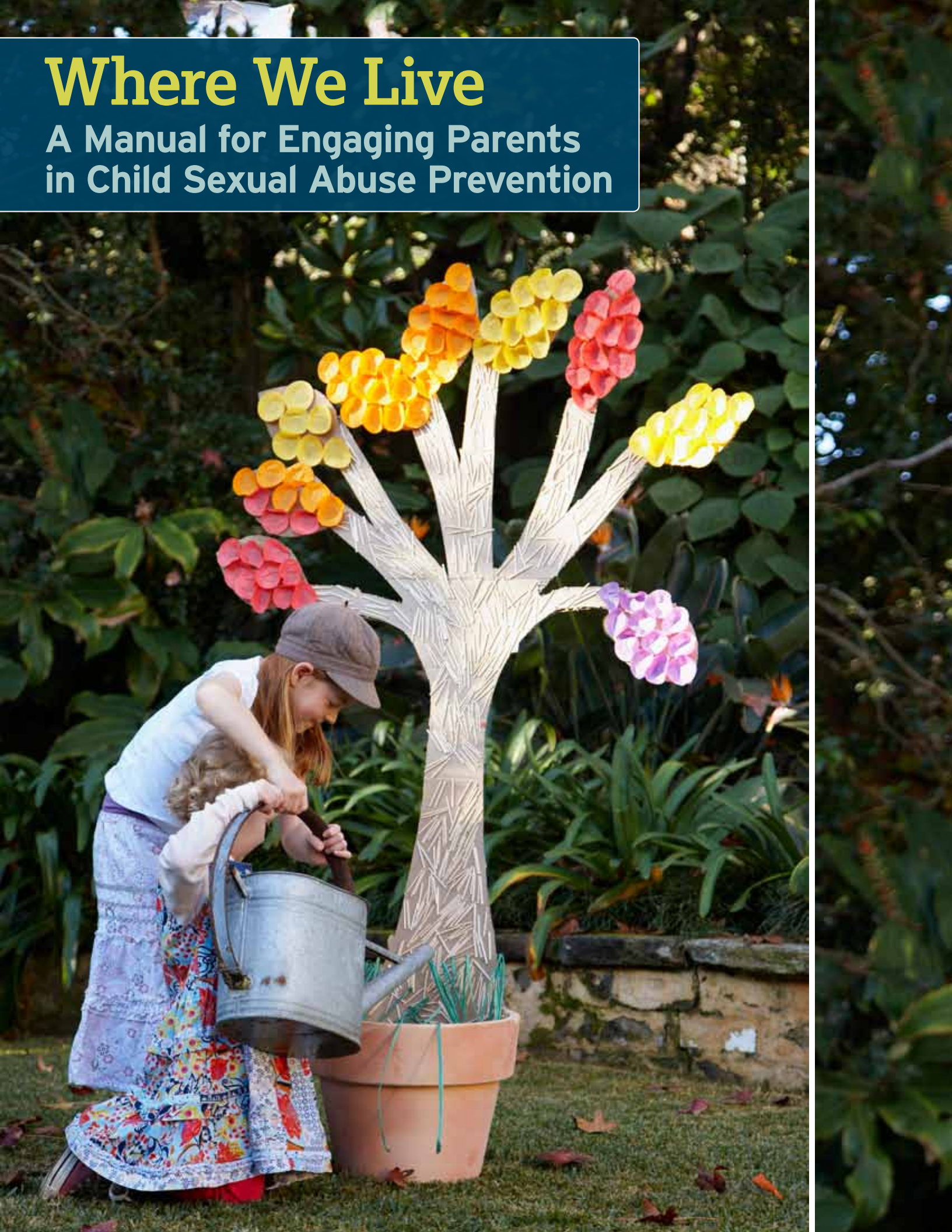


# Where We Live

A Manual for Engaging Parents  
in Child Sexual Abuse Prevention









# Acknowledgements

Developing this curriculum was a rewarding and collaborative experience. The only thing we would have done differently would be to have had this manual before we piloted the curriculum!

The development and evolution of the program was the result of the hard work of Pittsburgh Action Against Rape's (PAAR) Education & Training Department including; Jayne Anderson, Gail Brown, Julie Evans, Jamie Posey Woodson and Laura Summers. The team brainstormed, created activities, developed worksheets, and outlined talking points which became the foundation for the curriculum. The team also pilot-tested the curriculum — taking the program to neighborhoods to “test” if what worked in training room worked in the community. We found that, with some revisions, it did! This was a team approach utilizing the best all had to contribute.

We must recognize the guidance and evaluative expertise provided by Stephanie M. Townsend, Ph.D. who worked with us to develop evaluation tools and ensure we could measure the impact of the program in order to make recommendations for improvement. Her patience and support helped us utilize our creativity while creating this program.

Lastly, we want to thank all of the community organizations that partnered with us to engage parents and adults in promoting healthy relationships for children and preventing child sexual abuse. We thank Sojourner House, Parental Addiction Center, Pennsylvania Organization for Women in Early Recovery (POWER) New Day, Genesis Center, Sto-Rox Focus On Renewal, Sto-Rox Family Center, North View Heights Neighborhood Group, Crawford Village Support Group, Hilltop Family Care Connections, Sacred Heart School, Carnegie Towers Support Group and McKeesport Presbyterian Church.

We personally have learned so much from this project. We promise that every individual who participates will see their role as parents and as caretakers of children forever changed leading to a decrease in child sexual abuse and an increase of child safety and respect.

Education & Training Department  
Pittsburgh Action Against Rape



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# Introduction

## When we listened...

We have always recognized parents as integral partners in preventing child sexual abuse. For more than 30 years, we have provided programming for parents, primarily through schools. We have worked closely with schools and have developed strong collaborative relationships with principals, counselors, teachers, and students. It made perfect sense for us to engage parents where we already had strong collaborative relationships and successful programs. We had the best of intentions; we wanted to provide programs where parents and their children lived and felt safe. When parents did not come, or when only two or three parents came, we assumed that parents were too busy, too distracted, not interested enough or not involved enough in their children's lives.

## We were wrong.

Many parents are busy and distracted while also interested and involved in their children's lives. We were just in the wrong places. Simply providing the program when and where it was convenient for us, where we had long-standing relationships or where we already worked with children did not mean parents would come. That was not where they felt comfortable or where they "lived." We had to stop and ask parents and community leaders where parents were comfortable and where they "lived" so we could go to them.

So we asked and parents answered. We then provided the program in family support centers, community centers, churches, schools, drug and alcohol recovery programs and housing centers where parents felt comfortable and "lived." We experienced far greater success and parental involvement, and learned more than we ever anticipated.

We hope you can take what we learned and find where parents in your community feel comfortable and can engage in these conversations.

## When we partnered...

We learned an immense amount through this experience of working with parents where they felt comfortable and "lived", and we wanted to capture all that we learned and share it. This manual is our attempt to go beyond the actual curriculum and share the experiences — good,



# Where We Live: A Manual for Engaging Parents

Throughout this curriculum, the word “parent” is used to refer to anyone who provides a parenting/guiding/care-giving role to a child or children. It is used in a way that includes adults who care for and about the children in their lives, regardless of their biological or legal relationship. In several groups, non-parents participated in the program. We believe all adults should participate in the program and we do acknowledge that some revisions and adjustments would need to be made. However, we found that everyone was highly engaged and found the program beneficial in creating a safe world for children.

bad, heartbreaking, exhilarating, humbling and awe-inspiring. We hope it helps you reach further, find new partners, see your communities differently and meet community leaders, or that it validates what you are doing right and how well you are doing it.

*Where We Live: A Manual for Engaging Parents* is designed to help sexual assault centers implement the parent involvement project curriculum. It is structured in four parts:

- Part One includes an introduction to the principles that ground the curriculum and an overview of these principles based on prevention research.
- Part Two provides advice on planning and preparation.
- Part Three provides the workbook and completion section of the manual for your use.
- Part Four includes some findings from the preliminary evaluation, as well as materials for other programs to begin collecting data and conducting evaluations.



## Part One

# Understanding the problem: Child sexual abuse

### The theory behind why we did what we did.

We have always believed that adults must share the responsibility of protecting children from sexual abuse. To do so effectively, adults need factual information and skills to promote healthy relationships — both with their own children and with other adults in their community. It is not the responsibility of children to end child sexual abuse; it is the responsibility of parents and all adults.

Rather than focus on recognizing and responding to:

- Warning signs in children who have been abused
- Teaching parents to teach children “no, go, tell”
- How to respond if a child discloses sexual abuse to you

We chose to focus on giving participants the skills we believe can prevent abuse:

- Warning signs of potential perpetrators;
- Recognizing behaviors that may be part of the grooming process and taking action to stop the invasion of children’s personal space by adults;
- Discussing with adults appropriate hugs and touches of children, saying “no” for children to hugs and touches and creating the space for children to tell adults “no” to touch;
- Assertive and nonthreatening questioning of adults concerning their behavior and interaction with children;
- Reporting any suspicious or inappropriate behavior from adult to child to Child Protective Services;
- Promotion of each adults’ responsibility to protect and intervene for children in the community, creating a safer environment for all.



# Where We Live: A Manual for Engaging Parents

## Why should I use this approach and program?

Educating adults and skill building are key components of prevention. Education and knowledge without the skills and ability to implement behaviors are ineffective. We wanted to ensure participants would build skills to intervene when presented with an inappropriate situation, to ask questions in non-judgmental ways, and to discuss and report the abuse of children. This curriculum focuses on the responsibility of adults to keep children safe and prevent child sexual abuse. Adults must build the skills to ask other adults questions about potentially inappropriate behavior, confront inappropriate behavior, and intervene to keep children safe and prevent child sexual abuse.

### Child sexual abuse can involve:

(Finkelhor, Hammer, & Sedlak, 2008)

- Sex acts that involve penetration
- Touching the child's breasts or genitals
- Making a child touch the perpetrator's breasts or genitals
- Voyeurism (when a perpetrator looks at a child's naked body)
- Exhibitionism (when a perpetrator shows a child his or her naked body)

### In addition, other forms of child sexual abuse may include the following:

- Showing a child pornography or using a child in the production of pornography (Putnam, 2003).
- Child sexual exploitation (such as trafficking or child prostitution)
- Internet-based child sexual abuse, (such as creating, depicting, and/or distributing sexual images of children online; or stalking, grooming, and/or engaging in sexually explicit behaviors with children online)

## What is child sexual abuse?

Educating adults about the scope and forms of child sexual abuse is a vital component of prevention. Child sexual abuse is often defined solely as sexual intercourse with a child. Child sexual abuse is any inappropriate sexual behavior with, in the presence of, or involving a child. Our children remain at risk until we truly accept that abuse can happen in many forms — at any place and by anyone.

## What are risk factors for perpetration?

Educating adults about warning signs of potential perpetrators is another vital component of prevention. Too often we continue to see the perpetrator as a readily identifiable scary “monster.” We need to shift the lens and see the perpetrator as the parent, neighbor, coach, and trusted adult. We need to recognize and pay attention to adults who spend too much time alone with a child/children, spends most of their spare time with children, regularly babysits for free, violates the personal space or boundaries of children, gives special gifts or extra attention to a child, insists upon frequent hugging, touching, wrestling — even if a child has said “stop” (Klein, 2011).

## Research, promising practices, and ending child sexual abuse

We continue to look to existing best practices, evidence-driven programs and current research to inform our curriculum development and implementation strategies. The following components are recommended for teaching adults:

- Multiple or booster sessions to reinforce information and refresh skills (e.g. workshop series with a number of sessions on various topics and skills, as well as a follow-up meeting or meetings with participating parents and adults)
- Varied learning methods and styles (e.g. in-person workshops, online components, role-playing to practice skills, etc.)
- Take-home components (e.g. exercises, behaviors, and resources that can be taken back to families or communities)
- Opportunities to practice skills (e.g. time during workshop or during follow-up to try out skills and behaviors covered)

We designed our program to include each component.

**For more than 20 years, researchers have identified six categories of risk factors for the perpetration of child sexual abuse. These categories include:**

1. Family risk factors (history of abuse, poor family functioning including more harsh discipline, and poor family attachment/bonding)
2. Externalizing behaviors (aggression/violence, anger/hostility, substance abuse, non-violent criminality, paranoia/mistrust)
3. Internalizing behaviors (history of mental illness, anxiety and low self-esteem)
4. Social deficits (low social skills, loneliness, difficulties with intimate relationships)
5. Sexual problems (deviant sexual interest)
6. Cognitions/attitudes tolerant of adult child sex and minimizing the perpetrator's culpability

**People who sexually abuse children demonstrated substantial differences from non-offenders in all six categories** (Whitaker et al., 2008).

## Understanding the community: Preventing child sexual abuse

### The logistics of programming — why we did what we did!

We developed an eight-hour program with flexible delivery. We typically delivered the program once a week as a two-hour segment for four weeks. However, it can be provided as an eight-hour day-long seminar, or in two-hour segments once a month for four months.

Our framework for developing the program and writing the curriculum was the concept of boundaries, because in every aspect of our lives we need to create, adhere to and communicate boundaries with others. Those boundaries can shift and change depending upon relationships, settings, cultural norms and beliefs. The parent involvement project is designed to help adults define and enforce safe boundaries for children primarily between birth and 10 years of age. Parents of children of all ages should understand, educate and promote boundaries with their children. We chose to focus upon the parents of younger children because we felt more time and opportunities existed for parents to learn, practice and integrate new skills into their ongoing relationship with their children. This ultimately will promote safe relationships and help prevent child sexual abuse. It is important to remember that we developed the curriculum based on the belief that adults, not children, are responsible for protecting and keeping children safe.

We designed the interactive program to engage parents. We wanted to hear from parents and wanted parents to hear from each other. We strived to create a safe space for dialogue, sharing, feedback and learning — all to enhance and improve skills in promoting healthy relationships for children and preventing child sexual abuse. We strongly believed in the value of teachable moments. Teachable moments occurred during sessions, during the Mini-Opps (homework) parents did with their children between sessions, and with the Mini-Opps feedback they brought back and shared with one another during sessions. We structured the program to create ongoing feedback and a cycle of sharing for learning.

In creating safety, we worked to create tolerance for differences and non-judgmental listening. We promoted sharing as a method for learning in the hopes that some parenting attitudes or practices might benefit.





We did not allow criticizing or devaluing of opinions. However, we were also always aware of mandated reporting issues and our professional and ethical responsibilities.

Throughout this project, parents identified many general parenting issues that were important to them and that they wanted to know more about. Unfortunately, we could not address all of the topics and needs parents identified. Several examples include: promoting self-esteem in children, promoting parent's own self-esteem, discipline and communication styles, and puberty and relationships to name a few. This indicates that parents are interested and would like to be engaged in ongoing programming concerning themselves as parents and individuals.

## **The community and programming — how the community responded to what we did!**

- Incentives will draw parents to initial meetings, but will not necessarily ensure they will stay, listen, and participate. There were occasions during the process where incentives were not needed — parents consistently reported that while the incentives were appreciated, keeping children safe was their priority and they would have attended with or without the incentives. We structured the disbursement of the incentives to encourage continued attendance and decided not to provide all of the incentives at the end of the entire program. Instead, we distributed the incentives weekly after each session.
- Parents told us the biggest barriers to attending were childcare needs. Unfortunately, we were not able to provide childcare through this project. However, we did have some community agencies and partners provide childcare for their participants.
- We also found community connections were extremely important. After providing the program at one agency within a community, we quickly received a request for the program from another agency down the street. Peer recommendations are powerful, whether between parents or partnering organizations.
- Different family dynamics influence how information is processed and received — single, married, same sex, cohabitating, dating parents, teen parents, grandparents. These dynamics and interactions should be taken into account when talking about relationships and situations, as well as when making arrangements for programming.

# Where We Live: A Manual for Engaging Parents

- Not all participants were parents. For example, some of the women in drug and alcohol recovery programs were not parents but were interested participants. We welcomed them as participants because we firmly believe all adults need to be informed, involved and have the skills necessary to protect children. Ending child sexual requires a community effort with all members engaged and working together. The addition of non-parents demonstrated the value of, and interest in, the program by all adults.



- Not all parents could attend each session of the program. Due to occasional varied attendance, we discovered that parents could miss one session and return without feeling lost.
- We found the need to be flexible with time (within reason). Since we frequently provided programming with pre-existing groups, many of the groups had “business” discussion or reviews which had to be done within the timeframe of the group. We found it helpful to be aware and discuss with the contact when the group business would be facilitated, before, after, or during another session.
- We were not prepared for the level of candor when parents shared thoughts, feelings and experiences concerning sexuality issues involving their child. We encourage the presenter to do additional reading and research concerning healthy sexuality and facilitating discussions concerning healthy sexuality. We also recommend the presenter establish boundaries and limits concerning what is appropriate to share during discussions.
- Literacy is an important component of a successful community program. We designed the Pre Survey and Post Survey with Dr. Stephanie Townsend and focused upon appropriate reading level.



Project staff often read the tests aloud to make sure parents kept pace, understood and were given an opportunity to respond even if they could not read.

- Upon distributing and discussing the Mini-Opps, we discovered not all parents have a DVD player to watch the giveaway DVD provided for use with their child. It might be helpful to view the DVD with the group and provide some basic information and discussion points for parents to use with their children, even if they cannot play the DVD at home.
- Language and cultural experiences greatly impact how information is processed and received. We did not plan for such diversity or non-English speaking parents. This posed challenges for completing Pre and Post Surveys and completion of some of the activities.
- **Always remind parents that they are in charge of and responsible for children's wellbeing.**

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## Part Two\*

# Multiple & booster sessions

### The theory

Multiple sessions provide an opportunity to take an abundance of important information and spread it out over several sessions. Each topic receives time to be dealt with comprehensively. Luna and Finkelhor (1998) note, "...in most domains, longer programs are more effective in terms of larger and/or more enduring behavior results" (p. 9). We also believe that the program is enhanced by capitalizing on the opportunity to build and maintain a relationship between the presenter and parents. As trust and a feeling of safety develop, learning deepens and sharing increases. Parents can share parenting experiences from week to week and receive feedback from the presenter. This opportunity provides help to build trust between the parents and presenter as they apply and practice skills, and ultimately improves program effectiveness. As our evaluation reports indicate, parents also developed new, supportive and ongoing relationships as a result of the multiple session approach to programming.



### The practice

Parents reported that they were more likely to attend multiple sessions when:

- The program was provided in their neighborhood
- Food was provided
- Incentives, such as gift cards or raffles, were offered
- Child care provided
- The topic or information provided is important to them

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\* Acknowledgement must be given to the Pennsylvania Commission on Crime and Delinquency for funding PAAR to produce Building Healthy Relationships: A Guide For Planners and Presenters which provides some of the theoretical and structural framework for this updated and revised manual.

Most parents did attend the majority of the sessions. We also found that multiple sessions gave us the opportunity to present material without rushing through it. We had time to hear from each participant and do role plays, group work and process each activity with feedback and suggestions.

## The challenges

As one might expect, the biggest initial challenge was scheduling space and time for multiple sessions with agencies, community groups, and schools. We allowed for flexibility in scheduling to ensure locations would not be automatically disqualified if they had trouble accommodating a two-hour weekly meeting for four consecutive weeks. For example, we worked with locations that could accommodate 90 minutes rather than two-hours, though we found this time constraint difficult. To accommodate scheduling needs, we sometimes had to eliminate valuable information and portions of the program.

Another challenge was simply to encourage parents to return for the next session. Often circumstances outside of our control or the parent's — sick child, illness, work obligations — prevented attendance during each session without fail.

We also needed to maintain and preserve safety and productivity within the group. Because we provided the programs within communities, parents often knew each other prior to the first day of the program. Pre-existing relationships, tensions and experiences had to be addressed and could not interfere with the program. On the other hand, new relationships were also formed and boundaries had to be encouraged and modeled.

We found the establishment of ground rules vital to ensuring the program functioned effectively and all parents and presenters felt respected. Several rules we always included were: confidentiality, cell phones turned off or to vibrate, one person talks at a time, listen when others are talking, and respect everyone's opinion.

### The rewards

One of the main rewards was watching the parents' relationships build and grow within the groups. New friendships and supportive relationships developed. We hope the exchange of names and phone numbers will result in the extra support and encouragement each parent needs to continue their learning and protect children.

Multiple sessions allowed the presenter to experience the growing trust of the parents and build upon that trust to make appropriate referrals and offers for services to support emerging needs. In one group a mother lingered behind each session to talk with the presenter. Each time she revealed a little more about her situation and finally asked for referral and supportive services to help her protect her children. Other parents disclosed their own experiences with sexual abuse, recognized how it was impacting their parenting, and sought care for themselves. Program presenters should expect disclosures from group participants and be prepared to offer support and resources while maintaining boundaries for the group sessions.

Finally, multiple sessions allowed time for parents to practice skills and work to integrate the information. Without the time to role play and build skills, the program would be ineffective. We must also note that even the eight-hours we allotted should be viewed as simply the beginning, laying the foundation for future sessions and additional practice, skill building, and learning.

**Program presenters should expect disclosures from group participants and be prepared to offer support and resources while maintaining boundaries for the group sessions.**

## Varied learning style and methods

### The theory:

Information alone tends to be ineffective in changing behavior. Luna and Finkelhor (1998) reviewed research across several domains and noted that increased knowledge about child sexual abuse does not necessarily result in better decision-making behavior. Sharing knowledge through typical lecture presentation formats is not effective. Successful programs have used a variety of teaching approaches, including role-playing, discussion, and small group activities.

Consequently, the parent involvement project was designed to emphasize skills training and interactive learning styles which include

modeling, rehearsal, shaping, and feedback. Sessions include individual activities, typically reviewed together as a group, as well as team activities. Through working together in these small group activities, parents improved communication, teamwork, and leadership skills in addition to the specific skills being taught.

You as the presenter are the best judge of whether the session is meeting the objectives. If you sense that parents need more time to develop and apply a particular skill, then it is important to adjust the activities

to ensure the session is meeting the learning objectives. If you lose sight of the objectives for each session, the variety of teaching methods can make the program feel unfocused. Remember that the objectives keep the material centered and can help you and the parents gain a sense of accomplishment.







### The practice

The methods used to engage parents included video clips, group work, brainstorming, and role plays. These are creative and effective ways of getting and keeping the attention of the group members. After each activity, the group discussed what they learned and offered feedback as to how this experience could be useful to them individually or perhaps not useful and why.

### The challenges

The challenges of effectively implementing varied learning styles and methods required effort and skill. The presenter needed to be aware and quickly assess the skill level of individual parents to work independently, in groups, and in the variety of ways the program strove to engage parents. For example, if a parent could not read it would be ineffective (and harmful) to have them work independently on reading and responding to a scenario and then sharing with the group. The presenters must try to assess and make changes as necessary in the moment. The presenter also had to try to keep everyone engaged in the process whether it was a conversation, role play or brainstorm activity. It also became important to be aware of the energy in the room as well as potential negative responses to activities and redirect appropriately.

When showing the video, "A View from the Shadows," we recommend two accommodations due to the sensitive nature of the subject. The video interviews several child molesters and discusses child sexual abuse in detail. One recommendation would be to make sure there is enough time to be able to process the film and any difficult feelings that may arise. Often survivors may choose this time to disclose or may want to speak with you afterwards. We recommend holding the video until the following session if there will not be time to discuss. Second, make sure no children are present. In one setting, childcare was provided in an adjoining room and one of the children hid behind a wall in the parents' room and watched a segment of the video. The child went to school the next day and spoke of child sexual abuse. The school counselor called Children, Youth and Families (CYF) and further investigation was done. Once it was determined what had actually happened we resolved the situation working together with the school, CYF and the site of the parent program. We were able to see the experience as an opportunity to learn something valuable since it was a perfect example of several systems working together to keep children safe.

## The rewards

Providing a varied approach to teaching allowed us to witness parents build confidence by participating in role plays and speaking the truth about how to handle situations that may arise. We watched skills improve and parents become more comfortable from week to week.



We worked with a diverse group of parents and offered the program within different settings and communities and found that implementing a varied learning style approach worked with all of our audiences. The participants responded and engaged whether they were parents, grandparents, or adults who cared about children. We attribute much of the success of the involvement and engagement of participants on the use of varied learning styles and incorporation of adult learning theory.

The varied learning styles worked to keep parents engaged and the energy high in the room despite the day of the week or the hour of the day! It was great to be part of a program in which the parents actively and enthusiastically participated in the activities, enjoyed them and gave very honest and positive feedback. At the closing session, it was not uncommon for parents to request another session or ask the presenter back.



## Take home component: Mini-Opps

### The theory:

We incorporated activities for parents to take home and do with their children. The better parents are informed and interactive with their children, the greater the benefit to their children. Luna and Finkelhor (1998) report that it may be difficult to obtain, but parental involvement and support are important components of successful prevention programs. Potential discomfort reduces and unique abilities and strengths are strengthened when parents are given the skills to talk about safety and violence prevention with children. Since we did not want parents to possibly attach a negative connotation to the activities, we labeled the activities Mini-Opps as opposed to homework.

We developed and incorporated the Mini-Opps because:

- Parents are children's most influential role models when it comes to skill building;
- Activities provide parents with information that they can apply in their relationships with children;
- These are difficult conversations for parents to start with their children and this provides a structured opportunity to help them begin the conversations;
- Activities provide concrete activities that parents and children can use to enhance their relationships;
- Activities enable parents to serve as a resource for children in their lives;
- Activities provide a foundation to ensure that adults and children continue having conversations when the curriculum is finished — a foundation that can continue to enhance their relationships.

### The practice

We developed a Mini-Opp for each session of the program. Mini-Opps are activities (videos or worksheets) for parents to complete with their child prior to the next session, an activity for the parent to complete independently, or both.

## The challenges

Not all parents wanted to try or participate in the Mini-Opps. Obstacles parents reported included: lack of time, forgot, felt was it age-inappropriate, or was afraid the activity would scare the child.

We did not expect the extremely positive feedback from parents for recognizing they had completed the Mini-Opp. Some parents reported satisfaction with receiving a recognition sticker for completing the Mini-Opp. Parents also reported wanting to have the Mini-Opp corrected by presenter and an opportunity to share their experiences completing the activity.

## The rewards

The parents who completed the Mini-Opps reported learning a lot about their child during the activity. They also reported that the Mini-Opps provided opportunities to discuss anatomical names of body parts (which many parents had not done), safety, sexuality, sexual development, and respect.

One woman shared that as a result of one of the Mini-Opps she learned that her child had been experiencing sexual harassment on the school bus. He felt comfortable telling her about it since they had discussed personal body space, safety, and anatomical body parts. She contacted the school and helped her child stop the sexual harassment.

The Mini-Opps also presented an opportunity to educate parents about potential dangers associated with technology and reinforce safe technology practices with their child. For example, during the discussion of the Mini-Opp involving talking with your child about sexting, one parent showed another parent a naked picture on her phone. The presenter noticed and asked the parent to think about how easily accessible the phone might be to her child. If her child saw that picture, how would he/she feel and what might happen as a result? The presenter was also able to share some of the criminal implications possession of the sexual picture may have. This reminded us of the importance of encouraging parents to stay involved and up to date on their children's use of technology — for computers, cell phones and all similar devices. It is also important to note that many parents may benefit from reminders and suggestions for safety practices and technology.





## Opportunities to practice specific skills

### The theory:

Teaching parents how to protect children and having them practice taking action is more effective than merely telling them what to do. Parents practice specific skills with the presenter and one another as peers through modeling and interactive activities.

### The practice

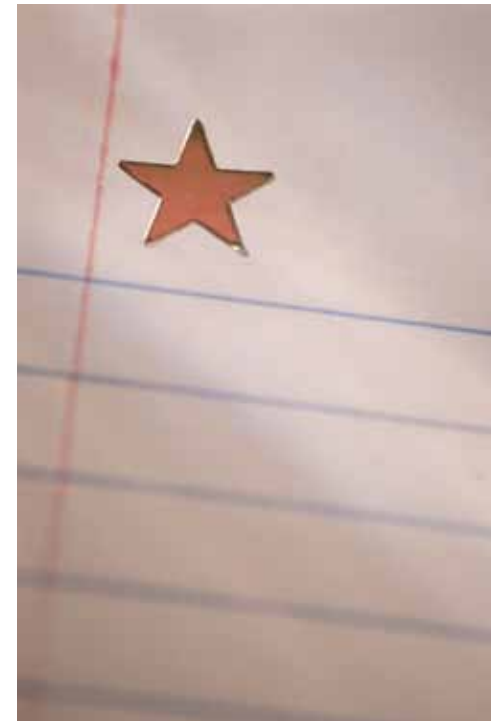
We incorporated as many role plays as we felt logistically possible throughout the program. However, most of the role plays occur in the later sessions of the program because we felt we needed to build trust between presenter and parents, and trust between parents, before there would be benefits and skill building from the role plays. We believe this strategy worked as parents were always enthusiastic and engaged in the role plays and very willing to share what they would do and say when faced with the situation presented.

### The challenges

The biggest challenge was coaching or talking through the role plays with the parents who replied with aggressive responses. When faced with overly aggressive responses, we would talk through, "What might happen next...?" and try to imagine an outcome — usually escalation to physical altercation. We would then go back and try to determine how to change the outcome. While we are trying to encourage people to take action, we do not want to be instigating fights. We did experience situations which suggested that some groups would benefit from additional work with communication styles and assertive versus aggressive responses. We could not incorporate this immediately into the program, as there was a very full curriculum; we mention this to suggest it might make a valuable prerequisite, supplemental, or booster session for groups.

### The rewards

One parent shared her experience putting her intervention skills to the test. She shared her encounter with a frazzled mother having a hard day and whipping her infant around in a frustrated and preoccupied manner.



She walked over and offered to hold the infant while the mother finished her phone call saying, "I remember those really hard days of having a baby and trying to get anything done." Our parent reported that the young mother's face instantly softened and she accepted the help. Within a few minutes the mother was calmer, the baby was soothed, and our intervening parent felt a sense of pride and satisfaction that she could help. She provided a wonderful example of how intervening works and can help de-escalate situations and even everyday problems. She also admitted that she would have never tried to help if she had not participated in our program. She learned to identify a situation requiring help and made it her business to help.

Her example is so important because intervening is not limited to running in to stop a rape or the molestation of a child. Most of us will never be in a situation like that, but almost all of us will be in situations to protect children in the first steps of the grooming process, to stop the first boundary violation, to stop the first inappropriate comment or touch or just help another community member. The way to stop the rape or molestation of a child is to intervene when warning signs are presented, before the situation worsens. It is about the small seemingly safe intervention that prohibits the rape and molestation from occurring.

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## Part Three

# Getting to work

*Getting to Work is the workbook portion of the manual. We share what is helpful and provide structure to the planning, implementation and review process.*

We share our experiences with one location from beginning to end throughout the workbook as a case example-style look at the program. Focus on Renewal (FOR) was formed in 1969 to focus on the needs of the community, adult education, youth intervention, and economic depravity. Focus On Renewal, (FOR) has been community support organization to the Sto-Rox community, part of the Greater Pittsburgh area, for 40 years. Striving to meet the goals established for the citizens in Stowe Township and McKees Rocks, the center has grown through the years to surpass initial goals and today is a comprehensive full-service community center with satellite locations strategically placed throughout Sto-Rox.

### Initial planning

- With whom do you collaborate? Who would you approach for partnership? Who is your contact?
- What agencies and/or community groups are working with your target population? Where might you have access to your target population?

### Case example

FOR became part of the pilot in an unexpected way. We began the planning process identifying agencies and communities where we had strong partnerships. While we had worked with and provided programming at FOR, we did not include them on our initial planning list as a strong partner.

The partnership began when we were invited to present at the annual conference for the Allegheny County Association of School Counselors. Afterwards we were approached by a school counselor interested in additional information and assistance in her community. In our first meeting she shared her concern with the issue of child sexual abuse and lack of safety in the community. She wanted to help prevent child sexual abuse. We explained our new child sexual abuse prevention program aimed at engaging parents and the community. She was interested and agreed to follow-up with community leaders about providing the program. We asked about providing the program at the school and she mentioned poor parent attendance at events and meetings. She believed that engaging community leaders and respected providers we would have a better attended and impactful program. She promised to contact her connections and come with us to a meeting with the community leaders and providers.

# Where We Live: A Manual for Engaging Parents

## Follow-up & detailed planning

- Did you have the correct contact? Did your contact refer you to another individual?
- Was the agency or community group interested in working together on this project?
- Can the agency or community group accommodate multiple sessions? What days and times would work?
- Can the agency or community group recruit parents? If yes, do they require your assistance with any aspect of recruitment? If not, what will you do to recruit parents?
- Can the agency or community group provide the physical space for the program?
- Does the agency or community group have the necessary technology and equipment?
- Can the agency or community group provide childcare? Food? Transportation?

## Case example:

Our original contact coordinated a meeting with several community leaders and providers. Everyone attending the meeting was extremely helpful and interested in promoting and ensuring program was offered in their community. One provider volunteered free childcare; one provider volunteered snacks for the participating parents, and another provider volunteered free space and offered to recruit parents. The advantage to having the well-known and respected community leader and provider recruit parents was invaluable. She utilized her pre-existing safe and respectful relationships within the community to encourage and promote participation in our program.

## Implementation

- Are you ready to begin teaching the program?
- Have you reviewed video clips for relevancy for your target group? Do you need to make revisions?
- Have you reviewed scenarios and activities for relevancy for your target group? Do you need to make revisions?

## Program review

- How was the program received? What went well?
- Did parents struggle with parts of the program?
- What common themes emerged? What activities prompted the most discussion?
- What were some of the best teachable moments?
- What would you do differently next time?



## Case example:

One thing we would do differently is consider providing a longer program. Parents expressed interest in attending future sessions and continuing the program. While we were not prepared to continue or provide ongoing programming at the time, we anticipate developing additional sessions.

## Future opportunities

- Will your contact refer your program to other community leaders and service providers? Will your contact introduce you and the program throughout the community?
- If additional program requests result from the original program, how will you handle the requests? Can you provide companion programs for children? Can you provide additional prevention programs for parents and adults?

## Case example:

Our program at FOR resulted in a request for a program at the Sto-Rox Family Support Center. Our original community leader and service provider mentioned the program and spoke so highly another service provider contacted us to request the program. We followed up and provided another successful program in the community.

After providing the parent program, we frequently received requests for prevention programs for children. While we responded to the request, we stressed the importance of remembering that teaching children to, “say no, go, tell” will not end child sexual abuse. This common reaction reinforced the need for the parent program and additional skill building programs and follow up or booster sessions to come after this original program. We believe this request reflected the discomfort of parents and adults in dealing with child sexual abuse prevention and wanting to separate themselves from the issues. This reinforces the need for continuing to find safe and engaging ways to keep parents involved, building skills and confident keeping children safe.

## Reporting back to the community

- When will you schedule a de-briefing with your contact? What success stories, if any, will you share? Do you need to discuss any problematic situations that arose during the program? What evaluative reports can you share with your contact and/or the participants?
- How might your partnership continue and/or improve? Future ideas for collaborations or programming?
- How might you share feedback about the program with other members of the community? How might you share success stories or continue to promote the program within the community?



# Where We Live: A Manual for Engaging Parents

## Miscellaneous points

We have also included a synopsis of trends that emerged in several additional programs:

- **Drug and Alcohol Recovery Program** participants had many assignments to complete throughout the week so completing the Mini-Opps was a challenge. However, in the residential recovery program the Clinical Supervisor prioritized the program and the Mini-Opps, establishing time within the existing schedule to encourage and facilitate the completion of the assignments. We attribute this to our long-standing and successful partnership with this agency throughout the years.
- The **Family Support Center and Community Center** parents appeared to have more time, patience, and genuine interest in learning new ways to protect children. These parents also freely shared both what they knew and what they did not know.
- The **Public Housing Program** participants appeared both interested in keeping children safe and receiving gift cards. These parents were also very interested in the giveaway videos for children but often did not complete the Mini-Opps. However, they did appear to retain new information as evident in their conversations throughout the program. Another interesting aspect of the efforts within housing programs was the level of participation and “realness” of the sharing and discussing which occurred within these groups. The dynamic of participants living together and experiencing many of the scenarios within the program produced lively and engaging discussions. We also found the housing programs had a pre-existing sense of community in which food played an important role of creating safety and relationship. For each session food was coordinated and provided collaboratively by contacts and participants.
- The **Catholic School** parents were highly engaged in all activities throughout the session and yet the most hesitant to engage in the Mini-Opps with their children. They did not want to make their children afraid and feared the Mini-Opps might promote fear.
- **Grandparents** as caregivers also provided us with interesting insight. Working with grandparents often added complexity to the scenarios and discussion due to the relationship dynamics that may have existed between multiple family members. Time was required to allow for further discussion concerning existing family dynamics. Grandparents were also less willing and often uncomfortable using worksheets and engaging in role plays. We also found increased resistance in working through the mythology around the identity of perpetrators. We found grandparents often struggled with accepting and understanding that perpetrators were most often likely to be someone known or a family member. Another obstacle was the difficulty grandparents had having time with and access to grandchildren, or permission from parents to complete the Mini-Opps with their grandchildren.
- **The Church group** did not distinguish itself from the other groups as originally anticipated. The members of the church group participated, responded, and engaged as all members of other groups did. One difference occurred with one participant who refused to return after watching the excerpt from “A View From the Shadows.” The excerpt highlighted a minister sharing his abuse of power to molest and abuse children within a church youth group and that member felt offended.



- We did not use a Memo of Agreement with any locations; we might find it useful in the future and some locations may find it beneficial so we are including a sample. See Appendix A: Memorandum of Agreement.
- We also did not originally use agency or community assessments; however we feel an assessment would be helpful in the future and would plan on using one. We do not have an appropriate and comprehensive assessment at this time, but will be searching and researching samples.
- We have included the evaluation tools we developed working with Dr. Stephanie Townsend and encourage the continued use of evaluation tools. See Part Four of this manual for findings from the preliminary evaluation, recommendations for future programs, and evaluation tools.



# Where We Live: A Manual for Engaging Parents

## Session One: Boundaries

**Audience:** Parents and caring adults raising children between birth and 10 years of age

**Session Length:** 2 hours

**Format:** Guided Discussion, Activities

**Materials Needed:** Toilet paper, Pre Survey (Part Four), flip chart paper, markers, “Green Light Behaviors” worksheet 1, “A View from the Shadows” video, “More For You to Know: Yellow Light Behaviors” handout 1, The Safe Side: Stranger Safety DVD, Mini-Opps 1A and 1B.

**Program Goals:** This program is focused on assisting you as parents and caring adults to protect children and promote healthy safe relationships for children.

**Our goals for you, as participants, include;**

- Increasing knowledge about child sexual abuse
- Increasing knowledge of how to discuss boundaries and promote healthy self-esteem in children
- Promoting opportunities to engage in discussions and activities with children,
- Increasing your ability to intervene to protect and keep children safe.

## Introduction

Brief introduction of presenters and agency.

## Ice breaker (5–10 min)

Toilet Paper Game:

Ask the group to pass around a roll of toilet paper and to take as many as five squares.

Each person shares information about themselves for each square of toilet paper. For time purposes, the maximum number of squares shared should be five.

## Roadmap

“We are here to learn more about protecting our children and preventing child sexual abuse. It is important to understand that we believe it is adults’ responsibility to protect children. Our focus will be on educating, empowering and building your skills to protect children.

At the end of each session we will also provide you with an opportunity to further your learning, help you protect children, and promote safety and healthy relationships. These will be in the form of a “Mini-Opp” or mini-opportunity to build your skills. We will provide all of the materials needed to engage in the Mini-Opp; including videos, coloring books, and handouts. We will review each Mini-Opp the following session.



You may have questions or concerns as we go along and we encourage you to ask and bring those up for discussion; however, we would like to focus upon the established curriculum each session and realize that questions may lead in many directions. Therefore, we will distribute index cards each session for questions and concerns. Please write your questions and concerns down on the cards provided, create a pile on the edge of the table or hand the cards directly to us and we will be sure to address in the group or individually.

We will rely upon the vast amount of information and parenting expertise in the room as we learn from one another and employ teachable moments. If you notice one that we miss, please share!

Sometimes discussing child sexual abuse brings up difficult memories or experiences for people. Please remember that we are available to talk with you afterwards."

*We included agency specific hotline information here, we recommend other centers do as well.*

### Pre survey

Distribute survey. We are including the survey based upon the consultant's recommendation and would encourage centers to collect evaluative data. Sexual assault centers can request technical assistance and training around evaluation from PCAR.

---

## Activity: Ground rules

**GOAL:** Participants and facilitator will establish safety for participants and draft agreement for the working order of the group.

### DIRECTIONS:

- Label flip chart with Ground rules and solicit the "rules" participants would like in order to feel safe during the sessions.
- Ask participants to "sign-on" and agree to listed rules.
  - Suggested rules:
    - Turn cell phones off
    - One person talks at a time
    - What is said in the room stays in the room

## Activity: Boundaries

**GOAL:** Participants will be provided a foundation for understanding how adults can protect children.

### DIRECTIONS:

Prepare flip chart paper with the following questions:

- How do you define boundaries?
- Where do children learn about boundaries?
- How might messages about boundaries vary depending upon the source?
- Why are boundaries important?
- How did/do you teach your child about boundaries?
- Why do children need adults to help teach and enforce boundaries?

### *Sample responses:*

#### *How would you define boundaries?*

- Where one person ends and another person begins
- Allow me to separate what is mine or belongs to me from the rest of the world
- Limits we set with others and ourselves
- What feels comfortable to me
- Help us define ourselves, others, and situations
- Help us understand our inner and outer worlds
- Help us feel safe and know what to when we are faced with an uncomfortable situation

#### *Where do children learn about boundaries?*

- Home
- School
- Peers
- Society
- Church
- Neighborhood
- Media





## *How might messages about boundaries vary depending upon the source?*

- Values and morality
- Acceptable language and behavior
- Degrees of importance
- Degrees of respect for boundaries

## *Why are boundaries important?*

- Help establish personal space
- Help establish limits and create clear limits on certain types of interactions
- Promote growth and safety for individuals in relationships and/or friendships.
- If I know your boundaries, I know what behavior is okay with you. I don't have to guess.
- If you know and respect my boundaries, I can feel safe and comfortable enough to grow.

### **PREVENTION TIP**

Remind adults that messages regarding morality or values may vary by source or setting. For example, what is promoted as acceptable or even desirable behavior on television or radio compared to your beliefs as a parent. Please use these opportunities as “teachable moments” to discuss what is being promoted in the show or song versus your beliefs and share your reasoning and thoughts with your child.

## *How did/do you teach your child about boundaries? (We may not think about these as we do them or as opportunities to teach boundaries, but they can provide powerful lessons.)*

- Setting limits — established bedtime, homework
- Direct communication through conversation about personal space, touching and boundaries
- Playing games — “what if” games, board games
- Creating safety — allow child to say “no” to hugs. Explain hugging is optional even with Grandma. Ensure the child has a voice regarding boundaries and adults even if that means you are their voice.
- Having and enforcing rules — cannot go to someone else’s house if there is no adult supervision, do not answer the door, do not go with any adult without telling me
- Structuring activities and events — provide opportunities to play and experiment with boundaries and roles

## *Why do children need adults to help teach and enforce boundaries?*

- Adults have social power and authority over children
- You are not born understanding boundaries
- May change with time, relationships and experiences
- It is the responsibility of adults to protect children

## Activity: Expressing healthy boundaries

**GOAL:** Participants will be able to identify appropriate adult-to-child boundaries. Participants will be able to explain that “green light behaviors” are examples of safe and respectful ways an adult may interact with a child.

### PREPARE:

- Print a copy of “Green Light Behaviors” worksheet 1.

### DIRECTIONS:

- Divide group into pairs.
- Give each pair a “Green Light Behaviors” worksheet 1.
- Ask each pair to generate examples of safe and respectful ways the adult on their worksheet could behave with a child.
- Have each pair share examples.

*\*Remind adults to focus on the adult. The age, gender or any other details about the child is irrelevant to the activity.*

### Sample examples:

#### Coach-Child Relationship

- High five
- Hand shake
- “Way to go, nice shot”
- Pat on the back
- Spending time in public space with other adults and children present reviewing the practice and suggesting extra practice activities
- Spending public time demonstrating difficult move

#### Parent’s Boy/Girlfriend-Child Relationship

- Hand shake
- Quick hug with parent present
- “Tell me about that movie you saw with your friends.”
- “I heard how your game went and it sounds to me like you’ve really been working hard. Good for you. I think that takes dedication and I admire you.”
- Ride home from school



## Activity: Boundaries continuum

**GOALS:** Participants will be able to distinguish “appropriate” or “inappropriate” adult to child behaviors, recognize when boundaries are crossed and the importance of context in determining appropriate adult behaviors.

### DIRECTIONS:

- Prepare one flip chart labeled “red light behaviors” and one flip chart labeled “yellow light behaviors.”
- Explain that “red light behaviors” are examples of abusive ways an adult interacts with a child.
- Ask for examples of “red light behaviors.”
- Explain that “yellow light behaviors” are examples of questionable ways an adult interacts with a child.
- Ask for examples of “yellow light behaviors.”
- Review Discussion Questions: How Do I Know?

### Sample examples:

#### *“Red light behaviors”*

- Sexual intercourse
- Fondling
- Sexting
- Exposing ones genitals
- Looking at or participating in pornography
- Any sexual activity
- Sexual language

#### *“Yellow light behaviors”*

- Hugs
- Arm around the shoulder
- Asking about who the child has a “crush” on or “likes”
- Offers to drive the child home
- Invites the child to a movie

## DISCUSSION QUESTIONS: HOW DO I KNOW?

**What if a coach hugs a child? Is that green, yellow, or red?**

*It depends upon the context. For example, is the hug a quick hug with lots of physical space, does the coach ask first and wait for an affirmative answer, is the hug in public, does the hug happen in front of the parent, does the hug happen after each game in the locker room, is that the only child the coach hugs?*

**What if a friend's parent offers my child a ride home?**

*It depends upon the context. For example, is the friend present, has the parent asked permission from the adult first, does the child need a ride home, how well does the child know the parent, does the child feel comfortable with the parent, is the parent frequently giving a child a ride home?*



## Activity: Video “A View From the Shadows”

**GOAL:** Participants will be able to identify steps in the grooming process and be able to identify warning signs in adults.

*Note to presenter: Assure to allot adequate time to process the video after showing as the content can be disturbing and difficult for participants. Before screening the film, be sure to give participants the space and “permission” to leave the room and practice self care during the film. You can highlight the importance of the content, while also acknowledging the difficult nature.*

### DIRECTIONS:

- Show the video.
- Review Discussion Questions: A View From the Shadows

### VIDEO: “A VIEW FROM THE SHADOWS”

This video is distributed by Intermedia

**Intermedia**

1165 Eastlake Avenue

Suite 400

Seattle, WA 98109

Phone: 800.553.8336

<http://www.intermedia-inc.com>

### DISCUSSION QUESTIONS: A VIEW FROM THE SHADOWS

#### *Sample answers:*

*What distortions did the offenders use to “explain” their assaults?*

- Training
- Not hurting
- Teaching child about sex
- I was abused and that is the way I was taught to show love
- Child liked it



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*What makes it hard to identify offenders, even for their victims?*

- Started off gaining trust
- Came across as a really nice guy
- Was friend of the family
- Told the child it was a “game”

*What distortions did the victim learn?*

- Confused abuse for love
- All families are like this
- If I want love, I have to do this
- Love was manipulation
- I was his special girl and that’s why it happened

*What did the offenders rely upon to avoid detection?*

- Look like and acted like a nice guy
- Held positions of trust and authority
- Secrecy
- Child doesn’t know it is wrong
- I was the child’s friend
- Used drugs and alcohol

*Why are parents and adults so important?*

- Can notice signs in adults and intervene
- Adults have more power than children
- Adults notice behavior of other adults
- Reinforce safety for children



## Mini-Opp 1A & 1B

**GOALS:** Participants will be able to discuss safety and boundaries with their child and with the opportunity to reflect upon the example they are setting for their child with their actions and words.

*Please inform parents that they may want to revise scenarios on Mini-Opp 1A to adjust for their child's age. They may also want to provide children with examples of the possible behaviors in each sentence — calling names, playing with knives, making you give a hug — to help children concretize the exercise.*

### DIRECTIONS:

- Give each parent a DVD — The Safe Side: Stranger Safety and The Safe Side: Internet Safety. Ask parents to watch The Safe Side: Stranger Safety prior to next session with their child. Note: This DVD is \$11.00. You can contact the distributors of the film for information on getting donations, or PCAR for film recommendations.
- Ask parents to complete The Safe Side: Stranger Safety Parent — Child Mini-Opp 1A and The Safe Side: Stranger Safety Parent Mini-Opp 1B.
- Ask parents to review Mini-Opp 1A with children to ensure understanding.
- Explain that the next session will begin with a review and discussion of the Mini-Opps.

# Green Light Behaviors

List “green light” or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

Parent’s Significant Other	Troop Leader (Boy Scout, Girl Scout, 4-H)	Grandmother



# Green Light Behavior Worksheet

List “green light” or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

Coach	Babysitter	Mother

# Green Light Behavior Worksheet

List “green light” or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

Teacher	Father	Doctor





# Green Light Behavior Worksheet

List “green light” or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

Daycare Staff	Friend’s Parent	Aunt

## Green Light Behavior Worksheet

List “green light” or safe and respectful ways the adults listed below may interact with a child.

Possible examples: a high five, a hug, a hello, a wave goodbye

Neighbor	Store Clerk	Brother



## More For You to Know: Yellow Light Behaviors

### PAY ATTENTION TO ADULTS WHO:

Insist on hugging / tickling / wrestling with child, even if the child has said “stop”

•

Spend too much time alone with children

•

Spend most of their spare time with children

•

Regularly offer to babysit many children for free

•

Offer special attention to your child like gifts, money, etc

•

Encourage unhealthy behaviors (e.g. allowing them to drink alcohol, smoke, or look at pornography)

•

Destroy the child’s trust in others (e.g. “No one will believe you if you tell.”)

•

Undermine the way others view the child

•

Isolate the family from the community

## Mini-Opp 1A

*Please complete this activity with your child.*

*Discuss each scenario and generate list of safe side adults.*

If you were playing outside in your neighborhood and needed help, three safe side adults you could talk with are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If you were having trouble with another student at school, three safe side adults you could talk with are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If someone in your family was making you feel uncomfortable or doing something unsafe, three safe side adults you could talk with are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Mini-Opp 1B

### WHAT AM I DOING?

After completing The Safe Side: Stranger Safety Parent-Child Mini-Opp with your child, please answer the questions below.

### PARENT REFLECTION QUESTIONS:

- How do I model or show my child through actions and words what it means to have respect from others?
- How do I model or show my child through actions and words what it means to have respect for others?
- How do I model or show my child through actions and words what it means to have personal space?
- How do I model or show my child through actions and words what it means to respect the personal space of others?
- What safety rule have I discussed or do I want to discuss with my child?

## Session Two: Bystander

**Audience:** Parents and caring adults raising children between the ages of birth and 10 years of age

**Session Two:** Bystander

**Session length:** 2 hours

**Format:** Guided Discussion, Activities

**Materials Needed:** Flip chart paper, markers, “ABC 20/20: What Would You Do?” video clip, “Bystander Steps to Action” handout, “Bystander Role Plays” handout, “Supportive Statements” handout, Mini-Opps 2A or 2B

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## Activity: Mini-Opps 1A & 1B

**GOALS:** To provide parents with the opportunity to discuss safety and boundaries with their child and to reflect upon the example they are setting for their child with their actions and words.

### DIRECTIONS:

- Prepare flip chart paper with the following questions:
  - Did you watch the video? What was the most valuable information you gained as an adult and a parent? What was the most valuable information for your child?
  - Did you have an opportunity to discuss parts of video with your child? Why/why not? What section(s)? Would you have benefited from any additional information to be able to have a conversation? If so, can you identify what might have helped?
  - Did anything unexpected happen, good or bad? How can you continue to reinforce this lesson with your child?
  - Would anyone be willing to share any of their parent reflections?





## Activity: Group brainstorm

**GOALS:** To provide parents an opportunity to collectively list the experiences individuals may witness that require intervention and outline the process an individual may go through to decide if, when, and how to intervene.

### DIRECTIONS:

Prepare flip chart paper with the following questions:

- What is a bystander?
- When witnessing an event, what options does a bystander have?
- Why might a bystander choose to get involved?
- Why might a bystander choose not to get involved?

### Sample responses:

#### *What is a bystander?*

- A witness
- An individual who sees something taking place that they are not a part of
- An individual standing by or going along with
- An individual who speaks up and gets involved

#### *When witnessing an event, what options does a bystander have?*

- Walk away
- Call the police
- Call Child Protective Services (CPS)
- Walk over and try to stop the behavior
- Do nothing
- Try to change the subject
- Pull the victim to the side
- Pull the perpetrator to the side
- Talk to victim/perpetrator individually afterwards
- Pretend not to see/ignore it
- Yell or say something from afar
- Tell someone else or ask someone else for help

### PREVENTION TIP

Be sure to discuss the multiple and varied options that bystanders have when considering how to intervene.

We may often assume as bystanders that we have very limited options. We do not get involved because the first or second options that come to mind are not appropriate.

We need to keep thinking and engaging with others to generate additional options. We also need to keep our thinking and discussion focused on adults intervening and being active bystanders in protecting children and keeping children safe. We have discussed green, yellow, and red light behaviors, and now we need to focus on what to do when we witness those yellow/red behaviors.

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## *Why might a bystander get involved?*

- She/he knows the victim
- She/he want to do the right thing — protect, help
- She/he had a similar experience
- She/he feels confident in how to help
- She/he feels it will make a difference

## *Why might a bystander chose not to get involved?*

- She/he is scared/afraid
- She/he thinks situation may be different than it appears
- She/he doesn't want to make it worse
- She/he is in an unfamiliar location/situation
- There are other people around so hesitant to get involved
- Don't want to cause a scene
- She/he doesn't know the victim
- She/he knows the perpetrator
- She/he thinks someone else will help
- She/he doesn't know what to do
- She/he doesn't feel confident/comfortable intervening

## **"Bystander Steps to Action," Handout**

*Remind participants that intervening does not necessarily require active, confrontational insertion into situations. Participants may intervene through distraction, confusion, excuses, involving others, anonymously calling authorities, just moving closer — individual safety is important. Let's watch how some adults safely intervened and the decisions that promoted safety.*



## Activity:

### Video presentation of "ABC 20/20: What Would You Do?"

**GOALS:** Attendees will examine the motivations and circumstances which influence bystanders to become involved when adults are behaving inappropriately with children and discuss how they chose to intervene.

#### POTENTIAL THEMES:

It is too complicated for children to decipher and respond to adults; it is the adults' responsibility to protect children and confront adults. It is important to remember that confrontation can be done assertively to discourage escalation of the situation.

#### DIRECTIONS:

- Show the video, "ABC 20/20: What Would You Do?"

#### **20/20 ABC What Would You Do?**

Man tries to lure away a child

<http://abcnews.go.com/WhatWouldYouDo/video?id=6877113>

#### DISCUSSION QUESTIONS: "ABC 20/20 WHAT WOULD YOU DO?"

##### *Sample answers:*

##### *Why did individuals get involved?*

- Fear for child
- Wanted to help

##### *How did individuals chose to get involved?*

- Called the police
- Asked Katie to swing with his daughter
- Asked Katie to wait for her nanny and not to go with the adult
- Questioned the adult about why he was asking a child to help him

# Where We Live: A Manual for Engaging Parents

*Were there other options for interventions beyond those on the video?*

- Involve other adults
- Explain you overheard adult was looking for a dog and offer to help or launch into a story about your lost dog
- Pretend you hurt yourself and create a scene drawing other adults

*How might the outcome have changed if individuals had not gotten involved?*

- Katie might have gotten kidnapped
- Katie might have left with the adult
- Katie might have gotten hurt

*Could reaction of perpetrator have been different?*

- He could have gotten angry and escalated his behavior
- He could have screamed
- He could have gotten physical or threatening with you or the child

*What if the situation did not appear so “drastic” or “dangerous”?*

- Less motivated to get involved
- Might have said something but not gotten physically involved
- Wouldn't have “bothered” the police
- More likely to feel that it isn't my business



## Activity: Bystander role-plays

**GOALS:** Attendees will practice intervening in situations where adults may be behaving inappropriately (yellow light behaviors) to better protect children and keep them safe.

### DIRECTIONS:

- Prepare flip chart paper with following Bystander Role Play Participation questions:
  1. How did it feel to question an adult about his/her behavior? Was that a new perspective?
  2. How might the adult have responded to your question?
  3. What would make it easier for you to question an adult?
- Prepare flip chart paper with following Bystander Role Play Observation questions:
  1. Did the bystander appear confident when questioning the adult — maintained eye contact, spoke clearly?
  2. How do you think the adult being questioned may have responded?
  3. Were there other ways the bystander could have questioned the adult?
- Divide into pairs.
- Give each pair “Bystander Role-Plays”, appendix 1.
- Each pair should present role-play and answer the Bystander Role Play Participation questions.
- Review Discussion Questions: Bystander Role Play Observation questions.

*Note: Remind participants that the responses in the role-plays should not reflect their personal feelings if confronted with that situation. Participants should choose a response that would be appropriate to the situation.*

## Activity: Review reporting procedures

**GOAL:** Attendees will be able to identify the process of reporting suspicious behaviors once given clear and concise directions for protecting children and reporting suspicious behavior.

### DIRECTIONS:

- Review reporting procedures
- Explain that we are removing the barrier of ignorance

*Note: While we may want to report an incident of child abuse, we often don't know whom to call or what will happen if we do. This lack of knowledge can cause many people to choose to do nothing. Discuss who parents can report suspected child abuse to and what happens when they make a report.*

**All reports of suspected child abuse should be made to CHILDLINE 1-800-932-0313. Provide contact information for making a report.**

**Child abuse includes: serious recent physical injury which is non-accidental; mental injury which is non-accidental; sexual abuse; or serious physical neglect of a child under age 18 caused by the acts or omission of a perpetrator.**

*(Pennsylvania Child Protective Service Law)*



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## Activity: Responding to a child's disclosure

**GOAL:** Attendees will practice what to say to a child revealing sexual abuse.

*Note: This does not replace reporting suspected or disclosed abuse. This activity is to provide examples of what to say immediately following a disclosure to provide support to and belief of the child. We are not investigators or police; we should support and believe the child.*

### DIRECTIONS:

- Provide each adult "Supportive Statements" worksheet 2
- Review the supportive statements listed on the handout
- Ask each adult to list three additional supportive statements or edit the sample listed to determine a "chosen" response to practice
- Divide into pairs
- Ask each pair to take a few minutes and practice their "chosen" response aloud

---

## Mini-Opp 2A & 2B

**GOALS:** To provide parent opportunity to discuss safety and boundaries with child and promote a positive and healthy self-esteem by recognizing talents and safety skills the child currently possesses while reviewing safety plans with child.

### DIRECTIONS:

- Give each parent a coloring book depending upon age of child; "It's All About Me" Mini-Opp 2A for children ages two to seven years of age and "It's All About Me" Mini-Opp 2B for children ages eight to years of age
- Review each coloring book to ensure their understanding
- Explain that the next session will begin with a discussion of how working on, reading and coloring the coloring book went with their child



## Bystander: Steps to Action

1. Notice behavior
2. Interpret as a problem
3. Assume responsibility
4. Choose how to intervene
5. Attempt to help

Don't forget about using a non-confrontational approach to break the tension by finding a way to insert yourself into the situation.

- "Excuse me may I reach for that book/can/magazine/box behind you?"
- "I'm sorry; may I walk around you?"
- "Excuse me, may I get past you?"
- Create confusion through distraction
- Cause a mini-scene by dropping something



## Bystander Role Plays

Give each pair of the participants one of the role plays. Instruct each pair to read their role play and then respond to the following prompts:

What are you, the bystander, thinking and/or feeling?

What could you, the bystander, say or do in the situation?

1. You notice Scott, a young man in his 20s, hanging around some of the younger boys in the neighborhood. At first he was playing football with the younger boys, and now you notice that it has become more of a physical wrestling game involving a lot of touching.
2. The bagger at Giant Eagle tries to hug all of the little boys as they exit the check-out line.
3. At Giant Eagle, you see another adult approach a child while his/her parent is distracted.
4. At Chuck E. Cheese's, you notice an employee spending a lot of time talking to children one on one, touching them on the shoulder and back, and handing out tokens. The employee moves away as soon as another adult approaches.
5. While out at an amusement park with your child, you overhear a young man standing beside the line asking some of the children personal questions.
6. At Dairy Queen, you notice a baseball team getting ice cream cones with their coach. You overhear the boys calling another player a "fag" because he's not as good of a player. The coach says nothing.
7. At the peewee football game, there is a man who comes to each game, arriving and leaving without a child. You observe him talking with and hanging around the players as they wait for their parents.
8. At the school soccer game, most of the players are dropped off while their parents run errands. You notice an adult female cheering on the team at every game, but she's not related to any of the players.

## “What Do I Say?!”

Supportive Responses to Disclosure

A collection of speech bubbles and text boxes for writing supportive responses. The shapes include a rectangle, a large oval, a rounded rectangle, a rectangle, an oval, a rounded rectangle, and a long horizontal rectangle.

“I will be here to help you through this.”

“You did the right thing by telling me.”

“I believe you, and I am glad you told me.”

“You didn’t do anything wrong.”

“I want you to know that what happened was not your fault...”

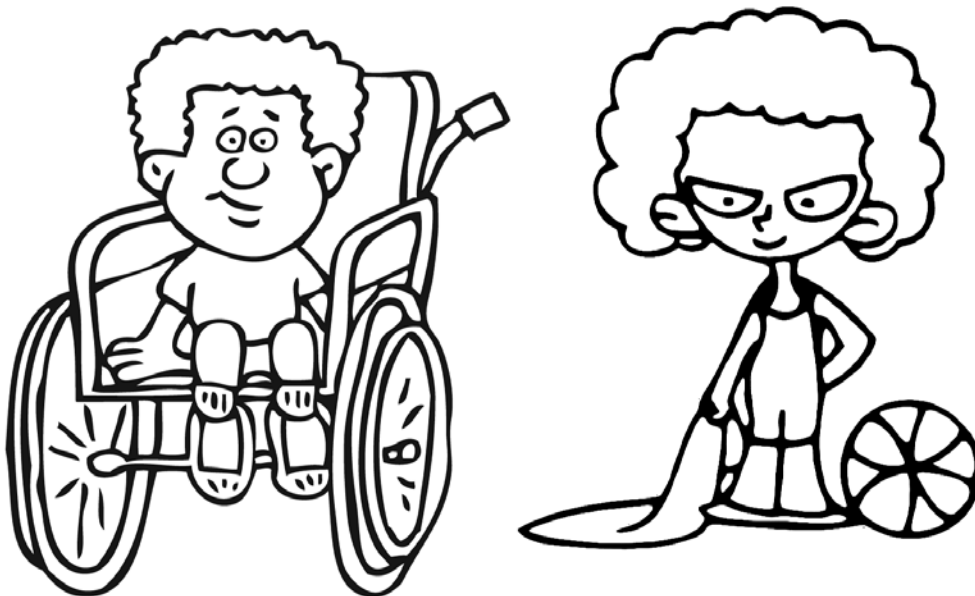


Mini-Opp 2A

# it's all about me

## activity book

*Illustrated by Scott Wisneski and Rob Stinogle*



coloring book created by Pittsburgh Action Against Rape  
Education & Training Department  
for Pennsylvania Coalition Against Rape

Supported in part by the Commonwealth of Pennsylvania Department of Public Welfare

If I feel unsafe I could ask any of these people for help:

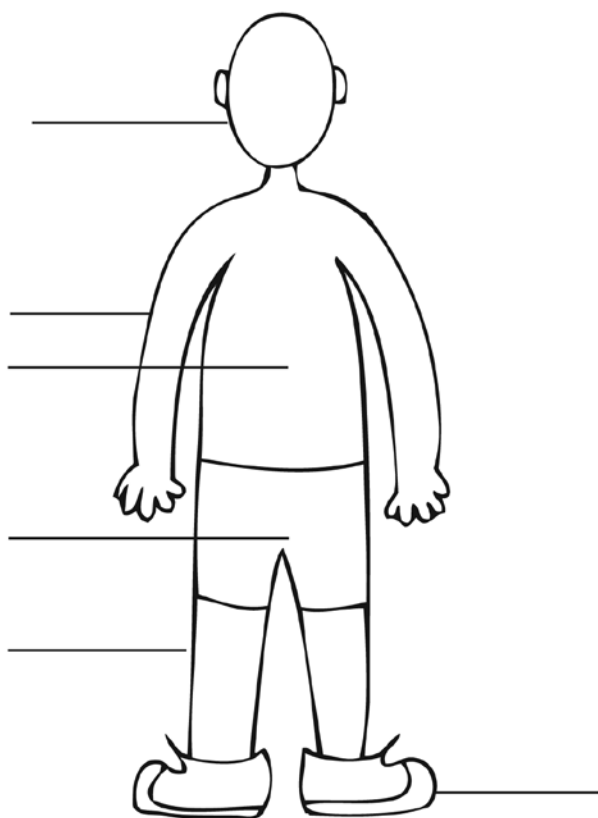
- ☐ My mom or dad
- ☐ My stepparents
- ☐ My grandparents
- ☐ My brother or sister
- ☐ My aunt or uncle
- ☐ My teacher
- ☐ My neighbor
- ☐ My doctor or nurse



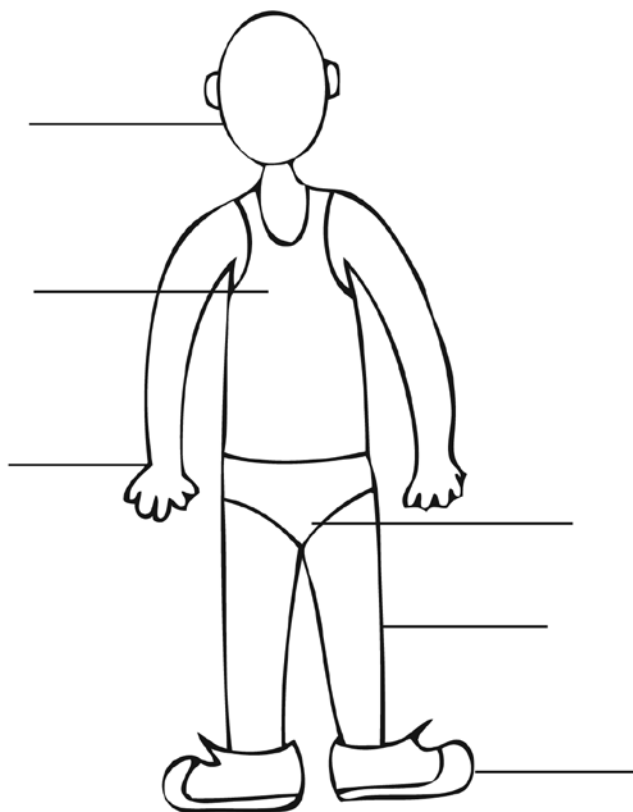


# IT'S OUR BODY

**boy**



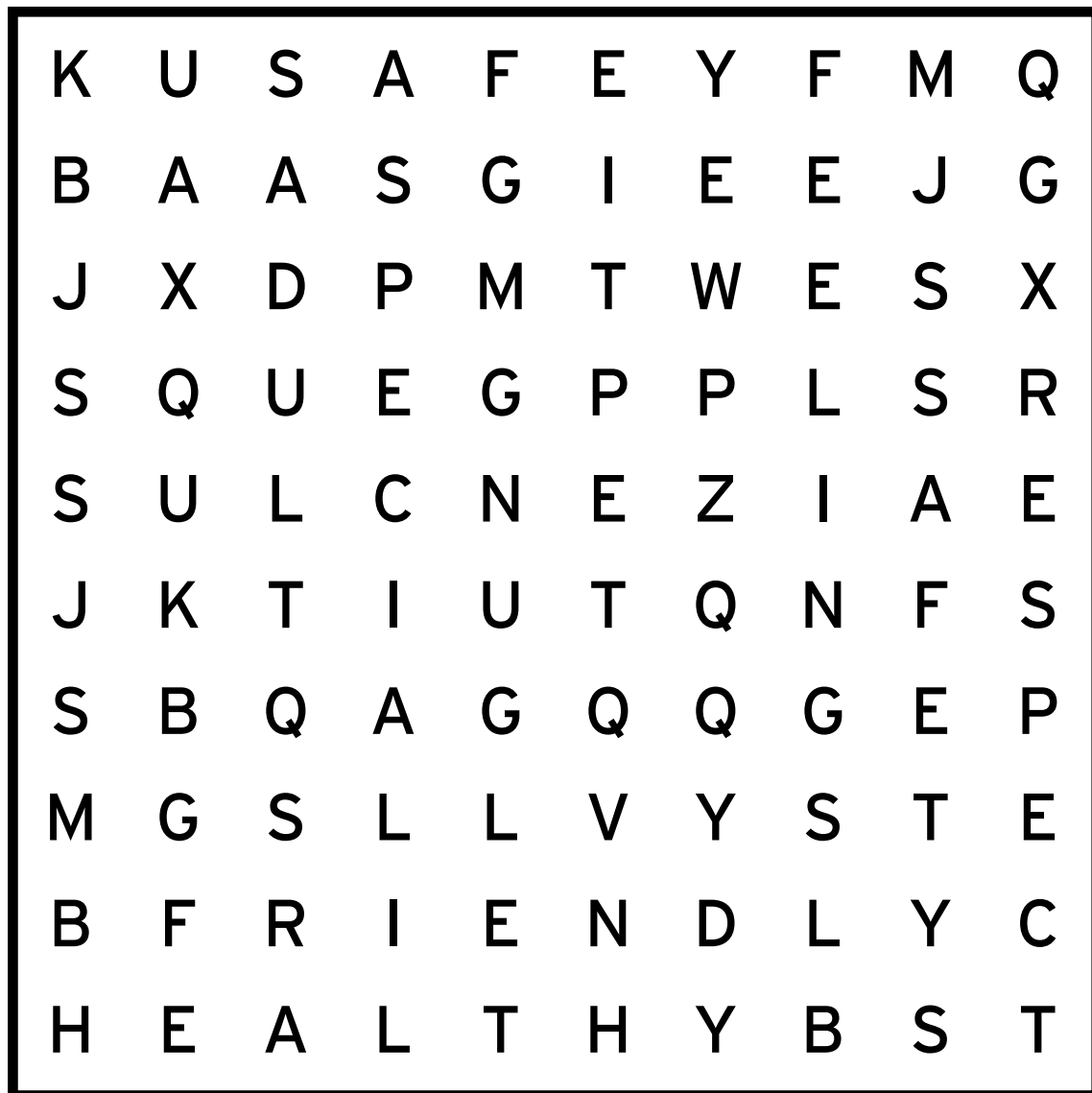
**girl**



**Name each body part.**

**Draw your face and color in.**

## Word Search



SAFETY

SPECIAL

HEALTHY

FEELINGS

ADULT

FRIEND

RESPECT

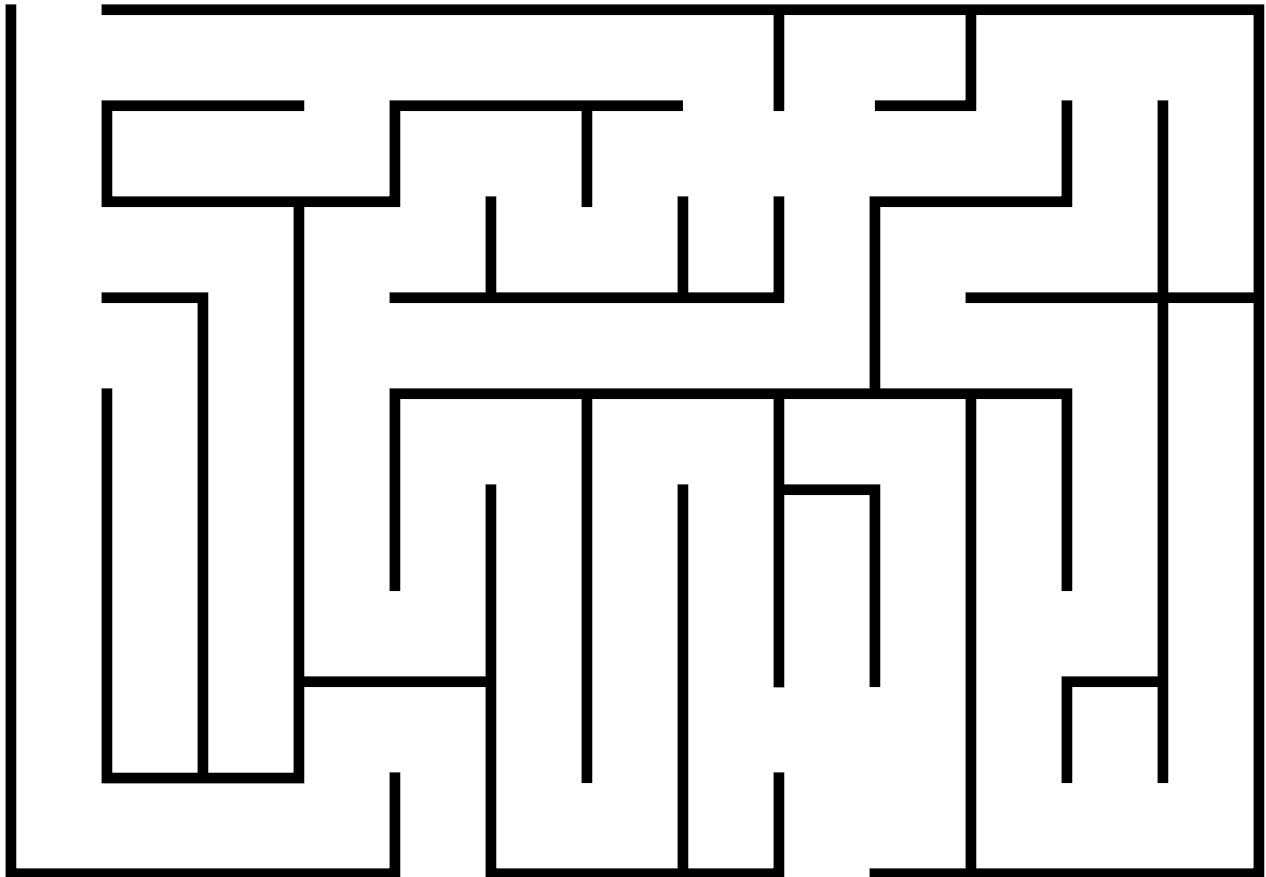
SAFE





Think of the safe adults you know at home and school. Find your way through the maze to those adults and draw their pictures.

**ENTER**



I eat healthy food  
to make my body strong.



My favorite fruit is \_\_\_\_\_.

My favorite vegetable is \_\_\_\_\_.



I play to keep my body moving.

My favorite outside game is

\_\_\_\_\_.

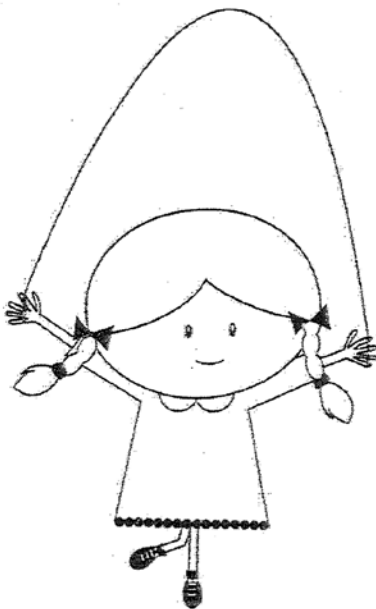
It is okay to have many feelings.

I share my feelings with \_\_\_\_\_.

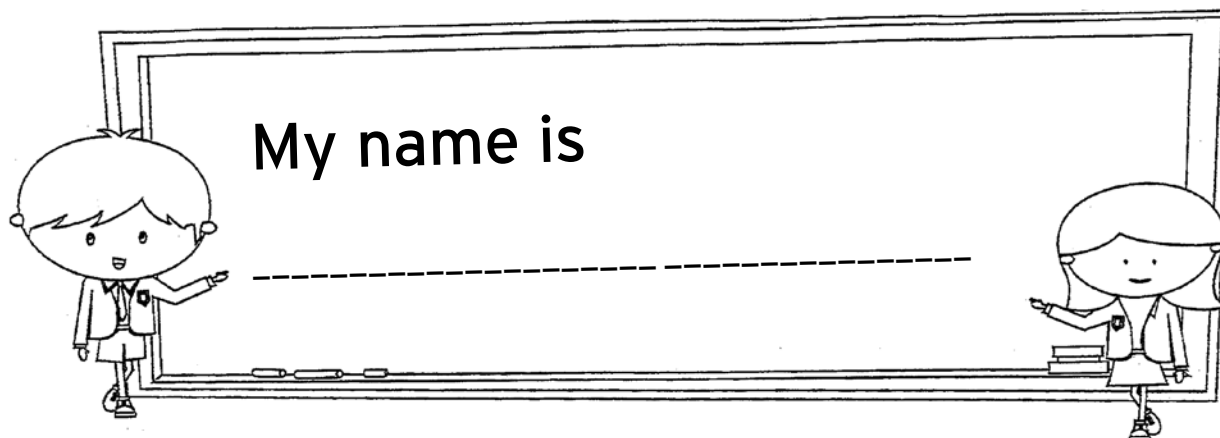


Cameron likes to read.  
What books do you like?

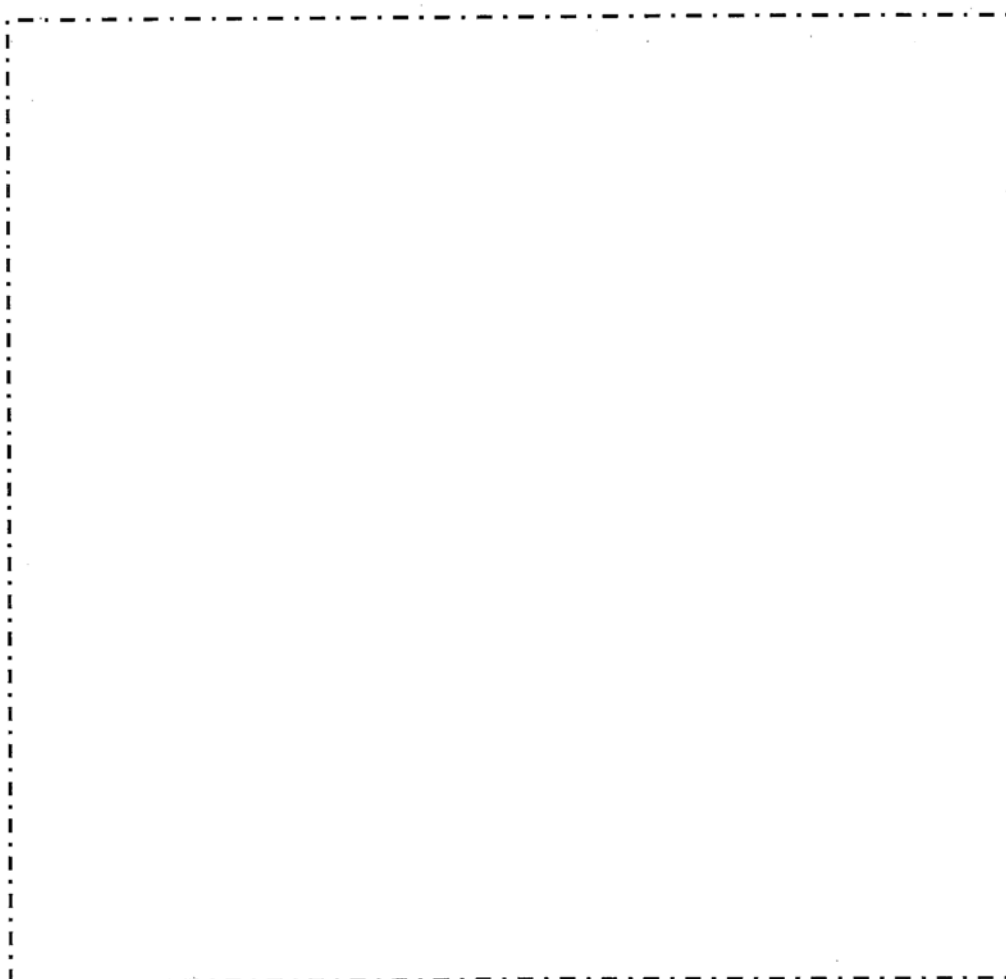
Joe likes to sing.  
What kind of music do you like?



Sarah likes to jump rope  
What is your favorite activity?



**Draw a picture of yourself!**



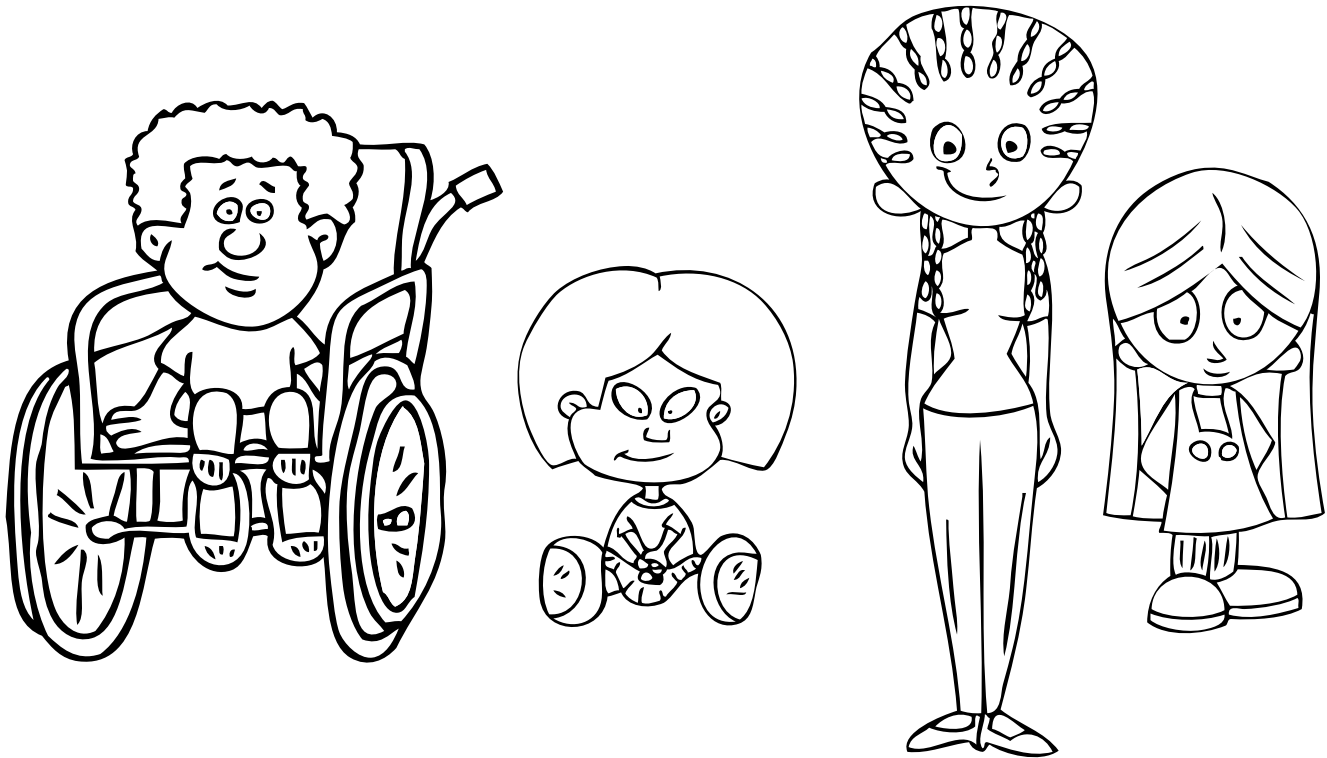


Mini-Opp 2B

# it's all about me

## activity book

*Illustrated by Scott Wisneski*



coloring book created by Pittsburgh Action Against Rape.  
Education & Training Department  
for Pennsylvania Coalition Against Rape

Supported in part by the Commonwealth of Pennsylvania Department of Public Welfare

# IT'S ALL ABOUT

my

friends

are

I am  years old

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



These are adults I can go to for help:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## My Favorite Things

Color

Food

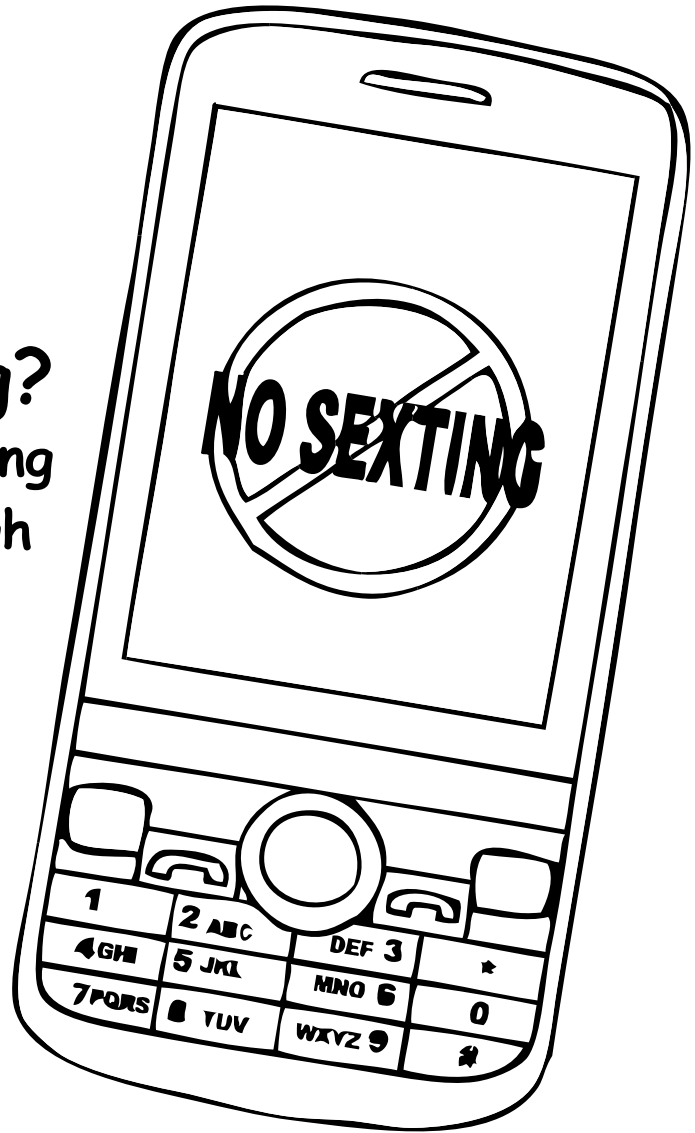
Book

Music



## COLOR YOUR NEW CELL PHONE

**What is sexting?**  
Sending and/or receiving  
naked pictures through  
text messages.

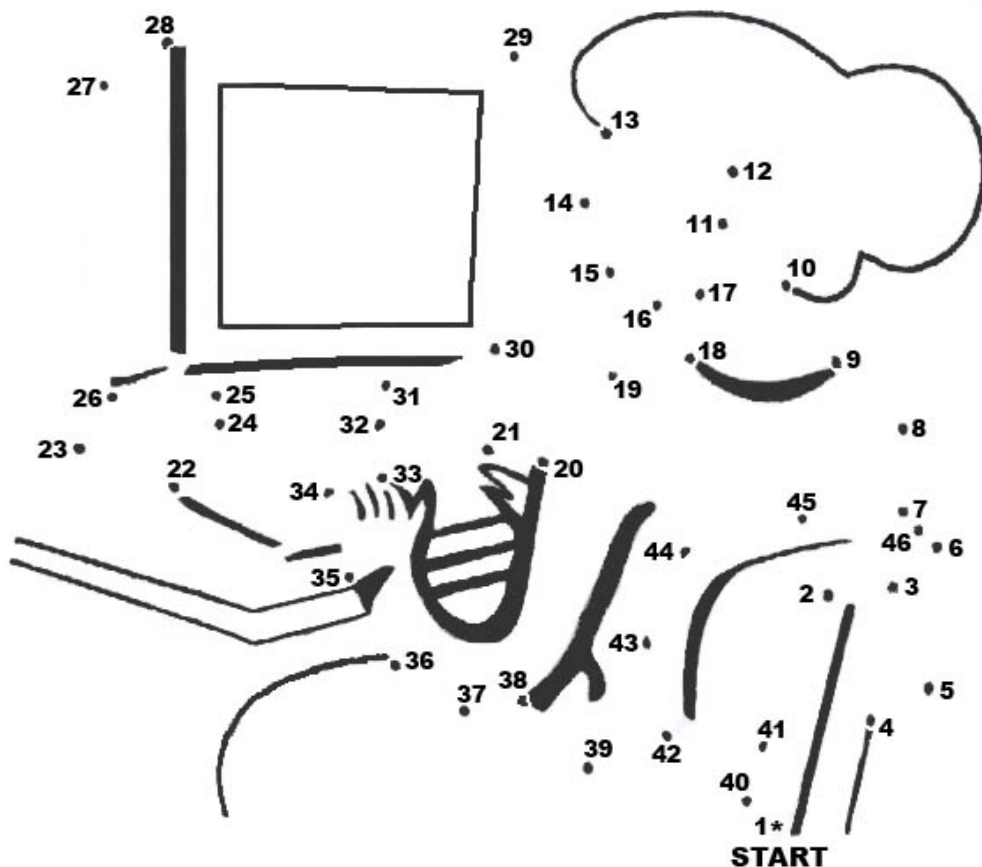


If I received a text message with a  
naked picture I would tell these adults:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# INTERNET SAFETY



Do not give out personal information (name, address, phone number) to anyone online.

Do not post anything that is hurtful, disrespectful, or embarrassing. Remember, ANYONE can see what is on the internet.

Never go into chat rooms online or in video games. Remember people can lie about who they are online.



## My Safety Puzzle



tell

stop

adult

safe

unwanted

touch

words

boundaries

pictures

sexting

my body

uncomfortable

angry

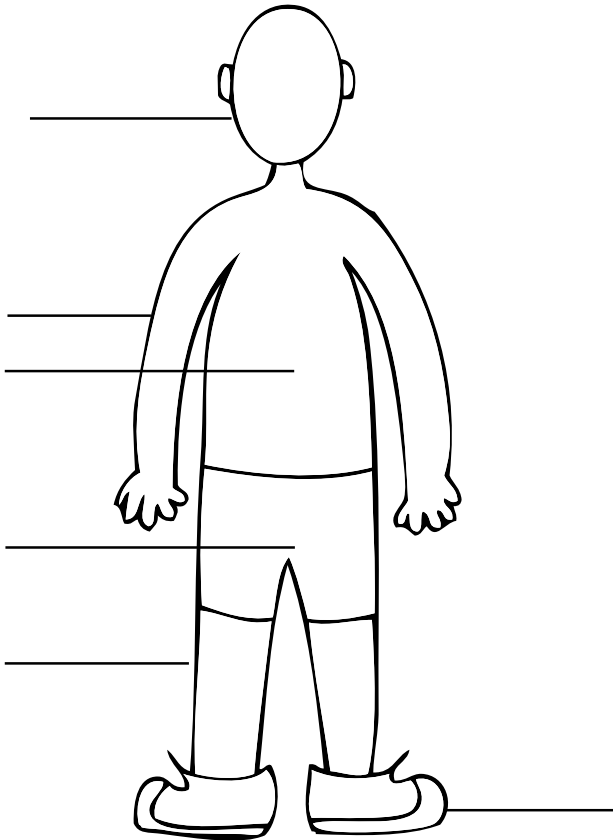
hugs

embarrassed

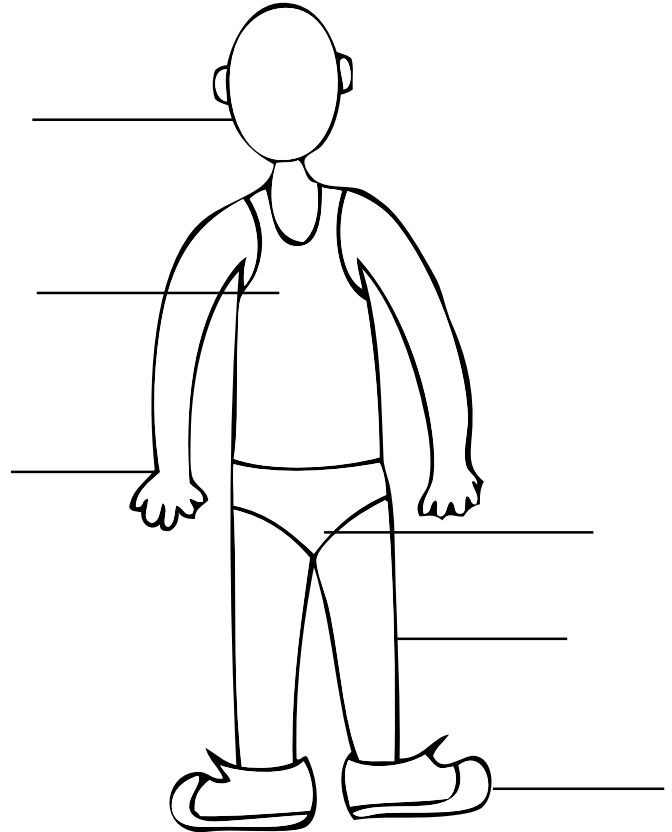
chatroom

# IT'S OUR BODY

**boy**



**girl**

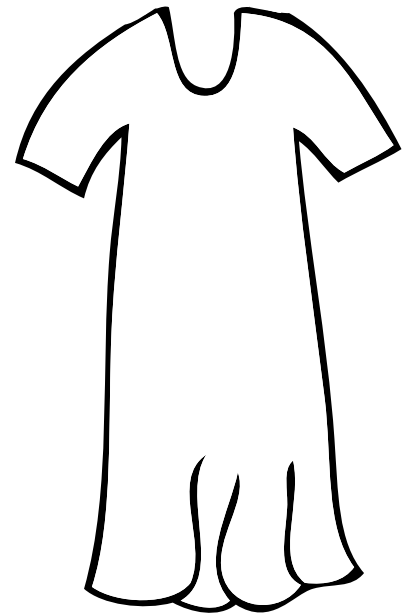
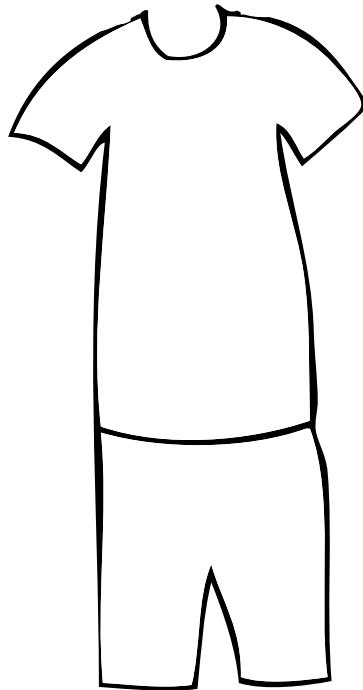
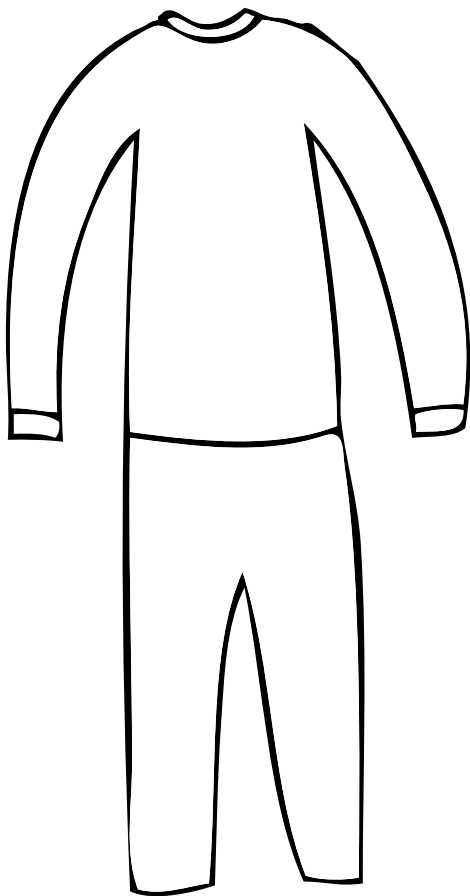


**Name each body part.**

**Draw your face and color in.**



**Color in your clothes, then cut along the solid lines.  
Glue your body on the previous page!**



## Session Three: Bystander and healthy relationships

**Audience:** Parents and caring adults raising children between the ages of birth and 10 years of age

**Session Three:** Bystander and Healthy Relationships

**Session Length:** 2 hours

**Format:** Guided Discussion, Activities

**Materials Needed:** Flip chart paper, markers, “More Bystander Role Plays!” handout, “Challenge Role Plays” handout, “All the Single Ladies” video clip from YouTube, Mini-Opps 3A and 3B.

---

## Activity: Mini-Opp 2A and 2B review

**GOALS:** To provide parent opportunity to discuss safety and boundaries with child and promote a positive and healthy self-esteem by recognizing talents and safety skills the child currently possesses while reviewing safety plans with child.

### DIRECTIONS:

Prepare flip chart paper with the following questions:

- Did your child share anything with you regarding what they are good at or like? Did you share anything with your child regarding what you are good at or like? How did that feel? How did it go?
- Did you have opportunities throughout the week to reinforce, discuss body safety with child?
- Did you label the parts of the body? Did you feel comfortable doing so?
- Did your child ask questions about their body? Did you answer? Did you feel comfortable answering? If not, what would have helped?
- Did child ask questions about privacy? Did you answer? Did you feel comfortable answering? If not, what would have helped?



## Activity: Is this safe or not?

**GOALS:** Attendees will be given the opportunity to discuss the importance of safety and will be able to list steps to assess danger versus potential social awkwardness or discomfort present when questioning another adult.

### DIRECTIONS:

Discuss what can make a situation dangerous?

#### *Sample answers:*

- Strangers involved
- Dark, night
- Isolated
- Alone
- Have your kids with you
- Unfamiliar location

What to do in a dangerous situation?

#### *Sample answers:*

- Use your phone
- Engage others
- Respond calmly
- Avoid an accusatory tone which can escalate the situation
- Use distraction or humor if you can
- ALWAYS ASSESS

## Activity: Bystander role-plays

**GOAL:** Attendees will practice intervening in situations where adults may be behaving inappropriately (yellow light behaviors) to better protect children and keep them safe.

### DIRECTIONS:

- Prepare a flip chart paper with the following Bystander Role Play Participation questions:
  1. What were possible actions? How did you decide upon the “best” action?
  2. Was it difficult or uncomfortable questioning the adult about his/her behavior? Why or why not?
  3. How might the adult have responded to your question? What might influence his/her response?
- Prepare a flip chart paper with the following Bystander Role Play Observation questions:
  1. Did the bystander appear confident when questioning the adult — maintained eye contact, spoke clearly?
  2. What other options did the bystander have for questioning or confronting the adult?
- Divide into pairs.
- Each pair will identify how to respond as a bystander in assigned role-play from “More Bystander Role-Plays!” Handout
- Each pair should identify all actions
- Each pair should pick “best” action
- Each pair should present the role-play and review Discussion Questions: Bystander Role Play Participation
- Review Discussion Questions: Bystander Role Play Observation



---

### Activity: Challenge yourself

#### (OPTIONAL ACTIVITY)

**GOAL:** An on-the-spot activity that gives attendees opportunities to practice intervening in situations where adults may be behaving inappropriately (yellow light behaviors) to better protect children and keep them safe.

#### DIRECTIONS:

Parents will be invited individually to the front of the room to respond “in the moment” to the situation. Use “Challenge Role Plays” Handout for the individual challenge opportunities.



## Activity: Group brainstorm

(OPTIONAL ACTIVITY)

**GOAL:** Attendees will list the obstacles to intervening and generate solutions to each obstacle

### DIRECTIONS:

Prepare flip chart paper with the following question:

- What prevents adults from getting involved in protecting children?

### *Sample answers:*

- Scared for our safety
- Afraid for our children
- Think we might misunderstand the situation
- Don't want to make it worse
- Feel alone
- Perceived low level of urgency
- Perceived high level of danger

As a group, agree upon the top five reasons adults don't intervene to protect children.

### *Sample answers:*

- Afraid for our children
- Think we might misunderstand the situation
- Don't want to make it worse
- Feel alone
- Perceived low level of urgency

Brainstorm ways to address the top five barriers and actually encourage adults to intervene to protect children.

### *Sample answers:*

#### *Afraid for our children*

- Enlist assistance from other adults
- Remove our children from situation
- Become involved from a distance



### *Think we might misunderstand the situation*

- Ask questions, don't make accusations
- Offer to provide assistance
- Ask others for their opinions

### *Don't want to make it worse*

- Offer to provide assistance
- Ask others for their opinions

### *Feel alone*

- Enlist assistance from other adults
- Use a cell phone

### *Perceived low level of urgency*

- Ask questions
- Call authorities/experts

---

## Activity: Group brainstorm

(OPTIONAL ACTIVITY)

**GOAL:** Attendees will generate bystander interventions

**DIRECTIONS:**

Read each scenario and generate as many bystander options as possible.

- Picking up your child at school you notice a child touching the other boys' penises.
- Picking up your child from basketball practice you notice a man giving high fives and then asking several of the children for a hug.
- While playing at a park you notice an adult frequently invading children's personal space.

---

## Activity: What do girls learn/What do boys learn

**GOAL:** Attendees will discuss similar and different messages about power, behavior, and sexual activity the genders receive about outline what it means to be male and female in our society today.

**DIRECTIONS:**

- Divide the adults into two groups.
- Assign one group males and one group females.
- Have the groups brainstorm and record the message their respective gender receives from mainstream media and society about what it means to be male/female with regards to power, behavior, appearance, and sexual activity.
- Discuss the tension between the differing messages boys and girls learn and the pressure children/adolescents receive to behave within the parameters defined by "society."

*Note: As parents it can be powerful to identify the messages and use those as opportunities to engage in discussion with your child to promote your values and thoughts.*



### Activity: “All the Single Ladies”

**GOAL:** Attendees will view a music video and discuss the impact pop culture can have on children.

**DIRECTIONS:**

- Show “All the Single Ladies”.

**Beyonce Knowles, “All the Single Ladies”**

7-year-old girls dancing to “All the Single Ladies”

<http://www.youtube.com/watch?v=ir8BO4-7DkM>

- Discuss the sexual message and content of the song.
- Discuss the sexual movements in the dance performance.
- Discuss the sexual “adult-like” costumes.
- Identify the messages a child may receive from the song, combined with the dance performance, combined with the costume.

### Mini-Opps 3A and 3B

**GOALS:** Attendees will have the opportunity to identify bystander behaviors they model for their children and provide parents an opportunity to review examples of appropriate boundaries between adults and children with their child.

**DIRECTIONS:**

- Give each parent a “Bystander Reflection” Mini-Opp, 3A
- Ask each parent to complete the “Bystander Reflection” Mini-Opp, 3A prior to the next session.
- Give each parent a “Boundary Circles” Mini-Opp, 3B
- Ask each parent to complete the “Boundary Circles” Mini-Opp, 3B with their child.
- Explain the next session will begin with a review and discussion of the Mini-Opps.

## More Bystander Role Plays!

Give each pair of the participants one of the role plays. Instruct each pair to read their role play and then respond to the following prompts:

What are you, the bystander, thinking and/or feeling?

What could you, the bystander, say or do in the situation?

1. At halftime during your son's basketball game, the dance team performs a sexually suggestive song you feel is inappropriate.
2. Your son shares, that during guest presentation in the auditorium, a group of boys referred to the presenter as a "slut" and "whore," and a teacher was sitting right behind them.
3. Your neighbor refers to the teenager living next door as a "little slut who deserves whatever she gets."
4. Your 3-year-old walks into a room while you and your friend are talking. As she plays, she touches her vagina and rubs it. Before you can say anything, your friend tells your daughter she will go blind if she keeps touching her "birdie."
5. Your child often plays outside with a friend after school. Lately, you have seen an adult in your neighborhood frequently invading children's personal space and spending time with the children.
6. While driving your 8-year-old and her friends home from basketball practice, you overhear the girls singing sexually explicit lyrics. When you reach Sally's house, her mother comes out to meet her.



7. You and your neighbor occasionally take turns watching one another's children for brief errands. Recently, you hear your 5-year-old daughter using sexual language and see her mimicking sexual poses, and she mentions watching a movie at your neighbor's house.
8. Your 7-year-old daughter and her friend are playing Barbies. When you pass by them playing, you notice that none of the dolls have clothes on.
9. Lindsay's first grade class has a new student teacher this semester. The young woman is very popular with the children and brings them silly bands for good behavior. Getting dressed for school one morning, Lindsay tells you she wants to be "special friends" with her teacher.
10. A storm damages your home and you have hired a contractor to fix the damage. One of the employees is frequently engaged in sexually explicit conversations and tries to talk with your children and their friends when you are in another room.
11. At the family reunion you notice a family member "accidentally" brushing up against your young child.
12. Your daughter is in a dance recital, and while attending the rehearsal, you are concerned about the dance moves which seem sexually provocative and inappropriate for children.
13. Your daughter is in a dance recital and you are concerned about the outfit sent home.
14. At your daughter's weekly soccer game, you notice a man taking pictures of all the girls.

## Challenge Role Plays

Give each pair of the participants one of the role plays. Instruct each pair to read their role play and then respond to the following prompts:

What are you, the bystander, thinking and/or feeling?

What could you, the bystander, say or do in the situation?

1. You notice the neighbor's babysitter frequently watches adult-themed movies and invites her boyfriend over.
2. Mr. Lucas, a retired school teacher, always buys the neighborhood children playing alone in the street ice cream. He then encourages the child to eat the ice cream in his house.
3. One of the neighborhood children tells you that some of the older students riding the bus are pulling their pants down during the ride home.
4. There is an adult man frequently waiting outside of the school when the after-school program dismisses the students. He is not a parent and all of the children go over to talk to him. You see some of the children sitting on his lap.
5. You see your neighbor's husband driving some of the teenagers from the neighborhood to the mall and your neighbor doesn't have children.
6. Your daughter, Ashleigh who is nine, has spent her regular weekend visit with her father and his new girlfriend. As you are walking to your bedroom you notice that Ashleigh is singing into a hairbrush and grinding her body into the back of a chair. You ask her what she is doing and she tells you that this weekend, her dad's new girlfriend let her watch VH1 and MTV.
7. Your son, Thomas, attends Boy Scout meetings, and you notice there is a young man helping every week and he is not dressed like the group leader.
8. You see your 2-year-old granddaughter kissing her doll for long periods of time moving her head from side to side dramatically.



## Mini-Opp 3A

### What Have I Done?

#### PARENT REFLECTION QUESTIONS:

How do I model or show my child through actions and words how to stay safe?

How do I model or show my child through actions and words how to help keep others safe?

How do I model or show my child through actions and words how to ask others for help when I feel unsafe?

How do I model or show my child through actions and words how to offer help when asked?



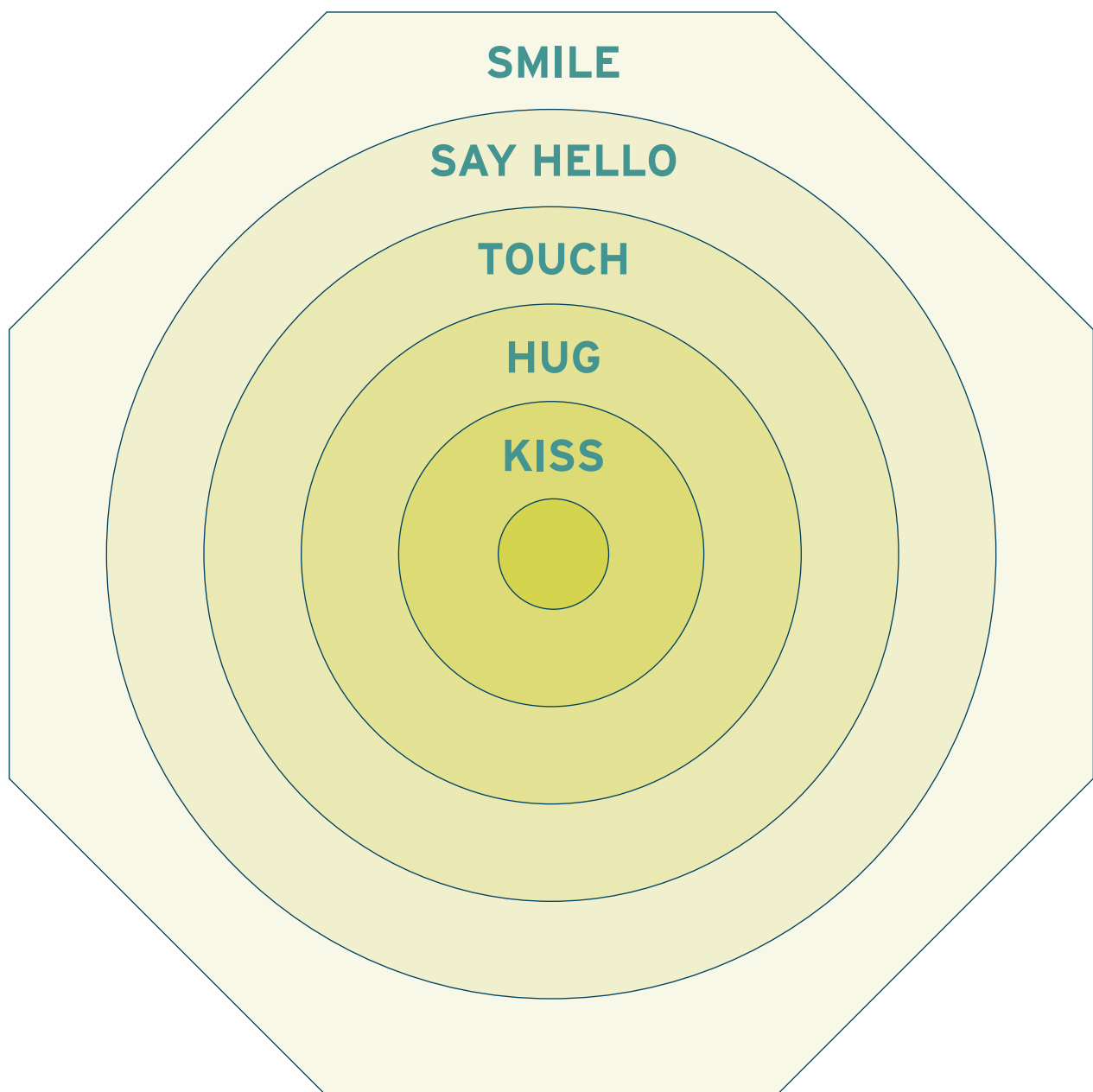
## Mini-Opp 3B

### Circles Worksheet

#### DIRECTIONS:

Make a list with your child of the adults he/she comes into contact within a week.

Place each adult within the appropriate boundary circle. For example, "Mom" might go into the hug and/or kiss boundary circle, but "Teacher" might go into smile and/or say hello boundary circle.





## Session Four: Healthy sexuality

**Audience:** Parents and caring adults raising children between the ages of birth and 10 years of age

**Session Four:** Healthy Sexuality

**Session Length:** 2 hours

**Format:** Guided Discussion, Activities

**Material Needed:** Flip chart paper, markers, “Assess Your Comfort” handout, “Openers” handout, “Building My Foundation” handout, Mini-Opp 4, Post Survey (Part Four)

---

## Activity: Mini-Opp 3A and 3B

**GOALS:** Provide parents with the opportunity to identify bystander behaviors they model for their children and provide parents an opportunity to review examples of appropriate boundaries between adults and children with their child.

### DIRECTIONS:

Prepare flip chart paper with the following questions:

- Were you surprised by any of the adults your child added to the list?
- Were you surprised by where your child talked about placing an adult within the boundary circles?
- Did anything else come up?

## Activity: What do you teach your children?

**GOALS:** Attendees will compare and contrast, by topic, purposeful and overt lessons taught to our children versus subtle or ignored lessons.

### DIRECTIONS:

Brainstorm the topics or “things” adults teach child/children.

- Think back to the day you brought your baby home from the hospital and into the first few years of life — what were some of the skills you thought about having to teach him/her? What would your child need to learn from you? What would you need to teach your child? As your child grew, started school and made friends, what other skills would they need and what else might you have to teach your child?

### *Sample answers:*

- To say “Ma-ma” and “Da-da”
- The ABC’s
- How to be polite — say hello, look at, answer questions
- Not to touch things in stores
- Don’t go with strangers
- How to walk, talk, ride a bike, read

Ask adults if they notice anything about the list. Brainstorm what may be missing from the list.

### *Sample answers:*

- Personal body safety
- Sex development and sexuality
- Gender roles
- Safety with family and close friends

### THINK MORE ABOUT:

- What do I want my child/children to know about sex education, sexual development, sexual abuse prevention, and healthy sexuality? How are/would they get that information?
- What was I comfortable discussing? What did I prefer not to discuss?
- Is there a topic I wish or think I should be comfortable with that I am not? What might make me comfortable? What information, materials, or experiences might I need to feel more comfortable?
- To assist you in thinking about the above and to begin to answer or fine-tune your answers, we have developed a few activities and worksheets (Handouts)



---

### Activity: "Assess Your Comfort"

**GOAL:** Attendees will assess her/his comfort discussing topics including sex education, sexual development, sexual abuse prevention, and healthy sexuality with a child/children.

**DIRECTIONS:**

- Provide each adult "Assess Your Comfort" worksheets 3A and 3B..
- Ask each adult to take a few minutes and complete.
- Ask adults if anyone noticed anything they wanted to share.

---

### Activity: "Openers"

**GOAL:** Attendees will be given examples of how to start conversations and share information with their child/children about sex education, sexual development, sexual abuse prevention and healthy sexuality

**DIRECTIONS:**

- Provide each adult "Openers" worksheet 4.
- Divide into pairs, read aloud, and discuss examples. Critique and discuss what the "opener" may or may not elicit.
- Ask each pair to develop two additional openers.
- Ask each pair to come up and share their two openers.

---

## Activity: “Building My Foundation”

**GOALS:** Attendees will identify the sources of information he/she feels comfortable with and wants to rely upon to solicit information about sex education, sexual development, sexual abuse prevention and healthy sexuality to share with their child/children.

**DIRECTIONS:**

- Provide each adult “Building My Foundation” worksheet 5.
- Ask adults to complete the worksheet.
- Ask adult if anyone would like to share anything they noticed about their answers.

---

## Mini-Opp 4

**GOAL:** Attendees will “practice” taking advantage of potential teachable moments in typical child development.

**DIRECTIONS:**

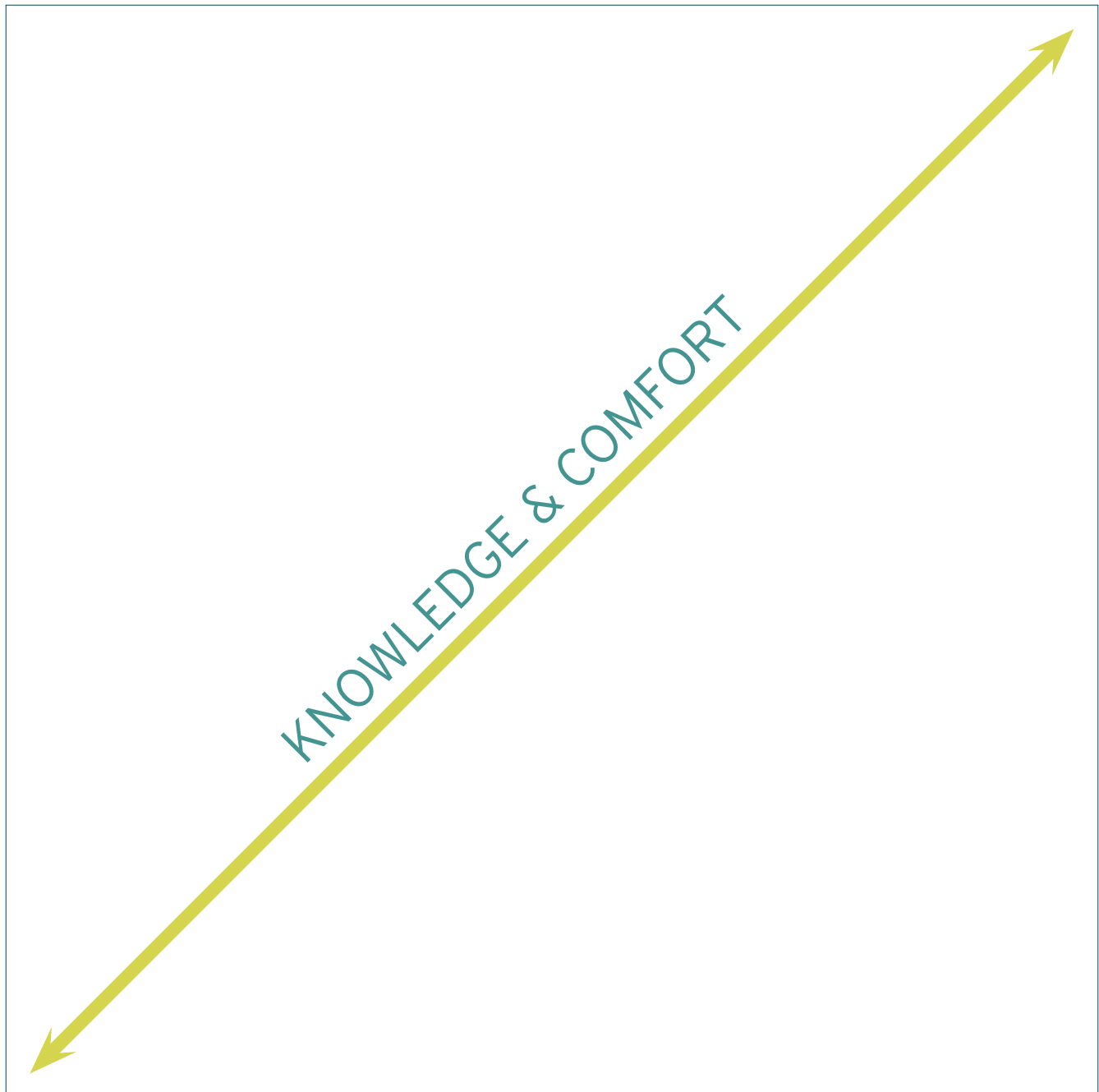
- Give each parent a “Teachable Moments” Mini-Opp 4.
- Suggest reviewing and completing to aid in taking advantage of teachable moments as they arise.

Evaluation: Distribute survey.



## Assessing Your Comfort

Place the numbers and corresponding behaviors from the next page along the continuum depending upon your comfort discussing with your child.



# Where We Live: A Manual for Engaging Parents

*Place number which corresponds to the behaviors below along the continuum on the "Access Your Comfort" worksheet 3A reflecting your comfort discussing the behavior or topic with your child.*

Talking to my child about....

1. Hugging a family member
2. Textual harassment
3. Sitting on a stranger's lap
4. Kissing a family member
5. Kissing a stranger
6. Naming body parts
7. Kissing within a relationship
8. Values and sexual activity
9. Hugging a stranger
10. Respect between genders
11. Sexting
12. Shared responsibility within relationships
13. What a relationship should feel like
14. How partners in a relationship should treat one another
15. Anatomical differences between males and females
16. Sitting on a family member's lap
17. Where babies come from
18. Masturbation
19. Sexual intercourse
20. Sexual activity



## Openers

Lots of what I have seen on television shows people casually engaging in sexual activity or sex. I want to let you know how I feel about that and what I believe is important regarding sexual activity.

Remember when we talked about some of the differences and different things boys and girls may like. I wanted to talk about a few more things. You asked about boys and girls liking different colors or activities, and I said each individual has different likes and differences. It is also true that boys' and girls' bodies are different.

Gabby, I noticed Uncle Joe giving you lots of hugs at the birthday party on Saturday. How did that feel to you? Was that okay? Did you like all of those hugs?

Mark, did you like sitting on my lap and reading a story last night? What if our new neighbor asked you to sit on his lap? Let's talk about how you and I can decide together whose lap it is okay to sit on or not.

Gwen, sometimes someone wants to give me a hug and I don't feel like it or that person makes me uncomfortable — have you ever felt that way? I want to share with you what I have done and who I shared that with and got help from.

Lou, I've heard a lot on the news lately about texting and bullying and naked pictures — have you ever seen or heard anything like that at school or with your friends?

### ADDITIONAL OPENERS:

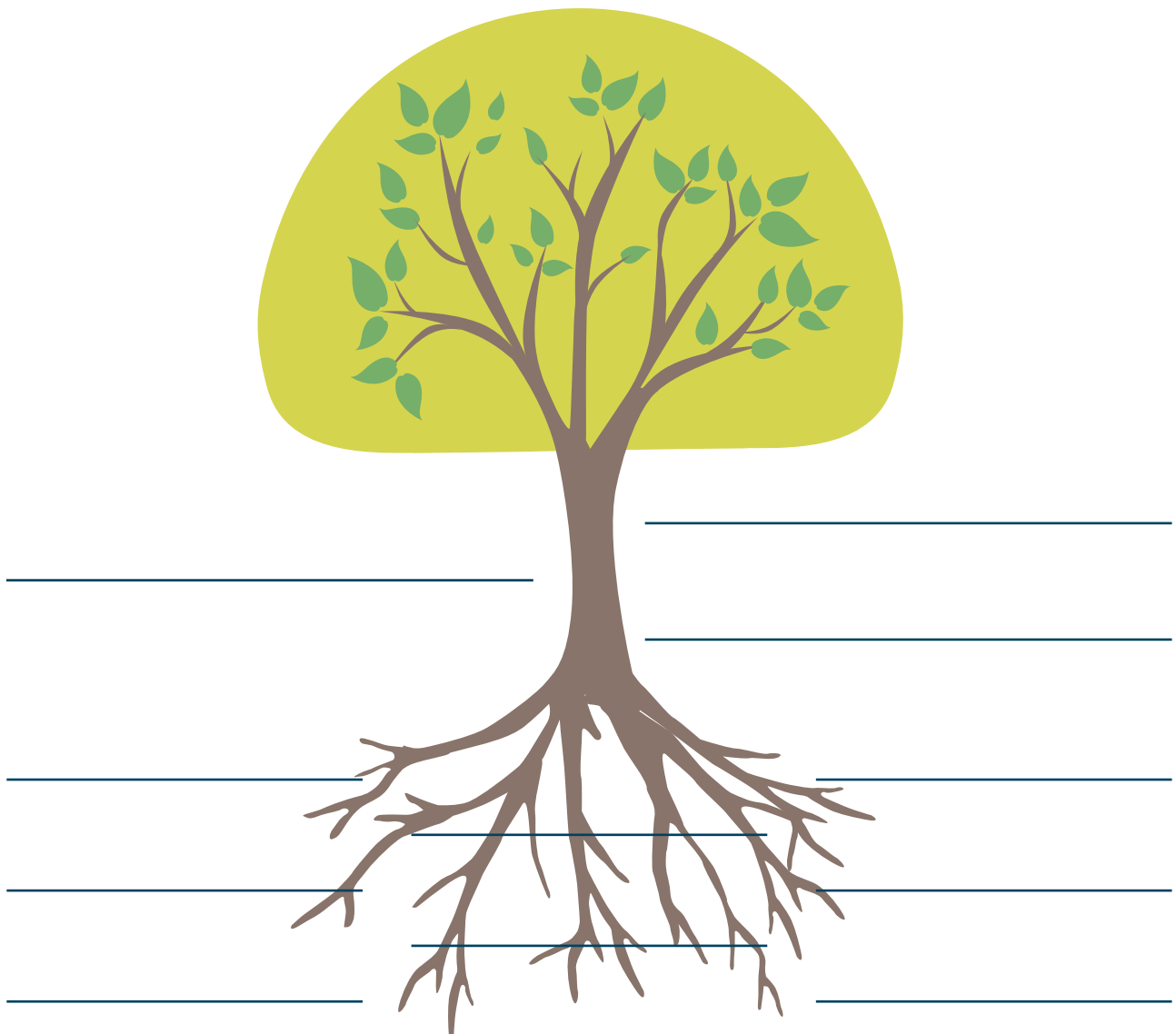


## Building My Foundation

As parents, we ask about school, friends, and activities. We may not routinely discuss sex education, sexual development, sexual abuse prevention, and healthy sexuality. Whether we are talking about those topics or not, our children are receiving messages from many sources. Please think about the sources providing information to your children and write them in the roots.

Circle the top three sources from which you want your child to take information. Think about what you circled and why.

What specific values or lessons do you want your child to have? Once you identify the values or lessons, write them on the lines provided coming from the trunk of the tree.





## Mini-Opps 4

### Teachable Moments

Please complete each scenario thinking about how you may/may not respond differently depending upon your child's age and/or developmental stage.

While eating dinner, your 4-year-old asks about the difference between boys and girls. Would your answer differ if you child was seven or ten? If so, how?

Your 5-year-old asks how a baby gets in a mom's belly. Would your answer differ if you child was seven or ten? If so, how?

You walk into the room and find your 5-year-old masturbating while watching television. Would your answer differ if you child was seven or ten? If so, how?

You are bathing a younger child and your 4-year-old asks about the difference in anatomy. Would your answer differ if you child was seven or ten? If so, how?

Your 5-year-old shares his/her unhappiness with relatives kissing and hugging at holidays. Would your answer differ if you child was seven or ten? If so, how?

Your 5-year-old ASKS what sex is. Would your answer differ if you child was seven or ten? If so, how?

You are watching television and a couple is kissing. How could you use that opportunity to talk with your child?

A song with sexual lyrics is on the radio, how could you use that opportunity to talk with your child?

How could you use a commercial advertising a provocative movie for adolescents as an opportunity to talk with your child?





## Part Four

# Discovering what works: Preliminary evaluation findings

This section presents the findings from a preliminary evaluation of a four-session educational and skill-building initiative designed to prevent child sexual abuse by involvement parents and caring adults. Part of the program development and evaluation process was an initial baseline survey of adults in the community and focus groups to assess community attitudes toward and knowledge of child sexual abuse and prevention skills that needed strengthening.

As a form of primary prevention, the program **sought not only to raise parents' awareness of child sexual abuse, but also to build their skills for proactive behaviors** that, when used, can:

- Reduce the risk of children being targeted by sexual abusers
- Make communication with children about sexuality normative
- Strengthen community norms for talking about prevention of child sexual abuse
- Increase community norms that hold individuals accountable for behaviors that violate children's boundaries

The process and outcomes evaluation that was done to assess the effectiveness of the program used two methods:

- A **written pre-/post-survey** assessed changes in:
  - Ability to identify risk situations
  - Likelihood of intervening in risk situations
  - Likelihood of engaging in specific prevention behaviors
  - Motivations for intervening
  - Confidence for engaging in proactive, preventive conversations with children

# Where We Live: A Manual for Engaging Parents

Evaluation materials can be found in this section. For guidance on collecting and analyzing data in a spreadsheet, contact The Pennsylvania Coalition Against Rape for more information.

The protocol used for interviews is not included in this set of evaluation materials. The intent was program development during the pilot stages. For agencies interested in the protocol, please contact The Pennsylvania Coalition Against Rape for details.

- Occurrences of actual proactive, preventive conversations with children
- Additionally, the post-survey assessed satisfaction with the sessions and comfortability with participating in the groups.
- Second, a semi-structured, qualitative interview was conducted by telephone with a sample of participants. The interview assessed:
  - Facilitators of and barriers to participating in the groups
  - Actions taken since completion of the sessions
  - Other impacts of the program
  - General feedback on strengths of the program and how it can be improved in the future

**"I learned to be more aware and what to look for in keeping children safe."**

In summary, the evaluation found that:

- Participants expressed **very high satisfaction** with the workshops, including high levels of feeling respected and supported by the facilitators.
- Even at the start of the workshops, most participants could **appropriately identify behaviors** where children's boundaries are crossed or where there is sexual exposure or exploitation as being indicators of risk.
- However, they were also more apt to identify innocuous behaviors as risky than was necessarily warranted. This **over identification of risk significantly decreased** over the course of the workshops, which was a desirable outcome.

**"It gave me more insight on what to observe in people/things/situations."**



- At the start of the workshop, most participants reported being **very likely to intervene** in specific behaviors and scenarios where warning signs of boundary crossing or possible predatory behavior were evident.

**“I feel much more confident to react in situations in which children might be in danger. I feel much more assertive and have a clear picture of how to define boundaries and tell someone to leave my child alone.”**

- However, there were some significant changes. Specifically, at the end of the workshops participants were **more likely to contact an authority figure** in lower risk situations and **more likely to talk directly with the adult** about whom they are concerned in higher risk situations.
- Additionally, in their qualitative responses participants reported being more likely to intervene and, in fact, some described **actual interventions** they had engaged in as a result of what they learned during the workshops.
- As for how they would decide about when and how to intervene, the survey data indicated that at the end of the workshops participants were **significantly less likely to be concerned with three thoughts**:
  - feeling bad about wrongly accusing someone;
  - thinking they need to be 100 percent certain that a child is being abused before doing anything; and
  - thinking their friends will admire them if they do something about the situation.

However, their concern with making the wrong decision and wrongly accusing someone remained relatively high and may need to be explored in greater depth in future workshops.

- Overall, even at the start of the workshops parents were relatively **high in their confidence for talking with their children** about self-esteem, privacy, sex, and personal safety. However, there was a **significant increase in confidence for talking about privacy** from the start to the end of the workshops.

# Where We Live: A Manual for Engaging Parents



- Finally, when reporting on actual conversations they had with their children during the previous month, workshop participants reported a significant **increase in conversations about privacy and sex education**. This reflects an **important behavioral change that meets core workshop goals**. In summary, there is evidence that **the workshops were successful in achieving the major goals**. As is discussed in the report, it is possible that the use of a pre-post survey underestimated the effects. Therefore, the impact may have actually been greater than was captured by these measures.
  - *"I got so many ideas about how to talk to my child, what's age appropriate, and what's not."*
  - *"I learned how to talk to my children about sex, relationships and rape."*
  - *"I feel more comfortable talking with my children about different situations that I would not normally think would come up."*
- **Facilitators of this success** appeared to include:
  - **Workshop leadership** that was approachable, engaging, knowledgeable, and respectful. The leaders' own parenting experiences were a critical ingredient to being seen as a valuable and knowledgeable resource.
  - Offering the workshops in a **variety of community-based settings** not only appeared to contribute to the number of people who participated, but also facilitated personal connections that enhanced the relevance and, in some cases, the sustained impact of the workshops.
  - The offering of **gift cards** was a meaningful way of showing respect and support for parents. **It is the opinion of this evaluator that the Parent Involvement Project was a successful pilot and that there is sufficient evidence for the continuation of the initiative**. This report does include recommendations for further strengthening the workshops and for enhancing the specificity of future evaluation. Because this evaluation was based on a single pilot test of the workshops, **ongoing evaluation is recommended** to confirm that the effects are replicable in other communities and with other facilitators.



# Parent Involvement Project

## PARENT PRE-WORKSHOP SURVEY

Thank you for taking part in these parent workshops. Before we start, we would like to hear **what you think** about some of the things we will be talking about. **There are no right or wrong answers.** Knowing what you think will help us make this a better experience for the group. Your answers will also help us learn what we are doing well and how we can improve the group.

This survey is **anonymous**. Do **not** write your name on it. If you are uncomfortable answering a question, you may skip it.

---

### Create a unique number

To help us learn how we can do better, we will give you another survey at the end of the last workshop. We want to match the answers you are about to give us to the answers you will give us later. To do this, we need each survey to have a unique number on it so we can match your two surveys together.

To make your number, please write down the last four digits of the phone number you use most often.

\_\_\_\_\_

This number will only be used to match surveys. It can **not** be used to identify who you are.

*Continue on other side*





## How Would You Feel?

Imagine that your child is 8 years old. How comfortable would you feel if the following things happened? Then tell us how likely you would be to take some kind of action with the adult (for example, talk with them, tell them to stop, do something to change what they are doing, etc.)

	I would feel...					I would do something...		
	Very Uncomfortable	A Little Uncomfortable	I'm Not Sure	A Little Comfortable	Very Comfortable	I would <u>not</u> do anything	I <u>might</u> do something	I would <u>definitely</u> do something
A stranger says "hello" to your child while you are in line at the store.								
A coach gives your child a pat on the back after practice.								
Your boy/girlfriend or spouse walks around nude in the house.								
An uncle asks your child to sit on his lap.								
A babysitter wrestles with and tickles your child.								
Your boy/girlfriend or spouse takes nude photos of your child.								
A neighbor tells your child about sex in answer to a question.								
Your pastor hugs your child even when your child does not want it.								



## What Would You Do?

There is a park in your neighborhood where the children like to play. One of your neighbors, a middle-aged man whom you do not know very well, spends a lot of time in the park watching the children and talking with them. He frequently brings candy and other little gifts and hands them out.

In this situation, how likely are you to do the following things?

	I would <u>not</u> do this	A little likely to do this	Moderately likely to do this	Very likely to do this	I would <u>definitely</u> do this
Keep watching the adult.					
Talk with another parent about the situation.					
Notify an authority figure (for example, someone at the school, a city official, etc.).					
Call ChildLine.					
Call the police.					
Ask your child what they think about the adult.					
Tell your child to avoid the adult.					
Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.					
Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.					
Talk with the adult and get to know him better.					
Ask the adult about what he is doing.					
Explain to the adult why you are not comfortable with his behavior.					

## What Would You Do?

Your child's basketball coach is showing a lot of interest in your child. He offered to give your child private coaching to get ready for tryouts for an elite team and to drive your child home after practice.

In this situation, how likely are you to do the following things?

	I would <u>not</u> do this	A little likely to do this	Moderately likely to do this	Very likely to do this	I would <u>definitely</u> do this
Keep watching the adult.					
Talk with another parent about the situation.					
Notify an authority figure (for example, someone at the school, a city official, etc.).					
Call ChildLine.					
Call the police.					
Ask your child what they think about the adult.					
Tell your child to avoid the adult.					
Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.					
Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.					
Talk with the adult and get to know him better.					
Ask the adult about what he is doing.					
Explain to the adult why you are not comfortable with his behavior.					



## How Would You Decide?

If you think an adult may not be safe for children, there are many things you might think about when deciding what to do.

Please tell us how important each of these thoughts would be to if you if you were thinking about doing something (for example, talking with the adult or reporting the situation to an authority).

	Not at all important	A little important	Moderately important	Very important
I can prevent a child from being hurt.				
It is important for everyone in the community to keep children safe.				
Friends will look up to me and admire me if I do something about the situation.				
My friends or family might be angry with me if I do something about the situation.				
I could be in danger if I confront the adult.				
I could be in danger if I tell someone what I suspect.				
I could make the wrong decision and say something when nothing was really wrong.				
I have to be 100% certain that a child is being abused before I do anything.				
People might think I am over reacting.				
I would feel bad if I wrongly accuse someone.				
It's better to be safe and do something even if I'm not sure that a child is being abused.				

## What Do You Talk About With Your Children?

How old are your children? \_\_\_\_\_

	How <u>confident</u> are you at talking with your child about this?				In the <u>past month</u> have you talked with your child about this?	
	Not At All Confident	A Little Confident	Mostly Confident	Very Confident	Yes	No
What they like to do.						
Who their friends are.						
Who their favorite adults are.						
What your child is good at.						
Things about your child that make you proud.						
Proper names for their penis or vagina.						
What body parts are private.						
What to do if an adult makes them feel uncomfortable.						
What to do if an adult touches their private areas.						
How babies grow in their mother's belly.						
What sex is.						
How they decide when they are ready for things like kissing on a date.						
How they decide when they are ready for sex.						
What to do if they get lost.						
PRACTICING what to do if they get lost.						
PRACTICING what to do if an adult touches their private areas.						



# Parent Involvement Project

## PARENT POST-WORKSHOP SURVEY

Thank you for taking part in these workshops. Before we finish, we would like to hear **what you think** about some of the things we talked about. **There are no right or wrong answers.** Some of the questions may be familiar. Knowing what you think **now** will help us improve this group in the future.

This survey is **anonymous**. Do **not** write your name on it. If you are uncomfortable answering a question, you may skip it.

---

### Which groups did you attend?

- \_\_\_\_\_ Group #1 (Boundaries and Warning Signs)
- \_\_\_\_\_ Group #2 (What to Do Videos and Discussion)
- \_\_\_\_\_ Group #3 (What to Do Roleplays)
- \_\_\_\_\_ Group #4 (Talking with Children About Sexuality)

---

### Tell us your unique number

On the first survey, you wrote a unique number. We need to know that number again so we can match up your first survey with this one. That number was the last four digits of the phone number you use most often.

\_\_\_\_\_

This number will only be used to match surveys. It can **not** be used to identify who you are.

*Continue on other side*



## How Would You Feel?

Imagine that your child is 8 years old. How comfortable would you feel if the following things happened? Then tell us how likely you would be to take some kind of action with the adult (for example, talk with them, tell them to stop, do something to change what they are doing, etc.)

	I would feel...					I would do something...		
	Very Uncomfortable	A Little Uncomfortable	I'm Not Sure	A Little Comfortable	Very Comfortable	I would <u>not</u> do anything	I <u>might</u> do something	I would <u>definitely</u> do something
The school crossing guard gives your child a "high five."								
An uncle gives your child a kiss on the cheek.								
Your boy/girlfriend or spouse walks into your child's room without knocking.								
Your pastor asks your child to sit on his lap.								
You notice a porn magazine in your babysitter's bathroom.								
Your boy/girlfriend or spouse masturbates where your child can see.								
The babysitter won't stop tickling your child when told to "stop."								
Your neighbor often gives your child gifts.								



## What Would You Do?

There is a teacher's aide at your child's school who is always giving the children hugs. Some of the children seem to like it but others look uncomfortable.

In this situation, how likely are you to do the following things?

	I would <u>not</u> do this	A little likely to do this	Moderately likely to do this	Very likely to do this	I would <u>definitely</u> do this
Keep watching the adult.					
Talk with another parent about the situation.					
Notify an authority figure (for example, someone at the school, a city official, etc.).					
Call ChildLine.					
Call the police.					
Ask your child what they think about the adult.					
Tell your child to avoid the adult.					
Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.					
Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.					
Talk with the adult and get to know him/her better.					
Ask the adult about what he/she is doing.					
Explain to the adult why you are not comfortable with his/her behavior.					



## What Would You Do?

One afternoon when you pick your child up from summer daycamp you see your child, in her/his bathing suit, sitting on the lap of a camp counselor who is tickling your child. When the counselor says goodbye to your child they call your child “beautiful” and ask for a hug.

In this situation, how likely are you to do the following things?

	I would <u>not</u> do this	A little likely to do this	Moderately likely to do this	Very likely to do this	I would <u>definitely</u> do this
Keep watching the adult.					
Talk with another parent about the situation.					
Notify an authority figure (for example, someone at the school, a city official, etc.).					
Call ChildLine.					
Call the police.					
Ask your child what they think about the adult.					
Tell your child to avoid the adult.					
Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.					
Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.					
Talk with the adult and get to know him/her better.					
Ask the adult about what he/she is doing.					
Explain to the adult why you are not comfortable with his/her behavior.					



## How Would You Decide?

If you think an adult may not be safe for children, there are many things you might think about when deciding what to do.

Please tell us how important each of these thoughts would be to if you if you were thinking about doing something (for example, talking with the adult or reporting the situation to an authority).

	Not at all important	A little important	Moderately important	Very important
I can prevent a child from being hurt.				
It is important for everyone in the community to keep children safe.				
Friends will look up to me and admire me if I do something about the situation.				
My friends or family might be angry with me if I do something about the situation.				
I could be in danger if I confront the adult.				
I could be in danger if I tell someone what I suspect.				
I could make the wrong decision and say something when nothing was really wrong.				
I have to be 100% certain that a child is being abused before I do anything.				
People might think I am over reacting.				
I would feel bad if I wrongly accuse someone.				
It's better to be safe and do something even if I'm not sure that a child is being abused.				

## What Do You Talk About With Your Children?

How old are your children? \_\_\_\_\_

	How <u>confident</u> are you at talking with your child about this?				In the <u>past month</u> have you talked with your child about this?	
	Not At All Confident	A Little Confident	Mostly Confident	Very Confident	Yes	No
What they like to do.						
Who their friends are.						
Who their favorite adults are.						
What your child is good at.						
Things about your child that make you proud.						
Proper names for their penis or vagina.						
What body parts are private.						
What to do if an adult makes them feel uncomfortable.						
What to do if an adult touches their private areas.						
How babies grow in their mother's belly.						
What sex is.						
How they decide when they are ready for things like kissing on a date.						
How they decide when they are ready for sex.						
What to do if they get lost.						
PRACTICING what to do if they get lost.						
PRACTICING what to do if an adult touches their private areas.						



## What Do You Think About These Groups?

	Strongly Disagree	Disagree	Agree	Strongly Agree
The groups were worth my time.				
The presenters knew what they were talking about.				
I felt supported during the groups.				
I got good ideas I can use with my child.				
There was enough time to ask questions.				
There was enough time to talk with other parents about issues we face.				
The presenters respected me.				
I would tell my friend or family to come to a group.				

### Is there anything else you want to tell us about the groups?

We especially want to hear about what you liked, what you did not like, and how you will use what you learned.

**Thank you!**

If you have any questions about this survey or if there is anything we can do to help you, let us know.





## Memorandum of agreement

Agency  
Attn: Contact  
Address  
Address

Date

Re: Memo of Agreement

Dear Contact:

This confirms the agreement made between (\_\_\_\_\_) (INSERT AGENCY NAME)) and (agency/neighborhood/community). We have agreed that you will be the contact between \_\_\_\_\_ (INSERT AGENCY NAME) and (agency/neighborhood/community). I will be the contact for \_\_\_\_\_ (INSERT AGENCY NAME) .

### Conditions of agreement

1. \_\_\_\_\_ (INSERT AGENCY NAME) will provide a \_\_\_\_ week parent program for participants at (agency/neighborhood/community). The program will be held day, time and dates. (There will or will not be a break during the group.)
2. In order to create a consistent group environment, we ask that members commit to all of the sessions.
3. The group will be held at (location).
4. We request at least (five) participants and no more (fifteen) per group.
5. (There will or will not be a designated staff person at agency/neighborhood/community attending the program.)

Please contact me at (phone number or email), if you have any additional questions or concerns.

Sincerely,







