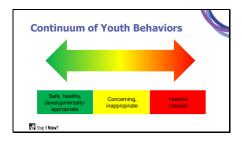


### Slide 2





### **Consider the Context**

Scenario: You walk in on a 6-year-old and a 3-year-old. They are both on the bed, and the 3-year old is naked. The older child is touching the younger child's penis. This is the second time this has happened, but the first time this happened you just asked them to go put their clothes on and get ready for dinner.

What information do you need? What do you want to know?

What questions about motivation, dynamic, activity, and affect do you want to ask?

Stop it Now!"

### Slide 5

### **Consider the Context**

- Is the behavior developmentally expected?
- Have you seen these behaviors before?
- · Have you set limits before?
- Differences in age, size, development?
- · Between playmates playful quality?
- Coercion, manipulation, threats? Obsessiveness?
- · How did the children react when discovered?

Stop It Now!

### Slide 6

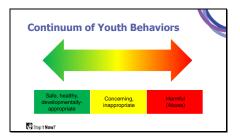
### **Warning Signs of Possible Sexual Abuse in Children**

- Unexplained changes in routines and habits
   Regressive behaviors
   Unexplained fears, mood swings
- Risky behavior
- Secrets
- Secrets Leaves "clues" Unexplained money or gifts Sexualized behavior

Stop it Now!"


### Slide 7 Warning Signs of Youth Causing Sexual Harm Insists on physical contact/alone time with child Age-appropriate sexual behaviors in inappropriate settings Spends time with much younger children Anxious, depressed, needs help Drugs and/or alcohol involved History of violence, own abuse Impulsively sexual or aggressive Behavior elicits complaints/continues after limits set Uses threats and coercion Stop It Now! Slide 8 **Talking with Youth about Warning Signs** Stay calm, don't shame or label Talk about behaviors – not intent · Refer to safety plans and rules · Redirect and talk about alternatives · Help kids build communication skills Let them know that adults are responsible for helping them and their environment stay safe Stop it Now! Slide 9 Response to **Warning Signs** Protect and respond Take action • Follow up • Trust yourself Review and follow the safety plan

Slide 10



### **Harmful Sexual Behaviors between Children**

- Shows vulnerable (younger) child explicit sexual images, videos or content
- Uses force, aggression, bribes, coercion or manipulation paired with sexual behavior
- paired with sexual benavior

  Mature sexual behavior between young children or between an older youth and a younger child

  Does not respect another child's "no" or elicits complaints from another child when playing sexual games

Stop It Now!

### Slide 12

### **Discovery of Abuse or Sexual Harm**

- Disclosure
- Accidental
- Intentional
- Evidence
- > Adult's reaction

Stop it Now!


### **Next Steps**

### FOR CHILD WHO EXPERIENCED ABUSE

- Response
- Talking with others, i.e. parents
- Professional help Resume safety
- Protect relationship

### FOR CHILD WHO HAS SEXUALLY HARMED

- Response
- Resume safety
- Talking with others, i.e. parents
- Professional help
- Protect relationship

Stop it Now!

### Slide 14

### Response to Disclosure and/or Evidence

- System response and safety
  Reporting
  Safety
  Professional Help

### Slide 15

### **Activity: Continuum of Youth Behaviors**

- 1. What is the prevention level?
- 2. What is your response?
- Consider:

Stop It Now!




### Adults' Behaviors with Children and Youth

Stop It Now!

### Slide 17





# Slide 19 Observing Behaviors — Not Intent If we only knew when someone was walking down the wrong road, we might be able to stop them in their tracks, turn them around, and get them help before they harmed a child. Stage New! Consider the Context • Whose needs are being met? • Do behaviors continue after clear limits have been set? • Is parental authority being undermined? • Is one child singled out? • Can a child say 'no'?

Stop It Now!

nild-focused	"Too good to be true."	
Soundaries	Don't recognize what is appropriate Make excuses for harmful behavior	
Relationships	Secret or excessive interactions	


### **Barriers to Speaking Up**

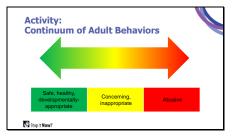
- Misinterpreting situation
- · Worry about offending others Make things worse
- Safety concerns
- Family disruption
   Financial loss
   Shame and guilt

- They're the "perfect" family
  They are a "good" person
- Every family has issues
   They wanted it
- That's how they show affection
- They are "too old"

Stop it Now!

Slide 23






lic	25

### **Having Conversations**

Character Manual

### Slide 26

### **Speaking Up - Model**

- Set the tone shared responsibility and accountability
- Be honest and genuine
- Describe the behavior
- State what you want
- Speak up and set boundaries

Stop It Now!

### Slide 27

### **Communication Skills**

- Language and Tone
   Avoid Labels and Intent
- Stick to the Facts
- Calm and Confident
- Respectful
- Listening Skills
- Follow up




### Slide 28 Activity: Low Risk Situations • Your dentist is regularly ½ hour late Your neighbor's dog digs holes in your yard • Grandma lets children stay up past bedtime · Your roommate always leaves a mess Your food has arrived cold at a fancy restaurant Stop it Now! Slide 29 **Successful Conversations** DOs • Set the stage Avoid labels Stick to the facts Avoid judgment · We're on the "same side" Avoid comparisons Be honest about your feelings AFTER Include positives Be prepared with information Thank the adult Create safety plan together Stop It Now! Slide 30 **Speaking Up** I know we both care about children, I know it's important for both of us that children in our home are safe. (Set tone/responsibility) - I feel uncomforable bringing this up but it's important to me. (Be honest and genuine) - I notice you often whisper to Marcia, and I've heard you mention to her to remember to keep the secret. (Describe behavior)

I want you to four family's forgoram rules/guidelines about whispering and keeping secrets. Our safety rules (or polices) state that adults will refrain from keeping secrets with children. I would like you to stop whispering to children and having any discussion with them about keeping a secret. (Clate what you want)

- Please follow our safety plan and rules (or policies and procedures.) (Set boundaries)

Stop it Now!

### Exercise: Adults Crossing Boundaries 1. Set the tone - shared responsibility and accountability 2. Describe the behavior 3. State what you want 4. Speak up and set boundaries

### Slide 32



### Slide 33

### **Role Play Debrief**

- What was challenging to talk about?
- What did you notice about switching roles? How did it change your perspective? How was it to observe?
- What skills came naturally?
- What skills did you notice need strengthening?
- What else??

Stop It Now!

lid	34

Thank you!	
training@stopitnow.org	
stopitnow.org facebook.com/StopItNow	CIRCLES
Helpline: 1.888.PREVENT	OF SAFETY

· · · · · · · · · · · · · · · · · · ·	