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## MEMORANDUM

**TO:**                                      Members, Utah State Board of Education

**FROM:**                                  Brad C. Smith  
Chief Executive Officer

**DATE:**                                  June 18-19, 2015

**ACTION:**                                Child Sexual Abuse Prevention Instructional Materials

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### **Background:**

House Bill 286 *Child Sexual Abuse Prevention* was passed in the 2014 Legislative Session. The law:

- Requires that the Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention.
- Requires local education agencies (LEAs) to use the instructional materials approved by the Board to provide child sexual abuse prevention and awareness training and instruction of school personnel and the parents/guardians of elementary school students.
- Provides that a school district or charter school may provide child sexual abuse prevention and awareness instruction to elementary school students, subject to certain requirements.

A workgroup was formed to develop guidelines for instructional materials.

### **Key Points:**

Staff will provide updates from the workgroup, including the minimum guidelines/standards for child sexual abuse prevention curriculum in three areas: 1) elementary students; 2) school personnel; and 3) parents/guardians of elementary students.

### **Anticipated Action:**

The Standards and Assessment Committee will consider approving the minimum guidelines/standards for child sexual abuse prevention curriculum and forward a recommendation to the Board for approval.

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Report to Utah State Board of Education

Updates on HB 286

June 2015

Report prepared by:

Work Group for Implementation of HB286  
Lillian Tsosie-Jensen, Educational Specialist

## Utah Child Sexual Abuse Prevention Training Frequently Asked Questions

**1. Q. What child sexual abuse prevention is required?**

A. Beginning in the 2016-17 school year, a school district or charter school shall provide training and instruction on child sexual abuse prevention and awareness to school personnel in elementary and secondary schools and to parents or guardians of elementary school students. While not required by law, a school district or charter may provide training to K-6 students.

**2. Q. Where did this requirement come from?**

A. During the 2014 General Session of the Utah State Legislature, lawmakers approved a bill mandating the prevention training program. The bill is now part of Utah Code and can be found in [UCA 53A-13-112](#).

**3. Q. What is the responsibility of the Utah State Board of Education?**

A. In partnership with the Utah Department of Human Services, the Utah State Board of Education approves instructional materials for use in training school personnel, parents/guardians, and K-6 students. The Utah State Board of Education will also approve a list of acceptable providers and distribute the list to districts and charter schools.

**4. Q. How is the instructional material created?**

A. In conjunction with the Utah Department of Human Services, the Utah State Board of Education convened a work group of experts to create evidenced-based elements of training for youth-serving adults (school personnel), parents/guardians, and youth. This group has submitted these minimum expectations for approval by the Utah State Board of Education, and approval is expected in early summer 2015.

**5. Q. How will the minimum expectations be used? Are these documents the curriculum that will be used in trainings?**

A. No. The work group is recommending these are the elements found in effective programs. The documents should not be used in trainings. Advisory evaluators will use the minimum expectations to evaluate applicant programs for the Utah State Board of Education.

**6. Q. Will the Utah State Board of Education require all programs to have every required element in its program?**

A. While possible, it is unlikely that the State Board will enforce all of the minimum expectations for the first year. However, the minimum expectations constitute best practices and may be considered guidelines for the future or continued approval.

**7. Q. How can a provider apply to be approved by the Utah State Board of Education?**

A. Contact information will be available in summer 2015. Once the application is made, providers of these programs will be invited to present information to a smaller committee charged with evaluating providers for State Board approval.

**8. Q. Can a school district or charter school act as a provider/trainer in conducting the mandated training?**

A. Yes. However, the district or charter requires approval as a provider through the Utah State Board of Education.

**9. Q. What is the responsibility of charter schools and school districts?**

A. Three fold:

1. Districts and charter schools must provide training to their elementary and secondary education personnel consistent with UCA 53A-13-112 beginning in the 2016-17 school year.

2. Training must be offered to the parents/guardians of elementary students after providing sufficient notice to parents/guardians of the training schedule and location(s).

3. Districts and charter schools may provide training to elementary students. If a district or charter chooses to provide training to students, it must notify parents and guardians of the upcoming training with instructions on how instructional materials may be previewed and with notification of the right of a parent/guardian to excuse in writing their student from the training. Schools may not provide training to students whose parent/guardian has excused them from the training.

# INSTRUCTION FOR YOUTH-SERVING ADULTS

*This document will be used for these intended purposes:*

- 1. To satisfy House Bill 286, Second Substitute Child Sexual Abuse Prevention, sponsored in the 2014 General Session of the Utah Legislature by Rep. Angela Romero, which enacted Utah Code 53A-13-112, provisions relating to child sexual abuse prevention training and instruction in public schools.*
- 2. As a guide for evaluation of possible curricula by the state and possibly by local education agencies throughout Utah.*

**A Youth-serving Adult (YSA) is any adult who works with children not related to them. This includes teachers, coaches, nurses, volunteers, advocates, and other paid and non-paid staff.**

## **TRAINER EXPECTATIONS**

**Method of teaching:** The training of YSAs should be oriented to educate and prepare YSAs to support and report suspected abuse. The training should include portions that are interactive. Include vignettes with continuum of appropriate to harmful behaviors for YSAs to decide if the person is acting appropriately.

**Ongoing training:** Training should be continuously reinforced throughout each school year.

**Have familiarity with law:** Read and understand Utah's laws in regard to sexual abuse, Utah Code 53A-13-302.

**Cultural differences and/or special populations:** Be mindful of your own cultural upbringing, and teach to the individual in equitable ways. Consider more specialized instruction when needed, and use teaching aids and lessons that are adaptable for cultural relevance and special populations.

**Limits of training:** Training should focus on prevention and interruption of child sexual abuse.

## **REQUIRED PROGRAM CONCEPTS**

*All bolded terms are minimum expectations. Accompanying information should be treated as explanatory to the bolded term.*

**Sexual misconduct:** Any act or acts by any person involving sexual molestation or exploitation of a youth including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a youth. Any sexual act by an adult that makes the youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.

**Statistics:** It is estimated that more than 300,000 children in the United States are sexually abused every year. According to the National Centers for Disease Control and Prevention Study, one in four girls and one in six boys will experience some form of sexual abuse before age 18. Fewer than one in 10 cases are reported. More than 88 percent of adults who were abused say they never reported the abuse to authorities. Between 80 and 90 percent of all perpetrators are someone who is close with the family, most likely in the victim's "circle of trust."

In Utah, 5,359 abuse cases were opened in 2014, according to the Utah Children's Justice Centers. Of the types of victimizations reported, 78 percent were sexual abuse. Twenty-three percent of cases included abuse by a parent, while 25 percent included abuse by another relative.

**Appropriate physical contact:** Clarify the difference between safe/healthy touch and unsafe/unhealthy touch or behaviors that use language appropriate for grade level. Example: The private parts of your body are the parts of the body that are covered by a bathing suit.

- Safe touch: Anything that feels good and leaves us happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents.
- Unsafe touch: Anything that leaves us feeling unsafe, confusing, or uneasy, excited or uncomfortable. Examples include touches involving special parts that are private to us, or touches that are told to be kept secret.

**Adult responsibilities:** Adults can miss critical opportunities to prevent child sexual abuse because they do not know what to look for, say, and do. By becoming educated, YSAs can make the world a safer place for youths. Every adult is responsible for the safety of children. If someone approaches a youth in a sexual way, adults are the ones who need to prevent, recognize, and react responsibly.

**Effects of sexual abuse:** Sexual abuse is extremely prevalent and can cause many different physical and mental health problems. The effects of sexual abuse are numerous and widespread. Survivors report increased likelihood of substance abuse and mental health issues. The side effects include increased risk of suicide and eating disorders. Both male and female victims are more likely to engage in prostitution than if they had not been abused. The economic strain on the community represents the second most expensive crime behind murder, costing the U.S. billions annually. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.

**Appropriate adult behavior:** The curriculum should focus on teaching YSAs what good adult behavior looks like so that it is clear that it is the responsibility for adults to keep youths safe. Youths have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching. YSAs should educate and model what appropriate behavior and contact look like, not to create fear and stop appropriate learning scenarios. YSAs need to consider a youth's individual needs and interact in a way that is beneficial but safe for both parties.

**Examples of appropriate behavior include:**

- Giving high-fives
- Respecting a youth's requests for more personal space
- Keeping doors open if a youth is alone with an YSA
- Keeping windows clear of coverings
- Telling tasteful jokes

**Examples of behaviors to avoid:**

- One on one interaction between YSA and a youth
- Touching private areas
- Forcing a hug or other physical contact
- Engaging in social media interaction with an individual
- Sharing personal or intimate details of one's home life with a youth
- Paying more attention to one youth than to others

**Grooming cycle:** Extensive personal actions and behaviors that build trust with youths (and often their caregivers) can be a step in the process of abuse. This “grooming” typically takes place over time, and develops into inappropriate physical contact. If an adult or older youth seems overly interested or creates opportunities to be alone with another youth, it is important to be aware and stop the cycle immediately. YSAs who know and recognize these behaviors are better prepared to prevent sexual abuse before it happens. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.

Grooming tricks include:

- **Fake trustworthiness** – pretending to be the youth’s friend in order to gain their trust
- **Testing boundaries** – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- **Touch** – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- **Intimidation** – using fear, embarrassment, or guilt to keep a youth from telling anyone
- **Sharing sexual material** – capitalizing on a youth’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc., of a sexual nature
- **Breaking rules** – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- **Drugs and alcohol** – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance
- **Communicating secretly** – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret)
- **Blaming and confusing** – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells

For all of these tricks give examples of what an abuser might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.

**Where abuse occurs:** Anywhere there are youths (homes, schools, bedrooms, locker-rooms, cars, social media, etc.) Sexual abuse is a crime that fuels off of secrecy and trust. In short, wherever youths are alone physically or virtually with an adult is a potential place where they could be subjected to sexual abuse.

**Trafficking:** Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will. These crimes include digital trafficking, including the distribution of photographs, videos, and other media of underage victims' through online social networks.

**Myth-busting facts:**

- Prevention efforts do matter and by learning the facts, YSAs can make a difference.
- Adults miss opportunities to prevent child sexual abuse because of misinformation and confusing stereotypes. An abuser takes on all shapes and sizes, regardless of social status, ethnicity, race, or creed.
- An abuser is generally someone the family knows and trusts; someone who has easy and consistent access to the youth. The idea that the perpetrator is a “stranger lurking in a dark alley” is most often not the case.
- Sexual abuse doesn't only happen to girls; it is not only committed by men. Boys and girls alike can be victims, just as women can be perpetrators of sexual abuse.
- Most victims do not become abusers.

**Signs of abuse:** There are many different signs that may be given by a youth who is a victim of abuse. Many signs together could even mean other stressors are occurring in a youth's life that are affecting their well-being, such as divorce or bullying. However, if a YSA witnesses a combination of these signs, they should pay close attention and make sure to address it immediately.

**Behavioral signs from a victim:**

- Sleeping disturbances
- Sudden personality changes
- Older youths reverting back to younger behaviors
- Unexplained fear or refusal to be around a certain individual, or refusal to go to typical activities
- Sexual reactivity that is inappropriate for the youth's stage of development
- Self-harming behaviors, such as cutting
- Participating in self-defeating behaviors or high risk, such as substance abuse

**Physical signs from a victim:**

- Difficulty walking or sitting
- Torn clothing
- Stained or bloody underwear
- Pain or itching in the genital area
- Sudden weight gain, or loss

**Perpetrator information and traits:** Perpetrators can look and act like every day people, and often try to blend into society. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging a YSA's instincts and causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create. People who society respects and admires can be perpetrators, including those in the workplace. Adults who have access to youths before or after school, or in private situations are more likely to sexually abuse youths. Any employee, including volunteers, might abuse. Sexual predators in schools are often well-liked or considered excellent teachers. Rumors can an important source of information on educator or caregiver sexual misconduct.

**Risk factors:** Certain traits or behaviors of a youth can put them at higher risk. Those who are insecure, have low self-esteem, feel lonely, or are disconnected are particularly vulnerable. Other factors include if he/she lacks access to information about sex and sexuality, or is exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women. If there is unsupervised access to technology (the internet, cell phone), or the youth has a disability (cognitive, physical, emotional and/or learning), he or she may be susceptible.

## **LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE**

**Mandatory reporting and requirements:** In Utah, all adults are legally obligated to report suspected abuse, not just teachers, social workers, or police. Anyone who suspects any type of abuse to any child is required by law to call and report. There is an added importance to reporting for YSAs as they are in a position of trust and power. A licensed educator who does not report suspected abuse could be at risk of losing his or her license. If one suspects a youth is being (or has been) sexually abused, that person should immediately call Utah's 24-hour Child Protection Line: 1-855-323-3237. The hotline makes it easy to share concerns about a youth with a trained social worker. A person does not need to be certain abuse has occurred to call.

**How to react:** When a youth discloses sexual abuse, the reaction plays an important part in whether the youth will continue to confide, or will shut off. YSAs should actively listen as the youth share experiences and ask themselves: Am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings? Youths will pick up on everything from our mannerisms to our attentiveness (or lack thereof), and potentially judge themselves "guilty" or "dirty" according to how they feel YSAs perceive them. It is important to learn what to say, and what *not* to say.

Establish trust in the following ways:

- Don't "interview" the youth; allow law enforcement and professionals to do that.
- Help the youth feel comfortable.
- Reassure the youth the abuse is not his or her fault.
- Don't react with shock, anger, or disgust.
- Don't force a youth to talk.
- Don't force a youth to show injuries.
- Use terms and language that the youth can understand.
- Don't teach the youth new terms or words; speak clearly and simply.

- Find out what the youth wants from you.
- Be honest with the youth.
- Confirm the validity of the youth's feelings.
- Be supportive, and help the youth understand that he or she does not have to carry the burden alone.

**What to expect when you report:** Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth's date of birth, address, school or child care provider; and, the nature of the concerns. The system is set up to handle an investigation in a way that considers the well-being of the youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential abuse, you are turning over the information to authorities and have no legal right to further details.

## PREVENTION

**School policy:** Each school has procedures and prevention policies set in place to protect against sexual abuse and sexual predators. YSAs should educate themselves on school's programs and work closely with school officials to reinforce these practices at home. Coordinate efforts in both the school and home environments to provide a clear and unified discussion of abuse, its terminology and signs, and the proper ways to report when one suspects abuse.

**Minimize risk:** Set clear boundaries and rules with a youth's time, and think carefully about the safety of situations in which older youths have access to younger children. YSAs should ensure multiple adults are present to supervise. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. YSAs should monitor youth's internet and social media use because perpetrators use the internet to lure youths into physical contact. Setting clear boundaries is also important to avoid putting a YSA at risk of accusation or misunderstanding and keeps both the adult and youths safe.

**Trust your intuition:** When reflecting on someone's behavior, consider the following: Does it seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else commented or noticed? If the answer is yes, then trust your instincts and act. Confronting the person, or reporting what you suspect, may just save the life of a child.

**Communication:** YSAs should talk to youths about sexual abuse with clarity and confidence. All prevention efforts are strengthened by the reinforcement of prevention concepts. Practicing what to say will help to prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel mixed up or uncomfortable. Experts suggest when talking to youths about body parts, that it is best to use the correct names, i.e. penis and vagina. When nicknames are used it can make it difficult or confusing for the youth to report.

**Accountability:** Youths shouldn't have the burden of preventing sexual abuse by themselves. Adults must act on their commitment to keeping youth safe by learning to recognize and respond to inappropriate behaviors around youth, before a youth is harmed, and reporting if something has occurred.

**Safety plans:** Make a plan ahead of time about:

1. What are the boundaries are for adult interactions with youths, including in regard to social media, the internet, and texting?
2. What will be said if there is behavior that violates those boundaries?
3. How will the YSA report abuse (what number to call, what information is needed, etc.)?
4. How will the youth report abuse?

## **RESOURCES**

Visit [onewithcourageutah.org](http://onewithcourageutah.org) for more information.

DRAFT

# MINIMUM EXPECTATIONS FOR YOUTH CURRICULUM (K-6)

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- 1. To satisfy House Bill 286, Second Substitute Child Sexual Abuse Prevention, sponsored in the 2014 General Session of the Utah Legislature by Rep. Angela Romero, which enacted Utah Code 53A-13-112, provisions relating to child sexual abuse prevention training and instruction in public schools.*
- 2. As a guide for evaluation of possible curricula by the state and possibly by Local Education Agencies throughout Utah.*

## **TRAINER EXPECTATIONS**

**Have familiarity with law:** Read and understand Utah’s laws in regard to sexual abuse, Utah Code 53A-13-302.

**Cultural differences and/or special populations:** Be mindful of your own cultural upbringing, and teach to the individual in equitable ways. Consider more specialized instruction when needed, and use teaching aids and lessons that are adaptable for cultural relevance and special populations.

**Understand cognitive development norms:** Curriculum should highlight a brief overview of development norms, however at early ages; the youth’s self-concept is limited. Curriculum should include activities that help the youth remember milestones, such as age of first memory and the norm of age of first memory. Other examples include:

- ages 2 to 3, use toys as symbols in play
- ages 3 to 4, begin to follow directions
- ages 4 to 5, begin to understand the difference between good and bad behavior
- ages 5 to 6, a youth’s environment begins to shape his/her personality
- ages 6 to 11, begins to change the way he/she thinks about the world as he/she leaves the egocentric thinking. Youths this age are also now able to think of themselves in more sophisticated ways. This more advanced thinking brings about comparisons to others, self-examination, and changing self-concept and self-esteem.

*(For additional information on age-appropriate development, see “Healthy Sexual Development” information attached at the end of this document.)*

**Curriculum adaptations for different ages:** Curriculum content should be adapted for age groups dependent on cognitive abilities and special populations.

## **REQUIRED PROGRAM CONCEPTS**

*All bolded terms are minimum expectations. Accompanying information should be treated as explanatory to the bolded term.*

**Sexual misconduct:** Any sexual act by an adult that makes a youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.

**Appropriate adult behavior:** Curriculum should focus on teaching youths what good adult behavior looks like so that it is clear that it is the responsibility for adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop and that youths can report any behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching.

Examples include:

- Giving high-fives
- Respecting a youth's requests for more personal space
- Not touching private areas (unless medically necessary)
- Keeping doors open if a youth is alone with an adult
- Keeping windows clear of coverings
- Not telling jokes about private body areas
- Not sharing personal or intimate details of his or her home life
- Not forcing a hug

**Practice saying “no”:** Youths should be taught they should not keep secrets about touching or viewing private body areas. Remind youths that they have the right to say “no” in any situation that makes them feel unsafe, and have them practice saying “no.”

**It’s okay to tell (secrets). No secrets about touching:** If someone tells a youth to keep a secret about touching, instruct the youth to tell another adult. Give scenarios to youths that all have the same answer: “Tell an adult you trust!” Include activities to help youths outline a safety plan both physically and verbally.

**Grooming:** Talk about how grooming also means “getting ready” – you would get ready for having your school picture taken by making sure that your hair, face, and clothes were all set. In the same way, sexual abusers “groom” youths they want to abuse by “getting them ready” to abuse.

Groomers use tricks: Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver. Grooming tricks include:

- **Fake trustworthiness** – pretending to be the youth’s friend in order to gain their trust
- **Testing boundaries** – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- **Touch** – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- **Intimidation** – using fear, embarrassment, or guilt to keep a youth from telling anyone

- **Sharing sexual material** – capitalizing on a youth’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc., of a sexual nature
- **Breaking rules** – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- **Drugs and alcohol** – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance
- **Communicating secretly** – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret)
- **Blaming and confusing** – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells anyone

For all of these tricks give examples of what an abuser might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.

**Abuse can affect anyone:** Abuse can and does happen to anyone. Most often an abuser is someone the victim knows and trusts.

**Victims are not at fault:** Youths who have been sexually abused may likely feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as youths they are in no way to blame for these terrible acts.

**Trust your feelings:** Youths should listen to themselves and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, touching or caressing that makes them feel uncomfortable, or inappropriate comments about their body or matters of a sexual nature, and more. They should communicate feelings with someone they trust, and keep telling them until they help. If one suspects a friend is being abused, one of the most powerful things to do is to check with them about their feelings and encourage them to express them to an adult they can trust. “Gut” feelings can be an indicator that something is wrong or headed in that direction.

**Body ownership:** Body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include topic such as: the child being in control and the “boss” of their own body, “private zones,” and how to recognize and respond to inappropriate touch, or touches that make one uncomfortable.

**Create a reporting plan:** Youths should be provided necessary tools to know what sexual abuse is and what is normal and what is wrong. Help them create a strategy that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or if it’s happening to you? What are the specific names you can write down today of people you know you can trust to help you?

## **PREVENTION AND DISCLOSURE**

### **Recognize warning signs:**

- Emotional signs: fear, sadness, mood changes, problems sleeping, acting out, refusing to be left alone with certain people, emphasis on keeping it a secret
- Emphasize that if a friend reports to them, they should tell a trusted adult. This is not breaking a promise, but being a good friend so that their friend isn't hurt.
- If a friend is acting differently, encourage them to check in on that friend.

### **How to recognize warning signs of a person who is in a position of power or trust:**

- Behaviors of adults who molest include close personal relationships with students, time alone with students, time before or after school with students, time in private spaces with students, flirtatious behavior with students, and off-color remarks in class
- Reemphasize trusting intuition and that a person they like could still hurt them
- Person may be in a position of power, such as an older youth, teacher, coach, parent, sibling, or other relative
- Person shows increased interest in, or isolation of, a youth
- Person gives special attention and gifts to a youth or takes youth on special outings
- Person constantly texts/calls youth
- Person spends more time with youth than adults and tries to be alone with a youth
- Person tries to isolate the youth from his or her friends and/or parents
- Person displays behavior that may make a youth uncomfortable
- Person insists on hugging, touching, kissing, tickling, or holding a youth even when the youth does not want this
- Person shows pictures or videos to a youth that makes him/her uncomfortable
- Person emphasizes secrecy
- Person uses secrecy, blame, or threats to maintain control

### **What to do if you suspect a friend is being abused:**

- Talk to an adult and tell them what you are worried about because they will know how to report to people that can help. Tell your own mom, dad, or grandparents so they can help. Talk to a teacher, principal or school counselor so they can help. Talk to a police officer so he/she can help.
- Let your friend know that you care about them and want to help them.
- Let your friend know that it isn't their fault.
- Listen to what your friend is telling you and believe them.

### **Why report?**

- Telling an adult who can help about suspected abuse can lead to protecting the person being abused.
- You care about your friend and want him/her to be safe.
- No one deserves to be abused or afraid.

**The following information is to be used as a reference for adults only and for evaluators to ensure the curriculum considered is age-appropriate**

### **HEALTHY SEXUAL DEVELOPMENT:**

#### **Infancy (0-2 Years Old)**

- Learn through relationship with caregivers
- Focus on developing a sense of trust
- Learn about body through sense of touch
- May be able to make basic distinction between males and females
- May explore genitals
- May have spontaneous reactions that appear sexual, such as an erection
- No inhibitions about nudity

#### **Toddler and Preschool Years (2-5 Years Old)**

- Develop language to describe genitalia, and may show curiosity about adult genitalia
- Should clearly know difference between males and females
- May know basics of human reproduction (e.g., babies grow inside mother's tummy)
- May touch themselves or appear to be masturbating; usually used as self-soothing technique
- Often engage in consensual genital exploration with same age peers
- No inhibitions about nudity

#### **Middle Childhood (5-8 Years Old)**

##### **HEALTHY BEHAVIOR**

- Gender identity solidifies and stabilizes (understand physical, behavioral, and emotional distinctions between males and females)
- Have a basic understanding of puberty (some, especially girls, will show early signs of puberty)
- Have a basic understanding of human reproduction
- May understand differences in sexual orientation
- Will develop more stable friendships
- May engage in consensual genital exploration with same age (and often, same sex) peers
- Will begin to be modest about nudity

##### **POTENTIALLY UNHEALTHY BEHAVIOR**

- Adult-like sexual interactions
- Overtly sexual and/or specific language or discussion about mature sexual acts
- Public masturbation

#### **Pre-teens (10-12 years old)**

- Sexual development is very active.
- These preteens continue to be curious about sexuality.
- Some girls start having periods, and their breasts begin to develop. Boy's voices change, and they start to grow pubic hair. This can make youths feel embarrassed and suddenly private.
- Children often have questions about the physical changes their bodies are going through.
- It can be hard for adults and preteens to discuss these things, but it is good to be open.

# MINIMUM EXPECTATIONS FOR PARENTS AND GUARDIANS

*This document will be used for these intended purposes:*

- 1. To satisfy House Bill 286, Second Substitute Child Sexual Abuse Prevention, sponsored in the 2014 General Session of the Utah Legislature by Rep. Angela Romero, which enacted Utah Code 53A-13-112, provisions relating to child sexual abuse prevention training and instruction in public schools.*
- 2. As a guide for evaluation of possible curricula by the state and possibly by Local Education Agencies throughout Utah.*

## **TRAINER EXPECTATIONS**

**Method of teaching:** The training of parents, caregivers, and guardians should be oriented to empower them as the primary trainers of their children. The training should include interactive portions.

**Have familiarity with law:** Read and understand Utah's laws in regard to sexual abuse, Utah Code 53A-13-302.

**Cultural differences and/or special populations:** Be mindful of your own cultural upbringing, and teach to the individual in equitable ways.

**Limits of training:** Training should focus on prevention and interruption of child sexual abuse.

## **REQUIRED PROGRAM CONCEPTS**

*All bolded terms are minimum expectations. Accompanying information should be treated as explanatory to the bolded term.*

**Sexual misconduct:** Any act or acts by any person involving sexual molestation or exploitation of a youth including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a youth. Any sexual act by an adult that makes the youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.

**Statistics:** It is estimated that more than 300,000 children in the United States are sexually abused every year. According to the National Centers for Disease Control and Prevention Study, one in four girls and one in six boys will experience some form of sexual abuse before age 18. Fewer than one in 10 cases are reported. More than 88 percent of adults who were abused say they never reported the abuse to authorities. Between 80 and 90 percent of all perpetrators are someone who is close with the family, most likely in the victim's "circle of trust."

In Utah, 5,359 abuse cases were opened in 2014, according to the Utah Children’s Justice Centers. Of the types of victimizations reported, 78 percent were sexual abuse. Twenty-three percent of cases included abuse by a parent, while 25 percent included abuse by another relative.

**Appropriate physical contact:** Clarify the difference between safe/healthy touch and unsafe/unhealthy touch or behaviors that uses language appropriate for grade level. Example: The private parts of your body are the parts of the body that are covered by a bathing suit.

- Safe touch: Anything that feels good and leaves us happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents.
- Unsafe touch: Anything that leaves us feeling unsafe, confusing, or uneasy, excited or uncomfortable. Examples include touches involving special parts that are private to us, or touches that are told to be kept secret.

**Adult responsibilities:** Adults can miss critical opportunities to prevent child sexual abuse because they do not know what to look for, say, and do. By becoming educated, parents and guardians can make the world a safer place for youths. Every adult is responsible for the safety of children. If someone approaches a youth in a sexual way, adults are the ones who need to prevent, recognize, and react responsibly.

**Effects of sexual abuse:** Sexual abuse is extremely prevalent and can cause many different physical and mental health problems. The effects of sexual abuse are numerous and widespread. Survivors report increased likelihood of substance abuse and mental health issues. The side effects include increased risk of suicide and eating disorders. Both male and female victims are more likely to engage in prostitution than if they had not been abused. The economic strain on the community represents the second most expensive crime behind murder, costing the U.S. billions annually. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.

**Appropriate adult behavior:** Curriculum should focus on teaching youths what good adult behavior making clear it is the responsibility of adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult. Modeling good behavior is a preferred method of teaching.

**Grooming cycle:** Extensive personal actions and behaviors that build trust with youths (and often their parents or guardians) can be a step in the process of abuse. This “grooming” typically takes place over time, and develops into inappropriate physical contact. If an adult or older youth seems overly interested or creates opportunities to be alone with another youth, it is important to be aware and stop the cycle immediately. Parents and guardians who know and recognize these behaviors are better prepared to prevent sexual abuse before it happens. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.

Grooming tricks include:

- **Fake trustworthiness** – pretending to be the youth’s friend in order to gain their trust

- **Testing boundaries** – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- **Touch** – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- **Intimidation** – using fear, embarrassment, or guilt to keep a youth from telling
- **Sharing sexual material** – capitalizing on a youth’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature
- **Breaking rules** – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- **Drugs and alcohol** – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance
- **Communicating secretly** – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret)
- **Blaming and confusing** – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells anyone

**Where abuse occurs:** Anywhere there are youths (homes, schools, bedrooms, locker-rooms, cars, social media, etc.) Sexual abuse is a crime that fuels off of secrecy and trust. In short, wherever a youth is alone with an adult is a potential place where he or she could be subjected to sexual abuse.

**Trafficking:** Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will. These crimes include digital trafficking, including the production and distribution of photographs, videos, and other media of underage victims through online social networks.

**Myth-busting facts:**

- Prevention efforts do matter and by learning the facts, caregivers can make a difference.
- Adults miss opportunities to prevent child sexual abuse because of misinformation and confusing stereotypes. An abuser takes on all shapes and sizes, regardless of social status, ethnicity, race, or creed.
- An abuser is generally someone the family knows and trusts; someone who has easy and consistent access to the youth. The idea that the perpetrator is a “stranger lurking in a dark alley” is most often not the case.
- Sexual abuse doesn’t only happen to girls; it is not only committed by men. Boys and girls alike can be victims, just as women can be perpetrators of sexual abuse.
- Most victims do not become abusers.

**Signs of abuse:** There are many different signs that may be given by a youth who is a victim of abuse. Many signs together could even mean other stressors are occurring in a youth’s life that are affecting their well-being, such as divorce or bullying. However, if a parent or guardian is

witness to a combination of these signs, they should pay close attention and make sure to address it immediately.

**Behavioral signs:**

- Sleeping disturbances
- Sudden personality changes
- Older youths reverting back to younger behaviors
- Unexplained fear or refusal to be around a certain individual, or refusal to go to typical activities
- Sexual reactivity that is inappropriate for the youth's stage of development
- Self-harming behaviors, such as cutting
- Participating in self-defeating behaviors or high risk, such as substance abuse

**Physical signs:**

- Difficulty walking or sitting
- Torn clothing
- Stained or bloody underwear
- Pain or itching in the genital area
- Sudden weight gain, or loss

**Perpetrator information and traits:** Perpetrators can look and act like everyday people. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging parent and guardians' instincts and causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create. People who society respects and admires can be perpetrators, including those in the workplace. Adults who have access to youths before or after school, or in private situations, are more likely to sexually abuse youths. Any employee, including volunteers, might abuse. Sexual predators in schools are often well-liked or considered excellent teachers. Rumors can be an important source of information on educator or caregiver sexual misconduct.

**Risk factors:** Certain traits or behaviors of a youth can put them at higher risk. Those who are insecure, have low self-esteem, feel lonely, or are disconnected are particularly vulnerable. Other factors include if he/she lacks access to information about sex and sexuality, or is exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women. If there is unsupervised access to technology (the Internet, cell phone), or the youth has a disability (cognitive, physical, emotional and/or learning), he or she may be susceptible.

## **LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE**

**Mandatory reporting and requirements:** In Utah, all adults are legally obligated to report suspected abuse, not just teachers, social workers, or police. Anyone who suspects any type of abuse to any child is required by law to call and report. There is an added importance to reporting for parents and guardians as they are in a position of trust and power. If one suspects a youth is being (or has been) sexually abused, that person should immediately call Utah's 24-hour Child Protection Line: 1-855-323-3237. The hotline makes it easy to share concerns about

a youth with a trained social worker. A person does not need to be certain abuse has occurred to call.

**How to react:** When a youth discloses sexual abuse, the reaction plays an important part in whether the youth will continue to confide, or will shut off. Parents and guardians should actively listen as the youth share experiences and ask themselves: Am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings? Youths will pick up on everything from our mannerisms to our attentiveness (or lack thereof), and potentially judge themselves “guilty” or “dirty” according to how they feel their parent or guardian perceives them. It is important to learn what to say, and what *not* to say.

Establish trust in the following ways:

- Don’t “interview” the youth; allow law enforcement and professionals to do that.
- Help the youth feel comfortable.
- Reassure the youth the abuse is not his or her fault.
- Don’t react with shock, anger, or disgust.
- Don’t force a youth to talk.
- Don’t force a youth to show injuries.
- Use terms and language that the youth can understand.
- Don’t teach the youth new terms or words; speak clearly and simply.
- Find out what the youth wants from you.
- Be honest with the youth.
- Confirm the validity of the youth’s feelings.
- Be supportive, and help the youth understand that he or she does not have to carry the burden alone.

**What to expect when you report:** Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth’s date of birth, address, school or child care provider; and, the nature of the concerns. The system is set up to handle an investigation in a way that considers the well-being of the youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential abuse, you are turning over the information to authorities and have no legal right to further details.

## **PREVENTION**

**School policy:** Each school has procedures and prevention policies set in place to protect against sexual abuse and sexual predators. Parents and guardians should educate themselves on schools’ programs and work closely with school officials to reinforce these practices at home. Coordinate efforts in both the school and home environments to provide a clear and unified discussion of abuse, its terminology and signs, and the proper ways to report when one suspects abuse.

**Minimize risk:** Set clear boundaries and rules with a youth's time, and think carefully about the safety of situations in which older youths have access to younger children. Parents and guardians should ensure multiple adults are present to supervise. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. Caregivers should monitor youth's Internet use because perpetrators use the Internet to lure youths into physical contact.

**Trust your intuition:** When reflecting on someone's behavior, consider the following: Does it seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else commented or noticed? If the answer is yes, then trust your instincts and act. Confronting the person, or reporting what you suspect, may save the life of a child.

**Set and respect family boundaries:** All members of the family have rights to privacy in dressing, bathing, sleeping, and other personal activities. If anyone does not respect these rights, an adult should clearly tell them the family rules.

**Right to say no:** Teach youths the right to say no when anyone wants to touch anywhere normally covered by a swimming suit. Teach youths to say NO loudly. Explain that doing this will not get them in trouble. Teach youths about "bad secrets" and the difference between a surprise and a secret. Empower youths with the right to privacy and to say no, but pair it with the understanding that the adults are the ones responsible for correct behavior.

**Communication:** Parents and guardians should talk to youths about sexual abuse with clarity and confidence. All prevention efforts are strengthened by the reinforcement of prevention concepts by caregivers. Practicing what to say will help to prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel mixed up or uncomfortable. Experts suggest when talking to youths about body parts, that it is best to use the correct names, i.e. penis and vagina. When nicknames are used it can make it difficult or confusing for the youth to report.

**Accountability:** Youths shouldn't have the burden of preventing sexual abuse by themselves. Adults must act on their commitment to keeping youths safe by learning to recognize and respond to inappropriate behaviors around youths, before a youth is harmed, and reporting if something has occurred.

**Safety plans:** Make a plan ahead of time about:

1. What are the boundaries are for adult interactions with youths, including social media, internet, and texting boundaries?
2. What will be said if there is behavior that violates those boundaries?
3. How will the parent or guardian report abuse (what number to call, what information is needed, etc.)?
4. How will the youth report abuse?

**The following information is to be used as a reference for adults only and for evaluators to ensure the curriculum considered is age-appropriate**

### **HEALTHY SEXUAL DEVELOPMENT:**

#### **Infancy (0-2 Years Old)**

- Learn through relationship with caregivers
- Focus on developing a sense of trust
- Learn about body through sense of touch
- May be able to make basic distinction between males and females
- May explore genitals
- May have spontaneous reactions that appear sexual, such as an erection
- No inhibitions about nudity

#### **Toddler and Preschool Years (2-5 Years Old)**

- Develop language to describe genitalia, and may show curiosity about adult genitalia
- Should clearly know difference between males and females
- May know basics of human reproduction (e.g., babies grow inside mother's tummy)
- May touch themselves or appear to be masturbating; usually used as self-soothing technique
- Often engage in consensual genital exploration with same age peers
- No inhibitions about nudity

#### **Middle Childhood (5-8 Years Old)**

##### **HEALTHY BEHAVIOR**

- Gender identity solidifies and stabilizes (understand physical, behavioral, and emotional distinctions between males and females)
- Have a basic understanding of puberty (some, especially girls, will show early signs of puberty)
- Have a basic understanding of human reproduction
- May understand differences in sexual orientation
- Will develop more stable friendships
- May engage in consensual genital exploration with same age (and often, same sex) peers
- Will begin to be modest about nudity

##### **POTENTIALLY UNHEALTHY BEHAVIOR**

- Adult-like sexual interactions
- Overtly sexual and/or specific language or discussion about mature sexual acts
- Public masturbation

#### **Pre-teens (10-12 years old)**

- Sexual development is very active.
- These preteens continue to be curious about sexuality.
- Some girls start having periods, and their breasts begin to develop. Boy's voices change, and they start to grow pubic hair. This can make youths feel embarrassed and suddenly private.
- Children often have questions about the physical changes their bodies are going through.
- It can be hard for adults and preteens to discuss these things, but it is good to be open.