Slide 1	© INAJSOP	
	CIRCLES Absacray The Outcome (for Youth With OF SAFETY Seesal Behavior Problems and Their Proviless	
	Circles of Safety:	
	Understanding and	
	Responding to Warning Signs	 
	Updated Version 2.0	
	Stap it Now!* © 2020	
Slide 2		
	Agenda – Objectives	
	Understand adults' responsibilities in prevention	
	Identify warning signs of inappropriate behavior and abuse in both children and adults	 
	* Identify fears and beliefs that can impede action steps	
	Develop courage, comfort, and communication tools to respond to concerning or sexually abusive behaviors	
	* Practice having hard conversations	
	Stop it Now!*	
Slide 3		
Singe 5	Ground Rules	
	Take care of yourself	
	Full participation/to the extent you feel able and comfortable     Use "I" statements	 
	No such thing as a stupid question	
	Stay afterwards if you want to talk privately     Respect privacy	
	Step it Now!	

Slide 4	

Key	Concepts	for	Preventio	n







### The Facts

All sexual activity between an adult and a child is sexual abuse. Sexual abuse does not have to involve penetration, force, pain, or even touching, if an adult engages in any sexual behavior (looking, showing, or touching) with a child to meet the adult's interest or sexual needs, it is sexual abuse.

Sexual touching between children can also be harmful, and in some cases abusive.

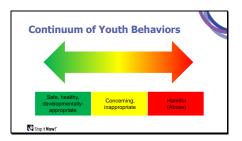
Sexual abuse between children is often defined as when there is a significant age difference (usually 3 or more years) between the children, or if the children are very different developmentally or size-wise.

Stop it Now!

### Slide 6

Warning Signs in Children's Behaviors

Slide 7





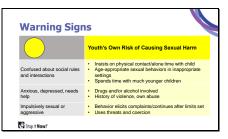
### Slide 9

### **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?
- Obsessiveness?




### Slide 11



### Slide 12

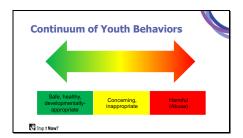
# Talking with Youth When There are Warning Signs

- Stay calm
   Be non-judgmental
- Show support
   Talk about behaviors not intent
   Do not label

- Reassure them their safety is a priority
  Refer to safety plans and rules
  Let them know that adults are responsible for helping them and their environment stay safe

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### **Talking Post-Harm**

- Review safety rules
- Review consent
- Talk about consequences
- Remind them that they are still a valuable person, deserving safety, support and nurturance

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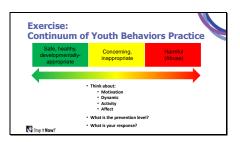




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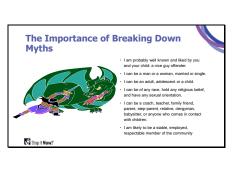






### Slide 23





# 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.

### Slide 26

### **Consider the Context**

Think about:

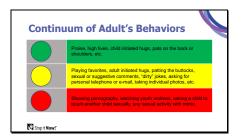
- Whose needs are being met?
- Do behaviors continue after clear limits have been set?
- Is parental authority being undermined?
- Is one child singled out?
- · Can a child say "no"?

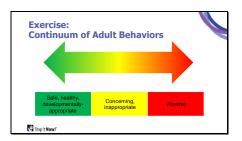
Stop It Now!

Yellow	Behaviors in Adults	
	Concerning, inappropriate	
Child-focused	"Too good to be true."	
Boundaries	Don't recognize what is appropriate Make excuses for harmful behavior	
Relationships	Secret or excessive interactions	
Stop it Now!		

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### Slide 32

### **Speaking Up**

- 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 33

### **Communication Skills**

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




### **Practice, Practice, Practice**

- Your dentist is regularly ½ hour late
- Your neighbor's dog has been digging holes in your yard
- Grandmother lets children stay up past their bedtime
- · Your roommate always leaves a mess
- Your food has arrived cold at a fancy restaurant

### Slide 35

### **Successful Conversations**

- DOs
   Set the stage
- Stick to the facts · We're on the "same side"
- DON'Ts

   Avoid labels

   Avoid judgment

   Avoid comparisons
- Be honest about your feelings
- Include positives
   Be prepared with information
- Create safety plan together
- Thank the adult
   Follow up

Stop it Now!

### Slide 36

### **Speaking Up**


### **Practice Time!**



- Set the tone shared responsibility and accountability
- Describe the behaviorState what you want
- Speak up and set boundaries

Stop It Now!

### Slide 38

### **Role Play Scenarios**

- Aunt Mary (visiting for 2 weeks) tells 6 year old in home that he is going to break lots of hearts and jokes about being younger so that she can take a "roll in the hay with him".
- \* A father often asks personal questions about another child in the program. He has also brought her a gift on one occasion.
- \* A young neighbor, Roberto, 22 years-old, has been texting a teen boy.

Stop it Now!

### Slide 39

### **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??


You may never know what results come from your action. But if you do nothing, there will be no result.

—Mahatma Gandhi

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### Thank you!

stopitnow.org facebook.com/StopItNow Helpline: 1.888.PREVENT

