

Slide 1

**Stop It Now!**  
CIRCLES OF SAFETY  
**Awareness to Action:**  
Preventing Child Sexual Abuse  
November 19, 2019  
Jenny Coleman, MA, LMHC  
[jcoleman@stopitnow.org](mailto:jcoleman@stopitnow.org)  
U.S. CENTER FOR SAFESPORT  
Handouts: [www.stopitnow.org/safesport](http://www.stopitnow.org/safesport)  
© 2019

---

---

---

---

---

---

---

---

Slide 2

**Integrating Sexual Abuse Prevention into Youth Serving Organizations**  
**Stop It Now!**

---

---

---

---

---

---

---

---

Slide 3

**Objectives**

- Introduce Stop It Now!
- Describe key steps of prevention
- Reflect on barriers for prevention-intervention based conversations
- Recognize healthy sexuality knowledge and safety planning as prevention tools
- Identify warning signs in adult and youth behaviors
- Identify skills to have difficult conversations

**Stop It Now!**

---

---

---

---

---

---

---


---

Slide 4

HOW WE WORK


### Prevention is Possible

- Founded in 1992
- CDC recognition of child sexual abuse as a public health issue
- Emphasis on modeling social change
- Focus on primary prevention – **before** abuse happens



**Mission**

Prevent the sexual abuse of children by mobilizing adults, families and communities to take actions that protect children before they are harmed.




---

---

---

---

---

---

---


---

Slide 5

ABOUT US

### Public Education - Resources

- Website
- Online Help Center
- Tip Sheets/Guidebooks
  - Questions Parents Should Ask About School Policies
  - Safety In Dance
  - Safety In Sports
  - Do Children Sexually Abuse Other Children?
- Resource Library



**Online Help Center**

Get answers to the most common questions about child sexual abuse. You can also get help with your own questions. For more information, visit our website at [www.stopitnow.org](http://www.stopitnow.org).

First Name:


Last Name:

Country:

City:

State:

Zip:




---

---

---

---

---

---

---


---

Slide 6


HOW WE WORK

### Help Services


- I'm uncomfortable with how my son's coach acts. Are these signs of abuse?
- What should I do if a child I know told me about being sexual abused?
- My son has been abused by another child. Should I tell his teachers and coaches to supervise him closely?
- How do I keep kids in my afterschool program safe from sexual harm?
- How do I know my kid's camp is safe?




88.PREVENT



e@stopitnow.org



itnow.org/chat




---

---

---

---

---

---

---


---

Slide 7

HOW WE WORK

### Training & Technical Assistance

- Circles of Safety
  - Webinars
  - Videos
- Program Consultation
- Organizational Policy and Practice



StopIt Now!

---

---

---

---

---

---

---

---

Slide 8

### Training Model


- Orientation Activities
- Day 1: Circles of Safety: Awareness to Action
- Day 2: Circles of Safety for Leadership in Youth Serving Environments
- Pre/Post Surveys and Eval
- TOT: Community Workshops



**CIRCLES OF SAFETY**

Ongoing Support

- Webinars
- Check-in Groups
- Booster Modules



StopIt Now!

---

---

---

---

---

---


---

---

Slide 9

### Leadership Work Day

- Mission and Vision
- Opportunities for Action → Assessment
- Policies, Procedures, Code of Conduct
- Language and Conversations
- Goals
- Action Planning
- Barriers/Assets
- Next Steps



StopIt Now!

---

---

---

---

---

---

---

---


Slide 10

**How do we make cultural shifts?**

- Provide accurate info, tools and resources
- Connect information to action
- Assessment – systems, behaviors, beliefs
- Decision-making processes
- Communication
- The right people

**CENTRAL QUESTION**

"Can we create the environment where adults will take the actions necessary to prevent child sexual abuse before a child is harmed?"



---

---

---

---

---

---

---



---

Slide 11

**KEY CONCEPTS FOR PREVENTION**

**Adults Are Responsible**

- Learn about sex abuse
- Plan for safety
- Promote healthy sexuality development
- Recognize and respond
- Develop confidence
- Take action – speak up
- Implement prevention- focused, effective policies and procedures



---

---

---

---

---

---

---

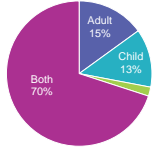
---

Slide 12


**What We Know & See**

**Who Bystanders Know**

**85%** of bystanders know the person abusing or showing warning signs of being at-risk to abuse.



Category	Percentage
Both	70%
Adult	15%
Child	13%



---

---

---

---

---

---

---

---

Slide 13

**Won't youth tell us?**

- Children and youth are abused by people they know and love.
- Children and youth lack understanding about child sexual abuse.
- Children and youth lack the language and opportunity to tell.
- Children and youth may be threatened.



StopIt Now!

---

---

---

---

---

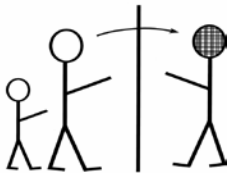
---

---

---

Slide 14

**Adults Setting Boundaries**



StopIt Now!

---

---

---

---

---

---


---

---

Slide 15

**Barriers to Recognizing Risk**

- Private behavior can be very different than public behavior
- Our own stereotypes, fears and beliefs
- Unable to consider the possibility
- Focus on "Intent"



StopIt Now!

---

---

---

---

---

---


---

---

Slide 16

### Observe 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.



StepIt Now!

---

---

---

---

---




---

---

---

Slide 17

### Adult Behaviors

	Safe, healthy, developmentally-appropriate
	Concerning, inappropriate
	Harmful

StepIt Now!

---

---

---

---

---


---

---

---

Slide 18

### 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

StepIt Now!

---

---

---

---

---

---


---

---

Slide 19

**Consider the Possibility**

- We **can't** see or know someone's intent.
- We **can** respond to behaviors by proactively setting boundaries.
- We **can** talk to adults instead of talking solely to children.
- We **can** ask the other person to understand the number one priority is to keep kids safe.



StopItNow!

---

---

---

---

---

---

---

---

Slide 20

**Taking Action – 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



StopItNow!

---

---

---

---

---

---

---

---

Slide 21

**Speaking Up**

I know we both care about the kids in our program. I know we both want these kids safe.	<i>Set tone / responsibility</i>
I feel uncomfortable bringing this up, but it's important to me.	<i>Be honest and genuine</i>
I notice you often whisper to Marcia, and I've heard you mention to her to remember to keep the secret.	<i>Describe behavior</i>
I want you to follow our program's rules about whispering and keeping secrets. Our safety policies state that adults will refrain from keeping secrets with our youth. I would like you to stop whispering to our young people and having discussions with them about secrets.	<i>State what you want</i>
Please follow our safety plan and rules (or policies and procedures).	<i>Set boundaries</i>

StopItNow!

---

---

---

---

---

---

---

---

Slide 22

**Safety Planning**

1. Body boundaries
2. Appropriate behavior
3. Privacy
4. Consent
5. Respect



StepIt Now!

---

---

---

---

---

---

---

---

Slide 23

**Sample Rules**

1. There is no sexual contact or sexual touching between the youth (students, athletes, etc.) in our program or between adults and the youth in our program.
2. No one should ask a child or youth to touch their private parts or show a child or youth their private parts.
3. Children and youth do not ask others to show their private parts and do not ask others to touch their own or someone else's private parts.
4. If the door is closed, there should only be one person in the bathroom at a time, unless help is needed with health and/or hygiene, at which time another adult will be made informed about the situation or the door remains open.
5. We do not make other people uncomfortable or feel scared with offensive or threatening sexual behaviors.
6. We refrain from using offensive and obscene sexual language.

StepIt Now!

---

---

---

---

---


---

---

---

Slide 24

**Continuum of Youth Behaviors**



Safe, healthy, developmentally-appropriate	Concerning, inappropriate	Harmful (Abuse)
--	---------------------------	-----------------

StepIt Now!

---

---

---

---

---

---

---


---



Slide 25

**Healthy Sexuality & Sexual Development**

- Infancy and Toddler
- Preschool (3-5)
- Young School Age (6-8)
- Pre-teen (9-12)
- Adolescent (teen)



StopIt Now!

---

---

---

---

---

---

---

---

Slide 26

**Reinforce Healthy Sexuality**

Children	Teens / Young Adults
<ul style="list-style-type: none"> <li>• Information-gathering process</li> <li>• Looking and touching</li> <li>• Exploring with peers</li> <li>• Playful quality</li> <li>• Ongoing friendship</li> <li>• Limited</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual, consensual</li> <li>• Exploration</li> <li>• Often within relationship</li> </ul>

StopIt Now!

---

---

---

---

---

---

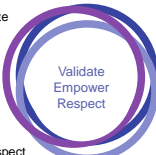
---

---

Slide 27

**Prevention Tasks**

- Recognize developmentally appropriate practice and exploration
- Model and provide safe environment
- Be a safe person
- Provide accurate information
- Teach and model consent
- No secrets
- Identify and model boundaries and respect



StopIt Now!

---

---

---

---

---

---

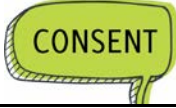
---

---

Slide 28

### Talking about Consent

- Minors cannot give informed consent - EVER
- Respect their physical boundaries
- Teach respect for other's physical boundaries
- Verbal and body language skills
- Model!



StepIt Now!

---

---

---

---

---

---


---

---

Slide 29

### Do Youth Sexually Abuse?

- Children and teenagers' sexual behaviors are different from adult sexual behaviors.
  - Harmful VS Abusive
  - Significant difference in age, power differentials
  - Up to 50% of reported abuse committed by other children



StepIt Now!

---

---

---

---

---

---

---

---

Slide 30

### Healthy or Unhealthy?

Healthy	Variable	Unhealthy
Curiosity, Discovery, Processing	<b>Motivation</b>	Coercion/control, Emotional Need, Reactive
Mutual consent, Equal power, Spontaneous	<b>Dynamic</b>	Manipulation, Threats, Unequal dynamic, Repetitious, Strategized
Looking, Touching, Showing	<b>Activity</b>	Adult sex-like activity, Repeated behavior
Fun, Silly, Spirit of play	<b>Affect</b>	Fear, Shame, Entitled, "Sneaky"

StepIt Now!

---

---

---

---

---

---


---

---

Slide 31

**Warning Signs in Youth**

- Confused about social rules and interactions
- Anxious, depressed or seeming to need help
- Impulsively sexual or aggressive
- Knowledge and use of explicit and mature sexual language/concepts
- Insists on physical contact and/or alone time with child
- Ignores safety rules
- Age-appropriate sexual behaviors in inappropriate settings
- Behavior elicits complaints or continues after limits set or refused
- Uses threats and coercion
- Drugs and/or alcohol involved
- History of violence, own abuse




---

---

---

---

---

---


---

---

Slide 32

**Warning Signs – Consider Context**

- Is the behavior developmentally expected?
- Have these behaviors been observed in similar aged youth or similar situations before?
- Have limits been previously set?
- Differences in age, size, development?
- Between playmates and peers?
- Playful or “sneaky” quality?
- Coercion, manipulation?
- Obsessiveness?




---

---

---

---

---

---

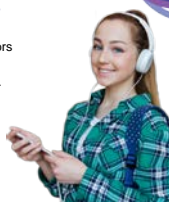

---

---

Slide 33

**Talking with Youth When There Are Warning Signs**

- Stay calm and show support.
- Be non-judgmental. Talk about behaviors – not intent – and 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


---

---

---

---

---

---

---

---

Slide 34

**Respond to Warning Signs**

- Trust yourself
- Involve others
- Safety plan
- Take action



StepIt Now!

---

---

---

---

---

---

---

---

Slide 35

**Embedding Prevention**

Your Impact	Your Behaviors
Personal/Family	Attitude
Community	Advocacy
Professional/Collegial	Education
Athletics	Voice

StepIt Now! stepitnow.org • Helpline: 1.888.PREVENT

---

---

---

---

---

---

---

---

Slide 36

What do you understand  
as your responsibility now?

What do you plan to do?

StepIt Now!

---

---

---

---

---

---

---

---

Slide 37

**Thank you!**  
**Jenny Coleman, MA, LMHC**  
*Director, Stop It Now!*

jcoleman@stopitnow.org  
413.587.3501

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



**CIRCLES  
OF SAFETY**



---

---

---

---

---

---

---

---