

Summary & Discussion Guide:

Module 3 – On-Site Isolation Boundaries (Part 2)

80% of abuse happens in one adult – one child situations, so be as proactive as possible in minimizing opportunities. (Source 1, 2, 3)

Proactive Steps

- Consider installing video cameras in pre-school classrooms and areas where children with disabilities are served including buses. (Source 1, 4)
 - These are most vulnerable populations.
 - Cameras may capture evidence of any wrong doing and may act as a viable deterrent.
- Establish a practice of no family members working or volunteering together alone with students. (Source 1, 5)
- Establish a practice of multiple adults being present during movies or other lights-out activities. (Source 1, 6)
 - Limit lights out activities to pre-approved programs where there is opportunity to ensure adequate supervision.
- Ensure you have an observable diapering area and effective bathroom monitoring. (Source 1, 7)
 - Research shows that the bathroom is the most common location for abuse within day care centers with almost two-thirds of all abuse happening there.
- Consider staggering/varying roving staff schedules such as custodial tasks or supply deliveries. (Source 1)
 - This eliminates predictable periods of alone time with students.
- Provide parents the ability to access and supervise their children. Don't disrupt the learning process, but: (Source 1, 7)
 - Provide opportunities in pre-school and special education classes via video cameras.
 - Access can be provided through parent volunteer programs for older children.

Reflection Questions:

1. What lights-out activities do you allow? Do you have any special provisions in place to provide the extra supervision necessary to keep students safe?
2. How do you currently monitor children during diaper changes and bathroom breaks?



Sources

1. Diane Cranley, *8 Ways to Create their Fate: Protecting the Sexual Innocence of Children in Youth-Serving Organizations* (Mustang: Tate Publishing & Enterprises, LLC), 36, 153-170.
2. Howard N. Snyder, *Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics*, A NIBRS Statistical Report, National Center for Juvenile Justice (2000): 10, NCJ-182-990.
3. David Finkelhor, Heather Hammer, and Andrea J. Sedlak, *Sexually Assaulted Children: National Estimates and Characteristics*, NISMART, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (August 2008): 7.
4. Sandy K. Wurtele, "Preventing the Sexual Exploitation of Minors in Youth-serving Organizations," *Children and Youth Services Review* (2012): 2447, doi:10.1016/childyouth.2012.09.009.
5. "California Penal Code," Official California Legislative Information, accessed August 12, 2014, <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=pen&codebody=&hits=20>.
6. Charol Shakeshaft, *Educator Sexual Misconduct: A Synthesis of Existing Literature*, U.S. Department of Education, Office of the Under Secretary (2004): 33.
7. David Finkelhor, Linda Meyer Williams, and Nanci Burns, *Nursery Crimes: Sexual Abuse in Day Care* (Newbury Park: Sage Publications, 1988), 97, 149.