

## TALKING POINTS FOR MODULE II: *Maltreatment and Prevention*

Slide	Slide Content	Points/Questions	Guidance for Trainers
1 - Title	Youth Protection Training Module II: <i>Maltreatment and Prevention</i>	? <b><i>What was the most important thing you gained from the Module I training?</i></b> ? <b><i>Why is it important for us to have a discussion about maltreatment and prevention?</i></b>	<i>Use highlighted discussion questions throughout the training to encourage discussion among participants.</i>
2 – Training Objective	Empower Rainbow girls and leaders to make informed decisions and ensure safety by: <ul style="list-style-type: none"> <li>• Understanding different types of abuse and their consequences</li> <li>• Learning about prevention</li> <li>• Exploring options for positive interactions</li> </ul>	We'll be talking about several different kinds of things today: some of it focuses on the way we treat each other; some of it addresses boundaries we need to have in order to manage the way others treat us. Some types of abuse are emotional, mental or relational; others are physical. In either event, it's important to understand and to know how to prevent any kind of maltreatment from occurring.	<i>Help participants explore reasons for the training. The purpose of this is to increase thinking about these issues rather than arrive at a specific "right" answer.</i>
3 – Child Maltreatment Overview	<input type="checkbox"/> Definitions <input type="checkbox"/> Consequences <input type="checkbox"/> Indicators <input type="checkbox"/> Myths <input type="checkbox"/> Prevention	These are the topics we'll be covering today. While legal definitions may vary from state to state, <i>Child Maltreatment</i> is generally considered to be any act or series of acts by someone responsible for a child's welfare that result in harm or <i>potential harm</i> to a child. Abusive behaviors are deliberate and intentional, although harm to a child may or may not be the intended consequence. ? <b><i>What do you think "potential harm" might include?</i></b> ? <b><i>How could abuse be "deliberate" and harm not be intended?</i></b>	
4 – Abuse Types	<ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Physical abuse</u> – intentional use of physical force that results or could result in physical injury, including but not limited to hitting, kicking, biting, pushing, or pulling.</li> <li>• <u>Sexual abuse</u> – Child sexual abuse includes ANY sexual contact between an adult and a child, with or without force or deception, and regardless of whether child understands the sexual nature of the activity. Sexual activity between an older and</li> </ul>	<i>Before describing types of abuse, this is a good opportunity for small group discussion or pencil and paper exercise to determine how much the group understands about maltreatment. Consider asking: "<b>What different types of maltreatment can you</b></i>

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	<ul style="list-style-type: none"> <li>• Emotional Abuse</li> <li>• Neglect</li> <li>• Harassment</li> <li>• Bullying</li> <li>• Cyberbullying</li> <li>• Hazing</li> </ul>	<p>younger child can also be considered abusive if there is significant difference in age or size which would render the younger child incapable of consent. Sexual abuse includes any attempted or completed sexual act or contact, and also non-contact acts which expose a child to sexual activity (e.g. exhibitionism, pornography, etc.)</p> <ul style="list-style-type: none"> <li>• <u>Emotional (psychological) abuse</u> – intentional efforts to belittle, intimidate, terrorize, isolate, or demean a child by conveying that s/he is worthless, flawed, unloved, unwanted, endangered, or otherwise unworthy.</li> <li>• <u>Neglect</u> – failure to meet needs for a child’s wellbeing, e.g. adequate nutrition, shelter, clothing, medical care, or education. Emotional neglect is when a child is denied emotional responsiveness.</li> <li>• <u>Harassment</u> – repeated, unwelcomed conduct that is insulting, degrading, or offensive; creating unpleasant or hostile situations with uninvited and unwelcome verbal or physical contact.</li> <li>• <u>Bullying</u> – a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort in the form of physical contact, words or more subtle actions like social exclusion or spreading rumors. Typically the person being bullied has not “caused” the bullying, and may have difficulty defending herself because of a real or perceived power imbalance.</li> <li>• <u>Cyberbullying</u> - sending hurtful or threatening emails or instant messages; spreading rumors or posting embarrassing photos of others through social media outlets.</li> <li>• <u>Hazing</u> – the practice of abusive or humiliating rituals used as a means of initiation into a group.</li> </ul>	<p><b><i>identify?” or assign a different type of maltreatment for each group to define.</i></b></p> <p><i>Definitions of <u>harassment</u> and <u>bullying</u> sometimes overlap; but not all bullying is harassment and vice versa. Under federal civil rights laws, harassment is unwelcome conduct based on a protected class such as race, national origin, color, sex, age, disability, or religion that is severe, pervasive, or persistent and creates a hostile environment.</i></p> <p><i>The term “cyberbullying” is reserved for minors hurting other minors. If it involves adults is called “cyber-stalking” or “cyber-harassment”.</i></p> <p><i>Hazing is strictly prohibited in Masonic youth organizations.</i></p>
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5 - Consequences	<p><u>Internalized Consequences</u></p> <ul style="list-style-type: none"> <li>➤ Depression</li> <li>➤ Anxiety</li> <li>➤ Substance abuse</li> <li>➤ POOR work or school performance</li> <li>➤ Physical health problems</li> <li>➤ Continued victimization</li> </ul> <p><u>Externalized Consequences</u></p> <ul style="list-style-type: none"> <li>▶ Aggression</li> <li>▶ Bullying behavior</li> <li>▶ Fighting</li> <li>▶ Relationship abuse</li> <li>▶ Vandalism/property destruction</li> <li>▶ Child or pet abuse</li> </ul>	<p>Increasingly, research has shown that individuals who experience maltreatment as youth are at risk for a broad range of challenges including negative physical, academic and mental health issues, as well as physical health complaints, depression, and anxiety which may persist into adulthood.</p> <p>A recent study has confirmed that children who are bullied remain at risk for a variety of poor health, social and economic outcomes decades after exposure, extending previous findings to midlife. It has also been found that those who harass others may themselves experience continued difficulties into adulthood including substance abuse, fighting, vandalizing property, academic difficulties, and abuse toward their romantic partners or spouses and their children. Even bystanders who observe abusive behaviors have increased mental health problems, including depression and anxiety.</p>	<p><i>The consequences of maltreatment are contrary to the missions and teachings of Rainbow.</i></p> <p><i>Emphasize that these consequences are long term for the victim, the abuser, and the bystander.</i></p>
6 – Indicators	Indicators	<ul style="list-style-type: none"> <li>▶ Patterns of bruises or injuries</li> <li>▶ Frequent “accidents”</li> <li>▶ Sudden weight gain or loss</li> <li>▶ <u>Behavioral changes:</u> <ul style="list-style-type: none"> <li>◦ Withdrawing from friends or activities</li> <li>◦ Changes in temperament or mood</li> <li>◦ Depression and/or anxiety</li> <li>◦ Learning problems</li> <li>◦ Overly compliant or adaptive</li> <li>◦ Aggression</li> <li>◦ Inappropriate behaviors, e.g. stealing, running away, truancy or acting out in school</li> </ul> </li> </ul>	<p><i>Indicators are like red flags that something may be wrong. However, it is important not to jump to conclusions over an isolated incident. Use observations as an opportunity to explore if someone is OK or needs help of any kind.</i></p>
7 – Myths	<ul style="list-style-type: none"> <li>▶ Abuse doesn’t happen to anyone we know</li> <li>▶ Offenders look shady or unusual</li> <li>▶ Abuse only happens in lower class families</li> <li>▶ Children usually tell someone that they’re being</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse occurs throughout all communities and neighborhoods.</li> <li>• Child abusers come from all walks of life and look like ordinary people.</li> <li>• Abuse occurs throughout all communities, across all class, race, and socio-economic lines.</li> <li>• Most children don’t tell because abusers are skilled in making children fearful to talk about</li> </ul>	<p><u><i>Lack of knowledge has led to many misconceptions about abuse.</i></u></p> <p><i>Extensive research has now confirmed these myths and realities.</i></p>

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	<p>abused</p> <ul style="list-style-type: none"> <li>▶ Children do things to cause abuse to occur</li> <li>▶ It's only abuse if you mean to do harm</li> <li>▶ Strangers are responsible for most child sexual abuse</li> <li>▶ Molesters are easy to identify</li> </ul>	<p>what's happening to them.</p> <ul style="list-style-type: none"> <li>• Children are always the victims of abuse, although offenders may try to shift the blame.</li> <li>• It's still considered abuse if the act that causes the injury is intentional.</li> <li>• Most child sexual abuse is perpetrated by someone the child knows and trusts.</li> <li>• There are no overt characteristics that identify an abuser. In fact, child molesters may rely on our assumptions to deliberately gain access to victims.</li> </ul>	
8 - Prevention	<ul style="list-style-type: none"> <li>▶ Training/Awareness</li> <li>▶ Protective Factors</li> <li>▶ Code of Conduct and Youth Protection Policy</li> <li>▶ Risk Assessment</li> <li>▶ Monitoring and Assessing</li> <li>▶ Screening and Selection of Adult Leaders</li> <li>▶ Responding/Reporting</li> </ul>	<p>? <b><i>So, if there's no way to tell an abuser by looking, how can we make ourselves safe?</i></b></p> <p>Prevention is how we make ourselves and others safe. Awareness is essential. We don't need to be fearful; just be mindful of behaviors and boundaries. Our <i>Youth Protection Policy</i> and <i>Code of Conduct</i> (which we discussed in Module I) help us create a safe framework.</p>	<p><i>These items are detailed in the IORG Youth Protection Policy. The depth to which they are discussed here depends on time and audience.</i></p>
9 – Protective Factors	<ul style="list-style-type: none"> <li>○ Freedom from Fear</li> <li>○ Supportive Community</li> <li>○ Praise</li> <li>○ Hope</li> <li>○ Tolerance</li> <li>○ Empowerment</li> <li>○ Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>○ <u>Freedom from Fear</u>: Youth need to feel not only physically secure, but also emotionally safe. Criticism should always be constructive and focus on behaviors rather than the person. Bullying is not to be permitted. Youth should never fear someone's wrath.</li> <li>○ <u>Supportive Community</u>: In keeping with the lessons of Rainbow, youth benefit from the sense of connectedness in activities, and appreciate being accepted for who they are.</li> <li>○ <u>Praise</u>: Positive reinforcement of desirable conduct is much stronger than punishment of undesirable actions. Excessive reward is not necessary; simple praise is quite powerful.</li> <li>○ <u>Hope</u>: Youth benefit from learning to make things right, to make restitution when needed, to apologize and seek forgiveness as warranted, to start making things better rather than sit with guilt or shame.</li> </ul>	<p><i>These protective factors have been shown to significantly increase the resiliency of youth when they later encounter adverse situations.</i></p> <p><i>Appropriate, positive interactions among youth - or between adult leaders and youth - support positive youth development, make youth feel valued, and provide caring connections.</i></p>

		<ul style="list-style-type: none"> <li>○ <u>Tolerance</u>: Children are naturally open to accepting differences in individuals, yet they quickly absorb bias and prejudice if exposed to it. Learning to accept differences between people helps them mature, and prepare for the rich diversity they may face as they enter new areas of life experience.</li> <li>○ <u>Empowerment</u>: People are strengthened by the ability to handle situations. Giving youth opportunities to try new things or take on new responsibilities, to handle both success and failure graciously, and learn from mistakes gives them tangible tools for their future.</li> <li>○ <u>Advocacy</u>: Youth need to know that adult leaders are on their side, and will stand up for their best interests.</li> </ul>	
10 – Behavioral Continuum	<p>▶ Appropriate</p> <p>▶ Inappropriate</p> <p>▶ Harmful Behaviors</p>	<ul style="list-style-type: none"> <li>• <u>Appropriate behaviors</u> are desirable and in keeping with the circumstances of an activity. Conversations and behaviors that are positive, provide caring connections, and foster well-being should be encouraged.</li> <li>• <u>Inappropriate behaviors</u> are not harmful per se, but fall short of being appropriate. This may include comments or actions made in jest, or may be the result of thoughtlessness or insensitivity. If something is not obviously harmful, it may be best to give the offending person the benefit of the doubt, and suggest being more mindful of his or her remarks or actions in the future.</li> <li>• <u>Harmful behaviors</u> include anything that is overtly hurtful, degrading, coercive, sexually suggestive, or invasive of someone's space or privacy. Action should be taken any time harmful behaviors are observed.</li> </ul> <p>? <b><i>What are some behaviors that might be inappropriate, but not harmful?</i></b></p> <p>? <b><i>Could a behavior be appropriate in one</i></b></p>	<p><u><i>Specific circumstances are addressed in the IORG Code of Conduct. This description provides a general framework for differentiating interactions between individuals.</i></u></p> <p><i>There is sometimes a fine line between inappropriate and harmful behaviors.</i></p> <p><i>Inappropriate or harmful interactions put youth at risk for negative physical and emotional outcomes, which may last throughout their lives.</i></p>

***situation and not another?***

Whether a behavior is appropriate, inappropriate, or harmful may be based on the circumstances. For example, kissing may be appropriate for older youth, but not appropriate within the confines of the organization. Kissing could even be considered harmful if coercion is involved. Hugging may be appropriate in some circumstances, but can also be inappropriate if someone is not receptive, or it occurs too often or for too long, or if the contact is romanticized or sexualized.

## 11 – What To Do

To Keep Safe Space:

- ▶ Be familiar with the IORG Youth Protection Policy and Code of Conduct
- ▶ Have clear goals and plans for Rainbow activities
- ▶ Be mindful of safety considerations and boundaries

If you Observe Abuse:

- ▶ Report to Rainbow Leadership any time you have a concern
- ▶ Refer to IORG Youth Protection Policy for reporting guidelines
- ▶ If you have been the victim of abuse, speak with a trusted adult

Awareness + planning = safe space.

People may feel helpless if they don't know what to do when they observe harmful or abusive behavior. It is important to know you have resources available to you.

Anyone who has been abused may have some emotional issues that remain. It is important to know you're not alone and the abuse was not your fault.

*Specific reporting procedures are detailed in the IORG Youth Protection Policy. While it is not necessary to review the particulars of this, it is important for participants to know where to find the information and what overall expectations are.*

*Discuss the chain of command for reporting in your jurisdiction.*

## 12 - Resources

For crisis or referral  
information, 24 hours a day/  
7 days a week, contact  
Childhelp:  
**1-800-4-A-CHILD or**  
**1-800-422-4453**

If you have been abused, or know someone who has, always reach out to someone you trust, such as a teacher or school counselor, nurse, clergy person, or other trusted adult.

*Also share local resources, such as local Child Advocacy Centers, child abuse reporting agencies or hotlines.*