

STEP UP: *Protect children from sexual abuse*



VERMONT

**AGENCY OF HUMAN SERVICES
DEPARTMENT FOR CHILDREN & FAMILIES**

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INTRODUCTION

Child sexual abuse is a serious problem — most often committed by people we know and trust. Experts estimate that one in four girls and one in six boys¹ are sexually abused before their 18th birthday. While this information is troubling, it's important to know that *there are steps you can take as a parent* to reduce the risk to your children.

The first, and perhaps most important, step is to take responsibility for protecting your children from sexual abuse. While you can and should teach them about personal safety and appropriate boundaries, they cannot be responsible for protecting themselves from sexual predators. You are your children's first line of defense.

You cannot, however, do it alone. You depend on others (e.g., family members, friends, child care providers, and teachers) to help keep your children safe. The safety of our children truly lies in the hands of our community. We all need to step up to protect children and keep them safe from abuse, no matter what our relationship is to them (e.g., parent, aunt, uncle, grandparent, family friend, or teacher).

This guide was produced by the Vermont Department for Children and Families (DCF), in partnership with community organizations, to help you prevent, identify, and react responsibly to child sexual abuse.

If these issues raise strong emotions because of your own history of sexual abuse, please be sure to seek out support and resources for yourself.

1 ACE Study - Prevalence - Adverse Childhood Experiences (<http://www.cdc.gov/nccdphp/ace/prevalence.htm>)

SECTION 1 - EDUCATE YOURSELF

Child sexual abuse is a serious problem — most often committed by people we know and trust.

Knowing the facts can help you keep your children safe. This includes:

- What child sexual abuse is;
- How often it happens;
- Who sexually abuses children;
- How sexual abuse happens;
- What to look for; and
- Why children may not tell.

What Child Sexual Abuse Is

Child sexual abuse can include actual physical contact as well as behavior that does not include physical contact.

Contact sexual abuse includes:

- Touching the genital area, over or under clothing;
- Touching breasts, over or under clothing;
- Touching another person's genital area;
- Oral sex; and
- Vaginal or anal penetration with a part of the body (e.g., finger, penis) or with an object.

Non-contact sexual abuse includes:

- Invitation to touch another in a sexual way;
- Voyeurism (Peeping Tom);
- Encouraging or forcing a child to masturbate or to watch others masturbate;
- Indecent exposure (flashing) or showing genital areas;
- Involving children in the viewing or production of pornographic materials or in watching sexual activities; and
- Encouraging children to behave in sexual ways (e.g., simulating intercourse).

How Often It Happens

Child sexual abuse happens to children of all ages — from infants to teens. And it happens more often than most people think.

Experts estimate that one in four girls and one in six boys are sexually abused before their 18th birthday.

Who Sexually Abuses Children

It's impossible to describe a typical abuser. They look and act in various ways, can be found in all areas of society, and are often well-respected members of our communities. They may appear to be kind, caring people who are great with kids. Abusers work hard to cultivate this image—so people will not suspect them of, and will not believe it if they are ever accused of, sexually abusing children.

Here's what research tells us:

- 1. Nearly all child sexual abuse is committed by people known to children and families, including:**
 - Family members such as parents, stepparents, siblings, grandparents, uncles, and cousins; and
 - People in a family's circle of trust such as friends, neighbors, teachers, and coaches.
- 2. Most abusers are male — although females also sexually abuse children.**
- 3. Over a third of abusers are under the age of 20.**

What abusers all have in common is this: they have thought about being sexual with children and have acted on those thoughts.

How Sexual Abuse Happens

An abuser needs two things to sexually abuse a child:

1. Access to a child; and
2. Time alone with the child.

Although they use a variety of techniques, abusers most often use a process known as *grooming* to gain control of, and access to, children.

How Abusers “Groom” Children

Grooming is a subtle, gradual, and escalating process of building trust with a child. It is deliberate and purposeful. Abusers may groom children for weeks, months, or even years—before any sexual abuse actually takes place. It usually begins with behaviors that may not even seem to be inappropriate.

Grooming children may include:

- Befriending a child and gaining his or her trust.
- Testing a child’s boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to “accidental” sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitized to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child’s fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Confusing the child into feeling responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

How Abusers “Groom” Adolescents

Grooming adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/ her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognizing and filling the adolescent’s need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person’s role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents’ knowledge.

How Abusers “Groom” Adults

It is not just children and adolescents who are groomed. Abusers also work hard to gain the trust of the adults around a child/youth (e.g., parents, other family members, and coworkers). This may include:

- Befriending the parents or other caregivers.
- Looking for opportunities to have time alone with a child (e.g., offering to babysit or inviting the child for a sleepover).

What To Look For

It's important for your children's growth and development to have supportive relationships with adults other than you. At the same time, you need to be mindful of who is spending time with your children since most child sexual abuse is committed by people families know and trust.

You may be thinking "How do I know who to trust?" *There is no easy answer.* But it might help to pay attention to a person's behavior rather than what you think about the person's character (e.g., she's so nice) or your relationship to the person (e.g., he's family, he'd never hurt our child).

Pay particular attention when an adult or older youth:

- Seems overly interested in, and creates opportunities to be alone with, your child.
- Displays favoritism towards one child in your family or a group of children.
- Gives special privileges or gifts to your child (e.g., money, trips, special favors).
- Befriends your family and shows more interest in a relationship with your child than with you.
- Plays with your child in a way that makes you uncomfortable.
- Seems "too good to be true" (e.g., babysitting for free, taking your child on special outings alone).
- Minimizes any concerns you raise about how he/she is interacting with your child.
- Creates opportunities to be around your child outside the context of their role as teacher, coach, etc.

While these behaviors do not necessarily indicate a person is *grooming* your child or family, they could be considered inappropriate.

Concerning Adult/Youth Behavior

Watch for any of the following behaviors:

- Deliberately walking in on your child changing or using the bathroom.
- Asking or having your child watch the adult/youth change or use the bathroom.
- Tickling and accidentally touching genitalia.
- Activities that involve removing clothes (e.g., getting massages, swimming).
- Wrestling or roughhousing.
- Telling your child sexually-explicit jokes.
- Teasing your child about breast or genital development.
- Discussing sexually-explicit information with your child or showing your child sexually-explicit images or pornography.
- Bathing or showering with your child.
- Looking at or taking pictures of your child in his/her underwear or bathing suit.
- Making sexual comments or sharing inappropriate stories about sexual activity.

When reflecting on someone's behavior, consider:

- Does it seem weird?
- Does it make you feel uncomfortable?
- Does it seem to happen all the time or too often?
- Has anyone else commented or noticed?

(See *Section 4 - Take Action* for information on how you might respond to inappropriate behavior.)

Concerns About Your Children's Behavior

It is challenging enough to think about protecting your children from sexual abusers. It may be even more challenging to consider that your children may behave in sexually inappropriate ways that could victimize others.

It is not always easy to tell the difference between natural sexual curiosity and potentially abusive behaviors. It is essential, however, to pay attention to your children's actions and know where to turn to for help if they exhibit any behaviors listed on previous pages.

You may worry that you're overreacting and may be concerned about the possible consequences of taking action. Remember, evidence shows that the earlier children and youth get help, the more they are able to learn the skills they need to control their behaviors. It is much better to address a situation early than to later discover you were right to be concerned and did nothing.

Help is available. The resource listed below has helpful information about "normal" sexual behaviors in children (by age group). It will also help you approach this difficult issue if the need arises.

Why Children May Not Tell

Research indicates that most victims of child sexual abuse never tell (or *disclose*) about abuse during childhood. A child's decision whether to tell does not rest solely with the child, it also depends on the behavior of the protective adults in a child's life.

There are many reasons children may delay telling or never tell. They might, for example:

- Be afraid of not being believed or of being judged.
- Be ashamed, embarrassed about, or feel responsible for the abuse.
- Have been threatened by the abuser — with violence against themselves, their family, friends, or pets.
- Not want to lose any perceived benefits (e.g., gifts, affection, love, acceptance, or status).
- Not know who they can tell.
- Be afraid of what will happen if they tell (e.g., the family will break up, a parent will go to jail).
- Not recognize they have been abused. This is especially true for young children and those with disabilities.

You can increase the likelihood your children would tell by:

- Having open and honest communication with them — about healthy sexual development and personal safety.
- Making sure they have the words they need to describe situations that make them feel mixed up or uncomfortable.
- Letting them know children are never responsible for abuse.

It's important to understand that even with your best efforts, your child may still not be able to tell.

How to Recognize Children's Disclosure

It is not always obvious when children disclose about sexual abuse and can be easy to miss. Children are usually not this clear and direct: *I was sexually abused*. It might sound more like: *I don't want to go to Uncle Joe's house anymore* or *Please don't leave me alone with her*.

Children might disclose all at once but are more likely to give a little information at a time. This could happen over several hours, weeks, months, or even years as the children test the reactions to their words.

During disclosure, children might seem hesitant, confused, or uncertain. Afterwards, they might even deny the abuse ever happened. This *is not* an indication that the abuse did not occur. Children often tell us more through their behaviors than their words. That's why it's important to know what to look for.

It is also important to keep this information in mind when considering whether a child may be hinting to you about his or her own sexually inappropriate behavior as this type of disclosure could look the same (e.g., the child might seem confused, uncertain, or hesitant).

In all situations, communication is key. Regular, daily chats with your children about their activities and feelings can increase the likelihood that they would share any concerns they have with you.

Alerting Behaviors

While not necessarily an indication of sexual abuse, abrupt changes in your child's behavior should be looked into as they *do* indicate your child is in distress. If your child displays any of the following behaviors, there may be cause for concern:

- Displays sexual knowledge/behavior beyond her normal developmental stage. Talks about sexual acts she should not know about.
- Displays extreme behaviors, from a lack of emotion to aggressive and risk-taking behavior.
- Verbalizes what sexual contact looks or sounds like.
- Mimics adult-like sexual behavior with toys (e.g., dolls).
- Suddenly changes eating habits or refuses to eat.
- Acts out sexually and doesn't respond to limits.
- Suddenly has nightmares or problems sleeping.
- Displays sudden, unexplained personality changes or mood swings; acts out or becomes withdrawn.
- Seems suddenly afraid to go certain places or spend time alone with a certain person.
- Starts having problems at school (e.g., lower grades).
- Becomes clingy, cries excessively, show signs of depression. An older child suddenly exhibits younger child behavior (e.g., bedwetting or thumb sucking).
- Suddenly wants to spend time with younger children.
- Refuses to talk about a secret shared with an adult/youth.
- Self injures (e.g., cutting, burning, attempting suicide), self medicates with drugs or alcohol, becomes sexually promiscuous, or runs away from home.
- Talks about a new older friend; suddenly has money, toys or other gifts without reason.

If your child displays one or more of these signs, consider any stressors in your child's life (e.g., divorce, death, problems with friends) that could be the reason for these changes. If you are unclear about the cause and the behaviors happen over an extended period of time, you may want to seek professional advice.

How to Respond to a Child's Disclosure

If your child tells you he/she has been sexually abused:

- Find a private place to talk.
- Stay calm. Displaying a strong reaction may cause your child to shut down. Don't overreact. Don't underreact.
- Believe what your child tells you. While children are sometimes confused about the details, they rarely lie about sexual abuse.
- Thank your child for telling you and praise her courage. If she expresses guilt or shame, let her know the abuse was not her fault.
- Be careful not to make negative comments about the abuser since your child likely knows and cares about that person.
- Don't question your child about the abuse as this could jeopardize an ensuing investigation. If he wants to talk about the abuse, listen carefully. Afterwards, write down what he said—in as much detail as you can remember.
- Don't correct your child's language if she doesn't use the proper terms for private body parts. Use her language.
- Respect the feelings your child is experiencing. Each child expresses his or her feelings differently.
- Tell your child you will be taking action to keep her safe, but be careful not to promise things you can't control (e.g., "I'll make sure he goes to jail").

SECTION 2 - PLAN FOR SAFETY

There is no magic action you can take that will guarantee your children's safety from sexual abuse and no personality type or situation that will act as a total safeguard. Everyone is at risk of experiencing sexual violence in his or her lifetime. This does not mean, however, that you are powerless to take preventive action.

One important strategy for protecting your children is to proactively plan for their safety. Research on factors that may increase or decrease the likelihood of child sexual abuse—for both potential victims and those who will potentially engage in sexually harmful behavior—is limited. However, what is known offers some important clues.

What follows is a partial list of factors. It's essential to consider the entire picture that makes up a child and the world she or he lives in. Everything we do to raise our children as healthy individuals with a strong sense of belonging and connection matters.

Step One: Identify Protective Factors

Start by identifying factors from the list below that can act as safeguards against being victimized by, or engaging in, sexually harmful behaviors (called *protective factors*).

My Child:

- Displays confidence, has a positive outlook and positive body image.
- Is able to express a full range of emotions (e.g., anger, happiness, fear, sadness).
- Sets personal boundaries, respects other people's boundaries.

- Has a close, secure relationship with at least one adult.
- Is willing and able to be an active member in the community (e.g., participates in community functions and activities like girl or boy scouts or sports teams).

My Family:

- Models and encourages open communication about emotions/sexual issues.
- Has strong, supportive relationships between family members and an extended network of support.
- Has consistent structure and routine, including spending time together.
- Has a sense of family connectedness and belonging; feels safe at home, school and in the neighborhood.
- Adults provide close supervision, have clear boundaries, and carefully consider any situation involving alone time.

My Community:

- Diverse people are engaged in activities in the community that promote healthy relationships and healthy sexuality.
- Healthy relationship skills and principles are demonstrated across various community institutions.
- Fair/just boundaries and expectations of healthy behaviors are applied consistently across community entities.

Step Two: Identify Risk Factors

Next, identify factors that may increase your child's risk of being victimized by, or engaging in, sexually harmful behaviors (called *risk factors*).

My Child:

- Is insecure, has low self-esteem; feels lonely or disconnected.
- Lacks access to information about sex and sexuality.
- Is exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women.
- Has unsupervised access to technology (e.g., the Internet, cell phone).
- Has a disability (e.g., cognitive, physical, emotional and/or learning).

My Family:

- Lacks supervision of minors.
- Has children involved in one-on-one situations with an adult or older youth (e.g., tutoring, transportation).
- Has high levels of conflict,

Tip for Reducing Risk

Eliminate or reduce one-on-one situations between an adult/youth and a child, and you'll lower the risk of sexual abuse. Choose group situations whenever possible.

domestic violence, mental health and/or substance abuse issues in the home.

- Is socially isolated; lacks connection to the community; moves frequently and/or changes schools often.
- Lacks a strong bond between children and parents; no quality time together.

My Community:

- Has social norms that accept or perpetuate silence about sexual violence.
- Lacks institutional support for healthy sexuality and safety in places like schools, child care centers, etc.

Step Three: Develop a Plan

Make a list of the protective factors you'd like to increase and the risk factors you'd like to decrease. Be specific (see the examples below).

Protective child factor: My daughter is a talented dancer, and she feels very confident about her abilities.

Actions I will take to strengthen it:

- 9 Become more involved with dance (e.g., take her to the theater to see a dance production).
- 9 Sew costumes for her dance troupe.

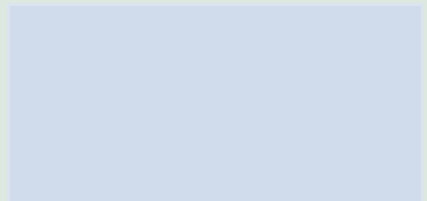
These strategies will help connect your daughter to a community as well as to you.

Protective family factor: Our family is committed to the safe use of technology. The only computer that has Internet access is in the living room where we monitor its use closely (e.g., emails, chat logs, social networking sites).

Actions I will take to strengthen it:

- 9 Make sure my children know our family rules for using technology (e.g., never give out personal information, never send photos), are clear about what's allowed and what's not, and understand the reasons for the rules.
- 9 Review the rules regularly and revise them if necessary.
- 9 Take an online/community class to stay current on the technology my children are using.
- 9 Install filtering and monitoring software on our computer.

These strategies will help make sure you are aware of any unsafe situation and let your children know that you are concerned and care.



Individual risk factor: My son has a diagnosis of autism. He interacts with several providers on a one-to-one basis and needs help with personal activities like getting dressed.

Actions I will take to decrease the risk:

- 9 Contact the service providers' employers to make sure the providers have current background checks (e.g., criminal records, child protection registry, adult abuse registry, sex offender registry).
- 9 Make sure the providers' employers have policies to deal with inappropriate behavior and suspected abuse.
- 9 Make it a habit to drop in unexpectedly to monitor the situation and have someone else drop in if I can't.
- 9 Tell the people caring for my son that both he and I are educated about child sexual abuse.

These strategies let providers know you are paying attention and take sexual safety seriously.

Family risk factor: Our family just moved somewhere new. We don't know our new neighbors and are far from family and friends.

Actions I will take to decrease the risk:

- 9 Start a new tradition of having "pot-luck dinners" with our neighbors so our family can get to know people in our neighborhood. *Be sure to monitor your children.*

This strategy can create a sense of belonging for you and your children and help to build protective relationships.

Step Four: Put Your Plan Into Action

Follow through on the steps you've committed to taking. Review your plan regularly and make additions and adjustments as needed.

Section 3 - Talk About It

Talking to your children about healthy sexuality and personal safety are important parts of prevention. Research tells us that children who have positive feelings and knowledge about their bodies, accurate information about sexuality, a sense of autonomy and power over their bodies, and open communication with their parents, may be less likely to be targeted by abusers.

If talking about these issues raises strong emotions because of your own history of sexual abuse, seek support and resources for yourself (see Section 5 on page 32).

Talk To Your Children About Healthy Sexuality

Below are some tips to help you have ongoing discussions with your children:

- 9 Think about the messages you want to share—beforehand. As parents, we continuously convey messages to our children about our values and beliefs about sexuality. We do this through what we do, what we say, how we say it, and what we don't say. These messages can have a profound and long-lasting impact on our children.
- 9 Start talking to them early and do it often. We start learning about sexuality from the moment we are born and this learning continues throughout our lives.
- 9 Be open, honest, and positive. Inform yourself: read a book, take a class, or contact a community or statewide organization with expertise in this area. If you are uncomfortable talking about sexuality, practice.
- 9 Seek opportunities. Take advantage of “teachable moments.”

- 9 Provide your children with accurate information—appropriate to their ages and ability to understand (*developmentally-appropriate*). If you don't know what to say or how to answer your children's questions, offer to find the information or look for answers together.
- 9 Show your children they can talk to you at anytime and about anything. Be approachable. Listen. Try to understand their points of view. Be a consistent, reliable source your children can go to with all their questions.
- 9 Use the proper names for body parts (e.g., nose, ears, penis, vagina, etc.) This lets them know that their bodies are natural and good, okay to talk about, and worthy of protection. It also gives them the correct language for understanding their bodies, asking questions, and talking about potentially inappropriate behaviors.
- 9 Respond calmly when your children display sexual behaviors or ask questions that make you uncomfortable. Think about what you want to say before you say it. If you need time to gather your thoughts, take it. Teach your children that sexual feelings are normal and healthy.
- 9 Don't just talk about "sex." Share your values and beliefs. Discuss issues such as caring, healthy relationships, and respect.
- 9 Don't wait until your children ask questions. Some may never ask.
- 9 Learn the stages of healthy sexual development and what to teach children at each stage. Know and practice the messages you want to share.
- 9 If you need support or information, please go to Section 5: Find Resources (see page 32).

Talk To Your Children About Personal Safety

It can be difficult to know what to say, how much to say, and when to say it. You don't want to confuse or scare your children, but you do want to keep them safe. Below are some general strategies for having these ongoing discussions with your children.

- 9 Consider the messages you want to share—beforehand. Think of it as a process that evolves over time rather than a one-time event or “big discussion.” Make sure the information you share with your children is appropriate to their ages and ability to understand (*developmentally appropriate*).
- 9 Set and respect clear boundaries. All family members have the right to privacy (e.g., dressing and bathing). If someone acts in ways that violate these boundaries, it is an adult's responsibility to enforce the boundaries.
- 9 As your children grow, encourage them to take ownership over their bodies (e.g., to dress and bathe themselves). This will help them learn about boundaries and privacy. As they become more independent, respect their increasing need for privacy.
- 9 Teach your children about setting their own personal boundaries. Show them their “no” will be respected. For example: your 5-year-old daughter does not want to kiss Grandma. Use this as a teachable moment. Let her know this is her decision to make and that it's okay to say no. Respect her decision.
- 9 Discuss what friendship is and is not. As they get older, talk about healthy relationships (e.g., open communication, mutual respect and trust, equal power).

- 9 Establish and teach your children safety rules about private parts of their bodies (e.g., penis, vagina, anus, breasts). These rules should cover touching, as well as the taking and sharing of images (e.g., photos and videos). Use concrete examples to help them understand. Let them know there may be situations when these things are okay. For example: with a young child you may say “mommy and daddy can help you stay clean and touch your penis when we wash it.” With teenagers, you might discuss the safety rules for using the internet and technology (e.g., not sharing any personal information or sexually suggestive images over the internet or on their cell phones).
- 9 Let your children know it is okay to say “no” if someone does not follow the safety rules and okay to tell a trusted adult. Be careful, however, not to suggest that your children should/must protect themselves from sexual predators. It’s unrealistic to expect children to prevent sexual abuse. Be clear that keeping them safe is an adult’s job.
- 9 Teach your children that secrets about touching and pictures are never okay, no matter who asks them to keep the secret.
- 9 Help your children identify trusted adults they feel they can turn to for help. Let them know they can talk to these adults if they feel scared, uncomfortable, or confused. It’s important to help children identify more than one adult and to update this list regularly.

Talk to Other Adults About Sexual Abuse

Talking to other adults about child sexual abuse can help raise the consciousness of your community and influence choices about child safety. Below are some tips to help:

- 9 Ask your school or parent association to hold discussions/workshops on topics such as healthy sexual development, child sexual abuse, and sexual violence. Talk openly about these issues.

SECTION 4 - TAKE ACTION

It is essential to the safety of all children that we as adults have the courage to take action when something seems wrong—whether it involves our children or someone else's.

If You Notice Inappropriate Behavior

It can be difficult to identify behavior that is inappropriate, but not necessarily sexual abuse. You may see or hear something that is unsettling or has some kind of sexual energy. A situation may make you uneasy or just not feel right. And although you have no reason to believe that sexual abuse has happened, you are still concerned.

For example:

- You discover a teacher has been exchanging emails and text messages with your 14-year-old son, without your or the school's knowledge.
- You overhear your 15-year-old daughter using sexually-explicit language around much younger kids.

When faced with a troubling situation, ask yourself:

- Does this make me uncomfortable?
- Does it seem odd?
- Would it concern someone else?

Remember, inappropriate behaviors may not only make children uncomfortable, but may also be part of the grooming process. If you are hesitant to take action, ask yourself these questions:

- Why am I reluctant to act?
- What's the worst that could happen if I'm wrong?
- **What if I'm right?**

While confronting these behaviors can be difficult, the well-being of children must always come first. Intervening sends a clear message that you are paying attention, can help prevent abuse, and lets children know they are worth protecting.

Situations You Might Encounter

On the pages that follow are examples of situations you may encounter and ways you might respond. As you are thinking about how you might respond in a given situation, consider the following questions:

- What would I need to do to protect my children?
- What could I do to help protect other children?
- Should I talk directly to the person who is behaving inappropriately?

SCENARIO 1.

You're looking for a child care provider for your son. You visit a provider's home based on a friend's recommendation and get a *funny feeling* about the provider.

9 Trust your instincts. Look for another provider.

SCENARIO 2.

An uncle is playing with his niece in a way that makes you uncomfortable. (e.g., he continues to tickle her, in spite of her obvious discomfort and requests for him to stop).

9 Address the situation directly with the uncle when it happens. You might say something like: "Your niece has asked you to stop, so stop." This lets both the uncle and niece know that you are paying attention and care.

9 Pay attention to the ongoing behavior of the uncle. Supervise your children when he is around.

9 Talk to the girl's parents about your concerns.

SCENARIO 3.

You are monitoring your daughter's emails and come across sexually-explicit emails between her and a teacher. The teacher sent naked pictures of himself to your daughter and asked her to send naked pictures of herself to him.

SCENARIO 4.

Someone interacts with your child in a way that crosses boundaries (e.g., a coach offers your child an unauthorized ride, a bus driver gives special treats to only your child).

- 9 If it feels safe and appropriate to do so, talk to the person directly about his or her behavior.
- 9 Contact the person's place of work (e.g., school, other youth-serving organization) to report the behavior.
- 9 Talk to your child about the situation.

SCENARIO 5.

You are worried about a situation involving someone else's child (e.g., a camp counselor is spending time with the child outside of their role, a teacher is having sleepovers with a student).

- 9 Contact the person's place of work to report your concerns.
- 9 Ask them what they are going to do about the situation.
- 9 Talk to the child's parents to express your concerns.
- 9 Restrict that person's access to your children.
- 9 Talk to your children.

SCENARIO 6.

You are concerned about your teenaged son's behavior. You notice that he seems especially uncommunicative lately, has a sudden and keen interest in playing with younger kids in the neighborhood, and has been watching movies with strong sexual content contrary to your rules. Taken individually, you might not worry much about any of these behaviors, but the combination of factors is concerning.

- 9 Take immediate action. A quick response is essential to ensuring the best possible outcome for all involved in any potentially harmful situation.
- 9 Get professional advice about how best to respond and how to talk with your son about your concerns.
- 9 Address your concerns directly with your son in a straightforward, calm manner. Remember, this is a difficult conversation for both of you.
- 9 Continue to use professional support to determine if further action is necessary after talking with your son.

Congratulations!

You have taken the time to educate yourself about child sexual abuse, how you can help keep children safer from sexual abuse, and how to recognize potentially abusive behaviors—in adults, youth, and perhaps in your own children.

While no one can prevent all instances of child sexual abuse, learning the facts and implementing the strategies found in this guide may decrease the likelihood that it will happen to your children.

