

Initial Safe Environment Training

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Safe Environment Programs

Diocese of Grand Island
Child Protection Office
1-308-382-6565
www.gdiocese.org



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Safety

- Safety is a basic human need.
- Basic needs must be met for development to occur.
- If we hope to foster the spiritual development of our children, we must first meet their needs for safety.

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Safe Environments

- Creating a safe environment for children is not a foreign concept.
- Parents spend a great deal of time and resources creating safe environments for their children.

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Accepting the Challenge of Child Safety

- We teach our children “don’t talk to strangers.” -- But some of the greatest dangers to our children are not at the hands of strangers.
- We cannot assume our children are safe, even within the walls of our Church
- Child safety is something we must actively aspire to.

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The Problem of Child Sexual Abuse

The Statistics

In the general population it is estimated:

- 1 in 4 girls and 1 in 6 boys will be abused by age 18

Within our Church:

- 10,667 allegations of abuse by clergy between 1950 and 2002
- 78% of alleged victims were from intact families

The Nature and Scope of the Problem of Sexual Abuse of Minors by Catholic Priests and Deacons in the United States. A Research Study Conducted by the John Jay College of Criminal Justice

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The Impact of Child Sexual Abuse

The sexual abuse of a child impacts the child in virtually all areas of development.

Cognitive	Social
Emotional	Spiritual
Behavioral	Physical

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Long Term Effects

If child sexual abuse is not effectively treated, long-term symptoms may persist into adulthood. These may include:

- PTSD and/or anxiety
- Depression and thoughts of suicide
- Sexual anxiety and disorders
- Poor body image and low self-esteem
- Use of unhealthy behaviors to mask emotional pain, (e.g., alcohol abuse, drug abuse, self-mutilation, or bingeing and purging)

A National Center for PTSD Fact Sheet
Jessica Hamblen, Ph.D.
U.S. Department of Veteran's Affairs

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The Long Term Effects of Abuse Vary by Individual

"In short, the ill effects of child sexual abuse are wide ranging. There is no one set of symptoms or outcomes that victims experience."

APA Public Affairs

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**Our Response
To the Problem of Sexual Abuse**

United States Conference of Catholic Bishops

**Charter for the
Protection of Children
and Young People**

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To Protect the Faithful

Article 12. Dioceses / eparchies are to maintain safe environment programs which the diocesan / eparchial bishop deems to be in accord with Catholic moral principles. They are to be conducted cooperatively with parents, civil authorities, educators, and community organizations to provide education and training for children, youth, parents, ministers, educators, volunteers and others about ways to make and maintain a safe environment for children and young people. Dioceses / eparchies are to make clear to clergy and all members of the community the standards of conduct for clergy and other persons in positions of trust with regard to children.

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Safe Environment Programs

Churches, schools and youth organizations must ensure that children and youth who worship, study or participate in activities therein can do so in the safest and most secure setting possible. Parents and caretakers must have confidence in these institutions before they will allow their children to become involved with them. In order to insure the development, the following strategy is to be implemented:

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Strategies

- The **training** of parents, ministers, educators, church personnel, volunteers and others regularly involved with minors as to the abuse of children, including sexual abuse.
- The training is to address the **prevention, identification, response and reporting** of such cases.

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Strategies Continued

- In addition to those who regularly work with and who minister to children and youth, every effort will be made to provide training to and for **parents and children**.
- **Codes of conduct** will be formulated and presented for all who work with and who minister to children and youth as well as parents and children.

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Definitions – Sexual Abuse

"Sexual exploitation of a child not developmentally capable of understanding or resisting the contact, or who may be psychologically or socially dependent on the offender."

Berlinder, 1977.

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Definitions – Sexual Abuse

"Any inappropriate suggested or actual sexual exposing or touch between an adult and a child. The activity is inappropriate because the child does not understand the nature of the request and/or is coerced into the activity through deceit, threat, or because the activity is offered under the guise of normal affection."

Sandord, 1980.

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Types of Sexual Abuse

- **Physical**
Inappropriate touching, oral or genital contact, etc.
- **Emotional**
Viewing of sexual behavior / pornography, sexualized language, intrusive questions, etc.

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Types of Abuse
Reported in the John Jay Study

- Most incidents reported involved inappropriate touching.
- Types of abuse ranged from touching over clothing to penetration.
- Most cases involved more than one type of abuse.

The Nature and Scope of the Problem of Sexual Abuse of Minors by Catholic Priests and Deacons in the United States
A Research Study Conducted by the John Jay College of Criminal Justice

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Part I
Prevention

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**Child Sexual Abuse
Four Preconditions: A Model**

- Precondition I: Motivation to Sexually Abuse.
- Precondition II: Overcoming Internal Inhibitions.
- Precondition III: Overcoming External Inhibitions.
- Precondition IV: Overcoming the Resistance of the Child.

Finkelhor, (1984).

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Conclusion

- Abuse requires the presence of all four prior conditions.

Finkelhor, (1984)

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**Precondition I:
Motivation to Sexually Abuse**

- **Emotional congruence** - relating sexually to the child satisfies some important **emotional need**.
- **Sexual arousal** - the child comes to be the potential **source of sexual gratification** for the person.
- **Blockage** - **alternative sources of sexual gratification** are not available or less satisfying.

Finkelhor, (1984).

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**Precondition II:
Overcoming Internal Inhibitions**

- **Disinhibitions.**
 - Typically there are internal inhibitions to sexual contact with a child.
- For abuse to occur, normal inhibitions must be weakened.
- Examples of "Disinhibitors" - Use of substances, emotional / mental health issues, lack of social support, etc.

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**Precondition III:
Overcoming External Inhibitions**

- The supervision a child receives from other persons.
- The absence of physical opportunity for abuser and child to be alone together.

Finkelhor, (1984)

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**Precondition IV:
Overcoming Resistance of the Child**

- Establishment of a trust relationship.
- Role of coercion.

Finkelhor, (1984)

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Levels of Coercion

- The lowest level of coercion is verbal seduction and includes flattery.
- Vague threats - emphasis on the secret.
- Direct threats without a weapon - direct threats with a weapon.

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Types of Coercion Reported in the John Jay Study

- Threats
 - 835 cases reported use of threats
 - Threats most often verbal
 - Spiritual manipulation more common than threats of physical harm
- Enticements
 - 2,671 cases reported the use of gifts or enticements
 - Including gifts, access to alcohol, sleep over, access to recreation / sporting event
- In many cases, the abuser had a close relationship with family of the victim

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Safe Environment Strategies for Prevention of Abuse

- To prevent abuse we can implement strategies to address any of the four preconditions of abuse.
- The following safe environment strategies address one or more precondition of abuse:

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Precondition for Abuse	Safe Environment Principle
<ul style="list-style-type: none">▪ Adult with a motivation to abuse▪ Decreased Internal Inhibitions▪ Absence of External / Social Inhibitions▪ Breakdown in the Resistance of the Child	<ul style="list-style-type: none">▪ References Background Checks Support of Vocations▪ Codes of Conduct Supervision / Consultation Self-Care▪ "Safety in Numbers" Accountability Boundaries Parent / Child Education▪ Parent / Child Education

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Precondition I Addressing Motivation to Abuse
<p>1. References and Background Checks</p> <ul style="list-style-type: none">▪ There is no specific psychological test to rule out motivation.▪ "The best predictor of future behavior is past behavior"▪ "It is not the assumption that we are all would be perpetrators, but rather that we all could be rescuers of a child."▪ If we all agree to the same guidelines it will be easier to identify when something is wrong.

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Addressing Motivation to Abuse, continued
<p>2. Support of vocations</p> <ul style="list-style-type: none">▪ The vast majority of clergy are not abusive.▪ Clergy are experiencing increased stress related to public perception▪ To maintain a healthy population of clergy / religious, we need to increase support to non-offending clergy and support the calling of healthy young men and women to religious life.

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Precondition II
Keeping Internal Inhibitions Intact

Preserve your Ability to Exercise Good Judgment

- **Seek supervision**
 - "Seek supervision to remain focused on professional responsibilities and to hold firm to the sexual boundaries of the pastoral relationship."
 - Sounding Board
 - Accountability
 - "Third Eye" perspective
- **Avoid substance use**
 - Use of drugs and alcohol serves to impair your judgment and decrease your normal inhibitions.

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Keeping Internal Inhibitions Intact,
continued

- Tend to your physical and emotional health.
 - Know your own limitations / vulnerabilities.
 - Recognize signs of impairment.
 - Maintain a healthy lifestyle.
 - Seek help when needed.
- When in doubt consult.

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Precondition III
Maintaining External Inhibitions

1. "Safety in Numbers"

- Implement a youth "Buddy System" for trips / events
 - Presence of a witness
 - Access to help (potential "rescuer")
 - Strengthened Resistance

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Maintaining External Inhibitions
"Safety in Numbers", continued

- Use a team approach in dealing with youth
 - Adequate supervision
 - both male and female chaperones for trips/events
 - high staff to youth ratio (one adult for every 8 - 10 youth)
 - Team decision-making

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Maintaining External Inhibitions
"Safety in Numbers", continued

- Use caution in 1:1 contacts
 - Keep others informed
 - Avoid Isolation
 - meet in areas that are visible and accessible (e.g., public area, open door open room with window)
 - don't conduct 1:1 meetings in your residence
 - Avoid driving alone with youth (if it is necessary to transport youth, be sure other youth or adults are present)

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Maintaining External Inhibitions,
continued

2. Acknowledge and respect the power differential in relationships

- Recognize your role as a representative of God and the church.
- Do not use coercion, threats, or excessive flattery.
- Do use descriptive praise, unconditional positive regard, and logical consequences (when necessary).

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Maintaining External Inhibitions
Power Differential, *continued*

- Clearly define rules / expectations.
 - Provide written rules with pictorial cues for younger children.
 - Be consistent in enforcing rules.
 - Evaluate appropriateness of expectations.
- Avoid dual relationships (conflict of interest).

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Maintaining External Inhibitions,
continued

3. Establish Clear Boundaries

- Avoid physical contact that might be misinterpreted / Misconstrued.
 - Avoid roughhousing, tickling, flirtatious behavior
- Avoid any covert or overt sexual behaviors
 - Seductive speech or gestures.
 - Physical contact.
 - Exposure to inappropriate media, etc.
- Respect boundaries established by youth.
 - Be aware of signs of discomfort.
 - Respect each individual's need for personal space.

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Maintaining External Inhibitions
Boundaries, *continued*

- Respond to inappropriate boundaries clearly and with sensitivity.
 - Clearly state that the contact is uncomfortable for you (e.g. "not a good touch")
 - Identify an appropriate boundary (e.g. an example of a "good touch")
 - Convey acceptance / unconditional positive regard

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Maintaining External Inhibitions
Boundaries, *continued*

- Keep your focus on the purpose of your interactions with youth.
 - Witnessing the faith.
 - Fostering their spiritual growth.
 - Serving their needs.
- **Meet your own needs for affection, intimacy, attraction, and affirmation in your personal relationships.**
- Be aware of your own and other's vulnerability in regard to sexuality.

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Maintaining External Inhibitions,
continued

4. Promote Open Communication

- Encourage youth to communicate their concerns.
 - Empathy
 - Active Listening
 - Unconditional Positive Regard
- Be considerate of topics others may find offensive.
- Utilize humor without offending others.
 - Don't tease / ridicule
 - Be considerate of topics others may find offensive.

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Maintaining External Inhibitions
Open Communication, *continued*

- Respond actively when a child indicates discomfort / uneasiness.
 - Acknowledge observed signs of discomfort.
 - Empathize.
 - Clarify intentions.
 - Apologize if appropriate.
 - Ask for input re: comfortable boundaries.

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Maintaining External Inhibitions
Open Communication, continued

- Involve parents in discussion of difficult topics.
- Maintain confidentiality.
 - Discuss limits of confidentiality
 - Stress that confidentiality is a **one-way** street.
(you will strive to maintain their privacy, but they are free to share anything that pertains to them with their parents or others in authority)

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Maintaining External Inhibitions
Open Communication, continued

- Differentiate our human failings from the teachings of the church.
 - Strive to exhibit behavior consistent with church doctrine.
 - If our behavior falls short...
 - Be empathic
 - Take steps to repair the relationship
 - Remind them of our imperfection as human beings

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Maintaining External Inhibitions,
continued

5. Establish Accountability

- Direct employees and volunteers to report any improprieties or violations of the code of conduct they observe in their colleagues.
- Direct employees and volunteers to report suspicions of abuse.
- Utilize a team approach in decision-making and in the supervision of youth.

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Maintaining External Inhibitions
Establish Accountability, *continued*

- Require access to references and legal history for all individuals who will be working with youth.
- Contract with employees and volunteers to follow code of conduct.
- Encourage parents to support adherence to the codes of conduct.

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Precondition IV
Building Resistance to Abuse

Educating Children and Parents

- Teach youth about the signs of a "right" relationship versus an "abusive" one.
- Discuss safe boundaries.
 - "Good" versus "bad" touches
 - Help youth identify their feelings
 - Affirm children's right to set personal boundaries.
 - Encourage communication when boundaries are violated
- Affirm children's right to say "no" to unwelcomed contact.

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Maintaining External Inhibitions
Building Resistance, *continued*

- Inform parents, children, and staff of parish policies regarding safe environments, intervention, and reporting of abuse.
 - Review policies together.
 - Make written policy available
 - Contract for compliance
- Educate parents and staff regarding signs of abuse and steps to take if they suspect abuse of a child.

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Precondition for Abuse	Safe Environment Principle
<ul style="list-style-type: none">■ Adult with a motivation to abuse■ Decreased Internal Inhibitions■ Absence of External / Social Inhibitions■ Breakdown in the Resistance of the Child	<ul style="list-style-type: none">■ References Background Checks Support of Vocations■ Codes of Conduct Supervision / Consultation Self-Care■ "Safety in Numbers" Accountability Boundaries Parent / Child Education■ Parent / Child Education

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Code of Conduct
<p>As a volunteer, I will:</p> <ul style="list-style-type: none">■ Treat everyone with respect, loyalty, patience, integrity, courtesy, dignity and consideration.■ Avoid situations where I am alone with children and/or youth at Church activities.■ Use positive reinforcement rather than criticism, competition or comparison when working with youth.■ Refuse to accept expensive gifts from children / youth or their parents without prior written approval from the pastor or administrator.

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Code of Conduct continued
<p>As a volunteer, I will:</p> <ul style="list-style-type: none">■ Refrain from giving expensive gifts to children / youth without prior written approval from the parents / guardian and the pastor / administrator.■ Report suspected abuse to the pastor, administrator or appropriate supervisor and civil authorities.■ I understand that failure to report abuse to authorities is, by law, a misdemeanor.■ Cooperate fully in any investigation of abuse of children / youth.

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Code of Conduct continued

As a volunteer, I will not:

- Smoke or use tobacco products in the presence of children and youth.
- Use, possess or be under the influence of alcohol at any time while working.
- Use, possess or be under the influence of illegal drugs at any time.
- Pose any health risk to children / youth (e.g., no fevers or other contagious situations).
- Strike, spank, shake, or slap children / youth.

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Code of Conduct continued

As a volunteer, I will not:

- Humiliate, ridicule, threaten or degrade children / youth.
- Touch a child and/or youth in a sexual or other inappropriate manner.
- Use any discipline that frightens or humiliates children / youth.
- Use profanity in the presence of children / youth.

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Code of Conduct continued

- I understand that as a volunteer working with children / youth, I am subject to a thorough background check including criminal history. I understand that any action inconsistent with this *Code of Conduct* or failure to take action mandated by this *Code of Conduct* may result in my removal as an employee working with children / youth.

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Part II
Recognizing Abuse

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Signs of Child Sexual Abuse

- Fears and Anxieties
 - pervasive fears
 - daily life as a minefield
 - specific fears
 - sudden panic or distress
 - separation anxiety
 - physiological reactivity
 - "hyper vigilance"
 - fear denial

Monahan, (1993)

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Signs and Symptoms *Continued*

- Behavioral regression
 - Toileting accidents
- Unwanted images and thoughts
- Loss of pleasure in enjoyable activities
- Retelling and replaying of the abuse
- Post-traumatic play

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Signs and Symptoms Continued

- Withdrawal and constriction
- Sleep-related difficulties
 - Nightmares
 - Night terrors
 - Sleepwalking

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Signs and Symptoms Continued

- Personality changes
 - Self-centeredness
 - Limited frustration tolerance
 - Mistrust

■ Monahan, (1993)

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Signs and Symptoms Continued

- Bodily aches and pains
- Misinterpretation of the cause and meaning of the abuse
- Excessive sex play
 - Inappropriate touching
 - Frequent masturbation
 - Simulated intercourse
- Poor body image

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Points to Remember

- Children have a limited number of ways to express inner distress. Under the age of eleven, feelings of distress are most likely to be seen as changes in behavior.
- Behavioral changes often occur immediately.
- Behavioral signs of abuse serve as flags for caretakers of the child's inner struggle to come to terms with it.

Monahan, (1993)

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Red Flags
In Adult / Child Relationships

An adult who:

- Displays poor boundaries (hugging, patting, or touching youth more than is appropriate)
- Spends majority of social interactions with children vs. adults
- Shows great charm and charisma around young people, awkwardness with adults
- Singles out a child or group of children with special privileges, (gifts, trips, attention, affection, etc.)
- Isolates child from others
- Photographs or videotapes children and young people exclusively
- Has items at home or in a vehicle that are of interest to young people (e.g. videos, music, posters, alcohol / drugs)
- Manipulates young people easily

Diocese of Orange

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Part III

Responding to Abuse

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Responding to Signs and Symptoms

- Report all signs and symptoms to parents.
 - Clearly describe the behavior of concern
 - Don't make inferences
- Signs and symptoms don't confirm abuse, but do suggest a need for attention from a caregiver.

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Responding to "Red Flags"

If you observe "red flags" in an adult / child relationship:

- Consult with immediate supervisor
- Continue to observe and watch for other concerns

Supervisor

- Discuss concerns with individual
- Provide increased supervision / monitoring

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Responding to Code of Conduct Violations

- Document concerns
 - Complete "Incident Report" (see policy manual p.52)
- Consult with immediate supervisor
- Supervisor / Pastor
 - Assess seriousness of violation
 - Warning and problem solving
 - Direct supervision
 - Reassignment

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Responding to Disclosures / Witnessing Abuse

- The state of Nebraska is a mandated reporting state.
- Citizens are required by law to report to legal authorities if they have reasonable cause to suspect abuse of a child
- Failure to report abuse of a child is a misdemeanor

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Procedure for Reporting Suspected Abuse

- Report verbally to immediate supervisor
- File written report to law enforcement / child protective services (see policy manual, pp 39-43 for reporting packet)
- Contact Chancellor or Director of Child Protection
- Provide family with Victim Assistance number(s)
- Direct any media inquiries to the Diocesan Chancellor

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Response At the Time Child Discloses Abuse:

- Believe the child.
- Remain calm.
- Go with the child to a place where you can talk without other children overhearing.
- Listen without interrupting.
- Reassure child that he or she is loved and cared for.
- Respond to child's questions or feelings with calm, matter-of-fact attitude, but don't pressure child to talk more.

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Response to Disclosure
Continued:

- If child expresses concerns for his safety or his family's safety, tell him that all that can be done to keep him safe will be done.
- Reassure the child he/she did the right thing in telling you.
- Tell the child it is not his or her fault.
- Instruct child to tell you right away if offender attempts molestation again or bothers him or her in any way.
- Repeat appropriately.

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Do's and Don't's

- Don't ask leading questions
- Do keep in mind your role is to listen and report your concerns – not to serve as investigator
- Do refer to an investigator as soon as possible
 - Multiple interviews following disclosure can actually interfere with the investigation.

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Assess Child's Immediate Safety:

- With whom will the child be going home?
- Who else knows about alleged abuse?
- How will the child's parent or guardian react to news of abuse?
- What does the child think will happen now that he or she has told of abuse?
- Who is available as support person for the child?

Source: Caring for Sexually Abused Children—A Handbook for Families & Churches, Dr. R. Timothy Kearney (2001)
Girls & Boys Town Center for Adolescent & Family Spirituality 2003

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Meeting the needs of others involved:

- Other children who may have overheard disclosure.
- Family and friends of abused child.
- Adult to whom disclosure was made.
- Other staff who are involved.

Source: Caring for Sexually Abused Children—A Handbook for Families & Churches, Dr. R. Timothy Kearney (2001)
Girls & Boys Town Center for Adolescent & Family Spirituality 2003

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Children who may have overheard:

- Do not provide details of alleged abuse
- Tell children that adults are helping a child who has been hurt.
- Comfort them by saying that it is hard to hear about a friend being hurt.
- Be alert to children who seem unusually upset—they may have their own abuse issues.

Dr. R. Timothy Kearney (2001)

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Adults— Person to whom disclosure was made, family friends, other staff members and volunteers:

- Acknowledge difficult feelings and issues.
- Provide emotionally safe place and skilled person to listen, if needed.
- Keep those directly involved informed of developments.
- Do not gossip; operate on a need-to-know basis—the less said publicly, the better.
- Do not label child or family—avoid stereotypes.
- Follow all established procedures for reporting and follow-up.

Dr. R. Timothy Kearney (2001)

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Family members
of child who discloses abuse:

- Do not leave family isolated.
- Offer assistance without forcing help; *"I know this is a difficult time for your family. Would you like to spend some time with us or would you rather be alone right now?"*
- When welcomed by family, offer practical help—run errands, clean house, cook meals; *"I'm headed to the grocery store this evening. Is there anything I can pick up for you?"*
- Remember that it may take weeks or longer for family to recover.
- Pray regularly for child and family's healing.

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What happens after a report?

...within our Diocese

- Written report is forwarded to the Chancellor
- The Bishop notifies the Diocesan Review Board
- Diocesan Review Board conducts internal investigation
- If an allegation is credible or it appears it can be substantiated, the accused shall be placed on administrative leave pending results of investigation

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What happens after a report?

...to legal authorities

- Allegations are investigated by law enforcement
- If there is sufficient evidence, legal charges are filed by the County / District Attorney
- If the child is **unsafe at home**, they may be placed in an alternative family placement or foster home.

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Safety for all God's children

- The mandate for Safe Environment training was the result of our need to keep children safe from the dangers of child sexual abuse.
- Our mission to promote the safety of children is not confined to child sexual abuse, nor is it confined to the safety, dignity and respect of children within our walls.
- Safety for all God's children is a goal we must aspire to.

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Scenarios for Group Discussion

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Scenario 1

Tommy is an 8 year old boy who has been looking forward to being an altar server since starting religious education classes in pre-school. He has always enjoyed religious education class and was a good student. In the past he took it upon himself to remind his family to pray at meal time and would speak aloud his nightly prayers. Now that he has made his first communion, he has attended several server meetings, including some private instruction with his religious education teacher and private meetings with his parish priest. His parents were thrilled when he was chosen to complete "special projects" at the rectory. Since becoming a server, Tommy has complained frequently of stomach aches. He sometimes refuses to go to religious education classes, asserting he is ill. His parents notice that he no longer reminds them to pray and no longer says his bedtime prayers aloud. Sometimes he awakens in the night and has difficulty going back to sleep. They come to you puzzled by this change in his behavior. What do you do?

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Scenario 2

Susie is a 6 year old girl who attends religious education. She has been a delight to teach, as since pre-school she has had no trouble separating from her parents to come to class. She tends to bond quite readily to her teacher each year. This year Susie's teacher is Mr. Brown. Mr. Brown also finds Susie to be affectionate...at times too affectionate. Mr. Brown has been taken by surprise on a number of occasions when Susie jumps on his lap as soon as he sits down. Today Susie tried to kiss him goodbye. He quickly turned his head aside and found an open mouth kiss planted on his cheek. Mr. Brown has a stomach ache. He feels ill when he thinks of returning to religious education class. He comes to you with doubts about his ability to manage his class (particularly Susie). What do you do?

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Scenario 3

Charlie is a middle school student who has always been a bit of a challenge. He is disruptive in class, disrespectful of church / school property, and mean to his peers. Despite significant financial duress, he recently seems to have cash / new things. You suspect he acquires it unlawfully. Today you find Charlie in tears. His peers have been teasing him, calling him names questioning his sexual orientation. When confronted, one of his peers reports that they "saw him kissing Mr. Jones." What do you do?

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Post Training Review

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1. According to leading theory, which preconditions must be present for sexual abuse to occur?
 - a. An adult with a motivation to abuse.
 - b. Decrease in the adult's internal inhibitions.
 - c. An environment which allows unsupervised access to children.
 - d. Break down in resistance of the child.
 - e. All of the above.

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2. The Diocesan Safe Environment Program addresses these risk factors through which of the following?

Circle all that apply.

 - a. Background screening of clergy, staff, and volunteers.
 - b. Training of clergy, staff, and volunteers in safe environment principles.
 - c. Education of children and parents.
 - d. Adherence to a Code of Conduct by all who have regular contact with children / youth.
 - e. Use of a team approach and documentation to promote accountability.

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3. The concept of "Safety in Numbers" refers to all of the following except:
 - a. Team teaching.
 - b. Public review of abuse allegations.
 - c. A "buddy system" for youth events.
 - d. Caution in 1:1 contacts with youth.
 - e. Adequate supervision of children.

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4. Which of the following improve adult's use of good judgment in dealing with children?

Circle all that apply.

- a. Regular consultation with a supervisor.
- b. Use of alcohol / drugs.
- c. Maintaining a healthy lifestyle.
- d. Knowing one's limitations / vulnerabilities.
- e. Seeking help for emotional problems.

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5. Sexual abuse can directly impact the development of child victims in which of the following areas?

Circle all that apply.

- a. Cognitive / decision-making
- b. Emotional
- c. Social / relationship
- d. Spiritual
- e. Physical

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6. To maintain appropriate boundaries in our interactions with children and youth we must do which of the following?

Circle all that apply.

- a. Avoid physical contact that might be misinterpreted.
- b. Avoid any covert or overt sexual behaviors.
- c. Respect boundaries established by youth.
- d. Respond appropriately to inappropriate boundaries of youth.
- e. Maintain focus on the purpose of interactions with youth.

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7. Because of our position of authority, when working with youth we must take caution to:

Circle all that apply.

- a. Recognize our role as representative of God and the Church.
- b. Avoid use of coercion, including excessive flattery.
- c. Use descriptive praise and logical consequences.
- d. Avoid dual relationships / potential conflicts of interest.
- e. Be equitable in enforcing classroom rules, etc.

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8. If a child discloses abuse, it is important that we:

- a. Remain calm and respond in a supportive manner.
- b. Communicate that the child is not at fault.
- c. Listen without interrupting.
- d. Report the abuse to appropriate authorities.
- e. All of the above.

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Safe Environment Programs

Diocese of Grand Island
Child Protection Office
1-308-382-6565
www.gidiocese.org
Email: cpo@gidiocese.org


