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"SMART STEPS TO PREVENT CHILD SEXUAL ABUSE"

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Guide for Teachers

ANTALYA DIRECTORATE OF NATIONAL EDUCATION

REZEKNE EDUCATION DEPARTMENT

VALCEA INSPECTORATE OF EDUCATION

STEPS
for preventing
child sexual abuse

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STEPS for preventing child sexual abuse



INTRODUCTION

In recent years, sexual abuse of children is a serious problem in all countries. Therefore, the issue of sexual abuse attracts the attention of both mental health professionals working with children and everyone outside the field. In Article 1 of the Convention on the Rights of the Child (CRC); all human beings are considered children up to eighteen years of age, except in the case of minors at an earlier age than to the law applicable to the child¹. In our country where everyone under the age of 18 is considered as a child, child abuse is an important public health problem with medical, legal and social aspects that can cause serious injuries, disabilities and even deaths¹⁻³. Child abuse and neglect, one of the most important social wounds of humanity as old as the history of humanity, is a health problem that is not well known to the extent to which it is known in societies, and often remains hidden, and which is not mentioned by the victims much⁴⁻⁷.

Sexual abuse of children is a problem with psychological and social consequences, legal and moral dimensions and sanctions for them, for the offender who attempted this crime, and for the society. To experience sexual trauma in childhood; it is a very painful experience that deeply shakes the victim's emotional world, injures him deeply, changes his life very radically and in childhood is defined both in terms of words and concepts in very different ways and whose effects last for the rest of his life. Sexual abuse, which affects the psychological, social and cognitive development of children, is a universal problem that can be experienced in every age, every socio-economic level, in every region and in all ethnic groups and cultures. There is no universally accepted definition of child sexual abuse and standardized comparison methods. Therefore, it is a natural obligation to define this problem as a priority and to define its boundaries as a concept.

Sexual abuse these sexual abuse and sexual harassment incidents are named with different concepts in our language. Some prefer to call it "sexual abuse en" while others prefer to call it "child sexual abuse".

In the foreign literature, the term "victim" (kurban), is used for individuals who have been abused, "perpetrator" (saldırgan) for those who have committed sexual abuse, and "survivor" (mağdur) is



HISTORY OF CHILD ABUSE AND NEGLECT

Child abuse and neglect, one of the most important social wounds of humanity as old as the history of humanity, is an important public health problem that is quite common⁵⁻⁷.

Although it has been found in various sources since the beginning of history, for the first time in the 1700s, a lawyer was curious about how many of the criminals imprisoned for crimes committed against children and the findings of the study led to the concept of child abuse^{7, 8, 9}.

The first medical definition of child abuse was made in 1860 by AmbresTardieu, French Professor of Forensic Medicine^{10, 11}. Tardieu described the autopsy findings in 32 children who were beaten to death for sexual and physical abuse of children for the first time in Paris Medical Academy in 1860, In 1946, Caffey defined “ Caffey Syndrome” in 1946 and Kempe described “Battered Child Syndrome “ in 1961^{1, 12, 13}.Garbarino and Gilliam stated that the inappropriate and damaging behavior of the child in 1980 should be determined by experts¹⁴. Sexual abuse was recognized in the 1970s, and after the 1980s, the idea that emotional abuse was just as important as the other two abuses began to spread¹⁵.

The Convention on the Rights of the Child, the desire of humanity to live in a world without war, peace and tranquility ensured the establishment of the League of Nations, and the League of Nations first adopted the Geneva Declaration on the Rights of the Child on 26 September 1924. Since the Universal Convention on Human Rights, adopted by the United Nations General Assembly in 1948, did not adequately address children's rights and freedoms, efforts were made to prepare a separate document for children due to their special circumstances and special protection needs. On 20 November 1959, the United Nations General Assembly unanimously adopted the CRC at a plenary session attended by representatives of 78 countries. Signed by Turkey on February 14, 1990, and approved at the General Assembly of the United Nations Convention on December 9, 1994 was approved by the Grand National Assembly of Turkey. CRC published in the Official Gazette on 27 January 1995, turned into domestic law by Law No. 4058 and began to be implemented in Turkey^{16, 17}.



Articles 19, 34 and 39 of the CRC concern child abuse, neglect and prevention. According to Article 19 of the Convention, those responsible for the upbringing of children cannot use these rights in a manner that harms children. The state is obliged to protect the child from all forms of ill-treatment by parents or other persons responsible for the care of the child, to prevent



child abuse and to prepare social programs aimed at the treatment of children exposed to such behavior. Article 39 of the Convention stresses that States parties should take appropriate measures to protect or restore physical and mental health of children victims of armed conflict and to ensure their integration into society. Article 34 of the CRC concerns sexual abuse and protects the child from sexual abuse and exploitation, including prostitution and pornography. Protection of the child from sexual abuse is also a very important issue ¹⁸.

DESCRIPTION OF CHILD ABUSE AND NEGLECT

Child abuse and neglect are all actions and inactions directed at the child by an adult, such as a parent or carer, that are considered inappropriate or damaging by social rules and professional persons, that hinder or restrict the child's development ²³⁻²⁶.

As a result of this action or inactivity, the child may be physically, mentally, sexually or socially damaged and his health and safety may be compromised ^{3, 19, 20}.

“Child neglect” is the prevention of physical, emotional, moral or social development of the child as a result of neglecting the basic needs of the child such as nutrition, dressing, shelter, education, health and love of the dependents, especially the parents ^{21, 22}.

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CLASSIFICATION OF CHILD NEGLECT AND EXPLOITATION

Child Neglect

Failure to meet this obligation is defined as neglecting the child physically or emotionally, such as lack of attention to nutrition, clothing, medical, social and emotional needs or living conditions ^{7, 23, 24, 25}.

According to another definition, the concept of neglect in a child is generally stated as “the people who are obliged to take care of the child do not fulfill this obligation and neglect the child physically or emotionally”. Neglect of children or passive child abuse is the neglect of the basic needs of parents or carers for the child to be in good condition, for example, care, protection, nutrition, clothing, medical care and education. Neglect arises from the failure of the parent or carer to properly fulfill the obligations of caring for and protecting the child ⁷²

Deprivation or inability to meet the child's basic requirements such as nutrition, housing, health, dressing are defined as “Physical Neglect” ^{26,27}. It is the inability of the child to eat adequately with food suitable for his age, to be dressed appropriately and cleanly, to live in an insufficient physical environment, and to prevent measures against domestic and external accidents.

“A Health neglect” can be classified as a subgroup of physical neglect; when the child is sick or not to be brought to the physician or late, vaccination, treatment recommendations are not followed.

A special type of physical neglect is the neglect of the unborn baby. The use of harmful substances such as drugs, alcohol, cigarettes, malnutrition, and lack of prenatal medical care during pregnancy will affect the future health of this baby as well as its future health.

“An Emotional neglect” is defined as the lack of love and care for the child and the lack of support and supervision, especially during adolescence.

“Sexual Neglect” means that the child who starts to behave in accordance with his / her sexual identity after the age of 2 (two) is not treated, dressed or toys taken in accordance with his / her age and gender. Behavioral disorders may occur in the future due to this period.



“Education Neglect” is the failure to send the child to school in the compulsory school age, to be indifferent to special educational needs, to allow chronic absenteeism behavior, and to those who go to school not to be interested in their courses, problems or failures at school²⁸.

TYPES OF ABUSE

1. Physical Abuse

“Non-accident ”injury, damage and potential for physical injury of a child or young person under the age of eighteen by a mother, father or other person responsible for his or her physical health is defined as“ “Physical Abuse” ^{26 26, 29, 30, 31}.

According to an another definition, it is a non-accidental injury of the child. Punishment by an adult, discipline, anger release or other purposes, using various methods of physical violence against the child. Torture, sticking a needle in his body, extinguishing cigarettes, beating, pinching, biting, pulling his ear hair, poisoning, strangling...

Physical abuse is the best recognized form of abuse and is defined as ‘any form of behavior that results in physical trauma or injury without an accident’. Physical abuse involves pinching, biting, hitting, kicking, burning, attempting to choke by closing the mouth, severely shaking, or otherwise damaging the child's body. Some of these injuries may have been caused by accident while the child is playing; however, the location of the wounds, the frequency of injury to direct the suspicion of physical abuse⁷³.

2. Emotional-Psychosocial Abuse



Any chronic action or inaction that disrupts the child's prediction or emotional integrity.

It is also defined as the child's desire and expectations on his abilities and his aggressive behavior ^{28, 31}.

Swearing, leaving alone, misleading, intimidating, threatening, not meeting their needs emotionally, constantly mocking, humiliating are emotional and psychosocial abuse. In addition, activities such as expecting more than the capacity of the child continuously,

overprotection, being dependent, excessive authority, expecting responsibilities over the age, discriminating between siblings, punishing heavy punishment incompatible with the child's behavior and applying violence to the face even if they do not leave traces are included in this abuse group^{19, 28, 32}. It is the most common form of abuse in everyday life^{33, 34, 35} and the most difficult to prove legally³⁶.

Emotional abuse is based on the psychological damage of the child. It is seen that the formation of this depends on two main reasons.

- Exposure to attitudes and behaviors that are negatively affected by their dependents,
- Deprived of the care, love and care they need.

Emotional abuse is distinguished from other types of abuse with two characteristics. These;

- Lack of concrete physical findings, such as physical and sexual abuse,
- It can be found alone or in most cases with other types of abuse.

It appears that a child who has been sexually or physically abused is exposed to emotional abuse at the same time as an extension.

The definition of emotional abuse has some variability compared to other abuse

For example, a behavior model is considered normal during infancy and falls into emotional abuse during development. An example of this is the heavy protective behavior. Therefore, emotional abuse is a more complex and difficult to detect type of abuse than other types of abuse.

The main parental behaviors that cause emotional abuse are as follows:

- 1. Rejection;** The adult individual does not meet the needs of the child, does not accept it as a separate individual, acts as if he or she does not do anything to motivate the child to find out its positive aspects, refuses to ask for help, gives the child a feeling of no use, keeping him responsible for every mistake in the house, to disguise the role of a scapegoat, to avoid physical contact, and not to show its closeness by touching it.



2. **Isolating:** The parent keeps the child away from social relations and self, does not provide opportunities for the child to engage in such relationships or deliberately prevent such opportunities, believing that the child is alone.
3. **Terrorizing;** Parental scare, threaten, intimidate the child with verbal or physical attacks, causing him to live in a fearful environment.
4. **Corrupting:** To be directed to anti-social behaviors, to be encouraged to this, to be a bad example to the child socially, to be directed to that path by showing bad examples.
5. **Denying emotional responsiveness:** The reason for this type of action is that there is no response to the child's healthy and emotional development.
6. **Degrading:** Parents' behaviors that will cause humiliation of the child, disrupt their dignity, calling them with aliases that will create a sense of inadequacy in the child and systematic implementation of such behaviors.
7. **Exploiting;** Parents use the child for their own interests. Such incidents are seen as the use of the child as marital security, especially in problem marriages.
8. **Adultifying:** Preventing children from having unrealistic expectations and expecting such successes, suppressing them to achieve things they cannot do, and giving responsibilities that are not suitable for age development.

When we look at the causes of emotional abuse, it is seen that cultural and social structure plays a role. Emotional abuse occurs in all levels of society. But especially in families living as isolated from the community is more frequent and intensive.

3. Sexual Abuse

Sexual abuse in children was first described by Ruth and Henry Kempe (1978) as “to use in sexual activities that dependently and developmentally immature children and adolescents cannot consciously approve, cannot fully perceive or contradict social taboos related to family roles”^{43, 44}.

The International Society for the Prevention of Child Abuse and Neglect has defined children's sexual abuse as a child under the age of consent who is involved in a behavior that leads to sexual satisfaction of an adult person or condone it³⁷.



According to another definition, a child is involved in sexual activities which he does not fully understand, is not ready for development and cannot consent to. Child sexual abuse; a child and an adult older than him or his peer, who differ in responsibility, trust and power, are identified by actions intended to satisfy the needs of the other person.

Child sexual abuse is a serious violation of children's rights and is a global reality in all countries of the world. . It can take place in all social, economic and age groups and everywhere. Most abusers are not often foreigners, but adult and usually male relatives whom the child recognizes and trusts.

Every individual up to the age of 18 is defined as a child. Childhood consists of many different stages, sexual development and information is not yet complete process. Children are susceptible to abuse because they can be easily trusted, intimidated and deceived. Abuse children often experience the feeling that they will be abused again and their parents will leave. Children may be abused repeatedly due to guilt and fear⁴³. Among childhood traumas, child abuse is the most difficult form of trauma to be identified and treated because it is reproducible and usually administered by relatives.

PREVENTION OF CHILD ABUSE AND NEGLECT PREVENTION

Prevention in child abuse is easier and more successful than treatment. There are generally three steps to protect children from abuse.

1. Primary Prevention

Protection programs must be done for all children. The conditions of all children and families can be improved, the education and quality of life of the families is improved, which means that if risks can be prevented, children will not be abused. At this stage; legal reforms and transposition of the rights stated in the CRC into national laws; efforts to change cultural and social values to reduce violence against children, and to overcome economic inequalities⁴².

2. Secondary Prevention

Secondary preventive services include identifying high risk groups, strategies to enable them to use existing services, and providing additional services to these families. When physicians,

midwives and nurses



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encounter children and families and health care institutions, when they are careful, situations that are at risk for abuse can be noticed and they can confiscate the situation before the child is harmed ^{38, 39, 3}.

3. Tertiary Prevention

The tertiary prevention is to prevent the abused child from being re-abused and to have bad consequences such as death.

Nowadays, the increasing importance of NAIL requires the professional and functional planning of the treatment and rehabilitation services to be provided in this regard. As a result of initial examination and medical treatment, especially in cases of physical and sexual abuse, the child is either placed in a Social Services and Child Protection Agency (SHÇEK) or delivered to their families.

This, in a sense, results in the abandonment of children and families to their own destiny. However, rehabilitation programs should be prepared and implemented for children and families who have been physically or sexually abused. However, there is no center where such rehabilitation programs can be implemented. The lack of rehabilitation programs for abused children and their families increases the victimization of children who are taken under protection or delivered to their families. This directly affects children's future lives.

In the event of any neglect and abuse, it will be able to intervene urgently and make the first interview with the child and the family, the establishment of centers with specialist personnel in the rehabilitation of NIV, which can carry out studies to treat and rehabilitate possible trauma and trauma in children and families, provide inpatient and outpatient rehabilitation services; as a requirement. The center should also be structured to intervene in the event of a team work with a multidisciplinary approach and with the contribution of other professional groups ^{40, 41}.



PART II

PREVENTION OF ABUSE AND NEGLECT IN SPECIAL NEED REQUIRED INDIVIDUALS

In the report prepared by the United Nations (UN); According to World Health Organization (WHO) data, more than 1 billion people of the world population, which is currently about 7.7 billion, have various disability conditions. When we look at the world, it is seen that there are more than 100 million children. We find that these children are almost four times more likely to be exposed to neglect, violence and abuse than children without disability.

Abuse and neglect is an important issue that is encountered in all societies, adversely affects the development of both healthy and special needs children and may result in severe pictures if the necessary interventions are not performed. Neglect may be emotional and physical while abuse can be physical, emotional and sexual.

Who are the individuals with special needs? They are individuals who differ significantly from their peers in terms of individual and developmental characteristics and educational competencies. These individuals are children with visual, hearing, mental, orthopedic disabilities, children with special learning difficulties, language and speech difficulties, attention deficit and hyperactivity disorders, autism and generalized developmental disorders and children with emotional and behavioral disorders.



Training programs that are developed to meet the educational and social needs of these individuals and the training provided by specially trained special education teachers in appropriate environments are known as special education concept.

Among children with special needs, especially children who experience significant mental disability and show significant differences from their peers are at higher risk of neglect and abuse.



As the rate of being affected by mental disability increases, the rate of being affected by abuse and neglect increases.

In many sources explaining development and development-based acquisitions, it is possible to find theoretical foundations and instructional suggestions related to different development areas. While there are multiple theories explaining development and developmental acquisitions in the areas of physical, cognitive, language and communicative, social and emotional development, we cannot find many theories explaining sexual development and guiding in instructional planning. For this reason, Freud's Psycho-Social Development theory is the theory that will be used in planning for understanding sexual development and developmental characteristics in individuals with special needs and gaining appropriate behavior when necessary.

Individual differences are seen in both individuals who need special education and who have normal development. Gender is at the forefront of individual differences. Individuals with special needs follow the same order as their normally developing peers in sexual development, which is one of their developmental areas. However, their development may progress slightly behind and slower according to the levels of being affected by mental disability.

There are a number of adaptation problems that individuals with special needs experience in different stages of sexual development than individuals with normal development. These can be listed as inability to control sexual impulses and masturbation tendency, sexual curiosity and touch to the opposite sex, the problem of adaptation to physical change in adolescence, desire to marry and sexual abuse .

When we look at what are the needs of individuals with special needs; Like every individual, they need to eat, drink water, sleep and especially love, be loved and share. They need special care and support to survive as a participant in the community.

In terms of these individuals it is important to complete the stages of sexual development and to solve possible sexual problems. In order to manage these adaptation problems in a healthy way; education of intimate spaces, cleaning of sexual organs, healthy communication with the opposite sex, physical change in adolescence should be given to the individuals themselves



and their families in order to meet the sexual needs of individuals in need of special education by special education teachers and guidance counselors.

For this, both individuals in need of special education and teachers who provide education to these individuals, parents and carers who meet their self-care needs, need to provide a coordinated study on the needs and problems of individuals.

The sexual development of individuals with special needs varies to the type of disability of individuals and the degree of being affected by disability according to which skills will be acquired, which methods and techniques will be determined in teaching.

While there is no need to follow very detailed process steps in the teaching of some life skills in individuals with normal development, the teaching of any skill thought to be quite simple to apply in individuals with special needs can become complicated. For this reason, there is a need to analyze the concepts and personal cleansing skills of sexual development and privacy to individuals with special needs. For this reason, there is a need to analyze the concepts and personal cleansing skills of sexual development and privacy to individuals with special needs. When working with individuals with special needs, it is necessary to plan the teaching of the knowledge and skills needed by determining the level of knowledge and skills of the individual in the field of sexual development as in all development areas. At this stage, prioritizing the treatment of the existing problem behavior, if any, teaching the prerequisite skills before starting the education will contribute to the continuation of the teaching process in a healthier way.

Sexual education programs should not only meet physical needs, but also emotional and social needs. Because an individual in need of special education exhibiting gender roles can adapt to society and express himself more easily. These gains of individuals in need of special education can comfort their parents, carers and teachers.



THE NATURE OF SEXUAL DEVELOPMENT

In order to understand the sexual development of individuals with special needs and to manage the teaching process in a healthy way, first of all, we should know about the developmental stages of children with normal development.

Children often begin to discover and wonder their bodies from the age of two. Toilet training, which is more or less the same age, can increase children's curiosity about their genitals. In order to raise healthy and happy generations and prevent sexual abuse, children should be informed about sexual development.

When examining sexual development in children and adolescents with intellectual disabilities, their developmental level should be taken into consideration, not calendar ages. When evaluated in this way, it is understood that many situations that seem to be problems to parents or educators cannot be considered as problems.

For example, a young person with a calendar age of 15, but a mental level of 6 years; ask questions about sexual organs, breasts, how babies are born.

Children first notice physical differences about gender.

- “Why do fathers have a mustache?”
- "Why don't fathers wear skirts?"
- “Why don't girls have pipies?” are one of the first questions we've encountered.



This is the first time that the parents act in a gender-conscious manner. In fact, the most important point for sexual questions asked at all ages is the attitudes of parents in answering the questions.

These questions are normal questions expected for the mental level of age six. Children should be given education and responses appropriate to their developmental level. Children with intellectual disabilities are generally thought to have more sexual interests and more sexual behaviors than their peers. However, these children are perceived as such because they do not know where, when and in what situations sexual behaviors are appropriate, in other

words because they cannot control their sexual type behaviors.

Here are some behaviors that we think are appropriate for children:

- Asking about sexual organs and breasts,
- To watch with interest when someone sees a bath,
- Playing doctor, playing house, taking on different roles of parents,
- Touching the genitals sometimes when they are very excited, nervous or scared,
- Talking with friends about sexuality,
- If it's a girl she says that she has a boyfriend and if it's a boy he says that he has a girlfriend,
- Wishing to be alone while getting dressed or taking a bath,
- Saying that they have heard shame and jokes and want to repeat them,
- Wondering the differences between the sexes,
- Imitating the opposite sex as a role,
- To examine the reproduction of animals,
- Kissing other children and adults, letting them kiss themselves, and so on.



All of these are normal behaviors according to the level of development of the child. Some points should be considered before identifying any one as problem behavior.

Here the criterion is; conformity to the level of intelligence in behavior, the severity of behavior, frequency and continuity.

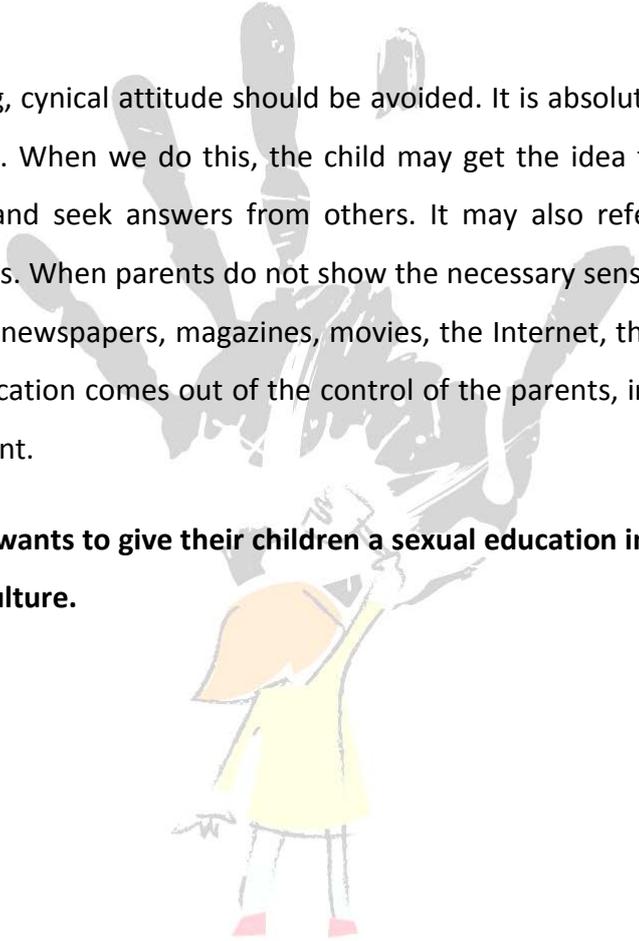
Children should be informed about gender differences during this period. Again during this period in which self-care skills are gained, it should be taught by using the correct names of sexual organs. Bathing with parents is a habit to be completed at the end of this period. By nature, children can try to recognize their sexual organs by touching them. Care should be taken not to touch the sexual areas while children are loved.



Children with 0-6 years of mental potential should be given information about sexual development, when the child asks a question, and enough information should be provided to answer the question. Excessive explanation and information may confuse the child. To whom the child asks questions to, it is important to maintain the trust of the child to be answered by that person.

Accusing, embarrassing, cynical attitude should be avoided. It is absolutely not to condemn, scold, silence the child. When we do this, the child may get the idea that these questions should not be asked and seek answers from others. It may also refer to surveillance or conducting experiments. When parents do not show the necessary sensitivity; children learn sexuality from friends, newspapers, magazines, movies, the Internet, their imagination. This means that sexual education comes out of the control of the parents, in a sense it goes in a direction we do not want.

However, each family wants to give their children a sexual education in line with their own family structure and culture.



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TRAINING PROGRAM THEMES IN INDIVIDUALS WITH SPECIAL NEEDS



The theme of the sexual education program consists of 7 categories. These are;

1. Gender Differences
2. Body Recognition (Special Areas)
3. Treatment of Sexual Behavior Problems
4. Family Education
5. Genital Cleaning (Mens Period)
6. Adolescence
7. Sexual abuse.

CONTENT OF TRAINING PROGRAM IN INDIVIDUALS WITH SPECIAL NEEDS

1. Gender Differences

When planning teaching activities in individuals with special needs; Although the age of the calendar may vary, the methods and techniques used in preschool (0-6 years) period can be utilized ,considering age of intelligence, in the teaching of the concept of gender difference, “girl” and “boy”.

- It can be done through dolls or puppets with a visual expression of gender and characteristics (girls' clothing, boys' clothing). Teaching principles; It is important to plan a teaching process from concrete to abstract, from simple to complex, to provide children with the opportunity to learn by experiencing activities and games as much as possible, and to ensure the permanence of concepts and skills. It is possible to reinforce the teaching of concepts through picture books and coloring activities.



- It should be explained that gender differences and related physical conditions are normal. For example, when the child asks the question, “Why don't girls have pee? the child needs to explain as much as he needs to know without confusing him or her. “The bodies of women and men are different. Boys have a penis, girls have a vagina. They are born like this, this does not change. That's why boys stand up, girls sit down and pee.” should be expressed in a simple way.

2. Body Recognition And Private Areas

- While raising awareness of owning the body of individuals with special needs; first of all, children should be informed about their body in accordance with their age and needs.
- It is important to include the concept of privacy. The introduction of private areas should be taught from the source picture books that their body belongs to it and that it should be protected. The concept of privacy is also one of the main issues that need to be addressed in family education.

While teaching the concept of privacy;

- Awareness of children, himself and other people's privacy and private areas,



- Protecting their own private areas while communicating and contacting with people,
- Respecting the privacy of other people,
- It should be adopted to set healthy boundaries between him/herself and his/her environment.
- If the classification and sorting skills have started to develop in children between the ages of 36-60 months, a circle of trust can be included in the protection from

harassment.



Children and individuals who are severely affected by mental disability have the ability to match pictures with real objects; it can be taught as a “familiar” person by showing pictures of adults to be trusted.

The number of people can be increased by considering the individual's learning capacity. Confidentiality, implicitness and immunity can be started to study in order. During this study only the familiar, only trusted persons are taught to get help.

3. Treatment of Sexual Behavior Problems

Children discover pleasure in their sexual organs, skin problems that can cause itching, or incidental contact. They then repeat this behavior, sometimes using their plush toy, sometimes with their hands, sometimes with their pillows, sometimes with rhythmic rubbing. To prevent children from playing with their genitals ;

- If there are skin problems that may cause itching and sensitization of the child's genitals, they should be healed and the genital area should be cleaned.
- Children should not be deprived of sleep for a long time in bed and should not be forced to go to bed without sleep, as the interest of the lonely child may be directed to his / her body.
- The choice of clothing should be taken into consideration as clothing such as tight pants and tights may cause the child to be stimulated.
- Children who are difficult to sleep should be read the book and told the fairy tale before going to sleep at night.

When observing the problem of sexual satisfaction behavior in children / individuals with special needs;

- Taking his hand to his genitals frequently, playing with his organ,
- Prefers more riding-based toys,
- Lying prone on the carpet and rubbing,
- Lying on any toy and spending a long time on the ground,
- Friction movement of chair, seat table edges,



- When he/she is alone, he/she plays with his/her genitals. What is important here is how to react and how to approach.

It is impossible to completely eliminate the problem of sexual satisfaction behavior. The point to check is the area in which the child performs the behavior. The child should be given a simple and clear statement that this is a special behavior such as meeting our toilet needs and that it should not be done in front of people. It should be told that if it plays with its genitals constantly, it may catch germs.

When the child performs this behavior;

When you use the expressions like “Get your hand out of there, No, don't ever see me again”, you can reinforce the child's behavior with the negative reaction and contribute to the increase in behavior without realizing it.

When the behavior is completely ignored; the child may have the perception that this behavior is normal, acceptable, and can be done freely anywhere. It is important to teach that this behavior can be done only in the bathroom or in your own room and that it must be done in secret, so that separate rooms for boys and girls are needed.

How to approach?

When we notice this behavior, it is useful to avoid exaggerated reactions and to direct their hands to other activities that need to be used. Activities such as “ Let's paint together ” that might attract the attention of the child should be presented. **The aim here is; to spend time with the child, to spend functional time, to meet the tactile and emotional needs of the child through the activities carried out together.** It should not be forgotten that; children with special needs are more likely to perform problem behavior in their spare time alone.

4. Family Trainings

Parental attitude, parent motivation and adult education should be taken into the first place. Because the biggest role falls to the parents. As the degree of being affected by mental disability



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increases, the content of the education to be given to children will be simplified and it is often difficult to acquire basic concepts and skills. In this case, the education to be given to the parents gains importance.

Privacy training in children;

The issue of sexual abuse of children is one of the most worrisome for parents. The first skills to be gained are; privacy training.

Privacy; can not be gained by giving advice or intimidation to the child. Rather it is a process of awareness. To be aware of the dangers towards the child, to be able to protect himself from the dangers, even if he does not know what the abnormal behavior is directed to him, to make him aware of the need to feel uncomfortable and move away from the environment.



Privacy is learned from infancy. Parents become models of their children in their natural lives without realizing it. For example, by closing the door in the toilet use at home, closing the cabinet in the shower, ensuring that certain parts of the body are not seen, first of all, they should protect

the private areas of the parents, establish healthy communication and respect each other; it has a positive effect on the perception of belonging and privacy of the child.

The other behavior related to the concept of belonging is to obtain permission. Permission behavior is one of the rules that should be gained to the child in the early period. For example, the child asks for permission to eat a piece of cake from his/her friend's diet, knocks on the door before entering the parents' bedroom, asks“ Can I look at it?” before he/she touches an object he/she is wondering about in a foreign environment in order to provide permission behaviour. From this point of view, the concept of belonging should be taught to ask for permission before touching someone else's body. If this behavior is preferred by parents when touching the child, it is reinforced and contributes to generalization. Getting Permission and giving permission may be considered as the first step of protection from harassment.



RECOMMENDATIONS FOR PARENTS



1. Children should not be loved by touching or kissing the genitals by adults,
2. Considering that they are young, their clothes should not be taken off and dressed in front of others.
3. Questions about genitals should be answered through the child's own genitals or books, not through parents.
4. After the age of seven, children should be given the opportunity to clean their own intimate area in the bathroom.
5. Children from the age of 4-5 should be instructed that if the parents' room is closed, they should knock the door and enter the room with permission.
6. Since children learn more through imitation, they can try what they see on their friends so they should pay attention to the content of the TV programs they watch.
7. Children from the age of 4 should be informed that their body belongs to them.
8. Children should not be allowed to walk naked inside or outside the home.
9. Dressing skills should be given the opportunity to dress himself.

In individuals with special needs;

- Intimate areas need to be hidden
- Should not be dressed and stripped alongside strangers except parents,
- Have the ability to perform bathing independently,
- That the genitals are special and they should not make love objects,
- The bed of the parents belongs only to the parents,
- He/She should enter the parent's room with permission,
- His/Her body belongs to him/her and should not be touched unless he/she gives his permission,
- If he / she has acquired toilet skills, he/she must perform independently.
- If he / she is physically oppressed, he / she should resist / react (scream, etc.)



The methods and techniques to be applied vary according to the mental capacities of children. Children should be informed as much as possible, at least they should not be left alone in unfit environments with strangers. They should be taught not to receive money, gifts or food from people they do not know.

5. Genital Region Cleaning

As girls enter puberty, first of all, the teaching of pad changing skills gains importance during menstruation. It is useful to perform skill analysis in teaching skills to individuals with special needs. The sequential determination of each skill level required for the completion of a skill, and the division of the skills into smaller parts than the skill itself facilitate teaching. For example;



Purpose: Changing the pad.

Behaviours:

1. Lower the underwear to the knee.
2. Remove the dirty pad.
3. Puts the pad in the bag
4. Throws the bag into the waste basket.
5. Takes the clean pad.
6. Adheses the adhesive portion of the pad to the mesh portion of the underwear.
7. Pulls underwear to the waist.

Skill instruction can be realized by following the process steps. Each skill level can be divided into smaller processing steps, if necessary in line with the individual's performance.

APPLICATION EXAMPLE:

Menstrual Care Skills

Preparation before menstruation

- Preparation on the model,
- It can be planned in two ways as preparation on itself.

Menstruation training can be planned in three stages.

1. Teaching pad replacement time
2. Use of pads for different times
3. End-of-term and post-adaptations

Teaching Stages of Pre-Menstruation Preparation on Model

- Takes the pad.
- Goes to the bathroom with the baby.
- Sits the baby.
- Open the baby's skirt (lower her pants)
- Lower the baby's panties.
- Pulls the pad out of the laundry.
- Folds / wraps the pad.
- Puts the pad in the bag.
- Throws the wrapped pad in the trash.
- Cleans the baby with toilet paper.
- Gets a clean pad.
- Pulls out the pad paper.
- Places the adhesive surface of the pad on the laundry.
- Pulls on the baby's panties.
- Baby's skirt (pulls pants)
- Discards the pad paper.
- Washes the baby's hands.
- Dry the baby's hands.



Teaching steps on self-preparation before Menstruation

- Takes the pad.
- Goes to the bathroom.
- Closes the door.
- Lower her skirt.
- Pulls the pad out of the laundry.
- Folds / wraps the pad.
- Puts the pad in the bag.
- Throws the wrapped pad in the trash.
- Clean with toilet paper.
- Gets a clean pad.
- Pulls out the pad paper.
- Places the adhesive surface of the pad on the laundry.
- Pulls her panties.
- Pulls on her skirt.
- Discards the pad paper.
- Washes her hands.
- Dry her hands ⁷¹.

Teaching the cleaning of armpit and genital areas must be studied in self-care skills of individuals.

Hair Removal

Hair removal is more than aesthetic teaching; to prevent premature masturbation due to stimulation due to hair growth. This planning in cleaning; non-painful methods should be preferred, hygiene methods should be preferred, non-hazardous methods should be preferred. It should be noted that the aim is to create an adolescent who loves cleanliness.

It requires the operation of two separate body parts, the removal of the hairs of the armpit and genitals.



APPLICATION EXAMPLE:

Removal of underarm hair:

Steps of Hair Removal with Arm Spray

- Wet the sponge.
- Wipe both underarms.
- Dry both underarms.
- Take the spray.
- Open the cover.
- Raise the arm until the elbow at the head level.
- Spray the hairy area.
- Also spray under the other arm.
- Wait 10-15 min.
- Wash by rubbing under arm.

Instruction Steps of Underarm Removal with Cream Depilatory

- Open the tube.
- Put a little cream on your finger.
- Raise the lever until the elbow at the head level.
- Apply cream to hairy area.
- Apply cream to the other arm.
- Wait 5-10 min.
- Peel off the cream with a plastic spatula.
- Wet the sponge.
- Wipe both underarms ⁷¹.

6. Adolescence

In this period, individuals with special needs should be informed about the changes that occur in the body in the age of development. In this period, individuals with special needs should be informed about the changes that occur in the body in the age of development. It should be explained that all the liquids coming out of our body create odor and that they may sweat a



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lot due to their hormones during this period and that they should shower more frequently in order not to disturb the people around them and to feel better. During this period, it is expected that the acquisition of independent showering skills will be completed. After independence, efforts to increase the frequency of showering during adolescence can be included.

Information and awareness on body cleansing can be done at school as well as the chain skill teaching stages with ranking cards should be worked with children at school.

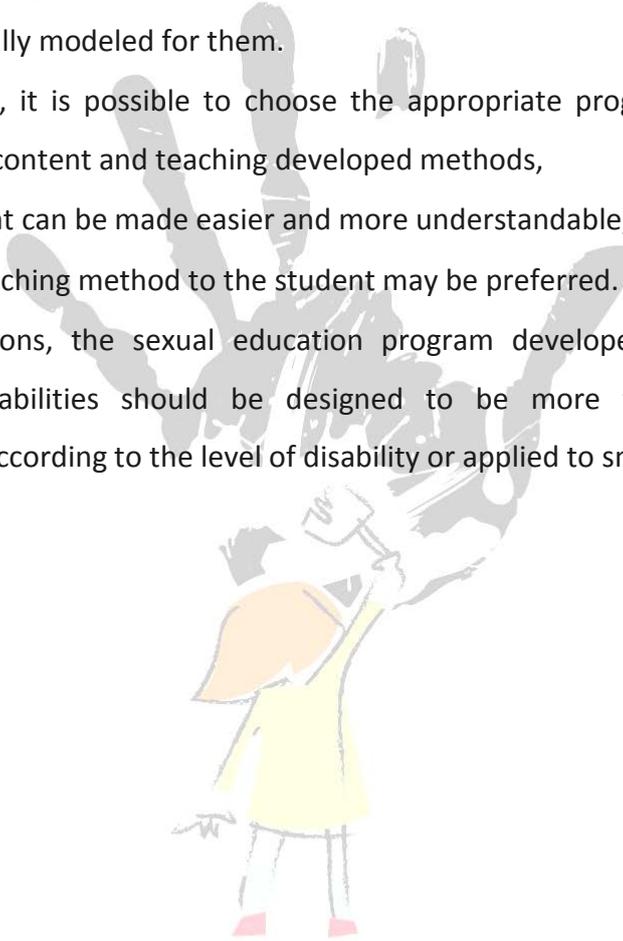
7. Sexual Abuse

- In individuals with special needs in order to be aware of sexual abuse and to teach how to prevent it; After the permission-giving behavior is taught, it can be taught that the perception of protecting the personal space should be developed and that foreign people should keep an arm distance from themselves. If the foreigner still tends to stay close, he should be taught to move away from him. This study can be supported with games, sample videos and visuals and reinforcing teaching.
- In teaching individuals to protect themselves against sexual abuse; When an attempt is made to contact them without permission, they are taught to maintain their personal space. However, if the foreigner insists on contact, the child should be taught to shout loudly and then shout for help. If the individual cannot get out of contact even though he does not allow, he / she should be taught that he / she must harm the person who keeps himself / herself protected (kicking, biting, scratching, etc.). The child should also be taught that this should be explained to familiar adults, even if they have avoided unauthorized physical contact. This process is also part of parental education.



BRIEFLY;

- Since the learning competencies of individuals with intellectual disabilities vary and more individualized teaching programs are applied to them according to their level of disability, the programs to be developed for individuals with special needs can be difficult to be fully modeled for them.
- For this reason, it is possible to choose the appropriate program outline and the achievements, content and teaching developed methods,
- Program content can be made easier and more understandable,
- Appropriate teaching method to the student may be preferred.
- For these reasons, the sexual education program developed for students with intellectual disabilities should be designed to be more flexible and can be individualized according to the level of disability or applied to small groups.



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SMART STEPS THAT BE TAKEN IN PREVENTION OF ABUSE AND NEGLIGENCE IN CHILDREN / INDIVIDUALS WITH SPECIAL NEEDS

1.ACTIVITY : Protection Against Harassment

Confidence Circle Prerequisite Skills:

- In order to establish a circle of trust, the child must distinguish between the people around him and associate the Symbols (photographs) with real objects (persons).

The anal period (18-36) is called the symbolic phase of the pre-process period in the development of intelligence period.

Associate with the symbols of people and objects based on attempts to interact with people and objects in the period of normal child sensation. Based on this experience, the basic sense of trust is reinforced.

In the phallic period (36-60 months), it is the period during which a circle of trust can be conducted to prevent harassment based on the classification and sequencing skills developed in the child.

It should be noted that confidence circle study can be initiated in children with object symbol mapping performance even if they have developmental retardation. The circle of trust is a study aimed at securing the child's safety when he or she cannot protect himself. Since the development of self-protection will take a longer process for children with developmental disabilities, a circle of trust can be considered as a necessary study.

The circle of trust can also be considered as an activity that reinforces the child's basic sense of trust. It is provided to distinguish by reinforcing whom it should trust.

The teacher who will conduct this study should have knowledge about sexual development. Before the study, the family should raise awareness about sexual development. The circle of trust should inform the family of the purpose and benefits of the study. He must persuade the family to cooperate for this work.

The study is initiated by asking the family to list people who are close to them and they can

trust in every sense.



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The family is informed about the harassment. The list created in accordance with the information is reviewed with the family.(Explain the need for fully reliable people, not many people in the family)The number of people in the trust circle should also be considered according to the age of the child.

Materials used:

You will be prompted to select the last list of people (recently taken). Digital shooting or computer can be used to standardize pictures.If pictures are more than 5 sets are created. After preparing the unrelated pictures to be used next to the pictures, the teaching begins.

Teaching Methods:

In discrete trials,

Simultaneous Teaching Method,

The pictures are taught to the child by direct teaching in natural language.

Teaching criteria: Taken as 100%. Teaching criteria consecutive as three times.

Simultaneous Teaching Process

Precursor-Target stimulus: Which is familiar?

Premise-tip: This is Aunt Ayşe, we know it (now you say)

Behaviour: I know this, this is my Aunt Ayşe

Post-behavioral stimulus: Reinforcement (with determined effective reinforcement)

Direct Teaching Process in Natural Language

A mutual acquaintance and a picture of people who are not familiar are placed on the table. The student is allowed to look at both pictures and a mini chat is made about the familiar person.



- “This aunt, we know our aunt, she also takes you to the park, isn’t she?”
- Looking at the picture of an unfamiliar person, we say “this is not familiar”.
- Then we ask the child which one is familiar and ask him or her to show it.
- Ask which one is not familiar and ask it to show.
- After showing both of them, the picture of the acquaintance is put on one side of the table and a picture of the person who is not familiar to the other side of the table.
- The other two pictures in the circle of trust are taught.

Generally, the boundaries of physical interaction may not be fully learned, since they do most of the interactions with the parent and his / her environment until school age.

The child can generalize the intimate behaviors developed by parent.

For children with developmental delays, adults may have become more tolerant of the limits that are inappropriate for interactions with different people ⁷⁴.

2. ACTIVITY: Protection Against Harassment Rejecting Unauthorized Physical Contact

In the latent period (6-11 years), it is a suitable period for teaching rejection of unauthorized physical contact at the beginning of this period in order to avoid negative consequences for affection towards the adult.

In order to prevent sexually reactive orientation against the age at school, it should be tried not to make unauthorized physical contact.

Teaching rejection of unauthorized physical contact;

- Confidence-based teaching
- Allow and take permission teaching
- Teaching good and bad touch

It can be made in different ways.



Trust-Based Teaching to Deny Unauthorized Physical Contact

- Teaching rejection of unauthorized physical contact based on the trust circle;
- Additional information can be provided in the form of simultaneous instruction with presentation
- Once the circle of trust is completed, it can be presented as a trap presentation.

Simultaneous hint instruction with additional information presentation

- The student is placed in front of a trusted person and someone they do not know.
- The instruction determined according to the level of the student is given (Take a good look at these).
- The student is given a clue (physical, model, sign, verbal) determined according to the level of the student (Look, you know Aunt Nur).
- Now it's your turn "Which one do you know, which one is your aunt".
- If the student's reaction is correct, we can reinforce it and, yes, we can hold tight with aunt Nur (We can give a big kiss, we can go away from home with her, etc.).
- If the student reacts incorrectly, we ignore the correction (no this aunt) / ignore the next attempt.

After the circle of trust teaching, trap presentation

- Once the circle of trust is completed, traps are planned by people outside this circle in different settings.
- During these pitfalls, the teacher stands in places where the child can hear, even if she cannot see, and gives instructions for the response she should give.
- The child's reactions to the instruction received are immediately reinforced.
- When the child reacts appropriately to 5/5 traps, polling is performed with traps at different times in natural environments.
- If the child responds appropriate response to the not received instructions to these pitfalls, the teaching is terminated ⁷¹.

3. ACTIVITY: Teaching permission and denial of permission to refuse unauthorized physical contact

Taking permission and giving permission is a form of teaching that has taken place in a child's life.

Usually getting permission;

- Obtaining objects that do not belong to the child,
- Demanding more than necessary,
- Doing the desired activity,
- It is taught for situations such as entering a field.
- Permission and permission teaching should be re-taught for a new situation.
- The child can be taught to get permission when touching, hugging or kissing someone.

Taking permission, discrete trial systematic in the form of embedded teaching or can be done with one of the errorless teaching methods.

Protection against harassment

Teaching in the form of embedded teaching

- The teacher determines the routines, situations in which physical contact occurs during the interaction process.
- Plans for the natural opportunities that are likely to occur for each of the identified forms of physical contact.
- Make teaching presentations in the form of a discrete experiment.
- Since routines and activities are used in embedded teaching, teaching experiments are not included at very short intervals as in discrete trials.

The activities are dispersed into natural formation times. **In each trial; Precursor-Target stimulus: instruction, precursor-Hint: clue, Behavior: Student response, Post-behavioral stimulus: the result sequence is followed.**

Embedded teaching process with discrete trials;

When a state to be embedded occurs, a discrete experiment is initiated;

DIRECTIVE: What do we need to do now?

TIP: Can I embrace (model)?

STUDENT REACTION: Can I embrace?

CONCLUSION: Well done, of course.

- Permit behavior is enhanced by allowing appropriate response until it becomes available at the fluency level.
- However, even after the appropriate response is reinforced by saying “it is good to ask for permission, but not this time, child is taught to accept the rejection of request.
- This teaching can also be done with one of the errorless teaching methods (simultaneous or fixed waiting time teaching method).
- It is decided which method to teach and how much the permission behavior is in the child's repertoire.
- Fixed waiting time teaching if they know for different situations but are taught for the new situation; In his repertoire if new learning is limited little or no new learning, Concurrent clue instruction may be preferred.

Teaching process with fixed waiting time teaching method which is a errorless teaching method;

- The instruction determined according to the level of the student is given.
- (What do you say now)
- Wait for the specified time (5s)
- A hint (physical, model, sign, verbal) (physical, model, sign, verbal) is given in accordance with the level of the student (Can I kiss once?)
- Now it's your turn ‘what are you going to say?’
- Reinforce if the student's response is correct (apply error correction / ignore if false) start the next experiment.



- How many consecutive trials will be decided
- Teaching with error-free teaching methods; It can also be used in narration technique, in dramatization, during simulation.
- Permission teaching systematic can be used in teaching good and bad touch.
- If the student's performance is appropriate, good and bad touch behavior can be taught, and additional response can be taught.
- Instruction can be taught using Video Model.
- In this case, the videos are created from images of one adult and one child
- Good and bad touch can also be taught by one of the wrong teaching methods (simultaneous or fixed waiting teaching7 method)

4. ACTIVITY: Protection Against Harassment-Coping with Deception

Tricking is a problem that is problematic not only for children but also for adults. Tricking is not only for individuals with developmental retardation but also for normal individuals. However, in order not to be harmed, the behavior that will prevent deceit in children with developmental retardation should be taught at a very early stage and maintained consistently.

The first step of this teaching is that we never get what we like from anyone outside the house and outside the circle of trust.

The sooner the teaching of the promise of taking something that no one ever likes, the better it starts.

However, if teaching is done later, it can be taught based on the circle of trust. The teaching of coping with deception can be done in the form of additional information presented during instruction with a concurrent cue with additional information that we use to teach unauthorized physical contact based on the trust circle.

Because there is a high probability of unauthorized physical contact after delusion.

Simultaneous clue teaching with additional information

- The student is placed in front of a trusted person and someone they do not know.
- The instruction determined according to the level of the student is given (Take a good look at these).



- Determined in accordance with the level of the student (Look at this Aunt Nur you know her, you can kiss her and take what she gave).
- Now it's your turn 'Which one do you know, which aunt'
- If the student's reaction is correct, we will reinforce it and yes, we can hold on to her and take that she gives. (Yes, Aunt Nur, we can give her a big kiss and get what she gives.)
- Yes, Aunt Nur, we can go away from home and take the things she gives, etc.). Additional information is presented.
- If the student reacts incorrectly, we will proceed to the next attempt by correcting (no this Aunt Nur) / Ignore / move on to the next attempt.

Teaching Confidence-Based Coping with Confidence Circle

- The student is placed in front of a trusted person and someone they do not know.
- The instruction determined according to the level of the student is given (Take a good look at these)
- Determined in accordance with the level of the student (Look at this Aunt Nur you know her, you can take what she gives)
- Now it's your turn 'Which one do you know, which is your aunt?'
- If the response of the student is correct, it is reinforced and additional information is given by saying yes we can take things that Aunt Nur gave.
- If the student reacts incorrectly, we will proceed to the next attempt by correcting (no this is Aunt Nur) Ignore / move on to the next try ⁷⁴.

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PART III

PRIVACY (PERSONAL SPACE) EDUCATION

Privacy is a courtesy training education. In addition to sexual information, privacy education includes information such as the realization of the private areas of the person and other people (such as the chest, butt, genital organs), the protection of their own private space within the social life, respect of the privacy of other people, and the establishment of healthy boundaries between himself and his environment.

Children who have gained privacy training can easily defend themselves in situations such as forced touch, trying to love and abuse/harassing.

Privacy education plays an important role in the development process of children.

The child's awareness of himself, his body, and his private spaces makes him aware of both his own limits and the limits of other people. This is also very important for the child to protect himself / himself mentally and physically. One of the reasons why our society is desperate about harassment is that children cannot defend themselves against someone older than them. For this reason, privacy education is an issue that should be emphasized by every parent.

Pedagogues and child psychologists state that the education that should be provided to children in particular is the education of privacy. Even though it is considered as a society where privacy education is provided, even in the smallest details, children's feelings can be attacked and privacy education can be prevented.

The most important line in privacy education, which can be expressed as emotion control, is to allow children to behave as children. The environment in which they feel most comfortable is their own home. continuous warnings to them such as “sit, don't touch, go to your room” may make them passive.

The environment in which a child should feel free and act as he wishes is the home environment, and one of the most important duties is not to limit his actions by being patient as a parent.



To be effective, the advice given to a person must be specifically explained and the advice should not be judgmental or degrading. Explaining a special memory of a child in society or embarrassing him will be an attack on himself.

Children who have been such humiliated will soon have a repressed character and lose their ability to defend themselves. They will think that everyone has the right to insult, judge, and to make them do things even if they do not want to. And when such factors come together, these children will not be able to defend themselves against abuse⁶⁹.

Privacy training starts at the age of 3-4

- It is enough for children to reach the age of 3 or 4 to recognize their self regard and to control their emotions themselves. In other words, privacy education can be started slowly after 3 years of age. In the first steps, it is necessary to realize that children should have a special area and life.
- After this age, every child should gradually wear his own clothes, especially his underwear. When entering the child's room, as with any other individual, the door needs to be clicked and asked for permission. Even if you are a parent, it is not appropriate for you to enter the special areas of the child without permission.
- In order to prevent sexual abuse, the child needs to know his / her special areas and those who want to access these areas without permission must realize that they have done something bad.
- Chest, belly and hip area should be designated as a special area for each child and children should be taught. No one should touch these special areas without the child's permission. No one has the right to forcefully touch children, whether parents, grandparents or aunts.
- It is a known fact that children are loved in our society. For this reason, excessive love demonstrations, forced kisses, taking on a child on your lap and loving him in this way, leaning on them to joke with them are the biggest mistakes made today.
- When each child opens their arms, they should be able to identify an area of 25-30



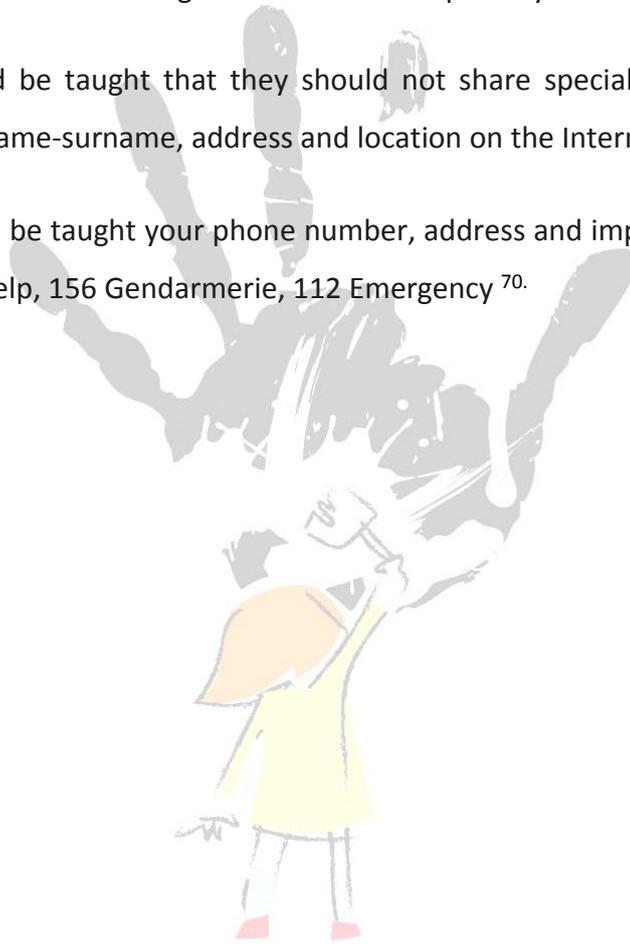
- centimeters in their vicinity and that this area is unique to them and he should feel safe in this area. He must have a sense of “No one can touch me if I don't allow it” and every adult must respect this value. In pedagogy it is defined as the “ physical aura zone” and is regarded as the limit of respect for children.
- As we do not approach, touch or forcibly kiss an adult without his permission, we need to show the same respect to children. This rule also applies to parents. Protecting their aura should be supported without saying “not a problem, he is my child”.
- In this way, the child feels that he is treated with respect, will reach the consciousness that no one can approach him without his will. Of course, this awareness must be gained by all relatives, and naturally by the community.
- Every child should gain the feeling that “people can approach and touch me if I let them and I want them”.
- After 4-5 years of age, each child must be prepared for the habit of bathing alone. If assistance is needed, the mother is the only person who should be with the child.
- After 7-9 years of age, the habit of taking a bath alone should be started.
- Sensitivity should also start at this age about potty training and after 3-4 years, children should be left to the bathroom alone. The door must be kept closed and the child should be supported if the child asks for help and the only assistant should be his mother.
- Every parent or person who loves children shows their love to them with some approaches and the words used must be chosen very carefully.
- Words such as “My love, darling, mummy and daddy” are very dangerous. Not only does it cause identity confusion in children, but it can also make them think that it is normal to call them my love and lover by everyone.



- Love words such as “my baby, honey, dear daughter / son” should be preferred instead of these words
- When you want to force or have children do something, they must be allowed to say “no” if they do not want to.
- If you force your child to accept something even though he or she doesn't want to, it means you break down the wall of respect and the foundation of privacy education is undermined.
- The child should be allowed to make his or her choice by offering different alternatives. In this way, he will realize that he has a dignity as an individual and can feel the limit of respect.
- Children should defend themselves and scream and shout in an unwanted situation. Trying to silence and intimidate them will only lead to further convergence of hazards.
- Children are always at the forefront when usually acquaintances gather together. People want to Love them and talk to them.
- In fact, when children see someone for the first time or when they enter a crowded environment, they do not want to be in the limelight by instinct. Either they hide behind the door or they're stuck next to their parents.
- Every child will start to behave like himself in an environment where he feels safe. The child should be loved as long as it permits.⁶⁹
- Parents should be exemplary, protecting their privacy with their children.
- Children should be instructed to react, shout, flee or call for help in cases where their privacy is violated.
- Children should be encouraged to share situations where they feel uncomfortable about their privacy with their parents or with an adult they trust.



- TV programs and videos that children watch, broadcasts they read, websites they visit and social media platforms they use should be checked. They should be informed about the privacy violations they may encounter in different media.
- Parents should not share images of their children publicly on the Internet.
- Children should be taught that they should not share special information such as photographs, name-surname, address and location on the Internet.
- Children should be taught your phone number, address and important numbers such as 155 Police Help, 156 Gendarmerie, 112 Emergency ⁷⁰.



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PART IV

CLASS ACTIVITY EXAMPLES TO BE APPLIED WITH STUDENTS WITHIN THE SCOPE OF SMART STEPS TO PREVENT CHILD SEXUAL ABUSE

ACTIVITY 1 : I KNOW MY BODY

GAINS:

- Learns the gender differences between boys and girls.
- Recognizes the special areas of the body of girls and boys.

MATERIALS TO BE USED:

- Balloons for each student
- Coloring papers with girl and boy pictures
- paints

CLASS LEVEL:

- Preschool (5-6 years) and primary school 1st and 2nd grade

PRACTITIONERS:

- School Counselor

TIME:

- 40 Minutes / 1 lesson

PROCESS:

The school counselor enters the class and performs a dating activity. Students are asked to stand in a circle. Each student inflates the balloon distributed to him and writes his own name on the balloon (In preschool groups, the teacher helps inflate balloons and write down the names of children).



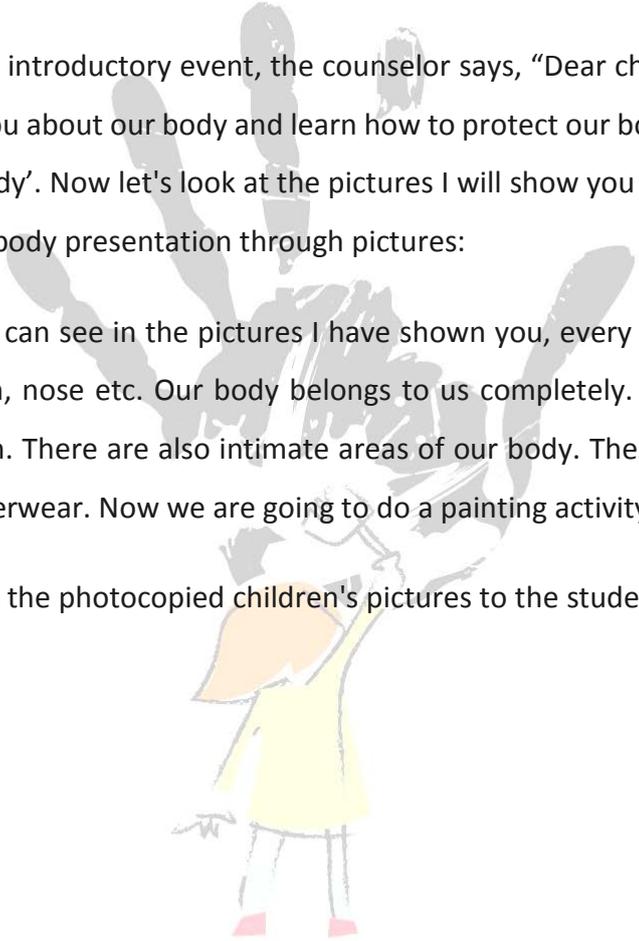
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At the beginning of the game, students lift up the balloons and say their names out loud. If necessary, they may be asked to say their names a second time. Then the students throw the balloons in the center of the circle and at the command of the teacher everyone goes to the center and gets a balloon. The goal is to give the balloon to its owner within 30 seconds. The game can be repeated if everyone has not reached their balloon after 30 seconds. This enables participants to learn each other's names better.

After the warm-up and introductory event, the counselor says, “Dear children, today we will have an activity with you about our body and learn how to protect our body. The name of our event is ‘I Know My Body’. Now let's look at the pictures I will show you all together and let's examine. ” and makes body presentation through pictures:

“Dear children, as you can see in the pictures I have shown you, every human being has his hand, arm, eye, mouth, nose etc. Our body belongs to us completely. No one can touch it without our permission. There are also intimate areas of our body. These are the areas that we cover with our underwear. Now we are going to do a painting activity together.”

The teacher distributes the photocopied children's pictures to the students and asks them to paint their swimsuits.



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ACTIVITY(RIDER)1: PAINTING PAPER Some parts of my body are special. My intimate areas are under my bathing suit. Paint the swimsuits that cover children's intimate areas.

Bedenimin bazı bölümleri özeldir. Özel bölgelerim mayomun altında kalan kısımlardır.



Çocukların özel bölgelerini kapatan mayolarını boya.

child sexual abuse



ACTIVITY 2: CUTE TURTLE

GAINS:

- Know safe behavior when faced with an unwanted situation,
- Recognizes the risks on the way to school.

MATERIALS TO BE USED:

- Cute turtle tale

CLASS LEVEL:

- Preschool (5-6 years)

PRACTITIONERS:

- Class Teacher

TIME:

- 40 Minutes / 1 lesson

PROCESS:

The teacher enters the classroom and says “Dear children, today we will try to recognize the risky situations that we may encounter on our way to school. Now I'm going to tell you the story of the cute turtle. Listen to me carefully.”

At the end of the tale, the teacher says, “I want you to answer questions about the tale now.”

1. Where did the cute turtle and his brother go out that morning?
2. What did the cute turtle and big brother turtle do when the fox showed up?
3. Why did the cute turtle cry?
4. Who helped the cute turtle and his brother?



After receiving the answers to all questions, the teacher tells the students that we should not allow people we don't know if they try to touch us and adds that we should ask for help immediately. The teacher ends the activity by explaining what children should pay attention to when they meet foreigners on their way to school and what they can do in a negative situation.

CUTE TURTLE

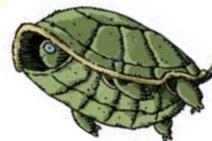
Once upon a time there was a cute turtle family in a beautiful forest.

The turtle family was very happy. Cute turtle and brother need to go to school now. They were both very excited to start school. They got up early in the morning and left for school. The parents sent their turtle kids to school. On their way to school, the turtle brothers met rabbits, squirrels and mole.



They disappeared after walking with the cute turtle for a while. No matter how fast the cute turtle and his brother tried to walk, it was impossible for them to catch up. They were so close to school when suddenly a fox stood up to them.

HELP!



Fox: Fox tried to touch the shells of the turtle brothers saying "how beautiful you are." Brother turtle immediately put his head in the shell. But the cute turtle didn't know what to do, Turtle turned upside down while trying to escape and started to cry.

Fox: said, "Why are you crying? Let me help you, let me turn you."

NO

Turtle: "No! Don't touch me, I can turn myself. "



In the meantime, big brother turtle by removing his head of the shell; shouted for help "Help me help!". Sparrow passing through there, heard the sound of the big brother turtle and told it to the mother turtle.

Mother and father turtle explained the situation to their friend Mr. Rabbit. They wanted him to help the young as soon as possible.



Mr. Rabbit searched up, and he found the cute turtle and turned it. The fox that saw him ran away.

Cute turtle's parents took their turtle brothers home and calmed them.

ACTIVITY 3: I SAY NO; I FEEL SECURE

GAINS:

- He knows to say NO when he encounters an unwanted situation.
- If necessary, he shows rejection behavior.
- Knows from whom to get help in case of an unwanted situation.

MATERIALS TO BE USED:

- 2 posters to be prepared in A3 size and written "I say No" for each student.
- "The Adults I trust" activity sheet
- Crayons
- Cards with YES and NO for each child

CLASS LEVEL:

- Preschool, Primary School, Secondary School

PRACTITIONERS:

- School Counselor

TIME:

- 40 Minutes / 1 lesson

STEPS
for preventing
child sexual abuse



- **PROCESS:**

Counselor Teacher says; “Dear children, we will start our activity with you by playing a game today. I'm going to ask you some questions. After asking the question, those who say ‘yes’ will remove the card that says yes, and those who say ‘no’ will remove the card that says no.” Then the teacher starts to read the questions that are appropriate for the age group. After receiving the answer to each question he explains the correct answer to the question and how should be treated in such situations.

“Dear children, no one can force us to do something we do not want, and no one can touch the intimate parts of our bodies that should not be touched. If you are uncomfortable and If you are uncomfortable and encounter an unhappy, upset or frightening behavior, you should say “No!”. If you encounter a bad touch or look you have 4 smart steps to do.

1. **Say NO!**
2. **Get away!**
3. **Tell an adult you trust**
4. **keep telling until someone listens to you!**

Applying these four smart steps allows you to protect yourself from bad behavior. Now, we paint the NO posters we hang on the board together”. The activity is completed by giving enough time for children to paint the posters that were previously hung to a height that they can reach.

SAMPLE QUESTIONS FOR THE ACTIVITY:

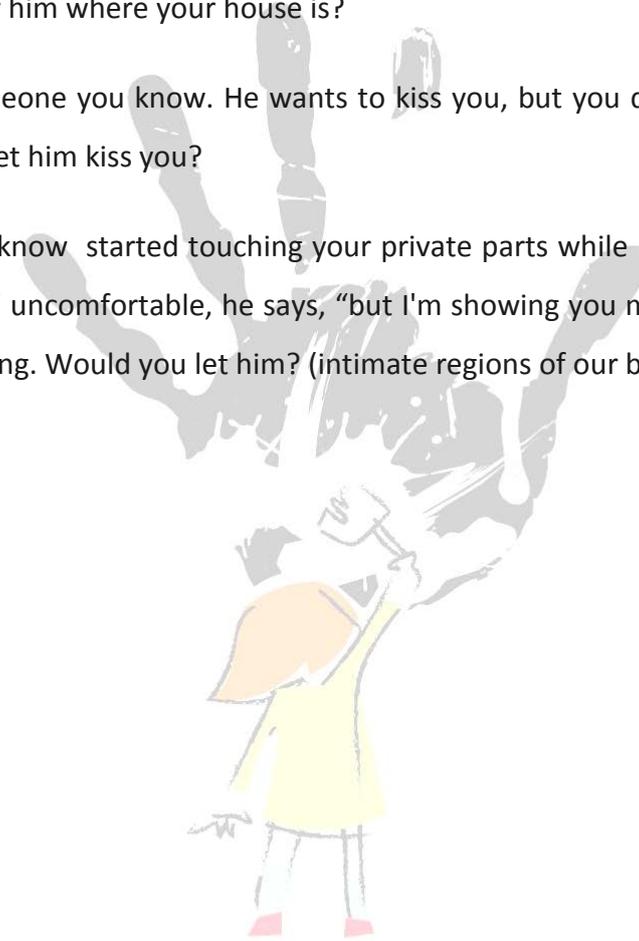
1. One of your beloved friends in school showed another friend and said, “I won't play with him anymore and you don't play with him.” Will you do what your friend says?
2. Your friend wants you to go out with him at break. But you don't want to go out . Your friend said, "If you don't come with me, I won't talk to you again." Would you go out with him?



3. An adult you don't know in the park approaches you with a kitten and says he has more kittens in the house and if you want you can go with him and love the kittens. Would you agree to go with him?
4. Your neighbor says he makes cookies and calls you home to eat. Would you go to his house without your parents' permission?
5. A foreign adult comes to you after school and says, "I am a friend of your mother / father. Your parents asked me to pick you up from school today. Come on, come with me." Would you go with him?
6. An unknown adult said to you, "I am your mother's/father's friend, I was going to come to you, but I couldn't find your home. Can you tell me where your house is?" Can you describe/show him where your house is?
7. You meet someone you know. He wants to kiss you, but you don't want him to kiss you. Will you let him kiss you?
8. Someone you know started touching your private parts while hugging. When you're surprised and uncomfortable, he says, "but I'm showing you my love."and he wants to keep touching. Would you let him? (intimate regions of our body are reminded.)
9. One of your beloved friends in school showed another friend and said, "I won't play with him anymore and you don't play with him." Will you do what your friend says?
10. Your friend wants you to go out with him at break. But you don't want to go out . Your friend said, "If you don't come with me, I won't talk to you again." Would you go out with him?
11. An adult you don't know in the park approaches you with a kitten and says he has more kittens in the house and if you want you can go with him and love the kittens. Would you agree to go with him?
12. Your neighbor says he makes cookies and calls you home to eat. Would you go to his house without your parents' permission?



13. A foreign adult comes to you after school and says, "I am a friend of your mother / father. Your parents asked me to pick you up from school today. Come on, come with me." Would you go with him?
14. An unknown adult said to you, "I am your mother's/father's friend, I was going to come to you, but I couldn't find your home. Can you tell me where your house is?" Can you describe/show him where your house is?
15. You meet someone you know. He wants to kiss you, but you don't want him to kiss you. Will you let him kiss you?
16. someone you know started touching your private parts while hugging. When you're surprised and uncomfortable, he says, "but I'm showing you my love."and he wants to keep touching. Would you let him? (intimate regions of our body are reminded.)



STEPS
for preventing
child sexual abuse





Kimse senin izinin olmadan özel bölgelerine dokunamaz. Seni rahatsız eden bir dokunuşa her zaman 'HAYIR'de.

Nobody touches your private territory without your permission.

Always say '**NO**' to a touch that bothers you.

STEPS

for preventing
child sexual abuse





Bir kiři senden sır saklamayı isterse, tanımadığın biri 'Köpeğimi kaybettim bulmama yardım eder misin?' derse, tanımadığın biri adını ve nerede oturduğunu sorarsa, tanımadığın biri sana gofret verirse, tanımadığın biri sana 'Bugün seni evine ben götüreceğim.' derse 'HAYIR' de.



STEPS
for preventing
child sexual abuse

If a person asks you to keep a secret , if someone you don't know says 'Can you help me to find my dog?', if someone you don't know asks for your name and where you live, if someone you don't know gives you wafers, if someone you don't know says 'I'll take you home today.' say 'NO'



ADULTS I TRUST

If you encounter a bad look or touch, you **MUST** tell an adult you trust.

Write your own name into the heart below. You can also write the names of the adults you trust in the balloons around the heart.



ACTIVITY 4 : GOOD-BAD TOUCH

GAINS:

- Knows good and bad touches.
- Becomes aware of personal limits.

- Knows and explains the importance of protecting personal limits and respecting others' personal limits.

MATERIALS TO BE USED:

- Puzzles activity sheet as many as the number of the students
- Drawing / painting activity sheet as many as the number of students
- Crayons
- Chalk

CLASS LEVEL:

- Preschool, Primary School, Secondary School

IMPLEMENTOR:

- School Counselor

TIME:

- 40 minutes / 1 lesson hour

PROCESS:

- The School Counselor entered the classroom and says,

“Dear children, we call BAD TOUCHES which bothers us and make us feel bad.

Happy touching of our parents or a loved one (grandfather, mother, grandmother, aunt, etc.) that we love and trust is a GOOD TOUCH . Because it makes us feel better. We will be happy. No one can touch our special areas even with permission from us. Only our mother or another elder in charge of our care can touch our special areas to help us clean up after washing and having toilets. Our mother, father, or another elder in charge of our care can help us change our clothes (Preschool teacher or assistant sister should be added to these people.). But after we learn to wash on our own, clean up after the toilet and get dressed, we don't need any help from anyone. Doctors can also look at our body or touch us to examine us, to protect our health or to heal us, but only when our family is with us and when they allow it! ” and says “Now, together, let's do the puzzle on the activity sheet I will distribute to you and make the activity.”



At the end of the activity, the evaluation is made and setting personal boundaries activity starts.

Asking children to stand up, the School Counselor says; "Dear children, we have learned what good and bad touches are. Now we will learn personal space. Children, there is an invisible area around every person. To find out where the surrounding area is, stretch your hands to the side and turn around.

And distributes the activity papers and makes the activity.

CHILDREN
for preventing
child sexual abuse

ACTIVITY 4 - ANNEX 1: PUZZLE

SAFE / GOOD TOUCHES

It makes us feel good. The safe touches of the people we trust and love make you feel good.



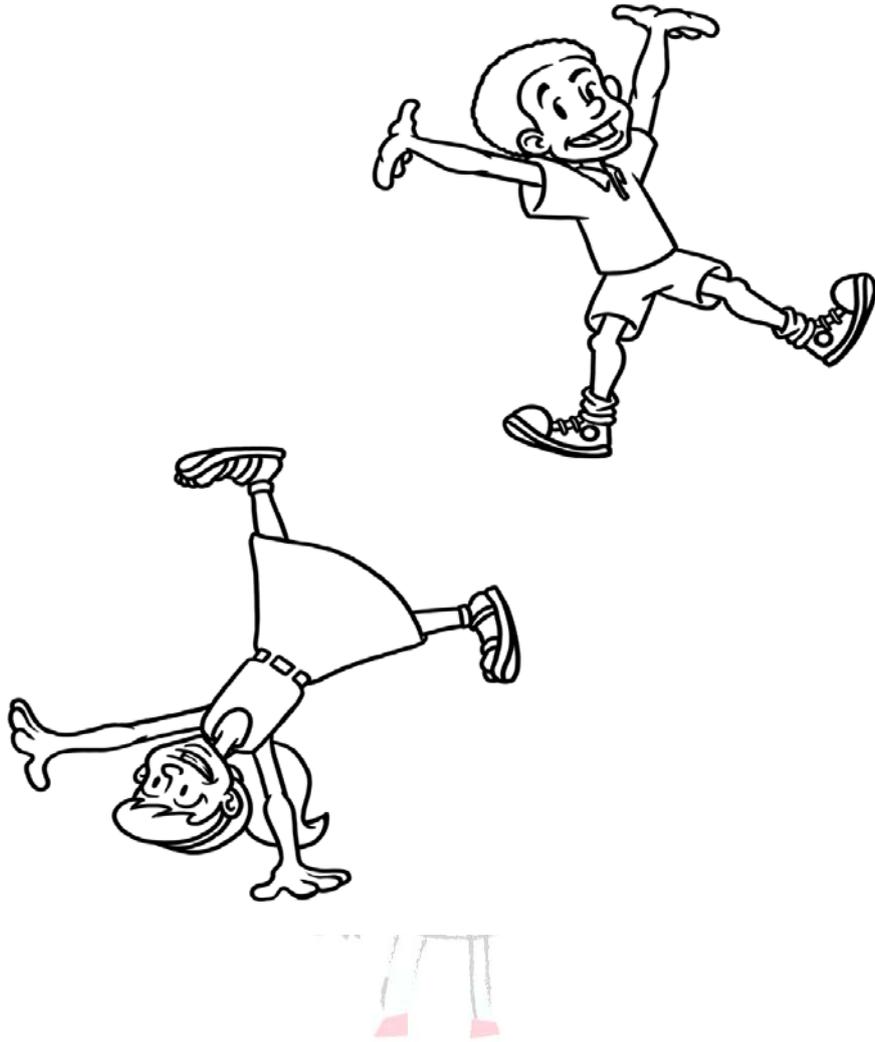
There are several safe / good touches between the letters.

Safe / Good Touches: HANDSHAKE, HUG, GOOD NIGHT KISS, EMBRACE

P	E	G	S	A	R	I	L	M	A
A	L	S	A	V	M	I	Y	T	Z
A	T	U	Y	P	K	H	J	L	K
Y	J	M	H	İ	U	M	E	H	A
İ	Y	İ	G	E	C	E	L	E	R
P	E	G	A	L	A	Y	M	A	Ö
A	L	S	I	L	K	I	L	S	P
A	T	U	I	Y	L	I	T	U	Ü
Y	J	M	H	J	A	H	J	M	C
İ	Y	İ	Ş	Z	Ş	L	Y	İ	Ü
R	T	E	M	A	M	İ	Y	K	Ğ
T	O	K	A	L	A	Ş	M	A	Ü
O	P	D	T	E	R	T	Y	U	Y



ACTIVITY 4 -ANNEX 2: PERSONAL AREA DETERMINATION



STEPS

Every person has an invisible area around him. Now stand up and raise your hands. Extend your hands to find out where the surrounding area is and turn around on your own.

Now draw a personal area limit for the children in the picture.



ACTIVITY 5 : I KNOW MY EMOTIONS

GAINS:

- Becomes aware of the feelings of himself and others.
- Realize how their emotions affect their behavior.

MATERIALS TO BE USED:

- Emotion dice
- Drawing / painting activity sheet as many as the number of students
- Crayons
- Scissors

CLASS LEVEL:

- Primary School

IMPLEMENTOR:

- School Counselor

TIME:

- 40 Minutes / 1 Lesson Hour

The School Counselor handed out the activity paper that she had prepared for the children with various emotion expressions and told the students, "Look carefully at the facial expressions on the activity sheets that I have given you now and write down what emotion they feel.'. After students complete the activity, School Counselor tries to raise awareness about emotions by asking the following questions to the class.

- Children, what makes you happy? How can you be happy?
- Well, when do we feel sad?
- How do you know if someone's upset?
- How would you feel if you had a surprise birthday?
- How does a sudden loud sound make you feel?
- How do you feel if someone breaks into your room while you're wearing your clothes in your room?

At the end of the activity, "emotion dice game" is played after the students' shares are taken.

Emotion Dice Game:

Angry, sad, happy, scared, embarrassed, surprised expressions are written on the surface of the dice.

Volunteer members are asked to throw the dice in turn. The students are asked to tell an event about the emotion that they coincide with and to revive this emotion.

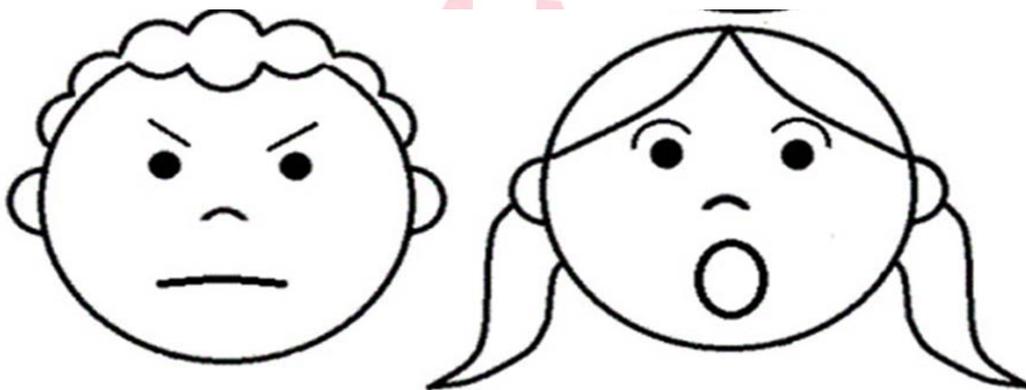
After the game is completed, the following questions are asked to the members and group interaction is provided.

- Did you find it difficult to find your experiences about the chosen emotion? Why?
- How did you feel about this experience?
- How did you feel about expressing your feelings?

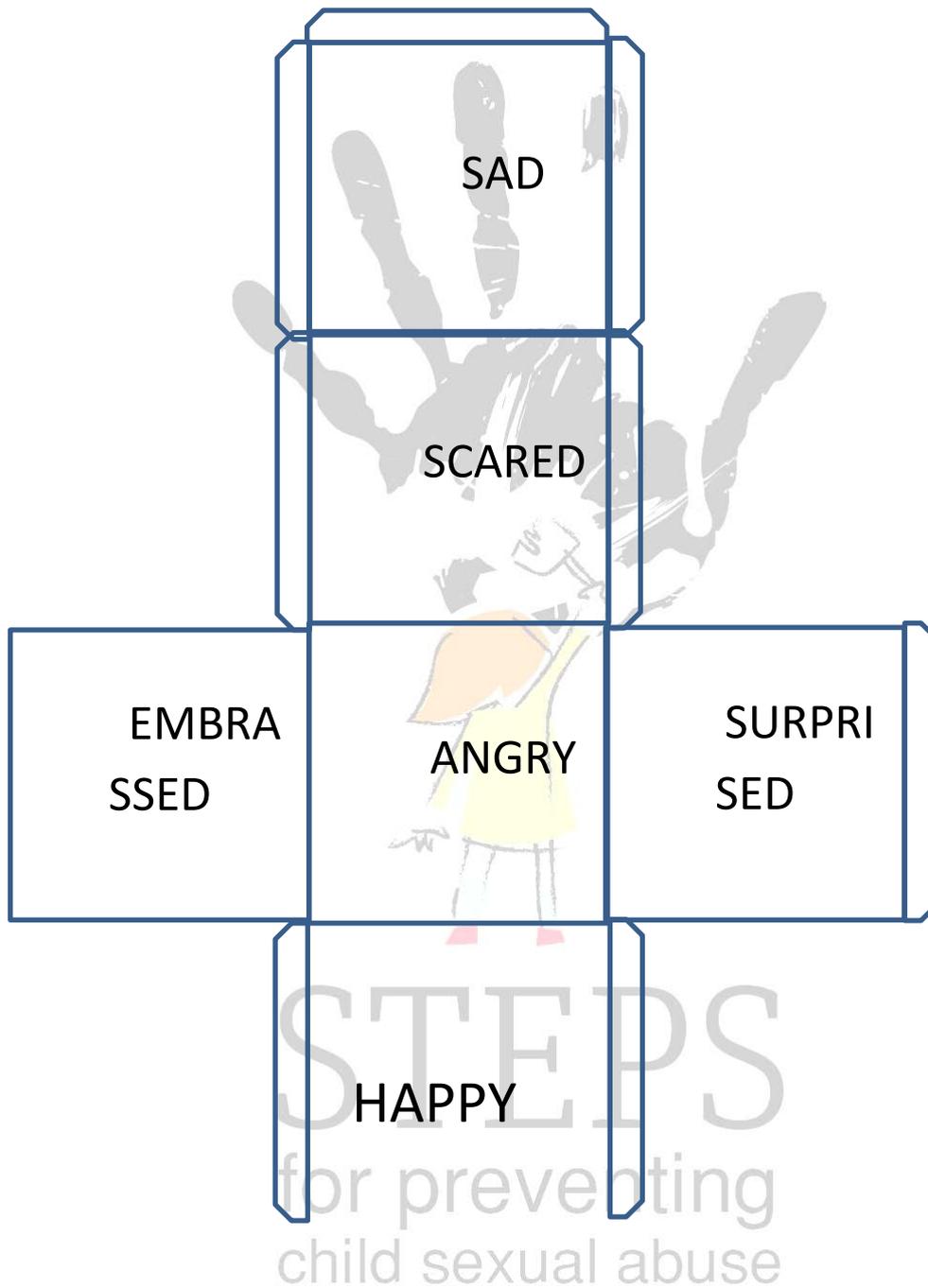
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child sexual abuse



ACTIVITY 5 ANNEX1- : EMOTIONS



ACTIVITY 5- ANNEX 2 : EMOTION DICE



ACTIVITY 6: PLACES I SHOULD BE ALONE

GAINS:

- Know where to be alone

MATERIALS TO BE USED:

- Pictures
- Crayons
- Drawing / painting activity sheet as many as the number of students.

CLASS LEVEL:

- Primary School 3. Grade

IMPLEMENTOR:

School Counselor

TIME:

- 40 Minutes / 1 lesson hour

PROCESS:

School Counselor enters the class:

“Dear children, we will share with you today that we need to be alone in some places. We're going to talk about things we have to do alone. We don't live alone in our homes. There are many things we do with the people around us. We go to a picnic together, go sightseeing, go to the park, but there are places to be alone and things to do alone.

1. We must be alone in the toilet. We should do our cleaning after the toilet completely on our own.
2. Another place that we could be alone is our bed. Our bed is a special place for us, it is only ours and we have to lie there alone.
3. Another place we should be alone is the bathroom. Until we learn to bathe alone only those who are responsible for our care as our mother, father, grandmother, etc. can help us.

We should be alone when changing our clothes and getting dressed if the conditions in our house are appropriate. Of course, we can still ask our family members for help until we learn to dress on our own.” says and continues:



“Now I'm going to give you a coloring paper about what we're talking about. Let's paint these together.” and distributes coloring papers to students. After the paintings are completed, they evaluate and terminate the activity.



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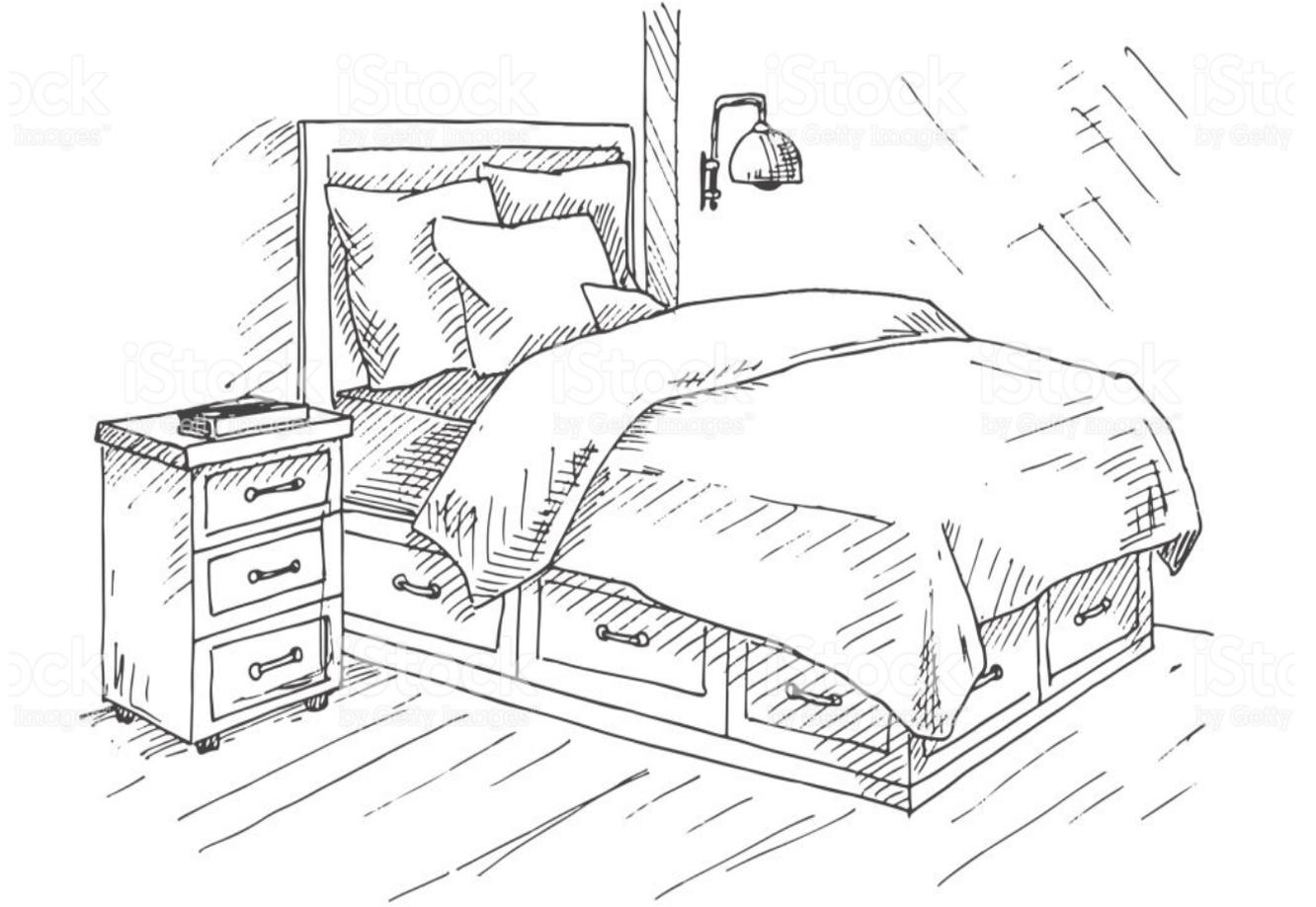
ACTIVITY 6-ANNEX-1 : BATH AND TOILET PAINTING PAPER



5 STEPS
for preventing
child sexual abuse



ACTIVITY 6 ANNEX 2 : KIDS ROOM PAINTING PAPER



STEPS

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child sexual abuse



ACTIVITY 7: IS TECHNOLOGY A FRIEND?

GAINS:

- Recognize the damaging aspects of technology use.
- Know and explain the useful aspects of using technology.

MATERIALS TO BE USED:

- Activity paper with status sentences related to the use of technology.

CLASS LEVEL:

- Secondary School and High School

IMPLEMENTOR:

School Counselor

TIME:

- 40 Minutes/ 1 Lesson Hour
-

PROCESS:

School Counselor enters the class and says:

“Dear students, today we will have an activity called ‘Is Technology a Friend?’. In this event, we will share about privacy, social media sharing and secure internet usage. On the wall you see two different colors of background cardboard. One of them has the title ‘What are the damages?’ and the other has ‘What are the benefits?’. I’m going to read you some sentences about our subject. I want you to write your answers about this sentence in the note papers I will distribute to you.”. Then, the Teacher distributes the note papers. After the teacher reads the questions, the students write their answers to each question in the



note papers. Then they stick to the appropriate places on the cardboard hanging on the board. At the end of the activity, the School Counselor makes the assessment of the activity together with the children and informs about what precautions will they take if they face situations that may create a negative coercive risk and distributes the information sheet to the students includes which individuals and institutions they can apply to in similar situations and terminates the activity.

ACTIVITY 7-ANNEX-1: QUESTIONS

SAMPLE QUESTIONS

1) What's the benefit / disadvantage of hanging your private photos in public places?

2) What is the benefit / disadvantage of sharing your current location on the Internet?

3) What is the benefit / disadvantage of announcing your favorite places on social media?

4) What's the benefit / disadvantage of sharing your personal information from your social media accounts?

5) What is the benefit / disadvantage of displaying virtual behaviors that you are afraid to do in your daily life?

6) What is the benefit / disadvantage of saying in a virtual environment the words you are afraid to express in interpersonal relationships?

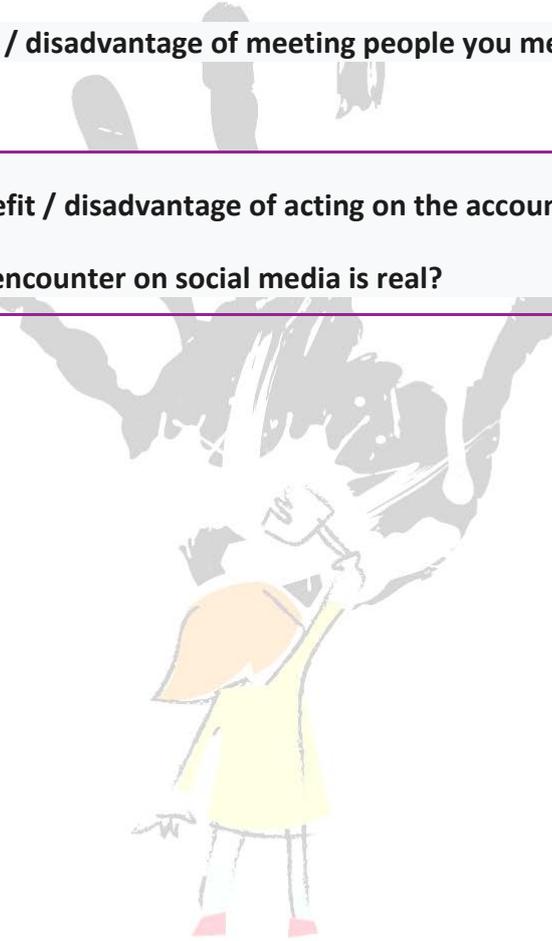


7) What is the benefit / disadvantage of accepting friendship and follow-up requests of people you do not know on social media?

8) What is the benefit / disadvantage of video or written conversation with people you do not know on social media?

9) What is the benefit / disadvantage of meeting people you meet on social media?

10) What is the benefit / disadvantage of acting on the account that every account and information you encounter on social media is real?



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ACTIVITY 7 – Annex 2: INFORMATION PAPER

INDIVIDUALS, INSTITUTIONS AND ORGANISATIONS

1. School Counselor
2. Other Teachers in School
3. Family Members
4. Child Monitoring Center in the Province
5. Nearest Police Station or Nearest Police / Gendarmerie Station
6. Public Prosecutor's Office
7. Provincial / District Directorate of Family, Labor and Social Services

IMPORTANT PHONES:

- 112 Emergency Hotline
- 155 Police
- 156 Gendarme
- 183 Social Support Line (Ministry of Family, Labor and Social Services)



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ACTIVITY 8 : MIRROR

GAINS:

- Identifying body parts that can be seen only by the child
- Locating body parts that can be seen by others around the child

MATERIALS TO BE USED: post-it, mirror, flip chart, markers, magazines, glue

CLASS LEVEL: 4-6 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

The school counselor enters the classroom and tells the children that they will talk about their body, about what it is allowed to be seen by others and what we can not allow others to see at our body.

Children are seated in a circle and are asked to look closely at their colleague from their right. Then they will draw on paper what they see at their colleagues (clothing, body parts such as face, hands, etc.). Each child will describe what they drew on the sheet.

After this activity, the school counselor will have a discussion with the students about their body, what it is allowed to be seen by everyone (clothes, face, etc.) but also certain parts of the body that must be seen only by the child (private parts) .

For this activity we will use a mirror. Each child will look in the mirror and say what he sees. For example: "I see my clothes in the mirror, I see my face, I see my hands, shoes, etc., but I can not see my underwear and private parts.

At the end of the exercise, there will be discussions about the purpose of this activity, namely that whenever a stranger comes near the child and tells him to show him his underwear or private parts, the child must remember the mirror, therefore that others can see only what the child saw in the mirror, not what it is not seen in the mirror.



In order to evaluate the activity we will use a flip chart and pictures cut out from magazines: clothes, underwear, shoes, human faces, hands, feet. The sheet of paper will be divided into two parts, children need to stick to one side those things that can be seen in the mirror and on the other side things that you can not see in the mirror.

Conclusions will be drawn at the end of the activity.

ACTIVITY 9 : Magical Thinking

GAINS:

- Creating awareness regarding ownership of our own body
- Developing the ability to distinguish various body parts

MATERIALS TO BE USED: witch wand, worksheet – The human body

CLASS LEVEL:4-6 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

After entering the class, the school counselor uses his/her magic wand to turn the classroom into a palace. Then he/she will ask the children to turn themselves into a desired character using the magic wand, firstly explaining to them its magic power.

Next, the school counselor proposes to exercise the power of magic in order to become invisible and asks students to say when they would like to be invisible, therefore asking which parts of one's body must remain invisible to others.

The school counselor uses the phrase "not everything that glitters is gold.", asking students to explain its meaning, then reiterates the phrase "Not all people around us are good" invisibility being associated with the first exercise(invisibility of certain body parts). The question that children should answer to is the following: "If someone asks me to make visible what I do not want to show is it good or bad?"



The children will receive a worksheet- the human body and they are asked to color with red the parts that must remain invisible to others and use other colors for the rest of their body. When they are ready, each worksheet will be displayed on the board and every student will study other children's responses .

Finally, conclusions are drawn, being clearly reformulated by the counselor "The invisible parts of my body are my own and I will keep them secret."



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Worksheet – The human body /,, Magical Thinking”



ACTIVITY 10: White and Black

GAINS:

- Identifying situations when the child might be in danger
- Knowledge of defense methods when the child is in potential danger

MATERIALS TO BE USED: different objects: a ball, plastic cups, plastic rings, clothes, black and white papers, stickers, happy and sad faces;

CLASS LEVEL:6-11 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

The school counselor presents himself/herself in front of the class and tells the children about different situations / unpleasant events that may exist and the students will be taught how to prevent and protect themselves against the potential dangers they can face.

Before starting the discussion, students will play a game of concentration and attention that will test their self-confidence. They will sit in two rows. Objects representing obstacles will be put before them : a ball, plastic cups, pencils, plastic rings, clothes, etc. The first student in each row will be blindfolded and will have to bypass objects in order to reach the finish line. In doing so, he/she will be guided by his/her peers, receiving indications about the location of the objects. The student will decide whether he/she wants to be guided by others or he/she can find another way to overcome the obstacles, for example feel the shape of the objects, touch them lightly with the foot etc .The student who reaches first the finish line, wins.

The school counselor will observe each student's attitude, trust / distrust towards their colleagues' verbal guidance or the ability to verify by themselves the position of the objects in question.

The school counselor will then have a discussion with students about leisure time activities such as vacations, walking in the park, gadgets, friends but also about the dangers to which they may be exposed in their free time. The school counselor will hold a brainstorming activity and will note these dangerous situations on a flip chart.



The students will receive two sheets of paper: one white and one black. They will have the task to group situations on them: dangerous situations will be noted on the black sheet and the others on the white one.

Example:

1. In my free time I can go with my friends in the park (white paper).
2. In the park, a gentleman approached me and asked me to come home with him to watch a movie (black paper).
3. While walking down the street, a car approached me, and the driver asked me if I wanted to go with him to eat (black paper).
4. My friends invited me to the cinema to watch a movie (white paper).

After students complete the two lists, the school counselor will start a discussion about the consequences of these situations, but also about any safety measurements that students must take and whether they might encounter these situations. Other auxiliary questions could be: would you scream loudly? Who would hear you? Who would you tell about what happened to you? Students can find other questions and answers as well.

The school counselor will talk to students about the importance of self-confidence and their decision-making capacity. Finally, they will evaluate the activity using happy and sad face stickers, in order to rate the activity as being useful or not.

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ACTIVITY 11: Surprise

GAINS:

- Identifying risk situations
- Being aware of good and bad intentions

MATERIALS TO BE USED: smaller or larger neatly packed boxes, scarves

CLASS LEVEL:6-11 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

Children will be placed in two circles.

The school counselor asks the children to sit back to back in teams of two and only one of them to cover his/her eyes with the scarf. The student who is not blindfolded has to walk his colleague around the classroom using verbal guidance. After 1 minute, they change places. After finishing this activity, the children discuss in which of the two situations they have felt more comfortable in and if they trusted/distrusted their partner.

The school counselor associates this game with a possible situation where the students would receive a nice gift from a known / unknown person .The gifts will be placed in the middle of the circle and the students will be asked the following questions:

"From whom would you want to receive a gift now?"

"The gift you have expected is offered by another person. Will you accept it?"

"When you don't know what's inside the gift, what do you expect?"

"Should you receive a gift from anybody?"



The school counselor suggests a role play and chooses two volunteers. He chooses a gift from the previous examples and says the following to the first volunteer:

"I will give this gift to you if you let me take a picture! The counselor will wait to see the student's reaction.

Afterwards the counselor says the following to the second volunteer:

"I'll give you something nice if you come with me and not tell anyone. The counselor will wait to see the student's reaction.

The school counselor asks all students how they would react in these situations. They will discuss and finally conclusions will be drawn: No matter who brings us gifts, we need to be safe and know that we do not need to give something in return.

The students will then choose a gift and actually discover that the boxes are empty. The empty boxes are associated with the idea that not every beautiful gift brings joy.

ACTIVITY 12 : The power of "No"

GAINS:

- Identifying risk situations
- Developing resilience

MATERIALS TO BE USED: different packed objects, markers, flip-chart

CLASS LEVEL:11-15 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

The students will be placed in a circle and they will receive the following information:

1. Blonde children will take a step forward and then go back into the circle.
2. Children who love sweets will take a step forward and then go back into the circle.



3. Children who'd receive sweets from strangers will take a step forward and then go back into the circle.
4. Children who'd say no when strangers offered them small gifts will take a step forward and then go back into the circle.
5. Children who'd receive sweets from people they know will take a step forward and then go back into the circle.
6. Children who'd say no when people they know offered them small gifts will take a step forward and then go back into the circle.

After this activity the school counselor divides children into two groups” a "Yes" group and a "No" group, repeating the questions from 3 to 6, encouraging the students to comment on their answers.

Role play:

8 volunteers are chosen (2 for each question from 3 to 6), the first being the one that offers the gift, and the second the one that receives it. In the first part of the activity the students give answers as they see fit.

The school counselor discusses with the entire group and reviews the students' responses, reactions and consequences of their choices. The school counselor focuses on possible behavioral and emotional reactions, highlighting the thoughts that determined them. The "thoughts" are noted on a flip-chart. The school counselor restates the answers as in the example:

"Although I like candy / gifts, I do not accept them from anyone".

“Although he/she may seem a trustworthy person I can say no."

STEPS
for preventing
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ACTIVITY 13: Safety Apple pie

GAINS:

- Listing solutions that the child can find in risk situations
- Developing emotion regulation

MATERIALS TO BE USED: worksheet – Apple pie, , flip chart

CLASS LEVEL: 11 – 15 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

The school counselor will enter the classroom and will propose a game called " the waterfall of words". The students will be divided into two groups . Each subgroup has a flip chart and will choose a leader who will write the word “Help” on the sheet of paper. The rest of the groups take turns into writing one word each to form a sentence. Each team will present the phrase and will make comments.

The school counselor will then make a connection with the topic, namely: "Who are the people that we call if we are in a dangerous situation?" "Whom do we trust?". These questions will help students think about the situation and come up with different solutions for a potential danger.

Students will receive a worksheet - Safety Apple pie and will write in each quadrant what they consider important to do in order to announce danger. They also have to list certain people they can call to help in certain situations. These worksheets will be displayed in a prominent place so that each student can see what they have written.

The school counselor will tell the students that they must seek help only from the right people (police, psychologists, teachers, parents, doctors) and also to trust themselves.



ACTIVITY 14: Secrets

GAINS:

- The difference between certain secrets that can be shared with others and those that can be kept for yourself
- Identifying solutions for certain types of secrets that can not be kept

MATERIALS TO BE USED: a ball, cards, markers, flip chart

CLASS LEVEL:15-18 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

The school counselor will tell the students that they will discuss about secrets, their importance, various types of secrets, trusting others and about solutions for a person who chooses to share some secrets.

At the start of the activity the students will play a game called "Trust". Participants will be placed in a circle and will receive a ball. They will throw the ball to someone they appreciate and state a quality of that person. Each participant will receive the ball and state a colleague's quality.

After this activity, the school counselor will have a discussion about friendship, the qualities of a reliable person and about the people that children could call in an emergency. Also, the counselor will discuss about secrets..What does a secret mean and why we need to keep certain secrets when they are shared in confidence by others.

Each student will receive a card. On the card he/she has to imagine and write two secrets that he/she can receive and what decision they would take regarding these secrets. If they should keep them hidden or if they can share them with someone else, therefore testing trust and friendship.

Example:

1."Last night I didn't sleep at 22 as my mother asked me but talked on the phone with my friend."

2. "I want to tell you a secret, and please do not tell anyone about it: Last night, in the park, a gentleman approached me and invited me to his home. He got very close to me ... I was scared and did not know how to react. "



The students will be asked what decision they would take in such cases. Whether they would share the secret with someone they trust or keep the secret for themselves.

To conclude, the students will write on a flip chart the people that students can call for help: the school counselor, a parent, teachers, friends etc.

ACTIVITY 15: The Painting

GAINS:

- Listing trustworthy people
- The distinction between trustworthy people and unreliable people

MATERIALS TO BE USED: Worksheet – The painting, pictures of different human faces

CLASS LEVEL:15 – 18 years old

PRACTITIONERS:

- School counselor

TIME:

- 50 Minutes/1 lesson

PROCESS

The school counselor organizes students into groups of 5- 6 or 7 people (depending on the total number of students) asking them to interpret a painting of a family together with guests on a special occasion: example: mother, father, children, guests). In turn, the guests are presented to each group: who they are, what the relationship with the family and children is. The counselor will ask the following questions:

Do you enjoy the presence of the guests?

Do you feel comfortable in the presence of the guests?

Would you spend time, separately, in a different place with one of the guests?

The groups will return to team work.

The school counselor reads a short story:

"For some time, Eva felt very sad and aloneThere was a big party at her house. She had just learned that uncle Sam who was always cheerful and playful was invited. Eva disliked

all his jokes and hugs.



Erasmus+

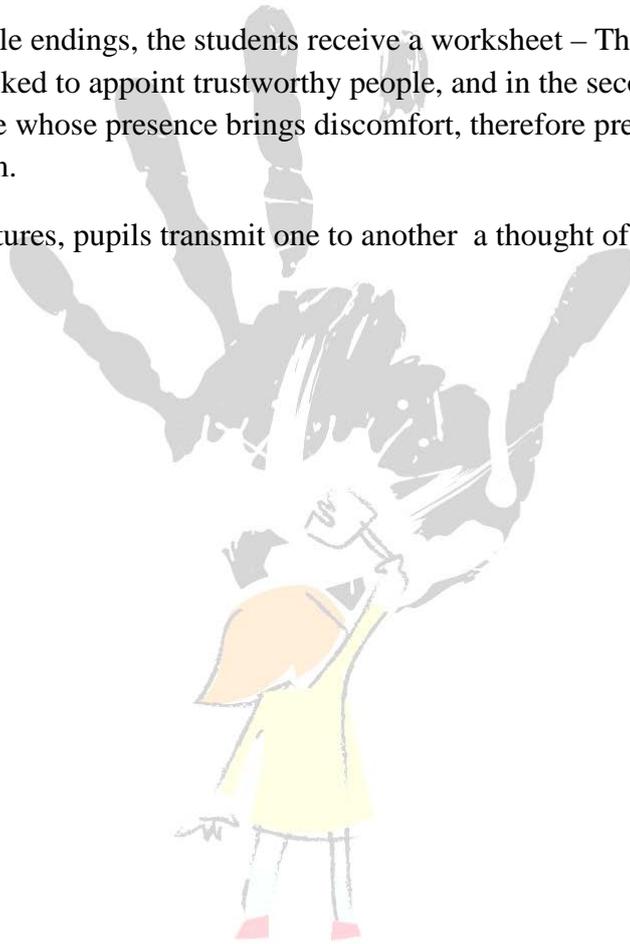
She often had the impression that behind them was an evil intent, especially when he brought gifts and said that he bought them with all the love he had.

The uncle finally arrived holding a big gift in his arms and told Eve that she would receive it only when they remained alone in the room upstairs "

The students are asked to continue the story.

After discussing possible endings, the students receive a worksheet – The Painting and in the first column they are asked to appoint trustworthy people, and in the second column they are asked to identify people whose presence brings discomfort, therefore presenting ways students can avoid them.

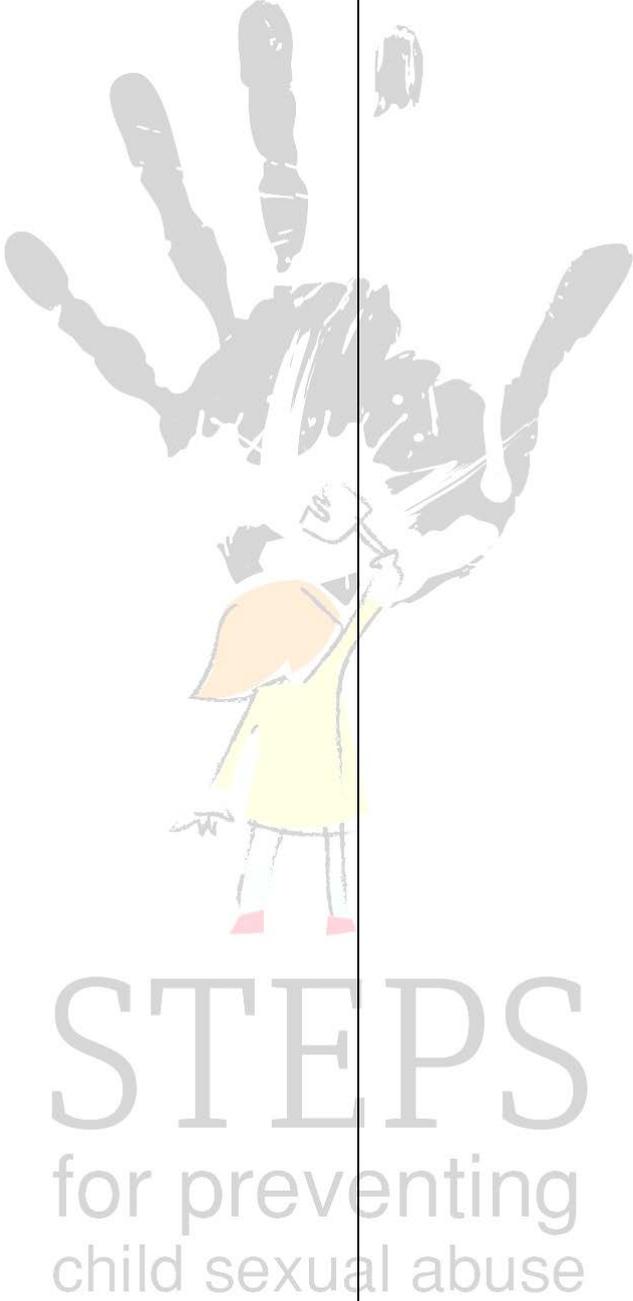
In a circle, through gestures, pupils transmit one to another a thought of encouragement and appreciation.



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Trustworthy people	Suspicious people How to avoid them
 <p>STEPS for preventing child sexual abuse</p>	

ACTIVITY 16: "SEE - HEAR - DO"

Objective - Being aware of the child as having a positive impact on their emotional well-being and that of their fellow human beings.

Tasks:

- Be aware of the importance of goodness and good deeds in everyday life and how it can help both for yourself and those around you;
- Be able to evaluate the situation when it is necessary to ask for support from peers.

Lesson time - 60 minutes.

Audience - children, teachers, parents of kids (play situations are adaptable to different age groups.)

Work process:

1. Each student thinks about the good things they have done lately. Those who want to, share them and discuss with classmates and the teacher (what was this good work, what emotions it caused, etc.). (3 minutes)
2. The participants shall be divided into groups. Groups create a "Good Deeds Mind Map" (draw or describe). (15 minutes)
3. Present Mind Cards (10 - 15 minutes)
4. Play "See-Hear-Do" game

Rules of the game - one of the players must go outside. It is explained to this student that he does not hear or speak.

The other participants have to figure out how they will pass on the information to this student without speaking.

Examples of information include: "During the music lesson we sang the song " Jingle bell ", " The boy insulted the girl "and so on. (20 minutes)

1-Reflection - Discuss with participants about the creation of a mind map and its meaning. Understand the importance of the See-Hear-Do game. People around **need to learn to see more than to hear.**



ACTIVITY 17: TRAFFIC LIGHT

Objective: To facilitate communication between parents, educators and children to prevent the occurrence of violence.

Resources needed: situation sheet / cards, color sheets (green, orange, red).

Audience: educators, parents.

Each participant is provided with a worksheet describing 8 situations in which child sexual abuse may be observed. As the situation is being read, the educator should rate and raise the color page according to whether there is (red) or no (green) sexual violence in the behavior. It should be remembered that the situation may be assessed as doubtful (yellow).

<p>Katrina (4 years). In the kindergarten, she plays the role-playing game of moms and dads with Gustav. Gustav portrays being tired from work, while Catherine, as a mother, prepares to eat and babysit.</p>	<p>The kindergarten teacher has noticed that after visiting his cousin in Jurmala, Jānis (5 years old) tries to tweak the boys' pants and raise the girls' skirts against the will of other children.</p>
<p>Maris (9 years old), lives in an orphanage. In her spare time she tries to make friends with the youngest children in the group. However, educators have observed that the boy behaves in a sexualized manner, involving younger or incapacitated children in games that mimic sexual activity. React aggressively to teachers' remarks / questions.</p>	<p>Coming from kindergarten, Linda (6 years old) asks her mom how she was born. The girlfriend told Linda that the children were not carried by the stork.</p>
<p>Arthur (11) refuses to go to a sports class, even though the boy attends judo training outside school. The classmate, after talking to the students, learned that the boys had teased Arthur in the wardrobe before the sports class. A video of how Karlis (11 years old) took off his pants for Arthur was filmed.</p>	<p>Juris (9) speaks rude, uses sexually explicit language, and sends sexually explicit pictures in Whatsapp class.</p> <p>Anna (7 years old) is a closed girl. The class is reluctant to play with friends. When it came to seeing a doctor, Anna expressed concern to the teacher about the upcoming visit. Anna told her teacher that she did not want to go because the doctor would "listen" to the sound of her breathing movement and the girl was afraid she would have to take off her clothes.</p>

ACTIVITY 18: RELATIONSHIP CIRCLES

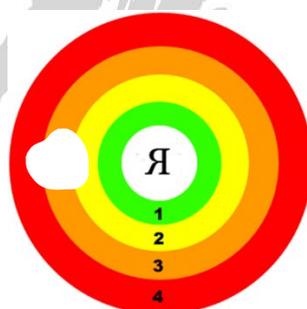


Prevention of sexual violence

For 5-6 years old children

(including children with mixed disabilities)

Educational task "Relationship circles"



Many parents are concerned about how to protect their children from sexual abuse, especially children diagnosed with mixed disorders. You can use the "Relationship circles" task for this purpose. The exercise can be customized to vary in complexity depending on the child's level of development.

Aim:

teach children safe relationships with those around them.

Target group: Children aged 5-6;

Can be used by: parents, educators, specialists;



Preparation of the material: To use and teach your child the basics of security in relationships with others around them, you will need:

1). **photographs** (abstract also allowed): (see Appendix 1)

- **First Circle** Photos of family members and loved ones (pictures / inscriptions)
- **Second circle:** acquaintances, peers (photos / pictures / inscriptions), etc.
- **Third circle** doctors, teachers, police, salesmen (pictures / inscriptions), etc.
- **Fourth circle:** strangers (pictures / inscriptions) etc.

People from third and fourth circles can use images from the Internet, a magazine.

2). A page with colored circles centered on the "ME" can place a photograph of the child (see Annex 2).

Beginning of training

- The lessons need to be repeated several times. Particularly intense activities should occur at the beginning of the training and if the child makes a mistake in the "touch" relationship.

- The lesson can be divided into several sessions depending on the child's stage of development and ability to perceive the material.

- Before the lesson, discuss:

“Let's talk about the circles you see. Let's start with a circle in the center of the “ME” You were here because you are the most important person in these circles. Around "ME" - Your circle contains other circles that are meant for other important people in your life. We will talk about other people and your relationship with them. Let's also think about the following:

-What is in each circle?

-How do you feel in each circle?

-How do we touch people in every circle?

-How do you feel in each circle?

-How do we touch people in every circle?



Course progress:

1. Green circle

«The first circle - Your family and close friends. What is your family? Who are your loved ones ?? »

How do you feel about your family and loved ones?

Love, trust, support, you can count on them, love to spend time with them.

How do you behave with family members, close friends?

I share my personal thoughts and feelings. I trust them.

I want to be with them.

I talk to them when it's sad.

How do you touch people from the first circle?"

Clamping hand, holding hand, hugging, putting hand on shoulder, "give five", kiss on cheek.

! “Even if those people are from the first circle, it is only possible to touch each other by agreement. This means that both people agree with the touch and want to be touched - both people must say "YES" ”

- **View photos. Which of the images do you consider to be from the first lap? Put them in the first circle. "**

2. Second circle - yellow

“The second circle is for good friends and members of the same group as you (classmates, members of the same team). Who are your friends? Who are your classmates? What do you play with, for example, in training? ”

How do you feel about good friends and members of the same group?

Compassion, trust, likes to spend time together, likes to have fun together.

How do you behave with good acquaintances and members of the same group?

I contact them in a friendly, courteous manner.

You don't tell them personal information.

You do not discuss your personal feelings with them.

You are comfortable staying with them, but you are not close to them.

How do you touch people from the second circle?

Hand pushes, "give five."

If someone in the second circle doesn't want to shake hands or give five, then you don't have to.



! Remember! all touches must always be by mutual consent. It means people agree and want that touch. "

- "Come see more pictures. Which pictures are from the second circle? Put them on the yellow circle"
- "Can a person from the second circle enter the first circle?"

Yes! As you get to know him better, your feelings and emotions can change and you can become a trusted friend.

3. The third circle is orange

"The third circle is for those who help you with your profession - doctors, teachers, police officers, salesmen. Do you know who your doctor is? Who is your teacher?" ...

"How do you feel about people helping you with your profession?"

Friendliness, gratitude for their work.

"How do you talk to people who are helping with your profession?"

I treat them politely and friendly, but you are not friends with them.

You can tell, express emotions, limited information to your doctor, teacher or psychologist for help.

You may be comfortable with them, but you are not close to them.

You are happy that doctors, teachers and police can help you.

"How do you touch people from the third circle?"

Hand pushes, home with hand.

! "If someone in the third circle doesn't want to shake your hand, you don't have to do that. Remember, all touches have to be in agreement. That means the two people agreed and want that touch."

- "Look at the rest of the photographs. Which of the images could belong to the third circle? Put them in a circle!"

"Can a person from the third circle get to the first or second circle?"

Yes. When you know a person better, your feelings can change.

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4. Fourth circle - red

"Look at the rest of the photos. Here are people you don't know - that means nobody introduced you to them. Everywhere we meet people we don't know. What do we call people we don't know?"

Yes, strangers. Fourth Circle to Strangers "

"Where can you meet strangers?"

On the bus, on the street, in the shop, in the staircase...

"With some strangers it is comforting to be around, but it is very important to remember - you must not talk to them. Beside other strangers you feel bad, uncomfortable, uncomfortable. If this happens, you need to leave them as soon as possible.

What happened to you? Have you ever been very uncomfortable being close to a stranger? "

"How do you deal with strangers?"

Polite but careful, polluting.

"Why are strangers different from other people?"

They may be good or bad, but you don't know what they really are.

Some strangers may offer to take you home by car. Do not even approach a foreign machine.

Some strangers may offer to buy you something (sweets, toys, etc.). Do not agree that they should buy you something.

"How do you touch people from the fourth circle?"

You should never touch them. If someone you know and trust introduces you to someone you don't know, you can shake their hand (but only if you want to).

You need to talk to strangers politely and not be rude, but if they make you feel uncomfortable, unwell, then it is important to leave as soon as possible.

- "Lay the remaining photos in the fourth circle".

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Annex 1:



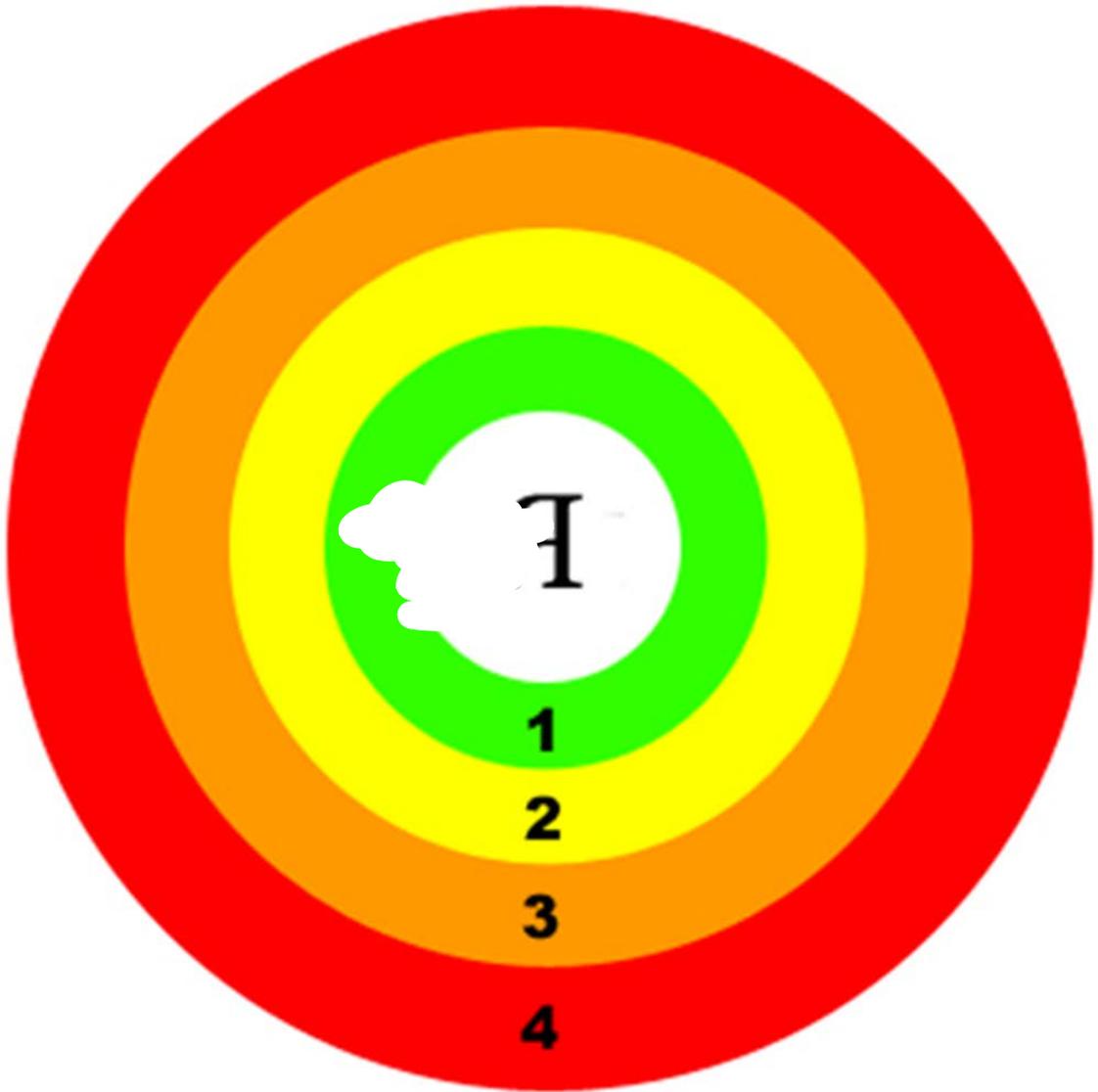


MOTHER	FATHER
GRANDMOTHER	GRANDFATHER
SISTER	BROTHER
TEACHER	LIBRARIAN
SALESWOMAN	DOCTOR
UNCLE	AUNT
DRIVER	DIRECTOR

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Annex 2:

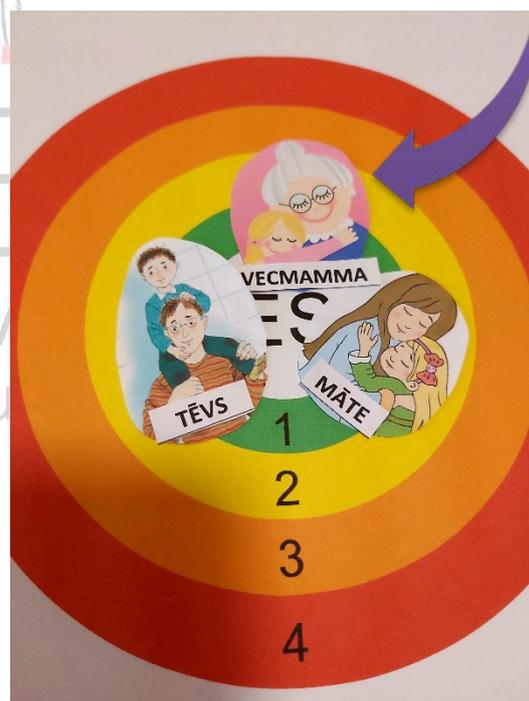


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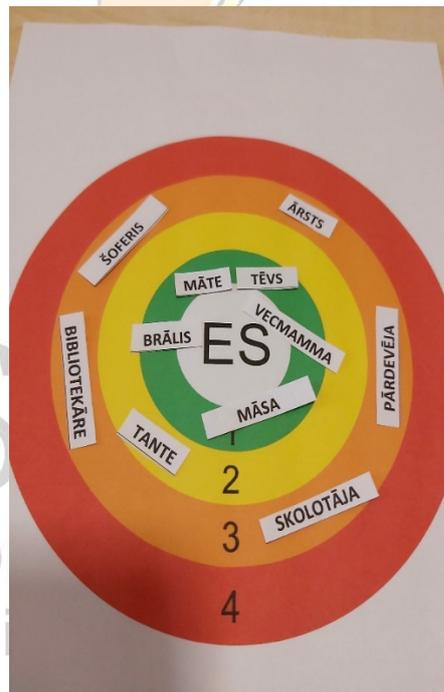
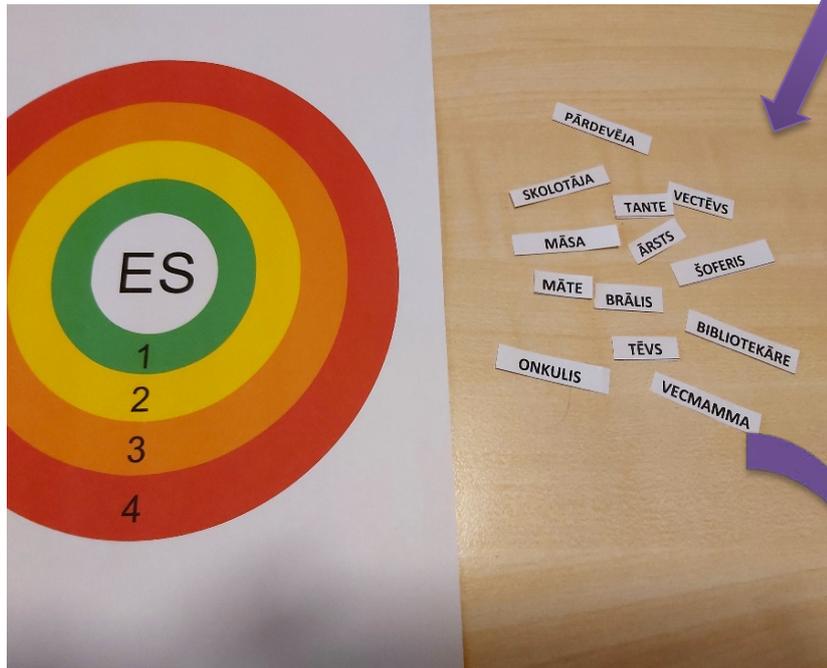


Examples of good practice

If the child is not yet able to read, then either photos or images after discussing the content.



If the child can read, then only the inscription can be offered



PART V

TRAININGS

FAMILY TRAINING TO BE TAKEN WITHIN THE SMART STEPS TO PREVENT CHILD SEXUAL ABUSE

AIM:

The aim of the education to be given to parents about child sexual abuse is; informing parents about sexual abuse of children, to give information about ways of protection, ensure that they have information about the ways they will take when faced with abuse, help them to understand their child's emotions by communicating healthy with the child.

MATERIALS TO BE USED :

- Training presentation

CLASS LEVEL:

- All age groups

IMPLEMENTOR:

School Counselor

TIME:

- 90 Minutes

PROCESS:

Parent trainings are applied to parents of students by School Counselor with the following presentation.



Sexual Abuse

01

**SMART STEPS TO PREVENT
CHILD SEXUAL ABUSE**

**PARENT
TRAINING**

<p>Sexual Abuse</p> <p>02</p>	<p>ABUSE</p> <p>Is physical, sexual, and/or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver.</p>	<p>Sexual Abuse</p> <p>03</p>	<p>Child abuse and sexual abuse of all kinds is a social problem that concerns all segments of society!</p>
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for preventing
child sexual abuse



SEXUAL ABUSE

Sexual abuse is **the most difficult type of child abuse to detect!**

The most important aspect of this situation is **that the event is not reported and it's hidden.**

- ✓ **DON'T HIDE**
- ✓ **REPORT**
- ✓ **DON'T BE ASHAMED**
- ✓ **EMBARRASS HIM/HER**

Well, do you know how many kinds of "sexual abuse" are there?

SEXUAL ABUSE

- A child under the age of sexually is taken part in a behavior that will lead to sexual satisfaction or condone this situation by a mature adult.
- Parents or adults who are at least six years older than the child (those responsible for the care of the child, etc.) use the child as an object of sexual satisfaction or refer the child to areas where he / she can make money by using his / her sexuality.

INCEST

Is a sexual act that a child or an adolescent is exposed by a person from the family who use the power and confidence he has.

COMMON CHARACTERISTIC OF SEXUAL ABUSE DEFINITIONS

- Performed by someone older than child,
- The purpose of the person performing the abuse is sexual satisfaction,
- The abuser does not reach sexual maturity.

CLASSIFICATION OF SEXUAL ABUSE

- The first group includes abuse without touch, verbal abuse, racy speech, exhibitionism and voyeurism.
- The second group includes touch, obscenity, prostitution, rape and incest.

ACTIONS TO CONSIDER IN THE SCOPE OF SEXUAL ABUSE

- Touching the genitals,
- Display of sexual organs (pictures) of the child, young person or adult,
- Observation of the child, the teenager undressing,
- Sexual content (directly, by phone or message)
- Kiss,
- Hug,
- Caressing different parts of the body,
- Verbal abuse,

WHY ABUSERS CHOOSE CHILDREN!!!

- The child has a sense of curiosity
- The child needs more love and care
- Easy guidance by adults and their vulnerability
- Too much tendency to hide the event
- Have difficulty explaining the event
- Physical weakness
- Disbelief of what children tell

RECOGNISING THE SEXUALLY ABUSED CHILD

SEXUALLY ABUSED CHILD;

- Since s/he cannot fully comprehend the scope and cause of the abuse against her/him, s/he cannot know how to express it.
- S/He does not dare to share the event because s/he thinks s/he will not be believed.
- S/He tends to break the cooperation with her/his family, immediate environment and perhaps the whole environment.

- The detection of abuse is often coincidental.
- The event may be recognised by an adult noticing a change in behavior in a child or suspending physical injuries to the child's body, or bringing them to a doctor for treatment.

SYMPTOMS THAT MAY SEEN CHILDREN WHO HAVE BEEN SEXUALLY ABUSED

- Extreme interest or avoidance of sexual content
- Sleep problems, nightmares
- Depression or introversion in family / friend relationships
- Exciting behavior
- Discourse that the body is dirty or damaged, or that there is a problem with the genital organs
- School absenteeism or non-compliance
- Sexual aggression elements in drawing and games
- Extreme irritability, aggression
- Suicidal thoughts / attempts

SEXUAL ABUSE CHILDREN AND ADOLESCENTS

- **THEY'RE AFRAID OF** abuser
- **THEY'RE AFRAID** because they cause trouble
- **THEY'RE AFRAID** to loose people who are important to them
- **THEY'RE AFRAID** to be different

SEXUAL ABUSE CHILDREN AND ADOLESCENTS

- Because they felt that something had changed in themselves,
 - For being alone in the experience they've been through,
 - For having difficulty talking about abuse
- THEY TURN TO LONELINESS**

SEXUAL ABUSE CHILDREN AND ADOLESCENTS

- **FEEL ANGER**
- To the abuser
- To adults who cannot protect them and
- To themselves

SEXUAL ABUSE CHILDREN AND ADOLESCENTS

- Because something was taken from them
- For losing something of their bodies
- Because they grow so quickly
- For being deceived by the person or persons they trust

THEY WORRY.

SEXUAL ABUSE CHILDREN AND ADOLESCENTS

- Because they couldn't stop the abuse,
 - For participating in such an experience,
 - For the reaction of their bodies
- THEY FEEL GUILTY.**

SEXUAL ABUSE CHILDREN AND ADOLESCENTS

- Despite everything, because they still love the abuser,
 - Because their emotions are constantly changing,
- THEY HAVE COMPLEX FEELINGS.**

CHILDREN'S REACTIONS

In summary;

- Feeling deceived
- Anger, guilt, shame
- Complex feelings about what happened
- Complexity of feelings of abusers
- Wondering what all this means
- Feeling dirty
- Being anxious
- Shame and insecurity

CHILDREN'S REACTIONS

- Blame herself/himself
- Low self esteem
- To look good
- Anger towards parents, siblings and others
- Worry about secretly liking what happened to her/him

PARENTS' EMOTIONS

- Anger
- Guilt, anger
- Shock, disbelief
- Stay away from the child
- Despair
- Mourning and deceit
- Revenge

BEHAVIORS THAT OCCUR IN PARENTS

- Extreme protective attitudes towards the child and other children
- Shame
- Denial of the event
- Marriage problems

So **WHAT** shall I teach
my child?

MESSAGES THAT PARENTS CAN GIVE TO CHILDREN ABOUT SEXUAL ABUSE

- You're special and important.
- Your body belongs to you.
- There are places in your body that are very special. If someone wants to touch it, you have the right to say 'NO'. Although this is an adult you know and love, I give you permission to say 'NO'.
- Listen to your feelings. When people touch you and you don't like it, trust your feelings.
- If anybody bothers you, I want you to come and tell me immediately. I promise you: I will believe everything you say.
- If someone touches you wrongly, it's not your fault. Whatever that adult does to you, it's not your fault.

TEACH THEM TO ENSURE THEIR SAFETY

Tell the children that they
**HAVE THE RIGHT TO BE
SAFE**
and that no one can take it
away.

TEACH THEM TO PROTECT THEIR BODIES:

Explain to the children **that their
bodies belong to them**, especially the
areas covered with swimsuits are
very special and that no one has the
right to touch them.

TEACH THEM TO SAY NO:

Tell the children that if anyone tries to
hurt them, **they should say "No."**
Because many children have been
taught to obey what the elders say.

TEACH TO ASK FOR HELP :

Teach them to ask their friends or adults for
help if someone does something bad,
uncomfortable

**Tell them you won't be angry when they
ask for help.**

TEACH THAT YOU BELIEVE THEM:

Believe in your child, don't reject it if she/he wants help. Children don't lie about these things.

TEACH THEM NOT TO KEEP SECRET:

Tell your children that **SOME secrets should never be kept**. Tell them that they need to be explained, even if they don't want to.

TEACH TO REFUSE TO BE TOUCHED:

Teach your children to refuse to be touched or kissed if they don't like it. If someone touches it and tells it that it should be kept as a secret, tell him/her that **he/she must tell you**.

Explain to your children that if they need to protect their safety, they may take some **unlawful behavior**, such as **running away** from the person who has harmed them, **shouting loudly** and **kicking** him.

TEACH NOT TO TALK TO STRANGERS :

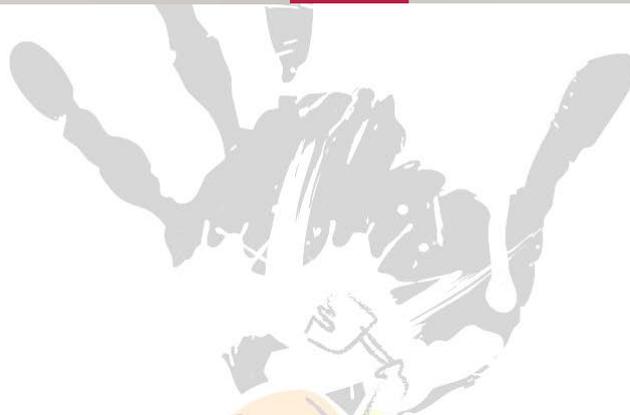
Explain to your children that if they need to protect their safety, they may take some unlawful behavior, **such as running away from the person who has harmed them, shouting loudly and kicking him**.

FALSE FAITH -1-

It's thought that...

Children imagine the sexual abuse because of their wide imagination.

Sexual Abuse	<p>NO!!!</p> <p>Children will NEVER lie about it!</p> <p>Believe in your child!</p>	Sexual Abuse	<p>FALSE FAITH -2-</p> <p><i>It's thought that...</i></p> <p>One or two minor events are not important.</p> <p>Children quickly forget what happened ...</p>
40		41	



Sexual Abuse	<p>NO!</p> <p>Even ONCE...</p> <p>Sexual abuse is severely damaging to the child's mental and physical health!</p>	Sexual Abuse	<p>FALSE FAITH-3-</p> <p><i>It's thought that...</i></p> <p>Potential victim children:</p> <ul style="list-style-type: none"> Provocative Cute and attractive Escaping from home Neglected children <p><i>Besides, what difference does it make? Isn't the child a child?</i></p>
42		43	

STEPS
for preventing
child sexual abuse



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Abuse</p> <p>44</p>	<p>NO!</p> <p>EVERY CHILD and EVERY ADULTS may be exposed to sexual abuse!</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Abuse</p> <p>45</p>	<p>FALSE FAITH-4-</p> <p><i>It's thought that...</i></p> <p>Dangerous places are always:</p> <ul style="list-style-type: none"> Parks Public toilets Deserted streets Dark places Empty construction sites
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Abuse</p> <p>46</p>	<p>WHEREAS...</p> <p>The most appropriate place for Sexual Abuse is usually:</p> <ul style="list-style-type: none"> Home School or <p>Like the road between home and school that you are familiar and close!</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Abuse</p> <p>47</p>	<p>FALSE FAITH-5-</p> <p><i>It's thought that...</i></p> <p>Abusers are usually:</p> <p>Old and foreign men, The slippery bastards on the street ...</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Abuse</p> <p>48</p>	<p>WHEREAS...</p> <p>Perpetrator in 80-95% of cases men are between 20-40 years, recognized by the child, MARRIED and HAVE CHILDREN!</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sexual Abuse</p> <p>49</p>	<p>My child has been sexually abused!</p> <p>WHAT SHOULD I DO?</p>
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CHILD IS VICTIM, NOT GUILTY!

- Find the criminal
- Take action
- Don't be ashamed
- Don't hide the event from the judiciary
- Believe in your child

DON'T BE AFRAID!

Sexual abuse must be detected urgently!

Over time, all the evidence disappears, the right to complain is disappearing!

Don't waste time...

DON'T BE AFRAID TO COMPLAIN!

INFORMING THE EVENT WITHOUT DELAY;

- You prove that you believe the child.
- You're not only protecting her, you're protecting the other kids and her family.
- You ensure that the abuse ceases and you prevent it from recurring.
- You help to initiate the legal procedure by allowing the detection of medical findings soon
- In the long term, you help the child to provide the necessary support and counseling.
- Although he's guilty, you allow the abuser to get help.

INDIVIDUALS, INSTITUTIONS AND ORGANIZATIONS YOU CAN GET HELP

- School Counselor
- Other Teachers at School
- Family Members
- Child Monitoring Center in the province
- Nearest Police Station or Nearest Police / Gendarmerie Station
- Public Prosecutor's Office
- Family, Labor and Social Services Provincial / District Directorate

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IMPORTANT PHONES:

- **112** Emergency Hotline
- **155** Police
- **156** Gendarmerie
- **183** Social Support Line (Ministry of Family, Labor and Social Services)



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TEACHER AND SCHOOL ADMINISTER TRAINING TO BE TAKEN WITHIN THE SMART STEPS TO PREVENT CHILD SEXUAL ABUSE

AIM:

To inform administrators and teachers about child neglect and abuse, how to protect children, to recognize the indicators of neglect and abuse, how to approach students who have been exposed to neglect and abuse, and to develop correct communication skills.

MATERIALS TO BE USED :

- Training presentation

PARTICIAPNTS:

- Teachers and school administrators

IMPLEMENTOR:

School Counselor

TIME:

- 90 Minutes

PROCESS:

Teacher trainings are applied to teachers and school administrators by School Counselor with the following presentation.

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SMART STEPS TO PREVENT CHILD SEXUAL ABUSE

EXECUTIVE TEACHER TRAINING

ABUSE

- The behaviors of parents or child responsible people that harm the child physically, emotionally or sexually

SEXUAL ABUSE

- A child under the age of sexually mature adult in a behavior that leads to sexual satisfaction or condone this situation.
- Parents or adults who are at least six years older than the child (those responsible for the care of the child, etc.) use the child as an object of sexual satisfaction or refer the child to areas where he / she can make money by using his / her sexuality.

SEXUAL ABUSE

THE MOST DIFFICULT TO DETECT among the types of child abuse.

- The most important aspect of this work is that it is **not reported** and the event is **hidden**.

- ✓ Usually the abusers are adults, the victims are children.
- ✓ Children are abused by people who need to be safe and where they should be safe.

COMMON CHARACTERISTICS OF SEXUAL ABUSE DEFINITIONS

- Performed by someone older than child,
- The person performing the abuse performs for the purpose of sexual satisfaction,
- The Abused does not reach sexual maturity can be considered.

CLASSIFICATION OF SEXUAL ABUSE

- In the first group, there is abuse without touch, verbal abuse, racy speech, exhibitionism, voyeurism.
- The second group consists of touch, obscenity, sex, prostitution, rape and incest.

ACTIONS TO CONSIDER IN THE SCOPE OF SEXUAL ABUSE

- Touching sexual organs,
- Display of the sexual organs (pictures) of the child, young person or adult,
- Observation of the child and the teenager,
- Sexual content (directly, by phone or message),
- Kiss,
- Hug,
- Caressing different parts of the body,
- Verbal abuse

INCEST

- It is a sexual act exposed by anyone in the family who has power and selfconfidence to a child or adolescent.

WHY ABUSERS CHOOSE CHILDREN!!!

- The child has a sense of curiosity
- The child needs more love and care
- Easy guidance and vulnerability by adults
- Too much tendency to hide the event
- Difficulty explaining the incident
- Physical weakness
- Disbelief of what children tell

NOTICING THE SEXUAL ABUSED CHILDREN

WHY CHILDREN DO NOT SAY WHAT THEY LIVE?

- Since he/she cannot fully comprehend the scope and cause of the abuse against him/her, he/she cannot know how to express it.
- He/She does not dare to share the event because he/she thinks he/she will not be believed.
- He/She tends to break off his/her communication with his/her family, his/her immediate environment, and perhaps his/her entire environment.

WHY CHILDREN DO NOT SAY WHAT THEY LIVE?

- They're afraid that they're in trouble.
- They fear the abuser's threats.
- They may want to protect the abuser, they may love it, but they don't like what they do.
- They may not know that sexual behavior is wrong.
- They fear they might be excluded by their friends.
- They may feel ashamed.

HOW DO CHILDREN TELL AT LAST?

- Detection of abuse may be accidental
- The event may be caused by an adult noticing a change in behavior in a child or suspending physical injuries to the child's body, or bringing them to a doctor for treatment.

HOW DO CHILDREN TELL AT LAST?

- If he receives information about protection from sexual abuse and finds out that what has been done to him is not correct and learns to be told,
- Children may want to share their secrets with their closest friends.
- In order to protect their brothers and sisters from the age at which they were first abused,
- If she is in puberty, she is afraid of pregnancy or to get rid of the oppressor,
- When the child encounters an adult that he can trust and is closely interested in,

SYMPTOMS IN SEXUAL ABUSED CHILDREN

- Extreme interest or avoidance of sexual content
- Sleep problems, nightmares
- Depression or introversion in family / friend relationships
- Provocative behavior
- Discourse that the body is dirty or damaged, or that there is a problem with the genital organs
- School absenteeism or non-compliance
- Sexual aggression elements in drawing and games
- Extreme irritability, aggression
- Suicidal thoughts / attempts

FEELINGS OF SEXUAL ABUSED CHILDREN

- In summary;
- Being cheated
- Anger, guilt, shame
- Complex feelings about what happened
- Complexity of feelings of abusers
- Wondering what all this means
- Being anxious
- Shame and insecurity

FEELINGS OF SEXUAL ABUSED CHILDREN

- **Guilt**
- **Low self esteem**
- **look as if he/she is good**
- **Anger towards parents, siblings and others**
- **Worry about secretly liking what happened to him/her**

DISCOURSES THAT MAY HAVE TIPS ON SEXUAL ABUSE

- “My brother didn't let me sleep last night ”
- “My aunt's son wears very funny underwear ...
- “Mom, I don't want to come to X's house ...
- Mom, I don't want the X person coming to us.
- “I don't like you leaving me alone with my uncle ”
- “Our neighbor's son is pushing me too hard ”
- “There's a girl I know who told her mother she was disturbed, but her mother didn't believe her”...

FAMILY RISK FACTORS

- Staying in a one-room house
- Family conflict,
- Failure to fulfill parenting duties,
- Disorder in parent-child relationship
- The family has a lot of guests
- Financial problems

HOW TO COMMUNICATE WITH A CHILD IF ANY CHILD IS EXPOSED TO ABUSE?

- Find a special place to talk to the child in person. Let this place be a place where you can make sure your conversation won't be interrupted.
- Do not touch the child without permission. Touching him without permission may remind him of the abu

- Encourage the child to tell the story of his life: Support him to tell the story of his life, but never force, pressure, or direct him for details he does not want to give.
- As the child shares her experiences with you, tell her: I believe you ”, I'm very glad you told me”, “It's not your fault”.

- Appreciate the child for sharing his abuse. If the child indirectly mentions abuse (for example, if it happened to someone), encourage the child to tell them about their experiences.
- Notify the school / organization or local child protection agencies / authorities (guidance counselor) to report abuse.
- Respect privacy: Do not talk about abuse at school with anyone other than the person responsible. Let the child know that you will do so.

WHAT CAN YOU DO IF YOU KNOW OR SUSPECT ABOUT CHILD ABUSE?

- If you have witnessed or heard of a child being abused, or if you have been referred to because of your profession (doctor, social worker, counselor, teacher, family doctor, psychologist, school principal, etc.), you should definitely take it seriously!
- Stopping abuse and protecting the child is a legal obligation

- According to the Child Protection Law No. 5395, every individual can report and report any suspected child abuse, except for professional staff (teachers, doctors, nurses, social workers, police, etc.) that are obliged to report. Notification is not an accusation; it is a request made to express the thought and to investigate and evaluate the child's condition.

RESPONSIBILITIES OF SCHOOL MANAGEMENT

RESPONSIBILITIES OF SCHOOL MANAGEMENT

In students' meetings

- personality characteristics,
- health problems,
- areas of competence,
- family situations and the environment in which they grow,
- friend relationships,
- interests, etc.

issues should be shared.

RESPONSIBILITIES OF SCHOOL MANAGEMENT

In cases where school staff and school guidance services work closely, prevention is more effective. The school guidance teacher and the responsible Guidance and Research Center should be informed about the problems the student is experiencing in the classroom and support should be requested..

RESPONSIBILITIES OF SCHOOL MANAGEMENT

COMMON AREAS OF USE IN SCHOOLS ARE KNOWN TO BE RISKY AREAS. THEREFORE, STUDENTS SHOULD BE CAREFULLY MONITORED IN THEIR LEISURE TIME ACTIVITIES.

RESPONSIBILITIES OF SCHOOL MANAGEMENT

- Empty classes
- Canteen and refectory
- Bathrooms and toilets
- Dormitory and rooms in schools.
- Schoolyard
- Unused floors and rooms
- Student privacy should be monitored and risky areas must be monitored with camera and all devices should be checked regularly to ensure that they are operational.

RESPONSIBILITIES OF SCHOOL MANAGEMENT

- It is known that there is a negative relationship between students' knowledge and skill levels and the possibility of exposure to risky life events. Therefore;
- Students should be informed about privacy.
- It should be ensured that students respect their privacy as well as the privacy of other students.

RESPONSIBILITIES OF SCHOOL MANAGEMENT

- An open and healthy communication with the students should increase their ability to ask for help.
- They should be supported in cooperation with the guidance service.
- Students should be able to learn and internalize school rules and if necessary, work on common rules.

RESPONSIBILITIES OF SCHOOL MANAGEMENT

- **What to do first in case of abuse.**
- Keep child away from abuse as soon as possible.
- Help the child.
- Report.

- WHEN THE SCHOOL STAFF RECEIVES INFORMATION FROM THE CHILD OF ABUSE OR ANY HINT FOR THE ABUSE, THE CHILD SHOULD MAKE NOTIFICATION OF THE REALITY ABOUT THE SUBJECT.
- Ministry of Family and Social Policies hotline (183)
- Cuffs (155)Public Prosecutor's Office

RESPONSIBILITIES OF SCHOOL MANAGEMENT

- Taking necessary measures to prevent the dissemination of information
- Taking legal measures
- Evaluating how and how much information will be taken into account
- Control of security measures in the school environment
- Initiation of psychosocial support activities for students/ parents/ teachers without delay
- Providing an information note to the provincial/ district administration

DUTIES OF THE PSYCHOSOCIAL INTERVENTION SERVICES SCHOOL TEAM

- Planning to respond to the critical situation
- To propose necessary measures to ensure safety
- Stop the clutter (edit, direct and take control of the steps to be taken regarding the critical event)

DUTIES OF THE PSYCHOSOCIAL INTERVENTION SERVICES SCHOOL TEAM

- To provide counseling, guidance to students, families, and employees (to ensure that the studies are supported)
- Developing psychosocial intervention plans, reviewing and correcting existing ones.
- To be prepared for any eventual psychosocial crisis.



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