

Georgia's Child Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide



Guidance for schools and youth-serving organizations to build their capacity for child sexual abuse and exploitation prevention.

Introduction

Georgia's Child Sexual Abuse and Exploitation Prevention Technical Assistance Resource Guide was created by the Georgia Statewide Human Trafficking Task Force Work Group 2: Youth Aware and Safe, operated under the leadership of the Georgia Criminal Justice Coordinating Council. The guide was adapted, with permission, from the 2014 Vermont Sexual Violence Prevention Technical Assistance Resource Guide (TARG).

The Task Force recognizes that child sexual abuse and exploitation are devastating social problems affecting children and families across Georgia and the United States. The Adverse Childhood Experiences (ACE) study show that 25% of females and 16% of males have experienced sexual abuse as children (Dube et al., 2005). Additionally, it is estimated that 325,000 children are at risk of becoming victims of commercial sexual exploitation each year (Estes & Weiner, 2002, 2003, 2005).

The TARG is intended to provide guidance for schools and youth-serving organizations to build their capacity for, and knowledge of, child sexual abuse and exploitation prevention, state and local resources, and nationally recognized "best practice" criteria. It will also help professionals identify which sexual abuse and exploitation prevention curricula and activities will work best in their community.

Neither the Georgia Statewide Human Trafficking Task Force nor the guide endorses specific child sexual abuse and exploitation curricula, models, or programs. The content of the guide does not reflect the opinions or positions of the Georgia Department of Education, the Georgia Division of Family and Children Services, or the Georgia Criminal Justice Coordinating Council.

Thank you for your dedication to ending the sexual abuse and exploitation of children.

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Chapter 1:

A Background and Overview for Using the Guide

The purpose of this chapter is to provide background knowledge of this resource guide and its various uses to address:

- Sexual violence prevention as a public health and safety issue
- Adverse Childhood Experiences and increased risks to future trauma
- Vulnerability and the sexual violence continuum
- Significance behind school-based sexual violence prevention
- Prioritizing and enhancing sexual violence prevention
- Georgia's child sexual abuse and exploitation initiative
- Moving sexual violence prevention efforts forward

Quick Reference Materials:

⇒ Target Audience of Guide

Preventing and reducing the occurrence and recurrence of sexual violence in children and youth is a local, state, and national priority. Sexual violence prevention is a complex issue that requires the expertise of various fields, such as education, health, human services, criminal justice, and the active involvement of many individuals and entities.

The World Health Organization defines sexual violence as:

“Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”¹

Examples of sexual violence include: child sexual abuse, incest, drug-facilitated sexual assault, rape, sexual assault, internet-based sexual crimes, commercial sexual exploitation of children, sexual harassment, sexual bullying, sexual violence by professionals, stalking, statutory rape, sex trafficking, and ritualistic sexual abuse.²

Adverse Childhood Experiences

Exposure to negative experiences and trauma in childhood, known formally among researchers as Adverse Childhood Experiences (ACEs), can have an astounding effect on the vulnerability to violence victimization and perpetration as an older youth and adult.³ Similarly, these childhood experiences negatively impact health over the lifespan.⁴ Research has shown that as the number of ACEs increases, the risk of engaging in dangerous behaviors and poor health conditions also increases.⁵ Additionally, if left untreated, many of the short-term results of ACEs, such as depression, substance abuse, poor school performance, falling grades, inappropriate sexual behaviors, eating disorders, and poor interpersonal relationships, can lead to far more detrimental behaviors during adolescence and adulthood.⁶ For example, exposure to early child sexual abuse can compromise a child's understanding of personal safety, sexual boundaries, and healthy relationships and encourage feelings of distrust, helplessness, linking sex with love, and viewing oneself as a sex object. These patterns create vulnerability to promiscuity, sexual exploitation and trafficking potentially leading to teen pregnancies, sexually transmitted diseases, gang involvement, criminal activity, or suicide.⁷ While intervention and treatment services are critical, an end to this type of victimization is only possible through primary prevention or approaches that take place before sexual abuse has occurred to prevent initial perpetration or victimization.⁸

Sexual Violence Continuum

Although research has shown that the incidence rate has decreased over the past 10 years, likely due to prevention efforts, experts estimate that 1 in 10 children is sexually abused before the age of 18, yet most never disclose their abuse.⁹ Roughly 90% of survivors of commercial sexual exploitation report having previously experienced childhood sexual abuse.¹⁰ Apparent from these statistics, the continuum of sexual violence is clear if left uninterrupted. In addition to trauma experienced from early abuse, child sex trafficking victims often suffer trauma from having significant involvement with the child welfare system through foster care placement and high rates of involvement in the juvenile justice system. Trafficked youth also typically have distinguishable histories of educational interruption and school truancy and expulsion.¹¹ These systems and entities present considerable opportunities for prevention and intervention.

Sexual violence does not occur from one single cause but instead through an environment, physical and/or social, bred with increased risk factors and decreased protective factors.¹² Creating healthy norms that promote sexual violence prevention at the community and societal level, rather than focusing at the individual level, is the key to sustained change. In order to establish this new social norm, communities must demand the adherence to high standards for child protection as well as emphasize child sexual abuse and exploitation prevention education at all age levels. Training for adults that work with and/or have

responsibility for children and youth, such as in schools, youth-serving agencies, faith communities, and sports or club organizations is essential. Additionally, prevention efforts which include broad skills-based education for children throughout school years on topics such as personal body safety, appropriate boundaries, social and emotional health, healthy sexual development, relationship building, and resistance skill development decrease vulnerability and create a safe, supportive learning environment. (Appendix F & Appendix H)

Prioritizing and Enhancing Sexual Violence Prevention in Georgia

Child sexual abuse and exploitation prevention is becoming increasingly important within government agencies, schools, youth-serving agencies, and community organizations throughout Georgia. One example of how Georgia is addressing sexual violence can be found within the Statewide Human Trafficking Task Force. The mission of the Task Force, led by the Criminal Justice Coordinating Council, is to protect the citizens of Georgia from perpetrators and systems of sexual exploitation while concurrently working to support recovery of victims of commercial sexual exploitation to ensure that they are ready for college, work, and a successful future.

The Georgia Statewide Human Trafficking Task Force operates by a targeted, strategic framework which consists of individual work

groups addressing the five elements of the trafficking continuum: (1) Vulnerability, (2) Recruitment, (3) Exploitation, (4) Withdrawal, and (5) Reintegration. Specifically, the Task Force functions based on eight objectives: Community Awareness and Education; Youth Aware and Safe; Deterring Traffickers and Buyers; Keeping At-Risk Youth Safe; Apprehending, Investigating, and Prosecuting; Examining Labor, International, and Adult Sex Trafficking; Survivors Supported and Protected; and Survivors Recovering and Thriving.

National strategies Georgia is considering include:

- Collaborations between community partners and academic researchers are being forged to help evaluate the quality and efficacy of prevention activities.
- School and community partners are investing in professional development and training for those doing prevention work.
- Youth are playing a pivotal role in the education of their peers and communities on sexual violence, and they are also pushing back against the tide of violence.

Created by the Task Force's Youth Aware and Safe Work Group, the intention of this guide is to specifically address child sexual abuse and exploitation within the sexual violence continuum and how communities can engage in prevention strategies to improve the health and well-being of their youth population.

Georgia's Child Sexual Abuse and Exploitation Prevention Initiative

The Youth Aware and Safe Work Group concentrated efforts on youth's vulnerability to abuse and exploitation due to the limited sexual abuse and sexual exploitation prevention education being taught in schools. In 2015, the Work Group focused on school-aged youth prevention education through a preliminary Child-Focused Program Analysis; with the overarching objective of gaining a better understanding of child sexual abuse and child sexual exploitation prevention programs currently being implemented across the country and specifically in Georgia.

More than 25 programs were identified and assessed based on the following parameters:

- target population
- program costs
- format for delivery
- mode of delivery
- size of group receiving the training
- length of time per session and number of sessions.

Additionally, the programs were assessed based on whether they:

- had been evaluated by an independent third party
- are grounded in theory and research

- foster parent, teacher, and community involvement
- follow state standards for in-classroom delivery
- address gender-specific issues
- include additional topics around child safety
- are currently being offered in any Georgia schools.

At the conclusion of the original assessment, the rubric process revealed ten programs that met the baseline criteria and addressed the key components necessary for sexual violence prevention.

As the work continued into 2016, the Work Group conducted an in-depth evaluation of the ten programs including in-person observations of program delivery within the classroom setting. When classroom observations were not available in Georgia, program developers delivered mock presentations to the work group members. From there, the Work Group identified seven programs that most closely aligned with the prevention principles. Results and descriptions of the top seven programs along with the other programs reviewed can be found in Chapter 5.

The Guide's Target Audience

The Child Sexual Abuse and Exploitation Prevention Guide's primary intended audience is individuals working in school settings such as school teachers, school counselors, school

administrators, school medical personnel, etc., and youth-serving organizations/staff.

The guide provides developmentally appropriate educational suggestions for children in grades Pre-K through 12th grade. Early childhood educators and high school teachers alike can benefit from the recommendations and guidelines found throughout the guide.

This guide does not endorse or recommend a particular program. It does, however, provide a list of programs that have met the criteria (listed in Chapter 5). It is up to each school and child-serving organization to assess their specific resources and needs and then decide on a program that best suits their students and community.

*Note: As per Georgia State Board Rule 160-2-4.12, all sex/AIDS instructional materials must be approved by the local sex education review committee and the local board of education before implementation.

This Guide is useful for:

- **Classroom teachers and health educators** to inform their lesson plans
- **Early childhood educators** to identify resources for parent education
- **School counselors** involved in prevention program planning or peer-led prevention strategies with youth
- **Curriculum committees** or other **school or district-wide planning groups** engaged in instructional program development
- **Principals, superintendents and other administrators** planning and identifying resources for providing sexual violence prevention orientation and education opportunities for school personnel
- **Youth-serving organizations**
- **Faith-based organizations with youth programs**
- **After-school programs**



Chapter 2:

Child Sexual Abuse and Exploitation Prevention Using What Works

The purpose of this chapter is to provide current child sexual abuse and exploitation prevention best practice information, addressing:

- The Nine Principles of Prevention
- Engaging Community Prevention Partners
- Including Adults in School-Based Prevention
- Responding to Disclosures of Abuse or Assault
- Understanding the Role of a Mandated Reporter

Quick Reference Materials:

- ⇒ The Social-Ecological Model of Prevention
- ⇒ The Nine Principles of Prevention
- ⇒ How to Handle Disclosures
- ⇒ Who is a Mandated Reporter

It is the responsibility of educational institutions to promote optimal learning environments by ensuring the well-being and safety of their students. However, when child sexual abuse or sexual exploitation threatens that sense of safety the educational process is obstructed. While the challenge of implementing sexual abuse and exploitation prevention into schools may seem formidable due to various road blocks such as budget cuts, mandated testing standards, or potential resistance from parents about sex being discussed in the classroom, the benefits for this type of prevention outweigh the challenges. Schools are in a unique position to help young people shape positive, healthy attitudes, beliefs, and behaviors that work to prevent sexual violence and other forms of abuse.

Prevention in the School Setting

Primary prevention education is essential in the fight against sexual violence within school settings. This type of prevention requires a collaborative effort between the schools and allied community partners such as child advocacy centers, rape crisis programs, local child abuse prevention councils, and other victim services agencies.

School-based programs intended to prevent violent behavior are supported by strong evidence. Studies show that universal school-based programs are effective in reducing violence at all grade levels.¹³ School programs are considered “universal” when the activities are directed toward all students of a particular grade or age group.¹⁴ Universal programs do not single out or target children whose circumstances place them at increased risk for perpetuating or being victims of violent behavior.¹⁵ Many programs were found to have beneficial effects on traditional academic outcomes, such as attendance and school performance. (Appendix L)

Sexual violence prevention also requires best practice which evolves and develops through consistent use over time. These programs, like any school based program, require regular review and evaluation to keep them updated on the best knowledge currently available.

Best Practice Prevention Models and Principles

Risk and Protective Factors

Risk factors are attributes, situations, conditions, or environmental contexts that increase the likelihood of the occurrence of sexual violence.¹⁶

Protective factors are attributes, situations, conditions, or environmental contexts that work to decrease the likelihood of the occurrence of sexual violence.¹⁷

Familiarity with risk and protective factors are critical when developing or enhancing a sexual violence prevention program for children and youth. Illustrating these factors related to sexual violence contribute to a better understanding of the issue and help practitioners build strength-based programs. Prevention programs provide the tools and resources to help diminish risk factors and strengthen protective factors.

More detail on the significance of assessing community risk and protective factors will be provided in Chapter 6.

Best Practices: the elements and activities of intervention design, planning, and implementation that are recommended on the basis of the best knowledge currently available.



Examples of individual and community level risk factors and protective factors for sexual violence:

Risk Factors:

- General aggressiveness and acceptance of violence
- Hyper-masculinity
- Hostility toward women
- Emotionally unsupportive family environments
- Weak community sanctions against sexual violence perpetrators
- Witnessed family violence as a child
- Weak laws and policies related to gender equity

Protective Factors:

- Diverse individuals are engaged within their communities in activities promoting healthy relationships and healthy sexuality
- Schools that teach about healthy relationships, body safety, and sexuality
- Peers, families, and intimate partners effectively identify and respond to unhealthy or problematic behaviors
- Families and/or other important figures provide a caring, open, and encouraging environment that actively promotes positive development
- Willingness and ability to be active participants in a thriving community
- Presence of skills to encourage healthy sexuality and engage in healthy relationships

More examples can be found at http://www.cdc.gov/ncipc/dvp/SV/svp-risk_protective.htm

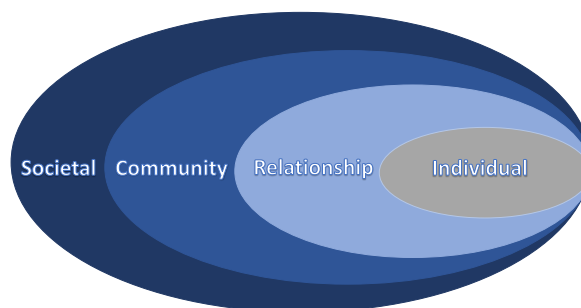
The Social-Ecological Model

The Social-Ecological Model (SEM) supports a comprehensive public health approach that not only addresses individual risk and protective factors, but also the norms, beliefs, and social and economic systems that create the conditions for the occurrence of child sexual abuse and exploitation.¹⁸

The social-ecological model provides a framework for understanding the complex interplay of individual, relationship, social, political, cultural, and environmental factors that influence child sexual abuse and exploitation and also provides key points for prevention.¹⁹

The most effective prevention efforts move beyond the individual level and wrap around the community (Figure 2A). The likelihood of successful results and a wide reach depend on the degree to which the planning process considers the different levels of the social-ecological model.

Figure 2A:



Social Ecological Level	Definition	Prevention Strategy Example
Individual	Personal knowledge, attitudes, and skills influencing behavior	Ongoing school based group for boys to talk about masculinity and healthy sexuality
Relationship	Interactions with family, intimate partners, and peers	Classes that educate parents and school professionals about talking to youth about healthy sexuality and relationships
Community	An individual's experiences and relationships with systems such as schools, workplaces, and neighborhoods	School holds a "Healthy Relationships" week and promotes activities that spread into the community, like displaying youth created art projects that reframe sexist and violent advertising into positive and respectful messages
Society	Macro-level factors that influence sexual violence such as gender inequality, religious or cultural belief systems, societal norms, and socio-economic factors such as forms of oppression	Students are encouraged to and supported in staying informed of state and national policy discussions

Note: These are examples only; this is not an inclusive list of prevention strategies/activities.

Perpetrator Prevention

Child sexual abuse and exploitation initiatives that are most effective address several points of view: that of the victim, the bystander, and the perpetrator. For example, children who experience positive and healthy relationships do not generally develop abusive behaviors.²⁰ The following three qualities can prevent the development of abusive behaviors in children:

- **Good communication skills**

- Stating feelings, needs, and wants
- Getting feelings met without “acting out”

- **Empathy**

- Accurately interpreting the emotional cues of others
- Responding in a way that demonstrates care or respect

- **Accountability**

- Having an accurate understanding that one is responsible for one's own behavior, and not for the behavior and feelings of others²¹

Incorporating elements of each of these qualities in prevention programming is critical.

It is important to note that while victims of sexual abuse are at risk of becoming perpetrators of sexual abuse, most children who are sexually abused will not go on to sexually abuse children. When sexually abused children are believed and supported by significant people in their lives, they are able to develop safe and healthy sexual behaviors as they grow into adulthood.²² The implementation of appropriate protective factors encourage positive behaviors.

The Nine Principles of Prevention

The Nine Principles of Prevention are a set of criteria used to evaluate the potential, usefulness, and efficacy of child sexual abuse and exploitation prevention resources. The criteria are taken from, *What Works in Prevention: Principles of Effective Prevention Programs*

Nine Principles of Prevention

1. **Comprehensive:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
2. **Varied Teaching Methods:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
3. **Sufficient Dosage:** Participants need to be exposed to enough of the activity for it to have an effect.
4. **Theory Driven:** Preventive strategies should have a scientific justification or logical rationale.
5. **Positive Relationships:** Programs should foster strong, stable, positive relationships between children and adults.
6. **Appropriately Timed:** Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.
7. **Socioculturally Relevant:** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
8. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
9. **Well-Trained Staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

which used a “review of reviews” approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.²³

1. Comprehensive

Comprehensive programming provides an array of interventions to address the target problem. Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target population.

Example: School-based comprehensive prevention should include adoption of programs and strategies beyond those covered in the classroom by imbedding child sexual abuse and exploitation prevention in activities such as new student orientation, school sports/activity groups, and other school wide programming.

2. Varied Teaching Methods

Child sexual abuse and exploitation prevention education should include multiple teaching methods including an active skills-based component. Skill development is imperative to

effective sexual violence prevention.²⁴

Example: A lesson plan for working with middle school students may include acting out scenarios or a writing competition. The high school students on the other hand might create their own videos showing the process of checking for consent with their partners along with completing reading assignments and classroom discussions.

3. Sufficient Dosage

Strategies proven to be the most effective provide more contact with participants. Research has consistently shown that programs that emphasize a one-time presentation focused on raising awareness or self-defense rarely produce behavioral change. Sufficient dosage occurs when participants are exposed to enough of an intervention for it to have an effect.²⁵

Example: Concepts must be delivered multiple times per year (or at least in two sessions per year) and reinforced and built upon each year, as developmentally appropriate.

4. Theory Driven

A program that is theory driven requires the scientific justification of a preventive intervention. The program should develop strategies that are supported by well-validated behavior or social change theories.

Example: A school district, partnering with a local college researcher, selects or develops a sexual violence intervention strategy using knowledge gained from an individual or social change theory in combination with the Social Ecological Model (SEM) and relevant best practice recommendations.

5. Positive Relationships

Child sexual abuse and exploitation prevention programs should foster strong, stable, positive relationships between children and adults. Children who have an open and communicative relationship with at least one trustworthy adult are far less likely to become targets of sexual violence. Adults may need training on how to be open and approachable as well as how to implement steps to intervene, such as reporting or responding to potential sexual abuse, exploitation, or violence. Children also need guidance on how to foster positive peer relationships. Respect for others' boundaries and education around issues of consent are very important to preventing sexual violence in peer relationships.

Example: Teachers and the parent teacher organization in an elementary school partner to conduct an adult education program to practice listening, staying calm, and giving honest answers to children's questions about sexuality. The program is conducted early in the year prior to the implementation of companion age-appropriate classroom sessions for the schools' children.

6. Appropriately Timed

In order to have maximum impact, program activities should be implemented at developmentally appropriate intervals. Appropriately timed strategies focus on changing the potential trajectory of sexual violence by reducing risk factors prior to a person perpetrating or experiencing sexual violence. Appropriately timed strategies also take the developmental (i.e., intellectual, cognitive, and social) needs of participants into consideration.

Example: A K-6 school implements a series of child sexual abuse and exploitation prevention programs starting in their kindergarten classes and continuing at each grade level based on a consistent core message with age appropriate information and skills practice.

7. Socioculturally Relevant

Social and cultural relevance describes the ability of a program to address the target population in ways that are meaningful and within the cultural norms and practices of that population.

Positive prevention outcomes are most likely to occur when prevention efforts are designed in consideration of the target population(s) and the wider local community. This requires recognizing cultural norms of the community and the populations that make up the environmental context of school-based prevention work. Including members of these groups in prevention program planning increases positive outcomes.

Example: Socioculturally relevant child sexual abuse and exploitation prevention efforts might include: establishing a collaborative work group to plan, design, and evaluate prevention efforts; its members would include students, teachers, administrators, and a variety of community members who represent constituent populations such as minority and immigrant communities.

8. Outcome Evaluation

A program incorporates the outcome evaluation principle when it has clear goals and objectives and its design includes systematic documentation that enables users to determine whether the program produced the desired effects. See Chapter 6.

It is also important to recognize the value of process evaluation (activities that gather data on how the strategy was implemented), in addition to the outcome evaluation. Studies of outcomes have shown that activities that monitor implementation generally have greater effects than those that do not.

Example: A school district implements a multi-grade level program to prevent dating violence among high school students (grades 9 through 12). It uses recent Youth Risk Behavior Survey (YRBS) data for behaviors specific to the school district. The school will use future YRBS results to measure whether the program's goals and objectives were achieved.

9. Well-Trained Staff

Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient trainings, support, and supervision. Staff tasked with implementing programs need to be well-trained in both the content of the child sexual abuse and exploitation prevention materials used and be prepared to discuss matters of sexuality. Even well developed, research-based programs can prove to be ineffective when the people charged with delivering them are not adequately trained. Other factors that can negatively impact the ability to deliver programming effectively include personnel turnover and a lack of “buy-in.”

Example: A school district offers a regular workshop on child sexual abuse and exploitation prevention teaching methods during annual in-service days for school personnel; including skills practice and mentoring led by seasoned school personnel and community prevention partners.

Addressing the Intersections of Oppressions

The Centers for Disease Control and Prevention proposes that we consider one more principle when implementing effective prevention programs. Intersectionality is a tool for analysis of the way race, class, gender, ethnicity, sexual orientation, ability, and other markers of difference intersect to contribute to individual, group, and community life experiences. As prevention practitioners it is important to be mindful of the interconnection among these markers of difference and the effects on the populations we work with when assessing, implementing, and evaluating prevention programs.²⁶

Promoting Child Sexual Abuse and Exploitation Prevention Training and Education for School Personnel and Adults in the School Community

Research is clear on the positive effects of age appropriate child abuse and exploitation prevention education at all levels of the school system. This means fostering a prevention program that begins during the early years of a child's education and continues into secondary school. This method allows the child to learn new skills while applying previous skills. Furthermore, it is recognized that all school staff and adults in the community play an important role in preventing child sexual abuse, exploitation, and sexual violence. Whether the adult works in the school cafeteria, drives the school bus, or maintains school grounds, he or she witnesses children interacting every day. Therefore, it is the responsibility of all adults who work with children, directly or indirectly, to respond effectively and consistently to behaviors that perpetuate violence.

When selecting activities and resources, choose ones that not only include guidelines and instructions for implementation and materials for training and preparing those conducting the program, but also include ideas and resources for engaging the broader school community in child sexual abuse and exploitation prevention education.

Child sexual abuse and exploitation prevention involves the examination and discussion of uncomfortable subjects. It is important that those involved in the primary prevention programs be sensitive to the topic and attitudes that support sexual violence and be willing to discuss them. Their ability to role model appropriate language and behavior sets the tone for a positive school culture.

This process requires ongoing training opportunities for school personnel and adults in the community. These trainings may best be facilitated by utilizing existing advocacy and education organizations in the local and statewide community, such as Prevent Child Abuse Georgia, Children's Healthcare of Atlanta, and the Georgia Center for Child Advocacy or other local child advocacy centers. Organizations are available for training, ongoing technical assistance and follow-up and will be the go-to resources when handling disclosures and other situations where support services are indicated. Collaborations are the key to success.

Georgia Center for Child Advocacy

P.O. Box 17770
Atlanta, GA 30316
(678) 904-2880

www.georgiacenterforchildadvocacy.org/

Children's Healthcare of Atlanta

975 Johnson Ferry Road NE
Atlanta, GA 30342-4735
(404) 785-3820

www.choa.org/medical-services/child-protection-advocacy-center

Prevent Child Abuse Georgia

P.O. Box 3995
Atlanta, GA 30302
(404) 413-1419
1-800-CHILDREN (1-800-244-5373)

www.preventchildabusega.org

Identifying And Engaging Community Prevention Partners

Georgia school communities are fortunate to have local and statewide child abuse prevention and advocacy agencies with whom to collaborate and seek assistance from in this important effort.

Statewide and community-based agencies and allies are key partners in school-based child sexual abuse and exploitation prevention education and have a wealth of knowledge and expertise.

It is recommended that schools and local agencies develop relationships with each other. Forging partnerships can build on existing collaborations. Such efforts create opportunities to expand and maximize existing resources and build good working relationships.

Chapter 4, Making a Sexual Violence Prevention Plan, includes information about engaging community stakeholders.

Appendix B provides a listing of community-based agencies, potential partners for child sexual abuse and exploitation prevention planning and implementation.



Darkness to Light: Stewards of Children

The Georgia Center for Child Advocacy leads a statewide prevention initiative to educate adults to prevent, recognize, and react responsibly to child sexual abuse and exploitation using Darkness to Light's Stewards of Children program and supplemental modules. The Stewards of Children curriculum is the only adult-focused, evidence-informed curriculum proven to increase knowledge and attitudes about child sexual abuse and to change behaviors promoting protective factors. The training is appropriate for parents as well as professionals and volunteers in youth-serving organizations such as schools, faith centers, camps, daycares, sports leagues, and clubs. It informs organization administrators, staff, and volunteers how to implement effective prevention policies, recognize the signs of sexual abuse in children and react and report responsibly if abuse occurs. It also teaches parents how to advocate for child protection policies in youth-serving organizations and how to talk to their children about their bodies and sexual abuse. The one-time 2½ hour Stewards of Children program is available through a group session led by an authorized facilitator as well as online. Authorized facilitators are located throughout Georgia. Stewards of Children is also available in a Spanish-language version.

Long term, the Georgia Center for Child Advocacy is working to bring the Stewards of Children program to every county and city in Georgia, initially training 5% of the adult population in each of these communities. This tipping point theory, based on Malcolm Gladwell's book, *The Tipping Point*, suggests that once 5% of a population has a change in behavior the momentum for change becomes unstoppable. With this goal all adults would have the opportunity to learn how to protect the children in their care.

Visit www.georgiacenterforchildadvocacy.org or www.d2l.org for more information.

Preparing to Respond to Disclosures of Abuse



Research indicates that only 38% of child abuse victims disclose during their childhood.²⁷

Quick Reference Guide:

In Appendix C, there is a “How to Handle Disclosures” reference page to guide your response to disclosures with children and youth. To report abuse call:

Georgia Division of Family and Children Services

Child Abuse Hotline: 1-855-GACHILD

Or visit the DFCS website: <http://dfcs.dhs.georgia.gov/>

During school-based child sexual abuse and exploitation prevention education presentations and events, children, youth, or adults may disclose current or past abuse. It is important that you are prepared to respond in a supportive way.

Research indicates that just 38% of child abuse victims disclose during childhood.²⁸ This is often due to fear of negative reactions such as not being believed or being blamed for the abuse. Children are often conflicted and confused about the abuse and fear the harm disclosing may have on their relationships—including the one they have with the abuser.

For these reasons, a child’s decision to disclose does not rest solely with the child – the likelihood of disclosures also rely on the behavior of the protective adult figures in the child’s life. See Appendix C for further guidance on how best to respond to disclosures.

Disclosure can be very challenging for a child, from both an emotional and developmental perspective. Knowing when behaviors and situations necessitate a closer look is essential when working with children.

Mandated Reporting: Understanding Your Role

In the event that a child discloses abuse or abuse is suspected, adults must understand their role as mandated reporters. Ideally, mandated reporting is the early recognition of abuse. Mandated reporters include most people who come into direct or indirect contact with children professionally (i.e. doctors, nurses, teachers).

Georgia's mandated reporter law also includes all volunteers working with children or youth (such as teenagers volunteering at a children's summer camp or parents who come in to school for story time or other classroom activities) and clergy, however, information learned within the context of a confession is still confidential and does not fall under the mandated reporter law. See *O.C.G.A. §19-7-5*.

Even if a person is not a mandated reporter, if he or she has reasonable cause to believe that suspected child abuse has occurred, they may report or cause reports to be made. See *O.C.G.A. § 19-7-5(d)*.

If you are reporting your suspicion of child abuse, it is assumed you are doing so in good faith. Thus, you will not be liable if the report is determined to be unsubstantiated. Additionally, it is not the role of the mandated reporter to investigate or collect proof, so most reports will be based on suspicion and considered to be made in good faith. It is the job of the Division of Family and Children Services to conduct an investigation and to ensure the safety of children.

All staff, employees, and volunteers should become familiar with and receive regular training on their organization's reporting policy so there will be no doubt that mandated reporters will be able to properly fulfill their duty to report suspected child abuse. If the organization does not have a policy in place or have updated information on procedures, please encourage them to include a mandated reporting policy as part of a larger child safety policy.

Rights of the Mandated Reporter

Mandated reporters may report anonymously and maintain some confidentiality regarding their identity. Additionally, they can limit their liability by following some easy and clear procedures.

- If a person is a mandated reporter then they should first notify the person in charge or the designated mandated reporter of their organization about the incident or concern.
- An employee or volunteer who makes a report to a designated person will have fulfilled his or her duty according to the law.
- The designated mandated reporter or supervisor of the organization **MUST** submit all reports made to them without modification, regardless of whether or not they agree or believe the allegation. See *O.C.G.A. § 19-7-5(c)(2) and (c)(3)*.

The law was recently amended to provide criminal immunity for an individual who, acting in good faith, is in possession of unlawful images and materials of children (i.e. child pornography), and is assisting law enforcement when the safety of a child is threatened or

jeopardized. The individual will be granted immunity from criminal liability as long as the person turns the material over to law enforcement within 72 hours of coming into possession of the images. The purpose of this statute is to incentivize reports and individuals who may know of or be aware of inappropriate materials to step forward and help law enforcement without facing criminal charges for having the material. The specific language can be found under O.C.G.A. §16-3-22.

If a mandated reporter fails to report they can face criminal punishments and prosecution. Under O.C.G.A §19-7-5(h), “Any person or official required by subsection (c) of this code section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor.”

Prevent Child Abuse Georgia offers free in-person mandated reporter trainings. You can request a training in your area by visiting <http://abuse.publichealth.gsu.edu/free-online-mandated-reporting/>. Online training is available at www.prosolutionstraining.com/menu/. Children's Healthcare of Atlanta also offers in person trainings as well as webinars and Computer Based Trainings (CBTs). Visit <https://www.choa.org/medical-services/child-protection-advocacy-center/prevention-and-training> to learn more about those trainings.



Who is Mandated to Report?

Georgia law requires certain individuals to report suspected child abuse:

- School teachers/administrators
- School guidance counselors, visiting teachers, school social workers, school psychologists
- Child service organization personnel
- Child welfare agency personnel
- Child counseling personnel
- Law enforcement personnel
- Licensed psychologists and interns
- Physicians licensed to practice medicine; interns/residents
- Registered professional nurses/licensed practical nurses
- Hospital or medical personnel, dentists, podiatrists
- Professional counselors, social workers, or marriage and family therapists
- Staff and volunteers at child and family-serving agencies
- Reproductive health care facility or pregnancy resource center personnel and volunteers
- Clergy - however not within the confines of confession

Chapter 3:

Identifying Child Sexual Abuse and Exploitation Prevention Resources for the Classroom and School

The purpose of this chapter is to provide educators and administrators with a framework of the knowledge, skills, and attitudes to be included in child sexual abuse and exploitation prevention education addressing:

- How to present child sexual abuse and exploitation prevention content
- Age appropriate teaching suggestions for grades K-12

Quick Reference Materials:

- ⇒ Checklist for effective sexual abuse and exploitation prevention curricula and programs

In this chapter, we will look at Age Appropriate Teaching Suggestions for sexual abuse and exploitation prevention according to grade level. We will address grades K-12.

Why Child Focused Prevention Training Should Be in Schools and Youth-Serving Organizations

In the United States, 1 in 4 students will experience some type of trauma or victimization before they reach the age of 16.²⁹ Exposure to victimization and trauma increases a child's risk for physical and mental complications and has the potential to follow these children well into adulthood.³⁰

Polyvictimization occurs when a child experiences multiple victimizations of different types such as physical abuse, sexual abuse, bullying, and exposure to family violence.³¹ It is not simply multiple episodes of the same type of victimization. A 2010 national sample that examined polyvictimization of children and youth found that as many as 1 in 5 children and youth are polyvictims.³²

Traumatized students are at risk of suffering from:

- lower grade point averages;
- higher school absence rates;
- increased drop-out rates;
- increased suspensions and expulsions; and
- decreased reading ability.³³

Trauma impacts neural development in the brain which can have severe consequences when it comes to school readiness, academic achievement, and behavior.³⁴ Examples of consequential behaviors include:

- displaying aggression and social anxiety;
- lacking behavioral self-regulation; and
- suffering from learning disabilities.

“The weight of currently available evidence shows that it is worth providing children with high-quality prevention education programs.” -

David Finkelhor

Finkelhor, D. (2007). Prevention of Sexual Abuse Through Educational Programs Directed Toward Children.

Pediatrics, 120(3), 640-645. doi:10.1542/peds.2007-0754

These academic and behavioral risks can be diminished by comprehensive prevention.³⁵ While child sexual abuse and exploitation is the focus of this guide, we understand that it is not an isolated form of victimization and can co-occur with other forms of violence such as bullying.³⁶

Research supports the funding of prevention efforts that focus on the broad spectrum of victimizations that children suffer.³⁷

Prevention programs are not designed to put children in charge of their own safety. That is the role of adults. These programs do, however, empower children to trust their feelings. Prevention programs also give them the knowledge and resources they need to avoid potentially harmful situations and confide in trusting adults. As Dr. Finkelhor notes, “The weight of currently available evidence shows that it is worth providing children with high-quality prevention-education programs.”³⁸



The Importance of Health Education

Health literacy is presently considered to be essential for students to adopt and maintain healthy behaviors. A 2004 report by the Institute of Medicine on Health Literacy states that “the most effective means to improve health literacy is to ensure that education about health is part of the curriculum at all levels of education.”³⁹

Health education should contribute directly to a student’s ability to successfully practice and maintain behaviors that protect and promote good health and avoid or reduce health risks.⁴⁰ The National Health Education Standards (NHES) emphasize knowledge and skills that are critical to the healthy development of children and adolescents.⁴¹ “Knowledge” includes the most important facts, while essential “skills” encompass analysis and communication that lead to the practice and adoption of health enhancing behaviors.⁴²

While it is the responsibility of adults to protect youth from perpetrators of sexual abuse and exploitation, there are skills, knowledge, and attitudes that can be developed in students which will help reduce the prevalence and tolerance of sexual violence in communities and lead to decreased perpetration, increased intervention, and real social change and safety.

The Georgia Statewide Human Trafficking Task Force pulled from local expertise and recognized best practice to identify essential

skills, knowledge, and attitudes to help prevent sexual abuse and exploitation through bystander intervention and perpetrator prevention. These are presented in the following pages in grade clusters.

Skills, Knowledge, and Concepts Aligned with Health Expectations

The following set of teaching suggestions are to be used in helping school communities incorporate sexual abuse and exploitation prevention education into health education. These skills and concepts should be explicitly taught, modeled, discussed, rehearsed, and role-played with feedback. Visit [https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Health Education 2-11-2010.pdf](https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Health%20Education%202-11-2010.pdf) for a copy of Georgia’s Health Education Performance Standards.



Age Appropriate Teaching Suggestions for Grades Kindergarten-2

1. Teach the proper names of all body parts and how to name emotions. Children with poor language skills are more vulnerable to potential offenders (less likely to tell someone) and at a higher risk to develop abusive behaviors (acting out). Offenders depend on silence and secrecy.
2. Teach healthy boundaries around physical touch – i.e., asking for permission before touching others and everyone has the right to say “no” to touch. Model this yourself by asking permission before giving a child a hug and by not commanding children to give hugs to others.
3. Help children understand that touch and physical affection are never a secret.
4. Help children identify more than one adult whom they can ask for help.

Things to consider:

1. Avoid telling children to figure out if a touch is “good,” “bad,” “appropriate,” “inappropriate,” “safe,” “unsafe,” etc. because they are not developmentally able to make these distinctions.
2. Avoid saying that they “have to” or “should” tell someone if they are sad or mixed-up. Instead say that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children.
3. Avoid blaming language, i.e., “don’t let someone hurt you.” Blaming language may make children who have been victimized feel worse and not seek help.

Age Appropriate Teaching Suggestions for Grades 3-4

1. Teach students how to identify messages that they receive from friends, family, and the media and think about how the messages affect decisions.
2. Teach students about setting and maintaining boundaries as an essential component for safe and responsible relationships.
3. Reinforce the use of proper names of all body parts.
4. Teach tolerance and dealing with conflict respectfully and productively.
5. Build effective communication skills as a component of healthy relationships.
6. Help children understand that touch and physical affection are never a secret.

Things to consider:

1. When teaching tolerance, cultural differences need to be respected.
2. Avoid blaming language, i.e., “don’t let someone hurt you.” Blaming language may make children who have been victimized feel worse and not seek help.
3. Avoid saying that they “have to” or “should” tell someone if they are sad or mixed-up. Instead say that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children.

Age Appropriate Teaching Suggestions for Grades 5-6

1. Introduce non-violent and non-verbal communication skills.
2. Explore the meaning of healthy relationships.
3. Strengthen understanding of the bystander role and create opportunities to practice.
4. Help children practice how to ask for help for themselves or others.
5. Reinforce critical thinking skills including the concept of social access to “power” based on gender, age, social status, developmental ability, size, etc., and how that impacts relationships.

Things to consider:

1. Avoid placing responsibility on children to protect themselves or to have the correct “instincts” or “gut feelings” about sexual abuse. Experience of childhood trauma (including sexual abuse, witnessing domestic violence, etc.) can significantly affect brain development and the emotional responses of children. Emotional responses of traumatized children may be marked by dissociation/numbing or hyper-arousal.⁴³
2. For some children, a trustworthy adult may not be their parent or a family member.
3. Use non-blaming language to keep the door open for youth to ask for help or disclose regardless of whether they are a victim, witness/bystander or perpetrator.

Age Appropriate Teaching Suggestions for Grades 7-8

1. Continue to support and create opportunities to practice communication skills around personal boundary setting.
2. Teach dynamics of healthy versus unhealthy relationships.
3. Teach students skills for reaching out for help including providing information on community resources.
4. Support student analysis of social, cultural, and peer influences on body image, gender norms, sexuality, and sexual behaviors.
5. Discuss concepts of sexual consent.

Things to consider:

1. Do not focus solely on safety techniques for young women (example: don't walk at night alone, don't put yourself in risky situations) as this can lead to victim blaming. Focus should be on perpetrator prevention and bystander intervention.
2. Do not forget to use proper names for body parts.
3. Children need to hear consistent messages from different people in their life. Support student learning by reaching out to other adults in their lives and providing them with language to talk about healthy sexuality.
4. Resources for youth with sexual behavior problems are available throughout Georgia. Call the Division of Family and Children Services (DFCS) to report suspected abuse if a student discloses that they have sexually abused a specific child. It benefits the child with sexual behavior problems and his/her family to work with DFCS. Be sure that your school's counselors and a specially trained local mental health clinician know that you may receive such disclosures so that they can be prepared to assist. Youth with sexual behavior problems who receive treatment and support are less likely to become adult sex offenders.

Age Appropriate Teaching Suggestions for Grades 9-12

1. Discuss how to make decisions in risky situations.
2. Practice interpersonal communication skills that support healthy relationships.
3. Create opportunities to enhance and practice critical thinking skills.
4. Strengthen self advocacy and bystander skills through practical application.
5. Support the ability of students to set healthy sexuality goals.
6. Ensure students know how and where to access reliable school and community sexual violence prevention and intervention resources.
7. Include clear and accurate information about the concept of consent.

Things to consider:

1. Use supportive and non-blaming language to encourage disclosure, regardless of whether they are a victim, witness/bystander, or perpetrator.
2. This work isn't for everyone. If you are not comfortable talking about sexuality, seek assistance. Students will sense your discomfort and learning will be affected.

Identifying Resources

Engagement and dialogue with community partners will help inform schools' selection of appropriate resources.

The adjacent checklist is a quick reference tool to guide identification of curricula and resources for your child sexual abuse and exploitation prevention work. The Health Education Curriculum Analysis Tool (HECAT) referenced earlier also has a section on identifying violence prevention resources.

An additional and key component is evaluation: How do we know that students are learning child sexual abuse and exploitation prevention knowledge and skills?

The answer is through student assessment. Assessment should be an integral part of prevention activities and should inform improvements for classroom lessons and activities.

Assessment should be continuous and ongoing. It can be a question or a task that elicits a student response that demonstrates health knowledge and skills. This type of assessment, referred to as formative assessment, gives educators information about whether or not students are learning, which should then determine future instructional opportunities. Assessment done at the end of a unit is referred to as summative assessment.

Sample checklist for effective sexual abuse and exploitation prevention curricula and programs:

- ⇒ Age and culturally appropriate
- ⇒ Follows the advice of The Nine Principles (see Chapter 2)
- ⇒ Comprehensive coverage of healthy relationship and communication skills
- ⇒ Reflects Georgia State Health Education Standards or National Health Education Standards
- ⇒ Practical information with clear and basic messages
- ⇒ Instructional options for involving students, parents and other adults
- ⇒ Lesson plans include classroom and out of classroom options
- ⇒ Students have an opportunity to learn about healthy knowledge, attitudes and skills in interactive and active ways
- ⇒ Content conveyed through multiple lessons (saturation)
- ⇒ Research, evidence-based, or proven track record
- ⇒ Progressive information that builds on content provided in earlier years

Chapter 4:

Making a Child Sexual Abuse and Exploitation Prevention Plan: Moving Beyond the School

The purpose of this chapter is to provide information about how to engage community stakeholders in establishing priorities for sexual violence prevention addressing:

- Identifying your planning team
- Identifying key adult stakeholders
- Assessing community risk factors, needs, assets, and resources
- Developing capacity-building and prevention goals
- Determining target population(s) and implementation tools
- Creating a logic model and timeline

Quick Reference Materials:

- ⇒ List of stakeholders and community partners
- ⇒ Readiness questions
- ⇒ Youth-related data resources list
- ⇒ Victim safety and perpetrator risk guide
- ⇒ Prevention goals grid sample

More than half of all reports of suspected child abuse are made by school personnel, and children spend the majority of their time in a school setting.⁴⁴ Effective approaches to child sexual abuse and exploitation prevention strategies engage and involve a full spectrum of stakeholders from the community.

“Communities can be more or less ready to begin a prevention initiative... The beginning might be developing relationships and discovering allies; or ensuring that no existing policy stands in the way of your efforts. With a more prevention ready community, the beginning might be gathering the community and beginning the planning process. Whatever the starting point, remembering that community development is a process, will help all members recognize growth and change and to honor that change as a worthy accomplishment toward prevention readiness.”

Community Development and Sexual Violence Prevention: Creating Partnerships for Social Change. Gayle M. Stringer, M.A. Washington

Children interact with youth-serving organizations, faith-based centers, and clubs during outside of school time, and these agencies should also have a role in protecting the children they serve.

A comprehensive prevention plan that is inclusive of all youth-serving organizations will create a sense of ownership and satisfaction from the community which will lead to long term sustainability and support for collaborative efforts.

Whether beginning with a single meeting, a series of meetings, or focus groups, simply identifying and engaging stakeholders in dialogue, listening to and sharing ideas and concerns about child sexual abuse and exploitation prevention are important first steps.

Within a school, the following persons may be involved in developing and implementing a child sexual abuse and exploitation prevention plan:

- Classroom teachers from different grade levels
- Para-professionals
- Student assistance professionals
- Health educators
- School resource officers
- School nurses
- School counselors
- School social workers
- School psychologists
- Social/emotional learning specialists
- Special education director
- Curriculum coordinator
- Athletics director or coaches
- Youth (youth leaders from school or community groups)
- Principal or other administrators
- PTO or PTA or other parent representative
- Liaison/representative to the school board

- Other school personnel

It will be useful to tap into existing task forces, committees, and other institutional structures like a coordinated school health team, curriculum committee, or other school or district-wide collaborative work groups.

When working within the larger community, it is important to connect to and invite individuals and agencies who are allies and resources for the work, these include:

- Local youth-serving partnerships
- Local Prevent Child Abuse Georgia councils
- Local county Division of Family and Children Services (DFCS) offices

Cultural Competence

“It is essential that core activities [of prevention]... be conducted within the context of the unique aspects of various populations and communities. Guidance from the population is key in the design, implementation and evaluation of a prevention program...simply translating the materials for a given intervention into a different language does not constitute culturally appropriate or relevant strategy as it does not address the different ways communities talk and think about sexual abuse and exploitation.”

Sexual Violence Prevention: Beginning the Dialogue, Centers for Disease Control and Prevention, 2004, p. 3.

- Local Stewards of Children prevention coalitions
- Local Children's Advocacy Centers
- Local Georgia Family Connection Partnership collaboratives
- Local sexual assault and domestic violence agencies
- Community partnerships, child protection teams, and related prevention initiatives
- Higher education institutions with relevant campus-community programs

Many of these groups have planning tools, model resources, and aligned goals about prevention education or public health and wellness, and may recognize how mutual collaboration can facilitate your common goals of empowering youth and adults to build healthy and safe communities.

Framing the issue and asking some questions as a way to launch the planning process will help create community buy-in from the start. Facilitating broad interest, collectively defining relevancy of the issues, and ownership of the planning process by a diverse group will strengthen stakeholder willingness to share in the work throughout the ongoing planning and implementation process.

As a result, the community is working collectively to change the cultural norm from one where child sexual abuse and exploitation is passively accepted and children in the community are easily accessible to predators, to one where child sexual abuse and exploitation is not tolerated. All adults can play a role in this important cultural shift.

What follows are a series of suggested steps and tools for conducting a prevention planning process. Reference is made to a variety of resources, models, and templates for planning, some simple and others more complex, any of which can be adapted to your local community with relative ease.

Most of the sources indicated are readily available and are free or low cost. Technical assistance for planning efforts across Georgia is available by contacting Prevent Child Abuse Georgia, the Georgia Center for Child Advocacy, or the Office of Prevention and Family Support at the Division of Family and Children Services.

I. Assess Community Needs and Establish Capacity-Building and Prevention Goals

A needs assessment that includes an inventory of existing community resources and identifies specific local risk factors or barriers and challenges will provide a good foundation for prevention planning. The basic "Thinking About Readiness" questions highlighted in the box on page 45 are examples of the simplest kind of tool for this purpose.

This information gathering step will provide a blueprint for the work that follows and allow stakeholders to clearly ground all aspects of the planning and ongoing decision-making with locally specific knowledge.

Kids Count, a resource that provides reliable data, policy recommendations and tools needed to benefit children and families, can

provide county-level data on the health and well-being of children and communities.⁴⁵ Looking at local data and identification of gaps or barriers that communities may want to address in planning. The information may also help identify target population(s) for prevention efforts, discussed in step two in this chapter.

Once a profile of community needs and assets has been created, objectives and goals for a child sexual abuse and exploitation prevention plan can be developed.

This might be as simple as utilizing a logic model or by following a more detailed planning model, examples of which are referenced on pages 46 and 47.

Whatever method is used, the time taken to establish purpose, rationale, clear goals, objectives, and activities for child sexual abuse and exploitation prevention programming will strengthen your ability to engage additional community allies and the intended audience.

As the planning process moves forward, identify short term and long term goals, including both prevention and capacity-building goals such as training or technical assistance needs for staff. Decide what is doable and practical as a starting point with available resources and set some benchmarks along the way to longer term goals.

2. Prioritize Target Population(s) and Identify Implementation Tools

When beginning to set goals, decisions will be shaped by the information gathered. Looking at

risk factors, assets, resources, and other information from community data will help inform prevention goals and appropriate activities that directly address identified risk factors and build protective factors in individuals and the community. Avenues for increased education should include embedding training programs and child protection policies within organizations such as: youth serving organizations; educational institutions; youth sports; faith-based institutions; parents; professionals (medical, judicial, criminal justice, mental health, public health).

Specific programs and methods for implementation will depend upon each target population, and each group will require a customized approach. For instance, the prevention strategies provided to staff of a school will differ from the prevention skills taught to parents and again differ from the programs implemented for children.

Short-Term Goals	Long-term Goals
<p>Prevention goal: To provide developmentally and culturally appropriate sexual abuse and exploitation prevention instruction to grades K-3.</p> <p>Capacity-building goal: To increase the sexual abuse and exploitation prevention knowledge, attitudes, and skills of classroom teachers K-3.</p>	<p>Prevention goal: To provide developmentally and culturally appropriate sexual abuse and exploitation prevention classroom instruction for all staff and students across all elementary grades.</p> <p>Capacity-building goal: To increase the sexual abuse and exploitation prevention knowledge for all school personnel.</p>
<p>Prevention goal: To host a healthy teen relationships month with classroom and community activities for youth and their parents.</p> <p>Capacity-building goal: To identify local resources to assist in planning and presenting the</p>	<p>Prevention goal: To create a middle school sexual abuse and exploitation prevention plan for the district.</p> <p>Capacity-building goal: To build a district-wide prevention planning team.</p>
<p>Prevention goal: To select relevant resources for the school community and address identified risks and attitudes that contribute to sexual abuse and exploitation.</p> <p>Capacity-building goal: To collect and review data about the prevalence of and attitudes towards violence in the community.</p>	<p>Prevention goal: To select and implement sustainable prevention programming that is culturally relevant for different identities in the school community.</p> <p>Capacity-building goal: To incorporate regular evaluation and analysis of prevention programming that informs ongoing improvements.</p>

3. Create a Logic Model and Timeline

One basic planning tool to consider using is a logic model. A blank template based on the Centers for Disease Control (CDC) Rape Prevention Education guidance document is provided in Appendix K.

A logic model lays out a sequence of the components or necessary “ingredients” in planning and implementation.⁴⁶ It represents an easy to follow flow chart ending with the short-

term and long-term desired results of your prevention efforts. The completed logic model continues to provide a useful big picture of prevention planning.

Goals, objectives, and target audiences may evolve and change, or new ones may emerge, but the logic model affords a guidance document that keeps the overall purpose visible in an active, quick reference format. On pages 46 and 47 is an example of a logic model using the CDC template.⁴⁷ Creating a timeline for the planning and implementation process is also essential.

Child Sexual Abuse and Exploitation Prevention

Thinking About Readiness: A set of basic questions to get started

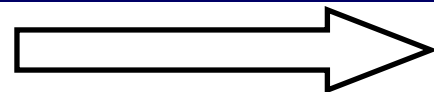
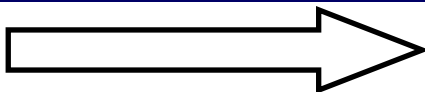
- ⇒ How do you identify your community?
- ⇒ How does your community define prevention?
- ⇒ What policies are in place that will support your prevention efforts in the community?
- ⇒ What barriers exist that will impede your prevention efforts?
- ⇒ Describe existing prevention planning efforts in this community.
- ⇒ Describe existing levels of collaboration:
 - With whom do you regularly share information?
 - With whom do you work to enhance or expand existing prevention efforts?
 - With whom do you create new resources and ways of doing prevention work?
- ⇒ What evaluation research have you gathered on existing prevention efforts, if any, to inform your planning process?
- ⇒ Describe the ways in which the local, county, state or national funders support your local efforts.
- ⇒ List resources for sexual assault prevention technical assistance.
- ⇒ What funding exists to support the beginning of your prevention initiative?
- ⇒ List leaders in the community who will advocate for community prevention.

Sample Logic Model for an Elementary School Prevention Plan

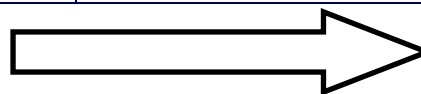
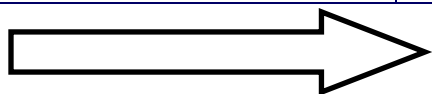
Assumptions:

The goal of the prevention plan is to improve the child sexual abuse and exploitation prevention capacity of our health education programs for grades K-3.

Inputs		Outputs	
	Activities	Outputs	Participants
Stakeholders (e.g., parents, school staff, administrators, community allies) Personnel Time Resources	Determine specific objectives for grades K-3	Implement initial K-3 curriculum and activities	Children in grades K-3
	Consult with allied community prevention agencies	Conduct school-wide sexual abuse and exploitation prevention information fair with parents and children	Parents Administrators Teachers School Staff
	Identify and acquire applicable sexual abuse and exploitation prevention curriculum and classroom activities	Provide school personnel in-service training on identified sexual abuse and exploitation prevention curriculum Implement mandated reporter training for personnel to better respond to disclosures	Local and state-wide sexual abuse and exploitation service and prevention organizations and allied agencies



Outcomes		
1-3 Years	3-5 Years	5-10 Years
<p>All students in grades K-1 will know correct names of all body parts</p> <p>Hold a minimum of one sexual abuse and exploitation prevention activity annually for parents and their children</p> <p>All school personnel receive at least one sexual abuse and exploitation prevention training annually</p>	<p>All students in grades K-3 will know correct names of body parts</p> <p>All parents of students in grades K-3 will be actively involved in sexual abuse and exploitation prevention activities</p> <p>All school personnel will be actively involved in sexual abuse and exploitation prevention activities</p>	<p>Interconnected prevention activities will be implemented in every K-3 class curriculum across the school</p> <p>All parents of students in grades K-3 will help design, lead and facilitate school and community sexual abuse and exploitation prevention activities</p> <p>All school personnel will help design, lead and facilitate school and community prevention activities</p>



The degree to which child sexual abuse and exploitation prevention activities work in sync with parallel prevention efforts or other school and community health and safety initiatives, the easier it will be to maximize existing resources and engage audiences.

4. Design an Evaluation Plan

Evaluation of child sexual abuse and exploitation prevention activities is a key element for ongoing success and sustainability. Effective evaluation should begin at the onset of the planning process. Evaluate both the planning process and prevention activity implementation.

There are likely evaluation tools already in use in youth-serving organizations in your community that are adaptable to child sexual abuse and exploitation prevention activities. Many of the prevention programs highlighted in Chapter 5 offer evaluation tools.

Chapter 6 will provide an introduction to one standard evaluation tool, the SMART model, developed by the CDC.



To find youth related data for your community and other communities in Georgia here are some helpful links:

Kids Count

<http://datacenter.kidscount.org/data#GA/2/0/char/0>

Georgia Department of Education

<http://www.gadoe.org>

Georgia Department of Public Health

<https://dph.georgia.gov/YRBS>

<http://dph.georgia.gov/health-data-and-statistics>

Georgia Division of Family and Children Services

<http://dfcs.dhs.georgia.gov/fact-sheets>

Chapter 5:

Georgia Statewide Human Trafficking Task Force, Work Group 2 Program Analysis

The purpose of this chapter is to provide descriptions and information on the sexual abuse and exploitation prevention programs reviewed by the Georgia Statewide Human Trafficking Task Force, Work Group 2: Youth Aware and Safe. Each program review will contain:

- The organization that operates the program
- A description of the program
- The program website
- Targeted age groups
- Evaluators' notes

Quick Reference Materials:

⇒ National Educators to Stop Trafficking (NEST) Resource

This chapter will aid schools and youth-serving organizations in the selection of a program(s) best suited to their community. The following pages include a list of sexual abuse and exploitation prevention programs that were thoroughly reviewed and analyzed by the Georgia Statewide Human Trafficking Task Force, Work Group 2: Youth Aware and Safe. All the programs listed in this chapter have something to offer and many are being implemented in schools across the United States with varying levels of support and success. Some are better suited to a small group setting, some to an assembly-based setting, some concentrate on very specific areas of abuse or exploitation, while others offer sexual abuse prevention information within the context of body safety and general protective skill-building.

Each listing includes contact information for the program developers and a link to their website, if it was available at the time of publication. As this is an emerging field of education, we encourage you to review more than one program and consider how it best suits the needs of your school's or organization's population and explore supplemental education

programs where appropriate. The program review was based upon evaluation of the following components:

- comprehensiveness;
- varied teaching methods;
- sufficient dosage;
- theory driven, evidence-based;
- positive relationships;
- appropriate timing;
- socio-cultural relevance;
- outcome evaluation;
- well-trained staff; and
- encourage parental involvement.

(A thorough explanation of each of these criteria is more clearly explained in Chapter 2.)

Seven programs stood out for meeting the majority of our desired criteria, and are highlighted in the following pages. Additionally, we have added “Evaluators’ Notes” to highlight specific features of each of the programs that might assist others in their review and selection process.

Top Programs: (Listed Alphabetically)

- MBF’s Child Safety Matters
- The Healthy Relationship Project
- Not a #Number
- Second Step– Child Protection Unit
- Speak Up Be Safe

- Think First and Stay Safe
- Teen Lures TV Newscast School Program

Other Programs for Consideration:

- Blue Ribbon Week
- Bodies Are Not Commodities
- Botvin Life Skills
- Chicago Alliance Against Sexual Exploitation (CAASE)
- Globalize 13
- My Life My Choice
- radKIDS Personal Empowerment Safety Education Program
- Revved Up Kids
- Rewire
- School Trafficking Outreach Program (STOP) for Human Trafficking
- ShineHOPE
- Tell Your Friends
- UNICEF’s Child Trafficking Curriculum
- Working to Institutionalize Sex Education (WISE Initiative)

Dating Violence Prevention Provided by the Georgia Department of Public Health:

- Dating Matters: Strategies to Promote Healthy Teen Relationships
- The Safe Dates Curriculum

Top Programs:

MBF's Child Safety Matters⁴⁸

Organization: Monique Burr Foundation for Children, Inc.

Description: MBF Child Safety Matters™ is a comprehensive, research-based, primary prevention program designed to educate and empower students, school personnel, and adults with information and strategies to prevent bullying, cyberbullying, digital abuse, and all types of child abuse. Certified facilitators provide two age and developmentally appropriate safety lessons to each classroom per year using standard Safety Scripts and Safety Lesson PowerPoint presentations which include information and fun and engaging videos, games, and activities for students.

Safety Lesson One covers: safety awareness, shared responsibility for safety, safe adults, types of abuse, red flags, and the “5 Safety Rules.” Safety Lesson Two covers: bullying, cyberbullying, digital abuse, digital safety tips, digital citizenship, and the “5 Safety Rules.” Each year the same concepts are covered and reinforced, while expanding definitions, concepts and interactive exercises as developmentally appropriate. Additional reinforcement materials for parents, classrooms, and schools are also included with the program (backpack tags, temporary tattoos, “5 Safety Rules” Magnets, Pen/Highlighter, Pencils, Coloring Bookmarks, Parent Information and Reinforcement Activities, Posters, Banners, and Safety Briefs for teachers, administrators, and PTA members).

Online or in-person facilitator certification options are available with access to program website, resources, research, and materials. Mobile app, “Child Safety Matters,” available at no cost, teaches parents and professionals how to better protect children. Program is updated annually and all facilitators are provided with a new USB flash drive of materials each year.

The program is aligned with many Common Core Standards, designed for use in Florida schools to meet required bullying, child safety, and child abuse prevention requirements, including the Jeffrey Johnston Stand Up for All Students Act and Statute 39, and aligned with American School Counselor Association Scope & Sequence. Additional research and evaluation ongoing.

Website: www.mbfchildsafetymatters.org

Contact: info@mbfchildsafetymatters.org (904) 642-0210

Targeted Age Group: Grades K-6; Teen Safety Matters program just added for Grades 7-8

Evaluators' Note: *Grades 7-8 recently added; updated annually; rigorous research and evaluation ongoing; interactive activities and visuals keep students engaged; effectively blends bullying, internet safety, and sexual abuse prevention into one education program to promote disclosures.*



The Healthy Relationship Project⁴⁹



Organization: Prevent Child Abuse Vermont

Description: The Healthy Relationships Project is a series of child sexual abuse prevention programs that build knowledge and skills for educators, parents, and caregivers and young children ages 3-14. Healthy Relationships Project is a comprehensive approach to sexual abuse prevention. Through the curricula, areas of parent involvement, educator training, and inclusion of community resources, the programs help to create a safe and abuse free climate for young people.

- **Care for Kids** – Preschool, Kindergarten, Grades 1-2. Children in this age group are receptive to learning about body parts, health, and boundaries, making this an ideal time to lay the foundation for abuse prevention. Care for Kids contains six units: Asking for Help, Feelings, Bodies, Babies, Asking for Permission, and Wrap-Up. Each unit teaches and reinforces two to four simple, age-appropriate messages via a circle time, a book, and an activity or craft. The activities are designed to compliment the fact that children of this age learn naturally through play and use schemas to assimilate new information. Information is presented in a matter-of-fact way using anatomically correct language.
- **We Care Elementary** – Grades 3-6. Children in this age range develop awareness of self as well as of peers and social groups. With this newfound awareness comes the capacity for empathy and establishing their ideas about how to be in the world and how to treat others. Physiologically, older children are approaching puberty and beginning to wonder about sexual development. The curriculum includes six lessons at each grade level: Communication and Understanding Feelings (grade 3); Understanding Personal Boundaries (grade 4); Recognizing Boundaries in Others (grade 5); and Understanding Sexual Harassment (grade 6).
- **Sexual Abuse Free Environment for Teens™ (SAFE-T)** – Grades 7-8. The SAFE-T program was designed to promote healthy relationships and behaviors in middle school communities, helping youth identify those areas that put them at risk for being hurt and for hurting others. Through ten lessons, SAFE-T continues the process of developing social emotional skills, and introduces age-appropriate information about topics such as sexual harassment and sexually abusive behaviors.

All three programs include training for school staff on child sexual abuse and its prevention, parent engagement strategies including parent nights, and curricula to be used in the classroom with students. These programs take a developmentally targeted, trauma-informed approach to child sexual abuse prevention through emphasizing the role that adults play in prevention.

Students learn social and emotional skills that address the risk and protective factors for sexual victimization and perpetration while adults are trained in issues related to child sexual abuse prevention, recognition, and intervention.

Website: www.pcavt.org/index.php?id=619

Contact: pcavt@pcavt.org (802) 229-5724

Targeted Age Group: Care For Kids: Grades Preschool-2; We Care Elementary: Grades 3-6; SAFE-T: Grades 7 & 8

Evaluators' Note: *Progressive curriculum designed with a holistic approach to engage students, caregivers, educators and the community. SAFE-T program for grades 7-8 incorporates community resources and engagement so students can seek help if needed.*

Not a #Number⁵⁰**Organization:** Love146

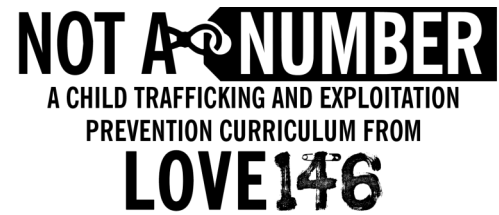
Description: Not a #Number, an interactive five-lesson human trafficking and commercial sexual exploitation (CSE) prevention curriculum, supports a nuanced approach to reach diverse populations of at-risk youth. This program continues to teach youth how to recognize recruitment tactics, understand vulnerabilities, and develop skills to safely navigate potential and existing exploitative situations. Youth also identify healthy support systems and learn how to access community resources when situations occur that increase their vulnerability or identify if exploitation is already underway. The curriculum materials include information and ideas on how to use Not a #Number from the perspective of a whole school or system response and find ways to integrate it in the context of other prevention efforts being done to improve school climate. This program is designed to teach youth how to protect themselves from human trafficking and exploitation through information, critical thinking, and skill development. Not a #Number integrates a holistic view of the issue by focusing on respect, empathy, individual strengths, and the relationship between personal and societal pressures that create or increase vulnerabilities.

Not a #Number is a prevention education curriculum which can be used in schools, child welfare and juvenile justice agencies, and other community settings. It guides youth to explore their own vulnerabilities, considers how a trafficker might use those vulnerabilities to take advantage of them, and explores how exactly they can get help and navigate to safety. Not a #Number is interactive, personal, reflective, and gives kids a chance to develop the skills they need to keep themselves safe.

Training and technical assistance is provided through a three-day facilitator certification training; provides digital access to curriculum, resources, monitoring and evaluation portal, quarterly coaching calls on special topics, and ongoing access to Prevention Advisory Specialists for support, as well as annual curriculum updates and training. The five modules can be provided as a week-long program or once a week for five weeks via health class, seminar, or advisory period. Suggested facilitators include counselors, social workers, or health teachers.

Website: www.love146.org/notanumber/**Contact:** info@love146.org (203) 772-4420**Targeted Age Group:** Youth ages 12-18

Evaluators' Note: *Training and webinar tool very effective; interactive prevention curriculum encourages skill building and critical thinking; empathy and relationship focus; complements discussions on dating violence, self-image, cyber safety and risky behaviors.*



Second Step - Child Protection Unit⁵¹

Organization: Committee for Children



Description: Second Step is a classroom-based social skills curriculum for students from preschool through middle school. The curriculum aims to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk.

Second Step lessons are organized into several skill-building units that focus on self-regulation skills, empathy, emotion management, and problem-solving broadly but also infuse assertiveness, communication skills, and friendship skills that promote positive school climate, connectedness, and personal safety. Lessons are sequential and developmentally appropriate, and provide opportunities for modeling, practice, and skills reinforcement. The curriculum includes discussion, teacher modeling, coaching skills, and role-plays. Stories are used to demonstrate important peer-relations skills and to teach effective emotional, cognitive, and behavioral social skills. Lessons can be incorporated into health, science, math, social studies, and language arts.

The Child Protection Unit (CPU) is an additional unit of the Second Step program designed for students, staff, and families. The classroom lessons build on foundational skills students learn in the Second Step program – in particular, the self-talk, help-seeking, and assertiveness skills – and teach additional skills students need to recognize, report, and refuse unsafe and sexually abusive situations and touches. Students learn important rules about general safety and touching safety that will help keep them safe from dangerous or abusive situations. Students also learn how to report any unsafe or abusive situations to a caring adult.

The CPU includes a robust training for administrators and program leaders that helps them assess their current child protection policies and procedures. This helps them develop a comprehensive child protection strategy that aligns with current research and best practice, including specific policies and procedures designed to protect children from abuse in a school or youth program setting, such as a staff code of conduct and procedures for reporting staff violations of protection policies.

Online training modules equip teachers or counselors with lesson plans, talking points, research, family materials, interactive activities, and several materials for use and display in the classroom.

Website: www.cfchildren.org/child-protection

Contact: clientsupport@cfchildren.org (800) 634-4449

Targeted Age Group: Grades Pre-K-5

Evaluators' Note: *Solid safety program; CPU must be added to core Second Step curriculum to cover child sexual abuse prevention; additional resources needed to implement this unit effectively; Excellent addition for schools already implementing Second Step SEL Program and Bullying Prevention.*

Speak Up Be Safe⁵²

Organization: Childhelp



Description: Speak Up Be Safe helps children and teens learn the skills to prevent or interrupt cycles of neglect, bullying, and child abuse—physical, emotional, and sexual. The program uses an ecological approach to prevention education by providing materials to engage parents and caregivers, teachers, school administrators, and community stakeholders.

The content and delivery of all Childhelp Speak Up Be Safe lessons is based on best practices from research in child development, learning styles, social psychology, and child abuse and neglect prevention. The implementation of the program is supported by a “virtual campus,” which includes scripted, engaging lessons for each grade level, online facilitator training modules, teacher reinforcement activities, and resources for parents, teachers, school administrators, and community members to help implement the curriculum.

This comprehensive Pre-K – 12 Curriculum provides developmentally-appropriate lessons at each grade level which focus on the risks children at that age might encounter, including physical abuse, emotional abuse, sexual abuse, neglect, bullying, and cyberbullying. In addition to increasing children’s ability to recognize unsafe situations or abusive behaviors and building resistance skills, lessons focus on helping children build a responsive safety network with peers and adults that the child identifies as safe.

PreK-2nd Grade - A primary focus at the earliest age group is to shift the responsibility for child abuse and neglect prevention away from children and onto the adults in their lives. Children learn basic concepts around personal safety and how to identify safe adults.

3rd-5th Grades - Lessons emphasize that adults are responsible for child safety, but by learning and using a few key safety rules, children can help those adults keep them safe. Children learn how to recognize potentially unsafe situations, how to identify safe adults, and how to talk about feeling unsafe.

6th-8th Grades - While adults continue to be responsible for child safety, lessons acknowledge the growing responsibilities and privileges of children in this age group and the new opportunities for potentially unsafe situations. Children learn how to recognize potential risks as well as resistance strategies that can be used until they can talk to a safe adult.

9th-12th Grades - Lessons address the increasing responsibility of adolescents and young adults for their own personal safety in each setting where they may be at risk of experiencing abuse.

Students develop a broader understanding of abusive behavior and preventative approaches while also continuing to identify the safe adults and peers supportive of a robust safety network.

Website: www.childhelp.org/subs/childhelp-speak-up-be-safe/

Contact: (480) 922-8212

Targeted Age Group: Grades Pre-K-12

Evaluators' Note: *Excellent resources and interactive web support for teachers via online platform with on-demand facilitator training and support; builds on skill set each year; developmentally appropriate; covers overall safety from all forms of abuse, bullying and internet safety.*

Organization: Child Lures Prevention/Teen Lures Prevention

The mission is to help ensure the personal safety of children and youth through increased awareness, education, advocacy, and action. Its goal is to prevent all forms of child victimization by teaching families, professionals, and other community members how to recognize, interrupt and report inappropriate behaviors and situations.

CLP/TLP helps children and teens stay safe from sexual abuse, harassment, abduction, drugs, and bullying/cyberbullying. This is accomplished through:

- emphasizing every child's right to live free of abuse,
- promoting healthy social relationships,
- nurturing mutual kindness and respect,
- setting personal and digital boundaries,
- teaching age-appropriate Child Lures and practicing proven prevention strategies for each lure,
- identifying trusted adults and,
- upholding a zero tolerance environment in which harassment & abuse are openly discussed and disclosed.

Think First & Stay Safe⁵³

Description: The Think First & Stay Safe™ program strives for a balanced perspective that will preserve as much of the innocence and optimism of childhood as possible. While it is imperative to arm youngsters with personal safety strategies, it is also essential to reassure them that most people are good and kind. Most people help others when the need arises.



Students learn the importance of treating themselves and others with kindness and respect. They practice being kind and respectful to friends and family. They learn what constitutes healthy and respectful social relationships. When children know how to build and maintain healthy social relationships from a young age, it is easier for them to recognize and avoid inappropriate and abusive behaviors as they grow. Students also learn how to set personal boundaries and how to respect the boundaries of others. The program teaches students how to identify trusted adults, as well as how and where to reach out for help. The program emphasizes that all kids have a right to be safe, and there are laws to help keep kids safe. It assures children that being bullied or abused is never a child's fault.

The PreK-2 curriculum consists of seven scripted interactive Lesson Plans, which are presented incrementally to build knowledge and understanding and to reinforce the safety messages. Each Lesson Plan includes a topic introduction with learning objectives, a quick review of previous lesson, discussion and interactive classroom activities, take-home handout, lesson recap, and

positive thinking skill. Lessons include: (1) Staying Healthy and Safe; (2) Being Kind and Respectful; (3) Child Luring: Treat it Like a Fire Drill; (4) Laws that Help Protect Me; (5) Listening to Our Instincts; (6) Kindness of Strangers; and (7) Safe & Healthy Boundaries.

Grades 3-6 build upon risk and protective behaviors from previous lessons by teaching students the importance of treating themselves and others with kindness and respect while setting behavioral expectations. Lessons include: Safety Education: Internet and Electronic Safety; Peer-to-Peer Abuse; Fostering Self-Esteem; Family Involvement is Essential.

Support materials include: Presenter's Guide, USB flash drive, School Poster Series, Parent Guide, Student Workbook, Policy/Procedures Checklist, Pre/Post Tests, evaluations and additional resources for administrators and parents. Program support staff coordinators available during implementation at no additional cost.

Website: www.childluresprevention.com

Contact: info@childluresprevention.com (800) 552-2197

Targeted Age Group: Grades Pre-K - 6

Evaluators' Note: *Developmentally appropriate; builds on skills and information each year with Poster Series to reinforce concepts; covers all forms of abuse; available in English and Spanish.*

Teen Lures TV Newscast School Program⁵⁴



Description: The goal of Teen Lures Prevention is to bring about peer to peer conversations regarding sexual crimes against teens. By providing a platform to openly discuss sexual crimes and their prevention, Teen Lures Prevention ensures the information teens are sharing about their personal safety is accurate and productive in preventing crimes against them.

The Teen Lures TV Newscast provides an opportunity for middle and high school students to actively participate in preventing sexual crimes against teens and youth. Students serve as news anchors, offering their peers safety solutions in the face of troubling news.

The Teen Lures TV Newscast consists of ten video News Clips, each with a corresponding News Anchor Script. Each video News Clip reveals a technique sexual predators use to lure teens, college students, and even adults into sexual assault, abduction, and worse. Corresponding Anchor Scripts provide lead-ins and tags for each video News Clip. Newscasts can be augmented with corresponding classroom Lesson Plans. Lesson Plans include: (1) Authority Lure: Healthy Relationships; (2) Assistance Lure: Setting Personal Boundaries; (3) Ego/Fame Lure: Grooming

Behaviors and Peer Exploitation; (4) e-Lure: Cyberbullying, Digital Citizenship, Sexting, Digital Boundaries, e-Luring; (5) Name Lure: Privacy, Identity Theft; (6) Games Lure: Harassment, Exploitation, Online Gaming; (7) Emergency Lure: Instincts, Emergency Plan; (8) Affection Lure: Consent, Dating Violence, Threats, and Secrets; (9) Trafficking Lure: Runaways, Lured-aways, and Human Trafficking; and (10) Pet Lure: Disclosing Abuse and False Accusations.

Parent/Caregiver Resource workbook also available; Support Materials include: TV Newscast Scripts for Grades 7-12; Program Guide; Classroom Lesson Plans for Grades 7-12; Parent Resource Guide; Poster Series; Pre/Post Tests; Access to program support coordinators to assist with implementation and evaluation.



Website: www.teenluresprevention.com/

Contact: info@childluresprevention.com

(800) 552-2197

Targeted Age Group: Grades 7-12

Evaluators' Note: *Interactive format engages students, encourages research, analysis and critical thinking; good for high school students.*

Other Programs for Consideration:

Bodies Are Not Commodities⁵⁵

Organization: A2I Campaign

Description: Education is where awareness meets action. The A2I *Bodies Are Not Commodities* curriculum has been developed to equip students with necessary tools to combat human trafficking in the world around them. It is innovative and interactive, and designed to connect students to the reality of human trafficking and equip them with the tools needed to be a part of the solution to end modern slavery. The first session, "How Has Slavery Evolved?" discusses the history of human rights and slavery. It also defines commodities. Lesson two, "What is Human Trafficking?" describes the five forms of human trafficking. Lesson three, "How Does Someone Become a Victim?" covers issues of force, fraud and coercion and the role of technology in human trafficking. Lesson four, "How Do We Abolish Human Trafficking" discusses prevention, protection, prosecution, and partnerships. Lesson five, "How Can I Abolish Human Trafficking?" focuses on the student and how they can become part of the solution and become an abolitionist in their world. It includes five multimedia and interactive sessions; is aligned to education standards; can be paced at five, ten, or fifteen class periods of approximately 45 minutes; and includes a facilitator guide, student guide, and video downloads.

Website: www.A2I.org

Targeted Age Group: Grades 9-12

Evaluators' Note: *Excellent education curriculum; not prevention focused; multimedia and interactive sessions; could be used within Social Studies and History classes.*

Blue Ribbon Week⁵⁶

Organization: Faces of Child Abuse

Description: Blue Ribbon Week is a week-long program consisting of 5 mini lessons rich in child abuse prevention education, self-esteem boosters, and empowering information primarily for elementary age children but can also be implemented in middle/high school. Each mini lesson is accompanied by an activity of the day to reinforce the lesson's topic. This education program includes information on all types of abuse (physical, sexual, emotional and neglect) and provides vital information for children to self-identify abuse and seek help if they are victims of abuse or know of anyone that is being abused.

Website: www.facesofchildabuse.org/blue-ribbon-week.html

Targeted Age Group: Grades K-5

Evaluators' Note: *Offered free from Faces of Child Abuse: includes teacher's guide; materials that can be reproduced; available in Spanish.*

Botvin Life Skills⁵⁷

Organization: Botvin Life Skills

Description: Botvin Life Skills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. It does not specifically cover child sexual abuse, exploitation, and sexual violence, but it offers additional violence prevention lesson plans. Program lessons cover violence and the media, making decisions, self-image, coping with anger and anxiety, communications skills, social skills, and assertiveness.

Website: www.lifeskillstraining.com

Targeted Age Group: Grades 3-12

Chicago Alliance Against Sexual Exploitation (CAASE)⁵⁸

Description: CAASE has several programs, resources, and toolkits that can be downloaded in PDF format and implemented within schools, youth-serving organizations, faith communities, and other community-based organizations.

Empowering Young Men (EYM) to End Sexual Exploitation interactive classes invite young men to examine the constructs of masculinity that have been presented to them by our culture. They learn about the realities of the commercial sex trade and human trafficking. Young men are asked to consider how pressures to “be a man” can influence their decisions to patronize the sex trade. After completing the curriculum, the empowered young men will be able to: demonstrate an understanding of commercial sexual exploitation and prostitution and related violence; critically discuss the many societal influences that shape masculinity and normalize gender-based violence; demonstrate empathy towards individuals in the sex trade and women at large; and use their skills and knowledge to become male allies against sexual exploitation by identifying tangible ways they can help end sexual harm.

Workshops currently being provided in Chicago area, but efforts are being made to expand this program nationally. **Targeted Age Group:** Boys in Grades 9-12

Empowering Young Women (EYW) to End Sexual Exploitation is the complement to EYM. After completing the curriculum, the empowered young women will be able to: explore “cultural norms” and how they shape our perceptions about what it means to “be a woman;” discuss how pressure from the media and peers influences our understanding of the sex trade; understand commercial sexual exploitation in all its forms; and to empower other young women with the skills to become partners in the fight against sexual exploitation. **Targeted Age Group:** Girls in Grades 9-12

10 Actions X 10 Issues: Get the Facts, Demand Change gives a hundred simple, clear steps people can take to address sexual exploitation. Get ideas for raising awareness, volunteering, becoming an advocate for change, and continually learning about issues of sexual exploitation.

Targeted Age Group: Everyone

Additional Toolkits available for: college students, faith communities, high school coaches, massage therapists, parents and guardians, teachers, writers, mental health practitioners, and for men partnering to end demand.

Website: www.caase.org/toolkits

Evaluators' Note: *Excellent free resources available to start prevention education in community based organizations or faith communities.*

Globalize 13⁵⁹

Organization: Frederick Douglass Family Initiatives

Description: Globalize 13 is a history-based human trafficking prevention curriculum for secondary schools. The program presents lessons about human trafficking within the context of the 13th Amendment. Material is presented in 3 Units: History, Human Rights, and the Power of One.

History - America's history with institutionalized slavery must be one of the most misunderstood and under-discussed chapters of our shared past. The personal narratives of formerly enslaved people are a good place to start the discussion.

Human Rights - When one begins to learn about the various forms of what is called Human Trafficking today, it's striking to see the similarities to historical slavery.

These contemporary manifestations of slavery happen everywhere in the world. In this module participants look at how forced labor, and the labor of children, has become part of our global economy. Each case study provides a glimpse of a different form of slavery and serves as a catalyst for discussions that can be had in almost any classroom no matter the subject.

The Power of One - There are suggestions for interesting service projects throughout Units 1 and 2, however, new ideas for great collaborative projects will come from students and teachers. Those will be shared on a regular basis to all participating schools.

Website: www.globalize13.org

Targeted Age Group: Grades 9-12

My Life My Choice⁶⁰

Organization: Justice Resource Institute

Description: My Life My Choice is a ten-session Exploitation Prevention Curriculum designed to change girls' perceptions of the commercial sex industry, as well as build self-esteem and personal empowerment. The curriculum includes interactive activities, journaling, and is infused with the authentic testimony of survivors. This curriculum utilizes a psycho-educational model with relational focus. Groups are designed so that girls feel comfortable connecting with the facilitators and forming community amongst themselves. It covers topics such as predators and recruitment tactics, figuring out who you can trust, reducing risk of exploitation, the link between substance abuse and exploitation, self-esteem, healthy sexuality, personal stories and finding help and safety (community resources). Facilitator trainings are held quarterly in Boston, or the program can be facilitated onsite by The Justice Resource Institute staff for a fee.

Website: www.fightingexploitation.org

Targeted Age Group: Girls in Grades 9-12

radKIDS Personal Empowerment Safety Education Program⁶¹

Organization: radKIDS

Description: The radKIDS® Personal Empowerment Safety Education program is a 10-hour family centered safety education program that emphasizes essential decision-making skills as well as physical resistance options to escape violence. radKIDS® is a life skills educational model that

enhances natural instincts with real skills while increasing the foundational resiliency skills we all need to not only survive but excel. Children from 5-13 years of age participate in the program with their adult partners to create a true safety partnership. Instructors must become certified in the training program and receive ongoing support. Any adult can apply, but must complete background check and adhere to program standards. Suggested instructors include: teachers, police officers, recreation professionals, and concerned parents.

Website: www.radkids.org

Targeted Age Group: Grades K-8

Revved Up Kids⁶²

Organization: Revved Up Kids, Inc.

Description: Revved Up Kids, Inc. provides programs and safety resources that equip and empower participants to recognize and avoid dangerous situations and people and to escape violence if necessary. Programs are available for children, teens, adults, and youth-serving organizations and range in length from 45 minutes to 3 hours. Interactive program formats that include full-force tactics practice and/or seminar formats for large groups. The content of the personal safety and self-defense classes vary based on age group.

Website: www.revvedupkids.org

Targeted Age Group: Grades Pre-K-12

Evaluators' Note: *Excellent supplement to primary prevention program; can be tailored to age group and involve parents; assembly-type formats can be co-ed or girls only.*

Rewire⁶³

Organization: Refuge for Women

Description: Rewire is a curriculum geared specifically to high school students. It covers: pornography, sexual abuse, trafficking and social media. The format includes video teaching from national speaker, Scott Harvey, coupled with the testimonies of three women who have walked difficult paths in life regarding these four areas. At the end of the teaching time, students can break into smaller groups and use the age-appropriate questions to get dialogue started. Program available from website in DVD or digital download formats.

Website: www.rewiremylife.org/

Targeted Age Group: Grades 9-12

School Trafficking Outreach Program (S.T.O.P.) for Human Trafficking⁶⁴

Organization: Abolition Ohio

Description: The S.T.O.P. presentations discuss all forms of human trafficking: labor trafficking, sex trafficking, debt bondage and all other forms of modern-day slavery. The program has multiple presentations that are tailored for public, Christian, and parochial schools and community functions. The near-peer presentations are made by University of Dayton students who have been “Human Trafficking 101” certified through Abolition Ohio. In addition to the presentations, the S.T.O.P. program offers nationally recognized high school and middle school standards-based social studies curricula. S.T.O.P. equips school faculty, staff, administrators, and community members through awareness training and protocols.

Website: www.abolitionohio.org

Targeted Age Group: Grades 6-12

ShineHope⁶⁵

Organization: A2I Campaign

Description: ShineHope is an international human trafficking prevention program that has been developed in partnership with Hillsong CityCare. It is based on three foundational concepts: Worth, Strength, and Purpose. ShineHope is an adaptable 9 session, small group program that can be used in various local environments to reach those who are vulnerable. It is designed to raise awareness of human trafficking and to equip girls with a healthy identity and an understanding of their intrinsic worth, strength, and purpose. If a girl gains an understanding of how human trafficking will diminish her sense of worth, strength, and purpose, her story can help educate her community by sharing this knowledge and truth. Facilitator guide and journals can be purchased on the website.

Website: <http://www.a2i.org/content/shinehope/go2x8w>

Targeted Age Group: Girls ages 12-18

Tell Your Friends⁶⁶

Organization: FAIR Girls

Description: Tell Your Friends is a four module, multimedia prevention education curriculum taught in public junior and high school classrooms, afterschool programs, youth shelters, and group homes. Through educating high-risk girls and boys about their rights and resources in the classroom, the curriculum both empowers and motivates students with the knowledge, communication skills, and community resources to keep themselves safe from exploitation and trafficking and to become peer educators who will "tell their friends," families, and communities how to do the same. Using video, drawing, and song, the curriculum is both interactive and age-appropriate. It defines what human trafficking is, identifies risk factors teen girls and boys face toward human trafficking, talks about healthy and unhealthy relationships, draws links between intimate partner violence and human trafficking, and provides a resource guide to students that helps them reach out to community-based partners.

Website: www.fairgirls.org/prevention-education

Targeted Age Group: Girls in Grades 6-12

UNICEF's Child Trafficking Curriculum⁶⁷

Organization: UNICEF USA

Description: The three lesson Middle School and four lesson High School units are designed to explore, raise awareness, and teach about child trafficking, how UNICEF is responding, and how students can address trafficking. A wealth of resources for facilitators is provided, along with detailed lesson plans, activities, discussion prompts, assessments, homework, videos, case studies, online sites, and projects.

Website: www.unicefusa.org/mission/protect/trafficking/end/resources

Targeted Age Group: Grades 6-12

Evaluators' Note: *Exploitation and trafficking specific; not child sexual abuse prevention; excellent resources for tailored awareness program for schools and youth-serving organizations, such as afterschool programs or faith communities.*

Working to Institutionalize Sex Education (WISE Initiative)⁶⁸

Organization: Georgia Campaign for Adolescent Power & Potential (GCAPP)

Description: WISE is a national initiative that supports schools in implementing quality, sex education in order to prepare our nation's youth for lifelong health and well-being. Each WISE partner works directly with school staff using the WISE Method to create a sustainable sex education program that meets the local needs of the school and the students they serve. The WISE Method, detailed in the toolkit, is a flexible approach based on years of best practice research that helps schools identify, select and implement a curriculum of its choosing. The goals of WISE are two-fold: 1) to support the implementation of sex education; and 2) to help expand what we know about implementing sex education by sharing important lessons, successes, challenges and resources.

Reducing the Risk: Building Skills to Prevent Pregnancy, Sexually Transmitted Diseases (STDs) and HIV - Specifically designed to aid middle and high school students in developing the attitudes and skills to prevent unplanned pregnancy and the transmission of STDs. RTR recognizes families as primary educators of family values and sexual health and serves to inform and motivate students to make healthy choices.

Making A Difference! An Abstinence Approach to HIV/ Sexually Transmitted Disease and Teen Pregnancy Prevention - Designed to reach adolescents, age 11-13, who attend middle schools and youth-serving community-based programs. This curriculum recognizes families as the primary educators of sexual health and family values and aims to provide the tools children need to make healthy choices by teaching them about prevention and their bodies.

The Great Body Shop - Comprehensive health and substance abuse prevention program developed for students in grades K-12. The writers understand that families are the primary educators of family values and sexual health. Research shows that when families discuss these topics, children make healthier choices.

Family Life and Sexual Health - Family Life and Sexual Health (FLASH) teaches school-age students in grades 5-12 about their bodies and preventing diseases. The writers of FLASH recognize that families are the primary educators of family values and sexual health. Research shows that when families have discussions about these topics, children make healthier choices.

Family Communication about Sexuality - Fact Sheets provide talking points for parents during the different stages of their children's lives.

Website: www.gcapp.org/wise

Targeted Age Group: Grades Pre-K-12

Evaluators' Note: *Excellent sex education programs with some tailoring for specific district needs; implementation and additional resources well supported.*

Dating Violence Prevention Education Programs Supported by the Georgia Department of Public Health:

Dating Matters: Strategies to Promote Healthy Teen Relationships⁶⁹ is the Centers for Disease Control and Prevention's teen dating violence prevention initiative. CDC developed Dating Matters[®], a comprehensive teen dating violence prevention initiative based on the current evidence about what works in prevention. Dating Matters[®] focuses on 11- to 14-year-olds in high-risk, urban communities. It includes preventive strategies for individuals, peers, families, schools, and neighborhoods. Dating Matters[®]: Understanding Teen Dating Violence Prevention is a free 60-minute, interactive training designed to help educators, youth-serving organizations, and others working with teens understand the risk factors and warning signs associated with teen dating violence. Dating Matters[®] takes place in a virtual school setting, complete with navigation through school hallways and classrooms. A teacher's whiteboard presents information in a user-friendly way and provides navigation, help, and interactive resources for use throughout the course. Materials and links to download available free online.

Website: www.cdc.gov/violenceprevention/DatingMatters/

Targeted Age Group: Ages 11-14

Safe Dates: An Adolescent Dating Abuse Prevention Curriculum⁷⁰ is a ten-session program that targets attitudes and behaviors associated with dating abuse and violence. Each session is approximately 50 minutes in length. *Safe Dates* can be flexibly scheduled (e.g., daily or weekly sessions). If you do not have time to complete all ten sessions, the curriculum has suggestions for a six-session or four-session program. It is important to realize, however, that the fidelity of the product and accompanying outcomes are best maintained by completing all ten sessions. Program includes Dating Abuse Play, Poster Contest and Parent Materials. This program is currently being administered at some high schools in Georgia by staff from Rape Crisis Centers receiving prevention funding from Georgia Department of Public Health. Reproducible student handouts for each session are included on a CD-ROM.

Website: www.hazelden.org/web/public/safedates.page

Targeted Age Group: Grades 9-12

Resource:

National Educators to Stop Trafficking (NEST)⁷¹ equips teachers and youth leaders with age-appropriate curriculum and resources to educate and empower youth – teaching them how to avoid being trafficked, how to stand up for victims of trafficking, and how to spread the word in their communities so that sexual exploitation and human trafficking become a thing of the past.

NEST utilizes a Comparison Chart which was created to provide a snapshot of the curriculums that are currently available around the country and to compare their features. They also provide a map highlighting the location of approved curriculum providers and cities in which schools have used NEST approved curriculums.

www.nesteducators.org

Chapter 6:

Evaluating Prevention Activities

This chapter provides guidelines to evaluate violence prevention activities. It addresses:

- How to define success of prevention activities
- The SMART evaluation model
- Tools for measuring success and how to use them
- How to analyze and report evaluation results

Quick Reference Materials:

- ⇒ Definition of program evaluation
- ⇒ SMART objectives template

“**M**uch of the work involved in evaluation is done while the program is in development. Once the prevention program is being implemented, evaluation activities interact—and often merge—with program activities.” - CDC

Program evaluation is the systematic collection, analysis, and reporting of information about a program to assist in decision-making. It aims to improve program implementation and understand the effectiveness of the program.⁷²

Questions to consider when conducting a program evaluation:

- What has been done?
- How well has it been done?
- With and for whom has it been done?
- How much has been done?
- How effective have the activities been?
- What could be done better or differently?⁷³

Creating an evaluation process for the planned activities is a key component of knowing whether activities are accomplishing the desired goals of the program. There are many different methods to conduct evaluations and evaluation tools should be chosen based on your capacity and resources.

This chapter will introduce a few basic evaluation concepts. Additional and more detailed evaluation resources are listed in the appendices of this document.

Choose SMART Measures to Evaluate Prevention Objectives

The SMART Objectives Model, developed by the Centers for Disease Control and Prevention, is a useful resource for writing prevention objectives that will establish clear evaluation points.⁷⁴ What follows is a basic description of the model:

SMART:

Specific

Measurable

Attainable/Achievable

Relevant

Time bound

Specific - What is going to be done and for whom?

It is important to be specific about each objective by outlining what will change for whom. The objective should also identify the population or setting, and specific actions that

will result. In some cases it is appropriate to indicate how the change will be implemented (e.g., through training).

Measurable - Is it quantifiable and measurable?

A baseline measurement is required to document change (e.g., to measure percentage increase or decrease). Measurable implies the ability to count or otherwise quantify an activity or its results. It also means that the source of and mechanism (tool) for collecting measurement data are identified, and that collection of the data is feasible for each program or partner.

Attainable/Achievable - Can it be done in the proposed time frame with the resources and support available?

The objective must be practicable with the available resources, appropriately limited in scope, and within the program's control and influence.

Relevant - Will this objective have an effect on the desired goal or strategy?

Activities should be related to the objective and the overall goals of the program. Evidence of relevancy can come from a literature review, best practices, or a theory or model of change.

Time Bound - When will this objective be accomplished?

A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment of the school and community

in which the change must be achieved, the scope of the change expected, and how it fits into the overall program.

Identify Measurement Tools

When beginning to think about the evaluation mechanism/tool, consider the existing data sets that provide some baseline data about the selected audience. These are the same sources that may have been used to identify youth knowledge and behavior patterns and/or needs or gaps at the beginning of the planning process (e.g. Youth Risk Behavior Survey or annual school incidents data reported to the Department of Education).

Depending on the nature of the planned implementation activities and the intended audience, there are numerous options for collecting information, from simple observation or testing in the case of young children, to focus groups and online surveys with older students and adults.

Consultation with community prevention partners and district administrators or calling the Department of Education technical assistance contact may also be helpful.

On page 79 you will find examples of SMART Objectives used for an evaluation plan. A blank template for this worksheet can be found in Appendix J.

Use the Tools Selected to Collect Information

The evaluation plan should consider the following:

Clear Instructions

Expressly written for teachers or other facilitators and discusses: the need for, purpose of, and how to implement the evaluation tools and instructions for the participants.

Confidentiality and Anonymity

This should remain in compliance with existing school or organization policies and procedures, including any requirements about parental consent when necessary. Community-based prevention programs frequently have examples of this kind of communication.

Appropriate Timeline

The actual evaluation(s) should obviously occur at a logical time in relation to the prevention activities. They should also be well timed relative to other kinds of assessments or standardized test implementations so as not to interfere with participants' focus on the evaluation content. Completion of data collection within the school year on a regular cycle will also ensure consistency year to year for tracking and analyzing results.

Legal implications

Evaluators should arrange to keep the completed evaluations, data analysis information and any other records related to the evaluation in a secure location in order to comply with legal parameters such as HIPAA, other district confidentiality policies, or human subject requirements of any community or academic partners.

Below are some examples of SMART objectives:

By June 30, 2020 (**time bound**), all K-3 students in our district (**measurable & achievable**) will know correct names of body parts (**specific & relevant**).

By June 30, 2018 (**time bound**), increase the number of Sexual Violence Prevention classroom sessions given to middle school students in our district (**specific & relevant**) from 3 to 10 (**measurable & achievable**).

By December 31, 2019 (**time bound**), increase our high school students self-reported knowledge of developing and maintaining effective communication with trustworthy adults (**specific & relevant**) by 25% (Baseline: pre-test of sexual violence prevention knowledge, attitudes and skills) (**measurable & achievable**).

By January 31, 2019 (**time bound**), 75% (**measurable & achievable**) of our school personnel will be trained in how to recognize and prevent sexual abuse and exploitation (**specific & relevant**).

By June 30, 2018 (**time bound**), engage our K-6 parents in a minimum of 2-3 (**measurable & achievable**) parent dialogues about adult roles and responsibilities in child sexual abuse and exploitation prevention skills (**specific & relevant**).

Analyze Results

Once the evaluation is complete and evaluators are ready to analyze and report the results, be clear about:

- any reporting requirements (to the district administration or a funder), and
- who else would benefit from knowing about the information (students, parents, community partners, and other stakeholders).

Consider how to share the results with school personnel and district officials, as well as the wider school community. Include stakeholders in the analysis and reporting stage.

The analysis not only helps inform and advance ongoing prevention objectives and activities, but is part of defining the problem and raising

awareness which will nurture support for schools' efforts in the community as a whole.

Share a report of the prevention planning process including information on:

- goals;
- activities;
- achievements;
- what was learned; and
- how ongoing evaluation will inform the growth and effectiveness of programs.

Consider creative ways to promote the report, through a school assembly or health and safety fair, a special town meeting or public access cable or radio show, testimony to the board of education, or posting information on social media.

Appendices for Resources and Handouts

Appendix A	Endnotes and References
Appendix B	State and National Organizations
Appendix C	Handling Disclosures
Appendix D	Reporting Suspected Abuse
Appendix E	Questions to Expect When Making a DFCS Referral
Appendix F	Adverse Childhood Experiences Fact Sheet
Appendix G	Georgia Code Resources
Appendix H	CSEC Fact Sheet
Appendix I	Healthy Sexual Development in Children
Appendix J	Outcome Measurement Framework
Appendix K	Logic Model Template
Appendix L	Consequences and Statistics Related to Sexual Abuse and Exploitation

Appendix A

Endnotes and References

Chapter Endnotes

Chapter 1

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⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

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Appendix B

State and National Organizations

State and National Organizations

The listings in this appendix are either referred to in the text of this guide or represent state and national organizations that may be of use to you in your curriculum and evaluation planning and for training and support around sexual abuse and exploitation and referrals for individuals and families who need services.

Georgia Organizations:

Centers for Disease Control and Prevention: National Center for Injury Prevention and Control

1600 Clifton Rd
Atlanta, GA 30333, U.S.
(800) CDC-INFO (800-232-4636)
www.cdc.gov/injury/

Children's Advocacy Centers of Georgia

127 Church St., Suite 250
Marietta, GA 30060
(770) 319-6888
www.cacga.org

Children's Healthcare of Atlanta Stephanie V. Blank Center for Safe and Healthy Children

975 Johnson Ferry Road, Suite 350
Atlanta, GA 30342
(404) 785-3820
www.choa.org/medical-services/child-protection-advocacy-center

Criminal Justice Coordinating Council

104 Marietta Street, Suite 440
Atlanta, GA 30303
Victim Services: (404) 657-2222
www.cjcc.georgia.gov

Georgia Bureau of Investigations: Georgia's Sex Offender Registry

3121 Panthersville Road
Decatur, GA 30034
(404) 270-8465
www.gbi.georgia.gov/georgia-sex-offender-registry

Georgia Cares

P.O. Box 724197
Atlanta, Georgia 31139
(844) 8GA-DMST (24 hour Hotline)
www.gacares.org

Georgia Center for Child Advocacy

P.O. Box 17770
Atlanta, GA 30316
(678) 904-2880
www.georgiacenterforchildadvocacy.org

Georgia Coalition Against Domestic Violence (GCADV)

114 New Street, Suite B
Decatur, GA 30030
(800) 33-HAVEN (800-334-2836)
www.gcadv.org

Georgia Department of Human Services Division of Family and Children Services

2 Peachtree Street, NW,
Atlanta, GA 30303
Child Protective Services and Foster Care Placement: (404) 651-9361
Domestic Violence: (404) 657-3780
www.dfcs.georgia.gov

Out of Darkness Rescue Hotline 24/7

(404) 941-6024

www.outofdarkness.org**Planned Parenthood Southeast**

75 Piedmont Suite 800

Atlanta, GA 30303

(404) 688-9305

www.plannedparenthood.org/planned-parenthood-southeast**Prevent Child Abuse Georgia**

P.O. Box 3995

Atlanta, GA 30302

(800) CHILDREN (800-244-5373)

www.preventchildabusega.org**Street Grace**

5995 Financial Drive, Suite 180,

Norcross, GA 30071

(678) 809-2111

www.streetgrace.org**Tapestri**

PMB 362

3939 Lavista Road, Suite E

Tucker, GA 30084

Hotline: (866) 317-FREE (3733)

www.tapestri.org**United Way 211**

100 Edgewood Ave., NE

Atlanta, GA 30303

(404) 614-1000

www.211online.unitedwayatlanta.org**Voices for Georgia's Children**

75 Marietta St., NW, Suite 401

Atlanta, GA 30303

(404) 521-0311

www.georgiavoices.org**Wellspring Living**

1040 Boulevard SE, Suite M

Atlanta, GA 30312

(770) 631-8888

www.wellspringliving.org**youthSpark, Inc.**

395 Pryor St., Suite 2117

Atlanta, GA 30312

(770) 631-8888

www.youth-spark.org**National Organizations:****The Arc**

1825 K Street NW, Suite 1200

Washington, DC 20006

(202) 534-3700

www.thearc.org**Childhelp National Child Abuse Hotline**

(800) 4-A-CHILD

www.childhelp.org/hotline**Darkness to Light**

1064 Gardner Road, Suite 210

Charleston, SC 29407

(843) 965-5444

National Helpline: (866) FOR-LIGHT

www.D2L.org

Demanding Justice

www.demandingjustice.org

National Center for Missing and Exploited Children

Charles B. Wang International Children's Building

699 Prince Street

Alexandria, Virginia 22314-3175

(800) THE-LOST (800-843-5678)

www.missingkids.com

National Center for Victims of Crime

2000 M street NW, Suite 480

Washington, DC 20036

(202) 467-8700

www.ncvc.org

National Children's Alliance

516 C Street, NE

Washington, DC 20002

(202) 548-0090 or (800) 239-9950

www.nationalchildrensalliance.org

National Coalition to Prevent Child Sexual Abuse & Exploitation

www.preventtogether.com

National Human Trafficking Resource Center & National Hotline

(888) 373-7888 or

Text: "BeFree" to 233733 (24/7)

www.traffickingresourcecenter.org

National Sexual Violence Resource Center (NSVRC)

123 North Enola Drive

Enola, PA 17025

(717) 909-0710

www.nsvrc.org

Prevention Connection: The Violence Against Women Prevention Partnership

California Coalition Against Sexual Assault

1215 K Street, Suite 1100 Esquire Plaza

Sacramento, CA 95814

(916) 446-2520

www.preventconnect.org

Rape, Abuse and Incest National Network (RAINN)

(800) 656-HOPE

www.rainn.org

Shared Hope International

P.O. Box 65337

Vancouver, WA 98665

(866) HER-LIFE

www.sharedhope.org

Appendix C

Handling Disclosures

Handling Disclosures

The Reality

- Girls are more likely than boys to disclose.
- School-aged children tend to tell a caregiver.
- Adolescents are more likely to tell friends.
- Very young children tend to accidentally reveal abuse, because they don't have as much understanding of what occurred or the words to explain it.
- The likelihood of disclosure increases when a caregiver is supportive.
- Increasingly, research studies are finding that a significant number of disclosures are prompted by questions from those in a child's educational and social environment (Jensen et al., 2005; Hershkowitz et al., 2007; McElvaney et al., 2012).

Strategies to Increase the Likelihood of Disclosure

- Establish safe environments and nurture consistent, positive relationships through open and respectful communication.
 - Discuss the difference between healthy and unhealthy physical contact and promote healthy physical contact.
- Ensure children have the skills needed to describe a situation that makes them uncomfortable and that they have permission to use these skills.
 - Example: Teach children the proper anatomical names for the private parts of the body.
- Teach children that they are never responsible for the behavior of an adult.
- Teach children about healthy sexual development. See Appendix I.

Types of Disclosures

- Disclosures are not always noticeable and can easily be missed.
- Disclosures typically develop over time and are not always a one-time event.
 - While full disclosures happen occasionally, more often information is provided a little at a time - the process may span hours, weeks, months or even years as children test the reactions to their hints by the adults around them.
- A child is likely to seem hesitant, confused, uncertain, or agitated during a disclosure. A child may disclose, then retract it and deny abuse. None of these things mean you should disregard the information.
- Much of what a child expresses is through their behavior rather than their verbalizations. It is important to know what to look for as alerting signals that something is amiss.

1. Indirect Hints

Examples

"My brother wouldn't let me sleep last night."

"Mr. Jones wears funny underwear."

"My babysitter keeps bothering me."

"I don't like it when my mother leaves me alone with my uncle."

Explanation

A child may talk in these terms because he or she hasn't learned more specific vocabulary, feels ashamed or embarrassed, has promised not to tell, or for a combination of those reasons.

2. Disguised Disclosure

Examples

"I know someone who is being touched in a bad way."

"What would happen if a girl told her mother she was being molested, but her mother did not believe her?"

Explanation

The child may be talking about someone she or he knows, but is just as likely to be talking about himself or herself. Encourage the child to tell you what he or she knows about the "other child." Then ask whether something like what is being said has ever happened to him or her.

3. Disclosures with Strings Attached

Examples

"I have a problem, but if I tell you about it, you have to promise not to tell."

Explanation

Many children believe something very negative will happen if they break the secret of abuse. The child may have been threatened by the offender to ensure his or her silence. Let the child know that there are some secrets that you just can't keep. Assure the child that your job is to protect the child and keep him/her safe. Let the child know you will keep it as confidential as possible but that you are required by law to make a report.

When a child discloses they may feel...

Fear: Child may be afraid that his/her abuser will reject or harm the people he/she loves. Afraid that no one will believe him/her.

Guilt and Shame: The child may feel responsible for the abuse. May be ashamed of experiencing physical sensations.

Confusion: The child may be confused about their feelings for the perpetrator.

How to support a child after disclosure:

Structure: Help the child feel a sense of control in a positive manner by giving accurate information and building trust.

Consistency: Support the child's need for structure by maintaining a consistent daily schedule.

Self-Esteem: Foster an environment that honors a child's uniqueness.

Boundaries: Re-establish boundaries if the child acts out. By redefining appropriate behavior with limits, the child will feel more secure.

What to do When a Child Discloses

- 1. Find a private place to talk with the child.**
- 2. Reassure the child.**
 - "I believe you."
 - "I am glad you told me."
 - "It is not your fault this happened."
 - "(Sexual) abuse is wrong."
- 3. Listen openly and calmly.** Try to keep your own emotions and nonverbal cues neutral.
- 4. Write down the facts and words as the child has stated them.**
- 5. Report the disclosure to the designated reporter in your school/system/agency or your local child protection agency or law enforcement entity.**
- 6. Respect the child's need for confidentiality** – by not discussing the abuse with anyone other than those required by school/agency policy and the law.

What NOT to say When a Child Discloses

Avoid questions such as:

- "Why didn't you stop him or her?"
- "Why are you telling me this?"
- "Are you sure this is happening?"
- "Are you telling the truth?"
- "Let me know if it happens again."
- "What did you do to make this happen?"

If a child does make a disclosure, don't try to get all the details. Listen attentively and ask him/her if he/she wants to say anything else. If she chooses to say nothing more, then proceed to notify DFCS or your designated reporter. Also, write down the actual words used in the disclosure and your interaction with the child. This first statement made spontaneously has forensic significance to the investigators and the exact words can be important.

*Above all, **MINIMIZE** the number of questions you ask the child and avoid the use of leading questions (questions that suggest an answer) e.g., "Did your uncle touch you in the private area too? Was he wearing a blue jacket?"*

Appendix D

Reporting Suspected Abuse

Reporting Suspected Abuse

When You Suspect a Child is Being Abused

1. Report your concerns to the designated reporter in your agency/school or to a supervisor.
2. If your agency's policy is that each individual mandated reporter makes the report, call **(855) 422-4453** or go online to make a report at: <https://cps.dhs.ga.gov/Main/Default.aspx>

Remember, to make a report or cause a report to be made, mandated reporters only need to have "reasonable suspicions," not direct evidence.

Resources

GA Department of Human Services
Division of Family and Children Services
Child Protective Services
 (404) 657-3400
www.dfcs.georgia.gov

1-800-CHILDREN Helpline
 A service of Prevent Child Abuse Georgia
 Resource and referral number
 (800) 244-5373

National Parent Helpline
 (855) 4A-PARENT or (855) 427-2736
www.nationalparenthelpline.org

Child Welfare Information Gateway
 A service of the Children's Bureau/ACYF
www.childwelfare.gov

Strengthening Families Georgia
www.strengtheningfamiliesga.net

FRIENDS National Resource Center for Community-Based Child Abuse Prevention
 (919) 490-5577
www.friendsnrc.org

Mandated Reporting Resources

Prevent Child Abuse Georgia

If you or your organization are interested in mandated reporting training, Prevent Child Abuse Georgia offers free in-person Mandated Reporter Trainings. PCA Georgia's in-person Mandated Reporter training is intended to help people know how to make a report of suspected abuse and when and how to facilitate a family's linkage to support and resources. Child maltreatment is not inevitable; it is preventable. Online mandated reporter training continues to be available and thousands of people take the training each year. The in-person training is another option, particularly when organizations want a deeper dive into the information and would like to participate in a Q & A. Your organization can request a training in your area by visiting <http://abuse.publichealth.gsu.edu/free-online-mandated-reporting/>.

Reporting Suspected Abuse

Children's Healthcare of Atlanta

Children's Healthcare of Atlanta offers a mandated reporting computer-based training. This self-paced Computer-Based Training (CBT) is not instructor led, and can be completed at any time. This CBT will focus on recognizing risk factors or signs that physical and sexual abuse, neglect, and sexual exploitation may be occurring. You will also learn about the basics of the mandatory reporting laws relating to child abuse in Georgia. In addition, changes/additions in the 2016 legislative session to the Mandated Reporting Statute (O.C.G.A. §19-7-5), including House Bill 905, will be discussed. Policies and procedures related to actually making a report of suspected child abuse are addressed as well. To register for this training, please visit www.choa.org/cptraining.

The Georgia Division of Family and Children Services

The Georgia Department of Human Services Division of Family and Children Services developed an online mandated reporter training designed to help Georgia mandated reporters recognize the signs of child abuse and neglect, their legal obligations related to reporting suspected abuse and neglect, and how to make a report. The course was reviewed and approved by the Governor's Office for Children and Families, the Georgia Department of Human Services Division of Family and Children Services and Bright from the Start: Georgia Department of Early Care and Learning. Please visit www.prosolutionstraining.com/store/product/?tProductVersion_id=861 to register for the course.

Appendix E

Questions to Expect When Making a DFCS Referral

Questions to Expect When Making a DFCS Referral

When making a DFCS referral the following information will be requested. This information is critical to ensuring DFCS is able to respond appropriately to reports of suspected child maltreatment.

Specific Concern: *What are your specific concerns about the child(ren)? Has something happened to the child? If so, what happened? When and where did it occur and who was involved? Was an object used and if so, what type of object? How serious is the harm to the child?*

Provide a detailed description of your specific concern.

Circumstances surrounding your concern: *What was going on with the family before, during and after the specific circumstance/event/alleged child maltreatment you are concerned about? Where were the children at the time and where are they now? What did the child say happened? What is the caregiver's explanation? How do you know about this circumstance/event/alleged maltreatment? Is your concern an ongoing concern with the children? Has this specific concern, or any other concerns about this child, come to your attention previously? If so, please provide an explanation of prior concerns you have. Who else knows about this? Were the police called? If so, what is the officer's name?*

Child Functioning: *Describe each child's day to day functioning in relation to other children their age. What is the child's overall appearance, health and well-being? Does the child(ren) have any behavioral, mental, emotional, intellectual or physical disabilities? If so, what and how does it affect their functioning? Is child(ren) receiving services from any agency? If so, who and what for? Are they on any medications? Do they get meds regularly? If school age, what grade? On grade level? Describe attendance/discipline issues/general performance. How do the child(ren) interact with their peers? Has child(ren) expressed concerns about going home? If so, what concerns and why?*

Parenting Discipline: *How do the parents manage the child's behaviors? What do the parents do when the child gets in trouble? How do they view the purpose of discipline? Do they have house rules for the children and if so, what are they? What kind of things does the child get in trouble for? Is the caregiver ever out of control when disciplining the child? If so, explain when and the circumstances.*

General Parenting: *What is the overall parenting style of the parents—structured, strict, laid-back....? How do the parents/child(ren) interact? Do parents seem to understand the child(ren's) needs? Are they able to meet these needs? Why or why not? Does the caregiver have realistic expectations of child(ren) given the child's age/functioning? Explain. Describe how caregiver accesses and uses available resources to provide basic needs for the children. Who usually cares for the child(ren)? Are the parents living in the same home? If not, is the non-residential parent involved with the child? Describe how caretakers react to bad behavior. Describe how they show love and nurturing.*

Adult Functioning: *What is the overall functioning of each parent on a personal level-- rather than as a parent?) How does the caretaker care for themselves? Are they employed? If so, what shift? Stable employment? Who cares for child when they are at work? Do caregivers have a steady source of income? Stable housing? Are there any concerns relating to mental health, substance abuse, domestic violence? If yes, what frequency? How do the parents respond when you approach them with concerns?*

Additional Comments Section: Anything else you feel we need to know about this family.

Appendix F

Adverse Childhood Experiences Fact Sheet

THE TRUTH ABOUT ACEs

WHAT ARE THEY?

ACEs *are*
ADVERSE
CHILDHOOD
EXPERIENCES

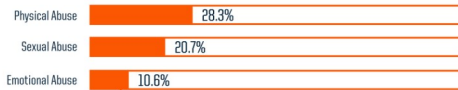
The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

HOW PREVALENT ARE ACEs?

The ACE study* revealed the following estimates:

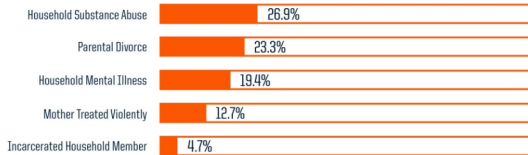
ABUSE



NEGLECT



HOUSEHOLD DYSFUNCTION



percentage of study participants that experienced a specific ACE

WHAT IMPACT DO ACEs HAVE?

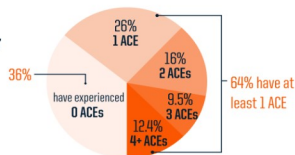
As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR				
Lack of physical activity	Smoking	Alcoholism	Drug use	Missed work
PHYSICAL & MENTAL HEALTH				
Severe obesity	Diabetes	Depression	Suicide attempts	STDs
Heart disease	Cancer	Stroke	COPD	Broken bones

Of 17,000 ACE study participants:



Appendix G

Georgia Code Resources

Georgia Code Resources

Pertinent Sections of the O.C.G.A

The following are portions of the Official Code of Georgia Annotated, related to reporting of child abuse and various relevant definitions. This is just a sampling of the Code and is representative of new additions that became law as of July 1, 2016. It includes the most current version of O.C.G.A. §§ 19-7-5, 15-11-2, 16-3-22.1, and 49-5-181.

§ 19-7-5. Reports by physicians, treating personnel, institutions and others as to child abuse; failure to report suspected child abuse

(a) The purpose of this Code section is to provide for the protection of children. It is intended that mandatory reporting will cause the protective services of the state to be brought to bear on the situation in an effort to prevent abuses, to protect and enhance the welfare of children, and to preserve family life wherever possible. This Code section shall be liberally construed so as to carry out the purposes thereof.

(b) As used in this Code section, the term:

- (1) "Abortion" shall have the same meaning as set forth in Code Section 15-11-681.
- (2) "Abused" means subjected to child abuse.
- (3) "Child" means any person under 18 years of age.
- (4) "Child abuse" means:
 - (A) Physical injury or death inflicted upon a child by a parent or caretaker thereof by other than accidental means; provided, however, that physical forms of discipline may be used as long as there is no physical injury to the child;
 - (B) Neglect or exploitation of a child by a parent or caretaker thereof;
 - (C) Endangering a child;
 - (D) Sexual abuse of a child; or
 - (E) Sexual exploitation of a child.

However, no child who in good faith is being treated solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof shall, for that reason alone, be considered to be an abused child.

- (5) "Child service organization personnel" means persons employed by or volunteering at a business or an organization, whether public, private, for profit, not for profit, or voluntary, that provides care, treatment, education, training, supervision, coaching, counseling, recreational programs, or shelter to children.
- (6) "Clergy" means ministers, priests, rabbis, imams, or similar functionaries, by whatever name called, of a bona fide religious organization.

(6.1) "Endangering a child" means:

- (A) Any act described by subsection (d) of Code Section 16-5-70;
- (B) Any act described by Code Section 16-5-73;
- (C) Any act described by subsection (l) of Code Section 40-6-391; or
- (D) Prenatal abuse, as such term is defined in Code Section 15-11-2.

(7) "Pregnancy resource center" means an organization or facility that:

- (A) Provides pregnancy counseling or information as its primary purpose, either for a fee or as a free service;
- (B) Does not provide or refer for abortions;
- (C) Does not provide or refer for FDA approved contraceptive drugs or devices; and
- (D) Is not licensed or certified by the state or federal government to provide medical or health care services and is not otherwise bound to follow the federal Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, or other state or federal laws relating to patient confidentiality.

(8) "Reproductive health care facility" means any office, clinic, or any other physical location that provides abortions, abortion counseling, abortion referrals, or gynecological care and services.

(9) "School" means any public or private pre-kindergarten, elementary school, secondary school, technical school, vocational school, college, university, or institution of postsecondary education.

(10) "Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not such person's spouse to engage in any act which involves:

- (A) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex;
- (B) Bestiality;
- (C) Masturbation;
- (D) Lewd exhibition of the genitals or pubic area of any person;
- (E) Flagellation or torture by or upon a person who is nude;
- (F) Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude;
- (G) Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts;

(H) Defecation or urination for the purpose of sexual stimulation; or

(I) Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure.

Sexual abuse shall include consensual sex acts when the sex acts are between minors if any individual is less than 14 years of age; provided, however, that it shall not include consensual sex acts when the sex acts are between a minor and an adult who is not more than four years older than the minor. This provision shall not be deemed or construed to repeal any law concerning the age or capacity to consent.

(11) "Sexual exploitation" means conduct by any person who allows, permits, encourages, or requires a child to engage in:

(A) Prostitution, as defined in Code Section 16-6-9; or

(B) Sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in Code Section 16-12-100.

(c)(1) The following persons having reasonable cause to believe that suspected child abuse has occurred shall report or cause reports of such abuse to be made as provided in this Code section:

(A) Physicians licensed to practice medicine, physician assistants, interns, or residents;

(B) Hospital or medical personnel;

(C) Dentists;

(D) Licensed psychologists and persons participating in internships to obtain licensing pursuant to Chapter 39 of Title 43;

(E) Podiatrists;

(F) Registered professional nurses or licensed practical nurses licensed pursuant to Chapter 26 of Title 43 or nurse's aides;

(G) Professional counselors, social workers, or marriage and family therapists licensed pursuant to Chapter 10A of Title 43;

(H) School teachers;

(I) School administrators;

(J) School counselors, visiting teachers, school social workers, or school psychologists certified pursuant to Chapter 2 of Title 20;

(K) Child welfare agency personnel, as such agency is defined in Code Section 49-5-12;

(L) Child-counseling personnel;

(M) Child service organization personnel;

- (N) Law enforcement personnel; or
- (O) Reproductive health care facility or pregnancy resource center personnel and volunteers.

(2) If a person is required to report child abuse pursuant to this subsection because such person attends to a child pursuant to such person's duties as an employee of or volunteer at a hospital, school, social agency, or similar facility, such person shall notify the person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, and the person so notified shall report or cause a report to be made in accordance with this Code section. An employee or volunteer who makes a report to the person designated pursuant to this paragraph shall be deemed to have fully complied with this subsection. Under no circumstances shall any person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, to whom such notification has been made exercise any control, restraint, or modification or make any other change to the information provided by the reporter, although each of the aforementioned persons may be consulted prior to the making of a report and may provide any additional, relevant, and necessary information when making the report.

(3) When a person identified in paragraph (1) of this subsection has reasonable cause to believe that child abuse has occurred involving a person who attends to a child pursuant to such person's duties as an employee of or volunteer at a hospital, school, social agency, or similar facility, the person who received such information shall notify the person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, and the person so notified shall report or cause a report to be made in accordance with this Code section. An employee or volunteer who makes a report to the person designated pursuant to this paragraph shall be deemed to have fully complied with this subsection. Under no circumstances shall any person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, to whom such notification has been made exercise any control, restraint, or modification or make any other change to the information provided by the reporter, although each of the aforementioned persons may be consulted prior to the making of a report and may provide any additional, relevant, and necessary information when making the report.

(d) Any other person, other than one specified in subsection (c) of this Code section, who has reasonable cause to believe that suspected child abuse has occurred may report or cause reports to be made as provided in this Code section.

(e) With respect to reporting required by subsection (c) of this Code section, an oral report by telephone or other oral communication or a written report by electronic submission or facsimile shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that suspected child abuse has occurred. When a report is being made by electronic submission or facsimile to the Division of Family and Children Services of the Department of Human Services, it shall be done in the manner specified by the division. Oral reports shall be followed by a later report in writing, if requested, to a child welfare agency providing protective services, as designated by the Division of Family and Children Services of the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney. If a report of child abuse is made to the child welfare agency or independently discovered by the agency, and the agency has reasonable cause to believe such report is true or the report contains any allegation or evidence of child abuse, then the agency shall immediately notify the appropriate police authority or district attorney.

Such reports shall contain the names and addresses of the child and the child's parents or caretakers, if known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, and any other information that the reporting person believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Photographs of the child's injuries to be used as documentation in support of allegations by hospital employees or volunteers, physicians, law enforcement personnel, school officials, or employees or volunteers of legally mandated public or private child protective agencies may be taken without the permission of the child's parent or guardian. Such photographs shall be made available as soon as possible to the chief welfare agency providing protective services and to the appropriate police authority.

(f) Any person or persons, partnership, firm, corporation, association, hospital, or other entity participating in the making of a report or causing a report to be made to a child welfare agency providing protective services or to an appropriate police authority pursuant to this Code section or any other law or participating in any judicial proceeding or any other proceeding resulting therefrom shall in so doing be immune from any civil or criminal liability that might otherwise be incurred or imposed, provided such participation pursuant to this Code section or any other law is made in good faith. Any person making a report, whether required by this Code section or not, shall be immune from liability as provided in this subsection.

(g) Suspected child abuse which is required to be reported by any person pursuant to this Code section shall be reported notwithstanding that the reasonable cause to believe such abuse has occurred or is occurring is based in whole or in part upon any communication to that person which is otherwise made privileged or confidential by law; provided, however, that a member of the clergy shall not be required to report child abuse reported solely within the context of confession or other similar communication required to be kept confidential under church doctrine or practice. When a clergy member receives information about child abuse from any other source, the clergy member shall comply with the reporting requirements of this Code section, even though the clergy member may have also received a report of child abuse from the confession of the perpetrator.

(h) Any person or official required by subsection (c) of this Code section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor.

(i) A report of child abuse or information relating thereto and contained in such report, when provided to a law enforcement agency or district attorney pursuant to subsection (e) of this Code section or pursuant to Code Section 49-5-41, shall not be subject to public inspection under Article 4 of Chapter 18 of Title 50 even though such report or information is contained in or part of closed records compiled for law enforcement or prosecution purposes unless:

(1) There is a criminal or civil court proceeding which has been initiated based in whole or in part upon the facts regarding abuse which are alleged in the child abuse reports and the person or entity seeking to inspect such records provides clear and convincing evidence of such proceeding; or

(2) The superior court in the county in which is located the office of the law enforcement agency or district attorney which compiled the records containing such reports, after application for inspection and a hearing on the issue, shall permit inspection of such records by or release of information from such records to individuals or entities who are engaged in legitimate research for educational, scientific, or public purposes and who comply with the provisions of this paragraph.

When those records are located in more than one county, the application may be made to the superior court of any one of such counties. A copy of any application authorized by this paragraph shall be served on the office of the law enforcement agency or district attorney which compiled the records containing such reports. In cases where the location of the records is unknown to the applicant, the application may be made to the Superior Court of Fulton County. The superior court to which an application is made shall not grant the application unless:

- (A) The application includes a description of the proposed research project, including a specific statement of the information required, the purpose for which the project requires that information, and a methodology to assure the information is not arbitrarily sought;
- (B) The applicant carries the burden of showing the legitimacy of the research project; and
- (C) Names and addresses of individuals, other than officials, employees, or agents of agencies receiving or investigating a report of abuse which is the subject of a report, shall be deleted from any information released pursuant to this subsection unless the court determines that having the names and addresses open for review is essential to the research and the child, through his or her representative, gives permission to release the information.

§ 15-11-2. Definitions

As used in this chapter, the term:

- (1) "Abandonment" or "abandoned" means any conduct on the part of a parent, guardian, or legal custodian showing an intent to forgo parental duties or relinquish parental claims. Intent to forgo parental duties or relinquish parental claims may be evidenced by:
 - (A) Failure, for a period of at least six months, to communicate meaningfully with a child;
 - (B) Failure, for a period of at least six months, to maintain regular visitation with a child;
 - (C) Leaving a child with another person without provision for his or her support for a period of at least six months;
 - (D) Failure, for a period of at least six months, to participate in any court ordered plan or program designed to reunite a child's parent, guardian, or legal custodian with his or her child;
 - (E) Leaving a child without affording means of identifying such child or his or her parent, guardian, or legal custodian and:
 - (i) The identity of such child's parent, guardian, or legal custodian cannot be ascertained despite diligent searching; and

(ii) A parent, guardian, or legal custodian has not come forward to claim such child within three months following the finding of such child;

(F) Being absent from the home of his or her child for a period of time that creates a substantial risk of serious harm to a child left in the home;

(G) Failure to respond, for a period of at least six months, to notice of child protective proceedings; or

(H) Any other conduct indicating an intent to forgo parental duties or relinquish parental claims.

(2) "Abuse" means:

(A) Any nonaccidental physical injury or physical injury which is inconsistent with the explanation given for it suffered by a child as the result of the acts or omissions of a person responsible for the care of a child;

(B) Emotional abuse;

(C) Sexual abuse or sexual exploitation;

(D) Prenatal abuse; or

(E) The commission of an act of family violence as defined in Code Section 19-13-1 in the presence of a child. An act includes a single act, multiple acts, or a continuing course of conduct. As used in this subparagraph, the term "presence" means physically present or able to see or hear.

(3) "Adult" means any individual who is not a child as defined in paragraph (10) of this Code section.

(4) "Affiliate court appointed special advocate program" means a locally operated program operating with the approval of the local juvenile court which screens, trains, and supervises volunteers to advocate for the best interests of an abused or neglected child in dependency proceedings.

(5) "Aggravated circumstances" means the parent has:

(A) Abandoned a child;

(B) Aided or abetted, attempted, conspired, or solicited to commit murder or voluntary manslaughter of another child of such parent;

(C) Subjected a child or his or her sibling to torture, chronic abuse, sexual abuse, or sexual exploitation;

(D) Committed the murder or voluntary manslaughter of his or her child's other parent or has been convicted of aiding or abetting, attempting, conspiring, or soliciting the murder or voluntary manslaughter of his or her child's other parent;

(E) Committed the murder or voluntary manslaughter of another child of such parent; or

(F) Committed an assault that resulted in serious bodily injury to his or her child or another child of such parent.

- (6) “Biological father” means the male who impregnated the biological mother resulting in the birth of a child.
- (7) “Business day” means Mondays through Fridays and shall not include weekends or legal holidays.
- (8) “Caregiver” means any person providing a residence for a child or any person legally obligated to provide or secure adequate care for a child, including his or her parent, guardian, or legal custodian.
- (9) “Case plan” means a plan which is designed to ensure that a child receives protection, proper care, and case management and may include services for a child, his or her parent, guardian, or legal custodian, and other caregivers.
- (10) “Child” means any individual who is:
- (A) Under the age of 18 years;
 - (B) Under the age of 17 years when alleged to have committed a delinquent act;
 - (C) Under the age of 22 years and in the care of DFCS as a result of being adjudicated dependent before reaching 18 years of age;
 - (D) Under the age of 23 years and eligible for and receiving independent living services through DFCS as a result of being adjudicated dependent before reaching 18 years of age; or
 - (E) Under the age of 21 years who committed an act of delinquency before reaching the age of 17 years and who has been placed under the supervision of the court or on probation to the court for the purpose of enforcing orders of the court.
- (11) “Child in need of services” means:
- (A) A child adjudicated to be in need of care, guidance, counseling, structure, supervision, treatment, or rehabilitation and who is adjudicated to be:
 - (i) Subject to compulsory school attendance and who is habitually and without good and sufficient cause truant, as such term is defined in Code Section 15-11-381, from school;
 - (ii) Habitually disobedient of the reasonable and lawful commands of his or her parent, guardian, or legal custodian and is ungovernable or places himself or herself or others in unsafe circumstances;
 - (iii) A runaway, as such term is defined in Code Section 15-11-381;
 - (iv) A child who has committed an offense applicable only to a child;
 - (v) A child who wanders or loiters about the streets of any city or in or about any highway or any public place between the hours of 12:00 Midnight and 5:00 A.M.;

(vi) A child who disobeys the terms of supervision contained in a court order which has been directed to such child who has been adjudicated a child in need of services; or

(vii) A child who patronizes any bar where alcoholic beverages are being sold, unaccompanied by his or her parent, guardian, or legal custodian, or who possesses alcoholic beverages; or

(B) A child who has committed a delinquent act and is adjudicated to be in need of supervision but not in need of treatment or rehabilitation.

.... (48) "Neglect" means:

(A) The failure to provide proper parental care or control, subsistence, education as required by law, or other care or control necessary for a child's physical, mental, or emotional health or morals;

(B) The failure to provide a child with adequate supervision necessary for such child's well-being; or

(C) The abandonment of a child by his or her parent, guardian, or legal custodian.

§ 16-3-22.1. Immunity for good faith possession

(a) Any person that in good faith has possession of materials or images in violation of Article 3 of Chapter 12 of this title and immediately notifies law enforcement officials or any person that is required by Code Section 19-7-5 to report suspected child abuse, or makes such notification within 72 hours from the time there is reasonable cause to believe such person is in possession of such materials or images, shall be immune to the same extent as a law enforcement officer would be immune from criminal liability for such possession.

(b) The official report of the law enforcement agency or the Division of Family and Children Services of the Department of Human Services shall create a rebuttable presumption of good faith and reasonableness on the part of the person that has possession.

(c) The purpose of this Code section is to provide for those persons that act in good faith to assist law enforcement officers or the Division of Family and Children Services of the Department of Human Services when the health and safety of a child are being adversely affected and threatened by the conduct of another. This Code section shall be liberally construed so as to carry out the purposes thereof.

§ 49-5-181. Establishment and Maintenance

(a) The division shall establish and maintain a central child abuse registry which shall be known as the 'Child Protective Services Information System.' The child abuse registry shall receive notice regarding:

(1) Substantiated cases occurring on and after July 1, 2016, reported to the division pursuant to subsection (a) of Code Section 49-5-182; and

(2) Convicted child abusers on and after July 1, 2016, reported to the division pursuant to subsection (b) of Code Section 49-5-182.

to subsection (b) of Code Section 49-5-182.

(b) The child abuse registry shall be operated in such a manner as to enable abuse investigators to:

- (1) Immediately identify and locate substantiated cases and convicted child abusers; and
- (2) Maintain and produce aggregate statistical data of substantiated cases and cases of child abuse in which a person was convicted.

Appendix H

CSEC Fact Sheet

Commercial Sexual Exploitation of Children: A Fact Sheet

What is the Commercial Sexual Exploitation of Children?

The **commercial sexual exploitation of children** is a global problem that could be happening right in your neighborhood. The commercial sex industry victimizes girls, boys, and transgendered youth.

Commercial sexual exploitation of children occurs when individuals buy, trade, or sell sexual acts with a child. **Sex trafficking** is “the recruitment, harboring, transportation, provision, or obtaining of a person for the purposes of a commercial sex act.”¹ Children who are involved in the commercial sex industry are viewed as victims of **severe forms of trafficking in persons**, which is sex trafficking “in which a commercial sex act is induced by force, fraud, or coercion, **or** in which the person induced to perform such an act has not attained 18 years of age.”² A **commercial sex act** is “any sex act on account of which anything of value is given to or received by any person.”³

How does a child become a victim?

Pimps and traffickers target vulnerable children and lure them into prostitution and other forms of sexual exploitation using psychological manipulation, drugs, and/or violence. Any child may be vulnerable to such a person who promises to meet his or her emotional and physical needs. A trafficker/pimp’s main purpose is to exploit the child for monetary gain. Often traffickers/pimps will create a seemingly loving and caring relationship with their victim in order to establish trust and allegiance. This manipulative relationship tries to ensure the youth will remain loyal to the exploiter even in the face of severe victimization. These relationships may begin online before progressing to a real-life encounter.

Victims are

Targeted – Pimps are predators who seek out vulnerable victims, particularly runaways or children experiencing trouble at home. They know these children have emotional and physical needs they perceive are not being met and use this to their advantage. Pimps find victims at a variety of venues such as in social-networking websites, shopping malls, and schools; on local streets; or at bus stations. While pimps often target children outside of their family, a family member may also prostitute a child.

Tricked – Pimps are willing to invest a great deal of time and effort in their victim to break down a victim’s natural resistance and suspicion – buying them gifts, providing a place to stay, promising a loving relationship – before revealing their true intent. Frequently victims do not realize the deceptive nature of their trafficker’s interest in them, viewing their pimp as a caretaker and/or boyfriend.

Traumatized – A pimp’s use of psychological manipulation (causing the child to truly believe the pimp loves and cares for his or her well-being) coupled with physical control (threats, violence, or drug addiction) can make a victim feel trapped and powerless. This “trauma bond” is difficult to break and long-term treatment and counseling for victims is required.

Despite the seriousness of the problem, the incidence of commercial child sexual exploitation is difficult to measure. Empirical research has not conclusively defined the scope of the problem today. Below, however, are some significant findings from past studies.

Statistics

- Pimps prey on victims as young as 12 to 14 years old.⁴
- One study estimates as many as 325,000 children in the U.S., Canada, and Mexico are at risk each year for becoming victims of sexual exploitation.⁵
- A history of physical and sexual abuse is often common among victims.⁶
- One study estimates 30% of shelter youth and 70% of street youth are victims of commercial sexual exploitation. They may engage or be coerced into prostitution for “survival sex” to meet daily needs for food, shelter, or drugs.⁷

¹Victims of Trafficking and Violence Protection Act of 2000 [United States of America]. Public Law 106-386 [H.R. 3244]. 28 October 2000. Section 103(9).

²Ibid., Section 103(8).

³Ibid., Section 103(3).

⁴National Report on Domestic Minor Sex Trafficking: America’s Prostituted Children. Washington, D.C.: Shared Hope International, 2009, page 30.

⁵R. Estes and N. Weiner. Commercial Sexual Exploitation of Children in the U.S., Canada, and Mexico. University of Pennsylvania, 2001, page 144.

⁶National Report on Domestic Minor Sex Trafficking, op. cit., n 4., page 31.

⁷Commercial Sexual Exploitation of Children in the U.S., Canada, and Mexico, op. cit., n. 4, page 131. See also J. Greene, S. Ennett, and C. Ringwalt. (1999) “Prevalence and correlates of survival sex among runaway and homeless youth.” *American Journal of Public Health*. 89(9) page 1406.

Barriers for victims

- **Psychology of Victimization** – Pimps may use force, fraud, or coercion to virtually enslave their victims. Juvenile victims have been controlled by threats of violence to their family; pornographic images taken and used for blackmail or stigmatization; physical, verbal, and sexual abuse. Child victims may be gang-raped to desensitize them to sexual activity prior to victimizing them in prostitution. Victims are taught to not trust law enforcement and may have experienced negative encounters with law-enforcement officers. Victims often remain with pimps out of fear of being physically harmed, having another victim endure physical harm, or a threat to their family members. Pimps have been convicted of plotting to murder cooperative victim witnesses and for the homicide of victims, further instilling fear.
- **“Trauma Bonding”** – This is also common among child victims exploited for commercial sex. The child experiences a strong link to the pimp/exploiter based in what the child perceives as an incredibly intense or important relationship, but one in which there has been an exploitation of trust or power. Emotional bonding is a learned tactic for survival and can be common between exploited children and the exploiter. Advocacy groups working directly with this population note reframing the trauma bond with a pimp/exploiter can take months of therapy and/or residential treatment for the child. Post Traumatic Stress Disorder (PTSD) is very common among children exposed to sex trafficking and commercial sexual exploitation and may be characterized by such symptoms as anxiety, depression, insomnia, irritability, flashbacks, emotional numbing, and hyper-alertness.⁶ Victims of commercial child sexual exploitation often have unique needs given the frequent nature of multiple acts of sexual exploitation or violence, by multiple offenders, over potentially a sustained period of time.

More Statistics

- Sex trafficking need not involve actual movement of the victim.⁷
- Pimps may earn hundreds of thousands of dollars every year from selling minors.⁸
- 75% of child victims engaged in prostitution are under the control of a pimp.⁹

What are potential indicators of trafficking and exploitation?

- History of emotional, sexual, or other physical abuse
- Signs of current physical abuse and/or sexually transmitted diseases
- History of running away or current status as a runaway
- Inexplicable appearance of expensive gifts, clothing, or other costly items
- Presence of an older boy-/girlfriend
- Drug addiction
- Withdrawal or lack of interest in previous activities
- Gang involvement

⁶M. Farley. “Bad for the Body, Bad for the Heart: Prostitution Harms Women Even if Legalized or Decriminalized.” *Violence Against Women*. 2004(10), page 1104.

⁷Fact Sheet: *Distinctions Between Human Smuggling and Human Trafficking*. Washington D.C.: U.S. Department of State, Human Smuggling and Trafficking Center. January 2005, page 4.

⁸D. Hughes. *The Demand for Victims of Sex Trafficking*. Washington, D.C.: U.S. Department of State. 2005, page 20. Hughes notes the Polaris Project, a Washington, D.C.-based nonprofit organization working with victims of human trafficking conducted an informal analysis in 2005 of a pimp’s wages, based on client’s direct accounts. One teenage girl was forced to meet quotas of \$500 a night, seven days a week and gave the money to her trafficker each night. This particular pimp controlled three other women. Based on these numbers, Polaris Project estimates the pimp made \$632,000 in one year from four young women and girls.

⁹*Commercial Sexual Exploitation of Children in the U.S., Canada, and Mexico*, op. cit., n. 5, page 60.

If you suspect a case of commercial child sexual exploitation or sex trafficking of children, contact the **National Center for Missing & Exploited Children®** at **1-800-843-5678** or visit www.cybertipline.com

or

the **National Human Trafficking Resource Center (NHTRC)** at **1-888-373-7888**.

For additional information and resources about Commercial Sexual Exploitation of Children and Human Trafficking, please visit the **Innocence Lost National Initiative** at http://www.fbi.gov/about-us/investigate/vc_majorthefts/cac/innocencelost

Last Updated: 3/2010 by the Innocence Lost Working Group

Appendix I

Healthy Sexual Development in Children

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Healthy Sexual Development in Children

The first step toward preventing the sexual abuse of children is to ensure they develop in healthy ways themselves. Professionals that work with children and families have a unique opportunity to observe the formative behaviors in children and create environments that support healthy development.

As we grow and develop, what are considered healthy or normal changes? The following stages of development are described in general terms and each child will reach his or her developmental milestone at different times.

Stages of Sexual Development	Characteristics of Sexual Development	Adult Behaviors that Support Healthy Development
Infancy: 0-2 years of age	<ul style="list-style-type: none"> ▪ Sensory Learning ▪ Natural to touch genitals ▪ Developing trust and capacity for pleasure ▪ Gender and gender role development ▪ Physical reflex responses 	<ul style="list-style-type: none"> ▪ Help baby recognize correct names for body parts, including genitals ▪ Affirm child's capacity to experience pleasure from touch ▪ Help child differentiate between male and female ▪ Provide opportunities for social interaction with same age peers
Toddlers: 2-5 years of age	<ul style="list-style-type: none"> ▪ More curiosity about their own bodies and those of others ▪ Self-soothing touches to genitals increase ▪ Imitate behavior associated with gender toilet training ▪ "Playing Doctor" and "Playing House" cross gender behavior 	<ul style="list-style-type: none"> ▪ Be supportive not punitive in toilet training ▪ Use inappropriate behavior as opportunity to teach appropriate behavior ▪ Try not to shame self-soothing behavior or punish it ▪ Help child understand human reproduction with simple but accurate descriptions

<p>School Age: 6-9 years of age</p>	<ul style="list-style-type: none"> ▪ Socialization gender ▪ Identity and gender consistency ▪ Interest in reproduction ▪ Sex play goes underground ▪ Understanding of orientation 	<ul style="list-style-type: none"> ▪ Give accurate information about reproduction ▪ Prepare child for oncoming changes of puberty ▪ Teach norms as far as sexuality, including privacy and nudity ▪ Reinforce boundaries and body safety
<p>Puberty: 10-15 years of age</p>	<ul style="list-style-type: none"> ▪ Accelerated growth ▪ More adult appearance ▪ Preoccupation with physical appearance ▪ Hairy, sweaty, stinky and pimply ▪ Establishing sexual identity/orientation ▪ More focus on pleasure in masturbation 	<ul style="list-style-type: none"> ▪ Make child aware of changes that will occur ▪ Emphasize changes in hygiene ▪ Media literacy skills ▪ Discuss rights and responsibilities ▪ Educate yourself and them on STDs ▪ Clarify terms

We recommend Toni Cavanagh Johnson’s guide “Understanding Children’s Sexual Behaviors: What’s Natural and Healthy” as a resource for more information on sex and sexuality in children. You can order a copy from Prevent Child Abuse Georgia, www.preventchildabusega.org.

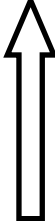
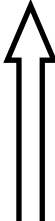
Appendix J

Outcome Measurement Framework

Successes/Outcomes	Measures/Indicators (SMART Objectives)	Measurement Tool(s)	Who?/How?

Appendix K

Logic Model Template

Outcomes 	5-10 Years	
	3-5 Years	
	1-3 Years	
Outputs 	Participants	
	Outputs	
	Activities	
Inputs		

Appendix L
Consequences and
Statistics Related to
Sexual Abuse and
Exploitation

Consequences and Implications of Sexual Victimization

- ⇒ Research indicates that children and adolescents exposed to sexual abuse are at risk of higher absentee rates, increased grade retention, higher need for special education services, and difficulty with school adaptation.¹
- ⇒ Adults with a history of child sexual abuse are more than twice as likely to report a suicide attempt.²
- ⇒ Adult survivors of child sexual abuse are almost twice as likely to be arrested for violent offenses as the general population.³
- ⇒ Adults with a history of child sexual abuse are 30% more likely than their non-abused peers to have a serious medical condition such as diabetes, cancer, heart problems, stroke, or hypertension.⁴

Sexual Violence and Youth National Statistics

According to Child Maltreatment 2014, sexual abuse represented 8.3% of reported child maltreatment cases. That is approximately 58,105 reported cases.⁵

David Finkelhor and colleagues report that 26.6% of females and 5.1% of males experience sexual abuse before they turn 18.⁶

The 2008 National Survey of Children's Exposure to Violence reported that 6.1% of the 10-17 year olds surveyed were sexually victimized in the past year and 9.8% over their lifetimes.⁷

Contrary to popular belief, child sexual abuse is most often committed by someone the child knows. Approximately 90% of children who are sexually abused know their abuser. Only 10% of sexually abused children are abused by a stranger.⁸

30% of children who are abused are abused by family members. 60% of children who are sexually abused are abused by individuals that the family trusts.⁹

As many as 40% of children who are sexually abused are abused by older, or more powerful children.¹⁰

Prior exposure to sexual abuse puts children at risk for sexual exploitation. Greater than 90% of children who are commercially sexually exploited have been sexually abused in the past.¹¹

23% of all 10 to 17 year olds receive unwanted sexual requests while on the internet.¹²

The annual cost of child sexual abuse in the United States is \$23 billion.¹³

In Georgia...

According to Child Maltreatment 2015, sexual abuse represented 3.4% of reported child maltreatment cases in the state of Georgia. That is approximately 927 reported cases.¹⁴

The Reality...

Sexual abuse is highly under reported. It is difficult to obtain an accurate measurement of sexual abuse due to stigma and issues with reporting. For many, recognizing sexual abuse and subsequently reporting, it are intimidating tasks. We need to equip mandated reporters and ultimately all adults with the tools and knowledge they need to recognize and put a stop to child sexual abuse.

Resources like Child Maltreatment 2015 offer some data on sexual abuse but the data are not fully captured by this resource. We must consider that there are other comorbidities that accompany sexual abuse such as physical and emotional abuse. Consequently, the data may not accurately depict the number of child abuse cases within the country and each individual state.

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