



My Body Belongs to Me

A Child Personal Safety Education Tool Kit For
Parents & Teachers

Preschool to 5th Grade



This toolkit includes the following items:

- Brief description of the "My Body Belongs to Me" Program
- Outline of the Children's Presentation
- Tips for teaching children personal safety skills
- List of "What If" role plays to test the child's knowledge
- Myths and Facts about child sexual abuse
- Safety planning with your child
- Additional resources & information for parents and teachers

This program is administered by Interface Children & Family Services
4001 Mission Oaks Blvd., Suite I, Camarillo, CA 93012

For more information about our program contact our Child Abuse Prevention Specialist at (805) 850-4563



ARE YOU CONCERNED ABOUT YOUR CHILD'S PERSONAL SAFETY? DON'T BE AFRAID - BE INFORMED!

- ☐ Does your child know how to recognize potentially dangerous situations and people?
- ☐ Does your child know that "secret touches" are not allowed between adults and children?
- ☐ Does your child know to tell you if an adult or an older kids asks them to keep a secret?
- ☐ Does your child know what Internet Safety is?
- ☐ Does your child know the 7 signals that give them the right to say, "NO!" GET AWAY and TELL a trusted adult? (See Seven Signals on page #24).

YOUR CHILD WILL LEARN ALL OF THIS WITH OUR "MY BODY BELONGS TO ME" PROGRAM

Our "My Body Belongs to Me" program teaches children about personal boundaries without making them afraid.

The overall message is that, most people are good, but there are a few people who have a "touching problem" and if your child were ever confronted with this kind of person, they could say "NO", GET AWAY, and TELL a trusted adult.

All presentations are conducted by trained child-safety presenter from Interface Children & Family Services in your child's classroom and in the presence of their teacher.

**Thank you for helping your child learn how to stay safe with the
My Body Belongs to Me Program!**

**For more information call (805)850-4566
Email us at: fvispresentations.org
Visit us at: www.icfs.org**

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My Body Belongs to Me

Personal Safety & Child Abuse Prevention Program

Program Overview

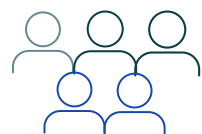
My Body Belongs to Me is a child abuse prevention program that works to educate and empower children about personal safety in a non-threatening way. This program is for children from preschool through 5th grade, their families and school staff. My Body Belongs to Me teaches children how to respond to potentially dangerous people and situations and it is offered to schools, day-care centers and other child care and youth facilities free of charge.

According to the Child Molestation Research & Prevention Institute, 95% of sexual abuse is preventable through education and awareness. The goal of My Body Belongs to Me is to reduce child abuse in Ventura County through providing effective prevention education to school aged children, their families and the community. Through the power of education, children, parents and educators will be better equipped to prevent child abuse.

Why It Matters



1 in 3 girls are sexually abused before the age of 18 (The Advocay Center).



1 in 5 boys are sexually abused before the age of 18 (The Advocay Center).



In April 2021- March 2022, there were 1,158 child sexual abuse reports in Ventura County, according to the California Child Welfare Indicators Project.

Child sexual abuse can happen anywhere, in any neighborhood, religion, racial or ethnic group, and among the rich, the poor and everywhere in between (Child Sexual Abuse Prevention and Protection Center).

Effective Workshops

	Staff	Parents	Pre-K	K-3rd grade	4th-5th grade
	1 hour	1 hour	30 min	30 min	45 min

Each workshop and presentation include a pre- and post- survey and the children's presentation includes an additional 90-day post survey to track the increased knowledge of participants.



My Body Belongs to Me Program Overview

Educator's Workshop: One-hour presentation scheduled prior to the children's presentation

Learning Objectives

Educators will:

- ✓ Learn about child sexual abuse awareness, prevalence, and prevention
- ✓ Recognize the signs that could indicate a child may have experienced abuse
- ✓ Learn techniques to appropriately respond to inappropriate sexual behaviors and disclosures of abuse
- ✓ Revisit Mandated Reporting laws and how to file a suspected child abuse report

Parent Workshop: One-hour presentation scheduled prior to the children's presentation

Learning Objectives

Parents will:

- ✓ Preview the children's presentation
- ✓ Learn about the prevalence of child sexual abuse and tips to help prevent and protect
- ✓ Recognize the signs that could indicate a child may have experienced abuse
- ✓ Learn strategies to practice personal safety skills with children
- ✓ Learn how to respond to disclosures of abuse and community resources

Children's Presentation: Students will receive the presentation in their usual classroom setting

Learning Objectives

PreK (20-30 minute presentation) Students will:

- ✓ Learn and practice when to say "NO," Get Away, and Tell an Adult Helper
- ✓ Learn about and practice using their power voice

Kinder-3rd Grade (30-minute presentation) Students will:

- ✓ Learn and practice when to say "NO," Get Away, and Tell an Adult Helper
- ✓ Learn about and practice using their power voice

4th-5th Grade (45-minute presentation) Students will:

- ✓ Learn everything listed under the PreK-3rd grade presentation description
- ✓ Learn about and practice personal boundaries

For more information about our program, contact our Prevention Services Program Coordinator at (805) 850-4562 or Child Abuse Prevention Specialist at (805) 850-4566

Seven Signals

Each signal gives you the right to say "NO!", GET AWAY, and TELL a Safe Adult Helper

1. Secret



A secret touch is when someone tells you to keep a touch a secret. If someone touches you and says "You can't tell anyone," that is NOT OKAY. You can always talk about touches to your body; your body belongs to you!

2. Scary



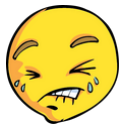
A scary touch is a touch that is scary to YOU even if it is not scary to anyone else. It is NOT OKAY if someone does or says something that scares you. You can always TELL a trusted adult.

3. Self-Talk



Self-talk is when you might touch someone else in a way that is NOT OKAY. You can TELL yourself "NO!," you can GET AWAY, and you can TELL or ask a trusted adult to help. You can use self-talk to make the RIGHT choice!

4. Say "Ouch!"



Touches that hurt your body or make you say, "Ouch!" can be unsafe. If someone hurts your body or says they are going to hurt you, get away from them and ask a trusted adult for help.

5. Swimming Suit covered areas (Private Parts)



Swimming suit covered areas are the parts of your body that you cover up when you go swimming, and they are also known as your private parts. It is NOT OKAY for someone to touch your private parts or make you touch the private parts of someone else.

6. Simply Don't Like



A touch (any touch at all) that you simply don't like. If you don't like a touch, you can always say, "No thank you" or "I don't like that."

7. Shocked or Confused



A touch that makes you feel shocked or confused, or gives you an "Uh, Oh" feeling inside. This can also be something you see on TV or on the internet that makes you feel this way. You can say, "NO", turn it off or walk away.

Child Personal Safety Videos

K - 3rd Grade



"My Body Belongs to Me" Video

Written by Jill Starishevsky

Available to view on YouTube:

<https://www.youtube.com/watch?v=a-5mdt9YN6I&t=147s>

4th - 5th Grade



"Secrets" Video

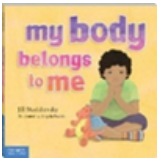
Protect Yourself Rules: Secrets

Available to view on YouTube:

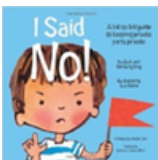
<https://www.youtube.com/watch?v=uAD17zMgjHc>

Note: For the "My Body Belongs to Me" Video," children will only be viewing a partial piece of the video (2:10 minute mark)

Books for Parents on Talking with your Children about Sexuality



[My Body Belongs to Me: A Book About Body Safety](#) by Jill Starishevsky



[I Said No! A Kid-to-kid Guide to Keeping Private Parts Private](#) by Kimberly King



[Talk to Me First: Everything You Need to Know to Become Your Kids' "Go-To" Person about Sex](#) by Deborah Roffman



[From Diapers to Dating: A Parent's Guide to Raising Sexually Healthy Children from Infancy to Middle School, Second Edition](#) by Debra Haffner.

Child Sexual Abuse and Vulnerable Populations

Commercial Sexual Exploitation of Children (CSEC) is one form of child sexual abuse. CSEC occurs when a child is bought, traded or sold for sexual acts by an individual. CSEC also includes the recruitment, harboring, transporting, provisioning or obtaining of a person for the purpose of a commercial sex act (Darkness to Light).

Although all children are at risk for trafficking, national data shows that the below populations are at highest risk of victimization:

- Females
- Kids in the welfare system
- Kids from low income communities
- LGBTQ+ Kids
- Homeless Kids
- Kids who have previously experienced any form of trauma

Children with any type of disability are **3.44** times more likely to be a victim of some type of abuse, compared to children without disabilities

1 IN 10 children will be sexually abused before the age of **18**



\$3-20 BILLION Yearly profits globally from child pornography

42% of victims were brought into trafficking by a member of their own family



93% of victims under the age **18** of know their abuser

70-90% of children who were victims of commercial sexual exploitation had been sexually abused before being commercially exploited.

According to Polaris. Online recruitment for trafficking increased by **22%** during the pandemic.

\$32 BILLION
Yearly profits in Human Trafficking in the U.S. alone

Children as young as **10** are actively recruited for sexual exploitation or pornography.

All statistics retrieved from The Polaris Project and Darkness to Light. For more statistics and information visit:

- www.polarisproject.org
- www.d2l.org

Behaviors and Indicators

Child Sexual Abuse is:

- Any sexual activity between an adult and child under the age of 18 years old.
- Sexual activity between two children of significantly unequal power or development can also be abusive.

While the presence of the following behaviors does not mean that a child has been sexually abused, a pattern of these behaviors usually indicates that a problem exists. It is important to talk with a child who exhibits a pattern of behavioral problems and to seek any necessary help.

- Headaches, stomach pain, or chronic pain
- Change in appetite
- Significant weight gain or loss
- Bathroom accidents
- Sleeping problems or nightmares
- New words for private body parts that were not learned at home
- Sexual activity with toys, dolls or other children
- Mimicking adult sexual behaviors, e.g. French kissing, “humping”
- Asking not to be left alone with a certain adult, child, or babysitter. Ask your child what it is about that person or what they do that makes your child not want to be around them. Even if the child is not ready to provide details, seriously consider ending your child’s contact with that person.
- Mood changes when left with a certain person (e.g., going from talkative and cheerful to quiet and withdrawn)
- Cutting, burning or self-mutilation
- Suicidal behavior

Signs That a Child or Teen May Be At-Risk to Harm another Child

More than a third of all sexual abuse of children is committed by someone under the age of 18. Children, particularly younger children, may take part in inappropriate interactions without understanding how it might be hurtful to others. For this reason, it may be more helpful to talk about a child’s sexually “harmful” behavior rather than sexually “abusive” behavior. Pay attention and monitor more closely when you observe the following types of behaviors in your child or another child you know.

Confused about social rules and interactions

- Explores own natural sexual curiosity with younger children or those of differing size, status, ability, or power.
- Takes younger children to “secret” places or hideaways or plays “special” games with them (e.g. playing doctor, undressing or touching games).
- Insists on physical contact with a child when the child resists the attention.

Tip Sheet: Behaviors to Watch for When Adults Are with Children & Signs That A Child or Teen May Be At-Risk to Harm Another Child. (2008). Retrieved from <https://www.stopitnow.org/ohc-content/tip-sheet-behaviors-to-watch-for-when-adults-are-with-children-signs-that-a-child-or>

Anxious, depressed, or seeming to need help

- Was physically, sexually or emotionally abused and has not been offered adequate resources and support for recovery.

Impulsively sexual or aggressive

- Links sexuality and aggression in language or behavior (e.g. makes sexual threats or insults).
- Unable to control inappropriate sexual behaviors involving another child after being told to stop.
- Engages in sexually harassing behavior.
- Shares alcohol, drugs, or sexual material with younger children.
- Views sexual images of children on the Internet or elsewhere.
- Forces sexual interaction, including direct contact and non-contact (like exposing genitals) on another adolescent or child.

Behaviors to Watch for When Adults are with Children

Boundaries allows us to protect ourselves from people, things, and situations that make us feel unsafe. Behaviors that routinely disrespect or ignore boundaries make children vulnerable to abuse. Do you know an adult or older child who doesn't seem to understand what's acceptable when it comes to:

Personal space

- Makes others uncomfortable by ignoring social, emotional or physical boundaries or limits
- Uses teasing or belittling language to keep a child from setting a limit
- Insists on hugging, touching, kissing, tickling, wrestling with or holding a child even when the child does not want this physical contact or attention
- Frequently walks in on children/teens in the bathroom

Relationships with children

- Turns to a child for emotional or physical comfort by sharing personal or private information or activities, normally shared with adults
- Has secret interactions with teens or children (e.g. games, sharing drugs, alcohol, or sexual material) or spends excessive time emailing, text messaging or calling children or youth
- Insists on or manages to spend uninterrupted time alone with a child
- Seems "too good to be true, i.e. frequently babysits different children for free; takes children on special outings alone; buys children gifts or gives them money for no apparent reason
- Allows children or teens to consistently get away with inappropriate behaviors

Sexual conversation or behavior

- Frequently points out sexual images or tells dirty or suggestive jokes with children present
- Exposes a child to adult sexual interactions or images without apparent concern
- Is overly interested in the sexuality of a particular child or teen (e.g., talks repeatedly about the child's developing body or interferes with normal teen dating)

Tip Sheet: Behaviors to Watch for When Adults Are with Children & Signs That A Child or Teen May Be At-Risk to Harm Another Child. (2008). Retrieved from <https://www.stopitnow.org/ohc-content/tip-sheet-behaviors-to-watch-for-when-adults-are-with-children-signs-that-a-child-or>

Typical Sexual Behavior of Young Children

Sexual behavior in children is part of normal child development, however it is important to be aware of typical sexual behavior in children and behavior that should be of concern and potentially be warning signs of abuse:

Ages 0-4

REDIRECT (It's typical)	MONITOR (Not as typical, Slow down)	PROTECTION (Not typical, ABUSIVE)
Comfort in being nude	Preoccupies themselves with sexual behaviors	Discloses of sexual abuse
Touches or rubs own genitals (randomly) or masturbates openly	Masturbates in preference to other activities	Compulsively masturbates which may cause self-injury, or in a persistent nature or duration
Shows genitals, is interested, and or explores the difference between genitals	Persistently watches others in sexual activity, during toilet or bath times, or when nude	Demonstrates specific adult-like sexual touches or sexual activities, for example; imitates sexual intercourse
Shows an interest in body parts and their functions	Explicit sexual talk, art, and/or play	Persistently uses sexual themes in talk, art, and/or play
Wants to touch familiar children's genitals during play, toilet, or bath times (out of curiosity)	Follows others into private spaces like toilets or bathrooms to look at their body or touch them	Persistently uses sexual themes in talk, art, and/or play
Participates in make believe games that involve looking at and/or touching bodies of familiar children, for example; "show me yours and I'll show you mine," playing "family," "house," and/or "doctor."	Pulls other children's pants down or skirts up against their will (displays power over the other child.	Forces other children to engage in sexual activity
Asks about or wants to touch the breasts, bottoms or genitals of familiar adults, for example: when in the bath	Touches the genitals/private parts of other children in preference to other activities	Sexual behavior between young children which involves penetration with objects, masturbation of others, and/or oral sex

Child at Risk Assessment Unit ACT. (2000). Traffic Light Model: Age appropriate sexual play and behavior in children. Canberra: Australian Capital Territory Government Community Care.

Typical Sexual Behavior of Young Children

Ages 5-9

REDIRECT (It's Typical)	MONITOR (Not as typical, slow down)	PROTECTION (Not typical, ABUSIVE)
Increased sense of privacy about bodies	Masturbation in preference to other activities; in public, with others, and/or causing self-injury	Compulsive masturbation; self-injuring, self-harming, and/or to seek an audience
Body touching and holding own genitals	Explicit talk, art, and/or play of sexual nature	Disclosure of sexual abuse
Masturbation: usually with awareness of privacy.	Persistent questions and/or comments about sexuality, despite being answered or addressed	Persistent bullying involving sexual aggression; pulling/lifting/removing other children's clothing
Curiosity about the other children's genitals that involve looking at and/or touching the bodies of familiar children; "show me yours and I'll show you mine," playing "family"	Persistent nudity and/or exposing private parts in public places	Sexual behaviors with significantly younger or less developmental-abled children
Curiosity about sexuality like questions about babies, gender, relationships, sexual activity	Persistently watching or following others to look at or touch them	Accessing the rooms of sleeping children to touch or engage in sexual activity
Telling stories or asking questions, using swear words, sexual words or names for private parts	Pulling other children's pants down or skirts up against their will	Stimulation of a participation in sexual activities such as; oral sex or sexual intercourse with older children or adults,
Use of mobile phones and internet relationships with known peers	Persistent mimicking sexual-flirting behavior, too advanced for age	Presence of a sexually transmitted infection

Child at Risk Assessment Unit ACT. (2000). Traffic Light Model: Age appropriate sexual play and behavior in children. Canberra: Australian Capital Territory Government Community Care.

Typical Sexual Behavior of Young Children

Ages 10-13

REDIRECT (It's Typical)	MONITOR (Not as typical, slow down)	PROTECTION (Not typical, ABUSIVE)
Growing need for privacy	Masturbation in preference to other activities in public	Compulsive masturbation; which may cause self-injury and/or seeking and audience
Masturbation in private	Persistent explicit talk, art, or play which is sexual or sexually intimidating	Engaging others in a process to gain sexual activity by using grooming techniques; gifts, lies, bribery, flattery, etc.
Curiosity and seeking information about sexuality	Accessing age restricted materials; movies, games, internet with sexually explicit content	Force or coercion of others into sexual activity
Use of sexual language	Persistent expression of fear of sexually transmitted infection or pregnancy	Oral sex and/or intercourse with a person of different age, developmental ability and/or peer grouping
Interest and/or participation in girlfriend or boyfriend relationships	Changes to behavior, such as older children or adult flirting behaviors, and/or seeking relationships with older children or adults in preference to peers	Presence of sexually transmitted infection or pregnancy
Hugging, kissing, and/or affectionate touching that is appropriate, with known peers	Engaging in sexual activities with an unknown peer; deep kissing, mutual masturbation, etc.	Deliberately sending and/or publishing sexual images of self or another person
Exposing themselves amongst same age peers within the context of play; for example, occasional flashing or mooning	Oral sex and/or intercourse with a known partner of similar age and developmental ability	Arranging a face to face meeting with an online acquaintance

Child at Risk Assessment Unit ACT. (2000). Traffic Light Model: Age appropriate sexual play and behavior in children. Canberra: Australian Capital Territory Government Community Care.

Setting Boundaries

Help kids develop Empathy:

This works best by practicing in real time. For example, if a child takes away their friend's toy, intervene and ask how they think their friend felt when they took away their toy. This helps for the child to put themselves in that situation and understand why it is important to ask before touching something that does not belong to them.



Modeling behavior:

Practice what you teach. This allows children to learn from your actions and not just your words. Modeled behavior is key in a child's learning.

Respect limits and offering affection:

It is important for kids to choose when and if they want to give affection. Instead of forcing them to give someone a hug, offer alternatives that the child is more comfortable with like a high five or a wave. This teaches them that it is also important for others to respect their boundaries.



Give your reasons:

When disciplining your kids and communicating expectations, it is important to always explain the why instead of responding with "because I said so." This allows for a deeper understanding of rules and expectations.

Teach respect in expressing opinions and objections:

This allows for the practice of mutual respect when differences arise in any occasion. It allows for the child to have their own opinions while respecting the other person, and it teaches them that others should respect their differences as well.



Earn their trust:

By practicing the 3 A's: affection, attention, and acceptance. Practice affection by giving words of affirmation, hugs, quality time, etc. Practice attention by actively listening and responding. Practice acceptance by discussing any topic that comes up with empathy and curiosity. This allows for the child to feel safe.

Tips for teaching Children Personal Safety Skills

Keeping children safe and healthy is everyone's responsibility

It is important to teach children that their body belongs to them. They have the right to say "NO" if someone touches them in a way that is not okay, and that they can TELL a trusted adult if they have received a touch that is not okay or if they have been treated in a way that is not okay. This is why our program teaches children to say "NO," GET AWAY, and TELL A TRUSTED ADULT.

Children should not be held responsible for their own personal safety. It is important to educate yourself and other adults that are a part of the child's life about child abuse and child sexual abuse prevention. This is essential to promote a safe environment for all children.

Tips that can help you teach effective personal safety to Children:

1. Assure children that most touches are OK touches and most people are safe people

- Emphasize to your child that nobody can touch their body in a way that makes them feel uncomfortable.
- Be specific with your children and talk to them about some of the things unsafe people may do. For example, they can make inappropriate comments or be physical with kids even after they asked them to stop.

2. Personal Safety

- It is important to teach children boundaries, however it is more important to respect the children's boundaries.
- The most effective way for kids to learn is by modeling and repetition. For example: If a kid does not want to give someone a hug, it is important to respect the boundary the child has communicated.

3. Teach children the correct name of body parts

- If a child calls their private parts a "cookie" they won't be able to effectively tell someone if they are being abused. "Someone is touching my cookie" can easily be overlooked.
- By calling their private parts by their correct name, it calls for immediate action to stop the abuse.

4. Teach children what to do if they ever find themselves in an unsafe situation

- Teach children that if they ever find themselves in an unsafe situation they can say "NO," GET AWAY, and TELL A TRUSTED ADULT.
- Remind them that if they feel unsafe they can get away and tell their trusted adult.
- Remember to discuss with children who their trusted adults are.

5. Play "what if" games with children

- You can use the role-play scenarios found in this packet or create your own.
- This allows to provide examples for children to better understand what is being taught to them and why, and it also allows them to practice JUST IN CASE.

"What if..."

(Role Plays for Personal Safety)

Scenario 1

What if a person who is visiting your parents keeps coming into the bathroom and looking at you while you are taking a bath or shower. Since the lock on the door is broken, you can't lock them out. What would you do?

Scenario 2

What if you are walking to school when a person drives up in a car and says, "Your mom or dad told me to pick you up." What would you do?

Scenario 3

What if your coach, teacher or youth group leader tells you they like you so much that they want to begin a "special" friendship with you that involves "special" touching that you have to keep secret. What would you do?

Scenario 4

What if you just got out of school. A person in a car says to you, "Your mom is late and she told me to pick you up. Hop in the car." What would you do?

Scenario 5

What if you are playing in your front yard when someone in a car drives up and says, "Hi there. I think I'm lost and I need some help. Can you please come over here and tell me where I am?" What would you do?

Scenario 6

What if a family member who you like always wants to wrestle. When you wrestle with him/her he/she touches your private parts. What would you do?

Scenario 8

What if a family member or family friend who often visits enjoys hugging you or having you sit on his/her lap? When he/she hugs you he/she also touches your private parts. What would you do?

Scenario 7

What if you are playing in your front yard by yourself when someone in a car drives up and says, "Hi, can you come over to the car? I have something for your parents." What would you do?

Scenario 9

What if you are riding your bike and the chain falls off. A person comes out of his/her house and says he/she can help you but you have to bring it into his garage. What would you do?

Are there other Examples you and your child can think of?

Tips for Preventing Abusive Situations

1. Normalize having tough conversations with family and friends

- Learn to recognize warning signs of abuse and share them with your family
- Learn to recognize healthy vs. unhealthy sexual development in children

2. Set clear family boundaries

- Communicate and enforce necessary boundaries with people who are around your children
- Discuss with your children that when they do not want to greet someone with a hug or a kiss they can shake hands instead, but should not be forced to do so
- Let your children know that they can share with you when they feel uncomfortable or unsafe around someone

3. Get safe adults involved

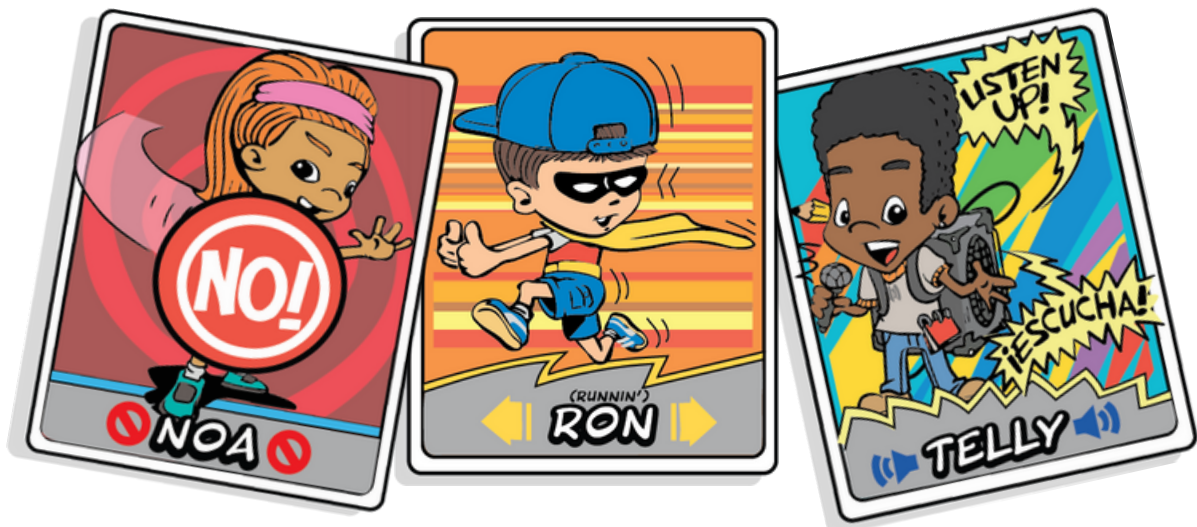
- Help your child identify who the safe adults in their life are
- Identify a support person for yourself

4. Reach out for help

- If there are any concerning behaviors in any family member or friends, talk with them about it
- Make sure to communicate with everyone that if any inappropriate behavior has occurred, they can still talk to you about it

5. Talk to your children about say NO!, GET AWAY, and TELL a trusted adult

- Remind your child that their body belongs to them!
- Emphasize that it is safe to communicate with you about anything that may be bothering them
- Say NO! like Noa, GET AWAY like running Ron, and TELL a trusted adult like Telly if they are ever touched or treated in a way that is unsafe



Child Safety: Internet Concerns



The internet is a helpful tool. It provides an opportunity for children to learn, explore, and socialize with friends. However safety is just as important in the online world as it is in the real world. By understanding the potential dangers your children face, you can educate them and create internet safety guidelines. Here are some ideas to keep in mind.

- ☐ **Set rules**
 - Establish clear guidelines about what sites they are able to access and time limits on technology
- ☐ **Discuss the importance of not sharing personal information**
 - Sharing personal information online can lead to online scams, hacking, online enticement or kidnapping.
- ☐ **Be familiar with privacy settings and parental controls**
 - Set the settings to what offers the most protection
 - Parental controls are important to manage the child's internet use and websites they can access
- ☐ **Communicate with your children about the importance of online safety**
 - Regular conversations about online safety is important as children grow
 - Share some ways online predators can lure kids in
 - Remind them that everything that is posted on the internet is permanent
- ☐ **Keep current with what your children are up to!**
 - Be aware of the sites, apps, or games your kids use often.
 - Ask them about their interest and what they like about those platforms

To create your own Media Plan go to: <https://www.healthychildren.org/English/fmp/Pages/MediaPlan.aspx>
For more information: www.missingkids.org/netsmartz

MISCONCEPTIONS ABOUT CHILD SEXUAL ABUSE



<p>#1: Child sexual abuse occurs only among strangers. If children stay away from strangers, they will not be sexually abused.</p>	<p>FALSE: 93% of juvenile sexual assault victims know their attacker. Family members account for 34.2% of all perpetrators. Acquaintances account for 58.7%. Only 7% of perpetrators are strangers to their victim.</p>
<p>#2: Children provoke sexual abuse by their seductive behavior.</p>	<p>FALSE: Seductive behavior is not the cause. Responsibility for the act lies with the offender. Children are not psychologically prepared to cope with repeated sexual stimulation. Sexual abuse exploits children who are not developmentally capable of understanding or resisting the abuse.</p>
<p>#3: The majority of child sexual abuse victims tell someone about the abuse.</p>	<p>FALSE: 73% of child victims do not tell anyone about the abuse for at least a year. 45% of victims do not tell anyone for at least 5 years. Some never disclose. Child sexual abuse has been reported up to 80,000 times a year, but the number of unreported instances is far greater because children are afraid to tell anyone what has happened.</p>
<p>#4: Men and women sexually abuse their children equally.</p>	<p>FALSE: Men are the offenders 94% of the time in cases of child sexual abuse. Men sexually abuse both male and female children. 75% of male offenders are married or have consenting sexual relationships. 4% of same-sex abuse involves homosexual perpetrators; 96% of the perpetrators are heterosexual.</p>
<p>#5: If the children did not want it, they could say, "STOP!"</p>	<p>FALSE: Because children are often taught the importance of obeying adults, they generally do not question the behavior of an adult. Children are often coerced with bribes, threats, or use of a position of authority.</p>
<p>#6: All sexual abuse victims are girls.</p>	<p>FALSE: Studies on child sexual abuse indicate one of four females under the age of 18 and one of five to six males under the age of 18 are child sexual abuse victims.</p>
<p>#7: Family sexual abuse is an isolated, one-time incident.</p>	<p>FALSE: Studies indicate that most child sexual abuse continues for at least two years before it is reported. And in most cases, it doesn't stop until it's reported.</p>
<p>#8: In family sexual abuse, the "non-offending" parent always knows.</p>	<p>FALSE: While some "non-offending" parents know and even support the offender's actions, many, because of their lack of awareness, may suspect something is wrong, but are unclear as to what it is or what to do.</p>
<p>#9: Family sexual abuse only happens in low-income families.</p>	<p>FALSE: Family sexual abuse crosses all classes of society. There is no race, social, or economic class that is immune to family sexual abuse. Incest estimated to occur in 14% of all families. 10 to 20% of American children are incest victims; 90% of the victims are female, and 90% of the abusers are fathers or stepfathers.</p>
<p>#10: Non-violent sexual behavior between a child and an adult is not damaging to the child.</p>	<p>FALSE: Nearly all victims will experience emotional trauma such as confusion, shame, guilt, anger, and a poor self-image. Child sexual abuse can result in long-term relationship problems and be perpetuated from generation to generation. Dr. Nicholas Growth, who has worked extensively with sexual offenders, reports that 60% of convicted sexual offenders have reported histories of child sexual abuse victimization.</p>

Tips for Building Your Child's Resilience

Resiliency is the ability to recover quickly from difficulties. Teaching kids how to be resilient at a young age allows for emotional intelligence which they will carry and build on as they get older.

Teach your kids coping strategies when calm

- When kids experience failure or come across difficult situations, it can bring up big emotions
 - **WHAT CAN YOU DO?**
 - Spend a few minutes per day teaching 1 coping strategy. Teach a different strategy each day like breathing exercises, coloring, or some kind of physical activity. Remind your child to practice these when emotions are heightened.

Let kids do tasks on their own

- When you allow kids to do tasks on their own, it helps build their confidence and develops the belief that they can do hard things on their own.
 - **WHAT CAN YOU DO?**
 - Allow them to help you with chores around the house, pick their own outfit, or help you with any projects around the house.

Let kids make mistakes

- As parents, your first thought is to stop your kids from making a mistake, but mistakes are important in teaching us valuable lessons
 - **WHAT CAN YOU DO?**
 - Check in to see how they are doing
 - Let them create a plan to how they will manage the problem
 - Offer support if they need it
 - Encourage them
 - Brainstorm solutions with them

Teach them that struggles are opportunities to grow

- Teach kids to lean into their struggles as they are our biggest opportunities for growth
 - **WHAT CAN YOU DO?**
 - Help them change the way they see difficult situations. For example, if they do not make it into the soccer team instead of saying "I'm not good at this sport" and feel like giving up, you can say "What can I do differently next time or what other new things can I try?"

Kristina. "Ways to Help Kids Boost Confidence." The Pathway 2 Success, Pathway 2 Success, 6 June 2021, <https://www.thepathway2success.com/ways-to-help-kids-boost-confidence/>.

Practice Being Mindful

- Being mindful is important to ground ourselves during difficult situations because it helps stay present rather than worrying about the past and future.
 - **WHAT CAN YOU DO?**
 - Do mindfulness techniques with your kids like journaling to write out their thoughts, guided relaxation videos on YouTube, going for a walk, etc. This also makes space to bond and have conversations about thoughts or feelings that may come up for your kid.

Teach positive self-talk

- The way we speak to ourselves and of ourselves affects every area of our life. This also plays an important role in resilience
 - **WHAT CAN YOU DO?**
 - Speak kindly to yourself and of yourself especially when your kids are around. If they ever have a setback and make negative comments about themselves, help them reframe it into something positive.

REMINDER: Small changes that create better habits are carried throughout a lifetime. Shifting our mindset from seeing difficult situations as opportunities for learning and growth rather than setbacks creates less internal conflicts.



Kristina. "Ways to Help Kids Boost Confidence." The Pathway 2 Success, Pathway 2 Success, 6 June 2021, <https://www.thepathway2success.com/ways-to-help-kids-boost-confidence/>.

RESOURCES

Where to look for Help in Ventura County



- Child Abuse Reporting Hotline, Children Family Services (CFS)
- (805) 654-3200
- Web Site: www.ventura.org/hsa



- Main Office: (805) 485-6114
- 24 hour, 7 days a week, Information and Referral Line: 211
- 24 hour, 7 days a week, Domestic Violence Hotline 1-800-636-6738
- Mental Health Intake Department: 485-6114 ext. 662
- Web Site: www.icfs.org



- Phone number: 211
- Web Site: www.icfs.org



- Phone number: (805) 654-2500
- Web Site: www.ventura.org/vcda



- Phone number: (805) 485-7878
- Web Site: www.cdrv.org

Where to look for Help in the State



- California Department of Social Services
- 744 P Street, MS 19-82 Sacramento, CA 95814
- (916) 445-2771
- Web Site: www.dss.cahwnet.goc/getser/cfsocap.html



- 111 New Montgomery Street, 7th Floor San Francisco, CA 94105
- Phone number: (415) 882-0234
- Web Site: www.rrnetwork.org



- Parents Anonymous
- 675 West Foothill Blvd. Claremont, CA 91711-3475
- Phone number: (909) 621-6184
- Web Site: <http://www.parentsanonymous.org/>

RESOURCES

Where to look for Help in the Nation



- Rape, Abuse & Incest National Network (RAINN)
- 1220 L Street, NW, Suite 505 Washington, DC 20005
- Office Phone: 202.544.3064
- Web Site: www.rainn.org
- Email: info@rainn.org



- 330 C Street SW Washington D.C. 20447
- (800)394-3366
- Web site: www.childwelfare.gov



- 4900 O'Hear Ave, Suite 205 North Carolina, SC 29405
- National Helpline: 866.FOR.LIGHT
- Web Site: www.d2l.org

Where to look for Help in the State



- Prevention and Treatment of Child Abuse Organization
- 1-800-4-A-CHILD 1(800)422-4453 all calls are confidential
- Website link: www.childhelp.org



- Call the Helpline (1.888.PREVENT) Our phone availability varies currently
- Please try Helpline during standard business hours (Eastern Time)
- Website link: www.stopitnow.org/help
- Schedule a phone appointment - Schedule a 30-minute consultation with our Helpline Associates



- Internet Safety Workshops
- An interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on and offline. The program is designed for children ages 5-17, parents/guardian, educators, and law enforcement.
- Web Site: www.netsmartz.org

Other Related Websites

- National Child Traumatic Stress Network - <https://www.nctsn.org/>
- Kids Data (Local data and statistics info) - <https://www.kidsdata.org/>
- Darkness to Light - <https://www.d2l.org/>
- National Center for Missing and Exploited Children - <http://www.missingkids.com/> <https://www.kidsmartz.org/>
- CA Megan's Law Website/Local Sex Offender Registry <https://www.meganslaw.ca.gov/mobile/>
- EducationAndPrevention.aspx National Alliance on Mental Illness - <http://namiventura.org/>
- Sex Offender Information - <https://www.familywatchdog.us/>
- CA Child Abuse Mandated Reporter Training - <https://www.mandatedreporter.ca.com>