

Session One: Boundaries

Goals Met in Session One:

- Promote safe and respectful behaviors between parent and child.
 - Increase activities between parent and child to establish and nurture attachment.
 - Increase parent ability to recognize problematic behaviors in their own relationships.
- Recognize questionable behaviors in adults.
 - Increase parent recognition of appropriate touch between adults and child.
- Increase parent ability to identify potential offending behaviors in adults, regardless of relationship between adult and child.

Audience: Parents and caring adults raising children between the ages of birth and 10 years of age.

Session Length: 2 hours

Format: Guided discussion, activities

Materials: Sign in sheet, copies of Parent Journal for each parent, Mini-Opps Booklet for each parent, toilet paper (optional), flip chart paper, markers, "A View from the Shadows" video, index cards.

Handouts: Any pertinent information from local rape crisis center and AmeriHealth/Keystone First.

Tips:

Each week bring extra copies of the Parent Journal and Mini-Opps Booklets just in case. For group brainstorming activities requiring flip chart paper, write the questions on the flip charts prior to the Session and laminate. Then use dry erase markers which conserves resources and is more efficient.

Make sure the site has access to a television and DVD player with remote control for use with the video clips. Check to make sure the remote is functional with batteries.

If the site does not, try to access a laptop with DVD player, LCD projector and speakers. Be sure to try the video in the DVD player with either the television or the laptop ahead of time to make sure it works.

*All times listed are an estimate and a recommendation to help facilitator stay on task. Groups will move through activities at different paces.

Parents in the Know: A Program for Engaging Parents

Introduction (5 minutes)

Brief introduction of presenters and agency.

Ice Breaker (5–10 minutes) (OPTIONAL):

If you have a favorite ice breaker that fits into the timeframe please feel free to substitute.

Toilet Paper Game:

Ask the group to pass around a roll of toilet paper and to take what they need.

Each person shares information about themselves for each square of toilet paper. For time purposes, the maximum number of squares shared should be five.

Roadmap (15 minutes)

We are here together to learn more about protecting our children and preventing child sexual abuse. It is important to understand that it is our responsibility as adults to protect children. Our focus will be on educating, empowering, and building skills to better protect children. One important part of the program is improving our abilities as adults to recognize, question, and intervene if necessary with other adults.

We will give you a Parent Journal as part of this program. The Parent Journal contains information and all of the handouts you will need for our sessions together. I will ask you to put your name or initials on the back of the journal. I will hold the journals for you from week to week, so that's one less thing for you to keep track of! I will not review or look through the journals.

Another important part of the program is improving our skills as parents. We all want our children to be safe and healthy. A big part of that is spending quality time with our children. Reading to them, talking with them, playing with them. We want to give you a few new ideas or activities to try with your child. These will be in the form of a 'Mini-Opp Booklet' which provides mini-opportunities to build your skills and spend time with your child.

You can move through the booklet in any order. You can skip around. You can choose activities based upon your child's age. You can do as many as you want. We ask that you try at least one mini-opp a week. Each week we will talk about what parents chose to do and how it went so that we can learn from one another and build our skills based upon the experiences of others.

You may have questions or concerns and we encourage you to ask. However, we also need to work through the program together. We will have index cards at each session for questions and concerns. Please write your questions and concerns down on the cards provided, create a pile on the edge of the table, or hand the cards directly to us, and we will be sure to address them in the group or individually.

We will rely upon the vast amount of information and parenting expertise in the room as we learn from one another and employ teachable moments. If you notice one that we miss, please share!

Sometimes discussing child sexual abuse brings up difficult memories or experiences for people. Please remember we are available to talk with you afterwards.

We included agency specific hotline information here, we recommend other centers do as well.



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Activity: Ground Rules (5 minutes)

Goal: Participants and facilitator will establish safety for participants and draft agreement for the working order of the group.

Directions:

Label flip chart with ground rules and solicit the rules participants would like in order to feel safe during the sessions.

Ask participants to “sign-on” and agree to listed rules.

Suggested rules:

Turn cell phones off.

One person talks at a time.

What is said in the room stays in the room. The only exception to this would be situations in which information shared indicates a child is being abused. Any reason to suspect a child is being abused should be reported to ChildLine 1-800-932-0313. As a mandated reporter, I would help you call ChildLine with the important information.

Activity: Boundaries (10 minutes)

Goal: Participants will be provided a foundation for understanding how adults can protect children.

Theory to Practice: Children learn from what they see. Adults in healthy and safe relationships show children what healthy and safe relationships look like. Adults teach children about boundaries in their everyday actions and words.

Directions:

Prepare flip chart paper with the following questions:

How do you define boundaries?

Where do children learn about boundaries?

How might messages about boundaries vary depending upon the source?

Why are boundaries important?

How did/do you teach your child about boundaries?

Why do children need adults to help teach and enforce boundaries?

Sample responses:

How would you define boundaries?

- Where one person ends and another person begins.
- Allow me to separate what is mine or belongs to me from the rest of the world.
- Limits we set with others and ourselves.
- What feels comfortable to me.
- Help us define ourselves, others, and situations.
- Help us understand our inner and outer worlds.
- Help us feel safe and know what to when we are faced with an uncomfortable situation.

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Where do children learn about boundaries?

- Home
- School
- Peers
- Society
- Church
- Neighborhood
- Media

How might messages about boundaries vary depending upon the source?

- Values and morality.
- Acceptable language and behavior.
- Degrees of importance.
- Degrees of respect for boundaries.

Why are boundaries important?

- Help establish personal space.
- Help establish limits and create clear limits on certain types of interactions.
- Promote growth and safety for individuals in relationships and/or friendships.
- If I know your boundaries, I know what behavior is okay with you. I don't have to guess.
- If you know and respect my boundaries, I can feel safe and comfortable enough to grow.

How did/do you teach your child about boundaries?

- Setting limits — established bedtime, homework.
- Direct communication through conversation about personal space, touching and boundaries.
- Playing games — “what if” games, board games.
- Creating safety — allow child to say “no” to hugs. Explain hugging is optional even with Grandma.
- Ensure the child has a voice regarding boundaries and adults even if that means you are their voice.
- Having and enforcing rules — cannot go to someone else’s house if there is no adult supervision, do not answer the door, do not go with any adult without telling me.
- Structuring activities and events — provide opportunities to play and experiment with boundaries and roles.

Boundaries

We may not think about things like playing games and structuring activities as opportunities to teach boundaries, but they can provide powerful lessons.

Why do children need adults to help teach and enforce boundaries?

- Adults have power and authority over children.
- You are not born understanding boundaries.
- May change with time, relationships, and experiences.
- It is the responsibility of adults to protect children.



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Activity: Expressing Healthy Boundaries (20 minutes)

Goal: Participants will be able to identify appropriate adult-to-child boundaries. Participants will be able to explain that “green light behaviors” are examples of safe and respectful ways an adult may interact with a child.

Theory to Practice: Children learn from what they see. Adults in healthy and safe relationships show children what healthy and safe relationships look like. Adults teach children about boundaries in their everyday actions and words.

Directions:

Ask each participant to turn to page 3 of the Parent Journal.

Divide group into pairs.

Suggest possible adults to fill-in the blanks at the top of page 3. For example, grandmother, babysitter, mom’s boyfriend, neighbor, uncle, sister, brother, cousin.

Ask each pair to work together to generate examples of safe and respectful ways the adult on their worksheet could behave with a child.

Have each pair share examples.

* Remind adults to focus on the adult. The age, gender, or any other details about the child is irrelevant to the activity.

Sample examples:

Coach-Child Relationship

- High-five
- Hand shake
- “Way to go, nice shot.”
- Pat on the back.
- Spending time in public space with other adults and children present reviewing the practice and suggesting extra practice activities.
- Spending public time demonstrating difficult move.

Parent's Boy/Girlfriend–Child Relationship

- Hand shake.
- Quick hug with parent present.
- “Tell me about that movie you saw with your friends.”
- “I heard how your game went and it sounds to me like you’ve really been working hard. Good for you. I think that takes dedication and I admire you.”
- Ride home from school.



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Activity: More About Boundaries (20 minutes)

Goals: Participants will be able to distinguish appropriate or inappropriate adult to child behaviors, recognize when boundaries are crossed, and the importance of context in determining appropriate adult behaviors.

Theory to Practice: Adults who recognize questionable adult behavior and follow through by engaging with those adults send a public message that sexual abuse of children will not be tolerated. It brings the topic into the open and promotes the responsibility of all adults to intervene, question behaviors, and protect children. If the questionable behavior has a reasonable explanation and no additional warning signs are noticed, the necessity for all adults to be involved in protecting children is reinforced. If inappropriate or abusive behavior is occurring, intervention and support can be provided to the victim and authorities should be notified. PREVENTION HAS OCCURRED.

Directions: PART A

Ask each participant to turn to page 4 of the Parent Journal.

Divide group into pairs.

Ask each pair to work together to generate examples of “red light,” or abusive, behaviors.

Have each pair share examples.

Sample examples: “Red light behaviors”

- Sexual intercourse.
- Fondling.
- Sexting.
- Exposing ones genitals.
- Looking at or participating in pornography.
- Any sexual activity.
- Sexual language.

Directions: PART B

Prepare one flip chart labeled “yellow light behaviors.”

Summarize the discussion on green versus red light behaviors.

Explain that we will now discuss “yellow light behaviors” which are examples of questionable ways an adult interacts with a child.

Ask for examples of “yellow light behaviors.”

Sample examples: “Yellow light behaviors”

- Hugs
- Arm around the shoulder.
- Asking about who the child has a “crush” on or “likes”.
- Offers to drive the child home.
- Invites the child to a movie.

Go through yellow light behaviors and determine what questions an adult should ask. Next determine which behaviors belong to red light behaviors versus green light behaviors.

Discussion Questions: How Do I Know?

What if a coach hugs a child? Is that green, yellow, or red?

It depends upon the context. For example, is the hug a quick hug with lots of physical space, does the coach ask first and wait for an affirmative answer, is the hug in public, does the hug happen in front of the parent, does the hug happen after each game in the locker room, is that the only child the coach hugs?

What if a friend’s parent offers my child a ride home?

It depends upon the context. For example, is the friend present, has the parent asked permission from the adult first, does the child need a ride home, how well does the child know the parent, does the child feel comfortable with the parent, is the parent frequently giving a child a ride home?

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Activity: Group Brainstorm (20 minutes)

Goals: To provide parents an opportunity to collectively list the experiences individuals may witness that require intervention and outline the process an individual may go through to decide if, when, and how to intervene.

Theory to Practice: Adults who recognize questionable adult behavior and follow through by engaging with those adults send a public message that sexual abuse of children will not be tolerated. It brings the topic into the open and promotes the responsibility of all adults to intervene, question and protect children. If the questionable behavior has a reasonable explanation and no additional warning signs are noticed, the necessity for all adults to be involved in protecting children is reinforced. If inappropriate or abusive behavior is occurring, intervention and support can be provided to the victim and authorities should be notified.

Directions:

- Prepare flip chart paper with the following questions:
- What is a bystander?
- When witnessing an event, what options does a bystander have?
- Why might a bystander chose to get involved?
- Why might a bystander chose not to get involved?

Sample responses:

What is a bystander?

- A witness.
- An individual who sees something taking place that they are not a part of.
- An individual standing by or going along with.
- An individual who speaks up and gets involved.



When witnessing an event, what options does a bystander have?

- Walk away.
- Call the police.
- Call Child Protective Services (CPS).
- Walk over and try to stop the behavior.
- Do nothing.
- Try to change the subject.
- Pull the victim to the side.
- Pull the perpetrator to the side.
- Talk to victim/perpetrator individually afterwards.
- Pretend not to see/ignore it.
- Yell or say something from afar.
- Tell someone else or ask someone else for help.

Why might a bystander get involved?

- She/he knows the victim.
- She/he want to do the right thing — protect, help.
- She/he had a similar experience.
- She/he feels confident in how to help. She/he feels it will make a difference.

Why might a bystander chose not to get involved?

- She/he is scared/afraid.
- She/he thinks situation may be different than it appears.
- She/he doesn't want to make it worse.
- She/he is in an unfamiliar location/situation.
- There are other people around so hesitant to get involved.
- Don't want to cause a scene.
- She/he doesn't know the victim.
- She/he knows the perpetrator.
- She/he thinks someone else will help.
- She/he doesn't know what to do.
- She/he doesn't feel confident/comfortable intervening.

Ask participants to turn to page 8 of the Parent Journal which summarizes positive bystander behaviors.

Remind participants that intervening does not necessarily require immediate aggressive confrontation. Participants may intervene through distraction, confusion, excuses, involving others, anonymously calling authorities, just moving closer — individual safety is important. Let's watch how some adults safely intervened and the decisions that promoted safety.

Activity: Video presentation of “ABC 20/20: What Would You Do” (30 minutes):

Goals: Attendees will examine the motivations and circumstances which influence bystanders to become involved when adults are behaving inappropriately with children and discuss how they chose to intervene.

Theory to Practice: Teaching children about their bodies and sexual development sets boundaries for appropriate behaviors. It also models respect and the importance of being educated about the human body just as being educated about math and reading. Many adults may struggle with naming and discussing age appropriate sexual development and behaviors. It is vital to increase adults comfort and skills in talking with their children about age appropriate sexual development and behaviors.

Potential themes:

It is too complicated for children to decipher and respond to adults; it is the adults’ responsibility to protect children and question adults. It is important to remember questioning can be done assertively to discourage escalation of the situation.

Directions:

Show the video, “ABC 20/20: What Would You Do?”

20/20 ABC What Would You Do?

Man tries to lure away a child <http://abcnews.go.com/WhatWouldYouDo/video?id=6877113>

Discussion Questions: “ABC 20/20 What Would You Do?”

After watching the video clipping featuring five different bystanders and two potential offenders, discuss the following questions.

Sample answers:

Why did individuals get involved?

- Fear for child.
- Wanted to help.

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How did individuals chose to get involved?

- Called the police.
- Asked Katie to swing with his daughter.
- Asked Katie to wait for her nanny and not to go with the adult.
- Questioned the adult about why he was asking a child to help him.

Were there other options for interventions beyond those on the video?

- Involve other adults.
- Explain you overheard adult was looking for a dog and offer to help or launch into a story about your lost dog.
- Pretend you hurt yourself and create a scene drawing other adults.

How might the outcome have changed if individuals had not gotten involved?

- Katie might have gotten kidnapped.
- Katie might have left with the adult.
- Katie might have gotten hurt.

Could reaction of perpetrator have been different?

- He could have gotten angry and escalated his behavior.
- He could have screamed.
- He could have gotten physical or threatening with you or the child.

What if the situation did not appear so “drastic” or “dangerous?”

- Less motivated to get involved.
- Might have said something but not gotten physically involved.
- Wouldn't have “bothered” the police.
- More likely to feel that it isn't my business.



Summary points:

- Lack of intervention/response: only 12 out of 50 individuals intervened
- Vulnerability of children: 7 out of 10 children will leave with a stranger

