



# ***Abuse Risk Management Training***

***Thursday, July 24, 2003***



**Abuse Risk Management Training**

© 2003 Praesidium, Inc.



## ***Abuse Risk Management Training***

- 1. Introduction**
- 2. Role as Protector**
- 3. Test Your Knowledge: Who Gets Abused?**
- 4. Behaviors Teachers May Observe in Students Being Abused**
- 5. Test Your Knowledge: Who Abuses?**
- 6. Types of Child Molesters**
- 7. How Molesters Operate**
- 8. Video: Mind of the Molester**
- 9. Know the Warning Signs**
- 10. Test Your Knowledge: Juvenile Offenders**
- 11. Types of Juvenile Offenders**
- 12. Contributors to Students to Student Abuse**
- 13. Warning Signs**
- 14. How to Protect Yourself from False Allegations of Abuse**
- 15. Acceptable and Unacceptable Displays of Affection**





## ***Role as Protector***

- **Protector of Innocent Children**
  
- **Protector of Innocent Adults**
  
- **Protector of the Organization**





## Test your Knowledge of Child Abuse and Child Abusers: Who Gets Abused?

Check “True” or “False” for each of the following Statements.

	TRUE	FALSE
1. Children are more likely to be abused by someone they know and trust.	<input type="checkbox"/>	<input type="checkbox"/>
2. There are no characteristics of children that place them at higher risk to be abused.	<input type="checkbox"/>	<input type="checkbox"/>
3. A large percentage of children who are sexually abused are abused by adolescents.	<input type="checkbox"/>	<input type="checkbox"/>
4. Children are typically uncomfortable in the presence of a child molester.	<input type="checkbox"/>	<input type="checkbox"/>
5. Children who are sexually abused rarely blame themselves for the abuse.	<input type="checkbox"/>	<input type="checkbox"/>
6. Children from single-parent households are more likely to be sexually abused.	<input type="checkbox"/>	<input type="checkbox"/>
7. Being abducted is the most common way for children to be sexually abused.	<input type="checkbox"/>	<input type="checkbox"/>
8. Children are often reluctant to report sexual abuse.	<input type="checkbox"/>	<input type="checkbox"/>
9. Children experience no exceptional problems following sexual abuse.	<input type="checkbox"/>	<input type="checkbox"/>
10. Most adults who abuse were abused as children.	<input type="checkbox"/>	<input type="checkbox"/>





## ***Effects of Sexual Abuse***

### **Psychological Symptoms**

Loss of self-esteem  
Guilt and shame  
Nervous symptoms  
Façade of maturity  
Anxious  
Withdrawal from typical childhood activities  
Fears and phobias  
Homicidal ideation  
Suicidal ideation  
Dissociative symptoms (MPD)  
Learned helplessness

### **Educational Problems**

Learning difficulties  
Truancy  
Sudden drop in academic performance

### **Behavioral Problems**

Eating disorders  
Bed wetting  
Substance abuse  
Nightmares and sleep disturbances  
Running away  
Impulsivity  
Defiance  
Self-mutilation

### **Interpersonal Conflicts**

Conflicts with peers  
Hostile or dependent interactions with older women  
Increased affection seeking from adults  
Aggressiveness  
Social skill deficiencies

### **Problems in Sexual Adjustment**

Preoccupation with sexual matters  
Increased masturbation  
Premature sexual physical development  
Venereal disease  
Impaired gender identification  
Promiscuity  
Prostitution  
Molestation of younger children





## ***Behaviors Teachers May Observe in Students Being Abused***

1. Depression or withdrawal
2. Seductiveness
3. Refusal to attend school and/or complete assignments, bad grades
4. Delinquency/conduct problems/breaking rules
5. Aspects of sexual molestation in drawings, games, fantasies, and written material (writing may be sexual, violent or suicidal)
6. Unusual aggressiveness
7. Social difficulties/no friends/isolation/feeling different
8. Quitting hobbies or sports
9. Lies
10. Masturbating





## Test your Knowledge of Child Abuse and Child Abusers: Who Abuses?

Check “True” or “False” for each of the following Statements.

	TRUE	FALSE
1. Low self-esteem is a common characteristic among adults who abuse children.	<input type="checkbox"/>	<input type="checkbox"/>
2. Women who molest children are excessively career-oriented.	<input type="checkbox"/>	<input type="checkbox"/>
3. Adults who abuse children often have trouble controlling their impulses.	<input type="checkbox"/>	<input type="checkbox"/>
4. Male child molesters often have problems with authority.	<input type="checkbox"/>	<input type="checkbox"/>
5. Child molesters usually have active social lives with other adults.	<input type="checkbox"/>	<input type="checkbox"/>
6. Many child molesters are highly sensitive to children’s needs.	<input type="checkbox"/>	<input type="checkbox"/>
7. There is only one type of person who molests children.	<input type="checkbox"/>	<input type="checkbox"/>
8. Stress has no effect on an adult’s disposition to abuse a child.	<input type="checkbox"/>	<input type="checkbox"/>
9. Adults who abuse children are rarely depressed or lonely.	<input type="checkbox"/>	<input type="checkbox"/>
10. Women who sexually abuse children are likely to be married or have been married.	<input type="checkbox"/>	<input type="checkbox"/>





## **Characteristics of Females Who Sexually Abuse Children**

### **Childhood history**

Reared in excessively strict home  
Sexually abused  
Rejected and humiliated as child  
Poor school performance  
Overdependence on father figure  
History of significant characteristics losses in childhood  
Overzealous religious background  
Caregiver inconstancy

### **Personality characteristics**

Low self esteem  
Low intelligence  
More likely to be adolescent female  
Exhibits poor judgment  
Illogical or bizarre thinking  
Overall sense of inadequacy  
Hot tempered  
Negative attitude about life

### **Behaviors**

Uses alcohol or other drugs  
Inadequate in many areas  
Few accomplishments  
Deceitful  
Sexually deviant in other areas  
Uncooperative with evaluation during investigation  
Offers weak or unconvincing denials during investigation

### **Interpersonal relationships**

Lonely  
Lacks tenderness in life  
Husband not supportive  
Husband frequently absent  
Husband exaggerates masculinity  
Husband sexually inadequate  
Socially isolated  
Married as a teenager  
Sexually naïve and immature  
Single, divorced or in dysfunctional marriage

### **Employment and living arrangements**

More likely to be a paid caregiver  
Un- or underemployed

### **Interactions with children**

More likely to use seduction than coercion  
Seeks affection from children to avoid risk of rejection  
Uses emotional and physical abuse  
Blames and belittles children  
Uses harsh discipline  
Blames the child





## **Characteristics of Males Who Sexually Abuse Children**

### **Childhood history**

- Abused as a child
- Psychiatric problems
- Delinquent or antisocial actions
- Limited social contacts as a teenager
- Poor family relationships
- Caregiver inconstancy

### **Personality characteristics**

- Low self esteem
- Feels inadequate and helpless
- Distorted beliefs about sex
- Distorted beliefs about children
- Needs power and control
- Not a team player
- Denies stress
- Sees self as victim

### **Behaviors**

- Uses alcohol or other drugs
- Poor impulse control
- Easily frustrated
- Prior arrests for other types of offenses

### **Interpersonal relationships**

- Unable to form attachments
- Prefers to interact with children
- Limited peer interactions
- If married, unable to meet each other's needs
- Over 25, single, never married
- Pattern of dating single mothers

### **Employment and living arrangements**

- Frequent or abrupt relocations
- Unstable work history
- Premature separation from military
- Employed in minimal-responsibility positions
- Over anxious to be hired for position with children
- Overqualified by experience or credentials for position

### **Interactions with children**

- Distorted perceptions of children
- Shows children sexually explicit material
- Photographs children
- Selects hobbies appealing to children
- Decorates house with youth oriented materials
- Places premium on doing activities with children
- Refers to children as “clean,” “pure,” or “innocent”
- Describes children as owned or as possessions
- Prefers a specific age or gender
- Prefers one-on-one interactions with children
- Identifies with children better than with adults
- Has difficulty setting limits
- Uses children to fulfill own needs
- Skillful at gaining the trust from children
- Animated around children





## ***Types of Child Molesters***

### **Type I.**

Exclusive and longstanding sexual and social preference for children.

### **Type II.**

Offense represents regression in response to stress.

### **Type III.**

Psychopath with poor social skills who indiscriminately exploits accessible victims.





## ***How Molesters Operate***

- 1. Access**
- 2. Privacy**
- 3. Control**





## **Know the Warning Signs** **Pay attention to an adult who....**

1. Always finds reasons to spend time alone with children.
2. Prefers time and friendships with children more than adults.
3. Gives special gifts to children or youth, especially without permission.
4. Goes overboard with touching children or youth.
5. Always wants to wrestle and tickle with children or youth.
6. Bends the rules for certain children or youth.
7. Allows children to engage in activities their parents would not allow.
8. Has favorite or preferred children or youth.
9. Favors children or youth with certain physical characteristics.
10. Prefers to be with children who are particularly vulnerable.
11. Treats children or youth as if they were adults.
12. Discourages other adults from participating or monitoring.
13. Wants to keep secrets with children or youth.
14. Ignores standard policies about interacting with children or youth.
15. Seems to think the rules do not apply to them.
16. Uses inappropriate language or swearing with children or youth.
17. Tells “off color” jokes to children or youth.
18. Introduces pornography to children or youth.
19. Takes photographs or nude or partially nude children or youth.
20. Seems to have an “obsession” with children or youth.



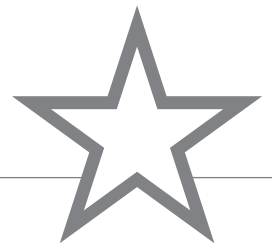


## Test your Knowledge of Child Abuse and Child Abusers: Juvenile Offenders

Check “True” or “False” for each of the following Statements.

	TRUE	FALSE
1. Juvenile sexual offenders rarely commit other crimes.	<input type="checkbox"/>	<input type="checkbox"/>
2. Approximately 10% of all child molestations are committed by juveniles.	<input type="checkbox"/>	<input type="checkbox"/>
3. The average adolescent sex offender will, without treatment, commit about 400 sexual crimes in his lifetime.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adult female offenders typically begin offending during adolescence.	<input type="checkbox"/>	<input type="checkbox"/>
5. Most juvenile offenders have committed deviant acts by the time they are 6 years old.	<input type="checkbox"/>	<input type="checkbox"/>
6. It is rare for a female adolescent to commit sexual offenses without a male counterpart being involved.	<input type="checkbox"/>	<input type="checkbox"/>
7. Juveniles are more likely to molest female children.	<input type="checkbox"/>	<input type="checkbox"/>
8. Juveniles are more likely to rape child they do not know.	<input type="checkbox"/>	<input type="checkbox"/>
9. Juveniles are more likely to injure their victims during sexual offenses than adult perpetrators.	<input type="checkbox"/>	<input type="checkbox"/>
10. Most juvenile offenders have been both physically and sexually abused themselves.	<input type="checkbox"/>	<input type="checkbox"/>





## ***Types of Juvenile Offenders***

### **Type I.**

Preference for children

### **Type II.**

Sexual response to a non-sexual problem

### **Type III.**

Sexual curiosity





## ***Contributors to Student to Student Abuse***

- **Youth Characteristics**
  
- **Adult Characteristics**
  
- **Facility Characteristics**
  
- **Activity Characteristics**





## ***Warning Signs in Individual Behaviors***

1. Different from others
2. Treated differently by staff or volunteers
3. Isolation
4. Difficulty communicating
5. Changes in demeanor
6. Reluctance or refusal to participate
7. Avoiding other students
8. Clinging to adults
9. Seeking constant supervision
10. Significant decline in performance
11. Unexplained injuries
12. Vague disclosures
13. Sudden dissatisfaction with school
  - Begs parents not to attend
  - Parents call to complain
14. Servitude
  - Completes tasks for other students
  - Gives possession to other students





## ***How to Protect Yourself from False Allegations***

1. Rule of “Three or More”
2. Establish clear boundaries with students
3. Avoid physical contact that may be misinterpreted
4. Avoid affection that cannot be observed by others
5. Adhere to uniform standards of affection
6. Use and model appropriate limit setting for affection
7. Don’t show favoritism
8. Avoid gift giving and gift receiving
9. Use informal monitoring
10. No secrets with students
11. Avoid provocative or revealing attire
12. Avoid swearing and telling off-color jokes
13. Do not allow students in staff only areas
14. Do not allow nudity
15. Do not lie down with a student
16. Do not discuss your own sex life or activities
17. Do not share adult literature, magazines, books, music, or videos with students
18. When students are dressing, avoid staring, taking pictures or commenting on the student’s or others’ bodies.
19. Seek supervision for high-risk situations
20. When in doubt: Document

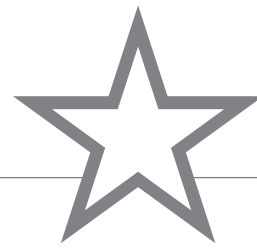




## ***Acceptable Displays of Affection between Staff/ Volunteers and Youth***

1. Patting students on the head, back or shoulder
2. Side hugs
3. Shoulder to shoulder hugs
4. Light hand slapping or “high fives”
5. Sitting close
6. Holding hands while walking
7. Verbal praise or recognition
8. Arm around shoulder





## ***Unacceptable Displays of Affection between Staff/ Volunteers and Youth***

1. Any form of unwanted affection
2. Hands in pockets
3. Full frontal hugs
4. Touching students in genital, chest or buttocks areas
5. Letting a student cling to the legs
6. Laying down or sleeping beside students
7. Holding a student on the lap
8. Massages given by student or adult
9. Patting students on the bottom or the thigh
10. Tickling
11. Wrestling
12. Games involving inappropriate touching

