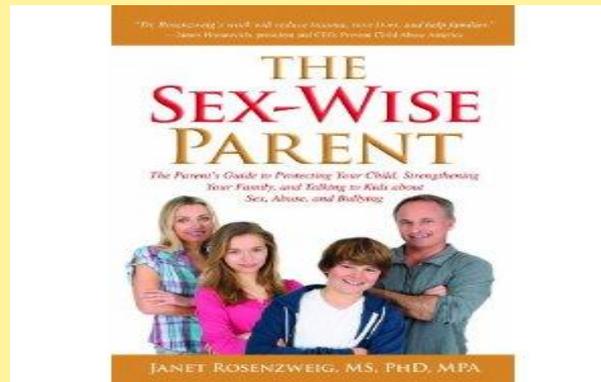


Supporting Parents to Raise **sexually** Safe & Healthy Children



**TIPS, RESOURCES AND SUPPORT
PRESENTED BY:
DR. JANET ROSENZWEIG**



A Program designed for...



The Family Outreach Program
of Prevent Child Abuse New Jersey

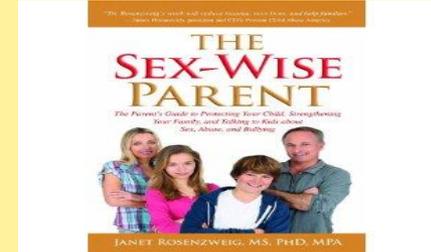
Family Worker Spring Networking Meeting



Presented by:



Dr. Janet Rosenzweig
Author, *The Sex Wise Parent*



Lecturer, The University of Pennsylvania

National Consultant for Child Sexual Abuse Prevention
Programs, Prevent Child Abuse America



(and one of the founders of the Family Outreach Program WAY BACK in 2001!)

Our goals for today....



- Provide an overview of psychosexual development of children, focusing on what kids can understand and what they need to know at different ages.
- Offer the Family Outreach staff tips and resources for communicating this sensitive content with parents individually and in group settings with a strong focus on using this information to help prevent sexual abuse and bullying.
- Provide ample time for questions and answers to address specific concerns.

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 with young kids 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!

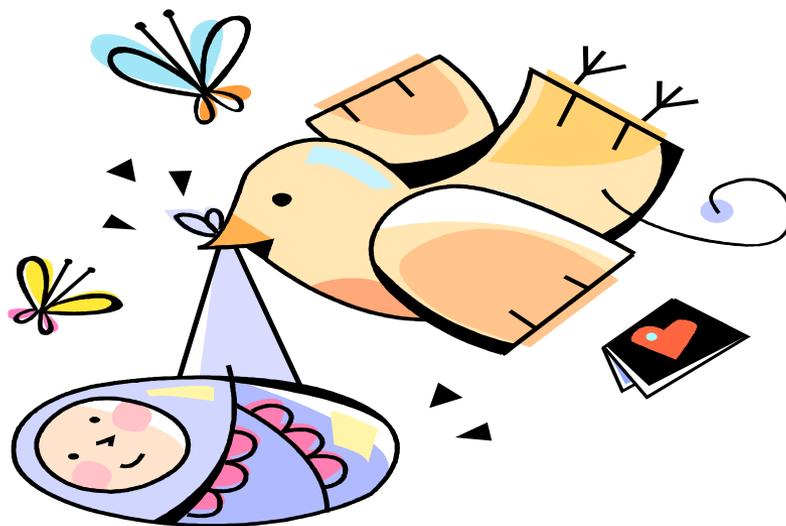


- <http://urology.ouhsc.edu/pediatric/psychosexualdescription.html> accessed 5/2009
- Link no longer live!

Anatomy & Physiology for Grown-ups



BEYOND THE BIRDS AND THE BEES

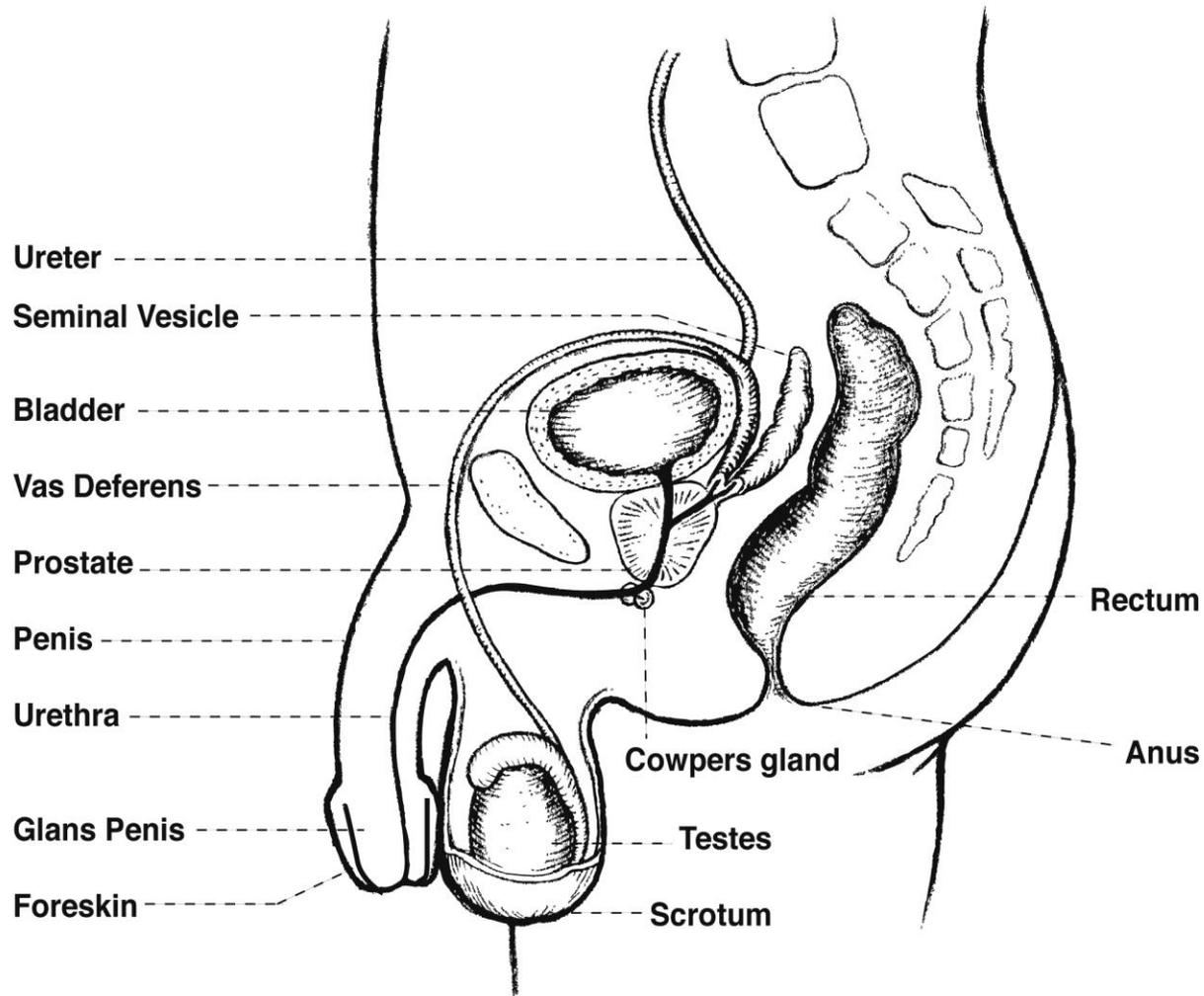


Anatomy and Physiology for Grownups



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

MALE REPRODUCTIVE SYSTEM

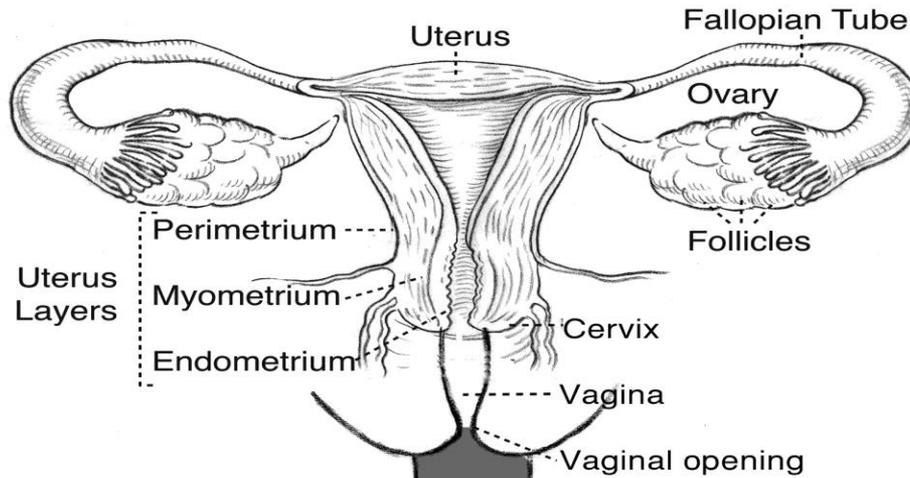


Important concepts for kids

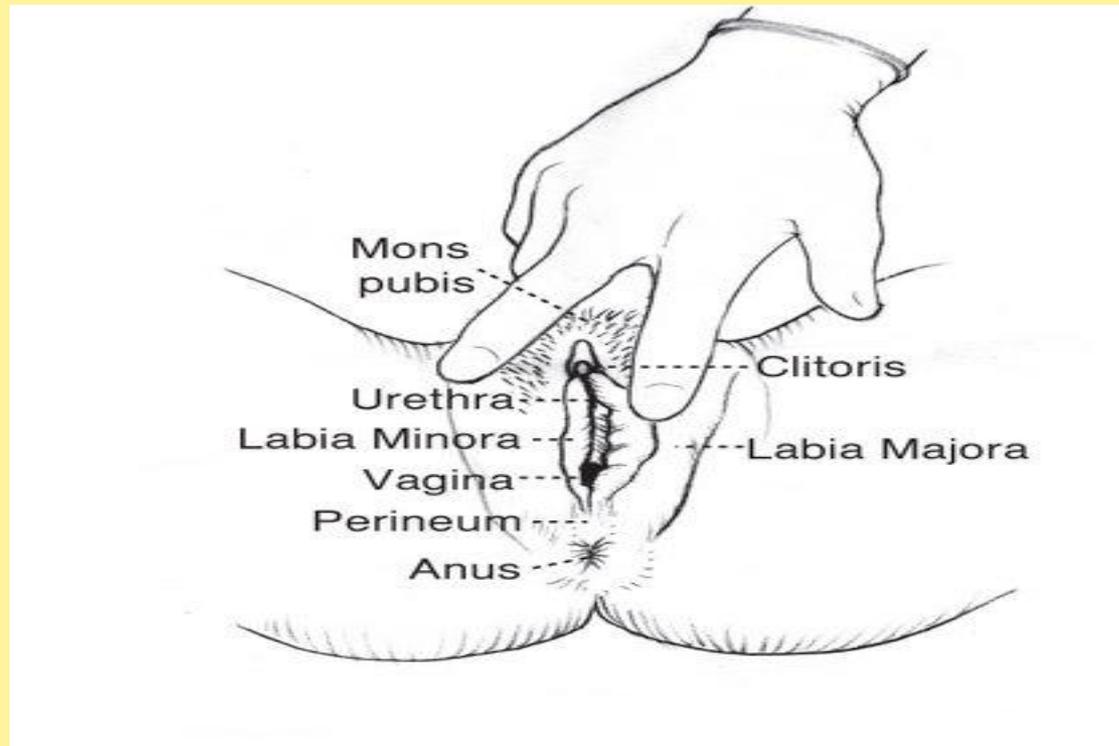


- **School aged and younger**
 - Testicles are located inside of scrotum
 - Scrotum tighten up when they're cold
 - Penis' get big when they feel certain things – like getting goose bumps from being tickled, it happens and it means things are working
- **School aged/young adolescent**
 - Sperm or 'Dad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

Female Reproductive System



Female genitalia



Important concepts for kids



- **School aged and younger**
 - A baby grows in a Moms uterus/womb (using 'belly' confuses kids with digestion)
 - Girls have one opening to urinate (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 or 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

Sexual Climate



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

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 outcomes for children and youth.

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 early care and education 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.

Examples of problems in 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 staff dress in sexualized ways
- A center where toileting is shaming, and genitals are referred to in negative ways.

What you can do:



- Spend a staff meeting defining your institutional norms:
 - Use the handout in your packet to facilitate the discussion
- Become comfortable expressing your concerns to a fellow staff members whose behavior may be taking small steps in the wrong direction.
 - Identify and respond to behaviors before they rise to the level of potential harm to a child or your center

One more reason why.....



- Lawyers on the bandwagon!

PA and New Jersey Laws in School/Teacher Abuse, Bullying and Daycare Abuse Cases



The laws in PA and New Jersey clearly provide for liability in child molestation, school abuse, teacher abuse, and bullying cases. In many situations, parties other than the perpetrator are legally liable for the abuse. Any person or business acting through its employees, who failed to report or **prevent the abuse after suspecting the abuse or who actively concealed the abuse, is a potential defendant.** Liability is based on case law in Pennsylvania and New Jersey which establish the standard of care and liability for any of the following actions or inactions:

- failing to conduct reasonable background checks on employees
- failing to conduct a reasonable investigation
- hiding or concealing the abuse
- failing to report the abuse
- failing to prevent the abuse
- failing to protect the victim/student
- failing to intervene
- failing to train employees on the policies regarding mandatory reporting of abuse
- failing to have a policy in place regarding mandatory reporting of abuse
- negligent supervision of children
- negligent supervision of employees
- negligent security resulting in access by criminals

From the same lawyers website.....



● Daycare Abuse

- **Small children who are abused are often unable to even communicate the abuse. Parents with children in daycare centers must entrust their children to others. Unfortunately, the main way for parents to discover daycare abuse of young children is to look for signs of abuse, such as changes in personality, sudden onset of unusual behaviors, unusual marks, bruising, etc.**
- **In theory, the criminal justice system is supposed to provide some restitution to crime victims. However, too few victims of physical and sexual abuse are provided with monetary compensation for the deeply personal injuries they have sustained – mentally, emotionally and physically. The Philadelphia, PA and NJ school and teacher abuse victims lawyers at Laffey, Bucci & Kent want to change that.**
- **Victims of abuse and bullying in school settings or daycare centers are entitled to make claims for compensation against not only the criminal defendant, but any entity, business, corporation, etc. which caused or contributed to the crime and injury, such as:**
 - schools
 - school districts
 - daycare centers
 - counselors
 - coaches
 - camp programs
- **<http://www.laffeybuccikent.com/aop/philadelphia-victims-of-crime/schools/>**

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

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

What you can do!



- **Teach empathy**

- ‘How do you think that made your friend feel?’
- Encourage sharing
- Toddlers are not developmentally capable of really internalizing that concept, but constantly presenting it as a lesson builds a solid foundation
- Encourage parents to reinforce this at home



What you can do!



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**

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 child care 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, tenants, or roommates.

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 or
www.EnoughAbuse.org*

Resources for encouraging parental involvement



LOTS OF WAYS TO HELP BROCHURE

Websites with Good Information



- www.StopItNow.org
- www.EnoughAbuse.org
- www.SIECUS.org
- 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

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

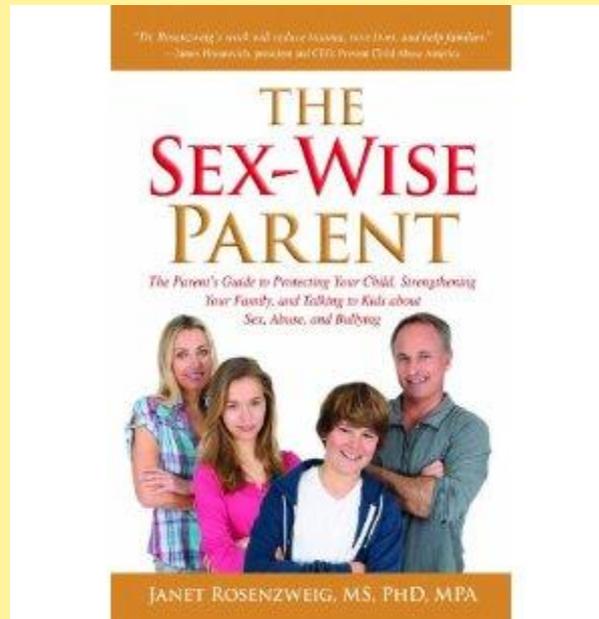
Parents do come out for this topic— even in a storm!



Q and A Time



- How can I help?



And Finally....



Thank you for inviting me!
It is my pleasure to serve the family support
professionals in New Jersey!

These slides will be posted for one month at
www.SexWiseParent.com/resources

