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Like a Footprint in Wet Cement: Understanding and Applying ACE Research

Victor Vieth, Chief Program Officer for Education & Research

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The agenda

- ACE and polyvictimization: The Prevalence & Impact of Trauma
- Addressing ACEs/polyvictimization
 - Educate parents about ACEs
 - Recognize signs of exposure to violence
 - Physical abuse:
 - o Recognize signs of physical abuse
 - o Help parents develop healthy discipline patterns
 - Signs of neglect
 - Physical, emotional, and spiritual impact of abuse studies
 - Addressing ACEs by treating juveniles w/ sexual behavior problems
 - Protecting children from adult sex offenders
 - Trauma of boys and men
 - Trauma informed workforce

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Physical and emotional impact




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The beginning of ACE: Weight Loss Program


- While operating a major weight loss program, medical professionals noticed the program "had a high dropout rate limited almost exclusively to patients successfully losing weight." (Felitti 2010) (emphasis added)
- "...led us to recognize that weight loss is often sexually or physically threatening and that certain of the more intractable public health problems such as obesity were *also* unconscious, or occasionally conscious, compensatory behaviors that were put in place as solutions to problems dating back to the earliest years, but hidden by time, shame, by secrecy..." (Felitti, 2010)



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Ten Adverse Childhood Experiences

- Emotional abuse (humiliation, threats) (11%)
- Physical abuse (hit hard enough to receive injuries) (28%)
- Contact sexual abuse (28% women, 16% men)
- Mother treated violently (13%)
- Household member alcoholic or drug user (27%)
- Household member imprisoned (6%)
- Household member chronically depressed, suicidal, mentally ill, psychiatric hospitalization (17%)
- Not raised by both biological parents (23%)
- Neglect—physical (10%)
- Neglect—emotional (15%)



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1 or more ACE increases risk of:

- Cancer
- Heart disease
- STDs
- Liver disease
- Smoking
- Alcohol abuse
- Obesity
- Drug dependence
- IV Drug Use
- Early intercourse, pregnancy
- Depression
- Anxiety disorders
- Hallucinations
- Sleep disturbances
- Memory disturbances
- Anger problems
- Domestic violence risk
- Job problems
- Relationship problems



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The ACE researchers' epiphany

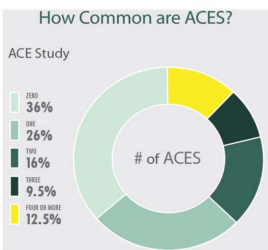
"In the context of everyday medical practice, we came to recognize that the earliest years of infancy and childhood are not lost but, like a child's footprints in wet cement are often lifelong."

--Felitti 2010



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ACEs and your community

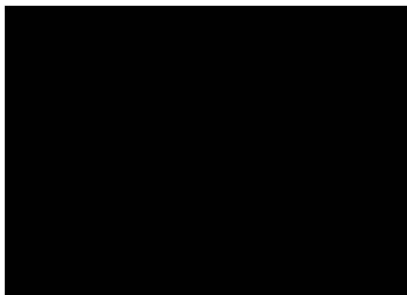


- If your community follows the national average:
 - 64% have an ACE score of one
 - 38% have an ACE score of two or higher



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Ron: Impact of Child Abuse



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Polyvictimization research

- Exposure to multiple forms of victimization was common.
- Almost 66% of the sample was exposed to more than one type of victimization, 30% experienced five or more types, and 10% experienced 11 or more different forms of victimization in their lifetimes.
- Poly-victims comprise a substantial portion of the children who would be identified by screening for an individual victimization type, such as sexual assault or witnessing parental violence.
- Poly-victimization is more highly related to trauma symptoms than experiencing repeated victimizations of a single type and explains a large part of the associations between individual forms of victimization and symptom levels.
 - (Turner, Finkelhor, et al. 2010)



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Addressing ACEs



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1. Educate parents about ACEs



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ACEs and parenting

- Children of parents with high ACE scores have higher rates of adversity
 - Randell, et al (2015)
- Parental ACE exposures "can negatively impact child development in multiple domains, including problem solving, communication, personal-social, and motor skills."
 - Folger, et al (2018)



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The ACE conversation (Gundersen Health)



- 80% of patients felt comfortable receiving information from providers (only 5% uncomfortable)
- 54% interested in the information, 41% neutral, 5% uninterested



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The ACE conversation (Gundersen Health)



- 9% disclosed an ACE for themselves or a child
- Conversations lasted 1-2 minutes
- 97% of patients preferred this information to come from physicians



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2. Recognize signs of exposure to violence



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Effects of Exposure to IPV (Summers, 2006)

	Infants	Preschool Age	School Age	Adolescents
Behavioral	<ul style="list-style-type: none"> Fussy Decreased responsiveness Trouble sleeping Trouble eating 	<ul style="list-style-type: none"> Aggression Behavior problems Regressive behavior Welling, irritability Trouble sleeping 	<ul style="list-style-type: none"> Aggression Conduct problems Disobedience Regressive behavior 	<ul style="list-style-type: none"> Dating violence Delinquency Running away Truancy Early sexual activity
Social		<ul style="list-style-type: none"> Trouble interacting with peers Stranger anxiety 	<ul style="list-style-type: none"> Few and low quality peer relations 	<ul style="list-style-type: none"> Dating violence (victim or perpetrator) Increased risk for teen pregnancy



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Effects of Exposure to IPV (Summers, 2006)

	Infants	Preschool Age	School Age	Adolescents
Emotional/ Psychological	<ul style="list-style-type: none"> Attachment needs not met 	<ul style="list-style-type: none"> Fear/anxiety, sadness, worry PTSD Negative affect Feeling unsafe Separation anxiety 	<ul style="list-style-type: none"> Somatic complaints Fear & anxiety, depression, low self-esteem, shame PTSD Limited emotional response 	<ul style="list-style-type: none"> Substance abuse Depression Suicidal ideation PTSD Feeling rage, shame Unresponsiveness
Cognitive	<ul style="list-style-type: none"> Inability to understand 	<ul style="list-style-type: none"> Self-blame 	<ul style="list-style-type: none"> Self-blame Distracted, inattentive Pro-violent attitude 	<ul style="list-style-type: none"> Short attention span Pro-violent attitude Defensive




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Understand effects of DV on children through drawings

An eight-year-old was asked to draw a picture of his father. He wrote in Spanish:

"This is how I see my father because he often gets angry and drunk and his eyes turn red."




asi veo a mi papa
Porque es muy enojon
y se pone borracho
y se le ponen los ojos rojos

© CONNECT – Family Violence Prevention Fund

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The case of Kelly

- Greets new teacher with a punch
- Is the classroom bully
- Socially isolated
- Expelled from three schools on the verge of a fourth expulsion
- Doctors, psychologists, teachers not collaborating
- ACE score of seven
- The difference of one ACE-informed teacher



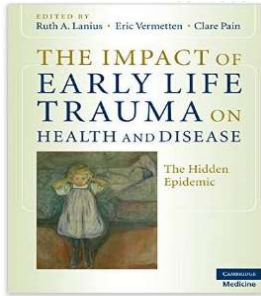
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3. Addressing ACE of physical abuse



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Physical abuse



Adverse Childhood Experience research found that 28% of 17,000 adults were beaten to the point of receiving injury

— Felitti & Anda (2012)



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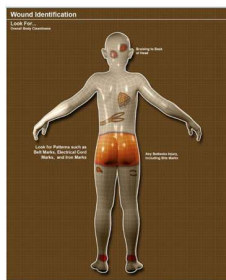
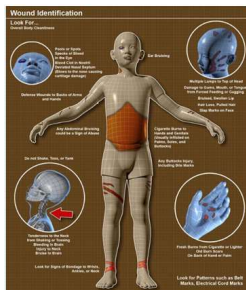
Recognizing physical abuse

- Children are forward moving and frontal explorers, most accidental injuries are to "frontal" locations (forehead, nose, chin, palms, elbows, shins)
- Injuries to buttocks, genitalia, abdomen, back, lateral areas of body more likely to indicate abuse
- Does child's description make sense? (the coffee table account)



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Location of injuries



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Suspicious injuries

- Always bruised—particularly in unlikely areas
- “Control” injuries (hair, arms, etc)
- “Patterned” injuries (hand slap—2 or 3 lines)



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Hand Print on face



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4. Reducing physical abuse by reducing CP

- A majority of substantiated physical abuse cases in U.S. and Canada involved acts of physical discipline
 - Gershoff (2008)
- Parents who use corporal punishment are 3 times as likely to physically abuse a child and 9 times as likely if they use an object
 - Zolotor (2011)
- 5% of parents use corporal punishment on infants and up to 70% use CP on children on 2-3 year olds
 - Zolotor (2011)



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Finkelhor (2019)

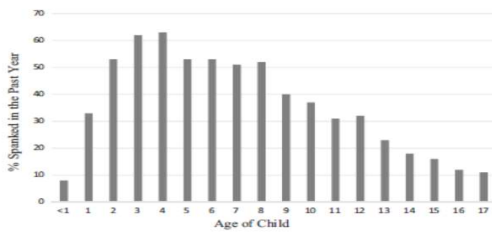


Fig. 1 Spanked in past year by age of child



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The least effective discipline

The Long-Term Effects of Spanking

A multiyear study shows spanking kids makes them more aggressive later on

By Alice Park | Monday, May 03, 2010

Facebook Like 5.1K Tweet 30 LinkedIn Share 3 Read Later

Disciplining young children is what parents are supposed to do – most moms and dads have no trouble agreeing with that. But should the punishment include spanking?

As many parents can attest, few disciplinary measures stop a child from misbehaving as quickly as a swift smack or two on the bottom.

But in a new study published in *Pediatrics*, researchers at Tulane University provide the strongest evidence yet that children's short-



Peter Dabney / Photographer's Choice - Getty Images



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Gershoff (2016)



5-decade study reveals fallout from spanking kids



Spanking a child leads to bad behaviors, and the better mothers whose parents may think a smack on the bottom will do it, a new study suggests. Researchers from the University of Texas at Austin and the University of Michigan analyzed 15 studies involving more than 100,000 children that spanned 50 years.

- 75 studies over 50 years
- More than 150,000 children
- Traditional "spanking" linked to elevated risks of defying parents, acting aggressively, cognitive difficulties, mental health problems



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The impact on developing brains



Spanking the gray matter out of our kids

By Sarah Kowal, Special to CNN
Updated 7:04 AM ET, Wed July 29, 2014



The more you physically punish your children for their lack of self-control, the less they have. Sarah Kowal [http://www.cnn.com]

CNN Parents
Your family, revealed
 Get the latest behind-the-scenes confessions from imperfect parents and the downright on the digital life of families here at CNN Parents.

Replace the "tee talk" with the "tech talk"
 While most parents think about raising a "tee talk" with their children, not as many think about talking about technology, and that is a big mistake, experts say.

What parents can learn about the Internet from Kim Kardashian



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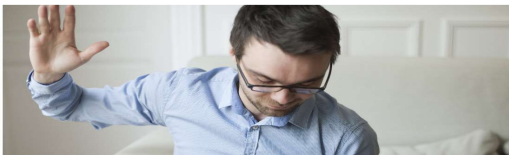
Revised AAP statement (2018)

CHILDREN'S HEALTH

The American Academy Of Pediatrics On Spanking Children: Don't Do It, Ever.

November 11, 2018 - 7:45 AM ET
Heard on Weekend Edition Sunday

CAMERON JENKINS LULU GARCIA-NAVARRO



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Promoting effective discipline

healthychildren.org
Powered by professionals. Guided by parents.
From the American Academy of Pediatrics

Search for safety, tips, illness, etc.

Home > Healthy Living > Safety & Prevention > Family Life > Health Issues > News > Tips & Tools > Our Mission > shopAAP

Family Life
Medical Home
Family Dynamics
Adoption & Foster Care
Communication & Discipline
Types of Families
Media
Work & Play
Getting involved in Your Community

What's the Best Way to Discipline My Child?

As a parent, one of your jobs to teach your child to behave. It's a job that takes time and patience. But, it helps to learn the effective and healthy discipline strategies.

Here are some tips from the American Academy of Pediatrics

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Get free resources into the hands of parents

Coping with stress during the 2019-nCoV outbreak

- It is normal to feel sad, stressed, confused, scared or angry during a crisis. Talking to people who trust can help. Contact your friends and family.
- It is important to be home, maintain a healthy lifestyle including proper diet, sleep, exercise and social contacts and avoid going to bars and big crowd and places with other family and friends.
- Don't use smoking, alcohol or other drugs to deal with your emotions.
- If you feel overwhelmed, talk to a health worker or counselor. There is a place where you can get free or low-cost help for physical and mental health needs if you need it.
- Get the facts. Gather information that will help you accurately understand your risk so that you can take individual precautions that are suitable to you and your family as well as available on a local or state public health agency.
- Limit worry and agitation by measuring the time you and your family spend watching or listening to media coverage that you perceive as upsetting.
- Draw on with you have used in the past that have helped you to manage previous life's adventures and use those skills to help you manage your emotions during the challenging time of this outbreak.

Play Nicely: The Healthy Discipline Program

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5. Recognize signs of neglect

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Consider the possibility of neglect when the child:


- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care



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Consider the possibility of neglect when the parent or other adult caregiver:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs



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6. Recognize the spiritual impact of trauma...


Professional Psychology: Research and Practice
2012, Vol. 41, No. 4, 306-314

© 2012 American Psychological Association
0735-7028/12/\$12.00 DOI: 10.1037/a0029282

Religiosity, Spirituality, and Trauma Recovery in the Lives of Children and Adolescents

Thema Bryant-Davis, Monica U. Ellis, Elizabeth Burke-Maynard, Nathan Moon, Pamela A. Counts, and Gera Anderson
Pepperdine University

Spirituality and religion are important but often neglected areas of clinical exploration. In recent years there has been some growth in traumatic studies' literature with regard to religion and spirituality in the provision of mental health services. However, while these studies demonstrate the importance of religious and spiritually competent care, much of the research involved refers to adults and has less emphasis on how children and adolescents utilize these constructs. In particular, a review of the literature reveals a limited body of research that explores how children apply religion and spirituality when coping with traumatic events. This literature review aims to contribute to the existing knowledge base by exploring the role of religion and spirituality in the lives of children and adolescents who have been, or are currently subjected to traumatic experience. It aims to delineate ways to incorporate and acknowledge the religion and spirituality of children and adolescents who are trauma survivors in treatment.



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...and be able to make referrals.



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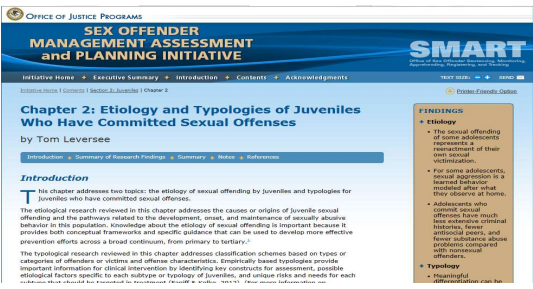
7. Addressing ACEs by treating juveniles with sexual behavior problems



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Trauma among juveniles who commit sexual offenses



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Sexual victimization (Leversee 2014)

- Children who were sexually abused at younger ages, had a greater number of incidents, a longer period of waiting to report the abuse, lower level of perceived family support, are more likely to engage in sexual offenses.
- More likely to have personality traits of forcefulness (deriving pleasure from inflicting pain) or submissiveness (close relationships necessary to feel comfortable and socially confident).



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Physical abuse (Widom & Massey 2015)

Although individuals with a history of abuse and neglect were at increased risk to being arrested for a sex crime, "individuals with histories of physical abuse and neglect were at significantly increased risk for arrest for sex offenses" but those with histories of sexual abuse "did not reach significance."



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Multiple types of child maltreatment


- A study of 667 boys and 155 girls adjudicated for sex offenses found that nearly all had "highly dysfunctional" families and high degrees of physical abuse, sexual abuse, emotional abuse and neglect
 - Cavanaugh, et al (2008)



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Sex offenders and ACE scores (Levenson, et al 2014)

In a study of male sex offenders, more than half had an ACE score of 4 or higher having endured multiple acts of sexual abuse, physical abuse, emotional abuse, emotional neglect, witnessing violence and otherwise experiencing family dysfunction at a high level.



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We know what treatment works





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Treatment lowers recidivism (Worling, et al. 2000, 2010)

Table 1. Recidivism Rates for Treatment vs. Comparison Groups


Recidivism Measure	10-Year Recidivism Rate (%)		20-Year Recidivism Rate (%)	
	Treatment Group (n=58)	Comparison Group (n=90)	Treatment Group (n=58)	Comparison Group (n=90)
Sexual charge	5*	18	9*	21
Nonsexual violent charge	19*	32	22*	39
Any charge	35**	54	38*	57



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Recidivism factors (Ratnayake 2013)

- Deviant sexual fantasies with an interest in prepubescent children and/or sexual violence
- Committing sex crimes despite prior charges or convictions
- Multiple victims
- Targeting strangers
- Social isolation/unwillingness or inability to form peer relationships
- Unwillingness/inability to participate in treatment




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Factors not predictive of recidivism

- JV's own history of sexual victimization (may play a role in initial conduct)
- Degree of sexual contact (e.g. penetration)
- Denial of sexual crimes (unless this means unwillingness to participate in treatment)

– Ratnayake (2013)




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Factors associated with lower recidivism

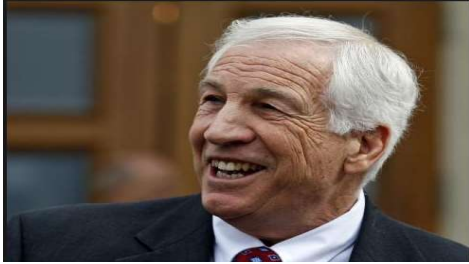
- Positive family functioning
- Positive peer social groups
- Availability of supportive adults
- Commitment to school
- Pro-social, non-criminal attitudes
- Spirituality

– ATSA (2013); Walker (2009)



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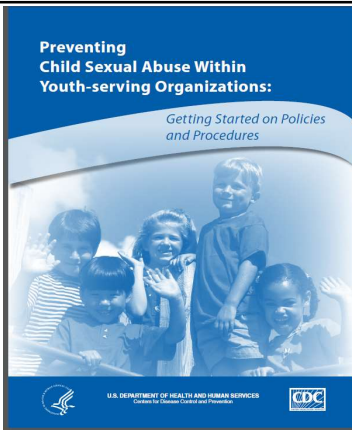
8. Protecting children from adult sex offenders



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Follow the CDC standards

- Screening/selection of employees & volunteers
- Guidelines on interactions
- Monitoring behavior
- Ensuring safe environments
- Responding to inappropriate behavior
- Training of employees, caregivers, youth



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Screening and selection

- CDC recommends five pre-employment screenings:
 - Informing applicant of policies, requiring written acknowledgment, and asking questions
 - Written application with questions pertinent to abuse
 - Personal interview with additional questions about reporting, etc
 - Verbal, not just written references



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Background checks

- Criminal background checks (but note that most predators have never been caught—Abel study, etc)
- Google search and search newspapers where counselors/employees may have worked



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Monitoring behavior

- Two deep leadership—at least two adults on “all trips and outings”
- No one on one contact (if there is some reason for a private discussion with a child, do it in the view of others)
- Respect for privacy—do not watch a child change clothes or shower nor should a child see a counselor naked



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Policies and guidelines


- Separate sleeping accommodations for counselors and children (if overnight trips, etc)
- Limit or prohibit events at workers homes
- Appropriate attire (no skinny dipping, etc)
- Windows and open doors
- Sexual comments, jokes, and behaviors around children strictly prohibited
- Prohibiting corporal punishment
- Limiting cameras, imaging, digital devices
- Bullying prohibited



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Keep an eye out


- At the camp, does a counselor single out a child for gifts, particularly expensive gifts, or other favors? (teacher's buddy)
- Is that child from a family where parents are divorced or where parents are not involved?
- Do they make unusual statements such as commenting on a boy or girl's development? (teacher would slam on car breaks and call the behavior a "ball busting" episode)
- Do they find a way to "accidentally" see the child undressing or going to the bathroom? (teacher's bathroom rules)
- Trust your gut (teacher's instructions to sleep in underwear with sleeping bags undone, teacher's "bedwetting" excuse, Lutheran school pornography case)



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Understand predators can abuse with others present


- 54.9% of child molesters offended when another child present
 - The Tricky Part by Martin Mora)
- 23.9% offended when another adult present
 - Underwood, et al, *Do sexual offenders Molest when Other Persons are Present?* 11(3) Journal of Research and Treatment (1999)
- Note—it may be subtle (under the blankets)
- Why? Increases power over child, the chance of getting caught enhances arousal, etc.



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Education and training


- CDC recommends training for:
 - Employees/volunteers
 - Children
 - Parents
- CDC recommends course content



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Children with disabilities

- Several studies find that children with disabilities are at greater risk for abuse & neglect
 - OJJDP (2015)
- Accordingly, policies should be aware of this enhanced risk and take into account the needs of particularly vulnerable populations



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Resources

U.S. Department of Health & Human Services Administration for Children & Families Children's Bureau

Child Welfare Information Gateway

HOME TOPICS LIBRARY PUBLICATIONS STATE RESOURCES MORE TOOLS & RESOURCES NEWS & EVENTS



Children With Disabilities


Resource and information about serving children with disabilities, including State and local examples.



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Modify YSO policies during pandemic

- Monitor interactions between teachers and students to make sure the pandemic is not used to groom a child:
 - Require another adult to be copied on messages
 - Require teachers to record virtual sessions
 - Conduct the sessions in an appropriate location (e.g. not instructor's bedroom)



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Greenville policies and training

The slide features a header with the text "Greenville policies and training". Below it is a graphic with the title "Protecting Students from Sexual Misconduct and Abuse" and the subtitle "Training for Employees". To the left of the text is a photograph of a group of young children. At the bottom of the graphic is the Greenville County Schools logo with the tagline "Inspire | Support | Prepare" and the zeroabuse PROJECT logo.

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9. Personal safety training for youth

- "Ample empirical evidence" to support personal safety training (Finkelhor 2007)
- Children more likely to use self-protection techniques if instructed (Finkelhor 1995)
- In person training much more effective

The slide has a header "9. Personal safety training for youth" followed by a bulleted list of three points. At the bottom right is the zeroabuse PROJECT logo.

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Erin's law

The slide shows a screenshot of the Erin's Law website. The header includes the Erin's Law logo and navigation links: "About Erin", "News", "FAQs", "Contact", "Get Involved", "Donate", and social media icons. Below the header is a main content area with a large image of a young boy and text: "School districts must teach students personal body safety. How to speak up and tell if they are being abused." There are also buttons for "Learn More About Erin's Law", "What is Erin's Law?", "Meet Erin", "Get Involved", and "Latest News". The zeroabuse PROJECT logo is at the bottom right.

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Greenville application

Erin's Law Lesson Development



- Academic Specialist, Health educators and the Julie Valentine Center create lessons based on the units developed by the State Board of Education and the State Department of Education
- Lessons are re-evaluated on a yearly basis and updated as necessary with a focus on students connectability with the concept
- Lessons are shared with the GCSO so that they know what lesson has been taught when they are investigating a potential crime

Protecting from Sexual Misconduct
Students and Abuse Instruction for Students



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10. Understand challenges for boys



Photo by Juan Mendez from Pexels



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Research on child abuse disclosures by boys


- Boys disclose less frequently than girls
 - Afraid of being labeled weak, gay, and worried about reaction of parents and peers
- Boys disclose much later in life with one study finding that boys who did disclose took over 20 years to report
- "Victimization and the way it is experienced are different for boys than girls."
 - Parent & Benson (2012)



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11. Build resiliency for abused children
 (Summers, 2006)


- Educational characteristics
 - Engagement in academics
 - Engagement in extra-curricular activities
 - Positive relationship with instructors



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Other resiliency factors
 (Herrenkohl et al, 2008)

- Community characteristics
 - Positive relationship with caring, nonabusive adult
 - Adults or peers who disapprove of antisocial behavior
 - Involvement with religious community
 - Peer support
 - Safety of community
 - Access to health care



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Get free resources into the hands of parents



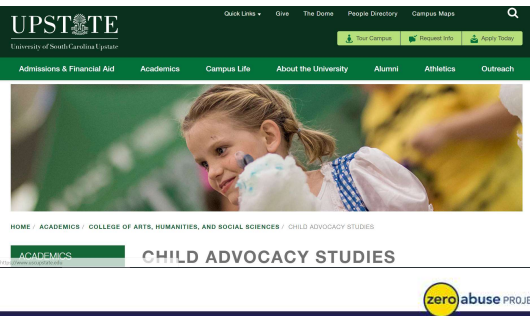
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12. Trauma-informed workforce



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CAST at USC Upstate



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USC Upstate



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Trauma-informed communities

Wellville HOME ABOUT WELLVILLE WELLVILLE 5 TEAM PARTNERS NEWS EVENTS CONTACT

Communities Inspiring Change MORE ABOUT WELLVILLE

We rely too much on medical care to treat what didn't have to go wrong to begin with. And we pay dearly for it. So five communities across the U.S. are changing this by addressing the factors that send too many of us to the clinic, hospital and pharmacy, factors that determine whether we get sick in the first place. The Wellville 5 are focused on cultivating opportunities for a better life — especially for their youngest, their most vulnerable and those with the least hope — and devising investment mechanisms to ensure the future of these opportunities. In the process they're serving as a positive example for what works and how to make it happen at scale. As our executive founder Esther Dyson says, it's not just about opening more high-quality pre-K centers, workforce development programs and urban gardens but about how these things can make a positive impact.

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"Till the night be passed"

"Silence in the face of evil is itself evil. Not to act is to act."
— Dietrich Bonhoeffer



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Teachable Safety Skills

Tools for Professionals




Alison Feigh, JWRC Director | 2021

1

Thank You for Making Time

It's a kid's job to be a kid... ..and a grown-up's job to keep kids safe!

2

Spectrum of Prevention

THE SPECTRUM OF PREVENTION

- Influencing Policy and Legislation
- Changing Organizational Practices
- Fostering Coalitions and Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge and Skills

<http://preventioninstitute.org>




3

A Youth Minister's Downfall

"After Milburn graduated in 2011, Varvil let him move into her house. Shortly afterward, her teen daughter informed her that many of boys who used to come over now refused to because Milburn was a "creep."

"I asked her why, and she said he took a bunch of them out one night and he exposed himself to them, and then he convinced them to expose themselves to him, she says. But when Varvil confronted him, he explained it away, telling her it had simply been a youthful indiscretion.

"We were just joking around," he told her. "It's just a guy thing, Dawn. You don't understand how guys are with each other."

"Just the way he explained it, I believed him."

By Danny Wicentowski
http://blogs.riverfronttimes.com/dailyrft/2015/05/first_christian_church_of_florissant_brand_on_milburn.php?page=all May 6th, 2015



4

Myths: A False Sense of Security

Fear freezes.
Education
moves us
to **act**.



5

Stereotypical Kidnappings

Stereotypical kidnapping (narrower definition of NFA)

"A nonfamily abduction perpetrated by a stranger or slight acquaintance in which a child is taken or detained overnight, transported at least 50 miles, held for ransom or abducted with intent to keep the child permanently, or killed."

- 105 - NISMART 3 data on stereotypical kidnappings collected October 1, 2010 and September 30, 2011
- 115- NISMART 2 data on stereotypical kidnappings from 1997

www.ojjdp.gov/pubs/249249.pdf



6

Current Snapshot on Stranger Abduction

"On average, fewer than 350 people under the age of 21 have been abducted by strangers in the United States per year since 2010, the FBI says. From 2010 through 2017, the most recent data available, the number has ranged from a low of 303 in 2016 to a high of 384 in 2011 with no clear directional trend."

Hundreds of thousands of juveniles are reported missing to the FBI each year. In cases where the circumstances of the case is recorded, 0.1 percent are reported as having been abducted by a stranger.

Jonathan Allen reporting for Reuters. January 2019.



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Focus on Behavior

- Youth have image in their head of a "stranger"
- Mixed Messages
- We want children and teens to know how to ask for help. They should be taught HOW to talk to strangers.
- Children and Teens are much more likely to be victimized by someone they know



8

2 Questions

1. How does this person make me **feel**?
Mixing Bowl
Uh-Oh feeling
2. What is this person asking me to **do**?



9

Tricky Years

- Reported child victims from the analysis of CyberTipline reports have a mean age of **15 years** (NCMEC, 2017)
- Persons ages **12 to 17** had the highest prevalence of violence of all age groups (Criminal Victimization, 2018 Rachel E. Morgan, Ph.D., and Barbara A. Oudekerk, Ph.D., U.S. Dept of Justice, Bureau of Justice Statistics)
- JWRC's largest client base is **12-17** (JWRC case data)



10

Teenage Brain

- The teenage brain has not yet fully connected the frontal lobes. Recent studies show that neural insulation isn't complete until the **mid-20s**.

"It's the part of the brain that says: 'Is this a good idea? What is the consequence of this action? It's not that they don't have a frontal lobe. And they can use it. But they're going to access it more slowly.'"

-Dr. Frances Jensen, neurologist



www.npr.org/templates/story/story.php?storyId=124119468



11

Teenage Brain

- Not fully developed until around **age 25**
- Adult and teen brains work differently
 - Adults think with the **prefrontal cortex—rational part** (good judgment/long-term consequences)
 - Teens process information with the **amygdala—emotional part**
- For a teen, the connections between the emotional part of the brain and the decision-making center are still developing
- When teens experience overwhelming emotional input, they can't always explain later what they were thinking (feeling response vs. a thinking one)

Sather, Rita, RN and Shelat, Amit, MD. www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=3&ContentID=3051



12

Subjective vs Objective



"While participants generally reported feeling safe online and perceived that they had a good awareness of online dangers and how to avoid them (subjective knowledge), they tended to be poor at articulating for themselves exactly what those dangers were and how they personally could elude them (objective knowledge)....

These findings suggest that some **children may think that they know how to stay safe online but lack—or at least be unable to articulate—objective knowledge that could actually keep them safe.**"

Macaulay et al. (2020). *Journal of Children and Media*



13

Using the "What If"

- What would you do if our neighbor offered to **give you a ride** home from school so you didn't have to walk?
 - **Kids should always CHECK FIRST** with their parent or caregiver before accepting a ride from someone, even if they know them!
- What if an older kid says that they will give you \$5 if you will play a **secret game** with them?
 - Kids should talk to a parent or caregiver about it, since kids **don't keep secrets** from the person who takes care of them.



14

The Power of "What If"

Fear of family **rejection** and fear of **disbelief** are major factors leading children not to disclose abuse.

- Palmer, S. E., Brown, R. A., Rae-Grant, N. I., & Loughlin, M. J. (1999). Responding to children's disclosure of familial abuse: What survivors tell us. *Child Welfare*, 78, 259–282.
- Somer, E., & Szwarzberg, S. (2001). Variables in delayed disclosure of childhood sexual abuse. *American Journal of Orthopsychiatry*, 71, 332–341.



15

Grooming/Seduction

"...grooming/seduction is defined as a variety of techniques used by a sex offender to access and control potential and actual child victims. This process takes access, time, and interpersonal skill. How much time depends on the needs of the child and skills of the adult. If done well the process not only gains the victim's initial cooperation, but also decreases the likelihood of disclosure by the victim and increases the likelihood of ongoing, repeated access.

The greater the skill of the offender in selecting and seducing vulnerable victims, the more successful the acquaintance molester is and the longer he avoids discovery.."

**Child Molesters:
A Behavioral Analysis
For Professionals
Investigating the Sexual
Exploitation of Children**

Fifth Edition, 2010
Kenneth V. Lanning
Former Supervisory
Special Agent, Federal
Bureau of Investigation
(FBI)

http://www.missingkids.com/en_US/publications/NCzo.pdf

NCMEC/FBI



16

Number One Lure

Victims in sex crimes committed by people they met through the Internet were primarily 13-15 year old girls (75%). Half of the Victims were described as being in love or having close bonds with the offender.

"Attention and Affection" Lure

Remember: Adults who really love you, love you no matter what.

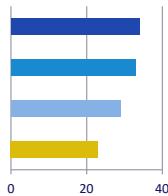
Source: Crimes Against Children Research Center, University of New Hampshire. Information obtained from a National Law Enforcement Survey conducted between Oct 01 and July 02.



17

How Do Offenders Engage?

- **34%** - Engaging the child in sexual conversation/role-play as a grooming method
- **33%** - Asking the child for sexually explicit images of themselves
- **29%** - Developing a positive rapport with the child
- **23%** - Sending unprompted sexually explicit images of themselves



"The Online Enticement of Children: An In-Depth Analysis of Cybertipline Reports" analyzing 5,863 reports from Jan 1 2015- Dec 31, 2015. NCMEC



18

Disclosure Denials

"Out of the 29 individuals reporting they were directly questioned by someone, six (20.4%) reported that they denied to anyone who asked, and an additional four (13.8%) reported they denied to some people but not to others.

Out of the 75 individuals reporting they disclosed, seven (9.3%) reported ever having recanted. Of the 94 CSA respondents, 10(9.4%) were questioned at least once and explicitly denied abuse to someone."

McGuirea and London, 2020



25

Adult Male CSA Disclosures

- In a study that examined disclosure patterns in 296 adults with CSA histories (151 women, 145 men). Only 26 % of male respondents (compared to 63.6 % of female respondents) told someone at or around the time when the abuse was happening.
- 44.9 % of male survivors waited more than 20 years to discuss the sexual abuse.

O'Leary and Barber (2008)



26

Negative or Positive Reactions

- 50% of the children disclosing child sexual abuse reported feeling afraid or ashamed of their parents' responses and in those cases their parents actually did tend to blame the children or act angrily.
- The children's willingness to disclose promptly decreased when they expected negative reactions.
- The children anticipated their parents' likely reactions very well.



Hershkowitz et al (2007).



27

Disclosures Happen in Several Ways

- Behaviors
- Emotions
- Language



1/27/2021



28

Facilitators to Disclosure

- Age – Increases with age, especially into adulthood
- Gender – Slight trend in older adolescent females making a disclosure
- Relationship to Perpetrator – If the perpetrator is out of the home, rates of disclosing do increase
- Dialogical Context – Discussion, therapy, sexuality information, and prevention education programs
- Family Relationships – Caregiver support
- Involvement of Others – Witnesses reporting, detection through professionals and community members
- Environmental and Cultural Context – Promotion of open discussion of sexuality, community member involvement

Alaggia et al (2017)



29

Hard Conversations

- Standing side by side
- Journaling
- Circle Facilitation
- Ground Rules
- Practice beforehand
- Repeat what you have heard
- Possible solutions ahead of time





30

Family Safety Night

- Create an evening to connect and have fun!
- Whole family participates
- Ongoing—twice a year
- Discuss all aspects of safety:
 - fire escape plan
 - safety belts
 - bike helmets
 - calling 911
 - bus safety
 - internet and personal safety



31

What do I say to the children?

This is UNCOMFORTABLE...

- Teachable moments for kids and parents – WHAT IF
- Identify at least FIVE Trusted Adults
- Upbeat. Positive.
- Not "THE TALK" but lots of little talks. You don't have to cover everything all at once.



32

We Talk about Touches

- Know the names of private parts
- Know that private parts are different from the rest of your body
- Empower children by giving them **permission to say "no"** to anyone asking them to do something against a rule or against their "uh-oh" feeling



33

We Talk about Touches

For Small Children:

Talk to a trusted adult if anyone tries to:

- **Touch or look** at your private parts.
- Wants you to touch or look at **their private parts**.
- Is asking you to touch **your own private parts**.



Credit: Markus Spiske, Unsplash



34

We Talk about Touches

- Talk with kids about the times when adults may need to look at or touch private parts, such as to help keep kids **clean** or **healthy**.
 - For example, use a visit to the doctor's office as a teachable moment to talk about appropriate adult behavior with kids.
- Explain that clean and healthy touches are **never a secret**, so kids can always talk to 1 of their 5 trusted adults if they have questions about any kind of a touch.
- Tell kids if someone does **trick** them into a touch that is confusing or scary, **it is NOT their fault**. Encourage them to tell a trusted adult.



35

We Talk about Touches

- Let kids know it is **okay to tell** someone about a confusing or scary touch even a **long time** after the touch happened.
- Teach young people it is **okay to say "no!"** to touches, even if the person is an adult they know.
- Parents should remember that most children are harmed by **people the child/family knows**.



Credit: Victoria Brodskaya, Pixabay



36

"No!"

No is a complete sentence.



Even if you don't say no, it is still **NOT your fault.**



37

Get a Trusted Adult Involved if...

Tell kids to talk to a trusted adult if:

- They are being **hurt**
- Someone else is being **hurt**
- Someone is threatening to **hurt** another person
- Someone is threatening to **hurt** themselves



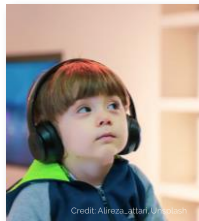
Remind kids that talking to an adult is very different from "tattling."



38

Increased Risk for Abuse

- **Health impairments** increase risk for abuse **3x**
- Children with **hearing disabilities 4x** more likely to be physically abused
- Children with **intellectual disabilities** increases risk for at for all types of maltreatment by **4x**



Hall-Lande, J., et al. (2015). Involvement of children with autism spectrum disorder (ASD) in the child protection system. Focus on Autism and Other Developmental Disabilities, 30, 237-248



39

Check First

Don't go anywhere with anyone who won't let you CHECK FIRST.

- You are more important than your stuff.
- Making noise is a good thing.
Yelling not Screaming
- Get an adult to help you.



43

Sexting Behaviors

- 7 percent of teens reported engaging in sexting: the sharing of nude or nearly nude photos via the web, mobile phone or in person.
- Teens who sext appear less likely to have high self-esteem.



Ybarra ML, Mitchell KJ. "Sexting" and its relation to sexual activity and sexual risk behavior in a national survey of adolescents. J Adol Health. 2014.



44

Where are they getting the idea?

- Adult sexting scandals
- Sexual Images
- How does one get attention?



45

Where?

93% of boys and 62% of girls were exposed to online pornography during their adolescence.

Boys were more likely than girls to see the images at an earlier age, see more of the extreme images (rape) and view pornography more often.

"If participants in this study are typical of young people, exposure to pornography on the Internet can be described as a normative experience."

Chiara Sabina, Janis Wolak, and David Finkelhor. CyberPsychology & Behavior. December 2008. 11(6): 691-693. doi:10.1089/cpb.2007.0179.

Graphic of Statistics: <http://www.onlinemba.com/blog/stats-on-internet-pornography/>



49

Consent = Permission

- Voluntarily agree with a behavior or action.
- Free and equal agreement, given equally by both partners.
- Permission that is clearly spoken and freely given.
- Everyone has a right to their body and has the right to say no at any point.



50

Consent in Real Life

- Consent is about communication and it should happen every time.
- You can withdraw consent if at any time things feel uncomfortable.
- Consent shouldn't be about waiting for the word no, it's about making sure you have an enthusiastic yes.
- Consent DOESN'T look like saying yes or saying nothing if under the influence of drugs or alcohol.



51

Consent in Education Study

- Found that only **2** of 18 states explicitly mentioned sexual consent in their health education standards
- Analysis suggests that sexual consent is **likely not discussed** in sex education at K-12 schools
- Recommendation: **more explicit inclusion of sexual consent** in health education curricula

Malachi Willis, Kristen N. Jozkowski & Julia Read (2019) Sexual consent in K-12 sex education: an analysis of current health education standards in the United States, Sex Education.



52

Broaden our Focus - Polyvictimization

- Neglect – 78.3%
- Physical Abuse – 17.8%
- Sexual Abuse – 9.5%
- Psychological maltreatment – 17.6%
- Medical neglect – 2.4%



Percentages exceed 100% because report may have more than one type of maltreatment

U.S. Dept. Health and Human Services, Children's Bureau, Child Maltreatment Report 2009



53



54

Bystander to Upstander

"The more people are around, the less likely people are to react, or they will react slower."

—Elizabethtown College psychology professor Michael Roy



Credit: single_tens_reflex, Unsplash

https://lancasteronline.com/news/local/vote-if-you-saw-a-fight-underway-in-a-public-place-what-would-you-do/article_63719280-ofca-11e7-b18f-dbfca733aea7.html



55

Neighbor Interview

"A man who lived upstairs from suspected St. Louis kidnapper Michael Devlin said he often heard "weird sounds" – like whimpering, screaming and pleading – coming from the apartment, according to a published report.

Tenant Harry Reichard said that on one occasion, it seemed that Shawn ---- – whom Devlin allegedly held captive for four years – was trying to get the 300-pound loner "to stop doing something."

Another time, Reichard tells Newsweek, he heard Devlin yell, "What the f- - - did you do that for, you f- - -ing idiot?" The screaming was followed by what sounded like a blow."

..."It was like a maniacal workshop," Reichard says.

Geller, A. <http://nypost.com/2007/01/22/screams-in-kidnap-apartment/>



56

Upstander x 3

"...And thank you in advance to everyone who sees this and shares this and reminds each other that yes, you SHOULD say something. Even if it's awkward or weird or just uncertain if anything can be done." - Sonia Urlich



<http://www.nydailynews.com/news/national/women-aid-woman-date-drugged-wine-article-1.2654952>



57

Importance of Caring Adults

Parental Involvement/Caring Adults = Our Best Prevention Tool

- Family Safety Night
- Connecting Conversations
- "What If" Games
- **Form Your Net!**



58

Prevention

- Believe that abuse can happen
- Teaching children about personal safety and letting adults know that the child has had training
- Observe interactions with caregivers—drop in
- Caregivers being offered training
- Forming relationships with those doing this work—especially those with disabilities



Prevent Child Abuse America, Maltreatment of Children with Disabilities Fact Sheet,
<http://preventchildabuse.org/images/docs/maltreatmentofchildrenwithdisabilities.pdf>



59

This isn't just mine to solve

- Share ownership
- Share responsibility
- You can't be everywhere at once.



60

Children's Resiliency Factors

Community characteristics

- Positive relationship with caring, nonabusive adult
- Adults or peers who disapprove of antisocial behavior
- Involvement with religious community
- Peer support
- Safety of community
- Access to health care

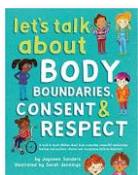
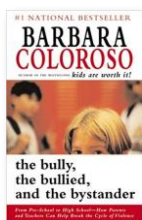
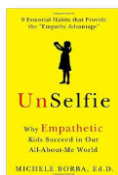


(Herrenkohl et al., 2008)



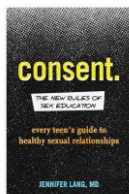
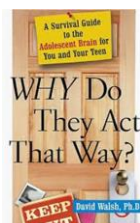
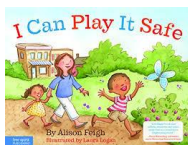
61

Books

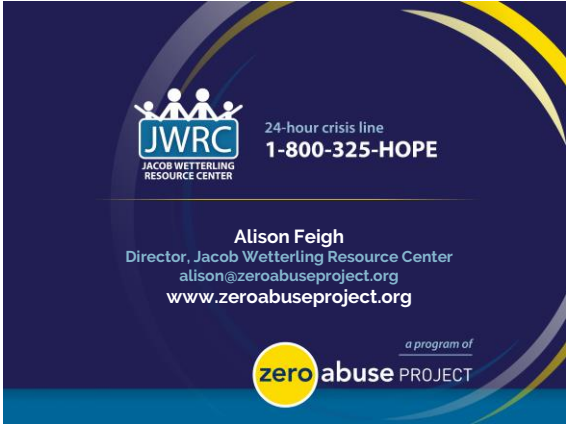


62

Books



63



67



Sexting Behavior

Flirting or Felony




Alison Feigh, Director of JWRC, a program of Zero Abuse Project

1

- **92% of teens (13-17 yr olds) go online daily**
- **24% of teens are online “almost constantly”**
- **73% of teens have access to a smart phone**
- **Only 12% of teens aged 13-17 do not own a cell phone**
- **81% of teens have access to a game console**
 - 91% of boys, 70% of girls

Data periods 2014-2015, Surveyed 1060 parent teen pairs
 The Pew Research Center's Teen Relationship Study was funded, designed and analyzed by Center staff. Fieldwork was conducted by the GfK Group (GfK, formerly Knowledge Networks.)
<http://www.pewinternet.org/2015/04/09/methods-teens-tech/>




2

Limited Face to Face

- **Fifty percent of teens feel they are addicted to their mobile devices. The poll involved 1,240 interviews with parents and their children, ages 12 to 18.**
- **78% of teenagers check their phones once an hour.**

Survey Conducted Feb-March 2016
www.common SenseMedia.org/technology-addiction-concern-controversy-and-finding-balance-infographic
- **On any given day, teens in the United States spend about nine hours using media for their enjoyment.**

CommonSense, Phone Survey of 2600 teens, Nov 2015



3

In 2012, Dr Clifford Nass along with some colleagues at Stanford questioned 3,461 girls (Discovery Girls Magazine) ages 8 to 12. "The study found that the less time the girls spent on screens and the more time in face-to-face communication, the greater their social success, the higher their feelings of normalcy, the more sleep they got and the fewer friends they had who their parents believed were a bad influence. The more time the girls spent with screens, by contrast, the less sleep they got and the lower their self-esteem."

- http://www.nytimes.com/2015/04/19/fashion/hey-kids-look-at-me-when-were-talking.html?_r=1
- <http://news.stanford.edu/news/2012/january/tweenage-girls-multitasking-012512.html>




4

Who is defining Healthy?

85% of teen daters expect to hear from their significant other at least once a day
11% expect to hear from their significant other hourly.
Many teens expressed a desire (and in many cases, an expectation) that they hear from their significant other on a regular basis.

Lenhart, A., Smith, A., and Anderson, M. "Teens, Technology and Romantic Relationships." Pew Research Center, October 2015.
<http://www.pewinternet.org/2015/10/01/teens-technology-and-romantic-relationships/>




5

New Challenges

- **15% of girls and 7% of boys experienced pressure from dating partners to send sexual photos, threatening partners if they did not, sending partners unwanted sexual photos, or making other unwanted communications about sex.**

Survey of 3,745 dating high school and middle school students
 Zweig JM, et al. The rate of cyber dating abuse among teens and how it relates to other forms of teen dating violence. J Youth Adolesc 2013; 42: 1063-77



6

Sexting Article from NASN

“Sexting has been defined as the act of sending sexual messages, pictures, or videos via a mobile device (Merriam-Webster, 2012; National Center for Missing & Exploited Children, 2011).”

Adults engaged in the behavior as well.

“Youth produced sexual images, is a clearer definition. Sexual images created by minors under the age of 17 that could be considered child pornography under the law (Lounsbury, Mitchell, & Finkelhor, 2011; Wolak, Finkelhor, & Mitchell, 2012).”

“Sexting- It's in the Dictionary.” *NASN School Nurse*. Beth Matthey and Gail Matthey Diliberto. 2013 28: 94 originally published online 24 January 2013



7

Sexting Definition

Definition changes with different studies.



- Some refer to sexting as “sexually suggestive” images and others ask about “nude or semi-nude” material.
- Is receiving a sexually based image the same as sending one?

“Sexting: Young Women's and Men's Views on Its Nature and Origins.”

Shelley Walker, M.P.H.C., Lena Sanci, Ph.D., and Meredith Temple-Smith, D.H.Sc. *Journal of Adolescent Health*, 2013.



8

Teenage Brain



The teenage brain has not yet fully connected the frontal lobes. Recent studies show that neural insulation isn't complete until the mid-20s.

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www.npr.org/templates/story/story.php?storyId=124119468

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Sather, Rita, RN and Shelat, Amit, MD
www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=1&ContentID=3051



10

Spectrum of Prevention

<http://preventioninstitute.org>

THE SPECTRUM OF PREVENTION



11

- What are your rules for online communication adult/student?
- None
- Group pages only
- Keep a record
- CC Parents

THE SPECTRUM OF PREVENTION




<http://preventioninstitute.org/component/jlibrary/article/id-105/127.html>

12

Compliant Victimization

“The scenario that people tend to imagine, based on the newspaper stories and some of the police accounts, is that the danger to children is that they give information to someone acting as another kid and get abducted. Those are extremely rare—we estimate that forcible abduction took place in only five percent of these Internet-related sex crimes.”
 - David Finkelhor, Director of the Crimes against Children Research Center

<https://arstechnica.com/tech-policy/2014/11/12-year-olds-online-life-brings-an-abductor-to-her-doorstep/>




13

What is a compliant victim?

Children “who cooperate in or ‘consent’ to their sexual victimization. Because children cannot legally consent to having sex with adults, this compliance should not in any way alter the fact that they are victims of serious crimes.”

Ken Lanning, FBI (retired) *A Law Enforcement Perspective on Compliant Child Victim*, 14(2) APSAC Advisor (Spring 2002)




14

Interviewing Compliant Victims

- Be aware of our biases—we prefer victims who are forced, tricked or exchanged favors for money, etc. We don’t like victims who engaged in sexual activity out of enjoyment.
- Suggestibility is an issue if you suggest the answers (must have been forced, right?)
- What if compliant victim was engaged in drug usage or theft (consult team, perhaps file a child protection and not delinquency action)
- Trafficked child: must address concerns about delinquency charges, being returned to parents, fear of pimp, etc...

(Farrell, 2014)



15

Society's lack of understanding

Causes compliant victims

- **Fail to disclose and even deny victimization**
- **Incomplete, inaccurate disclosures**
- **Shame, embarrassment and guilt**
- **Offenders to exploit numerous victims**
- **Unrealistic prevention programs**

(Lanning, 2010)



16

[Jane Doe (12)] I'm leaving
 [Other user] wat do u mean
 [Jane Doe] I'm leaving this Friday and I'm going to live with some guy
 [Other user] Oh =(
 [Jane Doe] I'm running away with him
 [Other user] Your just going 2 leave me like that
 [Jane Doe] It's for the best babe
 [Other user] WAT BEST!!!, y said that u will never leave my side and I will never leave your, now look your leaving me
 [Jane Doe] I love you
 [Other user] I u do love me y are u leaveing
 [Jane Doe] Im not going but babe Im scared he said he was gonna kidnap me
 [Other user] ok and but he doesn't know where you live
 [Jane Doe] um yea I told him where I live
 [Other user] y ? * put arm around u*
 [Jane Doe] he know my address
 [Other user] did u tell your mom?
 [Jane Doe] no because I used kik and I'm not supposed to have it so Id get in big trouble.


<https://arstechnica.com/tech-policy/2014/11/12-year-olds-online-life-brings-an-abductor-to-her-doorstep/>

17

“It's not clear that the Internet has placed children at greater risk of sexual exploitation. More of crime, and of social life in general, is moving online. But that increase does not necessarily translate to increased risk. In fact, the Internet may increase the likelihood of some of these criminal acts being detected—their messages can be traced.”

- David Finkelhor, Director of the Crimes against Children Research Center

<https://arstechnica.com/tech-policy/2014/11/12-year-olds-online-life-brings-an-abductor-to-her-doorstep/>



18

Two Questions

- Does this person try to get me to break my safety rules?
- Does this person give me an uh-oh feeling?/Is my gut instinct trying to tell me something?



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19

Additional Vulnerable Youth Information

“...the similarities between online and offline vulnerability factors is quite striking, suggesting that youths at risk for real-world sexual solicitations are the same youths who may be more at risk online as well.” (Sato, Michael. Internet Sex Offenders. American Psychological Association. 2013.)



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JACOB WETZELING
RESOURCE CENTER

20

- 27.4% of teens have received a sext
- 14.8% of teens report being the sender of a sext
- Numbers did not vary with gender
- Numbers did vary by age with an increase as teens progressed through adolescence
- 27 states have passed laws that essentially decriminalize sexting
- This study concludes that when sexting is consensual and doesn't involve involuntary forwarding, coercion, extortion or adults, sexting does not warrant law enforcement involvement
- Suggests that it is better addressed at home, schools and by health care professionals

Reviewing 39 different studies with 110,380 subjects
 “Teenagers, Sexting and the Law.” May 2019 *Pediatrics*. Vol 143, Issue 5.
 Strasburger, Zimmerman, Temple and Madigan

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21

Sexuality Research and Social Policy

September 2014, Volume 11, Issue 3, pp 245-255

Youth Sexting: Prevalence Rates, Driving Motivations, and the Deterrent Effect of Legal Consequences

Heidi Strohmaier, Megan Murphy, David DeMatteo

Undergraduate students recruited from a large Northeastern university completed an anonymous online survey concerning their engagement in sexting as minors.

<https://link.springer.com/article/10.1007/s13178-014-0162-9>



22

More than half of respondents (54 percent) reported sexting as minors. However, only 28 percent sent photographic sexts.

The majority of respondents (61 percent) were not aware that sending texts could be considered child pornography. In the study, 59 percent of respondents reported that knowledge of legal consequences “would have” or “probably would have” deterred them from sexting.

<http://drexel.edu/now/archive/2014/June/Sexting-Study/#sthash.AOZoxXGv.dpuf> Youth Sexting: Prevalence Rates, Driving Motivations, and the Deterrent Effect of Legal Consequences, June 2014, <http://drexel.edu/now/archive/2014/June/Sexting-Study/#sthash.AOZoxXGv.dpuf>



23

Drexel Study Continued

- Although participants generally reported experiencing few negative social or legal consequences as a result of sexting, 71 percent reported knowing other teens who experienced negative consequences.
- Only 2 percent of respondents reported that they notified a parent or teacher about a sext that they received.




24

4% of cell owning teens (12-17) reported sending sexually suggestive nude or nearly nude photos or videos of themselves to someone else via a cell phone.

15% received sexually suggested nude or nearly nude photos or videos of someone they knew.


Lenhart A: Teens and Sexting. Pew Internet and American Life Project, Dec. 15th, 2009.



25

In a survey of 618 18 year olds, 30% of subjects told us that they had sent nude pictures at some point during the four years of high school, and 45% said that they had received such pictures on their cell phones.


Low Risk Associated with Most Teenage Sexting: A Study of 617 18-Year-Olds (2012)
 Dr. Elizabeth Englander, Bridgewater State University
http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1003&context=marc_report



26

- **The most important motivation for sexting revealed in this study (and others) was pressure or coercion.**
- **96% of subjects who received a nude picture reported that they recognized the person in the picture.**
- **None of the youth in the study had told an adult about the photo that they had received.**

Research conducted in 2011 and 2012 on 617 subjects
 Dr. Elizabeth Englander
http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1003&context=marc_reports



27

“Overall, about two-thirds of the teens in my research studies report that they were pressured or coerced into sexting at least some of the time. Being pressured into sexting sometimes happened within a dating relationship, or it might come from a person (usually a boy) with whom a girl wants to have a relationship. Wanting to attract that boy, and wanting to be attractive to a boyfriend or girlfriend, were the most common reasons for actually sending the photo. About 92% of the teens who were not pressured reported no problems following sexting; but that number dropped to only 68% of the teens who felt pressured into sexting.”

Dr. Elizabeth Englander
<http://www.bullyingbb.com/2014/11/06/everything-you-wanted-to-know-about-sexting-but-were-afraid-to-ask/>



28

Sexting

“Teenagers’ tendency toward exhibitionism and narcissism, their desire for intimacy in relationships, their desire and preoccupation with sexual exploration, and the hope of creating their identities as individuals who are attractive and desired may make them more vulnerable to the allure of sexting.”

-Julie M. Sadhu, M.D.
 Sexting: The Impact of a Cultural Phenomenon on Psychiatric Practice, *Academic Psychiatry*, 36:1, January-February 2012



29

Sexting and the Law


Sexting provides a legal challenge as courts and law makers struggle to determine what kind of punishment should fit the crime knowing that sending out sexual images of children is illegal. Federal Law (18 U.S.C. §2256) defines child pornography as “any visual depiction, including any photograph, film, video, picture, or computer or, or other means, of sexually explicit conduct, where

- the production of the visual depiction involves the use of a minor engaging in sexually explicit conduct; or
- the visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- the visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.




30

Sexting and the law




Using the above definition, if a minor engages in sexually explicit conduct on their own cellular device and forwards that image on to their peers, that image may be deemed child pornography. It is also very important to note that even though different states have different sexual consent ages, under 18 U.S.C. § 2256 the Federal Law considers individuals under the age of eighteen to be children. It is not relevant what the state's age of consent law is. If the youth is under eighteen, the sexually explicit image is likely illegal .




31

NCMEC response



The National Center for Missing and Exploited Children (NCMEC) responded to the confusion and frustration that parents, the public, and prosecutors were facing in making determinations about charging these kinds of cases and responded with an online "Policy Statement on Sexting" which appears on their website (2010).

NCMEC "does not believe that a blanket policy charging all youth with juvenile or criminal violations will remedy the problem of sexting." NCMEC pushes both education about consequences and the use of prosecutorial discretion to help navigate these situations. "A permanent record, juvenile or criminal, for any sex-related charge can have serious lifetime consequences for both the child/youth and parent, so considerable thought should be given before any filing of juvenile or criminal charges" (NCMEC, 2010).



32

Local Case

Crime and Justice

Girl who sent image of herself faces child porn charges in Rice County

For some time now, prosecutors who are trying to stop the practice of "sexting" – sending explicit photographs to someone else – have warned teenagers that they could be prosecuted for distributing child pornography.



December 2017.
<https://blogs.mprnews.org/newscut/2017/12/girl-who-sent-image-of-herself-faces-child-porn-charges-in-rice-county/>



33

Sexting and the Law


- **Consequences for the little things to help prevent bigger things**
 - School discussions
 - Diversion
 - Public vs Private
 - Examine Online footprint

34

Sexting and the Law

- **By 2012, few teenage sexting cases were actually being prosecuted in a criminal court.**
 - K. J. Mitchell et al., "Prevalence and Characteristics of Youth Sexting: A National Study," PEDIATRICS 129, no. 1 (December 5, 2011): 13–20. 12
- **A 2011 survey of law enforcement found that 18% of cases involving youth-created pornographic images (with no aggravating circumstances) progressed to the point of an arrest.**
 - J. Wolak, D. Finkelhor, and K. J. Mitchell, "How Often Are Teens Arrested for Sexting? Data From a National Sample of Police Cases," PEDIATRICS 129, no. 1 (December 5, 2011): 4–12



35

In a survey of 236 prosecutors handling sexting cases, 59% said that all (37%) or nearly all (22%) of their cases ended with NO charges. 21% said that most (7%) or all (14%) of their cases ended with charges filed.

Sexting: When are State Prosecutors Deciding to Prosecute? The Third National Juvenile Online Victimization Study (NJOV-3), January 2013
http://www.unh.edu/ccrc/pdf/CV294_Walsh_Sexting%20&%20prosecution_2-6-13.pdf


36

UNH study continued

Four main themes when prosecutors would file charges:

1. Malicious intent/bullying/coercion or harassment (36%)
2. Distribution (25%)
3. Large age difference involved (22%)
4. Graphic nature of the images (9%)

Sexting: When are State Prosecutors Deciding to Prosecute? The Third National Juvenile Online Victimization Study (NJOV-3), January 2013
http://www.unh.edu/ccrc/pdf/CV294_Walsh_Sexting%20&%20prosecution_2-6-13.pdf



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Reasons for Sexting

Risk Taking, Fun, boredom, sexual experimentation, or as a sexual component in long-distance relationships.

“Young women discussed the expectation for girls to produce and distribute sexually explicit images, simply as a result of having viewed sexted images of girls they know.”

The boy asks the girl to send him some images or videos or something and then-so she does that and he keeps them forever, you know, in case of blackmail or whatever he wants to do with the images. Then they do have a fight and then-or they break up or something and then he thinks, “well, she’s no good anymore and let’s embarrass her in the best way I can,” and sends it out.. (B6, male, 17)



“Sexting: Young Women’s and Men’s Views on Its Nature and Origins.” Shelley Walker, M.P.H.C., Lena Sanci, Ph.D., and Meredith Temple-Smith, D.H.Sc. *Journal of Adolescent Health*, 2013.



38

Where are they getting the idea?


- Adult sexting scandals
- Sexual Images
- How does one get attention?
- Do we talk about consent?

39

- **Not gender neutral, but is influenced by gender dynamics**
- **Many young people are involved in the activity due to pressure**

“Sexting: Young Women’s and Men’s Views on Its Nature and Origins.”
 Shelley Walker, M.P.H.C., Lena Sancí, Ph.D., and Meredith Temple-Smith,
 D.H.Sc. *Journal of Adolescent Health*, 2013.



40


“If indeed young people are feeling pressure to be involved in sexting, the answer is not in education about the seriousness of legal implications. Rather opportunities should be created for young people to engage in discussions that challenge power dynamics in intimate partner relationships, by learning about sex and relationships from within a sexual ethics framework...”

“Sexting: Young Women’s and Men’s Views on Its Nature and Origins.”
 Shelley Walker, M.P.H.C., Lena Sancí, Ph.D., and Meredith Temple-Smith, D.H.Sc. *Journal of Adolescent Health*, 2013.

41

“The use of video and online educative resources that have received criticism for reinforcing gender stereotypes by shaming the initial producer of the image (usually a girl), could be a useful tool for debating these issues with young people. Furthermore, this study has implications for promotion of the “bystander approach,” which involves teaching young men to recognize themselves as bystanders to violence against women. Stories shared of boys expressing their concern for the girl in the sexted image highlight the potential benefits of such approaches that involve young men in challenging the attitudes and behaviors of other young men.”

“Sexting: Young Women’s and Men’s Views on Its Nature and Origins.”
 Shelley Walker, M.P.H.C., Lena Sancí, Ph.D., and Meredith Temple-Smith,
 D.H.Sc. *Journal of Adolescent Health*, 2013.




42

Coercive Behaviors

"In addition to sending photographs in the hope of gaining a relationship, young women also reported sending photographs as a result of coercion by male counterparts in the form of persistent requests, anger, and threats."

"Young women attempted to navigate young men's coercive behaviors yet frequently resorted to compliance. ... Alternative tactics were largely absent from young women's stories, indicating that young women do not have tools to successfully navigate the challenges they face."

What Should I Do? Young Women's Reported Dilemmas with Nude Photographs, Sara E. Thomas, Northwestern University, *Sexuality Research and Social Policy*, Dec 6, 2017
Analyzed 462 stories of girls navigating sexting requests



43

Coercion: The most frequent experiences (N = 120) young women described were far more coercive. They described young men pressuring, threatening, getting angry, and/or cutting off contact with them in order to obtain photographs.

"my bf preased me for hours to send him pictures of me naked. now he threarens to send them out if I dont send hin more really nasty pics. the stuff i have to do is un-believable. im 14."

81 Girls reported they didn't know what to do.

What Should I Do? Young Women's Reported Dilemmas with Nude Photographs, Sara E. Thomas, Northwestern University, *Sexuality Research and Social Policy*, Dec 6, 2017
Analyzed 462 stories of girls navigating sexting requests

44

Seventy-six young women (31%) refused requests for photographs to varying degrees of success; 78 .9% of the young women who attempted to refuse requests for photographs (N = 60) faced consequences for saying no: young men would reportedly persist in asking for pictures, get angry, or end the relationship. Due to these consequences 6 of these young women did end up sending pictures:

"In seventh grade, one of my guy friends that id liked since elementary school had been asking me to send him topless pictures. I'd refused for a few weeks and then he'd said to me 'that's a shame. was just starting to like you' So stupidly i sent them."

What Should I Do? Young Women's Reported Dilemmas with Nude Photographs, Sara E. Thomas, Northwestern University, *Sexuality Research and Social Policy*, Dec 6, 2017
Analyzed 462 stories of girls navigating sexting requests

45


Consent

Consent isn't just about listening for a no.

Consent is confirming the YES.

No is a complete sentence.

What conversations have you had about consent?




46

Enthusiastic Consent

**How do you know
that you have
consent?**



47



**Who forms
your net?**




48

“...it is likely that students who are at-risk for giving in to other types of peer pressure are also at-risk for sexting.”

Aldridge, Morgan J., Arndt, Kelli Jo, and Davies, Susan C., "Sexting: You Found the Sext, What to Do Next? How School Psychologists Can Assist with Policy, Prevention, and Intervention" (2013). Counselor Education and Human Services Faculty Publications. Paper 13. http://ecommons.udayton.edu/edc_fac_pub/13

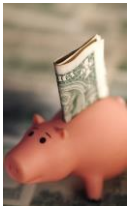
49

- Avoid descriptions of the problem that characterize victims as young children or emphasize violence and deception.
- Be clear about why sex with underage adolescents is wrong.
- Focus prevention efforts more on adolescents, less on parents, and frankly on concerns relevant to adolescents, including autonomy, romance and sex.
- Focus prevention more on interactive aspects of Internet use and less on posting personal information.
- Educate youth about criminal behavior and child pornography.
- Develop targeted prevention approaches for the most at risk youth populations.
- Assess for patterns of risky online behavior.

Source: Wolak, J., Finkelhor, D., Mitchell, K., Ybarra, M. (2008). Online "Predators" and their Victims: Myths, Research, and Implications for Prevention and Treatment. *American Psychologist*, 63(2), 111-128 (CV163) <http://www.unh.edu/ccrc/internet-crimes/>



50



The person paying the bills for the cell phone may have an impact on how likely teens are to choose to engage in sexting behavior. Lenhart (2009) found that teens who do pay their own phone bills are more likely to send these sexually explicit text messages. Seventeen percent of teens who pay for all of their cell phone costs engage in sexting while just three percent of teens who do not pay for or only pay for a part of their cell phone bill make the same choice.

Lenhart, L.A. (2009, December). *Teens and Sexting: New Internet and American Life Project*. www.pewinternet.org/~media/Files/Reports/2009/09/Teens_and_Sexting.pdf



51

Eagan man pleads guilty in teen 'sextortion' case

Prosecutors say **Anton Martynenko** exploited at least 178 high school boys in multiple states

By [Stephen Montemayo](#) Star Tribune

January 14, 2016

<http://www.startribune.com/eagan-man-pleads-guilty-in-teen-sextortion-case/365316621>



52

- Anton Martynenko, 31, pleaded guilty in U.S. District Court in St. Paul to three child pornography counts: production, distribution and advertising. (January 2017).
- He posed as a young female on various social media accounts and solicited nude images and videos from high school boys, from as early as 2011 through November 2015.
- He kept folders of nude photos and videos of young women he posed as, and would swap those with his male victims. Martynenko distributed victims' nude photos more than 1,000 times.

www.startribune.com/eagan-man-pleads-guilty-in-teen-sextortion-case/365316621/

53

- In October, investigators seized electronic devices from Martynenko's home, including a thumb drive with folders of nude images and videos sorted by name and age — and sometimes naming their high school.
- Most of his targets were high school athletes between the ages of 14-16.
- Prosecutors said Martynenko lured at least three boys into performing sex acts on him, and that two of his victims later committed suicide.
- Those still investigating the case have said the total number of victims could tally more than 400 people across Minnesota, Wisconsin and Illinois.
- He was sentenced to 38 years for these crimes.

www.startribune.com/eagan-man-pleads-guilty-in-teen-sextortion-case/365316621/
<http://www.startribune.com/sentencing-today-in-martynenko-teen-sex-exploitation-case/403596386/>

54

Another layer

93% of boys and 62% of girls were exposed to online pornography during their adolescence.

Boys were more likely than girls to see the images at an earlier age, see more of the extreme images (rape) and view pornography more often.

“If participants in this study are typical of young people, exposure to pornography on the Internet can be described as a normative experience.”

Chiara Sabina, Janis Wolak, and David Finkelhor. *CyberPsychology & Behavior*. December 2008, 11(6): 691-693. doi:10.1089/cpb.2007.0179.
Graphic of Statistics: <http://www.onlinemba.com/blog/stats-on-internet-pornography/>



55

In a survey of almost 1,000 adolescents, (average age = 13.6 years). Two-thirds (66%) of males and more than one-third (39%) of females had seen at least one form of sexually explicit media in the past year.

X-Rated Sexual Attitudes and Behaviors Associated With U.S. Early Adolescents' Exposure to Sexually Explicit Media

Jane D. Brown and Kelly L. L'Engle, *Communication Research*, 2009 36: 129
<http://crx.sagepub.com/content/36/1/129>

56

Sexual Attitudes Continued

“Adolescents who used sexually explicit media also had more permissive sexual norms, had less progressive gender role attitudes, and perpetrated more sexual harassment activities compared to their peers at baseline. Furthermore, both male and female adolescents who had engaged in oral sex and sexual intercourse were much more likely to be using sexually explicit media than teens who had never engaged in these sexual behaviors.”




57

“The usual alarms — *Regulate those apps! Monitor your kids! Don’t talk to strangers online!* — fail to incorporate what we’ve learned works best to protect children: teaching them early on about healthy, age-appropriate relationships; helping them practice refusal skills; impulse management and emotion control; and bystander mobilization, making sure their friends help put the brakes on potentially dangerous choices. These skills will ideally come from parents, but schools and other youth-serving organizations should get into the act, because too many vulnerable youths are alienated from the family members who would otherwise help impart these lessons.”

- David Finkelhor, Director of the Crimes against Children Research Center and a professor of sociology at the University of New Hampshire
- Op Ed in the Washington Post, February 12, 2016

www.washingtonpost.com/posteverything/wp/2016/02/12/banning-apps-wont-protect-kids-from-predators-theyre-in-danger-offline-too/?utm_term=.f737bd5dece9




58

Checking In

- 61% of parents say they have ever checked which websites their teen visits.
- 60% have ever checked their teen’s social media profiles.
- 56% have ever friended or followed their teen on Facebook, Twitter or some other social media platform.
- 48% have ever looked through their teen’s phone call records or text messages.
- 39% of parents report using parental controls for blocking, filtering or monitoring their teen’s online activities.
- 16% use parental controls to restrict their teen’s use of his or her cellphone.

Pew Research Center, January, 2016, “Parents, Teens and Digital Monitoring.”




59

Checking In

- 94% of parents say they have ever talked with their teen about what is appropriate for them to share online, with 40% doing so frequently.
- 95% have ever talked with their teen about appropriate content for them to view online, with 39% doing so frequently.
- 92% of parents have ever spoken with their teen about their online behavior towards others, with 36% doing so frequently.


Pew Research Center, January, 2016, “Parents, Teens and Digital Monitoring.”



60

Books

Barbara Coloroso




The Bully, the Bullied, and the Bystander

From Pre-K to High School—How Parents and Teachers Can Help Break the Cycle of Violence

BARBARA COLOROSO
Author of *Children in the Street*


Patchin and Hinduja
wordswound.org



Words and Wounds

Empower Students and Make Kindness Go Viral

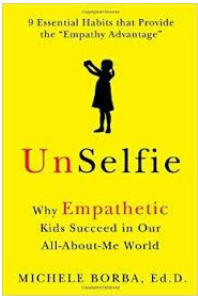
Patchin & Hinduja with Sarah Schultz



61

Books


9 Essential Habits that Provide the "Empathy Advantage"



UnSelfie

Why Empathetic Kids Succeed in Our All-About-Me World

MICHELE BORBA, Ed.D.



62



24-HOUR CRISIS LINE:
1-800-325-HOPE
www.jwrc.org




Alison Feigh
Director, Jacob Wetterling Resource Center,
a program of Zero Abuse Project
Alison@zeroabuseproject.org


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Building Connections and Developing Empathy
Strategies, Tips, and Activities for the Classroom




Alison Feigh, *Director, Jacob Wetterling Resource Center* | 2020


1

Thank you.

“I’ve never parented through a pandemic before, but I do know that when everything is crazy on the outside, children need love on the inside.” –Rebecca Parlakian



<https://www.pbs.org/parents/thrive/parenting-during-coronavirus-you-are-enough>




2

“I’ve been worried about legacy since I was a kid,” he said. “we have this amount of time, it’s the tiniest grain of sand of time we’re allowed on this Earth to be alive. And what do we leave behind and how much—and we’re not even promised a day.” “So what can we do in the time we’re given?” he continued. “I think that question has gnawed at me as long as I’ve been conscious.”

– Lin Manuel Miranda

<http://time.com/4300102/lin-manuel-miranda-time-100-video/>



3

Empathy

Empathy - the ability to understand and share the feelings of another.

The word 'empathy' comes from Ancient Greek:

ἐμπάθεια (*empathia*, "passion") + πάθος (pathos, "feeling")

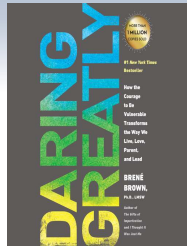
- Empathy is about connection
- Harming behavior is about disconnection



4

"Empathy is connection ... Empathy is connecting with the emotion that someone is experiencing, not the event or the circumstance. ... Empathy is a strange and powerful thing. There is no script. There is no right way or wrong way to do it. It's simply listening, holding space, withholding judgment, emotionally connecting and communicating that incredibly healing message of 'You're not alone.'"

– Brené Brown, Daring Greatly



5



6



When the 18-year-old witness was asked today why he didn't do anything to help the girl, he said, "It wasn't violent. I didn't know exactly what rape was. I always pictured it as forcing someone." -18 year old witness in an Ohio trial where a 16 and 17 year old assaulted a 16 year old while she was passed out. He later posted a video to youtube of friends mocking the victim.
<http://goodmenproject.com/ethics-values/steubenville-it-wasnt-violent/>

Empathy – Claim the Problem

7



http://espn.go.com/espn/story/_/id/8579599/chy-johnson-boys

Empathy – Own the Solution

8

Challenges?



9

Limited Face to Face

- Fifty percent of teens feel they are addicted to their mobile devices. The poll involved 1,240 interviews with parents and their children, ages 12 to 18.

- 78% of teenagers check their phones once an hour.
Survey Conducted Feb-March 2016
<https://www.commonsensemedia.org/technology-addiction-concern-controversy-and-finding-balance- infographic>

- On any given day, teens in the United States spend about nine hours using media for their enjoyment.
CommonSense, Phone Survey of 2600 teens, Nov 2015

10

Impact on Face to Face

“Dr. Nass was the first to study the impact all this technology use was having on face-to-face communication. In 2012, he and some colleagues at Stanford questioned 3,461 girls (Discovery Girls Magazine) ages 8 to 12 using online survey techniques. The study found that the less time the girls spent on screens and the more time in face-to-face communication, the greater their social success, the higher their feelings of normalcy, the more sleep they got and the fewer friends they had who their parents believed were a bad influence. **The more time the girls spent with screens, by contrast, the less sleep they got and the lower their self-esteem.**”

http://www.nytimes.com/2015/04/19/fashion/hey-kids-look-at-me-when-were-talking.html?_r=1
<http://news.stanford.edu/news/2012/january/tweenage-girls-multitasking-012512.html>

11

Media Plan



Create your Personalized Family Media Use Plan: Visit www.healthychildren.org/MediaUsePlan to create a personalized Family Use Plan. Developed by American Academy of Pediatrics (AAP).

12

Available Pornography

93% of boys and 62% of girls were exposed to online pornography during their adolescence.

Boys were more likely than girls to see the images at an earlier age, see more of the extreme images (rape) and view pornography more often.

"If participants in this study are typical of young people, exposure to pornography on the Internet can be described as a normative experience."

Chiara Sabina, Janis Wolak, and David Finkelhor. *CyberPsychology & Behavior*. December 2008, 11(6): 691-693. doi:10.1089/cpb.2007.0179.

Graphic of Statistics: <http://www.onlinemba.com/blog/stats-on-internet-pornography/>

13

Question the Commercial

Commercials on tv are only one example of the 3,000 advertisements that people are exposed to on a daily basis.

- What sound effects or music does the commercial use? Do the sounds make it more exciting?
- How do the actors using the product look? Do you think the product could make you happy or popular?
- Are there celebrities in the commercial? Do you think the celebrity really uses the product?
- When watching a toy commercial, is the toy pictured in a group with other toys that are all sold separately?

<http://pbskids.org/dontbuyit/buyingsmart/question.html>

14

Products being Marketed



March 2015 - NYU Bookstore - Wry Baby - Photographed by worker Jason Y. Evans

15

Challenge Accepted



16

HUGE Power in Connected Adults

It's a kid's job to be a kid... ...and a grown-up's job to keep kids safe!



17

Raising an Emotionally Intelligent Child

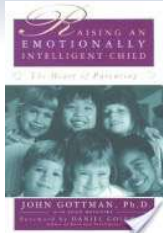
“When parents offer their children empathy and help them to cope with negative feelings like anger, sadness, and fear, parents build bridges of loyalty and affection.” - John Gottman, Ph.D.



18

Empathy

“ Empathy is simply the ability to put yourself in your child’s shoes and respond accordingly.



-John Gottman, Ph.D., “Raising an Emotionally Intelligent Child”

19

Children’s Resiliency Factors (Herrenkohl et al, 2008)

- **Community characteristics**
 - Positive relationship with caring, nonabusive adult
 - Adults or peers who disapprove of antisocial behavior
 - Involvement with religious community
 - Peer support
 - Safety of community
 - Access to health care



20

Who forms your net?



21

Nurturing Empathy in Small Children

- **Talk about and read stories about others' feelings.**
- **Be a role model.** Use "I" messages. *I don't like it when you hit me. It hurts.*
- **Validate your child's difficult emotions.** *"You are really mad that I turned off the TV. I understand. You love watching your animal show. It's okay to feel mad. When you are done being mad you can choose to help me make a yummy lunch...."*
- **Use pretend play.**
- **Think through the use of "I'm sorry."** *...A more meaningful approach can be to help children focus on the other person's feelings: Chandra, look at Sierra—she's very sad. She's crying. She's rubbing her arm where you pushed her. Let's see if she is okay."*
- **Be patient.**

Rebecca Parlakian & Claire Lerner, LCSW, 7/2009
www.zerotothree.org/child-development/social-emotional-development/take-a-walk-in-my-shoes.html

22

Teaching Empathy

"The way you show your own empathy, however, may be more important than anything you say. If your 3-year-old cries out, "Look at the fat lady!" and you publicly bawl out your child and say that he shouldn't embarrass other people, you're working against yourself. Instead, quietly and gently explain why saying that may make the woman feel bad. Ask him if he's ever felt bad because of something a person said. Even so, some 3-year-olds may be too young to comprehend what you are saying.

When a child is about 5, he can learn about empathy by talking about hypothetical problems. How would you feel if someone took a toy away from you? How would your friend feel if someone took a toy away from him?..."

-Lawrence Kutner, Ph.D
<http://psychcentral.com/lib/how-children-develop-empathy/0001234>

23

Teaching Empathy

Help kids discover what they have in common with other people

Experiments suggest that kids are more likely to feel empathy for individuals who are familiar and/or similar to them (e.g., Zahn-Waxler et al 1984; Smith 1988).

How can we make kids aware of the similarities they may share with people who are different than they are?
How can we humanize others during moments of disconnect?

-Gwen Dewar, Ph.D. www.parentingscience.com/teaching-empathy-tips.html#sthash.ZApo45N2.dpuf

24

Teenage Brain Perspective from Dr. Walsh

Referring to a study by Deborah Yurgelun-Todd: "...Adults could correctly identify different emotional stages in the pictures, but adolescents often mistook fear or surprise for anger. As scientists studied the data more closely, they found that adolescents frequently misread emotional signals.



Then came the big surprise. As they tried to read emotions, adults and adolescents used different parts of their brain.

Adults – Prefrontal Cortex – rational part

Teens – Amygdala – fear and anger

(pg 78)

25

Teenage Brain Perspective from Dr. Walsh

Communicating emotions tricky for teens:

1. Brain may mis-read emotion
2. Amygdala response is emotional – reacting first and figuring it out later
3. The prefrontal cortex isn't getting work done – modulating emotion

Stop. Breathe. Chill.

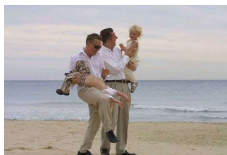
Why do they act that way? (p.79)

26

Choices and Consequences

- How do we know which choice is better than another choice?
- Why do people make the easy choice instead of the right choice?

Model behavior that you would like to see.



27

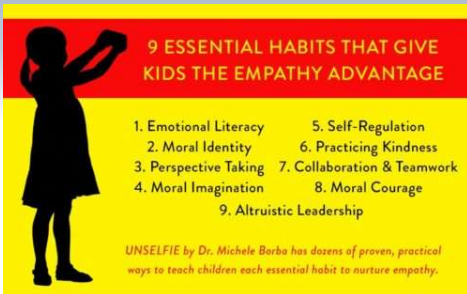
4 Ways to Cultivate Empathy in the Classroom

1. TravelingTuesday – Exposed to new perspectives and ideas
2. Leaning into Discomfort – Having hard conversations
3. Expand Collaboration Opportunities – Outside perspective is valuable
4. The World is your Classroom – classrooms around the world

Emily Graham, 2018
<https://blog.ed.ted.com/2018/01/15/4-ways-to-get-your-students-to-be-more-empathetic/>

28

Unselfie by Dr. Michele Borba



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Empathy Habit 3

Perspective Taking

- Look for occasions to draw attention to people's feelings, and then ask your child to guess what the person might need in order to change his mood.
 - "That team just won the tournament? How do you think the captain feels?"
 - "Molly had to stand up to Pepper to be able to help her friend. How would you feel about having to do that?"
 - "That family had to close down their restaurant. How do you think they are thinking and feeling?"

<https://micheleborba.com/9-habits-of-empathetic-children/>

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Why – from Dr. Borba

“Empathy—or the ability to understand others' feelings and needs—is also the foundation of a safe, caring, and inclusive learning climate. Students with high levels of empathy display more classroom engagement, higher academic achievement, and better communication skills (Jones et al., 2014). Empathy reduces aggression, boosts prosocial behaviors (Eisenberg, Eggum, & DiGiunta, 2010) and may be our best antidote to bullying and racism (Santos et al., 2011).”

<http://www.ascd.org/publications/educational-leadership/oct18/vol76/num02>

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Moral Compass

COMPASSION & EMPATHY: Live the golden rule

HONESTY: Walk the talk

HELPFULNESS: Accept your children's aid

RESPECT: Going beyond manners

FAIRNESS: Score points where you can

GENEROSITY: It's in them to give

GRATITUDE: Thank your lucky stars

www.canadianfamily.ca/kids/baby/give-your-child-a-moral-compass/

32

3 kinds of families (Coloroso)



From the book “Kids are Worth It: Giving Your Child the Gift of Inner Discipline”

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Backbone Families (Coloroso)

- Children learn to accept their own feelings and to act responsibly on those feelings through a strong sense of awareness.
- The family is willing to seek help.
- Children are buffered from dangers by the daily reinforcement of messages:
 - I like myself.
 - I can think for myself.
 - There is no problem so great, it can't be solved.

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Setting the Empathetic Example

- Model the behavior you would like to see
- Use teachable, connecting moments
- Whenever possible, reward for positive choices
- Communicate your concerns
- Name Feelings – Feelings aren't wrong, but we choose how to act on them
- Breathe.



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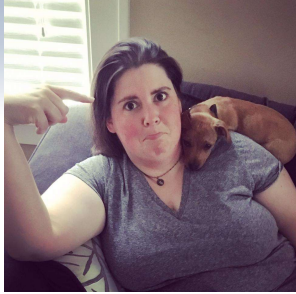
Classroom Empathy

1. Model Empathy – getting students' input
2. Teach what Empathy is and why it matters – beyond immediate friends
3. Practice – role plays
4. Set Clear Ethical Expectations – specific guidelines for words and behaviors
5. Make School Culture and Climate a Priority - data

<https://mcc.gse.harvard.edu/resources-for-educators/how-build-empathy-strengthen-school-community>, Oct 2018

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How We Listen



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Examples of Characters with Character

- “What If...” or “I wonder...”



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What is bullying? (Coloroso definition)

“Bullying is not about anger or even about conflict. It’s about contempt – a powerful feeling of dislike toward someone considered to be worthless, inferior or undeserving of respect.”

Four Markers of Bullying


1. Imbalance of Power – not two equally matched kids with a conflict
2. Intent to Harm – No accident or mistake
3. Threat of further aggression – Not meant to be a onetime event
4. Terror – Systemic violence used to intimidate and dominate

“The Bully, The Bullied, and the Bystander.” by Barbara Coloroso

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What is bullying? (Coloroso definition)

- Not about anger
- Not about conflict
- It's about CONTEMPT
 - Sense of entitlement
 - Intolerance toward differences
 - Liberty to exclude



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How does Cyberbullying differ from other forms of bullying?

- Targets don't always know WHO is bullying them
- Potential to go viral
- Can be done from almost anywhere
- Goes on for a long time

"The people who bullied me when I was younger made my life a living hell. Because of them, I hated everything, including myself." –Daniel, 18

Words Wound, by Patchin and Hinduja(2014)

41

4 Antidotes

- 1.Strong sense of self
- 2.Being a friend
- 3.Having at least one good friend who is there for you
- 4.Being able to successfully get into a group and get out when it doesn't serve you well.

"The Bully, The Bullied, and the Bystander." by Barbara Coloroso

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Bullying in Schools

Bullying in Schools: The Power of Bullies and the Plight of Victims

Annual Review of Psychology

Vol. 65: 159-185 (January 2014)

Jaana Juvonen and Sandra Graham

Analyzed more than 140 studies

"Band-Aid solutions, such as holding one assembly a year that discourages bullying, do not work," said Jaana Juvonen, a UCLA professor of psychology and lead author of the review.

<http://newsroom.ucla.edu/releases/schools-have-limited-success-in-reducing-bullying>

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Other Findings

- Most effective – Most comprehensive programs. They do require commitment and school resources to be successful.
- Verbal aggression and exclusion are bullying tactics not limited to one gender.
- GLBTQ students and students who are overweight tend to get bullied significantly more than other students.
 - Special Education students also high risk target
 - (S. Zeigler and M. Rosenstein-Manner)

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Other Findings

- Children with social connections — even just one friend — are at less risk of suffering severe symptoms after being bullied. Schools could do a better job of preventing bullying by making sure students are not isolated (lunch).
- Bullies are considered the "cool" kids.
- Nearly three in four teenagers say they were bullied online at least once during a 12-month period.

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Juvonen recommendations

"Look for "everyday teachable moments" throughout the day when a dialogue about discrimination, marginalization, or unequal rights... presents itself. Instead of awkwardly sitting down to "talk about bullying" with your children, Juvonen recommends using real-life examples in the moment to create a dialogue about what drives people to make someone else feel "less than" or treat them like a second class citizen.

For history and English teachers, Juvonen said that using historical examples and literature that illustrate violations of human rights is an effective way to weave anti-bullying messages into the conversation. Juvonen believes these examples resonate more deeply than a lecture solely about bullying taking place in an auditorium."

<http://www.psychologytoday.com/blog/the-athletes-way/201404/what-tactics-motivate-bullies-stop-bullying>

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Why Kids Often Don't Speak Up Against Bullying

Belief 2: "It's not my job to stop this."

Diffusion of responsibility is when everyone assumes that someone else will intervene. In general, the bigger the group of bystanders, the less likely people are to help.

Published on October 9, 2014 by Eileen Kennedy-Moore, Ph.D. in Psychology Today

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Empathy Burnout

"Both neuroscience and psychology have uncovered an important distinction between two aspects of empathy: Emotion contagion, which is vicariously sharing another person's feeling, and empathic concern, which entails forming a goal to alleviate that person's suffering."

Barczyk, 2016

<http://nautil.us/issue/35/boundaries/how-to-avoid-empathy-burnout>

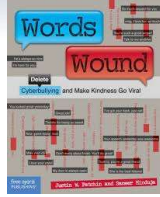
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Books

Barbara Coloroso

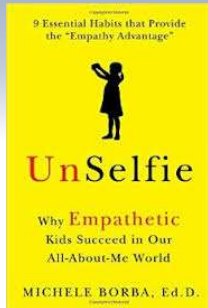


Patchin and Hinduja
wordswound.org



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Books



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“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality.”
— Bishop Desmond Tutu





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1. Be Fair
2. Be Kind
3. Be Understanding
4. Be Honest
5. Be Thankful
6. Be a Good Sport
7. Be a Good Friend
8. Be Joyful
9. Be Generous
10. Be Gentle with others
11. Be Positive




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#11forJacob







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Where can I find other training opportunities?




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