- Teaches about touching on a continuum (not good/bad)
- Instructs how to say no or reject unwanted advances
- Teaches about setting & respecting boundaries
- Discusses concepts of consent – including affirmative consent

1. Finkelhor, 2014

- Boundaries - setting & respecting
- Consent can be introduced at young ages related to non-sexual behavior
- In a study where the majority of programs discussed touch on a continuum, children reported positive outcomes¹
Bystander Intervention

- Teaches how to help someone in distress
- Builds skills on how to safely intervene
- Encourages creating a safe environment for everyone
- Promotes individual & community responsibility

Risk factors for sexual violence:
- Weak sanctions against violence; social norms supporting violence
  - CDC, 2014
- Can sustain long-term change in knowledge, attitudes, and behaviors for both men and women who participate in bystander programs in college settings
  - Banyard, 2007
OBJECTIVE 2:

- Participants will problem solve barriers and share opportunities to implement comprehensive educational programming with children and youth.
OBJECTIVE 3:

- Participants will take home concepts with tools and recommendations that can be implemented by age group and with parents and schools/youth-serving organizations.
Social Ecological Model

SYSTEM/ COMMUNITY
OTHER ADULTS/ YOUTH ORGS
PARENT/ GUARDIAN
INDIVIDUAL

Stages of Development

COLLEGE
HIGH SCHOOL
MIDDLE SCHOOL
ELEMENTARY
BIRTH - 5
Elementary Focus

10 Core Concepts
Intersections of Oppression
Self-Regulation & Impulse Control
Information on Sexual Abuse
Sexual Health & Development
Boundaries & Consent
Understanding, Identifying, & Responding to Trauma
Safety & Risk Reduction
Gender Socialization
Empowerment & Body Ownership
Bystander Intervention
Sexual Health & Development - Individual

Our Whole Lives: K-1 Workshops
Parent Meeting
Parent/Child Orientation Program

1. Our Wonderful Bodies, Part 1
2. Our Wonderful Bodies, Part 2
3. Healthy Bodies, Safe Bodies
4. Families
5. Families and Feelings
6. Babies and Families
7. Birth of a Baby
8. Celebrations!

http://www.uua.org/re/owl

Our Whole Lives: G3-5 Workshops
Parent Meeting
Parent/Child Orientation Program

1. Values and Sexuality
2. Family Relationships
3. Puberty: Physical and Emotional Changes
4. Gender Identity and Sexual Orientation
5. Lovemaking and Reproduction
6. Health and Safety
7. Communication
8. Decision Making

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Sexual Health & Development - Parents

There's No Place Like Home . . . For Sex Education
Parent Newsletters (4 to 5 submissions for ages 3 through 12th grade)
http://www.advocatesforyouth.org/publications/589?task=view

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Q. How old do you have to be to have a baby?
A. As soon as a girl begins menstruating, she is able to have a baby. Some girls begin menstruating as young as 10 or 11. Just because she is old enough to become pregnant doesn't mean she's ready to be a mother. Being a parent is a big job. It's best for girls to wait until they're grown up before they have babies.

Q. What about boys? When can they become fathers?
A. As soon as a boy begins producing sperm, he can cause a pregnancy. Some boys are producing sperm at age 13 or 14. But again, just because he's physically able to make a baby, it doesn't mean he's ready for the responsibilities of fatherhood.

P. ¿Cuántos años hay que tener antes de poder tener un bebé?
R. Tan pronto como una niña tenga su menstruación, puede tener un bebé. A veces eso pasa a los diez u once años. Pero si una puede quedarse embarazada no significa que está lista para ser madre. Tener hijos es un trabajo duro. Es mejor que las niñas esperen hasta haber crecido completamente antes de tener un bebé.

P. ¿Y los niños, a qué edad pueden ser padres?
R. Tan pronto como empiecen a producir el espermatozoides, pueden causar un embarazo. La mayor parte empieza a los trece o catorce años. Pero igual que para las niñas, el hecho de que puedan producir un bebé no significa que un niño de esa edad está listo para ser padre.
Gender Socialization - Individual

Oliver Button is a Sissy Lesson Plan (I Can Do Anything, PreK - K)
http://www.scholastic.com/teachers/lesson-plan/i-can-do-anything

Overview
The students will understand that gender stereotypes are not always true and can be hurtful. They will develop a sense of how name-calling can be hurtful. In addition, the students will feel encouraged about their ability to do anything they desire.

Objective
Students will:
1. Draw and tell about what they think boys and girls are able to do after a class discussion and a reading.
2. Compare and contrast what they drew before and after.
3. Use listening strategies while hearing a story being read.

Gender Socialization - Individual

Media Sleuths: Examining Gender Roles in Advertising Grades 4 - 5

Gender Stereotypes in Television Advertising for Children
Begin the lesson by asking your students to write a list of five to 10 of their favorite activities, their favorite color(s) and what they hope to do or be when they grow up. Say that you will be using these sheets again when you come back to this lesson after they have had a chance to look at advertising directed at children.

Homework: Pass out the Media Sleuth TV log sheet. Ask students to watch two cartoons or other children’s shows on commercial television and fill in their log sheet. (Some students may not have a television. Make alternate arrangements for them to complete the homework assignment, such as with another student or at a grandparent’s house.)

In class after the homework has been completed
Tally the results by category on a large piece of chart paper.
• How many ads are directed at girls?
• How many ads are directed at boys?
• How many ads are directed at both?"
Gender Socialization - Teachers / Schools

Key Elements for a Training on Developing a Gender Inclusive Elementary School
http://www.welcomingschools.org/pages/key-elements-training-gender-inclusive-elementary-school

Gender & Children: Ideas for Educators / Steps for School-Wide Action

Ideas for Educators in the Classroom

- Help students expand their possibilities – academically, artistically, emotionally – and see that there are many ways to be a boy or a girl.
- Use inclusive phrases to address your class as a whole like “Good morning, everyone” or “Good morning, scholars” instead of “Good morning, boys and girls.” You could also choose and use a name for your class that brings to mind positive attributes - like the Dolphins or the Owls.

Intersections with Oppression - Individual

TEACHING TOLERANCE
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Lesson 1: What Is Ableism?

This lesson is part of the series, Picturing Accessibility: Art, Activism and Physical Disabilities, which provides students opportunities to discuss what they know and don’t know about accessibility, ableism and stereotypes regarding people with disabilities.

In this lesson, students will share what they already know about physical disabilities, stereotypes regarding people with disabilities and issues of fairness and accessibility. They will start learning vocabulary for talking about ableism. Students will develop a list of questions they hope to understand and will explore literature and media relating to ability, disability, accessibility and activism. Finally, students will develop a list of strategies they might use to seek answers to their remaining questions.

Type: Lesson
Topic: Ability
Anti-bias domain: Diversity
Grade Level: Pre K to K|Grades 1 to 2|Grades 3 to 5
Subject: Reading and Language Arts|Social Studies|Arts
Intersections with Oppression - Staff

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Empowerment & Body Ownership - Parents

Their Own Bodies: a feminist, sex-positive perspective on teaching your children body ownership

(Im)perfect Parenting: Teaching kids body ownership

By NATALIE GREEN - Published on July 21, 2015

http://offbeathome.com/2012/10/teaching-kids-body-ownership

Information on Sexual Abuse - Individual

Child Sexual Abuse Prevention - Programs for Children
National Sexual Violence Resource Center

Body Safety Training (Age 3-7)
http://www.washtenawchildren.org/programs/body-safety-training/

Understanding, Identifying, & Responding to Trauma - Adults / Systems

Warning Signs
- Age-Appropriate Sexual Behavior
- Warning Signs in Children of Possible Abuse
- Signs An Adult Is At-Risk To Harm A Child
- Signs A Child Is At-Risk to Harm Another Child
- Behaviors To Watch Out For When Adults Are With Children
- Keep A Journal Of Warning Signs
http://www.stopitnow.org/ohc-content/warning-signs

Resources for Child Welfare, Education, Juvenile Justice, Law Enforcement / First Responders, Medical, Mental Health
http://www.nctsn.org/resources/topics/creating-trauma-informed-systems
Self-Regulation & Impulse Control - Individuals

I Can Problem Solve (ICPS) is a universal school-based program designed to enhance the interpersonal cognitive processes and problem-solving skills of children in preschool through grade 6.

Developed by Dr. Myrna B. Shure for three age groups and supported by 25 years of meticulous research, ICPS is proven to prevent and reduce early high-risk behaviors such as impulsivity and social withdrawal and to promote prosocial behaviors such as concern for others and positive peer relationships.

Evidence-Based / Promising Practice
https://www.crimesolutions.gov/ProgramDetails.aspx?ID=281

Research Summary -
https://www.researchpress.com/sites/default/files/books/addContent/ICPS-res

Self-Regulation & Impulse Control - Systems

School-Wide PBIS (SWPBIS)
Teaches-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible.

When student problem behavior is unresponsive to preventive procedures, information about the student’s behavior is used to:

(a) understand why the problem behavior is occurring;
(b) strengthen more acceptable alternative behavior;
(c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and
(d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs
Boundaries & Consent - Individuals

Sexual Harassment Prevention - Boundaries
Sessions for Grades 1, 2, 3, & 5

Safety & Risk Reduction - Systems

Child Sexual Abuse Prevention for Organizations that Serve Youth

Screening of Staff and Volunteers

Policy Regarding Isolated, One-On-One Situations

Prevention Training for Staff and Volunteers

Plan for Reporting Suspected Abuse
Bystander Intervention - Adults

Where We Live: A Manual for Engaging Parents in Child Sexual Abuse Prevention

Session Two: Bystander

Citations


doi: 10.1007/s11199-006-9101-4


http://www.cdc.gov/violenceprevention/sexual/violence/
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