



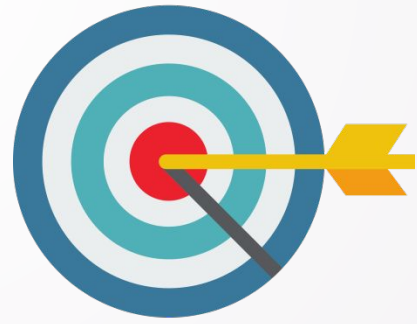
... Providing Services in southern Kane County, Kendall County and surrounding areas for Victims of Domestic Violence and Sexual Assault

[www.mutualground.org](http://www.mutualground.org)

- ❖ 24 hour emergency shelter and hotline
- ❖ Counseling individuals and families affected by sexual and domestic violence
  - ❖ Prevention Education
  - ❖ Hospital advocacy
  - ❖ Legal Advocacy

# Sexual Violence Prevention Education

High School Faculty and Staff Program  
Sexual Violence Prevention In Service



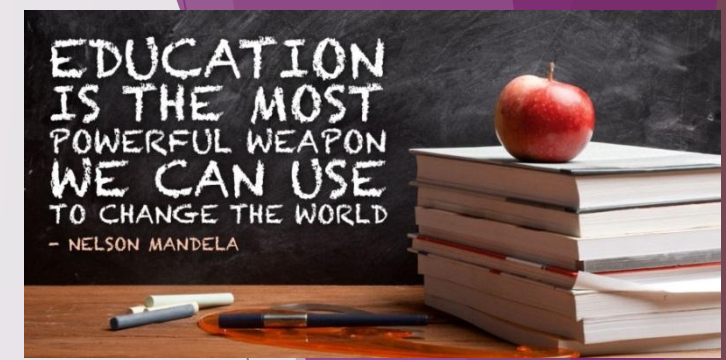
# Objectives

- ❖ **Erin's Law:** Why sexual violence prevention programs are necessary
- ❖ **Mutual Ground Curriculum:** Program details
- ❖ **Collaboration:** How Teachers and MGI Prevention Educators will work together to provide quality remote learning
- ❖ **Abuse Disclosures:** How to handle student disclosures

# Why Sexual Violence Prevention Programs Are Necessary?

- ❑ **Sexual abuse happens to people of all genders, races, religions & socioeconomic groups**
  - ❖ 1:4 girls and 1:13 boys will be victimized by their 18<sup>th</sup> birthday.
  - ❖ Median victim age is 9
  - ❖ When victim is under 18...
    - 39% of the time the abuser is a family member
    - 93% of offenders are known to victims
    - 67% of all sexual crimes happen to children under 17
- ❑ **Parents don't always teach this topic to their children**
  - ❖ Only 30% of parents report teaching children about sexual violence

# Erin's Law Requires



## Children...

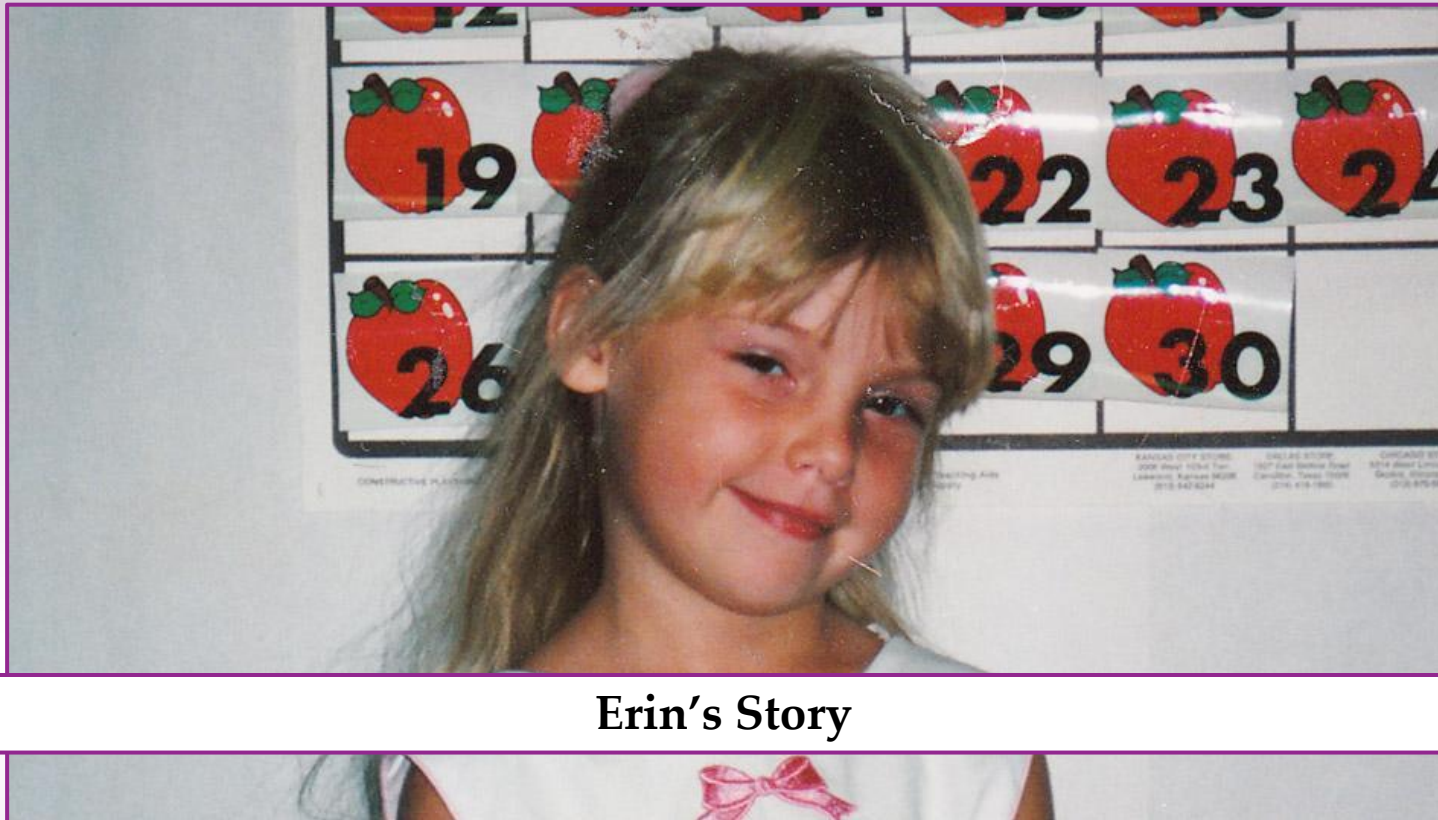
- ❖ Grades PreK-12 in public schools, receive education on sexual abuse prevention through age appropriate curriculum
- ❖ Provide children the tools to **Recognize, Refuse and Report** sexual violence
- ❖ Provide **children** with the tools to speak up and tell someone about sexual violence rather than keep it a secret
- ❖ Educate **children** on safe touch vs. unsafe touch and safe secrets vs. unsafe secrets

## Parents and Educators...

- ❖ **Educators** will be trained on the prevention of sexual violence
- ❖ **Parents** will be provided information on characteristics of offenders, grooming behaviors and how to discuss this topic with their children



# Why Do We Do Our Programs?



Erin's Story

<https://www.youtube.com/watch?v=vcISu0q4qUA>

# Goal 1: Educate

## Define Consent:

- Personal Boundaries
- Freely Given
- Revocable
- Agreement

## Identify Private Parts:

- Breasts
- Vagina
- Penis
- Anus
- Mouth

## Explain Abuse Laws:

- Sexual Abuse
- Dating Violence
- Stalking
- Exploitation
- Sexting

## Promote Healthy Relationships:

- Healthy vs. unhealthy
- Warning Signs
- Types of abuse
- Cycle of Violence

# Goal 2: Inform

## Tricks Abusers Use:

- Trust
- Grooming

## How Victims React to Abuse:

- Fight
- Flight
- Freeze
- Negotiate

## How Abuse Hurts Victims:

- Emotional
- Physical
- School
- PTSD

## Why Abusers Abuse:

- Power
- Control

## How to Get Help:

- Get Away
- Go to the hospital, if necessary
- Tell a trusted adult

# Goal 3: Empower

**Grant them ownership of their body and setting personal boundaries**

**Give them permission to say "no" to uncomfortable or undesirable behaviors**

**Encourage them to help others who have been abused**

**Develop an understanding of how to get help**

- Never too late to tell
- Not their fault
- Legal rights



# Curriculum Format: Teen Dating Violence

- Define healthy vs. unhealthy dating relationships
- Discuss personal boundaries and consent
- Identify warning signs of abusive relationships
- Provide examples of the different types of abuse
- Explain sexual violence as a form of dating abuse
- Review the consent laws of Illinois
- Define and provide examples of coercion
- Explain the cycle of violence
- Discuss victims' reactions to abuse and why victims may not get help
- Identify the purpose and details of a break-up/safety plan
- Explain what to do if they or a friend are a victim of dating violence

# Curriculum Format: Sexual Abuse Boosters

## ◆ Bystander Intervention Booster

- Review sexual assault definitions and Illinois consent laws
- Define Bystander Intervention
- Introduce the 5 Step Decision Making Model
- Define the 3 D's of Bystander Intervention
- Discuss the Bystander Effect and why some people may not intervene
- Practice intervention skills
- Review what to do if they are a victim or need to help someone else

## ◆ Rape Culture & Victim Blaming

- Review sexual assault definitions and IL consent laws

MGI 2020 Define Rape Culture



[www.mutualground.org](http://www.mutualground.org)

# Curriculum Format: College Prep

- Present a culturally significant problem:
  - 1:5 women are raped during their college years
- Identify differences between high school & college
- Identify increased risks on college campuses
- Review Illinois consent laws
- Identify methods abusers may use to commit sexual assault
- Discuss fault & responsibility
- Define Title IX and explain how it impact college and high school students
- Explain the difference in reporting options in different environments
- Emphasize the importance of reporting and collecting DNA evidence
- Discuss how sexual assault impacts college students
- Provide information and resources to students on what to do if they or a friend is ever a victim of sexual abuse

# Private Room

- Offers a safe place for students to ask questions and talk about sexual abuse
- Students will be given a time and phone number to call or text privately with a Mutual Ground staff member
- Confidential hotline number will also be given to students and staff
- Offered to students 12 and older
- Students over the age of 12 have the right to confidentiality with three exceptions
  - \* Threaten to harm self
  - \* Threaten to harm someone else
  - \* Disclosure of abuse by a caretaker (parent, step-parent, teacher, coach, babysitter)

# What is Child Sexual Abuse?

- ▶ Molestation-someone touching a child's private parts or forcing child to touch theirs
- ▶ Sexual Assault (Rape)-forced penetration
- ▶ Child pornography
- ▶ Grooming
- ▶ Commercial sexual exploitation of children



# Signs that a child may have been sexually abused

## Physical Signs

- ❖ Sexually transmitted infections
- ❖ Bruising or swelling near the genital area
- ❖ Broken bones/repeated unusual injuries
- ❖ Difficulty in walking or sitting

## Behavioral Signs

- ❖ Excessive talk about or knowledge of sexual topics
- ❖ Regressive behavior
- ❖ Sexual behavior that is inappropriate for the child's age

## Emotional Signs

- ❖ Self-harming behaviors
- ❖ Excessive worry or fearfulness
- ❖ Loss or decrease interest in school, activities and friends

# What you should do if a child discloses...

- ❖ Remain Calm
- ❖ Praise the child by reassuring them they did the right thing by telling
- ❖ Do not interrogate the child for information or ask leading questions
- ❖ Make the child as comfortable as possible
- ❖ Be patient
- ❖ Reassure the child that it is not their fault
- ❖ Respect confidentiality
- ❖ Do not disclose your own abuse to the child
- ❖ Report to DCFS/Police
- ❖ Recommend resources for counseling



# The Role of a Mandated Reporter

- ❖ Mandated Reporters- All School Staff
- ❖ Mandated reporters are **required** to report suspected child abuse or neglect **immediately** when they have “**reasonable cause to believe**” that a child known to them in their professional or official capacity may be an abused or neglected child. (325 ILCS 5/4)
- ❖ Reports must be confirmed in writing (CANTS form) to the local investigation unit within 48 hours of the Hotline call.
- ❖ Telling your social worker/ principal does not relieve you of the duty to call DCFS. The person who took the disclosure should call DCFS.
- ❖ No one within your employment setting is permitted to forbid you from calling.
- ❖ DCFS Hotline is available 24 hours per day, seven days per week, 365 days a year. **1-800-252-2873 (1-800-25-ABUSE)**

# What should be reported...

- ❖ **Any time a child reports sexual violence- which includes:**
  - ❖ someone touching their private parts
  - ❖ the child touching someone else's private parts
  - ❖ sexual photos/ texts/videos
  - ❖ being asked to watch pornography
  - ❖ being asked to watch sexual activity
  - ❖ being told to engage in sexual activity with another person/child
  - ❖ A child states that another child has been abusing them
  - ❖ An adult discloses that he or she has abused a child
  - ❖ A child being coerced to touch someone else

# Responding to abuse during the Pandemic (DCFS recommendations)



- ❖ DCFS continues to operate its Hotline and carry out investigations throughout this pandemic.
- ❖ According to DCFS, educators contact DCFS more than any other group of mandated reporters. It is important to continue to be mindful of children's safety and well-being even though you may not have in-person contact with your students.
- ❖ See something, do something. Even in the virtual classroom, if you hear something concerning or you observe what appears to be an injury, you should report that to the hotline. 1-800-25-ABUSE. For non emergency reports you can also use their online reporting system at: <https://www2.illinois.gov/dcfs/safekids/reporting>.

[https://www2.illinois.gov/dcfs/brighterfutures/healthy/Documents/COVID-19\\_Letter\\_to\\_Educators\\_051520.pdf](https://www2.illinois.gov/dcfs/brighterfutures/healthy/Documents/COVID-19_Letter_to_Educators_051520.pdf)





# Responding to abuse during the Pandemic (DCFS recommendations)

- ❖ DCFS also recommends teachers come up with a signal students can use during virtual meetings that requests a 1:1 conversation with the teacher. Examples could be holding up a post-it note or saying a specific word
- ❖ If you have not heard from a student, reach out individually and ask how things are going at home.
- ❖ Be specifically aware of at-risk populations. LGBTQ+ youth and those with developmental disabilities are at higher risk as they may not be able to verbally communicate abuse or protect themselves.

# Things to look out for during Remote Learning...



- ❖ Students not completing their homework.
- ❖ A student who suddenly declines in school performance.
- ❖ During virtual meetings, look for any bruising or facial injury.
- ❖ Listen for yelling in a child's home or other concerning actions that may be taking place in the background.
- ❖ During the pandemic children are likely to be online more; encourage students to tell an adult if they notice friends disclosing anything on social media that seems concerning.
- ❖ LGBTQ+ youth are at higher risk of abuse and neglect as a result of how people respond to their sexual orientation, gender identity and expression. Teachers may want to check in with LGBTQ + students.

**Collaboration:** How Teachers and MGI Prevention Educators will work together to provide quality remote learning...



- ❖ Teachers will be contacted no less than 10 days prior to their presentation to:
  - Troubleshoot technology issues
  - Discuss guidelines to be used throughout the presentation
  - Discuss procedures used to address disclosures

For more information, please review the **Teacher Information** section of our website:

**[www.mutualgroundlearning.com](http://www.mutualgroundlearning.com)**

Questions about your school's programming?

Contact Tina Bleakley, Prevention Education Department Manager at 630-897-0084 or [tbleakley@mutualground.org](mailto:tbleakley@mutualground.org)

