



Clearinghouse on Supervised Visitation Phone Conference Agenda



October 17, 2018
12PM/11CT

Discussion

- Welcome and Announcements – Everyone is invited!
- Reminder to enter Access and Visitation Data
- Check the listings on the website to ensure your program information is up to date and correct for the quarterly report. If you need to add or change anything email Lyndi Bradley at lbradley2@fsu.edu
- This is a reminder to turn in your program narratives. We need them submitted ASAP. If you would like examples to go by, check this link with last year's narratives <https://familyvio.csw.fsu.edu/wp-content/uploads/2012/01/Final-Narratives-2017-12-12.pdf>.
- Questions from Directors. A sense of Belonging. Purpose. Training (below).
- There is a great deal of emphasis on sexual harassment in the workplace. DCF has a helpful, short training for managers and supervisors. <https://floridadcf.adobeconnect.com/pshinternetsupsmgrs/>.

Reminder—The New Supervised Visitation Manual is available through the Clearinghouse and can be downloaded through this link:

<https://familyvio.csw.fsu.edu/clearinghouse/manuals-and-materials/supervised-visitation/>

Reminder—The New 2018 Child Sexual Abuse Referrals Manual is available through the Clearinghouse and can be downloaded through this link:

<https://familyvio.csw.fsu.edu/new-2018-child-sexual-abuse-referrals-manual-for-providers/>

Time's Up!



It's time for you to enter all your final data into the Database, to get your final program narratives to us, and to let us know if you have any changes to report on your program listing.


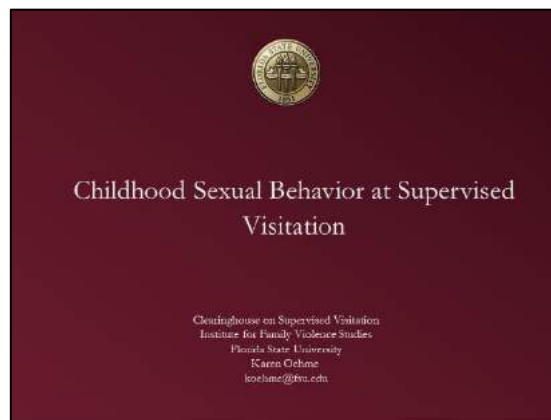
A basic human need: A Sense of Belonging

- *Strength-based
- *Improves motivation, health, happiness
- * Comfort in not being alone
- *Knowledge that all people struggle
- *Remind your clients of a sense of belonging

How do you find belonging? In spiritual contemplation (church/temple/mosque)? With family? Friends? Work? Neighbors? Remind people that they belong. Everyone has some community. If they are truly alone, encourage them to find a community.


PowerPoint on Childhood Sexual Behavior at Supervised Visitation

<https://familyvio.csw.fsu.edu/clearinghouse/manuals-and-materials/>



MALADAPTIVE BEHAVIORS IN SEXUALLY ABUSED CHILDREN

- Since the 1980s, extensive research has been conducted on the effects of childhood sexual abuse
- This research shows that victims of childhood sexual abuse may exhibit various maladaptive behaviors



Examples of Nonsexual Maladaptive Behaviors

-fear	- depression	-suicidality
-anger issues	-PTSD	-poor self-esteem



MALADAPTIVE BEHAVIORS IN SEXUALLY ABUSED CHILDREN

Examples of Maladaptive Sexual Behaviors

- masturbation
- sexual aggression
- early involvement in sexual activity or prostitution
- inappropriate sexual behaviors
- compulsive sex play
- sexual perpetration

- However, not all child sexual behaviors are maladaptive



TYPICAL CHILDHOOD SEXUAL BEHAVIORS

- There are **normal sexual behaviors** for children at various stages of development, starting as young as infancy.
- It is important to be able to recognize what is typical sexual behavior for children
- Although typical childhood sexual behaviors are common, they may not be appropriate in public
- Parents and program staff can correct these behaviors during visits when necessary



CONCERNING CHILDHOOD SEXUAL BEHAVIORS

- If a child exhibits **problematic sexual behavior** it may be a sign of sexual abuse or exposure to inappropriate material
- The following chart lists examples of **typical** and **concerning** sexual behaviors and sexual behaviors that are **red flags** for sexual abuse

Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Toddler (ages 2-4)	<ul style="list-style-type: none">• Touching genitals (including masturbation) in private or in public	<ul style="list-style-type: none">• Rubbing body against others• Trying to put tongue into others' mouths when kissing	<ul style="list-style-type: none">• Engaging in sexual behavior with someone with whom there is a 4+ year age difference



CHILDHOOD SEXUAL BEHAVIORS: TODDLERS

Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Toddler (ages 2-4)	<ul style="list-style-type: none">• Rubbing genitals with hands or against objects• Trying to touch women's breasts• Taking off clothing/walking around nude• Trying to look at other people while they are naked, such as peering under restroom stalls	<ul style="list-style-type: none">• Touching others' genitals briefly• Imitating sexual intercourse or brief movements associated with sex	<ul style="list-style-type: none">• Displaying numerous types of sexual behavior• Child is distressed or in pain as a result of sexual behavior• Sexual behavior exhibited is related to physical aggression




CHILDHOOD SEXUAL BEHAVIORS: TODDLERS


Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Toddler (ages 2-4)	<ul style="list-style-type: none">• Asking questions about bodies and bodily functions• Talking to children their age about "poop" and "pee"	<ul style="list-style-type: none">• Putting things inside of their genitals• Touching animals' genitals	<ul style="list-style-type: none">• Sexual behavior that involves coercion• Persistently engaging in sexual behaviors• Pretending toys are having sex• Mouthing others' private parts• Asking a peer or adult to perform specific sexual behaviors




CHILDHOOD SEXUAL BEHAVIORS: EARLY CHILDHOOD

Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Early Childhood (ages 5-8)	<ul style="list-style-type: none">• Purposely touching their genitals (i.e., masturbating) alone or in front of others• Trying to look at other people while they are naked, such as peering under restroom stalls• Kissing or hand-holding	<ul style="list-style-type: none">• Rubbing body against others• Trying to put tongue into others' mouths when kissing• Briefly touching others' genitals• Briefly imitating sexual intercourse or movements associated with sex	<ul style="list-style-type: none">• Engaging in sexual behavior with someone with whom there is a 4+ year age difference• Child is distressed or in pain as a result of sexual behavior• Sexual behavior is related to physical aggression

 CHILDHOOD SEXUAL BEHAVIORS: EARLY CHILDHOOD			
Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Early Childhood (ages 5-8)	<ul style="list-style-type: none"> Talking about private parts Exploring private parts with children of the same age such as "playing doctor" 	<ul style="list-style-type: none"> Putting things inside of their genitals Touching animals' genitals 	<ul style="list-style-type: none"> Sexual behavior that involves coercion Persistently engaging in sexual behaviors Pretending toys are having sex Mouthing private parts Sexual interactions with a younger child or older adult

 CHILDHOOD SEXUAL BEHAVIORS: EARLY CHILDHOOD			
Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Early Childhood (ages 5-8)			<ul style="list-style-type: none"> Asking a peer or adult to perform specific sexual behaviors

 CHILDHOOD SEXUAL BEHAVIORS: LATE CHILDHOOD			
Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Late Childhood (ages 9-12)	<ul style="list-style-type: none"> Purposely touching their genitals (i.e., masturbating), alone Playing games involving sexual behavior with children of the same age Trying to see others naked or undressing Looking at pictures of people that are fully or partially nude 	<ul style="list-style-type: none"> Obsession with sex Engaging in oral sex or sexual intercourse Often and/or purposefully trying to look at others while they are naked or undressing Joking about sexual assault 	<ul style="list-style-type: none"> Intrusive, planned, forced, or aggressive sexual behaviors Engaging in sexual behavior in public Engaging in sexual behavior regularly Sexual interactions with a younger child or older adult



CHILDHOOD SEXUAL BEHAVIORS: LATE CHILDHOOD

Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Late Childhood (ages 9-12)	<ul style="list-style-type: none">Looking at sexual content in the media (e.g., on the internet, television, music, magazines, etc.)Asking for more privacy, avoiding talking to adults about sexual issuesBeing sexually interested in peers of the same age		



CHILDHOOD SEXUAL BEHAVIORS: ADOLESCENTS

Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Adolescents (ages 13-17)	<ul style="list-style-type: none">Masturbating when aloneBeginning to experiment with sexEnjoying watching others when they are naked or engaging in sexEngaging in dating behaviors (kissing, hugging, dating)Asking questions about the body, relationships, and sex	<ul style="list-style-type: none">Sexual interest in older adults or younger childrenInterest in violent sex (e.g., viewing violent pornography)Joking about sexual assault	<ul style="list-style-type: none">Masturbation in publicSexual interactions with a younger child or older adultIntrusive, planned, forced, or aggressive sexual behaviorsEngaging in sexual behavior in public



CHILDHOOD SEXUAL BEHAVIORS: ADOLESCENTS

Stage of Development	Typical Behaviors	Concerning Behaviors	"Red Flags"
Adolescents (ages 13-17)	<ul style="list-style-type: none">Discussing sex with peersViewing nonviolent pornography or sexual pictures		



INTERVENING IN PROBLEMATIC BEHAVIOR

- If a child exhibits concerning behaviors during a visit, the child should be asked to stop and the incident should be documented
- When a red flag is observed during a visit monitors should follow the written protocol including terminating the visit, documenting the event, and notify the court



- **Example:** 12-year-old extensively touching their private parts during visitation after being asked to stop
- Documentation should include a description of the behavior or event, including specific details such as the date, time, circumstances, and program staff's response to it



UNDERSTANDING TRIGGERS

- A trigger is a stimulus that the mind associates with a past traumatic event
- Triggers cause memories of negative events like abuse, as well as negative feelings or shifts in behavior in the victim
- Victims of abuse can be triggered by a variety of things such as smells, words, symbols or sounds



UNDERSTANDING TRIGGERS

Examples of Possible Triggers

- Photo of abuser
- Cologne or perfume abuser wore during sexual abuse
- Emotional pain similar to that felt during the abuse
- Pictures from a trip where abuse occurred
- Subtle action abuser did before abuse
- Hearing the voice of the abuser
- Show that was playing in the background as abuse occurred
- Seeing clothes they or the abuser wore the day of the sexual assault
- Words the abuser said to them during the assault
- Smell, odor, or cologne of abuser
- Revisiting the location of abuse



EFFECTS OF TRIGGERS

- Triggers effect everyone differently
- Reactions to triggers may serve as a coping mechanism for victims



Victims may react a certain way in an attempt to regain control of the situation

- Reactions to a trigger may end quickly or last for days, weeks or even months



COMMON REACTIONS TO TRIGGERS

Behavior	Reason	Example
Aggression	<ul style="list-style-type: none">• Pent up frustration from sexual assault• Protection against being hurt again	<ul style="list-style-type: none">• Playing with other kids aggressively• Asserting physical dominance
Regression	<ul style="list-style-type: none">• Felt helpless in their situation• Want basic needs met and extra attention	<ul style="list-style-type: none">• Wetting the bed• Sucking thumb• Desire to be cradled• Uncontrollable crying and unable to be soothed
Extreme Attachment or Distancing	<ul style="list-style-type: none">• Need to be reassured they are loved and secure• Attempting to redefine meaning of touch• Reflection of fear, needs comfort	<ul style="list-style-type: none">• Clinginess• Constantly asking for hugs and cuddles• Extreme distancing• Not wanting to be around someone



COMMON REACTIONS TO TRIGGERS

Behavior	Reason	Example
Unexplainable Pain	<ul style="list-style-type: none">• Body retaining pain from assault• Thinking something is "broken"• Way to get extra love and affection	<ul style="list-style-type: none">• Pain in the wrist from hands being held together• Stomach ache after vaginal or anal penetration
Sexualized Behaviors	<ul style="list-style-type: none">• Wanting to recreate sensation of arousal• Wanting to make sense of their experience	<ul style="list-style-type: none">• Making dolls exemplify sexual behaviors• Sexually acting out with other kids
Flashbacks	<ul style="list-style-type: none">• Attempting to understand a memory• Strong mental connection to event	<ul style="list-style-type: none">• Continuous or random flashbacks of event or things connected to their sexual assault



COMMON REACTIONS TO TRIGGERS

Behavior	Reason	Example
Anxiety	<ul style="list-style-type: none">Feeling unsafe and unable to control things around themReflecting emotions felt day of assault	<ul style="list-style-type: none">Inability to breath when recalling the assaultUnwilling to make eye contactFeeling numb



INTERVENING DURING A VISIT

- In cases of sexual abuse:
 - staff **must hear** the conversations between the parent and child
 - staff **must see** the interactions that take place
 - intermittent supervision (walking in and out of the room) is not sufficient
- The best way to avoid the need to intervene during a visit is to ensure clients know the rules **before** the visit occurs
- Make sure to practice intervention well before staff participate in their first supervision so they are prepared to intervene during a visit if necessary



INTERVENING DURING A VISIT

- Monitors must be vigilant of any contact that may be triggering and remind the child of the abuse
- If a monitor notices behaviors that may be sexual in any way they have to intervene. Some recommendations include:
 - directing the parent to stop a certain behavior
 - calling a short time-out
 - Terminating the visit all together
- It is also a good idea to create a safety signal the child can use if they feel uncomfortable at any time, such as a word, phrase or gesture



PRECAUTIONS FOR TRAINING STAFF

- Child sexual abuse cases often elicit strong reactions from non-offending adults
- It is important to prepare staff for the emotional impact of this type of training
- Directors should be prepared to address these emotions both during and after the training



PRECAUTIONS FOR TRAINING STAFF

- Due to the prevalence of child sexual abuse, some staff members may have been victims of abuse themselves
- In this case, staff members should be given opportunities to deal with their own trauma before being assigned cases involving similar trauma



ONLINE CHILD SEXUAL ABUSE TRAINING RESOURCES

1. **National Sexual Violence Resource Center**

NSVRC offers e-learning courses related to the prevention and intervention of sexual violence like:

- "[Bringing hope: Responding to disclosures of child sexual abuse](#)" and
- "[From Approach to Practice: Improving outcomes for children after sexual abuse.](#)"

Their extensive online library is also a resource for researchers:

- <http://www.nsvrc.org/>

2. **Darkness to Light**

Darkness to Light also offers an award winning Stewards of Children training that helps adults prevent, recognize, and react responsibly to child sexual abuse. <http://www.d2l.org/about/success-stories/>



ONLINE CHILD SEXUAL ABUSE TRAINING RESOURCES

3. Lauren's Kids

Lauren's Kids developed a trauma-informed care training, in collaboration with the Florida Department of Children and Families, Florida Council Against Sexual Abuse, and a trauma informed care expert to support families and organizations caring for abused children



This training includes tips on how to address problematic behaviors of abuse victims and is available at: <https://laurenskids.org/education/resource Trainings/>



VIDEOS ON RECOGNIZING CHILD SEXUAL ABUSE

1. <https://www.youtube.com/watch?v=gix6pM7WK3E>

Short film/documentary about child sexual exploitation. Discusses some of the signs of child sexual abuse. 20 min, 30 secs long.

2. <https://www.youtube.com/watch?v=ZfMmq3ZnG2A>

Short video listing 14 signs of child sexual abuse. 2 min, 17 secs long

3. https://www.youtube.com/watch?v=teG_vI72M_g

Comprehensive video covering the physical and behavioral warning signs of child sexual abuse and what to do if you suspect child sexual abuse. Video is geared towards child care providers/teachers. 10 min, 52 secs long.

4. <https://www.youtube.com/watch?v=DyeLLu0Oxsx>

Short video covering signs of sexual abuse. 2 min, 35 sec



GROOMING

- The idea that strangers are the biggest danger in cases of child sexual abuse is not accurate
- Victims are often groomed and manipulated before the abuse to create a relationship and sense of trust
- Victims may not report the abuse because they feel guilty and the perpetrator is someone they believe they can trust
- The following videos help explain these complexities of child sexual abuse:
 1. **What is Grooming?** (Run time: 8:54)
<https://www.youtube.com/watch?v=uNlSPUQ17u0>
 2. **10 Reasons Children Don't Disclose Abuse** (Run time: 9:38)
<https://www.youtube.com/watch?v=a37HQFzczOo>

A Sense of Purpose -- Meaning Making – Goal Setting

Are there activities that you love?

What gets you out of bed in the morning?

What are you willing to put effort into?

Whose faces do you see when you think about love? (Meaning in life can come from people)

Meaning: People want to make meaning out of their experiences and learn from the experiences of others.

Goal Setting: Start very, very small and practical and easy.

Make a list of three things you did right today – even if they seem insignificant.

Contact the Clearinghouse at
850-644-1715

