

**APPENDIX E**  
**Complete Training Outline**

## **Advanced Child Sexual Abuse and Exploitation**

Developed by Donna M. Pence, 2000, revised, 2004

### **Learning Objectives:**

- During the training the trainees will review basic child sexual abuse dynamics as presented in the line worker core training.
- During the training the trainees will discuss the roles and interactions of the members of a multidisciplinary child abuse investigation team in a child sexual abuse allegation.
- At the completion of this training, the trainee will be able to describe and discuss three theories of child victim selection, perpetrator thinking errors, non-offending parent/s responses to victimization, and decision-making by abusers leading to abuse.
- At the completion of this instruction, the trainee will be able to identify environments which complicate the 'usual' child sexual abuse assessments/investigations, and describe investigative strategies to address these complexities.
- At the completion of this training, the trainee will be able to chart the behaviors leading to a specific child sexual abuse incident and develop a strategy for conducting interviews to determine what happened and what interventions might be most appropriate.

### **CaISWEC Competencies to be addressed:**

- 1.4** Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.
- 2.2** Student is able to identify strengths, which act to preserve the family and protect the child, and is able to assess the interaction of the individual, family and environmental factors, which contribute to abuse and neglect.
- 2.3** Student recognizes and accurately identifies physical, emotional, and behavioral indicators of child abuse, child neglect, and child sexual abuse in child victims and their families.
- 2.16** Student understands and can appropriately utilize authority and power in professional relationships.

### **Outcome Objectives:**

- S1** Children are first and foremost protected from abuse and neglect.
- S2** Children are safely maintained in their homes whenever possible and appropriate.
- WB3** Children receive adequate services to meet their physical and medical needs.

### **Training Aids:**

- Computer and LCD for PowerPoint slides
- VCR and Monitor
- Easel board and paper, markers, masking tape

### **Content**

9:00 am – 9:30 am

A. Through discussion and handout the trainer will review of history of child sexual abuse awareness, assessment/investigation and intervention.

1. Definition
2. Prevalence
3. California Law Regarding Sexual Offenses
4. Family Dynamics
5. Standard Investigative/Assessment Techniques
6. Standard Intervention Considerations

What types of traditional beliefs can be utilized to make available approaches and resources culturally relevant?

**Transfer of Learning Tool: “What is Sexual Abuse” handout**

9:30 am – 10:00 am

B. Through discussion and handout the trainer will lead the trainees in identifying the steps in a thorough CSA assessment/investigation, and discuss the missions and roles of the different disciplines in an investigation.

When discussing disciplines involved make sure the trainer talks in terms of Social Services (either tribal, county, state, or Bureau of Indian Affairs, law enforcement (Bureau of Indian Affairs, tribal, state, FBI, military, and/or county), behavioral or mental health (tribal and/or Indian Health Service), medical (Indian Health Service or tribal), etc.

**Transfer of Learning Tool: “Reporting & Investigating Child Sexual Abuse”**

10:00 am – 10:15 am

Exercise: 15 minutes: Divide the class into small groups and ask them to identify impediments to working with other disciplines [law enforcement, medical, legal], facilitate discussion of their comments and work to identify potential solutions.

Trainer could consider exploring groups, such as tribal leadership's role, in responding to CSA in the community. Tribal leaders play a vital role in allowing access to child and family, education, prevention, and intervention services for their communities.

10:15 am – 11:00 am

C. The Trainer will introduce and discuss three theories of CSA:

1. Finklehor's Four Pre-Conditions
  - a. Motivation of perpetrator to sexually abuse
  - b. Internal inhibitors against acting out molest

- c. External inhibitors preventing acting out molest
  - \*Poverty may mean that the most effective external inhibitor, the presence of adult witnesses (most often the mother) is absent due to work-related childcare situations.
- d. Resistance of the child to molest
  - \*An example of the issues of FAS and FAE (both relevant for Indian populations) could be used. CSA victims who have FAS may be poor witnesses in legal proceedings. They may be seen by sex offenders as potential victims for this reason. Additionally, some FAS children may lack the cognitive ability to defend themselves against abuse. FAS and FAE children may lack an understanding of cause and effect and may have difficulty understanding why sexual exploitation of another person is wrong.
  - \*Within some cultures and/or ethnic groups, total obedience of children to the instructions given by adults is the norm and the worker should not expect that the child would have displayed any form of resistance or post-abuse disclosure.

## 2. Segroi's Five Stages in CSA

- a. Engagement
- b. Sexual Interaction
- c. Secrecy
- d. Disclosure
- e. Suppression

## 3. Five T's of Sexual Assault Cases

- a. Targeting
- b. Testing
- c. Threat
- d. (Sexual) Transaction
- e. Termination

11:00 am – 11:10 am

### **Break**

11:10 am – 11:30 pm

Exercise: 20 minutes: Distribute a CSA referral (cultural/ ethnic/ socioeconomic aspects included) to all participants. Referring to information previously presented, ask students to design an investigative plan to gather information on the referral. Each table will plot strategy on easel paper and present them to the class. Common threads will be identified and unique ideas elaborated upon.

\*Point out it is vital that investigative plans that recognize/ address the beliefs, values, and traditions of the communities they are working with.

Transfer of Learning Tool: “Child Abuse Investigators Must Consider Cultural Issues in Interviews”

11:30 am – 12 noon

Video: 30 minutes: Show excerpts from A & E Investigative Reports *Mary Letourneau Case* and have students analyze it using the three theories previously presented.

12 noon – 1:00 pm

**Lunch**

1:00 pm – 1:45 pm

D. Facilitated by the trainer, the trainees will discuss the concept of validation in child sexual abuse cases using agreed upon, evidence-based criteria. Differentiation of case substantiation and case action.

1. Medical findings
2. Child’s statement/s (source monitoring)
  - a. Multiple incidents
  - b. Transitional behaviors
  - c. Progression of sexualized behaviors with child
  - d. Explicit details of sexual activity without reasonable alternative hypothesis for knowledge
  - e. Richness of details-sexual and non-sexual
  - f. Description from age **and culturally**-appropriate child’s perspective
  - g. Consistency of information
  - h. Elements of coercion (**What does coercion look like within their culture?**)
  - i. Elements of secrecy (**How is secrecy demonstrated within this culture?**)
3. Witness/ Collateral statements (source monitoring)
4. Physical evidence
5. Suspect statement/admission/confession
6. Family/ child history
7. Behavioral indicators

Transfer of Learning Tool: “Validation Work Sheet”

1:45 pm – 2:00 pm

Exercise: 15 minutes: Have small groups of students list and discuss their perceptions of factors influencing their belief or disbelief of child sexual abuse allegations. Determine where there is consensus and disagreement. Ask them to list the factors and weight them in terms of influencing decision-making. **How do the trainees’ personal values, biases, and stereotypes have the possibility of affect their perceptions?** Present their lists to the class and facilitate discussion with the whole group.

2:00 pm – 2:15 pm

**Break**

2:15 pm- 3:50 pm

E. Through discussion, video, and handouts, the trainer will address the issue of child sexual abuse allegations in the following complex environments:

1. Cross Cultural Referrals

- a. Ethnic cultural
- b. Societal contexts
- c. Vulnerability factors
  - (1) Socio environmental factors
  - (2) Family factors
  - (3) Individual factors

2. Interviewing /Investigative Strategies

Video: 5 minutes: Show excerpt from *Bitter Earth: Child Sexual Abuse In Indian Country.*

F. Female Perpetrators

1. Typologies
2. Prevalence
3. Interviewing/ Investigative Strategies

Video: 5 minutes: Show excerpt from American Justice: *Iron Hand, Cold Heart*

Possible discussion on how society doesn't see women as sexual offenders and how, perhaps unfairly, gives them more latitude in questionable behaviors with children that would not be considered if a man did the same things.

G. Male Adolescent Sex Offenders

1. Prevalence
2. Typologies
3. Challenges

H. Prepubescent Sexual Acting Out

1. Prevalence
2. Risk assessment considerations
3. Victimization history
4. Interviewing considerations
5. Intervention possibilities

*Transfer of Learning Tool: "Behaviors Related to Sex and Sexuality in Kindergarten Through Fourth Grade."* Note for class that this information has not been validated across cultures.

6. Divorce/ Custody

- a. Motivation for false claims of maltreatment (data versus beliefs)
- b. Potential for misinterpretation of parental contact
- c. Motivation for witnesses to provide biased information
- d. Increases the likelihood of negative outcomes for the child
- e. Dynamics of sexual abuse during and after parental separation
- f. Interviewing/ Investigative Strategies

g. Special issues in couples where at least one adult is not a US citizen; lack of knowledge of marital norms with individuals of differing ethnic backgrounds

I. Institutional Substitute Care Settings

1. Foster care

2. Residential facilities

3. Child mental health or youth correctional institutions

a. Dynamics of valid and false CSA reports

\*disproportionality of children of color removed from biological homes

\*placements which are so foreign to children they might misconstrue “normal” caring behaviors and/or are so threatening to the child/ren that they might change or recant abuse disclosure in an attempt to be returned to a familiar environment

b. Interviewing/ Investigative Strategies

**Transfer of Learning Tool: “Special Types of Investigations”**

3:50 pm – 4:00 pm

J. Wrap-Up: Questions, Evaluation, and Closure

## Handouts

Behaviors Related to Sex and Sexuality in Kindergarten Through Fourth Grade

“Reporting and Investigating Child Sexual Abuse”, Donna M. Pence & Charles A. Wilson, The Future of Children: Sexual Abuse of Children, Vol. 4, No. 2- Summer/Fall 1994

“Special Types of Investigations”, National Clearinghouse on Child Abuse and Neglect Information ([nccanch@calib.com](mailto:nccanch@calib.com))

Team Review Validation Work Sheet

“What Is Sexual Abuse”, Lucy Berliner

“Child Abuse Investigators Must Consider Cultural Issues in Interviews”, Donna M. Pence, PATHWAYS: A Practical Forum for Services to Indian Children and Families, Vol. 13, No. 1. <http://www.nicwa.org/publcash/Pathways/Page6.htm>

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