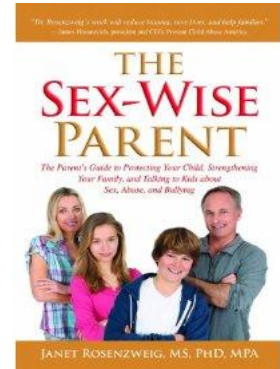


PRESENTED BY:

**DR. JANET ROSENZWEIG**

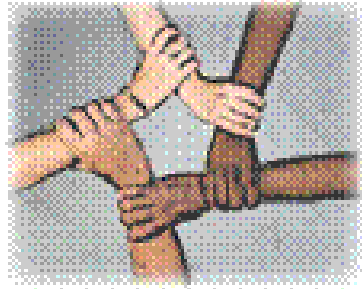
AUTHOR, THE SEX WISE PARENT



*Promoting Sexual Health and  
Safety of Children:  
the role of  
Early Care and Education*

A presentation prepared especially for....

# The New Jersey Early Care & Education Alliance



Aletha R. Wright Legacy Symposium:  
A Day of Learning and Celebration  
May 30, 2013

# Intro and Goals



- **Dr. Janet Rosenzweig, author of The Sex-Wise Parent will share her popular presentation on assessing and controlling the sexual climate in an early care and education setting, focusing on how administrators can develop policies and procedures to set a foundation for sexual health and safety. Topics will include a general overview of psychosexual development, relevant aspects of sexual anatomy and physiology, resources for encouraging parental involvement and dealing with problematic behaviors of children or staff.**
- **Further, she will present signs and symptoms that may signify sexual abuse in children, families, institutions and communities and provide specific suggestions for intervention**

# Janet F. Rosenzweig



- **Point of View:** A sexuality educator who was recruited to work on a child sex abuse project early in my career and has been there ever since!
- **Credentials**
  - BS Family Studies
  - MS Health Education
  - PhD Social Work
  - MPA The Kennedy School of Government, Harvard University
- **Professional Mission**
  - In whatever capacity I'm working, focus on provide families with the resources they need to raise strong and healthy children

# Connections to NJ



- PhD is from **Rutgers**, dissertation on decision making in DYFS cases
- 5 years in **NJ DHS**, Policy and Evaluation, where I counted Aletha as a colleague and friend
  - Did one of the first allocation plans for the federal child care block grant funds.....
  - Conducted a study evaluating the differences between licensed and 'approved' homes
- 11 Years as the **Mercer County Human Services Director**,  
Including managing the SSBG child care funds and collaborating with the transitions bringing TANF child care and SSBG funded child care into alignment.
- Six years on the **Child Care Advisory Council**
- 6 Years as the Executive Director of the **NJ Chapter of Prevent Child Abuse America**, including working on the development of the Family Outreach Project, the parent-involvement/family support component of the ABBOT pre-school

# My connections to Early Care and Education



- Started as a volunteer at age 14.....
- Worked in a center all through high school and college – came of age professionally working at the Samuel Paley Day Care Center in Philadelphia

# Links between ECE and sexual health and safety



- The McMartin case - 1983, California, changed the profession of child sexual abuse investigations
- The ECE professional can teach and role model empathy building a foundation for the protective factors that prevent bullying
- The ECE profession can ensure that early associations with genitalia are positive and healthy
- The ECE professional is often in a position to be an accessible, trusted resource to an otherwise isolated parent

# Links, continued.....



- **Lessons from trauma informed intervention:**
  - A child in a constant state of fear based brain arousal is unable to develop the neural connections necessary to facilitate
    - ✦ Sociopaths – Bullies --
  - The ECE professional can provide a safe place where a child can learn to bond, trust, and have a calm environment where infants know their needs will be met toddlers can learn rules
- **And – (since we’re talking about trauma informed intervention) a lesson from the ACE studies:**
  - When a child is acting out, reframe our question from “What's wrong with him” to “What happened to him?”



# Psychosexual Development



**LET'S START AT THE BEGINNING**

# Psychosexual Development of Children



## A few definitions

- **Sex Role**
- **Sex Preference**
- **Gender Identity**
- **Developmental Psychology** – is based on the premise that the successful completion of one phase is critical to the successful completion of subsequent phases

# KEY POINT!



- Sexual arousal is a function on the autonomic nervous system
  - Arousal is a reflexive response to specific stimuli
  - One of the most important things the staff working in ECE can contribute it to *ensure that a child's earliest associations with their own physical genital/sexual feelings do NOT become associated with fear, guilt or shame*

# Psychosexual Development of Children



## 1. Oral Stage (Age 0 - 1.5)

- Polymorphous infants – **MUST FEEL GOOD!!!!**
  - ✦ **Erogenous Zone in Focus:** Mouth
  - ✦ **Gratifying Activities:** Nursing - eating, as well as mouth movement, including sucking, gumming, biting and swallowing.
  - ✦ **Interaction with the Environment:** To the infant, the mother's breast not only is the source of food and drink, but also represents her love. Because the child's personality is controlled by the *id* and therefore demands immediate gratification, responsive nurturing is key. Both insufficient and forceful feeding can result in fixation in this stage.

# Psychosexual development....



## 2. Anal Stage (Age 1.5 - 3)

- **Erogenous Zone in Focus:** Anus
- **Gratifying Activities:** Bowel movement and the withholding of such movement
- **Interaction with the Environment:** The major event at this stage is toilet training, a process through which children are taught when, where, and how excretion is deemed appropriate by society. Children at this stage start to notice the pleasure and displeasure associated with bowel movements. Through toilet training, they also discover their own ability to control such movements. Along with it comes the realization that this ability gives them power over their parents. (or teachers!) That is, by exercising control over the retention and expulsion of feces, a child can choose to either grant or resist parents' (or teachers!) wishes.

# Psychosexual development



## 3. Phallic Stage (Age 4 - 5)

- **Erogenous Zone in Focus:** Genital
- **Gratifying Activities:** Masturbation and genital fondling
- **Interaction with the Environment:** This is probably the most challenging stage in a person's psychosexual development. The key event at this stage, according to Freud, is the child's feeling of attraction toward the parent of the opposite sex, together with envy and fear of the same-sex parent. In boys, this situation is called the "**Oedipus Complex**" (aka the Oedipal Complex), named after the young man in a Greek myth who killed his father and married his mother, unaware of their true identities. In girls, it is called the "**Electra Complex**".

## Age 4 – 5, continued



- Boys, in the midst of their Oedipus Complex, often experience intense "**castration anxiety**", which comes from the fear of punishment from the fathers for their desire for the mothers. Girls' Electra Complex involves "**penis envy**". That is, according to Freud, the girl believes that she once had a penis but that it was removed. In order to compensate for its loss, the girl wants to have a child by her father. Success or failure in the Oedipus conflict is at the core of either normal psychological development or psychological disorder. If a child is able to successfully resolve the conflict, he or she will have learned to control their envy and hostility and begin to identify with and model after the parent of their own sex, and are ready to move on to the next developmental stage.

# Psychosocial development, continued...



## 4. Latency (Age 5 - puberty)

- **Erogenous Zone in Focus:** None
- **Interactions with the Environment:** This is a period during which sexual feelings are suppressed to allow children to focus their energy on other aspects of life. This is a time of learning, adjusting to the social environment outside of home, absorbing the culture, forming beliefs and values, developing same-sex friendships, engaging in sports, etc. This period of sexual latency lasts five to six years, until puberty, upon which children become capable of reproduction, and their sexuality is re-awakened.
- **Kids at this age are highly vulnerable to pedophiles –**
  - sex is FAR from their frame of reference,
  - this is the age that may pedophiles find most attractive – they're people, but without secondary sex characteristics

## 5. Genital Stage (From puberty on)



# Source!



- <http://urology.ouhsc.edu/pediatric/psychosexualdescription.html> accessed 5/2009
- Link no longer live!

# Sexual Anatomy and Physiology



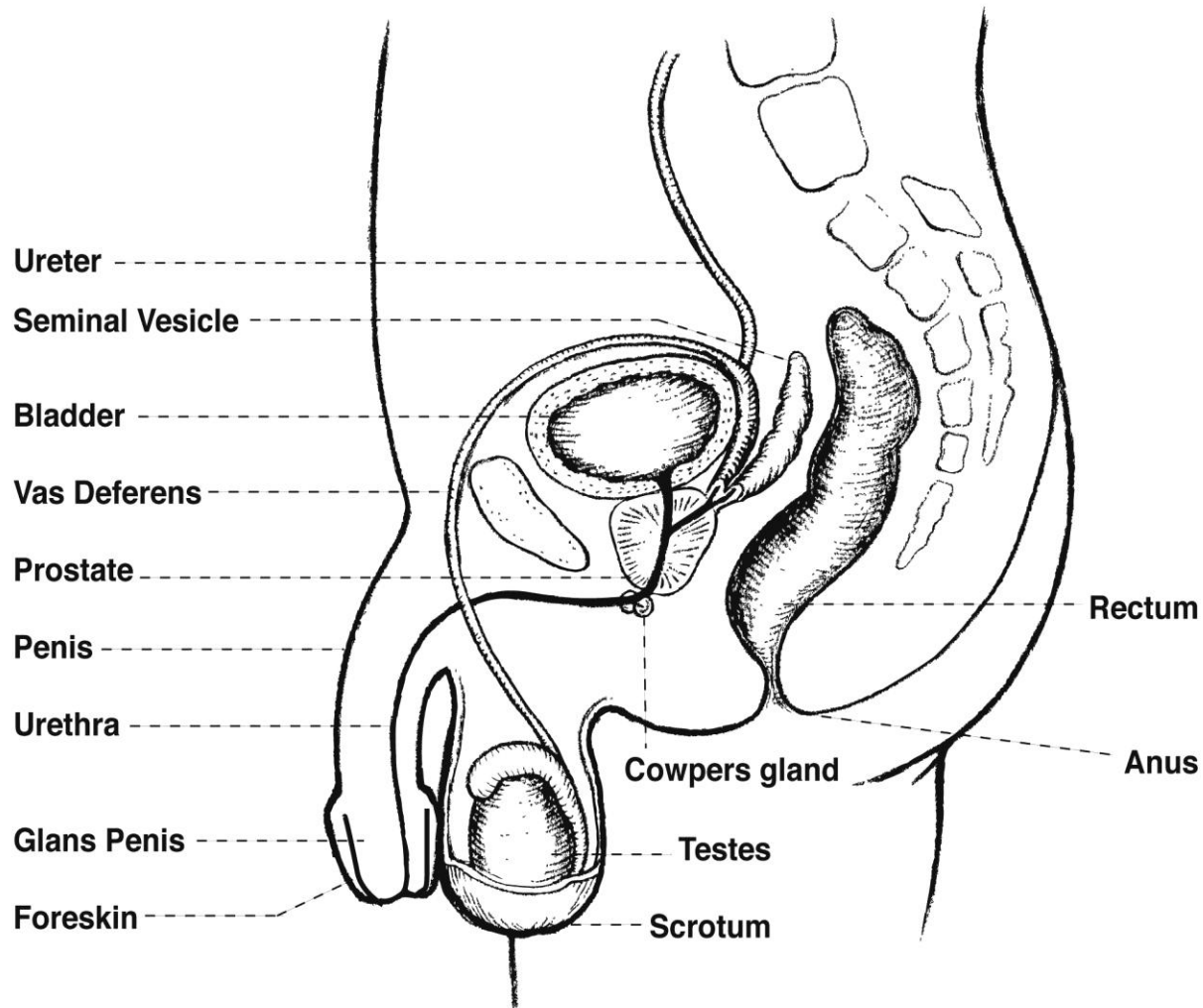
**BEYOND THE BIRDS AND THE BEES**

# Anatomy and Physiology for Grownups



The next slides  
are anatomical  
line drawings  
of male and female  
sexual and reproductive organs

# MALE REPRODUCTIVE SYSTEM



# Important concepts for kids



- **School aged and younger**
  - Testicles are located inside of scrotum
  - Scrotum tighten up when they're cold
  - Penis' get big when they feel certain things – like getting goose bumps from being tickled, it happens and it means things are working
- **School aged/young adolescent**
  - Sperm or 'Dad seeds' are produced in the testicles and follow the tube around to come out the tip of his penis

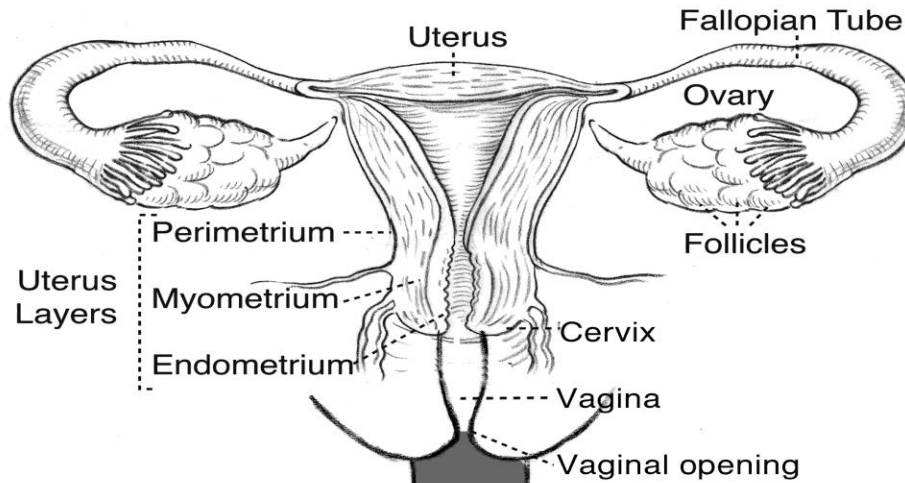
# Privacy vs. Secrecy



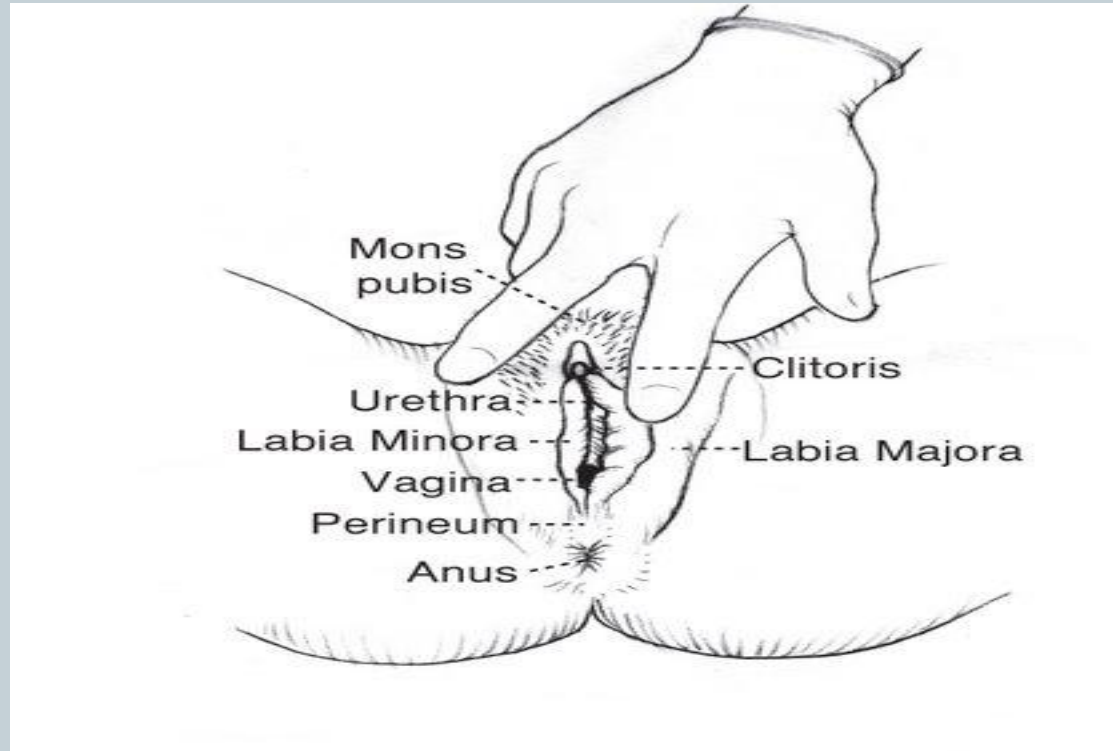
- Privacy – we get to do it by ourselves, but the trusted grownups know about it
- Secrecy – the trusted grownups don't know about it
- Toileting as a good example
  - PRIVACY: You get big enough to go by yourself, but trusted grownup knows where you are and what you're doing, and if something is wrong you tell.
  - SECRECY: Trusted grownup doesn't know where you are or what you're doing – NOT a safe idea!

(Note to parent educators: this example works really well with parents)

## Female Reproductive System



# Female genitalia





# Important concepts for kids



- **School aged and younger**
  - A baby grows in a Moms uterus
  - Girls have one opening to pee (urethra) and one that's connected to the uterus (vagina)
- **School aged/young adolescent**
  - Eggs are produced in the ovaries
  - The uterus prepares to nourish an egg each month for about 25 - 35 years. In the month there is no sperm meeting the egg, meaning no baby, the material that would have nourished a baby is released through the vagina

# Important concepts for teens (because many of us employ teens as aides!)



- Arousal is normal, autonomic and private
- Arousal happens to both boys and girls
- Sexual health and safety include preventing STI's and unwanted pregnancy
- Girls and boys developing brains process relationships very differently
- See David Walsh's book "Why do they Act that Way?"
- Key point: the part of the brain that regulates judgment is not fully developed in a teen!
- Adolescents at the highest risk of 'accidental offending'
  - Maia Christopher, Association for the Treatment of Sexual Abusers (ATSA) <http://www.safetocompete.org/Watch> NCMEC conference
  - 12-14 year old at the highest risk for offending against little kids, 15-18 year olds more likely to offend against peers

## Dr. Walsh told me....



*"When developing a relationship, adolescent boys and girls are interested in both the relational and physical components, but the balance is completely different. The developing brain of the adolescent male is wired to emphasize the physical side, with the interpersonal relationship secondary. Girls brains are wired to emphasize the interpersonal relationship, with the physical relationship secondary."*

# Sexual Climate



**WHAT IT IS AND HOW TO  
PROMOTE A HEALTHY ONE!**

# Group Exercise



**NORMS!**

# What is sexual climate?



*Based on research on education:*

- School culture is the written set of rules and policies
- School climate is how it actually FEELS to be in a school building
- School climate has been shown to be related to academic achievement, incidents of violence and other important

# Sexual Climate/Sexual Culture



- Terms borrowed from researchers/scholars in education

*Extensive research on the impact of school climate on discipline, performance, achievement, staff turnover and other issues; see for example Tableman, Betty and Adrienne Herron. [“School Climate and Learning.” Best Practice Briefs, Number 31 University-Community Partnerships @Michigan State University: 2004](#)*

- “Culture” refers to the written rules, regulations and policies that specify how an organization operates
- “Climate” refers to how it actually feels to be in a building

# *Climate* can be a difficult concept to grasp



- Because most adults have spent time in very few schools!
- Those of you who work in multiple schools can attest to the fact that 2 schools in the same district, with the same formal culture can ‘feel’ entirely different.
- Climate is specific to an individual school – highly dependant on the PEOPLE

**These issues also hold for ECE centers!**



# Sexual Climate



- Refers to how a group or organization actually deals with sexual issues
- Language and terminology
- Privacy
- Respect
- Boundaries
- Dress Code
- Graffiti
- Others?

# Sexual Climate in Schools



- At least 5% of kids report sexual contact with a school employee sometime during their school years
- With young kids, we're concerned with pedophiles.
- By middle and high school we're concerned with adults who exploit their power and status to seduce kids.

# The Shakeshaft Report



- Shakeshaft, Carol. *Educator Sexual Misconduct: A Synthesis of Existing Literature*. Washington, D,C.: U.S. Department of Education, Office of the Undersecretary, 2004.

- Access the report,

[Educator Sexual Misconduct](#)

here.

## In New Jersey.....



- The Institutional Abuse investigation Unit of the NJ Department of Children and Families (DCF) receives more than 10,000 cases to investigate each year, alleging abuse in institutions of all types, including schools and child care centers

# Examples of troubled sexual climate



- A center where children are punished for ‘hands in the pants’ at nap time.
- A summer camp responding to a parents charge that an adolescent lifeguard had fondled her son in a locker room by suggesting that the parent find another camp for her son.
- A center where staff develop romantic/sexual relationships with adults in client families.
- A center where toileting is shaming, and genitals are referred to in negative ways.
- A center where kids are referred to in some cutesy way as a couple when they play together.

# Good Policies (Culture)!



- A spokesman for the New Jersey School Boards Association, estimates that 15 to 20 percent of districts now have policies that prohibit teachers from "friending" students on networks. The policies also ban teachers from giving out private cell or home numbers without district approval. All "e-contacts" with students must be made through school computer and telephone systems and communication between coaches and players should be sent to all members of a team.
- Is there, or should there be an analog for client families and ECE staff?

# Climate in ECE Setting: Building a strong foundation



- Toileting
- Words for genitals
- Reaction to a child holding their genitals
- Boundaries
- **THE GOLDEN RULE!** – teach empathy as early as possible, although a child may not really be able to ‘get ‘ it until age 3
- Encourage/empower staff to discuss ‘transgressions’ with each other: self-regulation

# Dealing with problematic behaviors of children or staff.



- **Set an example**
  - Use the language you want the staff to use
  - Show respect for boundaries
  - Show empathy
  - Show tolerance
- **Have clear policies and specified sanctions for breaking them**
  - ‘Out of school’ relationships between staff and client families



# Link to bullying



- Sex abuse is bullying taken to a grotesque extreme.
- The perpetrator cares only for their own satisfaction with absolutely no regard for the impact their behavior has on others.
- Bullying prevention programs, when done well are an important component to community sexual health and safety

# Children and Youth serving agencies, including ECE



- **Pre-employment evaluation:**
  - Background checks necessary but not sufficient
  - Uninterrupted work history critical
  - Check 4 – 6 personal and professional references
  - This applies to all staff (e.g custodial, kitchen) who have access to kids

**AGENCIES TAKE SHORT CUTS IN  
CHECKING REFERENCES!!**

# Youth serving agencies.....



- Check policies for who can access building and grounds
- Check policies for allowing children to move unsupervised through the building and grounds
- Parents should be able to visit at any time, being required to check in at a central location.
- Trend towards on-site web cams gives a false sense of security

# Youth serving agencies.....



- For little kids who still nap, articulate a policy for ‘hand in the pants’. Ideally, child should be left alone.
- For programs where kids change clothes, particularly to swim, safe the policies for the locker room
- Teen staff can be great, but need pre-service training and supervision; their ability to make good judgments is not fully developed!

# Warning Signs



**SIGNS AND SYMPTOMS THAT MAY SIGNIFY  
SEXUAL ABUSE IN CHILDREN, FAMILIES,  
INSTITUTIONS AND COMMUNITIES AND**

# Signs of possible sexual abuse in a young child



There are multiple statistics available on the age of sexual abuse victims, and they all vary, but there is consensus that the age of the children served by ECE is the least likely to be victimized. **Risk seems to rise starting at age 8.**

## Possible signs:

- Anal-genital injury/Blood in underwear
- Fear of specific people
- Most STI's
- **Risk factors:** Life-style that leads to multiple, unrelated adults having access, e.g. high mobility, multiple parental paramours

# Intervention with children if you suspect abuse..



Do not ask direct questions – let the child talk and encourage them to do so.

Immediately make a report to CPS, the County prosecutor or the county Child Advocacy Center, where staff have professional training in forensic interviewing if you observe a physical sign.

Use judgment: what is fine in one family (e.g. nudity, bathing together) may be a sign of major dysfunction or abuse in another. A single report of nudity or co-bathing from an otherwise healthy well-adjusted child does not de facto signify abuse.

# Intervention with peers



- Most important: norms are set by a group and each person has a role to play!
  - The status and authority of an administrator is especially powerful
- Encourage an environment where all staff feel empowered to trust their instincts and tell a peer if they observe something is bordering on inappropriate
  - Avoid the Slippery Slope phenomena



# The Enough Abuse Campaign



- Promoting adult responsibility for recognizing signs that an abuser is at work and feeling empowered to intervene.
- Removing the sole responsibility for children to protect themselves from ‘stranger danger’ and ‘good touch bad touch’

*Developed in Massachusetts, now active in 5 states, including New Jersey*

*More information at: [www.PreventChildAbuseNJ.org](http://www.PreventChildAbuseNJ.org) or [www.EnoughAbuse.org](http://www.EnoughAbuse.org)*

# Resources for encouraging parental involvement



LOTS OF WAYS TO HELP BROCHURE

# Websites with Good Information



- [www.StopItNow.org](http://www.StopItNow.org)
- [www.EnoughAbuse.org](http://www.EnoughAbuse.org)
- [www.SIECUS.org](http://www.SIECUS.org)
- [www.AASECT.org](http://www.AASECT.org)
- <http://www.healthychildren.org/spanish>
- <http://www.healthychildren.org>
- <http://www.healthychildren.org/English/ages-stages/preschool/Pages/Talking-to-Your-Young-Child-About-Sex.aspx>
- <http://www.nsvrc.org/es/saam>
- <http://nsvrc.org/publications/en-espanol>
- <http://nsvrc.org/publications/en-espanol-nsvrc-publications-sexual-assault-awareness-month/SAAM2013>
- [www.SexWiseParent.com](http://www.SexWiseParent.com)

# Other ideas for Parent Engagement



- Consider offering a Q and A on your website
- Old school – have a ‘question box’ and post selected questions and answers on a bulletin board visible at the pick up/drop off/ tuition payment location
- Parent meetings –
  - How to talk to their kids about sexual health and safety
  - Family Norms Exercise

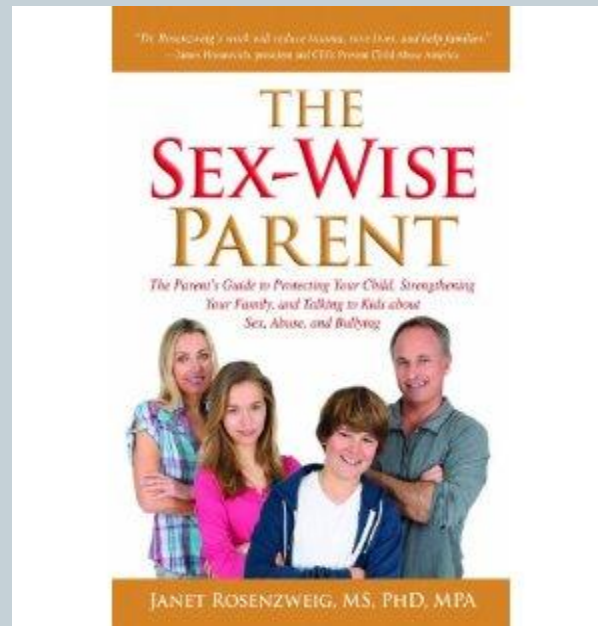
# Parents do come out for this topic— even in a storm!



# Q and A Time



- How can I help?



# And Finally....



Thank you for inviting me!  
**I hope Aletha is smiling on us today...**

These slides will be posted for one month at  
[www.SexWiseParent.com/resources](http://www.SexWiseParent.com/resources)

