



ADULTS WORKING WITH YOUTH

Empower. Protect. Prevent.

AGENDA

AGENDA



STATS & DEFINITIONS

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PREVENTATIVE STEPS

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INTERVENING EARLY

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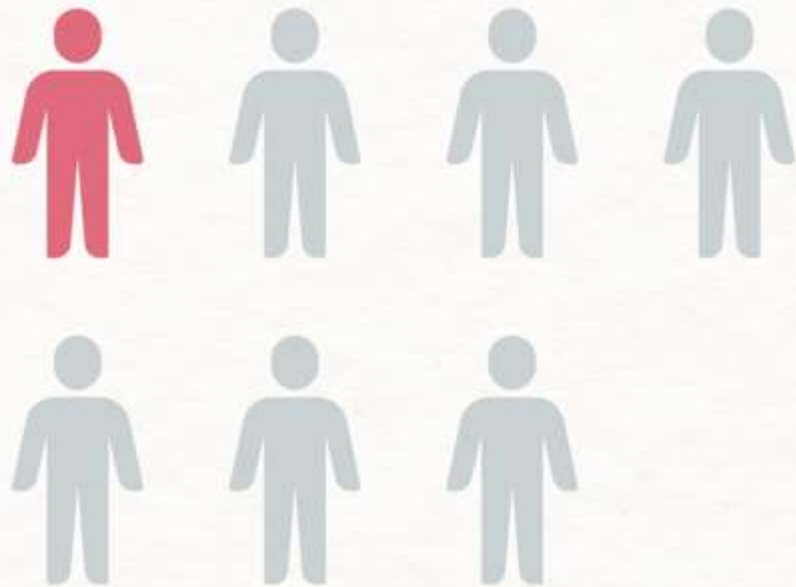
DISCLOSURES



STATS & DEFINITIONS

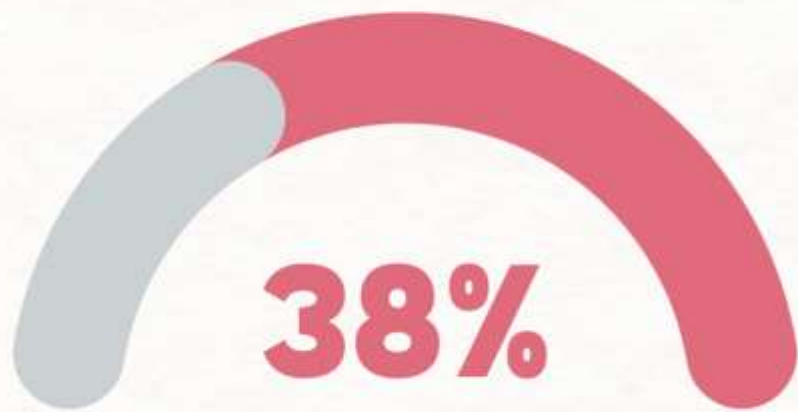
CHILD ABUSE STATISTICS

In the United States, 1 in 7 children will be sexually abused by the time that they turn 18



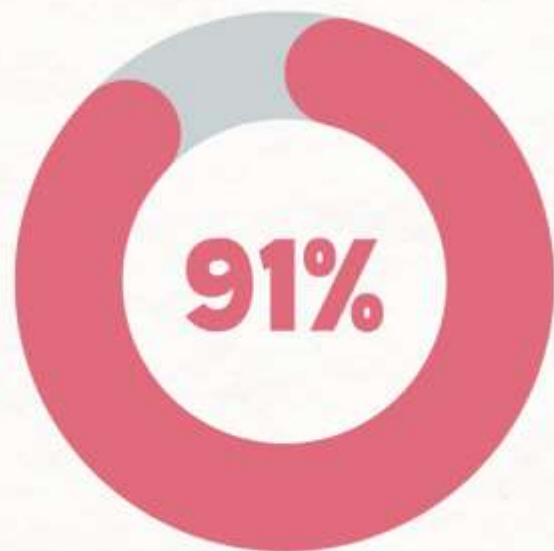
CHILD ABUSE STATISTICS

38% of adults who were sexually abused as children reported the abuse. Most children do not report sexual abuse.



CHILD ABUSE STATISTICS

**91% of the time,
children are abused by
someone that they
know and trust.**



THE 5 DIFFERENT TYPES OF ABUSE



PHYSICAL



ANYTHING THAT LEAVES A
LONG-LASTING MARK

PHYSICAL



ANYTHING THAT LEAVES A LONG-LASTING MARK

- 01 ————— **Fear of Physical Touch**
- 02 ————— **Fear of Being Alone**
- 03 ————— **Unexplained Injuries**
- 04 ————— **Inconsistency in Stories**

EMOTIONAL



**A PATTERN OF BEHAVIOR THAT
NEGATIVELY AFFECTS THE WAY
A CHILD THINKS OR FEELS
ABOUT THEMSELVES**

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- 01 ——— **Low Self Esteem**
- 02 ——— **Social Withdrawal**
- 03 ——— **Seeking Attention**
- 04 ——— **Thoughts of Self Harm
& Suicide**

NEGLECT



WHEN A CHILD DOESN'T GET
THEIR BASIC NEEDS MET



NEGLECT

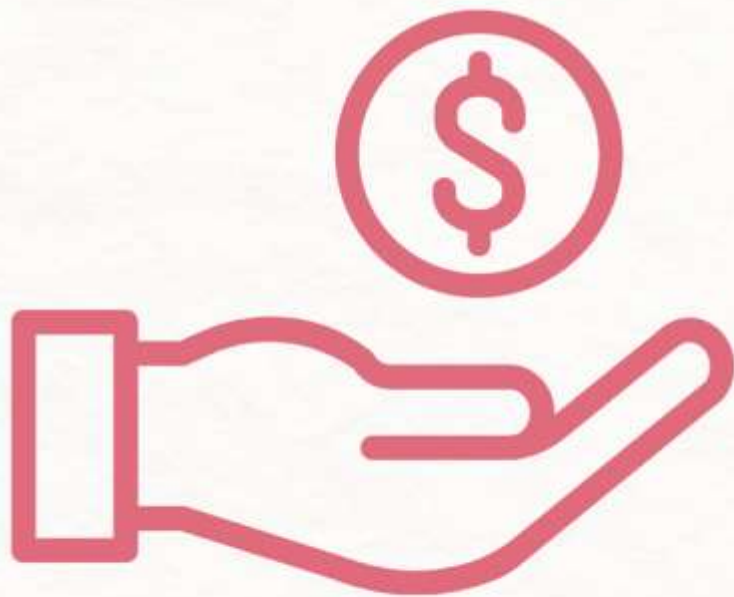


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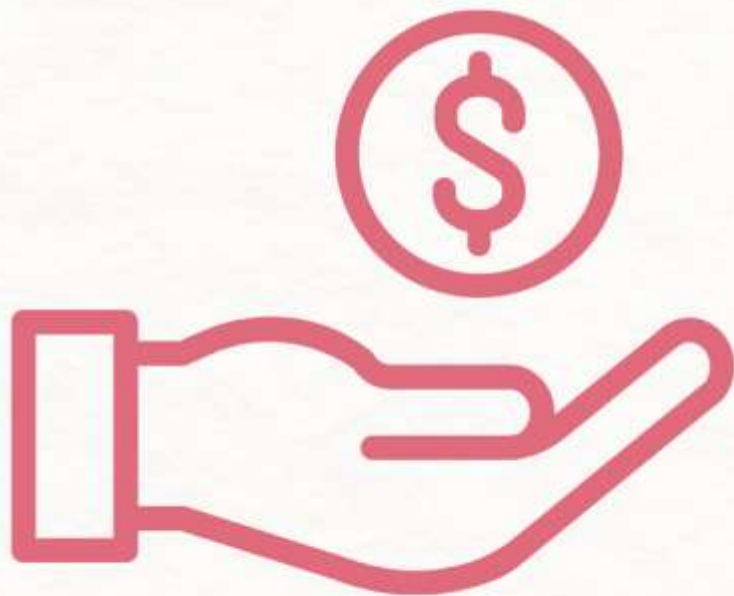
- 01 ———— **Poor Hygiene**
- 02 ———— **Poor Growth**
- 03 ———— **Weight Loss**
- 04 ———— **Storing Food**

TRAFFICKING



**PROFITING OR BENEFITING OFF
OF A CHILD'S ABUSE**

TRAFFICKING



PROFITING OR BENEFITING OFF OF A CHILD'S ABUSE

- 01 ——— **Anxious Behavior**
- 02 ——— **Signs of Neglect**
- 03 ——— **Excessive Absences**
- 04 ——— **Reluctant to Share Info
About Themselves**

SEXUAL



**CONTACT
VS.
NON-CONTACT**

SEXUAL



CONTACT VS. NON-CONTACT

- 01 ——— **Child-Like Behaviors**
- 02 ——— **Outbursts or Rebellion**
- 03 ——— **Sexual Behavior/Knowledge**
- 04 ——— **Nothing**



PREVENTATIVE STEPS

THE 5 PROTECTIVE FACTORS



CONCRETE SUPPORTS



KNOWLEDGE OF
CHILD DEVELOPMENT



SOCIAL SUPPORT



RESILIENCE



SOCIAL & EMOTIONAL
COMPETENCE OF CHILDREN

THE 5 PROTECTIVE FACTORS



CONCRETE SUPPORTS

- Daycare Services
- After School Programs
- School Clubs
- Resource Directories



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- Workshops & Seminars
- Guest Speakers
- Newsletters



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- Community Partnerships
- Mentorship Programs
- Online Forums



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RESILIENCE

- Counseling Services
- Support Groups
- Peer Mentoring
- Regular Check Ins



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SOCIAL & EMOTIONAL COMPETENCE OF CHILDREN

- Emotional Regulation Kits
- Classroom Discussions
- Mindfulness Exercises
- Collaborative Projects

PREVENTATIVE STEPS

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KNOW POLICIES

- Mandatory Reporting
- Supervision Ratios
- Social Media Guidelines
- Physical Contact
- Screening Volunteers

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MINIMIZE OPPORTUNITY

- Decrease Youth Isolation
- Maintain Vigilance
- Promote Safe Interactions
- Transparent Communication

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SAY SOMETHING

- Trust Your Instincts
- Question Your Assumptions
- Listen to the Child
- Document Your Observations



**HOW CAN WE
PREVENT IT?**

WHEN TO INTERVENE



**HEALTHY
BEHAVIORS**

WHEN TO INTERVENE



**HEALTHY
BEHAVIORS**



**BOUNDARY
VIOLATIONS**

WHEN TO INTERVENE



**HEALTHY
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**BOUNDARY
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**GROOMING
BEHAVIORS**

WHEN TO INTERVENE



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**SEXUAL
ABUSE**

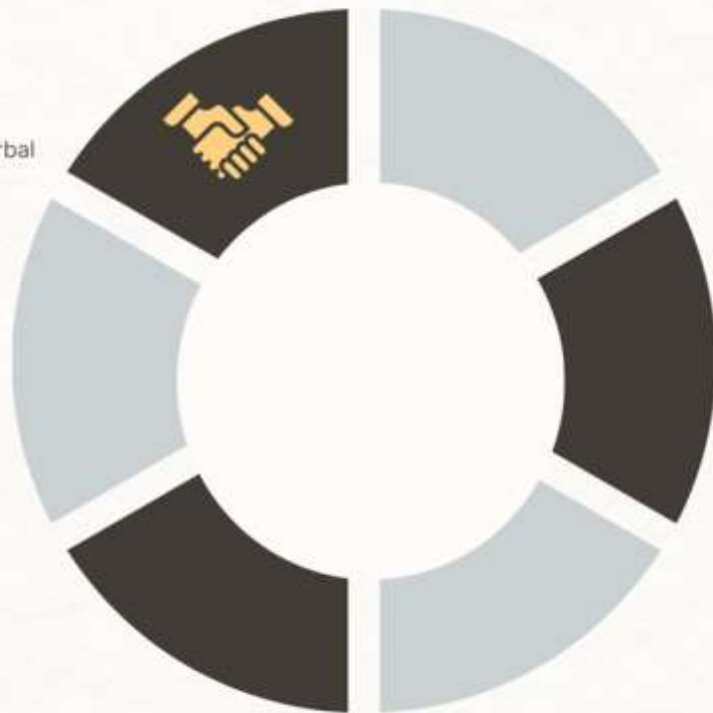
GROOMING TO GAIN ACCESS



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TARGETING A CHILD

Exploiting a child's vulnerabilities: Isolation, emotional neediness, lack of oversight.
Children with disabilities, especially non-verbal children, are more likely to be abused.



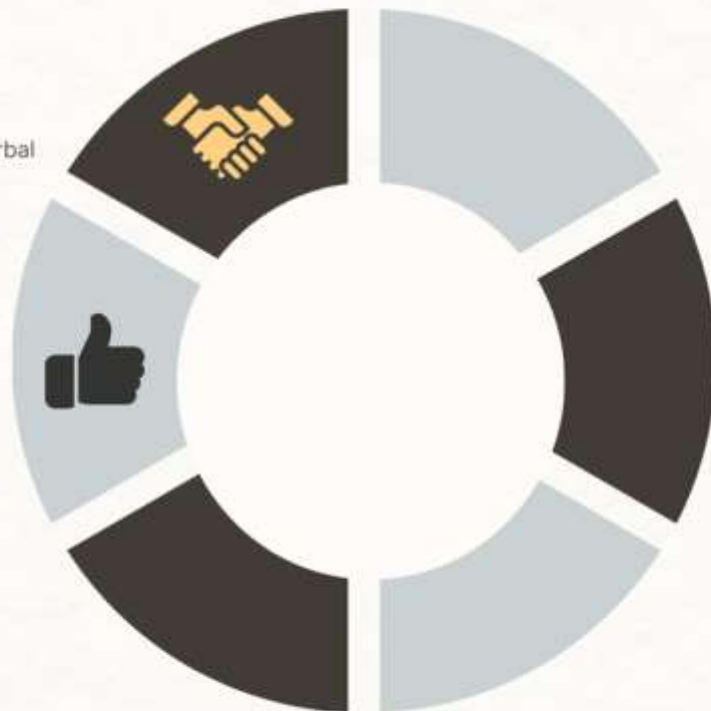
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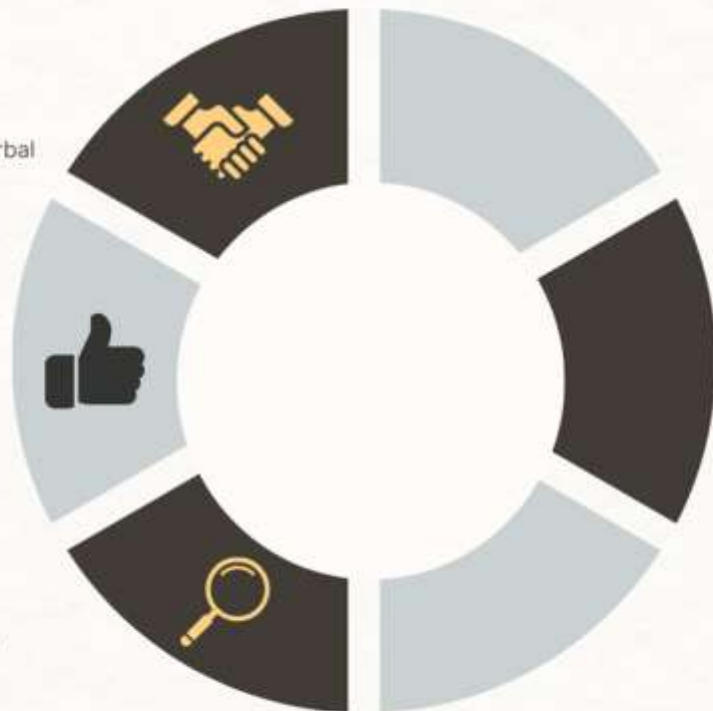
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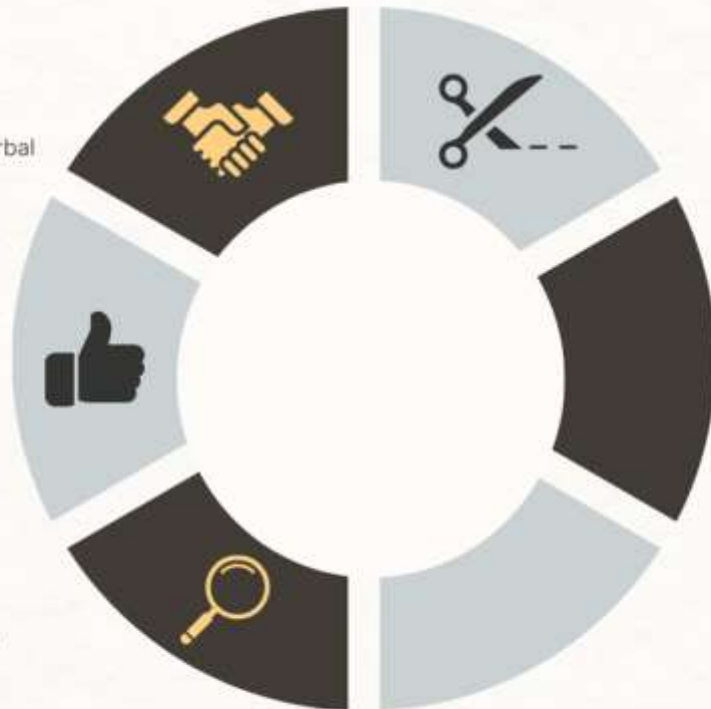
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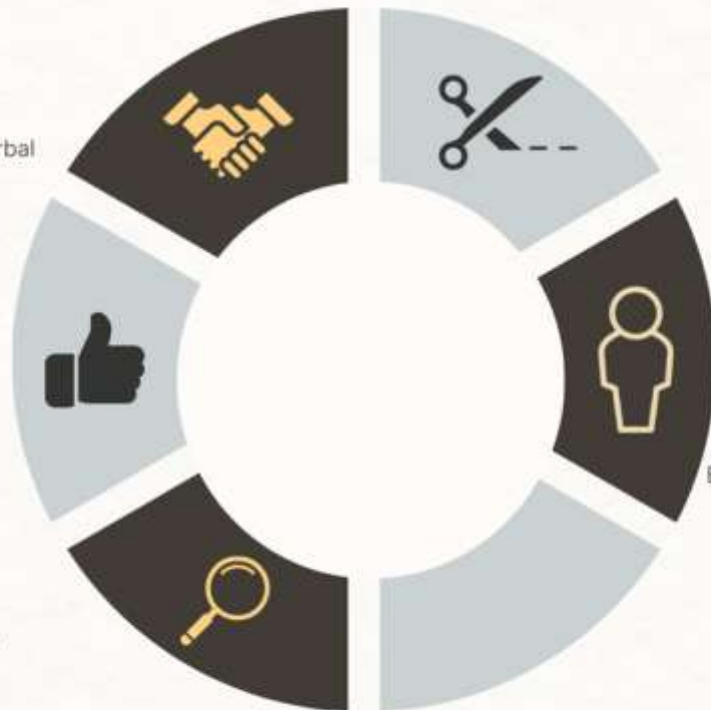
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MAINTAINING CONTROL

Abusers commonly use secrecy, blame, and threats to maintain the child's participation and continued silence. Children now live in the fear that it would be worse to report than it would be to continue the abuse.

WARNING SIGNS? SPEAK UP.

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DESCRIBE THE BEHAVIOR

- **Observe:** Notice the specific inappropriate behavior or boundary violation.
- **Be Specific:** Clearly and calmly state what you saw or heard.
- **Example:** "I noticed you were yelling at the child."

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- **Be Firm but Respectful:** Make your expectation clear without being confrontational.
- **Example:** "We need to speak to children calmly and respectfully here."

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MOVE ON

- **Stay Calm:** Keep your emotions in check to avoid escalation.
- **End the Conversation:** After setting the limit, don't linger on the topic.
- **Example:** "Let's make sure we're all on the same page about this moving forward."



DISCLOSURES & REPORTING

HOW A CHILD DISCLOSES

INDIRECT HINTS

A child may allude to abuse or
make subtle comments



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REFUSAL TO GO PLACES

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PARTIAL STORIES

A child may only disclose bits & pieces at first, but then recall more details in the future



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THE ABCD'S OF DISCLOSURES

A **ASSURE**

B **BELIEVE & BE CALM**

C **CHILD TALKS**

D **DETERMINE NEEDS**

MAKING A REPORT

01

CHILD'S NAME

02

CHILD'S LOCATION

03

CHILD'S DISCLOSURE



CHILD & FAMILY SERVICES

855-323-3237

MANDATORY REPORTERS

ANY PERSON REPORTING IN “**GOOD FAITH**” IS **IMMUNE** FROM ANY LIABILITY.

FAILURE TO REPORT CAN RESULT IN A CLASS B MISDEMEANOR
(6 MONTHS IN JAIL, OR \$1000 FINE)

“WHEN **ANY** INDIVIDUAL HAS REASON TO BELIEVE THAT A CHILD HAS BEEN SUBJECTED TO ABUSE OR NEGLECT, OR OBSERVES A CHILD BEING SUBJECTED TO CONDITIONS OR CIRCUMSTANCES THAT WOULD REASONABLY RESULT IN ABUSE OR NEGLECT, THAT INDIVIDUAL SHALL **IMMEDIATELY REPORT** THAT ALLEGED ABUSE OR NEGLECT TO THE NEAREST PEACE OFFICER, LAW ENFORCEMENT AGENCY, OR OFFICE OF THE DIVISION.”





REVIEW



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04

Anytime that you are made aware, or that you suspect child abuse. You are required to report it. Do your part in keeping Utah's children safe.



THANK YOU!



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