

## 6 Steps for Preventing Adult Sexual Misconduct & Child Sexual Abuse.

[ESCAPE Program Logo: End Sexual abuse of Children with Prevention, Awareness and Education]

Educational Video Series. Developed in conjunction with Diane Cranley, an expert in child sexual abuse prevention. This module is part of a series designed to help school staff identify and report suspicious behaviors that may indicate child sexual abuse. A Discussion Guide accompanies each module of the series. A Collection of educational reading materials and resource lists are also included.

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### Module 3: On-Site Isolation Boundaries – Part 1

[Sources cited in this video are included at the end of the transcript]

Narrator, Diane Cranley: Hello, I'm Diane Cranley, Author of 8 Ways to Create Their Fate and a Child Sexual Abuse Prevention Consultant. Welcome back to the Adult Sexual Misconduct and Child Sexual Abuse Prevention in Schools Series.

In our previous segment we talked about grooming, the methodical process child molesters use to create relationships that allow them to abuse without getting caught. More importantly we highlighted that this slow process gives us many opportunities to intercede and remove children from harm's way.

Today we'll begin the discussion about a series of boundaries that will better protect children while in your care. Every district is unique and these boundaries are not designed to be a one size fits all. Instead our intent is to facilitate an open and important dialog about informed best practices and how you and your district can make new choices that directly intercede with the grooming process. Our hope is that every district will be able to implement some new boundaries which will have a substantial impact on the safety of their students.

Today's focus will be On-site Boundaries that can be put in place to minimize the opportunities for child molesters to isolate children. Remember child molesters attempt to isolate kids, first into small groups where they can look for voids and develop more personal relationships. Then they create further opportunities to get children alone which is when 80% of sexual abuse happens. So here are some proactive steps you can take to interfere with their inappropriate intentions...

Sources: 1, 2, 3

Ensure all rooms where children are allowed are visibly accessible from outside the room, for example unobstructed windows or open doors, except in security related emergencies

Sources: 1, 4, 5

Avoid one adult - one student situations whenever possible, including time spent alone in a room. Some district policies allow school adults to be alone in a room with a student but require the door to be left open. That's a good first step but to really keep a child molester from having isolated access to students, it's best to have a policy that prohibits time alone altogether but instead directs employees to meet with students with another adult or in a common area. This boundary also protects school staff from any accusations of impropriety.

Sources: 1, 2, 3, 5, 6, 7

Establish what areas of the campus, inside and out, are safe for children to be present as well as a specific list of locations that are off-limits. All locations where children are allowed should provide the level of visibility by others needed to keep your students safe.

Sources: 1, 8, 9, 10

Establish a formal process to determine who has the authority to pull a child out of a classroom, when they can pull a child out, why they can pull a child out, and where they can meet with them. In addition, the process should provide for others to be notified when a child is pulled out so that appropriate supervision is ensured.

Sources: 1, 8, 6

Limit before and after school activities to pre-approved programs by authorized school staff. Establish a formal approval process for before and after school activities as we suggested for pulling children out of their regular program. A formal approval process slows everything down and gives all parties a chance to weigh in - teachers, staff, administrators, and parents.

Sources: 1, 11

Establish a practice of having two adults present at all times with younger children and special needs children. Because this population of children are unlikely to be able to recognize or report abuse they observe and may not be believed if they do, having only one adult present poses the same risk as a one adult - one child situation.

Sources: 1

We'll present some additional informed best practices in our next segment but for now we've given you plenty to consider. Here are some specific questions to kick-off the dialog about what you and your colleagues can do to create a safer place for your students.

We encourage you to keep in mind the intentions and behaviors of child molesters as you consider these boundaries and even if you can't do exactly what we have suggested, look for changes you can make to deter them in each area. Our kids are counting on us to do all we can!

Sources: 1

#### REFLECTION QUESTIONS:

What is your current policy and process for pulling students out of their regularly scheduled program? How can it be improved to better protect your students?

What are the risks of being in a one-adult, one child situation? What can you do to avoid it?

Pause the video now and take a short break. When you are ready to continue, press Play.

Educational Video Series. Module 3: On Site Boundaries – Part 2.

Last time we were together we presented some informed best practices in the area of On-Site Boundaries that can be put in place to minimize the opportunities for child molesters to isolate children.

We gave you several boundaries to discuss and consider and today we'll pick-up where we left off and give you a few more boundaries to evaluate in the area of isolation. Remember 80% of abuse happens in one adult - one child situations so we want to be as proactive as possible in minimizing those opportunities.

Sources: 1, 2, 3

Consider installing video cameras in pre-school classrooms and areas where children with disabilities are served including buses. These are our most vulnerable populations and though cameras may not keep abuse from happening, they may capture evidence of any wrong doing and may act as a viable deterrent.

Sources: 1, 4

Establish a practice of no family members working or volunteering together without other adults present. It is much less likely that a family member will report abuse so it is prudent to ensure other adults are also present. Federal and many states provide immunity from having to testify against your spouse and provide protection over spousal communication. Therefore, we cannot count spouses as fulfillment of any two adult policy.

Sources: 1, 5

Establish a practice of multiple adults being present during movies or other lights-out activities. It's wise to limit lights out activities to pre-approved programs where you have the opportunity to ensure adequate supervision.

Sources: 1, 6

Ensure you have an observable diapering area and effective bathroom monitoring. These are the most vulnerable times for children because of the inherent exposure of the genitals. In fact, 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. Even bathrooms used by older children should be monitored by an adult who is in view from the outside but also able to deter any inappropriate activity between children within the bathroom.

Sources: 1, 7

Consider staggering/varying roving staff schedules such as custodial tasks or supply deliveries, to eliminate predictable periods of alone time with students. A roving schedule sends the message that no time with children is truly private. I changed to staggering or varying...slashes don't work with audio

Sources: 1

Provide parents the ability to access and supervise their children. While we don't want to disrupt the learning process, we can provide opportunities in pre-school and special education classes via video cameras or observation areas and for older children, access can be provided through parent volunteer programs.

Sources: 1, 7

Once again, we've given you a lot to consider. Here are some specific questions to kick-off the conversation about what you and your colleagues can do to create a safer place for your students. If there are obstacles to implementing some of these informed best practices don't let that deter you from focusing on what you can do now to make a difference. Instead note the obstacles and commit to look for ways to overcome them in the long run.

We look forward to visiting with you again to talk about our next topic: Behavioral Boundaries.

#### REFLECTION QUESTIONS:

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?

How do you currently monitor children during diaper changes and bathroom breaks?

Thank you for taking the time to watch this video and engage with us in preventing child sexual abuse. If you have questions or would like additional information, please contact your Human Resources Department.

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#### Sources Part 1

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#### Sources Part 2

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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.
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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.