

DEVELOPMENTAL ISSUES IN CHILD SEXUAL ABUSE

TRAINER GUIDE

Professional
Development for
Hotline Operators



INTRODUCTION

Hotline Operator Training is a contract deliverable for MidSOUTH. This training is designed for new operators. In the initial round of training there may be experienced operators and supervisors in the training group.

Assembling Instructions:

This module has a series of handouts for participants. Handouts should be three-hole punched so that participants can file them in a binder. In this module please note: The master document is on the MidSOUTH web page.

Learning Outcomes:

Students will

- Recognize normal sexual behaviors in reports of possible child sexual abuse
- Recognize behavioral indicators of sexual abuse in reports of possible child sexual abuse
- Accurately differentiate between sexual abuse reports, behaviorally based referrals to DCFS and sexually aggressive juvenile reports

SECTION 1 INTRODUCTION AND ICE-BREAKER

- A. Begin the session by introducing yourself to the participants and welcoming them to the training. Take a few minutes to discuss the training. Refer participants to **Handout 1, "Agenda."** Cover a few "housekeeping" issues. These topics should include but are not limited to:
- Sign-in Sheets: Sign-in sheets must be completed for each training
 - Attendance: Credit for completing the training will only be awarded if the participant has attended the entire training.
 - Cell phones: Turn cell phones off during training.
- B. Conduct an icebreaker. One has been included but the trainer may substitute another exercise as long as the same purposes are accomplished.

MATERIALS LIST

Handout 1 – Agenda

Handout 2 – What's In It for Me?

Handout 3 – Sex Test

Handout 4 – What's New and Improved?

Handout 5 – Developmental Issues in Children's Sexual Behaviors

Handout 6 – Red Flags

Handout 7 – What Would You Do?

Flip Chart Set-ups for Small Group Work

PPT – Children with Sexual Behavior Problems

Interagency Agreement

TEACHING NOTES

Purpose

The purposes of this exercise are to determine what participants hoped to learn, and to determine their knowledge of normal and deviant sexual behaviors.

Materials

This exercise requires Handout 2, “What’s In It For Me?” and a flipchart set up for each small group.

Methodology

1. Pass out Handout 2, **What’s In It for Me?**
2. Ask each participant to spend a few minutes answering the questions on the handout.
3. If there is a large group, ask participants at each table to then compare their lists and decide whether there are common themes and issues. If the group is small, there will probably be sufficient time to cover everyone’s issues and concerns.
4. Call time and begin the debriefing/processing.

Processing

- As participants discuss their answers, make notes on the flipchart or whiteboard. Be attuned to common issues or themes.
- If there are issues that are clearly outside the scope of this session (such as questions about sexual abuse) make sure participants know it will be covered in another session. This training session concerns identifying normal and concerning sexual behaviors in children.
- Consider posting this list and returning to it as needed during the remainder of the training. Encourage participants to add material if something pops into mind.

- Trainers must be flexible enough to incorporate appropriate issues and concerns from this list.
- Move from this exercise into the next one using the points from the last question on this handout, “List two things you remember about the physical indicators of sexual abuse.”
 - Sexual abuse frequently leaves no definitive physical findings.
 - Physical findings may support a history, but rarely “prove” sexual activity.
 - Behavioral clues are going to be critical in sexual abuse investigations.

SECTION 2 OVERVIEW OF THE PROBLEM

Begin the session with the following exercise:

Purpose

The purpose of this exercise is to explore participants’ understanding of normal sexual development and to increase their awareness of the need to understand the range of sexual behaviors in order to assess whether a report should be taken.

Materials

This exercise requires Handout 3, “Sex Test” and a pen/pencil for each participant.

Methodology

1. Provide each participant with a copy of the “Sex Test.” Remember that the word “test” may be disconcerting. Explain that there will be no grade.
2. Give participants about 5 minutes to complete the test.
3. Ask participants to pick a partner. Let them compare answers and see if either changes an answer.

TEACHING NOTES

Processing

Review the correct answers with participants. Emphasize the need to be well acquainted with normal sexual behavior in order to make accurate determinations on documenting behaviorally based reports and under-age juvenile offender reports. Other points to cover include:

In surveys of professionals working with child abuse issues it was found that:

- There is more sexual activity by and among prepubescent children than the concept of latency suggests. We think children ages 6-10 are asexual but research does not bear this assumption out.
- Children engage in a wide range of sexual behaviors.
- The emergence of sexuality, experience of sexual arousal, early exploration of the body, and interpersonal body relationships occur primarily outside the family with peers.
- Much of the sexual behavior of children occurs in a climate of secrecy, without opportunity for adult observation or intervention.
- The task for the Hotline operator is to make a preliminary determination of when sexual behavior has crossed the line of normal into behavior that is concerning and needs further exploration.
- The rest of this workshop is going to provide tools to help determine when sexual behavior ought to be considered concerning.

SECTION 3 DOCUMENTED BEHAVIORALLY BASED REPORTS/UNDER-AGE JUVENILE OFFENDER REPORTS

Pass out Handout 4, "When Behaviors are the Clue." Be sure participants are aware this is not a change in the legal definitions of sexual abuse, but is instead a change in the procedural handling of reports and a reflection of the interagency agreement between DCFS and CACD.

TEACHING NOTES

Documented Behaviorally Based reports are those where:

- Children (usually very young) are acting out sexually with inanimate objects, with animals, or upon themselves.
- The behavior is out of the range of normal childhood sexual behavior.
- There has been no verbal disclosure of abuse.
- These reports will be documented in the system.

Under-Age Juvenile Offender reports are those where:

- A report is received by the Hotline alleging behavior by a child aged 13 or younger that, if true, would result in the child being named as an offender if he or she was 14 years of age or older.
- The child is acting out sexually with other children in a manner that has elements of force and/or compulsion.
- The report is registered and assessed by DCFS if the child is under 10 and by CACD if the child is 10 years old or older.

Discussion Point: The first task of the Hotline operator is to try to determine whether the behavior being reported is of a level of concern to justify either documenting the behavior in the system or accepting it as an under-age juvenile offender report.

SECTION 4 ASSESSING SEXUAL BEHAVIORS

Pass out Handout 5, “Developmental Issues in Children’s Sexual Behaviors” and Handout 6, “Red Flags in Children’s Sexual Behaviors.” Cover this material with the group by using the PowerPoint presentation, “Children with Sexual Behavior Problems.” Handouts 5 and 6 summarize the PowerPoint presentation.

TEACHING NOTES

There are several typologies of sexualized behavior in children. (The rationale for selecting this typology is that DCFS workers are being trained to this material.) This typology lists a continuum of sexual behaviors and sets out red flags that should alert informed observers to potential problems. The continuum of sexual behaviors is:

1. Normal sexual exploration
2. Sexually reactive
3. Extensive mutual sexual behaviors
4. Children who molest

After the presentation, conclude the training session by asking if the following behaviors are problematic based on the material in the handouts. Assign small groups or individuals a specific scenario from Handout 7, “What Would You Do?”

1. Two four-year-olds are playing in the yard. One lifts up the dress of the other and attempts to look at her genitals. This behavior falls well within the range of normal.
2. The same situation as above, except that the one who wants to look hits and slaps the other child when she tries to pull her dress down. The behavior is now more concerning because of the attempts to force the child. Whether it would be accepted and how it would be directed (Under-age Juvenile Offender or Documented Behavioral Report) is probably going to depend on several other factors. Ask the class, “How would you handle this report if the caller told you the child who was hitting had disclosed that ‘Uncle Jimmy makes me let him look at my tee-tee. He pulls my panties off’?” If Uncle Jimmy is doing this, it may meet a definition of sexual contact.

TEACHING NOTES

TEACHING NOTES

3. The child doing the looking is eleven years old and bribes the two-year-old with candy. This goes back to forcible compulsion – significant difference in age, development, and elements of coercion.
4. A three-year-old is found with his mouth on the chihuahua's penis. This is clearly beyond the scope of normal sexual play. This is, at a minimum, a documented report (if there is no disclosure on the child's part).
5. A four-year-old likes to take off her bathing suit in the back yard swimming pool. Normal
6. A six-year-old frequently rubs her genitals. Normal – may want to ask questions to see if the child has symptoms such as genital redness, which might indicate a yeast infection.
7. A three-year-old frequently masturbates at naptime by hunching her pillow until she falls asleep. Normal
8. An eight-year-old developmentally delayed child masturbates constantly. She cannot be redirected into other activity. She jumps on other children at school and hunches against them, even when they are struggling to get away. She was questioned by her teacher but has not made a disclosure of sexual abuse. Her behaviors are concerning and outside the realm of normal sexual curiosity.

Time permitting, ask the group to look at the extra scenarios. Have them identify whether the sexual behaviors in the scenarios are concerning and the facts support their answers (These scenarios are also used in the Indicators of Sexual Abuse Module).

WORKER MATERIAL

HANDOUT 1**DEVELOPMENT ISSUES IN CHILDREN'S SEXUAL BEHAVIOR
HOTLINE OPERATOR TRAINING****AGENDA**

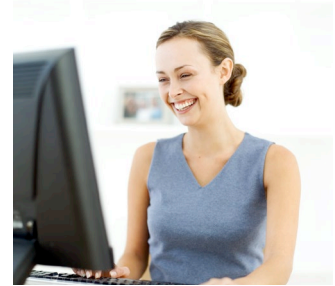
- I.** Introductions, Housekeeping, and Icebreaker
- II.** Overview of the Problem
- III.** Documented Behaviorally Based Reports/Under-age Juvenile Offender
- IV.** A Closer Look at Sexual Behaviors
- V.** Practice Scenarios

HANDOUT 2

WHAT'S IN IT FOR ME?**DEVELOPMENTAL ISSUES IN CHILD SEXUAL ABUSE**

If this training only addressed two things, I hope they would be:

- 1.
- 2.

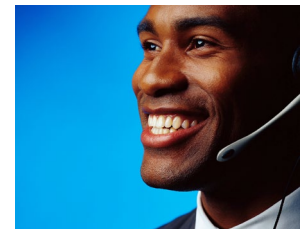


With regard to behaviors associated with sexual abuse, I would like to know more about:

When I am handling calls about sexual abuse, two things that really make me crazy are:

- 1.
- 2.

Something that would make this part of my job easier is:



HANDOUT 3

SEX TEST

- | | | |
|--|---|---|
| 1. Children do not exhibit sexual play or sexual behavior until they are teenagers, unless they have been sexually abused or inappropriately stimulated. | T | F |
| 2. Parents should be concerned if baby boys have erections while they are nursing. | T | F |
| 3. Babies (boys and girls) touch their genitals as soon as they develop the necessary motor coordination, but these touches are random and no more likely to occur than the infant touching any other body part. | T | F |
| 4. Even though six- and seven-year-olds have a strong sense of modesty, the natural curiosity of childhood is likely to emerge in games that permit sexual exploration. | T | F |
| 5. School age girls (6-12) don't usually masturbate, although school age boys do. | T | F |
| 6. In societies that do not repress child sex rehearsals, sexual play continues and maybe more frequent during "latency" years (6-11). | T | F |
| 7. The adolescent growth spurt is an old wives' tale that has no validation through research. | T | F |
| 8. Adolescents should not fantasize when masturbating because fantasy at this age is a sign of deviant sexual development. | T | F |
| 9. Children or adolescents who engage in same-sex play or exploration usually grow up to be homosexual, so such behavior should be punished when discovered. | T | F |
| 10. The age of first sexual experience for girls is younger than it was forty years ago, proving girls are more promiscuous than they use to be. | T | F |

HANDOUT 4

WHEN BEHAVIORS ARE THE CLUE**Behaviorally Based Reports**

- Children (usually very young) who are acting out sexually with inanimate objects, with animals, or upon themselves.
- The behavior is out of the range of normal childhood sexual behavior.
- There has been no verbal disclosure of abuse.
- These reports (concerns) will be documented only.

Under-Age Juvenile Offender

- A report is received by the Hotline alleging behavior by a child aged 13 and under that, if true, would result in the child being named as an offender if he or she was 14 years of age or older.
- The child is acting out sexually with other children in a manner that has elements of force and/or compulsion.
- Under-age Juvenile Offenders aged 10 and older will be assigned to CACD. Under-age Juvenile Offenders under the age of 10 will be assigned to DCFS. All Foster Children determined to be Under-age Juvenile Offenders will be assigned to CACD.

The first task of the Hotline operator is to try to determine whether the behavior being reported is of a level of concern to document in the system or meets the child maltreatment requirements to assign as an under-age juvenile offender report.

HANDOUT 5

DEVELOPMENTAL ISSUES IN CHILDREN'S SEXUAL BEHAVIORS

Overview of the Problem

A. Survey of professionals working with child abuse issues

1. There is more sexual activity by and among prepubescent children than the concept of latency suggests.
2. Children engage in a wide range of sexual behaviors.
3. The emergence of sexuality, experience of sexual arousal, early exploration of the body, and interpersonal body relationships occur primarily outside the family with peers.
4. Much of the sexual behavior of children occurs in a climate of secrecy, without opportunity for adult observation or intervention.

B. Norms for children's sexual behavior

1. Wide range of normal sexual behavior
 - a. 0-4 years old
 - i. limited peer contact
 - ii. self-exploration
 - iii. disinhibition
 - b. 5-7 years old
 - i. increased peer contact
 - ii. experimental
 - c. 8-12 years old
 - i. increased peer contact
 - ii. experimental
 - iii. disinhibition/inhibition
2. Use of the Child Sexual Abuse Inventory
 - a. Frequency of Sexual Behaviors Among Non-Abused 2–12-year-olds (Children who **have not been** abused **frequently** engage in these types of behaviors):

Common Behaviors	Percent
Shy with men	64.5
Boy-girl toys	53.9
Walks around house in underwear	52.2
Scratches crotch	52.2
Touches sex parts at home	45.8
Walks around nude	41.9
Undress in front of others	41.2

Friedrich, W.N., Grambach, A., Broughton, D., Kruper, H. & Bielke, R. L. (1991). Normal sexual behavior in children.

- b. Frequency of Sexual Behaviors Among Non-Abused 2–12-year-olds (Children who **have not been** abused rarely engage in these types of behavior):

Common Behaviors	Percent
Puts mouth on sex parts	.1
Ask to engage in sex act	.4
Masturbate with object	.8
Insert object into vagina/anus	.9
Imitates intercourse	1.1
Sexual sounds	1.4

Friedrich, W.N., Grambach, A., Broughton, D., Kruper, H. & Bielke, R. L. (1991). Normal sexual behavior in children.

C. Continuum of sexual behaviors (Cavanaugh Johnson)

1. Normal sexual exploration
2. Sexually reactive
3. Extensive mutual sexual behaviors
4. Children who molest

HANDOUT 6**RED FLAGS IN CHILDREN'S SEXUAL BEHAVIORS**

(Cavanaugh Johnson)

- Children involved in the sexual behaviors do not have an ongoing mutual play relationship.
- Sexual behaviors are engaged in by children of different ages or developmental levels.
- Sexual behaviors are out of balance with other aspects of the child's life and interests.
- Children seem to have too much knowledge about sexuality and behave in ways more consistent with adult expression.
- Sexual behaviors are significantly different than those of other same-age children.
- Sexual behaviors which continue in spite of consistent and clear requests to stop.
- Children who appear to be unable to stop themselves from engaging in sexual activities.
- Sexual behaviors which occur in public or other places where the child has been told they are not acceptable.
- Children's sexual behaviors are eliciting complaints from other children and/or adversely affecting other children.
- Children's sexual behaviors are directed at adults who feel uncomfortable receiving them.
- Children (four years and older) do not understand their rights or the rights of others in relation to sexual contact.
- Sexual behaviors progress in frequency, intensity, or intrusiveness over time.
- Fear, anxiety, deep shame, or intense guilt is associated with the sexual behaviors.
- Children engage in extensive, persistent, mutually agreed upon adult-type sexual behaviors with other children.
- Children manually stimulate or have oral or genital contact with animals.
- Children sexualize nonsexual things or interactions with others.

- Sexual behaviors which cause physical or emotional pain or discomfort to self or others.
- Children use sex to hurt others.
- Verbal and/or physical expressions of anger precede, follow, or accompany the sexual behavior.
- Children use distorted logic to justify their sexual actions.
- When coercion, force, bribery, manipulation, or threats are associated with sexual behaviors.

HANDOUT 7**WHAT WOULD YOU DO?**

1. Two four-year-olds are playing in the yard. One lifts up the dress of the other and attempts to look at her genitals.
2. The same situation as above, except that the one who wants to look hits and slaps the other child when she tries to pull her dress down.
3. The child doing the looking is eleven years old and bribes the two-year-old with candy.
4. A three-year-old is found with his mouth on the chihuahua's penis.
5. A four-year-old likes to take off her bathing suit in the back yard swimming pool.
6. A six-year-old frequently rubs her genitals.
7. A three-year-old frequently masturbates at naptime by hunching her pillow until she falls asleep.
8. An eight-year-old developmentally delayed child masturbates constantly. She cannot be redirected into other activity. She jumps on other children at school and hunches against them, even when they are struggling to get away. She has been questioned by her teacher but has not made a disclosure of sexual abuse.
9. A reporter states that a child is displaying inappropriate sexual behaviors. The child is 7 years old and plays with herself in her vaginal area at school during class frequently. When she sees the teacher look her way, she stops until it appears she is no longer looking. Although the teacher has told her to stop this behavior, she continues. When the child is asked why she does these things, she will not say anything. When asked if someone has touched her in her private area, the child says, "No." The child frequently brings new things to school and tells the class that her mother's boyfriend gives her nice things all the time. She is often late for school when her mother's boyfriend drops her

off. The reporter states that the mom knows about her boyfriend's past child molestation charges, but states that he was wrongly accused, and he could never do anything like that to a child.

Are the sexualized behaviors normal or concerning? Are there indications of grooming? Explain your answer.

1. The reporter states the child is displaying inappropriate sexual behaviors. The child is 7 years old and plays with herself in her vaginal area at school during class frequently. When she sees the teacher look her way, she stops until it appears she is no longer looking. When the child is asked why she does these things, she will not say anything. When asked if someone has touched her in her private area, the child says, "No." The child frequently brings new things to school and tells the class that her mother's boyfriend gives her nice things all the time. She is often late for school when her mother's boyfriend drops her off. The reporter states that the mom knows about her boyfriend's past child molestation charges, but states that he was wrongly accused, and he could never do anything like that to a child.

Would you take this report?

Why or why not?

2. You receive a call about the following family:

The family consists of a mother and her three children, ages 8, 6, and 4 years old. The mother's uncle helps with childcare. The family recently moved in with the uncle because he was single, living alone, and has a big home. He works different hours than the mother. He told his niece that he loves her children and would like to help her care for them since she is a single mom. The caller is the estranged husband of the mother. He is concerned because he reports the uncle is a homosexual and single men should not care for children.

The oldest child has become withdrawn lately in class and her grades are falling. She said she does not like her family living with her great uncle. When she is asked why, all she will say is that she doesn't like the big people games that he always wants to play. The 6-year-old has started acting out in class and will not talk when she is asked if she enjoys living with her uncle.

Would you take this report?

Why or why not?