

Trainer Notes

Preventing Child Abuse and Neglect in Disaster Emergency Shelters

Workshop for Staff and Volunteers

Author

Anna Stone, MSW, LCSW



Developed by the National Resource Center for Child Protective Services
under grant # 90XW0015/01 with the Children's Bureau,
Administration on Children, Youth and Families,
Administration for Children and Families,
US Department of Health and Human Services
November 2006

The National Resource Center for Child Protective Services (NRCCPS) is funded by the Department of Health and Human Services, Administration for Children and Families Children's Bureau and operated by ACTION for Child Protection, Inc.

www.nrccps.org

925 #4 Sixth Street NW
Albuquerque, NM 87102
Phone #: 505/345-2444

PREVENTING CHILD ABUSE AND NEGLECT IN DISASTER EMERGENCY SHELTERS

Workshop for Staff and Volunteers

Anna Stone, MSW, LCSW

Developed by the National Resource Center for Child Protective Services
under grant # 90XW0015/01 with the Children's Bureau,
Administration on Children, Youth and Families,
Administration for Children and Families,
US Department of Health and Human Services
November 2006

TRAINER GUIDE

Estimated Time: 2 hours

OVERVIEW

- Welcome and Introductions
- Training Objectives
- The Impact of Family Displacement
- What Is Child Abuse and Neglect?
- What Is Physical Abuse?
- What Is Emotional Abuse?
- What Is Neglect?
- What Is Sexual Abuse?
- Potential for Abuse or Neglect: Vulnerable Children
- How to Prevent Child Abuse and Neglect
- How to Report Child Abuse or Neglect
- What Happens after the Report?
- Conclusion and Other Resources

Trainer Information

Needed for workshop:

1. Materials

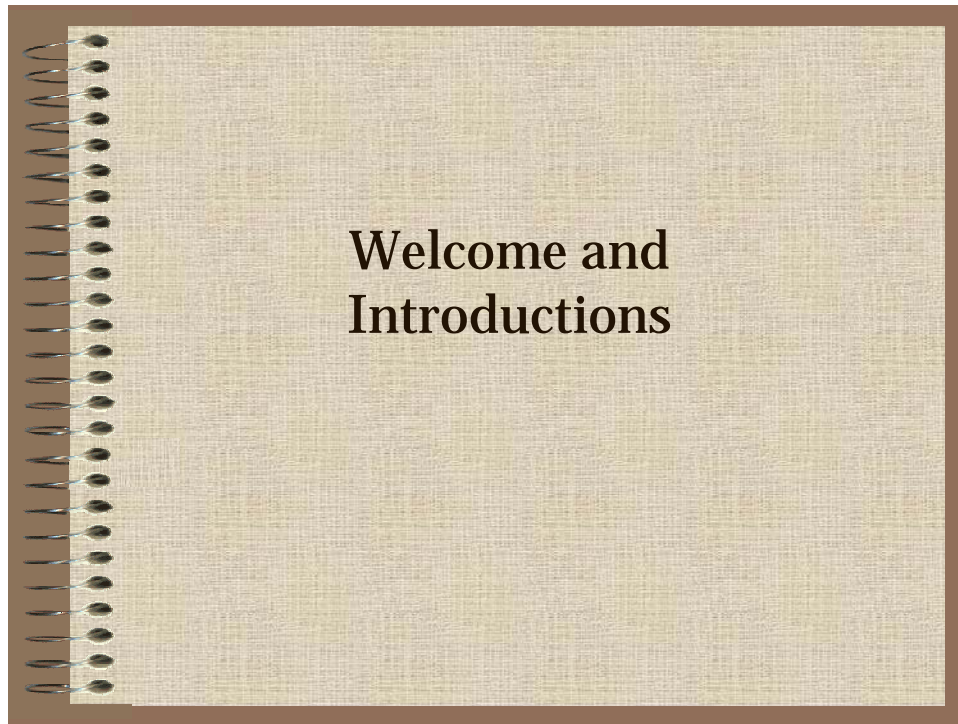
- Power Point slides show
- LCD projector and screen
- Flip chart and markers
- Name cards

2. Participant Handbook

- Handouts to accompany the workshop

3. Room Set-Up

- If the size and lay-out of the room allow, arrange the room in conference style (u-shaped).



Welcome and Introductions
(Estimated time: 10 minutes)

Note to Trainer:

1. This slide is not in the participant handbook.
2. Introduce self and welcome participants.
3. Participant introductions

As each person introduces himself with name and hometown, ask for:

- Past experience as staff or volunteer in shelter or other congregate living arrangement.
- Past experience with disaster relief.
- Role in working with families and children.
- Why they volunteered for this assignment.

Training Objectives

- Provide information to help understand how abuse and neglect occur.
- Present ideas about how you can help keep children safe.
- Let you know how to report suspected abuse or neglect if necessary.
- Emphasize some key principles.

Explanation of Training Objectives

(Estimated time: 5 minutes)

Note to Trainer:

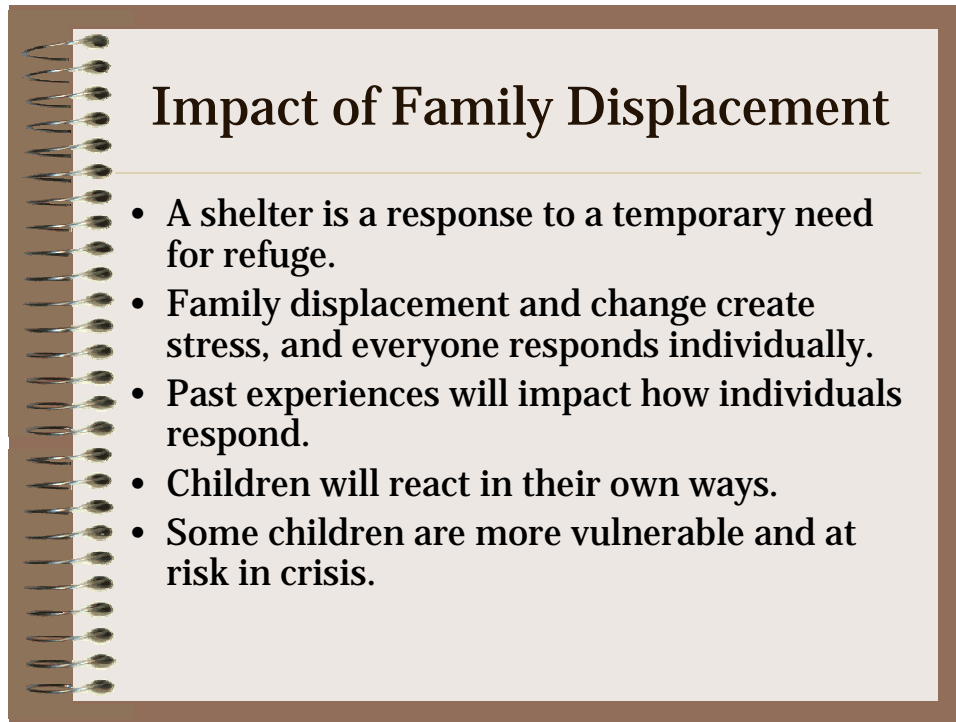
This slide is on page 1 of the participant handbook.

1. The events that lead to the displacement of families and establishment of a shelter cause a great deal of trauma for the community and for individuals and families. It brings together many people in close quarters where daily life has been disrupted and privacy is compromised. Among the functions for staff, volunteers and shelter residents is the responsibility to make the shelter a safe place for everyone. Shelters that house families must pay particular attention to the needs of children.

2. One of the risks to children in a congregate living arrangement is the potential for abuse and neglect. We are going to spend a little time today exploring some of the elements of different types of child abuse and neglect. Although this isn't always easy to think about, we want you to have some information about how abuse and neglect happen and who might be responsible. We also want you to know what to watch for and some things you might do to help make sure children are safe.
3. We'll explore ideas about how you could help prevent abuse and neglect. Finally, if you suspect a child might be abused or neglected at the shelter, we want you to know the steps you need to take. As child abuse and neglect is a complex issue, we will not have time today to go into great detail, but we have included additional information in your participant handbook. I will let you know as we go along when there is supplemental information included on a specific topic.
4. This might be a good time to say that there have not been a large number of reports of abuse in shelters in the past. We do feel, however, that it's important for you to be aware and prepared in case something occurs. We also want to remind you that you won't be alone in taking action. There will be people around for you to talk with regarding your concerns and observations.

5. Some key principles to keep in mind in working to keep children safe in a shelter environment include:

- Adults need to be aware of and responsible for the children around them.
- Disaster emergency shelters need to have close relationships with child protective services, child welfare, and law enforcement.
- Law enforcement and child protective services (CPS) need to be involved immediately where there is any suspicion of predatory activity of an adult toward a child.
- Disaster emergency shelters should establish guidelines for staff and volunteers that will help assure children are safe and staff/volunteers avoid allegations of misconduct.
- When children are not with family members, they should be segregated from adult sleeping quarters.
- Identify key people who can be available to assist in keeping children safe; make children aware of who these people are.
- Provide basic personal safety training for children.



Impact of Family Displacement
(Estimated Time: 10 minutes)

Note to Trainer:

This slide is on page 1 of the participant handbook.

1. Stress is often a factor in child abuse and neglect, and change can cause stress. We want to spend just a few minutes thinking about the experience of living in a temporary place like a shelter, separated from family and friends, and how that feels to both adults and children.
2. I'd like for us to create a list of some of the things that might be different for people when they come into a shelter, both bad and good. Can you think of some changes that occur for children and adults when they go to a shelter? There is a page in your participant

handbook where you can list these changes as we discuss them. See page 2.

Note to Trainer: Please list the ideas from the group on the flip chart. The following ideas should be included in the list:

Positives

- Feel safe—especially from weather elements.
- Have food and lodging.
- Have some information about what is going on.
- Have access to people who can help—American Red Cross, FEMA, state and community agencies including child welfare, CPS, and health care/Medicaid.

Negatives

- Some negative experience has occurred that made coming to the shelter necessary.
- Lack of privacy—for sleeping, bathing, family discussions, changing clothes.
- Loss of control—choice and quantity of food, times to eat, personal safety and schedule.
- Uncertainty regarding the future.
- Disruption/uncertainty of income.
- Limited personal belongings.
- Limited contact with friends/family.
- Reliance on others.
- Disruption in work/school schedule.

3. The negative list is pretty long. All of this creates stress for both children and adults, and we know that stress can affect how we deal with each other. It's important to remember that responses to trauma, stress and tragedy will be as different as the individuals with whom you will come in contact, and responses from any one individual can vary from one moment to the next. You can expect to see people who are lethargic, depressed, sad, upset, crying, angry,

hyperactive, combative, and/or unable to make decisions or take action. You'll also encounter people who are calm, upbeat, helpful and taking initiative to care for and plan for their family.

4. Each person has had a lifetime of experiences that will impact his response to being in the shelter. The things going on in the person's life prior to the disaster will play a role in his actions now. Any stressors present before the disaster will most likely be exacerbated by the loss of home and routine.

Examples:

- There may already be substance abuse, domestic violence, financial problems, mental health or physical health issues, even child abuse or neglect.
 - Some people in the shelter will have had positive experiences with government and community supports; some will have had negative experiences; and others, no particular previous experiences.
 - Many parents will have good parenting skills and an understanding of child development. They will understand behavior changes may occur with their child due to the trauma that has been experienced. Other parents will be less prepared.
5. Children will have a range of responses similar to that of adults, depending on their ages and life experiences. It's not unusual to see children regress in toilet training skills, express separation difficulties (such as clinging to parents when they leave) or

increased crying and “neediness.” There may also be outbursts of anger and destructiveness.

6. It is important to keep in mind that responses to disaster and to stress may vary across different cultures as well. Some cultural groups are reluctant to express emotion while others are comfortable with the expression of strong emotions such as anger, fear, etc.
7. A list of signs of distress in children is included in your handbook.
8. This list is in the handout, “Children’s Responses to Disaster.” Although prepared for classroom teachers, it is also appropriate for shelters and anyone caring for children.
9. Given all this information, it isn’t difficult to see why children might be at higher risk of abuse or neglect under these circumstances.

Handouts:

1) Blank page with heading: Changes for Families and Children in Shelters

2) Children’s Responses to Disaster: University of Illinois Extension: Disaster Resources,

<http://web.extension.uiuc.edu/disaster/teacher2/guide.html>. Click on “Children’s Responses to Disasters.”

What Is Child Abuse & Neglect?

- Recent acts or failures to act which result in death, serious physical or emotional harm, sexual abuse or exploitation.
- Act or failure to act which presents an imminent risk of serious harm.
- Child abuse happens with “regular” people.
- There is no easy way to identify someone who will abuse or neglect children.
- Some children are at higher risk by having special needs.
- Abuse can happen to any child, any age, including teenagers.

What Is Child Abuse and Neglect?

(Estimated time: 5 minutes)

Note to Trainer:

This slide is on page 5 of the participant handbook.

1. Abuse and neglect can occur through a broad range of interaction between adults and children. Formal definitions can become confusing, so for our purposes today we want to create a general context and some broad categories.
2. Essentially, abuse can be grouped as physical, emotional or sexual abuse. Neglect can be categorized as physical and emotional.

3. While poverty is often a factor in abuse and neglect, it's important for all of us to remember maltreatment of children happens in all racial, ethnic, social and economic backgrounds. Offenders can be either male or female. You can't tell by looking who will abuse or neglect children. It's important to pay attention to behaviors rather than drawing conclusions based on a person's appearance or even their interaction with you.
4. Neither are there clear "rules" to identify children who will be abused or neglected. Children with special needs may be targeted. For example, children who need special medical attention or have limited learning abilities, children who are very active or demanding are all potentially likely to be abused. But often the trigger for abuse or neglect may be something difficult for us to determine. For example, if a parent is not familiar with child development, the child's behavior can be age appropriate but considered unacceptable by the parent. So it's important to avoid stereotypes of both the offenders and the children.
5. It's also important to remember abuse and neglect can happen to any child, at any age, through no fault of their own. This includes teenagers. While their ability to care for themselves increases as children get older, they still have the right to expect appropriate discipline, affection and care. They have a right to be safe.

6. More information is located in the fact sheet, “What is Child Abuse and Neglect?”

Handout:

Fact Sheet: What Is Child Abuse and Neglect?

<http://www.childwelfare.gov/pubs/factsheets/whatiscan.cfm>

What Is Physical Abuse?

- Non-accidental injuries:
 - Bruises, cuts, burns, broken bones.
- Discipline is not physical abuse unless it leaves injuries.
- The offender is normally a parent or caretaker but can also be a stranger or older child.
- Often the injury is not intentional.

What Is Physical Abuse? (Estimated time: 10 minutes)

Note to Trainer:

This slide is on page 9 of the participant handbook.

1. Physical abuse is probably the category that first comes to mind. It's certainly the most visible. Essentially, anytime a child is injured at the hands of a parent or other caretaker other than through accidental means abuse might be suspected. Injuries include such things as: bruises, cuts, burns, broken bones and bald patches. Discipline is not abuse as long as it is administered in a reasonable manner considering the child's age and the issue for which he or she is being disciplined. But children should not be injured through discipline under any circumstances.

2. In your handbooks, you'll find more information about causes and indicators associated with physical abuse. "Recognizing Child Abuse and Neglect: Signs and Symptoms" is a fact sheet you can refer to.
3. Physical abuse frequently occurs at the hands of someone who is taking care of or "in charge" of the child: parents, family members, child care providers, teachers, etc. Most acts that result in physical abuse are an effort to discipline or punish a child. It's important to remember that physical abuse by a caretaker doesn't necessarily mean that this person is malicious or intends to harm the child. Most parents really love their children, and most people who work with children do so because they care about them.
4. Many times physical injury occurs because the caretaker lost control and lashed out. It may mean the person made poor choices about the method of discipline and didn't consider the degree of threat to the child. Other parents or caretakers may believe bruising a child through discipline is not wrong. Whatever the circumstances, the child needs someone to intervene on his or her behalf, to prevent the abuse if possible or to help assure it doesn't happen again. Because the stress of being in the shelter might make parents or others more apt to use poor judgment in disciplining, you could be in a unique position to help prevent it.
5. A kind word to the parent, offering an activity for the child, or assisting at that moment with a specific task may help relieve the

tension and allow the parent to approach the situation differently. We'll talk more about your role in this later.

6. Physical abuse can also occur at the hands of a stranger or another child. In the shelter environment, there may be an increased probability of bullying, for example. In these instances, it might be easier to help the child avoid situations where physical abuse can occur. When we talk about prevention, we'll want to think specifically about these kinds of situations.
7. A fact sheet on "Discipline vs. Abuse" is available to you in your participant handbook.

Handouts:

1) Fact Sheet: Recognizing Child Abuse and Neglect: Signs and Symptoms

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

2) Fact Sheet: Discipline versus Abuse

<http://psych.fullerton.edu/clindquist/dv/discipl.html>

What Is Emotional Abuse?

- There is an assault on child's self-esteem, mental health or social development.
- The offender most often is a parent or caretaker--someone whose approval is important to the child.
- It is sometimes coupled with physical abuse or neglect, but not always.

What Is Emotional Abuse?

(Estimated time: 10 minutes)

Note to Trainer:

This slide is on page 17 of the participant handbook.

1. Emotional abuse is damaging for children of all ages. Emotional abuse is essentially an assault on the child's self-esteem, mental health or social development. I bet you can give me some examples of emotional abuse. What comes to mind? Page 18 in your participant handbook can be used to list examples. The page is entitled "Examples of Emotional Abuse."

Note to Trainer:

Trainer should get several suggestions from participants. These can either be written on the flip chart or just done verbally. Among the list there should be:

- Yelling, screaming and cursing
- Calling the child names such as "worthless," "no good," "stupid," etc.
- Shaming or humiliating
- Blaming
- Threatening or frightening

When the trainer is comfortable the participants understand the concept, move on.

2. This list could obviously go on, but I think we can all agree on the kinds of things we're talking about.
3. There is more information about actions that would be considered emotionally abusive in your handbook. You can refer to the handout, "What is Emotional Abuse?" at a later time.
4. Like physical abuse, emotional abuse often happens at the hands of someone who is taking care of or "in charge" of the child: parents, family members, child care providers, teachers, etc. Emotional abuse can occur in connection with physical abuse or even neglect, but it's also possible for emotional abuse to happen without another type of maltreatment.
5. Like physical abuse, it doesn't necessarily mean the person responsible is malicious or a "bad person." The child, however, still needs someone to intervene on his or her behalf, to prevent the abuse if possible or to help assure it doesn't happen again. Because

of your role at the shelter, you may have opportunities to help prevent emotional abuse by your interaction with both parents and children.

Handouts:

1) Blank page with heading: Examples of Emotional Abuse

2) What is Emotional Abuse? (Help Guide Mental Health Issues)

www.helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm

What Is Neglect?

- Failure to provide for child's basic needs
- Can be:
 - Physical
 - Medical
 - Educational
 - Emotional
- Physical and emotional neglect are most relevant in the shelter.
- Poverty and neglect are not synonymous – make use of available resources.

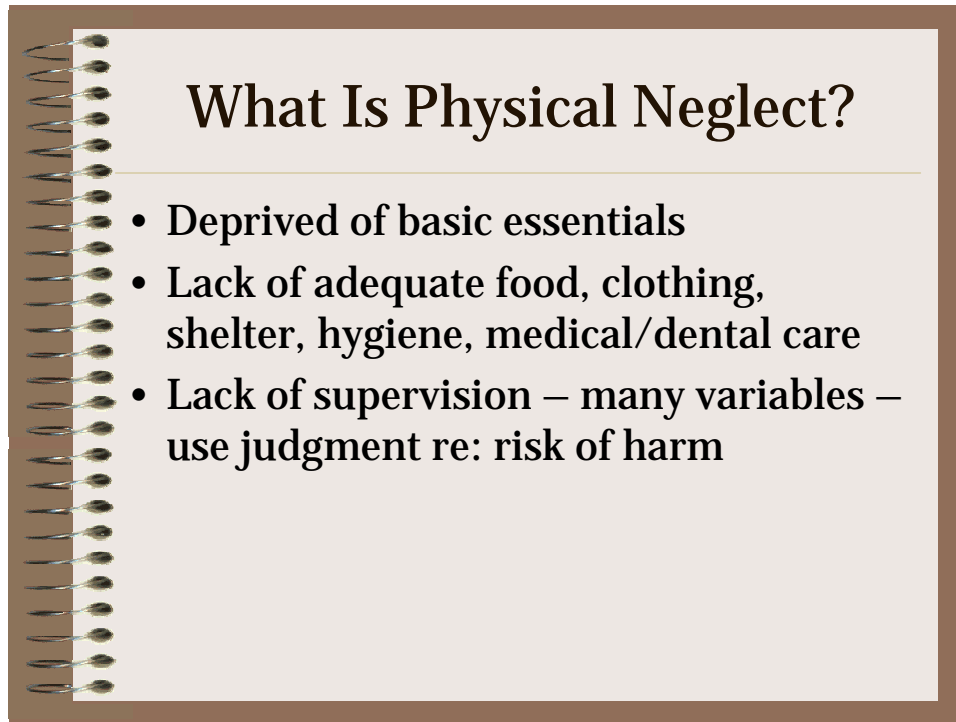
What Is Neglect?

(Estimated time: 20 minutes)

Note to Trainer:

This slide is on page 20 of the participant handbook.

1. Neglect is an action or inaction that results in a child being harmed or placed at risk of being harmed. With neglect, a child is deprived of basic essentials that may place him or her in an unsafe position.
2. Sometimes poverty is a concern, but it doesn't automatically mean children are neglected. It's really a matter of degree and whether or not caretakers take advantage of available resources, either their own or those provided in the community.



What Is Physical Neglect?

Note to Trainer:

This slide is on page 20 of the participant handbook.

1. As with abuse, physical neglect is generally more visible than emotional neglect. The most obvious forms are lack of adequate clothing, food, shelter, hygiene and inadequate medical/dental care. The handout, “Physical Neglect,” provides definitions of physical neglect.
2. Circumstances sometimes make it harder to determine if neglect exists. In the shelter setting, it might be more difficult to determine if the lack of proper clothing and sleeping arrangements, for

example, are a result of actual neglect or simply difficult circumstances.

3. In your role at the shelter, you are in a unique position to impact children in this area. You will probably know what supplies are available in the shelter and what services are being offered by community and state agencies, including medical care. You will want to be sure parents and other caretakers are aware of these resources so that they can provide the best possible care for their children under the circumstances. If parents do not avail themselves of resources, then there could be a concern of neglect.
4. If you see a child or family without basic essentials, it will be important to discuss this with someone in charge at the shelter so resources can be identified and so you can together determine if there is a greater problem to be addressed. It may be that you are seeing neglect as a result of the parent's own reaction to stress and trauma, but whatever the cause, the child or children involved will need your intervention.
5. Lack of supervision is another form of neglect. The degree of supervision necessary depends on many circumstances including the age and cognitive skills of the child, the number of children involved, the length of time the child is not supervised, other people in the area and the general environment. If you see a child unattended, you might want to make a quick assessment of possible harm.

6. We have already talked a little about the unsafe conditions that might present themselves in the shelter given the number of people and the lack of knowledge of each person's background. In your role at the shelter, it's a good idea to always be aware of where children are and who is with them. You may have the opportunity to encourage parents to keep children close or take advantage of regulated activities for children that have been arranged by the shelter.

Handout:

Fact Sheet: Physical Neglect

<http://www.childwelfare.gov/can/types/childneglect/physical.cfm>

What Is Emotional Neglect?

- Lack of positive attention
- Ignored, rejected
- No comforting when upset
- No positive reinforcement
- No physical affection
- Often coupled with emotional abuse and/or physical neglect

What Is Emotional Neglect?

Note to Trainer:

This slide is on page 22 of the participant handbook.

1. The last kind of neglect we want to mention is emotional neglect. Like other kinds of neglect, this implies something missing or not provided. In this case we are talking about a lack of positive attention. A child might be ignored or rejected. His or her needs for comforting may not be met. There could be a lack of positive reinforcement or a lack of physical affection. Emotional neglect is often part of a pattern that includes emotional abuse and/or physical neglect. If the child receives any attention, it will be negative. There is a fact sheet in the participant handbook entitled “Emotional Neglect” that you may refer to at a later time.

2. Particularly in shelter conditions, it may be hard to recognize this kind of neglect. The symptoms you will see in the child can vary from withdrawal to overt anger. Of course we identified all of these behaviors earlier as possible responses to the circumstances leading to their being in the shelter. The child's behavior is your clue to make other observations. Try to notice the child's behavior in the context of his or her family and what else is going on in the shelter. You might find small ways to offer encouragement and compliments to the child. Even eye contact and a smile can go a long way.

Handout:

Fact Sheet: Emotional Neglect

<http://www.childwelfare.gov/can/types/childneglect/emotional.cfm>

What Is Sexual Abuse?

- Inappropriate interaction, sexual in nature
- No easy ways to tell who will sexually abuse children
- Offender deliberately seeks victim
- *Any child can become a victim:
 - One in three girls
 - One in seven boys
- May be from dysfunctional home
- Also may be victim of physical or emotional abuse
- Increased vulnerability:
 - Family under severe stress or trauma
 - Young children with less developed cognitive skills
 - Adolescents – sexually curious and inexperienced

*(Tobin & Kessner, 2002)

What Is Sexual Abuse? (Estimated time: 30 minutes)

Note to Trainer:

This slide is on page 24 of the participant handbook.

1. The next category we want to mention is sexual abuse. In general terms, this is any inappropriate interaction between a child and an adult or a child and an older child that might be sexual in nature. This includes fondling, exhibitionism, obscene phone calls, exposure to pornography and rape. We want to spend some time on this kind of abuse because, in some ways, it's a little more complex than the other types. It's one of the few instances where someone seeks to abuse a child and plans activities that will help secure a victim.

2. As with other kinds of abuse, people who will sexually molest children come from all racial, ethnic and economic backgrounds. You won't be able to pick out abusers by the way they dress or look. They look like you and me. Although the majority of offenders are men, women also sexually abuse children.
3. Sexual abuse can happen to any child, at any age, through no fault of their own or their caregivers. This includes teenagers. Research estimates that one in three girls and one in seven boys are sexually abused before they reach age 18. (Tobin & Kessner, 2002) As we have discussed, people who would victimize children come in all shapes, sizes, ethnic groups and economic backgrounds. The offender seeks the sexual contact deliberately. Their approaches differ, and it's virtually impossible for a child or his or her parents to avoid all possible situations that may lead to vulnerability
4. There are a few things that may increase that susceptibility. Abusers become skilled at recognizing a child who might be more predisposed to respond to overtures of attention and affection. A child from a dysfunctional home, a child who is already physically or emotionally neglected and a child whose family is experiencing a great deal of stress or trauma are all more likely to be victims.
5. Younger children with less developed cognitive skills can be seduced and manipulated by clever offenders before the child can fully understand or recognize what is going on.

6. The typical adolescent is sexually curious, inexperienced and somewhat rebellious, leading to his or her own vulnerability to a skilled molester. The bottom line is that the adult is ultimately responsible.
7. There are three general categories of people who molest children: strangers, family members, and acquaintances. Each has a slightly different approach.
8. See handouts on “Sexual Abuse” and “Signs of Sexual Abuse” in the participant handbook.

Handouts:

1) Sexual Abuse

<http://www.childwelfare.gov/can/types/sexualabuse/>

2) Signs of Sexual Abuse

<http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm>

Sexual Abuse by Strangers

- Stranger danger
- Unknown to child/family
- Hangs around places children congregate (playground – video arcade, etc.)
- Looking for opportunity – child alone
- May target a certain age/sex, but not always
- Controls child through force
- May “trick” the child into coming close or going to an isolated location

Stranger Danger

Note to Trainer:

This slide is on page 28 of the participant handbook.

1. Stranger Danger probably comes to mind most often when the public thinks about sexual abusers—the person who hangs out at the playground. He may or may not know the children personally; he may be watching for a child who will be easy to separate from a parent, guardian or the other children.
2. A stranger who molests can either be interested in a child of a specific age/sex, or he may just be looking for the easiest target.

3. This person tends to control the child victim through confrontation, threats of force or actual physical force. He may also “trick” a child into coming close enough to him so he can grab the child and then forcibly take him or her.

4. Many prevention programs started with this sort of offender in mind. Some of you may remember school programs that focused on saying “no,” yelling and telling someone you trust. This is still good advice, along with staying close to parents and/or friends when away from home.

Sexual Abuse by Family Members

- Parent, step-parent, grandparent, uncle, older sibling, cousin etc.
- Control child through private access and family authority.
- Grooming process helps child think abuse is “normal.”
- Threats may imply the child will be “in trouble,” not necessarily physical violence.

Family Members

Note to Trainer:

This slide is on page 28 of the participant handbook.

1. Family members can also be involved in sexual abuse of children. This can be a parent, step-parent, or another person who is a regular member of the household. It can be an uncle, cousin or grandparent.
2. Relatives involved in sexual abuse rely on their private access to the child and family authority to control the child.
3. Familial abusers often start “grooming” a child at a young age with touching, tickling or other horseplay that seems at first “normal” or “ok.” Inappropriate touching may also occur during bathing or

helping a child use the bathroom or change clothes. At first it's subtle, and the child doesn't question the person with family authority and the implicit approval of the non-offending parent.

4. Relatives abusing children may increase the sexual contact as they grow comfortable that the child will not report. If they threaten the child, the threats are often less violent than those used by strangers. For example, "Mommy would be mad at both of us if she finds out, so don't tell."
5. Prevention is harder because the child is not in a position to say "no" and run away. Children are confused because this is a person who is also kind and attentive. Often children believe the sexual behavior is normal and happens in all families.

Sexual Abuse by Acquaintances (1)

- Builds trust with child.
- Very involved with children's activities.
- Pays attention, demonstrates affection, brings gifts, listens to the child.
- Lowers child's sexual inhibitions.
- For younger child, may turn attention to parents first, win their trust.

Acquaintance Offender

Note to Trainer:

This slide is on page 29 of the participant handbook.

1. The most common type of offender, though, is someone acquainted with the child. This person is someone the child knows and has come to trust, someone who might have befriended the child in a troubled time, someone who pays attention to him or her and listens. It may be a family friend or someone the child has contact with through school, church, social activities. It could even be someone working here at the shelter.
2. There are some similarities between family members who molest and acquaintance offenders. Both depend on building trust with the

child in order to facilitate the abuse. Both take things in stages so that the child finds him or herself involved before really understanding what is happening.

3. An acquaintance offender relates very well to children. He will get involved in activities that draw children, often excluding other adults, and he'll be the person who always seems ready to help. "He will treat children better than most adults, listen to their problems and concerns and fill their emotional and physical needs." (Lanning, K.V.)
4. This is part of the "seduction" process. The acquaintance offender will spend time getting to know the child, showing affection, bringing gifts, paying attention. He gradually lowers the child's sexual inhibitions.
5. Initially the touching may be innocent such as hugs, tickling or horseplay. Early advances will be subtle and easy to rationalize if the child reports the behavior.
6. Offenders interested in very young children may show attention to a child's parents, gaining their trust to obtain access to the child.
7. Prevention is again difficult. We want children to trust and respect family friends, club leaders and so on. The idea of saying "no" becomes much harder for a child under these circumstances.

8. Parents are generally shocked when they learn of the abuse. They accepted the offender's interest in their child as a good thing and may have even encouraged the child to spend time with the offender thinking the person was a good influence on the child.

Sexual Abuse by Acquaintances (2)

- **Difficult to detect:**
 - Society encourages healthy involvement with children.
 - Offender looks like “us”; harder to believe it’s happening.
 - No hard evidence.
- **If it seems too good to be true, it probably is.**

Acquaintance Offender

Note to Trainer:

This slide is on page 29 of the participant handbook.

1. You can see why it’s difficult to detect this sort of potential abuse. Helping children and/or their parents is something we encourage in society. It can be a very good thing. We don’t want to jump to conclusions and wrongly accuse someone. There are no easy telltale differences between offenders and the rest of us. So, what do you look for? It’s more a matter of degree. The best advice is the old adage, “If it seems too good to be true, it probably is.” If you see someone spending an inordinate amount of time with a child, bringing gifts, offering to help the child with personal hygiene, you may want to discuss this with someone in charge at the shelter.

2. The handout, “What to Watch for When Adults Are Around Children,” contains a checklist of warning signs.
3. Just a reminder—there’s a difference between responsibly and confidentially discussing your concerns with someone in authority and being involved with rumors or gossip. If you see something that makes you concerned, or just doesn’t feel “right,” bring it to the attention of the shelter director or someone else in charge. Here at this shelter, that person is (INSERT: name and contact information for at least one person in the shelter).
4. Again, shortly, we’ll talk about steps you can take in the shelter to help keep children safe.

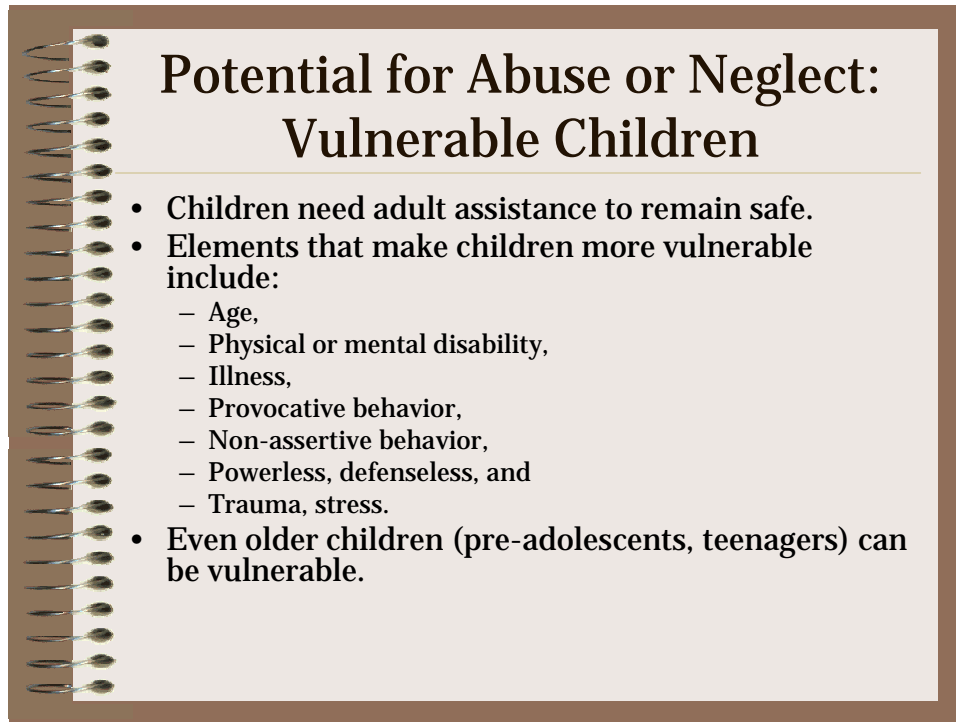
Handout:

What to Watch for When Adults Are Around Children, in *Prevent Child Sexual Abuse: Facts About Those Who Might Commit It*.

STOP IT NOW! 2005,

<http://www.stopitnow.com/mn/pdf/Facts%20about%20abuse.pdf>;

www.stopitnow.org



Vulnerable Children
(Estimated time 5 minutes)

Note for Trainer:

This slide is on page 31 of the participant handbook.

1. We started out this session by saying that shelters providing housing to families must be sensitive to the needs of children. That's a statement that most people would agree with. Why? Because we accept that children are vulnerable and, simply put, adults need to be sure children have their basic needs met and they are safe from harm.
2. For young children, it's easy to recognize their age as a main factor in their vulnerability. They clearly have neither the physical nor cognitive ability to care for themselves. Even for older children,

some concerns that make them more vulnerable are obvious—physical or mental disability and illness come easily to mind.

3. There are other issues that might be less apparent. Some children become easier targets for abuse because they have behaviors that irritate others. Often “helping people” don’t gravitate to such a child or youth to offer assistance. Others are non-assertive to the point they won’t ask for assistance even to meet basic needs. This last group attract so little attention to themselves they often go totally unnoticed. In a busy shelter, it would be easy to overlook such a child’s needs, particularly if he is a teenager.

4. We generally expect older youth to be able to be relatively independent, but all of these things can inhibit a young person’s ability to make good decisions, be assertive, provide for their basic needs and defend themselves. The shelter setting and the circumstances that led to the need for the child to be in the shelter tend to corrupt the older youth’s ability to keep him/herself safe. The routine of life has been altered for everyone in the shelter, and the youth may not have the resources available that had helped him or her manage prior to the disaster. For this reason, it’s important that shelter staff concern themselves not only with the very young but older youth as well.

How to Prevent Child Abuse or Neglect (1)

- Plan ahead.
 - Consider sleeping arrangements appropriate for families and individuals.
 - Arrange for special dietary and hygiene needs of infants and toddlers.
 - Develop activities for children of different ages.
 - Provide trained professionals to assist with trauma and family needs.
 - Ensure adequate and safe child care is available in the shelter.
 - Choose staff/volunteers wisely.

Prevention Tips

(Estimated time 20 minutes)

Note to Trainer:

This slide is on page 31 of the participant handbook.

1. Preventing child abuse and neglect will be only one of many things you'll have to think about while at the shelter. But if you're aware of it, there are many small things you can do to help prevent abuse and neglect. How do we keep this from happening here in the shelter? Given what you know, what ideas do you have? You may use page 32 in the participant handbook to record the ideas discussed.
2. The handout, "2006 Child Abuse Prevention Community Resource Packet," in the participant handbook includes information on how to access a packet of information and a poster for your use.

Trainer uses flip chart to record ideas.

**Please be sure the following things are mentioned:*

--Plan ahead—when the shelter opens.

--If you have the opportunity to think about the shelter arrangement prior to people arriving, consider what sort of accommodations can be made for families with children. If privacy curtains are not available, maybe a little space between family units can be maintained.

--Space for single people should be set up away from family units. This could help everyone feel comfortable.

--The need for activities geared at several different age levels and space to move around can be anticipated and planned for.

--Infants and toddlers have special needs for eating and hygiene. Being close to bathroom and/or kitchen facilities could be helpful.

--Be aware if the shelter has trauma specialists and case managers available and understand when/how you might refer someone.

Handouts:

1) Blank page with heading: Prevention Planning

2) 2006 Child Abuse Prevention Community Resource Packet

http://www.childwelfare.gov/preventing/prev_packet_2006.cfm

How to Prevent Child Abuse or Neglect (2)

- While shelter is open
 - Notice where children are and who is with them.
 - Be aware of activities involving children and adults.
 - Look for patterns of behavior.
 - Offer assistance to parents who are struggling.
 - Smile and give words of encouragement.
 - Arrange for a break in child care responsibilities.
 - Routinely check isolated places in the building.
 - Be suspicious if non-related person asks for information about a child.
 - Respond quickly if a child or parent asks for help.

Prevention Tips

Note to Trainer:

This slide is on page 35 of the participant handbook.

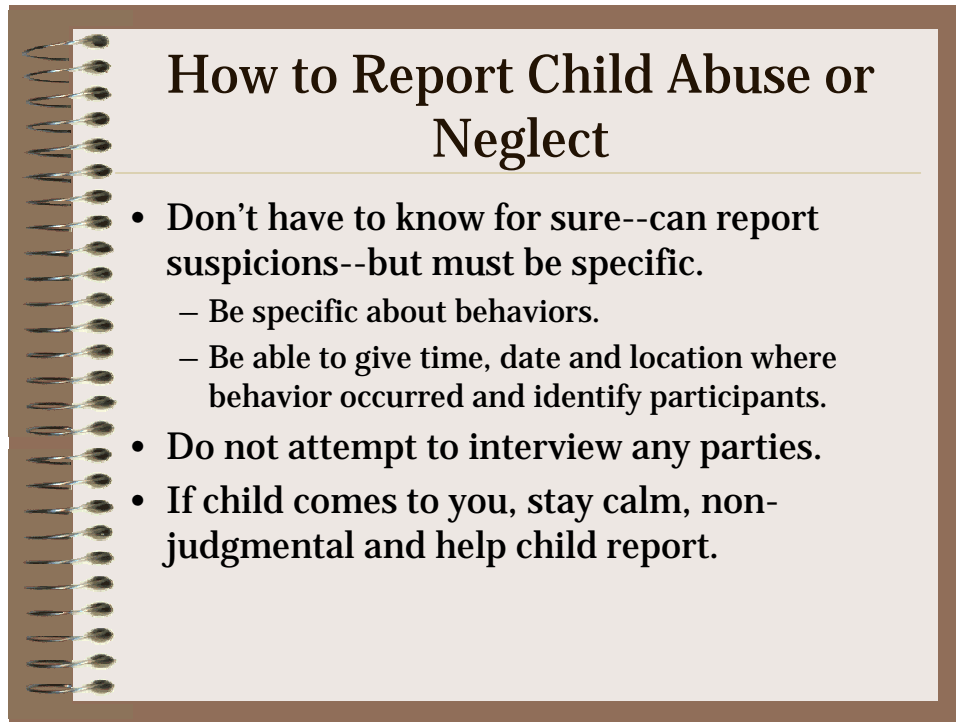
1. You may use the handout on page 36 of the handbook to list the prevention tips discussed.
2. Once the shelter opens
 - Notice where children are and who is with them.
 - Be aware of the kind of activities that are going on between children and adults.
 - Be prepared to step in if you see more assertive children bullying others.
 - Help children locate and return to their parents if separated.

- Look for patterns. Every parent gets angry with a child on occasion. Notice how the child responds and how often this occurs. For sexual abuse, the pattern is extremely important. The abuser is likely to follow a “process” to lure the child.
 - Be aware of parents who seem to be struggling with their children in the shelter. They may be overwhelmed and need some support.
 - Be prepared to offer a word of encouragement or perhaps arrange for the parent to take a break from child care responsibilities.
 - Familiarize yourself with the building and note quiet, isolated spots where a child could be taken. Check these locations from time to time.
 - Ask parents where their children are and with whom.
 - Be suspicious if someone other than the child’s caretaker asks you for information about a specific child.
 - Pay attention to the content of discussions for inappropriate language.
 - Respond quickly if a child or parent expresses a concern to you. Children are afraid they won’t be believed, so it’s important that you take the information seriously and help the child get to the appropriate authorities as quickly as possible.
3. You can see that most of these suggestions are things anyone can do. They really are just a matter of paying attention and, when possible, offering a child or his parent simple assistance, or even just a kind word. Prevention is about caring enough to get involved.

4. Recent experiences with disasters have suggested additional prevention strategies:
- Have a buddy system for children.
 - Bring in enough adult volunteers to assist with adequate supervision of children particularly when parents are dealing with survival issues (e.g., waiting in line to apply for benefits, counseling, etc.).
 - Work with local prevention partners ahead of time—Community-Based Child Abuse Prevention (CBCAP) points of contact in each State—to bring in family support groups to the shelter.

Handout:

Blank page with heading: Prevention Tips



Reporting Child Abuse and Neglect
(Estimated time 5 minutes)

Note to Trainer:

This slide is on page 37 of the participant handbook.

1. The final thing we want to spend a few minutes talking about is how to make a report. Sometimes prevention efforts aren't enough, and it's necessary to take steps to protect children from further abuse or neglect. As we have mentioned before, in the shelter there will be people with whom you should consult if you have growing concerns for a child's safety. If you feel a child is in danger, there are a couple of important points you should know.
2. You don't need to know for sure abuse or neglect has occurred. You do need to be able to clearly explain why you are concerned. You will

need to be as specific as possible about the behavior you saw and the time, day and place that the behavior occurred. You will need to name the individuals involved or be able to point them out in the shelter. It's important to report as soon after the incident as possible. If families or suspected abusers leave the shelter, it could be much more difficult for authorities to find and interview everyone.

3. If you have suspicions, do not attempt to interview the child, parents or abuser. Report your suspicions so the appropriate authorities can contact the necessary people.
4. If a child comes to you with an allegation, do not try to get the child to tell you the whole story, but let him/her say what he/she wants to say. Stay calm, make sure you understand what the child said and help the child locate the proper authorities.
5. As noted earlier, here at the shelter you should contact (INSERT: name and contact number for person) with any concerns you have. Once that contact is made, a number of things could happen.
6. The handout, "How to Report Suspected Child Maltreatment," offers more information on how to report. The handout, "Child Abuse Reporting Numbers" gives contact information for related organizations.

Handouts:

1) How to Report Suspected Child Maltreatment

<http://www.childwelfare.gov/responding/how.cfm>

2) Child Abuse Reporting Numbers

http://www.childwelfare.gov/pubs/reslist/rl_dsp.cfm?rs_id=5&ate_chno=11-11172

What Happens After Child Abuse Is Reported?

- What happens next?
 - The shelter will contact law enforcement and/or social services and information will be assessed.
 - Interviews may be conducted, usually quietly and unobtrusively.
 - You may or may not be interviewed.
 - The outcome will depend on the evidence gathered.
 - Due to confidentiality, you may not know the outcome.

What Happens after Child Abuse Is Reported?

Note to Trainer:

This slide is on page 47 of the participant handbook.

1. The shelter will generally have a protocol to handle such concerns. They may contact law enforcement and/or social services depending on the circumstances. People involved may be interviewed very quietly and unobtrusively. You may or may not be interviewed. Depending on the evidence they are able to gather, there may be one of several conclusions.
2. It's possible that nothing more will be done either because it was determined there was no abuse, or there was insufficient evidence to warrant further action. There may be services offered to the family.

Someone may be asked to leave the shelter. There may be an arrest and prosecution.

3. It's very possible you will not know the outcome of the investigation due to confidentiality. This is difficult at times because of your concern for the child involved, but it's important for you to know that you did the right thing by reporting your concern.

Conclusion

- Try to set up community relations and establish response protocols before disaster strikes.
- Remember that we all share the responsibility to prevent child abuse and neglect.
- Each and every one of us can make a difference.
- Thank you for your time and interest and for the work you do to assist families and keep children safe!

Conclusion

Note to Trainer:

This slide is on page 47 of the participant handbook.

1. We've covered a lot of information today in a short period of time. Obviously this is just an overview. I hope that it gives you some things to think about. Planning ahead is extremely important. Make necessary connections/relationships and establish response protocols in advance of disaster whenever possible. Preventing child abuse and neglect is something for which we all share responsibility. We can make a difference, each one of us. I hope you'll keep this in mind as you work in the shelter.
2. Thank you!!!

Other Resources

- Child Welfare Information Gateway (www.childwelfare.gov)
- National Resource Center for Child Protective Services (www.nrccps.org)
- American Humane Association (www.americanhumane.org)
- National Center for Missing and Exploited Children (www.missingkids.com)
- 2006 Child Abuse Prevention Community Resource Packet (order from Child Welfare Information Gateway 1-800-394-3366)
- Stop It Now! Toll-Free Helpline at 1-888-PREVENT

Other Resources

Note to Trainer:

This slide is on page 48 of the participant handbook.

1. For more information on the causes, prevention and responses to child abuse and neglect (especially sexual abuse) you may want to look at the resources identified on the slide.
2. Also, for more information on disaster planning, preparedness and response, there are two potential posters in your participant handbook—"My 8 Rules for Safety" and "Safety Tips for Adults." Handouts to reference are "Child Welfare Matters: Coping with Disasters" and "Coping with Disaster: A Guide for Child Welfare Agencies."

Handouts:

1) Poster – My 8 Rules for Safety

2) Poster – Safety Tips for Adults

3) Child Welfare Matters: Coping with Disasters (Spring 2006 from NRCOI)

<http://muskie.usm.maine.edu/helpkids/rcpdfs/cwmatters3.pdf>

4) Coping with Disaster: A Guide for Child Welfare Agencies (January 1995)

This is currently being updated. Please check the website for the updates.

<http://www.childwelfare.gov/pubs/copingdisasters.pdf>

Reference List

Lanning, K.V. (1989). *Child Molesters: A Behavioral Analysis for Law Enforcement Officers Investigating Cases of Child Sexual Exploitation*. Arlington, Virginia: National Center for Missing and Exploited Children.

Tobin, P. & Kessner, S.L. (2002). *Keeping Kids Safe, A Child Sexual Abuse Prevention Manual*. Berkeley, CA: Publishers Group West.