

Summary & Discussion Guide: Module 2 – Grooming – Middle School (Part 2)

Ways child molesters move beyond general conversations to sexual in middle schools:

- Share something personal - - “I shower sitting down” (Source 1, 3, 4, 5)
- Asking students if they have touched the private parts of their boyfriend, girlfriend or same sex individuals. (Source 1, 3, 4, 5)
- Child molesters will create complicity – make the youth believe it was their fault (Source 1, 3, 4, 5)
 - Twisting the truth to redirect the blame to the child
 - When a child believes the lies, it creates deep sense of shame and the child will hide the truth
- Child molesters will start by breaking rules, boundaries and even the law to make sure children will keep secrets (Source 1, 5, 6, 7)
 - Staying in classroom after school, accepting gifts, taking a ride in a car
 - Using drugs and/or alcohol together
 - Insignificant acts by a child molester will move on to break more significant boundaries
 - If confronted, child molesters will make excuses and remove child from their short list of potential victims
- Silence is necessary for abuse to occur (Source 1, 5, 6, 7)
 - Once the line is crossed, child molesters will actively enforce silence
 - Play on the heart strings of a teen...”I’ll get in trouble if you tell”
 - Outright threats chosen to create enough fear to ensure the teens silence
 - Molesting younger siblings, posting nude photos, physical violence

Each of the above-mentioned items creates opportunities for bystanders to recognize danger and intercede on behalf of a child. (Source 1, 8)

A research study found that only **11%** of peers say they would report a co-worker who they thought was sexually abusing a child. (Source 1, 8)

Reflection Question

1. How has understanding this seductive grooming process impacted your confidence in recognizing and reporting potential abuse?
2. What obstacles still exist?

Sources

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2. Kenneth V. Lanning and Park Dietz, "Acquaintance Molestation and Youth-Serving Organizations," *J Interpers Violence* (May 2014): 12, doi:10.1177/0886260514532360.
3. Carla van Dam, *Identifying Child Molesters: Preventing Child Sexual Abuse by Recognizing the Patterns of the Offender* (Binghamton: The Haworth Maltreatment and Trauma Press, 2001), 30-35.
4. Robin Sax, *Predators and Child Molesters: What Every Parent Needs to Know to Keep Kids Safe: A Sex Crimes DA Answers 100 of the Most Asked Questions* (Amherst: Prometheus Books, 2009), 86.
5. Michele Elliott, Kevin Browne, and Jennifer Kilcoyne, "Child Sexual Abuse Prevention: What Offenders Tell Us," *Child Abuse & Neglect* 19, no. 5 (1995): 579, 582, 584-586, doi:10.1016/0145-2134(95)00017-3.
6. David Finkelhor, Linda Meyer Williams, and Nanci Burns, *Nursery Crimes: Sexual Abuse in Day Care* (Newbury Park: Sage Publications, 1988), 92-96.
7. Robin Sax, *It Happens Every Day: Inside the World of a Sex Crimes DA* (Amherst: Prometheus Books, 2010), 135.
8. Charol Shakeshaft, "Know the Warning Signs of Educator Sexual Misconduct," *Kappan Magazine* (February 2013): 11.