Protect Our Children

Envisioning Communities Where Trauma in Childhood Is Rare – and Oregon Children Thrive

January 2024

University of Oregon College of Education | Center for the Prevention of Abuse and Neglect

Protect Our Children

The Ford Family Foundation

Envisioning Communities Where Trauma in Childhood is Rare –
and Oregon Children Thrive

———

Center for the Prevention of Abuse and Neglect (CPAN)
University of Oregon

Simone Piper | Jeff Todahl | Steph Luther | Kaleigh Bronson-Cook
Jose Zarate | Adrian Amezcua

Preferred Citation: Piper, S., Todahl, J., Luther, S., Bronson-Cook, K., Zarate, J., & Amezcua, A.
Envisioning Communities Where Trauma in Childhood is Rare – and Oregon Children Thrive.
Center for the Prevention of Abuse and Neglect, University of Oregon.

Contact: Jeff Todahl, jtodahl@uoregon.edu
Simone Piper, simones@uoregon.edu

Acknowledgement

We would like to acknowledge and thank the Protect Our Children partner sites, interview participants, and Symposium 2 attendees for their generous participation in this evaluation. Thanks, also, to Gabriella Luther and Reid Thompson-Cañas for interviewing several pre-symposium participants.

A special thanks to our Symposium 2 Keynote Presenters, Mel Phillips, Co-Director, Oregon Abuse Advocates and Survivors in Service (OAASIS), and Meg Foster, Prevention Coordinator, The Oregon Attorney General's Sexual Assault Task Force (SATF).

Brief Historical Context

This report builds on the June 2023 Symposium 1 Report, *Protect Our Children: Mobilizing Oregon Communities for Child Sexual Abuse Prevention – Next Steps in Curriculum, Design, and Prevention Systems.* Symposium 1 and its preparatory interviews centered on training modalities, curriculum content, and norms change recommendations among Protect Our Children providers and prevention leaders.

Drawing on Symposium 2 conversations and individual interviews, this report is a next-step complement to Symposium 1 and including an overall aim to build an Oregon-specific sexual abuse prevention plan by envisioning strategies for integrating and implementing multiple systems of violence prevention.

Taken together, this work has fostered a co-learning community among Protect Our Children partner sites, growing optimism for child abuse prevention in Oregon, and evidence that child abuse prevention is effective. Protect Our Children's overall impact through February 2023 is detailed in the *Seven Year Impact Cumulative Report* (2023).

Report Purpose and Aims

This report builds on these efforts, draws on lessons learned, and reflects participants' views about systems-level changes toward effective and aligned violence prevention implementation strategies. The interviews and facilitated group conversations investigated 1) factors that must be in place in communities to prevent child abuse, 2) ideas and strategies to 'center equity' in prevention work in Oregon, and 3) key primary prevention partnerships and how partners and communities might most effectively work together to achieve a well-coordinated system of prevention. Sixteen participants were interviewed prior to Symposium 2 and 66 attendees at Symposium 2 (June 2023) participated in facilitated group conversations. Forty-five organizations across Oregon, Siskiyou County, CA, Georgia, Florida, and South Carolina are represented in this report. Conversations were audio recorded, transcribed, and/or documented with notetaking. All data were reviewed by the Center for the Prevention of Abuse and Neglect research team.

Participants were asked the following questions, among others *(the full list of interview questions are included in Appendix A):*

1. Envision this: It is December 31st, 2040, and, relative to today's date, a) child sexual abuse, b) child physical abuse, c) dating violence, d) domestic violence/intimate partner violence, and e) identity-based violence in childhood has been reduced by 90% in a region of your interest (e.g., Oregon, county, town/city). The question: What 5 most vital things occurred to achieve this outcome in your location of your interest?

2. What does it mean to *'center equity'* in child abuse prevention? Please offer an example where you believe this is being practiced effectively.

3. What *systems and partnerships* must be in place to achieve a significant reduction of child sexual abuse?

4. The task to prevent child abuse and neglect is complex. It requires many organizations and individuals working in concert and sharing a certain set of beliefs, attitudes, and practical actions. What do you believe must be in place to keep all these parts working well together – both at a larger level, e.g., across a state and at the local level.

Envisioning a future where child abuse and neglect is rare

"It is impossible to be successful if we are just working towards an absence of abuse in the world. A world without adverse childhood experiences requires constantly carving out space for positive childhood experiences. What does it mean to live in a world where everyone thrives? How does that change the conversation?"

MEG FOSTER, Symposium 2 Keynote Address

Participants actively engaged in this visioning activity – imaging an Oregon where sexual violence and other forms of trauma in childhood are rare. Responses centered around four primary themes: 1) strong community foundations grounded in support and connection, 2) a sustained movement that includes shifts in national priorities and majority culture, 3) an aligned, shared primary prevention network and strategic plan with accessible, equitable, and on-time direct services, and 4) prevention education saturated throughout and within multiple strategic systems.

Strong Community Foundations – grounded in support and connection.

> ***"We must galvanize our communities around a revolution of care. In that space, we've moved from aspiring to providing trauma-informed care to living in trauma-informed communities."***
>
> **MEL PHILLIPS**, Symposium 2 Keynote Address

Participants overwhelmingly emphasized support and connection as a central factor in violence prevention and thriving childhoods and communities. Ideas included a key role for connection as a protective factor, the importance of reducing stigma around natural human needs, and ensuring that pro-social help-seeking messages are communicated effectively to new parent families. This included a call to encourage families to connect with their neighbors, educating neighbors and community members to be well-informed supporters, and creating supportive networks that also includes non-professional providers and non-family members:

> ***"If you have connections, you probably have support. There will be someone that you can go to... to talk with about anything. [In this situation], it would be easier to 'turn toward';" easier to address other issues, like food and housing insecurities, and so many things. When we have connection it's a whole lot easier to come together."***
>
> **SYMPOSIUM PARTICIPANT**

Others explained this as a renewal, a habit and practice of 'baseline love,' and establishment of an *"all-encompassing human safety net that serves everyone:"*

[Imagine] a society where we accepted 'baseline love' for each other, where we talk about our differences... where we can go to really deep, sensitive places."

"With connection, you have a vital resource – someone to walk alongside of you."

Participants also emphasized the instrumental value of providing support and prevention education to parents and caregivers early – including during pregnancy, setting a foundation of community support, bonding, and healthy and connected parenting practices. One participant put it this way:

"Whether they're single parenting or dual parenting, get that connection early, and start that education early through pregnancy and birth and ongoing throughout the child's life. Because we all know, parents need support throughout (the childhood lifespan)."

> ***"In order for us to change we'll have to heal cellular trauma. And we must focus our work on people disproportionately impacted."***[1]
>
> **MEL PHILLIPS** , OAASIS

A Sustained Movement – shifts in majority culture and national priorities.

Participants also overwhelmingly discussed a need for foundational change – a shift in several aspects of U.S. majority culture and in national priorities. Many referred to this as a 'movement,' i.e., change that includes "more diverse populations leading the effort, new attitudes in viewing white supremacy, a value around authenticity – especially for men, and learning from youth."

"This is a movement that empowers communities to prevent child sexual abuse and help survivors have full healthy, joyful lives. It sheds light on our perceptions about gender, race, sexuality, inequality, social justice, systemic biases and other hardwired mechanisms that fuel the silent engines of violence everywhere. Together, we can find brave epic ways to combat and eradicate violence. Solutions wait around the corner at the intersection of hurt and healing."

1 This quote from p. 30, *Transforming Space and Place: The Oregon Sexual Assault Task Force* – A 20-year Retrospective (2021).

A Shift in National Priorities.

Participants urged, additionally, shifts in U.S. national priorities – with emphasis on 1) children and child well-being, 2) preventive care for pregnant women and families, and 3) primary prevention funding.

"National priorities on children, pregnant women (and families) – and everything toward that… Shifting the importance of valuing young people is most important."

Shifts in national priorities, as expressed by many participants, must be reflected in legislative and private funding decisions:

"We are such a 'culture of react.' [We need to] go more upstream, providing the same funding that we provide for reactionary services – such as when a crime has occurred, or allegations are made."

***Strategic Primary Prevention Plan, Shared Vision** – a Network that is accessible, equitable, and provides on-time direct services.*

Participants urged establishment of 1) a concentrated, sustainable and strategic Oregon-wide prevention plan that is adaptable at local levels, 2) improved between-organization networks, and 3) establishment of a family-centered service and primary prevention delivery system.

> ***"The collective anti-violence movement has successfully synthesized silos and intersections. We've come together, identified our shared vision. [In this system], youth are leading, tapping their vigor to foster change."***
>
> **MEL PHILLIPS**, Symposium 2 Keynote Address

Participants envisioned a more connected, strategic, robust, equitable, and on-time primary prevention and service delivery system. In this system, prevention education is embedded, providers are approachable, and services are available when and where needed. This system is grounded in connection, i.e., "Just by listening to the people. What do you want. What do you need? How can we give it to you?" Moreover, in this system, "families can access concrete support [that accommodates] the diversity of persons requesting services. This includes fostering social support networks where individuals feel they can turn to others for help and advice."

This primary prevention and service delivery system, additionally, is self-aware – a connected network that "meets people where they are at (with many doors)" – and is "no longer sending people in all directions," thereby reducing the frustration and discouragement associated with "navigating broken systems."

> ***"A place to start is by bridging our prevention efforts across child abuse, sexual and domestic violence, trafficking, gang violence, suicide, bullying, stalking, etc., because the root causes are the same. If we aren't investing energy in and dedicating capacity to those connections, we're just a group of people in a raft paddling against one another. Occasionally we'll accidentally do something that moves us in the right direction, but we'll likely all be exhausted by the time that happy accident comes around."***
>
> **MEG FOSTER**, Symposium 2 Keynote Address

Prevention Education *- Saturated throughout and within multiple strategic systems.*

According to participants, a community where childhood harm is rare and many more children thrive embeds prevention education and well-being information in its systems, classrooms, and ensures it is available at opportune times. This information is built in partnership with diverse persons with lived expertise and tailored to local communities. Several participants indicated that the benefits of prevention and well-being information is bolstered in the context of positive relationships:

"Education forms a cornerstone in the development of safe and thriving communities. Ensuring access to quality educational environments goes beyond traditional learning. For example, access to trusted individuals creates an environment of trust and mentorship."

"Peer support can be integrated into [prevention and education] environments… you create a relationship, you have a connection with someone, you have that resource."

> ***"Dominant culture in Oregon can come together to look at the state's history. So many people deny it – the history, no black folks, no selling your house to blacks… This dominant cultural ignorance prevents us from progressing. Once many more understand, more will see it… There's a need for basic and truthful education. We are our history."***[2]
>
> **MEL PHILLIPS** , OAASIS

2 This quote modified from p. 31, *Transforming Space and Place: The Oregon Sexual Assault Task Force – A 20-year Retrospective* (2021).

What Does It Mean to Center Equity in Child Abuse Prevention?

Prior to the Symposium in June 2023, our interview participants spoke about the importance of equity and what it means to center equity in child abuse prevention. After hearing their reflections, along with other reflections throughout the symposium on the importance of equity in this work, symposium participants were invited to consider what they need in order to center equity at their organization. Generally, for participants in this evaluation, centering equity includes 1) community-led inclusion, 2) equitable access to resources, 3) building systems and procedures that benefit those with the greatest need, and 4) systems change.

Community-Led Inclusion.

A common thread from participants was the importance of allowing individuals and communities to lead the way when it comes to identifying their own needs. Participants discussed the importance of self-determination and connecting the work to their own cultural values:

"Who are the people in your community, and . . . what do they need to teach you about themselves and what's important to them? How can you take what you've learned, and what they've said, and how they've requested to be treated, and responded to, and apply some of the principles of whatever training you're doing, or whatever issue you're addressing?

Participants also discussed the importance of incorporating diverse perspectives at all steps of the decision-making process. One participant stressed the importance of prioritizing incorporating diverse voices in a meaningful way, rather than listening to diverse perspectives but maintaining the same lack of diversity in the decision-makers:

> ***"What we want it to look like is getting the voices of those people in the room in a meaningful way. [We need to] make sure we're not making decisions for people, but alongside them, and letting them tell us what they need and how it's going to work best."***
>
> **SYMPOSIUM PARTICIPANT**

Equitable Access to Resources.

Many participants discussed various aspects of ensuring access as a vital process in centering equity in child abuse prevention work. Participants discussed ensuring medical and mental health access, as well as access to education, childcare, and other services. Participants were particularly attentive to access issues related to cost and geography, with proper access a particular need in rural communities:

"[It's] ensuring access. Making sure that you don't have to live in Eugene and make an income of $70,000 a year or more to be able to afford some sort of childcare. [Instead,] we probably should figure out a way to make it more accessible. Same thing with . . . access to mental health care, access to some sort of education around new parenting . . . not just for people who can afford to pay for things like that, and even not just for people who are seeking it out. But for everybody."

Participants also specifically discussed the importance of language accessibility. Having interpretation services was brought up often, as were the benefits of having service providers who speak the language if possible:

"I think that often means . . . having things in primary languages of the communities that we serve. So, a key point to that is language accessibility, not just in our written materials, but also that they're meeting with someone that is able to speak their language."

Systems and Procedures Designed to Benefit Those with the Greatest Need.

A central aspect of doing work that promotes equity is being aware of differing needs. Equity, as opposed to equality, is focused on ensuring that each person has access to resources based on their own individual needs, rather than aiming to provide everyone with the same resources. Many participants noted that specifically focusing on those with the greatest needs is a more equitable practice:

"[Centering equity] is appropriate access based on the needs. Not equal access, but appropriate access; resources, support, and understanding to meet the unique needs of every person. [For example,] the need for a rabbit is very different than the need of a fish. We need to make sure that there is adequate and good water for the fish and places for the rabbit to run around. If we put the rabbit in the water, we always will fail the rabbit."

Others noted that building effective supports and systems specifically for those with the highest needs will also make any program better equipped to meet the needs of all:

"Centering equity means to center the people who are the most in need, who have the least resources, and the smallest voice imaginable. If we center that person, and we fulfill that person's needs... we are then completely prepared."

Systems Change.

Finally, many participants discussed the need for wide-spread systems change. Some people discussed the systems that perpetuate inequities in child abuse that may be considered to be outside of the scope of child abuse prevention. Just as systems and partnerships across sectors are needed for the prevention of child abuse overall, addressing equity in the wider community will have an impact on the inequities in child abuse:

> ***"When I think about centering equity in child abuse prevention . . . about the ways that we can dismantle inequitable systems, which might not look like it is at all related to child abuse prevention. Centering equity really means looking from a systems perspective at how systemic oppression and systemic inequity drives all of this and not shying away from that and not just siloing."***
>
> **SYMPOSIUM PARTICIPANT**

Participants also discussed the difficult work of redistributing power. In order to have more People of Color in positions of power, white folks must be willing to relinquish some of the power that they already have:

"When we want to center equity, we want to center BIPOC folks, right? So, when most of the leadership [in Oregon] is white, the question is, are you willing to live up to that? Are you willing to do what it takes to put this person in a position of leadership — and you step aside? Are your organizations willing to commit to that true change? It's not theoretical, it's actual redistribution of power."

What Is Needed to Center Equity in Your Work?

Symposium participants were invited to consider what they would need to better center equity in their work. They noted tangible resources like those related to funding and hiring diverse staff, as well as intangible support like direction, community support, and the courage and commitment to equity as a value.

Funding.

When discussing the need for funding, most participants were speaking from the perspective of nonprofits who rely on grant funding. Nonprofits typically do not have very much extra funding to pay for the resources that ensuring equity may require. In order to be able to pay for these supports, staff must find a way to do additional fundraising, when they may be struggling to meet the needs of the work they are doing as it is:

"it's not from lack of desire or anything. It's, 'How do you raise enough money to really approach this?'"
Some participants spoke about grant funding in particular being a barrier. Many organizations competing with other nonprofits for limited grants encourages competition between organizations rather than collaboration, which makes equitable partnerships difficult to achieve.

"We are in a competition for dollars for the non-profit organizations that come together with some overlapping goals. There is a challenge to unite in a manner that removes the competition for dollars, or at least the perception of competition for dollars, and unites us in a larger goal."

But outside of the potential competition, relying on grants for funding can also create barriers to prioritizing equity. To really imagine new solutions to issues of equity, creativity and flexibility are required, but grant funding is very rarely flexible. This forces staff to spend time and energy in getting creative with how to fund a program, rather than focusing their energy on making the program as successful as possible:

> ***"We exist in a world where a lot of harm has occurred throughout history and is actively happening today. Part of ending violence and abuse means that we are working to end all violence and abuse, not just towards children, not just towards some children."***
>
> **MEG FOSTER**, Symposium 2 Keynote Address

"So many of the things that organizations want to do requires consistent and sustainable funding... It's not to say that we can't be creative, and we can't figure out workarounds. But if we didn't have to, that would really be liberating."

In addition, the restrictions around funding for individual grants are typically based on the values of the grant provider, which may not be completely in line with the values of the organization. If there are not equitable funders, it is very difficult to find a way to prioritize equity in a field that relies on grant money:

"Funders are coming here with specific cultural backgrounds and beliefs and have different priorities that might not be conducive to the equity work we want to do, but we have to use them in order to keep going."

Direction.

Some participants spoke about needing more knowledge or direction in order to move their organization's equity work forward overall. They expressed a desire and a commitment to equity, but did not know what specific practices could make their organization more equitable:

"I don't know what I'm missing at this point. I know there's more I could do, and I know that I have a blind spot. But at this point I'm just coming up long."

Several participants expressed a need for direction around how to better understand and serve their communities – and including appropriate resources. When talking about language accessibility in particular, participants spoke about doing research on the specific needs in their own communities. Often, Spanish is the only language that is considered when discussing bilingualism and need for translation, but there are many languages spoken in Oregon:

"We always try to get a bilingual Spanish-English speaker . . . But there's [people who speak] Vietnamese, Russian . . . Sign Language. I don't even have an idea of what that population is and what the need is, right? So, let's start there."

Representative Staff.

Several participants identified a need for more diversity in their staff and partnerships. The lack of racial and gender diversity among the people present at symposium 2 was noted repeatedly, as was the need for more diversity within the field overall:

"If our networks are not diverse, and we don't have deep relationships with communities of color, we're going to continue to have a bunch of white ladies sitting together thinking about solutions with a very particular perspective."

"That's why we're also struggling to make sustainable changes, and solutions that meet everyone's needs – we're constantly talking to the same people about what's needed, so we're going to identify the same solutions every time."

> ***"To have the best solution, we need to have the most diverse people. You want someone from every walk of life in order to minimize the gaps."***
>
> **SYMPOSIUM PARTICIPANT**

In addition to the need for more diversity in general, some participants noted specific differences in practices that could reduce the inequities in representation among nonprofit staff. Specifically, the low pay and difficult work creates a situation where people must have a certain level of privilege in order to be able to take the types of jobs that nonprofits offer, which reinforces the lack of representation:

"Equity in pay. . . I could not have the job I have at the pay that I have, without my husband, and frankly, I could not do this work, I'd have to go to for profit work."

One specific difficulty that was noted by several participants when it comes to more diversity in staff is the lack of support in the community. When hiring diversity of perspectives and backgrounds includes hiring people from other communities, the culture of the community that you are asking a new employee to move to is important. In communities where there is outright discrimination or lack of resources, bringing diverse perspectives into one organization without making change in the community has the potential to do more harm than good:

"We've had a commitment to really diversify. We started bringing people in and offering them jobs at the city. They were new here; there were no places for them to live. They were relegated to outlying communities where there was no support."

"There is open hostility within our county towards people who are not straight. If we really want to bring someone who's not straight into our staff, that can be difficult. Like, what if they're going to move here from somewhere? Are they going to feel comfortable?"

Courage and Commitment.

Finally, participants acknowledged the fear and discomfort that comes from demanding real changes to the status quo. In addition to the more material and community supports, in order to prioritize equity, the individuals within the organization, especially at the leadership level, must have a true commitment to equity. That type of commitment requires leaders to take risks for the hope that it will make positive changes, rather than just continue to do things as they have been done in the past. Taking these risks will require leaders to be courageous in order to make change:

"I understand it's human nature to not rock the boat, to just keep things steady, easy. People might feel like it's a risk. But, if we don't take risks, we're not going to make change."

> ***"It doesn't take more resources; it takes showing up with people - caring about it and developing relationships so that our networks are more diverse."***
>
> **SYMPOSIUM PARTICIPANT**

Vital systems and partnerships to reduce child abuse

Participants were asked to discuss the systems and partnerships that must be in place to achieve a significant reduction of child sexual abuse. Additionally, they described what is essential in and across communities to ensure organizations and individuals are working well together, sharing a certain set of beliefs, attitudes, and practical prevention actions. Responses to these questions centered on three primary themes: 1) systems change and increasing access to resources and supports, 2) shifting organizational practices and community norms, and 3) broadening network of partners.

Systems Change and Increasing Access to Resources and Supports.

Overall, participants advocated strongly for systems change across multiple domains. The majority of comments were related to housing accessibility, income, and education and also included the welfare system, access to food and other basic needs, the justice system, medical system, and law enforcement. One participant stated, *"The housing system is broken, and at more than just the lower income levels."* Others agreed and elaborated that community-wide change is needed in how we care for the houseless, survivors of domestic violence, and previously incarcerated individuals transitioning back into the community. Participants also discussed the association between limited economic opportunities, low income, and inequitable access to child and youth activities (e.g., sports, camps, and museum trips). One participant urged, "The community has to come together and say, *'How are we going to support families to be able to do this?' Access to sports and after school engagements are important for youth to connect with trusted, supportive adults."*

> ***'How are we going to support families to be able to do this?' Access to sports and after school engagements are important for youth to connect with trusted, supportive adults."***
>
> **SYMPOSIUM PARTICIPANT**

> ***"We all need to understand that we have a role to play in our shared community. It's about every component of the community coming together to say, 'How can I help? Can I help raise money, resources, volunteer?'"*** **SYMPOSIUM PARTICIPANT**

In addition, several participants spoke at length about the need for systems-level change within education and the relationship of parents/caregivers to the education system. One participant explained, *"When they're not in alignment, it's chaos… that relationship needs to be more collaborative and non-threatening to get information and build skills for kids who are going to be the next wave of adults in our community."* Participants agreed that schools need to engage actively and authentically in the community so that all parents feel comfortable and safe seeking school-based support and services. Several individuals lamented schools not having more resources for parent support. In particular, one person highlighted the importance of centering youth and families with complex needs and stated that *"it shifts your systems to better serve everybody. Every institution needs to rethink our processes so we're not causing harm, intentional or unintentional."*

Shifting Organizational Practices and Community Norms.

Many participants discussed changes in organizational practices and community norms that they believe are vital in child sexual abuse prevention. One person recommended that their organization strive for greater interdepartmental service integration:

"If we were coming together once a month or even once every three months, we would be more effective… sharing more than just check-ins and updates but also building opportunities for emotional connection and holding space for vulnerability, with the desired outcome of improved communication and greater capacity for survivor support."

Others agreed and furthered the conversation by describing ways in which organizations can be in greater collaboration with other organizations working toward the same shared goal of a significant reduction of child abuse: *"[We need to] meet other agencies where they're at. Everyone has their own scope of work and guidelines; we can come together, find our shared values, and focus on the things we have in common."* Another participant continued, *"When co-located agencies share ideas and reflect on how we support one another, we build a much tighter safety net for people."*

Participants generated a lot of thinking around community norms changes they feel are essential in effective child abuse prevention. Many people spoke about the harmful effects of the culture of silence, i.e., "This has to be kept in the house—you can't say anything" and urged, *"We all need to understand that we have a role to play in our shared community. It's about every component of the community coming together to say, 'How can I help? Can I help raise money, resources, volunteer?'"* One individual's poignant statement was reflective of several others' comments in the group: "Violence happens everywhere and therefore the [prevention of] and response to violence also needs to be happening everywhere." Participants also discussed the importance of healing intergenerational trauma and supporting parents in establishing non-fear-based parenting practices. One person explained:

"We need to change the conversation… ask parents not only about ACES but also 'What positive things happened, too? What were the relational buffers, and now what do you want for your kids? Do you want them to experience the same parenting you experienced or something different? "

SPOTLIGHT: A BRIEF COMMENTARY ON 'SHIFTS IN PRACTICE'[3]

Address the Ways We Are Working Against Our End Goal of Preventing Abuse and Violence.

- **We cannot exclude partnerships because people work differently**, e.g., like confidential advocates versus mandatory reporters.
- **We cannot reinforce harmful narratives that value some groups less than others**, e.g., not advocating for the safety of trans youth, who are experiencing increasing violence and emotional abuse in our state, as adamantly as we are advocating for just generally child abuse prevention.
- **We cannot control who has access to prevention, prevention resources, and the right to lead/implement/or support prevention**, e.g., refusing to partner with a local sexual assault agency for sexual assault action month and child abuse prevention month - both April, because it is a big fundraising month for us.
- **We cannot simultaneously recognize the impacts of poverty on abuse and violence yet not shift our organizational practices to mitigate poverty**, e.g., not increasing wages, offering meaningful benefits, compensating community advisors, etc.).
- **We cannot disregard that individuals do not exist in isolation**, e.g., our work cannot solely focus on the impacts to individuals.

Others added that community sectors need to center equity more broadly and commit fully to anti-racism. Participants with experience working in public school settings urged widespread adoption of restorative justice practices, describing multiple examples "of children of color being disproportionately punished and harmed by institutional racism. One person emphasized, "We need to look at the whole person. Who deserves help, who deserves support?" Another participant added that community conversations need to encompass more than just how best to prevent abuse: *"We're working towards healthy, thriving humans. If the conversation is explicitly about abuse prevention and that's the foundation of all of our systems and partnerships, it's a low bar... we need to think about it differently."*

Broadening Network of Partners.

> ***"We have to do better at working together, with people in this room, and with all of the expansive efforts in our communities that help people thrive... When we think about how we help our communities thrive, the landscape of community resources expands immensely."***
>
> **MEG FOSTER**, Symposium 2 Keynote Address

Participants spoke extensively about ways to deepen existing partnerships and collaborate in new ways as well as engage a wider network of partners, including those who are unexpected contributors in child abuse prevention. Several

3 Meg Foster, presented as part of her Symposium 2 Keynote address.

individuals highlighted existing relationships with multiple entities: domestic violence centers; Head Start programs; schools, including connections with community-based partners; clergy; organizations that intentionally center equity, led by people of color and those with lived experience; parents/caregivers and families. Participants stressed the importance of strong, healthy relationships with families in particular. One person reflected the views of many:

> ***"The number one partnership has to be with families, who are at the center of the challenge. We have to lean in and understand the people we are helping support. Families have to be involved, not just their voices, but to be seen as a peer in all that we do."***
>
> **SYMPOSIUM PARTICIPANT**

Another participant continued, highlighting the need for policy advocates to engage directly with youth, parents, and families: *"[We need a] coming together of those who are trying to influence policy and those who are impacted by the policy – then working together with policy writers."* Several individuals envisioned examples of what effective prevention legislation might look like and described an ideal scenario of city developers partnering with parks and recreation departments to ensure greater access to green spaces, parks, and playgrounds. All agreed that "this needs to be driven by the people who are going to be using those spaces… youth having places to come together makes the community safer." Not surprisingly, many participants spoke of the need to engage youth as partners in all areas of their work. One person noted, and others agreed, *"We don't all need to have a youth advisory council, duplicating efforts, but we need to be engaging youth in the work we do."*

Additionally, participants discussed the powerful role of unexpected partners in abuse prevention efforts. Several individuals mentioned relationships with restaurant owners and other businesses, corporations looking to invest funds, interfaith communities, legal organizations, the arts, athletic communities, and public health. One person continued, *"Child sexual abuse is a public health issue that needs public health messaging. We don't do preventative messaging, we do responsive."*

Participants urged partnering with natural touch points, including pediatricians that interact with parents at regular well-child visits – and recommended that pediatricians have conversations with parents early and often throughout childhood, sharing child sexual abuse prevention knowledge without associated stigma or taboos. Participants expressed gratitude for the unexpected partners they had made, noting that the collaboration "broke the isolation of everyone having to hold up prevention on their own." Another stated, *"The absence of competition and the central goal of protecting kids has brought groups together that we haven't had up to this point. It takes time and really intentional relationship development where we're modeling these connections."*

> ***"It's about getting really creative with how we invite people to the party. How do we get that idealized version of a community that says, 'We don't have to worry about child abuse because everybody here is invested in protecting children.'"***
>
> **SYMPOSIUM PARTICIPANT**

Recommendations

The following recommendations are intended as specific and targeted suggestions to advance Protect Our Children's mission, i.e., *to mobilize communities to prevent child sexual abuse*, and including next-step practical actions. What is needed to move forward, to create conditions where child sexual abuse is rare and, when it does occur, to respond with trauma informed and restorative approaches?

The following four recommendations are born of a comprehensive review of Protect's 7-year cumulative report, asset and ripple effect mapping, visioning conversations, and symposium I and II presentations, group conversations, interviews, and surveys. The recommendations were constructed by the CPAN research team and are offered for the Protect Our Children Advisory Board, sites, and network partners' consideration.

Recommendation #1 –

Continue to invest in and diversify the protect our children learning community

> ***Our learning community is the secret sauce.***
> **PROTECT LOCAL LEADER**

The Protect Our Children implementation model, infrastructure, and learning community, a web of intentionally localized rural efforts each contributing to a shared collective vision, is a primary factor in Protect's success. Nurturing and diversifying this network is instrumental toward Protect expansion and long-term statewide impact. Protect has overwhelmingly demonstrated that investment in people, relationships, and infrastructure, e.g., annual conferences and biannual regional gatherings, technical assistance, site visits, facilitator training support, evaluation, coordination, and a connected and supportive learning community, is its bedrock.

Recommendation 1 Subparts:

a. Diversity among Protect Decision-makers. Ensure diverse representation among Protect advisory board members and staff, including youth and persons from traditionally excluded groups. Ensure diverse contributors have decision-making authority related to strategic planning, policy and practice, logic model and theory of change design, product selection, product development, evaluation, and continuous improvement.

b. Hire an equity advisor. Equity advisor to assist with recommendations 1-4 development, implementation, and continuous improvement. Include in equity advisor's role equity and social justice advocacy culture-building.

c. Strategic planning and decision-making. Investigate leverage opportunities for inclusion in theory of change/logic model framework, including 'who is missing' in shaping prevention strategies, e.g., youth and persons who use violence (Cant, Harries, & Chamarette, 2022[4]). Elevate lived expertise *as expertise*.

d. Continue to provide continuous training and technical support (TTS). More deeply embed trauma-informed and equity-centered learning principles and practices[5] in TTS; build a brand of radical inclusion that embodies the environments necessary for violence prevention, connection, belonging, and well-being.

e. Investigate and draw on inclusive Community of Practice models toward evolution of Protect's technical and training support norms (Tanaka, Boyce, Chinn, & Murphy, 2020).

98% of symposium I and II survey respondents agreed or strongly agreed with this statement **– Traditionally excluded groups, in particular BIPOC folks, must be directly involved in the design, implementation, and review process of Protect Our Children new trainings and prevention implementation work.**

f. Center youth as instrumental members and spokespersons within and for the learning community and toward statewide impact. Include youth in decision-making roles and as key informants toward development of an Oregon and Siskiyou County-specific child sexual abuse prevention theory of change.

g. Continue program and systems-level evaluation and continuous improvement. Leverage participatory evaluation methodology to foster Protect impact aims; incorporate evidence-based decision making that prioritizes both conventional research knowledge and lived expertise.

94% of symposium I and II survey respondents agreed or strongly agreed with this statement – **We will more likely succeed if we lean heavily into children and youth insights as strategic designers of our overall plan.**

4 Cant, R.L., Harries, M., & Chamarette, C. (2022). Using a Public Health Approach to Prevent Child Sexual Abuse by Targeting Those at Risk of Harming Children. *Journal of Child Maltreatment*, 5 (573-592).

5 Please see symposium 2 report, section titled 'What Does it Mean to Include Equity in Child Abuse Prevention? for descriptions of equity-based work.

h. **Investigate a role for persons who use/ have used violence** as research/evaluation and strategic planning informants. Form a rapid workgroup to determine the kind of relationship Protect may want to form with persons who have used violence towards children.

Note: Among symposium I and II survey respondents, the notion of engaging persons who use violence received the most mixed results. The prompt:

A driving partnership has to be with people who use violence (often referred to as perpetrators, batters, pedophiles), who are at the center of the challenge. People who use violence must be a core partner; to be successful we need to lean heavily into their insights as strategic designers of our overall plan.

58% agreed or strongly agreed, 22% disagreed or strongly disagreed, and 20% responded "I don't know."

Recommendation #2 –

Develop a child sexual abuse primary prevention specific theory of change

Child sexual abuse –
It's hard to face, dangerous to ignore.

Framing Recommendation 2:

Leading Oregon, U.S., and international child abuse prevention frameworks urge investment in social determinants of health infrastructure as central to child maltreatment reduction and childhood and family well-being promotion (Johnson-Motoyama, et al., 2022). This "protective factor" approach (Austin, et al., 2020), baked into the Family First Prevention Services Act (FFPSA), is actively promoted by the U.S. Children's Bureau (2020), the Center for the Study of Social Policy (2021), Prevent Child Abuse America (2023), and many others. In Oregon, similar systems-level resource investments are urged by the Oregon Health and Education Collaborative, Raise Up Oregon, Our Children Oregon, Prevent Child Abuse Oregon, the Child Abuse Prevention Collaborative – and many others.

In addition to improved basic needs for U.S. families, the U.S. Children's Bureau and many child safety and well-being policy organizations (e.g., Safe and Sound, the Children's Institute, Our Children Oregon) urge "family supporting" attitudes and mindsets. This includes services provided by individuals who are trauma-informed, affirming, non-judgmental, and who center families' self-identified needs.

These frameworks – supported by decades of compelling research – are sound, ambitious, and encouraging. They are child abuse primary prevention, working to transform and remedy many of the conditions that foster high levels of stress associated with violence risk, parenting, and the demands of daily life.

These efforts are essential, though insufficient. They do not adequately and directly address many of the cultural conditions inherent in child sexual abuse specifically, and childhood violence, abuse, bullying and harassment, overall. To achieve low rates of child sexual abuse in Oregon and Siskiyou County, violence-affirming norms must be directly, persistently, and strategically targeted, countered, and replaced with factors that promote non-violent, safe and supportive environments.

Many social norms in Oregon and Siskiyou County today, including mindsets, denial, displaced responsibility, and inaction – overwhelming favor child sexual abuse risk. For example, among a sample of Oregon high school junior and senior child abuse survivors, nearly half (47%) had not disclosed their abuse to anyone at any time (Todahl, Piper, et al., 2019). These data reflect deeply protected norms – a culture of silence that thwarts disclosure, fosters disconnection, impedes help-seeking and healing, and perpetuates abuse, neglect, and identity-based violence in childhood. These factors are compounded by racism and other forms of cultural oppression, including bias and erasure (Sabzalian, 2019). Activities that precisely target these norms are needed as essential and concurrent to structural changes and social determinants of health transformation. Precise childhood trauma norms prevention can be infused in "leverage points" (Watson & Collins, 2022) to reduce bigotry, embrace connection and belongingness, and transform threats associated with the "family bubble" (Frameworks Institute, 2003), shame and stigma, and other cultural factors that encourage child sexual abuse and all forms of child maltreatment.

With this context in mind, recommendation 2 is: **Construct a child sexual abuse specific primary prevention theory of change** that a) is infused in comprehensive frameworks such as Raise Up Oregon and Prevent Child Abuse America's theory of change, b) incorporates child sexual abuse niche factors, i.e., those things that serve to bind and perpetuate sexual abuse, c) intersects with other forms of childhood trauma-specific primary prevention theories of change, and d) enacts implementation science best practice.

Recommendation 2 Subparts:

a. Develop an Oregon and Siskiyou County wide strategic child sexual abuse prevention plan and theory of change (TC) that integrates each of the following:

- Specific (niche) factors. Risk and protective factors that are particular to child sexual abuse, e.g., culture of silence, family bubble mindsets (Frameworks Institute, 2003), and shame and stigmatization of sex and sexuality.
- Complementary, interlocking models; constructed with the whole in mind. An intersectional framework, developed in partnership with key Oregon and Siskiyou County partners who share violence prevention, childhood wellbeing, and social justice as foundational to their work. Construct Protect's theory of change alongside and at the intersection of complementary family supporting and violence prevention efforts, e.g., Raise Up Oregon, Prevent Child Abuse America (Ecology of Prevention), Prevent Child Abuse Oregon, and the Oregon Attorney General's Sexual Assault Task Force.
- Capitalize on "leverage points" (Watson & Collins, 2022), i.e., naturally occurring opportunities for violence primary prevention – such as Parent and Community Cafes, Parenting Education, pediatrician and well child visits (e.g., HOPE-centered and trauma-informed ACE screening), school climate and trauma-informed school systems, and many additional locally defined developmental entry points.

- Two+ generation strategies. Construct a complementary child and adult prevention approach, e.g., if primary prevention efforts encourage children and youth to 'talk about it,' provide corresponding prevention listening skill-building for adults. More broadly, draw on Generation 5 recommendations (*Ending Child Sexual Abuse: A Transformative Justice Handbook*, Shara, 2017).
- Integrate skill-building that community members can do and can see themselves doing. Individuals are much more likely to act when they believe it is their role, assume they are part of a larger/collective effort, and have a moderate level of self-efficacy bolstered by a pertinent set of prevention and intervention skills. Ensure that skill-building is directly mapped to Protect's theory of change and those actions that are most likely to counter child sexual abuse risk factors and promote abuse-specific and 'thrive' protective factors. Applied skills, for example, include creating a context for sensitive conversations, listening to connect and understand, non-judgmental trauma-informed listening and responding, and effective response to disclosure.
- That acknowledges the impact historical trauma and current inequitable access to resources, support and opportunities for members of traditionally excluded communities across Oregon and Siskiyou County, CA.
- Incorporate a vision for thriving childhoods and communities, as urged by symposium 2 presenters and affirmed by Protect community members.
- Comprehensively incorporate recommendation 1 subparts a-h.

96% of symposium I and II survey respondents agreed or strongly agreed that **child sexual abuse prevention should be part of a larger conversation about identity-based violence, consent, sexual health, child exposure to domestic violence, and other forms of interpersonal violence.**

b. Integrate a communication and marketing plan into Protect's TC. In the marketing plan include:

- Shared messaging that can be modified for local use.
- Shared calendaring that leverages partners' priorities and public health campaigns.
- Offers hopeful framing (e.g., Prevention Works) and practical action-taking.
- Is stepwise and multi-method (e.g., *Protect Our Children: Oregon Impact Campaign* Plan, Shafer, 2021; attached).

SPOTLIGHT: WHY A THEORY OF CHANGE?

A theory of change identifies a set of assumptions about the problem of interest, grounds solutions as remedies to the factors that perpetuate the problem, and offers actionable strategies, mindsets, and skills to create conditions for change. It is a conceptual framework that describes how and why a project or intervention is expected to achieve desired results. It answers the question: What is the problem – and what can be done to prevent it from occurring over time?

c. **Include principles of implementation science** and primary prevention logistics. Ensure Oregon and Siskiyou County's model is both conceptual and applied, including a strategic plan for logistics and drawing on implementation science frameworks. Include alignment and actionable strategies and tools for infusion in k-12 curriculum. Ensure that Protect adult-focused trainings complement and dovetail with child and youth-centered primary prevention education.

d. **As part of theory of change development, investigate the role of mandatory reporting and confidential advocates** (Safe and Sound, 2022) in child sexual abuse primary prevention effectiveness. Conduct a rapid literature review and Delphi informant interviews[6] to explore the mandatory reporting pro/con literature toward policy and practice recommendations.

e. **Investigate a role for generational and community healing** and its relationship to Oregon's racist origin story, ongoing harm-making, and 'survivance' principles (Indigenous Children's Survivance in Public Schools, Sabzalian, 2019).

93% of symposium I and II survey respondents agreed or strongly agreed that **a violence prevention communications and marketing plan that we can be adapted for local use would be useful in preventing child sexual abuse.**

96% of symposium I and II survey respondents agreed or strongly agreed that **Protect Our Children should actively partner with public health implementation and communications experts.**

Recommendation #3 –

Replace Protect's cornerstone training and develop a toolkit for local use

> ***Toolkit materials and trainings should provide guidance to create spaces where participants feel acknowledged and heard. This is key to effective training.***
>
> **PROTECT LOCAL LEADER**

A high majority (81%) of symposium I and II survey respondents would like to continue to draw on a cornerstone training. Sixty-three percent no longer want to use Stewards of Children – and a full 30% were undecided about replacing Stewards. Overwhelmingly, Protect community members agree or strongly agree that accessible violence prevention training materials and options readily available in toolkits for adaptive local use is a highly valued priority.

100% of symposium I and II survey respondents agreed or strongly agreed that **menu of violence prevention training options in varying lengths and formats, available in a 'Protect Our Children Toolkit,' would be very useful.**

6 The Delphi Method (DM) is a well-established mixed methods design to develop an expert-based judgment about an area of interest. DM assumes that a group of experts and their multitude of associated perspectives will produce a more valid result than a judgment given by an individual expert, even if the expert is the best in their field (Niederbarger & Spranger, 2020). For the Protect Our Children evaluation, experts include Protect Our Children staff, Protect Our Children administrators, and content-based leaders (e.g., AGSATF staff, CAP collab, CPAN evaluator and Protect Our Children Advisory Board nominees), among others.

Recommendation 3 Subparts:

a. Identify or construct a cornerstone training. Replace Stewards of Children with a cornerstone training that more fully meets current needs. Ensure that replacement training incorporates the priority recommendations in this report. Additionally, ensure the cornerstone training:

- Incorporates previous Protect site-level needs assessments and other pertinent reviews, e.g., AGSATF and PCO, and including identification of assets and technical assistance support for evidence-based child sexual abuse prevention cornerstone training and toolkit development.
- Incorporates Protect sites' insights and strategic thought partners to determine child sexual abuse prevention key constructs, equity considerations, knowledge, skill acquisitions, self-efficacy, and attitudes/mindsets toward product development considerations and/or criteria for selection of existing products and materials.
- Incorporates local prevalence data and includes youth voice in the design/adoption of the curriculum throughout the process.
- Addresses how current oppressive systems and their historical origins contributed to the normalization of sexual abuse.
- Illustrates the importance of collective (community) intervention and the social impact of reducing child sexual abuse.
- Creates a culture of confidence with the subject matter by introducing practices, skills, and facilitated self-reflection often and regularly.
- Defines, unpacks, and describes how the operationalization of oppressive practices can create opportunities for sexual abuse to occur. Provide information that is culturally, sexually, gender-affirming, and ability and racially inclusive – regardless of trainee demographics.

b. Assemble a research-informed sexual abuse prevention toolkit with materials easily accessible in a platform developed specifically for Protect use. Ensure the toolkit:

- Includes guidelines for creating spaces where trainees feels acknowledged, heard, and a sense of welcome and belonging – and when in-training harm occurs it is recognized and properly addressed.
- Is supplemented with access to implementation coaching.
- Provides flexible delivery strategies including multiple formats, delivery methods, lengths, and modules.
- Includes communications and marketing materials that can be used at the local level to build awareness, foster prevention hopefulness, and increase attendance.
- Fosters skill-building and mindsets that support prevention advocacy and action-taking.
- Investigates and draws on existing material (e.g., OSATF, WA Coalition) and platforms (e.g., NAPCAN, K(no)W More, ORSN).

c. Ensure training materials and methods of delivery are accessible for diverse audiences, are culturally relevant, practice principles of cultural humility, and draw on effective adult learning principles (e.g., Handelsman, et al., 2007 and National Academies, 2018).

98% of symposium I and II survey respondents agreed or strongly agreed that **trainings for adults designed to prevent any form of abuse and violence experienced by Oregon and Siskiyou County, CA children should include skill building.**

Recommendation #4 –

Elevate and accelerate Protect's role in primary prevention advocacy

Protect Our Children's rural-led child sexual abuse learning community is now well-established and unique nationally. It's multi-year, mixed methods developmental evaluation has explored change in attitudes, mindsets, knowledge, and prevention behaviors, systems and community-level impact, ripple effects, and longitudinal outcomes. The findings are clear and consistent: Protect Our Children is impactful. Participants report:

- More fully knowing what to do to reduce child sexual abuse (increased by more than 5x).
- Feeling more hopeful that child sexual abuse can be reduced (increased by more than 2x).
- A new level of belief that child abuse can be prevented (increased by 3x).

Protect Our Children has positively impacted training sites by increasing their profile, increasing community awareness about their prevention efforts, and by enhancing and creating new prevention partners and partnerships. Protect has reduced stigma around conversations about child sexual abuse and sparked prevention-specific actions within and between organizations. Protect, moreover, has proven inspirational: 100% of ripple effect mapping participants indicated that they were "inspired by the Oregon and Siskiyou County-wide effort to prevent child sexual abuse."

Given these factors, Protect Our Children is an established primary prevention force. It's movement-building capacity, statewide network bedrock, and evaluation evidence is a highly credible platform for broader and bold primary prevention advocacy. Protect's public health benefits are impressive and calculable. To foster growth of this work, to bolster Protect sites, and to advance intersecting child maltreatment primary prevention efforts in Oregon and Siskiyou County, a more fully formed, resourced, and intentional public-private partnership is needed and is promising.

Recommendation 4 Subparts:

a. Include legislative and policy advocacy among Protect's primary aims and an integral part of the theory of change and strategic plan. Identify and develop legislation that directly advances prevention-specific norms change and public-private funding.

b. Partner actively with key Oregon legislative and policy activist groups, e.g., Our Children Oregon, The Children's Institute, the Oregon Attorney General's Sexual Assault Task Force, the CAP Collaborative and national affinity groups (e.g., Prevent Child Abuse America, the Build Initiative).

c. Deepen partnerships with government, including but not limited to the Oregon Health Authority, the Department of Health and Human Services, the Department of Early Learning and Care, and the Oregon Department of Education.

- Leverage Protect data to increase public and private funding, developed for the purpose of statewide prevention expansion and sustainability targeted to funders and policymakers.
- Investigate models for aligning funding with core values and including an equitable funding distribution decision-making policy that accounts for urban, rural, and frontier communities, population and program size, and related factors.
- Add cost-benefit analysis to future evaluation efforts to bolster legislative, funding, and capacity-building advocacy.

Conclusion

> ***"To confront old wounds and start anew requires systems and programs that center healing practices, shared learning, and skill building. These things, along with understanding lived experience, are essential for sustained, positive impact."***
>
> **AYISHA ELLIOTT**, Black Girl From Eugene & CPAN Equity Advisor

These four recommendations, born of conversations, surveys, and focus group interviews with several hundred prevention educators, providers, advocates, and general community members, point to focused next steps for child abuse primary prevention in Oregon and Siskiyou County, CA. The Protect Our Children community is very well positioned to build on its expertise and co-learning network to advance an innovative child maltreatment theory of change, next-generation sexual abuse prevention trainings, and rural-led primary prevention advocacy that is unique nationally and now a long-standing inspiration to communities throughout Oregon.

Acknowledgement:

We would like to thank Ayisha Elliott, CPAN Equity Advisor, Leah Schluter, CPAN Prevention Education and Advocacy Coordinator, and Caroline Madigan, CPAN Equity Training and Resource Coordinator, for their review of symposium I and II reports and contributions to the recommendations section.

Appendix A: Symposium 2 Interview Questions

Question Set 2 – Systems and Process

1. This question includes two parts. Part A invites you to imagine a day when child abuse and neglect is much less common in your community. As a part of this question, we'll ask you to choose one of a few types of childhood trauma and to think about one geographic area (e.g., a county, a town, a neighborhood). With that in mind **envision this, part A**: It is December 31st, 2040, and, relative to today's date, a) child sexual abuse, b) child physical abuse, c) dating violence, d) domestic violence/ intimate partner violence, or e) identity-based violence in childhood (select/circle one) has been reduced by 90% in a region of your interest (e.g., Oregon, county, town/city). First, what type of child harm have you selected. Second, please name the region of your interest.

   The question: What 5 most vital things occurred to achieve this outcome with this form of child harm in ***this location?***

2. **Envision this, part B**: Name the most prominent factors that may act as barriers to this '90by40' outcome.

3. What is ***in place and happening in a community*** where child physical abuse, child sexual abuse, child exposure to intimate partner violence, and identity-based bullying, harassment and violence in childhood are all rare?

4. What does it mean to ***'center equity'*** in child abuse prevention? Please offer an example where you believe this is being practiced effectively.

5. What ***systems and partnerships*** must be in place to achieve a significant reduction of ***child sexual abuse?***

   Follow-up: How does your response change, if at all, if the aim is a significant reduction of ***child physical abuse?*** What If the aim is a significant reduction of ***child exposure to intimate partner violence/domestic violence?*** If the aim is a significant reduction of ***identity-based violence*** in childhood?

6. The task to ***prevent*** child abuse and neglect is complex. It requires many organizations and individuals working in concert and sharing a certain set of beliefs, attitudes, and practical actions. What do you believe ***must be in place to keep all these parts working well together*** – both at a larger level, e.g., across a state, and in the community/region you identified in question 1.

   Follow-up: How does your response change, if at all, if the aim is a significant reduction of ***child physical abuse?*** What if the aim is a significant reduction of child exposure to ***intimate partner violence/domestic violence?*** If the aim is a significant reduction of ***identity-based violence*** in childhood?

7. Many people believe that long-term solutions for childhood harm and violence requires ***deep integration of prevention practices*** in communities. Put another way, many prevention activists believe prevention is more likely when ***many people*** in ***many 'spaces'*** (e.g., at home, at work, with neighbors, with friends, in daily interactions) actively apply prevention practices. Do you agree? If so, what are some strategies to foster this kind of broad and deep action-taking in your community?

Appendix B: Protect Our Children Recommendations Survey

This survey, launched in September 2023, was designed to gather insights from Protect Our Children sites, Symposium I and II attendees, and other key partners to directly inform the next set of recommendations and steps for the Protect Our Children Initiative. Participants were asked to identify key next steps and areas of focus to achieve the goal of mobilizing communities to prevent child sexual abuse across Oregon and Siskiyou County, CA. Survey questions were drawn directly from Symposium I and II interviews and follow-up conversations and included 31 items total, 27 quantitative questions and 4 qualitative questions.

Fifty individuals completed the recommendations survey; over half (54%) were affiliated with a Protect Our Children partner site. The full set of survey questions and aggregated responses are presented below.

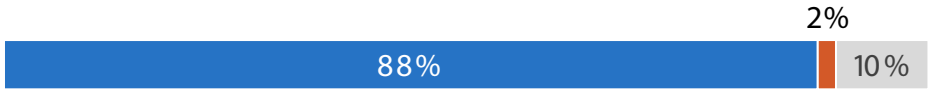
1. Protect Our Children should continue to feature Stewards of Children as its cornerstone training.

2. Protect Our Children should continue with some kind of cornerstone curriculum, though not necessarily Stewards of Children.

3. We need to create a new child sexual abuse cornerstone curriculum for adults.

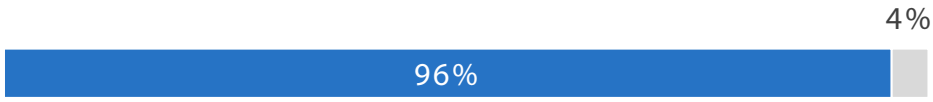
4. A menu of violence prevention training options in varying lengths and formats, available in a "Protect Our Children Toolkit" for our Protect Our Children sites, would be very useful.

5. Protect Our Children's mission is focused on the prevention of child sexual abuse. Given the intersecting nature of trauma in childhood, it would be useful to strategically partner with groups in Oregon and Siskiyou County, CA who are working to prevent other forms of child maltreatment.

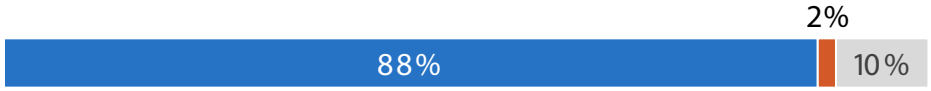


6. Protect Our Children should link its efforts to K-12 prevention and safety promotion curriculum, i.e., an "across-the-childhood span" child abuse prevention approach.

7. Protect Our Children should actively partner with public health implementation and communications' experts.



8. A strategic violence prevention communications and marketing plan that we could adapt for use in my community would be useful in preventing child sexual abuse.



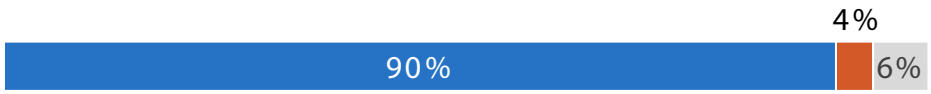
9. We need more diverse representation in designing, implementing, and leading Protect Our Children.

10. Child sexual abuse prevention is complicated. Protect Our Children would benefit from a "logic model" and/or "theory of change" that maps out a comprehensive plan and strategic focus.

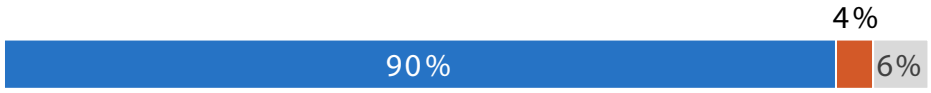
11. We should bridge our prevention efforts across child abuse, sexual and domestic violence, trafficking, gang violence, suicide, bullying, stalking, etc., because the root causes are the same. If we aren't investing energy in and dedicating capacity to those connections, we're just a group of people in a raft paddling against one another. Occasionally we'll accidentally do something that moves us in the right direction, but we'll likely all be exhausted by the time that happy accident comes around.

12. Dominant culture in Oregon and Siskiyou County, CA can come together to look at the state's history. So many people deny it – the history, no black folks, no selling your house to blacks. This dominant cultural ignorance prevents us from progressing. There's a need for basic and truthful education. We are our history. Our unresolved history at many levels drives ongoing incidents of trauma in childhood.

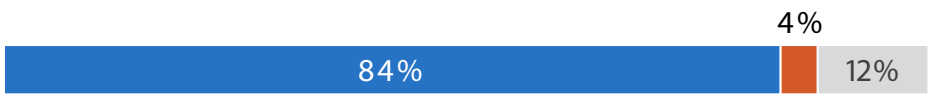
13. We exist in a world where a lot of harm has occurred throughout history and is actively happening today. Part of ending violence and abuse means that we are working to end all violence and abuse, not just towards children, not just towards some children. To prevent child abuse, we must look at these things from a systems perspective.



14. If our networks are not diverse, and we don't have deep relationships with communities of color, we're going to continue to have a bunch of white ladies sitting together thinking about solutions with a very particular perspective. That's why we're also struggling to make sustainable changes, and solutions that meet everyone's needs – we're constantly talking to the same people about what's needed, so we're going to identify the same solutions every time.



15. A driving partnership has to be with families, who are at the center of the challenge. Families must be a core partner; to be successful we need to lean heavily into their insights as strategic designers of our overall plan.

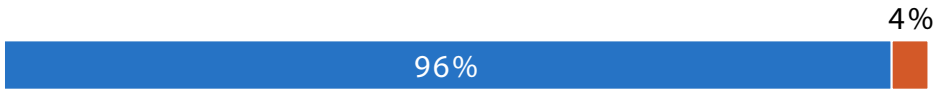


16. A driving partnership has to be with children and youth, who are at the center of the challenge. Children and youth must be a core partner; to be successful we need to lean heavily into their insights as strategic designers of our overall plan.

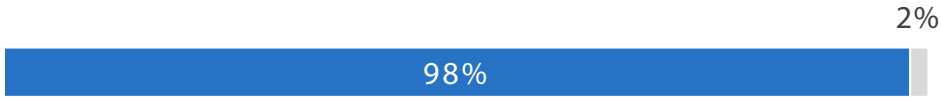
17. A driving partnership has to be with people who use violence (often referred to as perpetrators, abusers, batterers, & pedophiles), who are at the center of the challenge. People who use violence must be a core partner; to be successful we need to lean heavily into their insights as strategic designers of our overall plan.

18. We need to take a close look at mandatory reporting laws and practices in Oregon and California. As currently practiced, mandatory reporting laws act as an impediment to help-seeking. The "mandatory reporting to family supporting" movement is promising.

19. We need to include child sexual abuse prevention as part of a larger conversation which includes identity-based violence, consent/boundaries and sexual health/wellbeing, child exposure to domestic violence, and other forms of interpersonal violence.

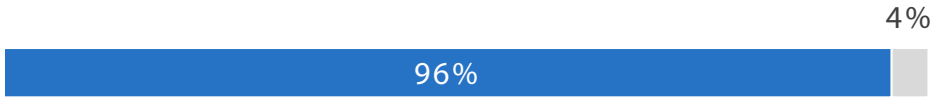


20. Traditionally excluded groups, in particular BIPOC folks, must be directly involved in the design, implementation, and review process of Protect Our Children new trainings and prevention implementation work.

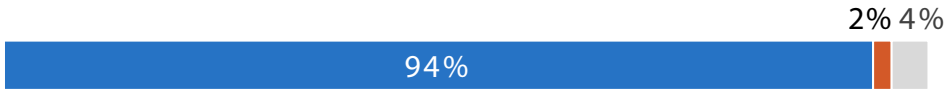


21. Understanding the role of bias, racism, and "disproportionality" in the child welfare system is an important content item for adult-based child abuse prevention training.

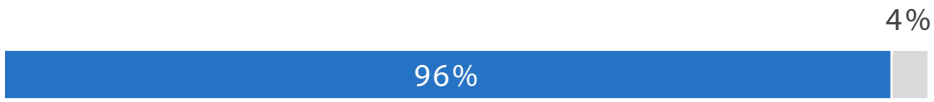
22. Violence prevention education needs to be routinely included in K-12 curriculum. We wouldn't teach one lesson on reading and expect kids to be able to read novels. So why are we teaching one lesson about consent in 12th grade and then expecting them to have it all figured out? It's not realistic.



23. A marketing campaign to encourage training attendance and promote public health approaches to child sexual abuse prevention would be useful.



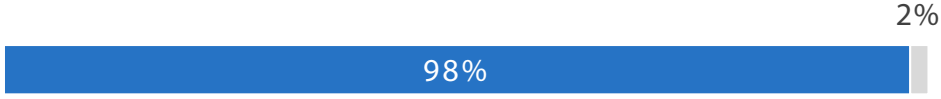
24. If we're not really getting at these root causes... then [child abuse is] just going to keep sprouting... [like] a dandelion...you can pluck off that head, and it's going to come right back up a week later.



25. Trainings for adults designed to prevent any form of abuse and violence experienced by Oregon and Siskiyou County, CA children and youth should directly discuss current oppressive systems and historical context and how they normalize violence in order to undo those practices and bias.

26. Trainings for adults designed to prevent any form of abuse and violence experienced by Oregon and Siskiyou County, CA children and youth should directly discuss the intersectionality of oppressive and racist practices that are normalized in the community/larger society and how they contribute to sexual abuse.

27. Trainings for adults designed to prevent any form of abuse and violence experienced by Oregon and Siskiyou County, CA children and youth must include skill building.



28. Please list the 3 most important social norms changes that must occur in your community to prevent child sexual abuse.

1. The idea that "it doesn't happen here." Rural/urban divide re: CSA is a rural-only problem (or vice versa). 2. All adults must acknowledge and own the fact that they have a role to play in prevention. We need to shift away from "it's none of my business." 3. We need to engage youth in strategic planning conversations around what they think we should be doing to prevent CSA.
Patriarchy - specifically, male suppression of emotions and power over others. Racism, oppression, classism. Sense of community - all of us supporting each other.
Child Sexual Abuse is preventable. Community members are key to prevention. Understanding of overall cost of CSA on economic prosperity of the county.
Strong support for economic and social justice. The Culture of Silence around CSA. The othering and isolating treatment of people who sexually abuse children as "monsters."
Changes in restrictive gender expectations. Changes in stigma around being a survivor of childhood sexual abuse. Changes in the "wall of silence" around childhood sexual abuse.
Engagement, cross collaboration, and training/education.
Seeing children of color as children. Prioritizing healing, family healing, generational trauma with child sexual abuse. Teaching relationship safety at 4th grade and up.
Community connection, inclusion, and equity.
1. Our community needs to center around equity. 2. More overall sympathy and understanding in our community towards "at risk" families. 3. Less violence overall.
I really don't know. It seems we are getting into the weeds. All of the questions leading up to this one are overwhelming and intimidating. I would argue that we need to keep it simple. And the questions and the directions implied we might need to go are mind-boggling and intimidating. Too many questions and too much to consider.
Understanding what a healthy relationship is and its characteristics. Focus on creating and teaching children/youth to value self and others. The community sees itself as a vital player in preventing child sexual abuse.
Sexual abuse cases will not go away by themselves. Children are not simply small adults or extensions of their parents.
Community support. Interacting with people when you see them.
People being willing to acknowledge that child abuse happens and that we should be talking about it and how to prevent it. If they go to church that doesn't mean they are safe.
Overall Community Awareness. Reduce the stigma around NOT teaching these topics. Desire for community awareness and change.
1. Normalize conversations about prevention. 2. Trainings across community for all adults and youth w/ consistent messaging. 3. Focus on peer-on-peer perpetration prevention.
The rapid change in technology. Drug use on the rise which can lead children being left w/ unsafe people or not being supervised. Lack of training and support for the Spanish speaking community.

Common language and definitions for how we define child sexual abuse. Include historically excluded groups in the conversations about design and solutions of programming/curriculum. Mandatory reporting systems change to mandatory supporting of families.
Culture of silence which includes denial and minimization and 'turning away,' family bubble (Frameworks Institute), repressive attitudes and beliefs about sex and gender.
1. Discuss abuse prevention as you would any public health discussion/need. Open conversations with families and friends. 2. Continue to promote SOC or Abuse prevention trainings as I would any other training for parents/employees: "here is another training re: _____, join us to _____." Just like a training on Child Nutrition or Speech Development, etc. 3. Continued trainings and discussions, support from employers like Confederated Tribes of Grand Ronde and agencies like Protect and Juliette's House, etc. to stand up for prevention and encouraging others to get trained and help where and when they can.
Unsure
Breaking down the taboo of sex and sexual abuse; making it safe to talk about in all communities/cultures. Acknowledging the importance of being proactive, not reactive. Changing our victim-blaming culture.
Raising children needs to be recognized as the eminently important, sacred, and fundamental work that it is. Our culture severely diminishes both its value and its cost. We need a social norm change to see that there is nothing more important and more fundamental to our existence than raising our children. (One example: we know that a child's experiences in the first years of life have an outsized impact on the lifespan of that human compared to any other period in a human's life. And, yet look at the compensation offered to daycare providers versus college professors.) A change from "these are my children, my responsibility and my concern; and those are your children, your responsibility and not my concern" to a deeper sense that all children are our children. We are inundated with information about the harms in the world, and very understandably, we are overwhelmed and sometimes resigned. A social norm change we need is to see that we have power and impact, and there are things that we can do to prevent child sexual abuse.
Talk about it (continue to normalize conversation around child sexual abuse). Adoption of more training on the subject...across the spectrum. More men involved in education/facilitating.
1. Abuse and trauma only happen in certain populations or socio-economic statuses. 2. DHS wants to separate families. 3. Talking about sexual health, trauma and violence prevention isn't a "taboo" topic.
Believe the victim, don't be afraid to make a report, recognizing possible signs of abuse.
The culture of silence, taboo around talking about sexual health, we must listen to youth and understand when/how they feel safe.
That what happens between family members stays between them. White males are many times more likely to be believed and heard when violence has been reported. The oppressions of anyone due to race, gender, ethnicity, socioeconomic standing is no longer tolerable for mistreatment.
Examining systems, practices, and actions that do not fully line up with, "believing, listening to, and valuing youths' agency and autonomy." Examining how racism, sexism, and other forms of oppression contribute historically and presently to violence in our communities. Recognizing that the majority of people in a community have/will caused/cause harm in one way or another at some point in their life and while there needs to be accountability, a system built on only punishment hinders survivors and victims being known and those who have harmed not receiving help.

Child sexual abuse can be prevented through system change, not just individual change. Youth deserve to be heard, particularly those who have been harmed. Health promotion is violence prevention - how can we promote health across our communities?
It doesn't happen here. That only happens in "those" families. What happens in a family stays in the family.
Demystifying abuse in general, that it happens to certain people/not people I know, and that they can do something about it to prevent it from happening.
Healthy, open education and communication about body boundaries, consent, healthy relationships. Increase awareness about the problem of peer relationships. We still focus on adult-child abuse (important) to the detriment of talking about healthy and appropriate peer relationships. Addressing online safety, including exposure to child pornography. Changing the culture of silence about child sexual abuse, culture of secrecy, shame, etc.
Change from "It's not my business," to "It's up to me to help kids stay safe." Removing shame from the experience of being sexually abused as a child. Our default reaction must move from asking questions (in an attempt to "prove") to belief.
Reporting view on discipline school staff preparedness
Racism, laws with consequences, and more timely and frequent education of children.
1. Victim Focused (victim blaming, risk reduction, reduce vulnerability. Needs to change to Perpetrator prevention (respect boundaries, empathy, etc.). 2. Traditional Gender Roles & the norms that go with them. 3. Children as property ("no one can tell me how to raise my kid) For "child abuse in general: Link to UNICEF "norms of child abuse" https://www.unicef.org/georgia/media/1191/file/Social%20Norms%20Analysis.pdf
1. Support and teach body autonomy and consent. 2 Support and teach parents to create consistently safe environments for their children. 3. Address social media and internet exposure of systemic violence to children and adults. (have we have become numb to it or are folks just ignorant about what they and their children are seeing?)
Awareness, prevention, knowledge, trust.
1. The importance of age-appropriate sex ed as one aspect of prevention needs to be understood by those who oppose it. 2. There are still certain demographics who believe some of the myths of CSA, including that male-on-male abuse means the offender is gay. 3. Adults need to understand that children should not be expected to know how to protect themselves from CSA, and the reasons why this is.
Commitment to integrated partnership across sectors, normalizing conversation about prevention of child sexual abuse, supportive resources available and ready to use.
We have to talk about it. We have to educate our children without fear "whoever" teaching it will change them. We need not be afraid of educating anyone and everyone no matter where they come from or who they are because this can happen to any kid.

29. Please list the 3 most important attitude changes that must occur for many people in your community to prevent child sexual abuse.

1. People need to know (truly know) that CSA is preventable, and healing is possible when CSA does occur. 2. People need to sense that the community has concrete, effective prevention strategies that are hopeful and promising. 3. People need to acknowledge the relationships between CSA prevention, anti-racism, and anti-oppression. Too often individuals view these as disparate efforts with no areas of overlap (I admit that earlier in my life I didn't fully understand these connections and am still learning about this).
Discussion of abuse needs to not be taboo. Bullying needs to be addressed in the moment. Avoidance of intervening in a harmful or potentially harmful situation
Hope for prevention is possible. It does happen across socioeconomic groups. Reluctance of reporting or believing in children.
Believing that child sexual abuse is inevitable/a "given." Believing that children lie about abuse or deserve it. Believing that people who sexually abuse children are evil monsters hiding in the bushes (not the people we know and love).
Shift to men taking on an equal responsibility for preventing sexual abuse, rather than seeing it as a "women's issue." Increase the understanding of how common and serious sexual abuse is. Shift from the "not my problem" or "that's a family issue, I can't get involved" mindset.
It happens, it impacts communities, it impacts generations.
Survivors are so wounded they can't actively help. That sexual abuse is a product of evil people. Solutions that are heteronormative and anti-racist, it should work for everyone.
Inclusion, equity, and anti-oppression.
1. Shifting to realize the power of individual impact. 2. Recognizing these things can happen to anyone, and all children deserve to be protected.
Remove the hero/villain dichotomy. That you support all children, not just those you know. Change the perception of the "inevitability" of violence.
Most parents/caregivers want to do the best they can for their children, but they are struggling with lack of time, money, etc. Child abuse and DVSA entities need to figure out how to work together and recognize that each has valuable expertise, and neither can solve sexual abuse entirely on its own. Risk reduction and upstream prevention strategies are both important and necessary.
Attitude towards lower income families and minority groups.
Most training is not comprehensive enough for people working with youth. Say something if you see something. Don't assume good intentions.
No more denial that this happens in our communities. Reduced fear that we will get in "trouble" for teaching these topics.
1. It's not someone else's kid. 2. Both adults and kids need to be educated. 3. Belief that anyone can be perpetrators.

Talking about it, not assuming it only happens in certain environments, children do not lie about being abused.
Everyone must see themselves in the solution. Voters to believe that by voting for policies that change oppressive systems they are preventing child abuse. That child sexual abuse is interwoven with other types of violence.
People who use violence are fundamentally bad and irredeemable; violence is just a part of the human condition, inevitable; correcting the problem is the responsibility of government and non-profit systems.
1. Realize it is an issue. 2. Fix the root cause of all systemic issues and social issues by healing our communities for happier, healthier parents, grandparents, and caregivers. 3. Guardians to protect their children at home, in public, and at friend and family houses.
1. It is my responsibility to help prevent CSA [Otherwise, unsure]
Changing the attitude/perception that education about child sexual abuse prevention is only important for parents or those who work with youth (the "that's not for me" mentality). Creating side-by-side educational opportunities where parents and youth learn prevention skills together. Normalizing body safety discussions from a young age.
There is an attitude of futility..."there isn't anything we can do to stop child sexual abuse." We read about it and are appalled, but there isn't a sense that we can take practical steps to prevent it. We need to move from a resigned state of futility to an empowered state of knowledge and action. Seeing a hierarchy of value on humans; some humans are considered more valuable and worthy of having their basic needs met. We need to see that all are worthy, and that if we diminish some, we are diminishing all of us.
Open to hearing the issue. Connect with those who do not have direct shared life experience in the subject matter. Sense of urgency around the importance of getting upstream of this trauma.
1. Faith in the system to care for our families. 2. Willingness to discuss hard topics. 3. Openness to improving our systems of care and support for youth and families.
What someone wears, says, or does (like drinking) doesn't make sexual assault ok. Stop blaming the victim and excusing/justifying behavior like boys will be boys.
Changing an individualistic attitude into collectivist, the attitude that children don't know what's best for them, attitude to shy away from uncomfortable conversations.
That every life matters every life deserves to be safe. It is not just the individual who has experienced violence's problem, it is an entire society's problem. Hurt people often go on to hurt people.
We expect youth to be lifelong learners and that means we must also be open and model exploring learning and unlearning. Fear, shame, and exclusion do not prevent violence but instead reinforce it. Recognizing the populations in our communities most at risk of violence and that investing in resources and time to support those community members also supports the health and safety of the entire community.

You can make a difference in your communities (family, work, neighborhood, etc.) - speak up! Oppression is a root cause of all violence; we need to care about power and privilege and be aware of that in our interactions with others. Being a supportive, non-judgmental, safe person is not difficult.
One person can make a difference. The statistics are real. Excepting that everyone in the community has value no matter their race, religion, political belief, gender identification, or generational labeling (the dad was no good, so the kid won't be either).
That they can make a difference, that they take a training to be better educated/more aware, and that they actively talk about what they have learned within their spheres of influence.
Openness to educating about healthy and unhealthy sexual boundaries and development. Awareness and open conversations about child sex abuse and violence against kids. Awareness of the frequency of abuse and maltreatment between peers, which should directly link to appropriate sex ed in schools.
Same
It happens to all walks of life, it's not just a school problem.
Acceptance of responsibility for children's safety, courage to ask questions and act, and publicizing events and punishments so perpetrators are known in their community.
CSA prevention means... 1. (helping kids tell) - "stopping anyone from hurting kids." 2. (Teaching kids (teens) about "warning signs") - "learning about, practicing and supporting healthy relationships." 3. (stopping a bad person from hurting kids)- "supporting adults to have great boundaries with kids."
1. That it is far more prevalent than most can comprehend. 2. That it is preventable. 3. That your family can maintain their values about sex with more education, planning, and discussion.
Wanting to learn more. Care about the new generation. Helping in prevention.
Willingness to talk about it, openness to receiving training, feeling empowered to do something.
The belief that CSA is something one can just get over and that if they don't, then it's a sign of weakness on the victim's part. When people believe that CSA "isn't that bad" and that victims can just get over it, they won't try as hard to prevent it to begin with.
Child Sexual Abuse (CSA) is not a socioeconomic focused issue. Children from all family homes are impacted by child sexual abuse. CSA is preventable, prevention works.
They have to get ok with thinking about it, talking about it and taking action when needed. They have to really feel what it's like to walk in the shoes of a survivor then maybe they will do something about it. Our community needs to take responsibility and work together to stop this problem.

30. Please list the 3 most important things people in your community must know to prevent child sexual abuse.

1. Community members need to know more accurate prevalence rates. 2. We have so much to learn from youth, and our prevention efforts will be more effective if youth are involved in designing and implementing prevention strategies. 3. People need to know that prevention can take many forms. I think often people are engaged in prevention action-taking without realizing it. Conversely, sometimes people seem to build up prevention in their heads as something they couldn't possibly take part in because they don't have the skills, the expertise, etc.

Where perpetrators can seek nonjudgmental help and healing. How to discuss child abuse with others. How to create physically safer places.
It happens in Siskiyou across socioeconomic groups. It is all our problem. Concern signs.
The impact of the culture of silence on CSA prevalence. How to meaningfully support and strengthen children and families (and knowing that is critical to preventing CSA). Understanding disproportionality and risk factors for CSA in ways that center equity and economic/social justice.
Childhood sexual abuse is common, preventable, the responsibility of adults to prevent.
That it can be generational, it can be normalized by not addressing it, cultural awareness.
Equity, valuing all humans, anti-oppression.
1. Prevention methods that can be done on an individual level. 2. How to get involved in projects working towards prevention in the community. 3. How to spread awareness and get others involved.
Understanding the intersection of prevention and comprehensive sex ed. Understand that systems need to change for permanent change to occur. One person can make a difference.
Start with risk reduction to reduce opportunity. Understand who are typically the most vulnerable identities of youth. Don't stop with risk reduction - keep moving upstream. (Which is challenging re: prevention of people becoming perpetrators of CSA when we do not completely understand why/ when someone will become a perpetrator.
That it can be cyclical, often there is a relationship between the victim and the offender.
It is prevalent. It can be recognized, interrupted, and stopped. Resources/protocol for reporting.
It happens in our community, education, and prevention work, it takes an entire community to make change.
1. It's not someone else's kid. 2. Both adults and kids need to be educated. 3. Belief that anyone can be a perpetrator.
That it can happen to anyone regardless of their background. It can happen anywhere.
Understand mandatory reporting and what it means to make a report. Understanding of the intersectionality of abuse. Intergenerational and historical trauma.
How to talk and listen in a supportive and non-judgmental way with kids and adults about sex, sexuality, and trauma; child sexual abuse is preventable. Mobilized and practical efforts, like Protect, offer reasons for optimism and provide practical actions; given interconnectedness, preventing, and reducing child sexual abuse will also reduce other forms of trauma in childhood. Investing in systems-level and primary prevention efforts is highly cost effective and a key route to pulling us out of this painfully persistent problem. This is a systemic, public health, human rights and social justice problem that requires systemic, public health, human rights, and social justice solutions.
I am out of ideas and need to run to an appointment, sorry!
1. Signs of CSA. 2. Strategies for keeping kids safe from CSA. 3. Who to go to for help.
How to minimize opportunities. How to create comfort and space for ongoing safety talks. How to intervene if you have a concern or if someone crosses a safe boundary.

Our response to child sexual abuse can be even more significant than the abuse itself. If a child can be accompanied, believed, seen, and supported when they share and as they work through healing, the trail of trauma will be entirely different. We don't need hypervigilance, but we do need adults who can see, who can listen, and who can accompany children. And it ain't easy to be with and for children. Adults need support to show up for children as well. We need to support adults so that they can show up from a place that they want to show up, rather than from an under-resourced space where their capacities are narrowed. Children do better when they have many adults who see them. Seeing a child can make an enormous impact on a child. You might be the person who helps them make it through.
Prevalence (non-disclosures heavy male driven). Importance of systems & regular review / training in them. This has to become EVERYONE's goal (to end child sexual abuse) ...not just those who chose to get involved in education of this subject matter.
1. Prevalence – when, where, and how it's happening. 2. Ways they can protect themselves and others. 3. How to respond in the event that trauma has occurred in a trauma sensitive and restorative way!
We all have a role, this is to benefit all children, we are capable of making the necessary changes.
Abuse knows no boundaries and affects every race, gender, socioeconomic status, ethnicity, etc. It can be prevented; skills can be learned to prevent it. Child sexual abuse can no longer be a taboo subject we do not discuss in our communities.
Harmful actions don't just appear but are built on many small, learned moments and reinforcements. Conversely, investment in protective factors and education that includes bodily autonomy, youth rights, healthy relationship skills, anti-oppression, family supports, etc. can provide many small moments to prevent violence. They don't have to be an expert and that everyone in a community can play a role in preventing child sexual abuse and other violence.
Children need adults to be adults - all adults are responsible for safe environments. We can all violate someone's boundaries - we all need to learn how to respect the boundaries of others, especially children, and learn how to respond when we do mess up. Most people have trauma, but we also all have resilience and strength.
People are often not the person they present in public. Tools for being aware of signs of child sexual abuse. Being open to developing awareness and being willing to accept change. Education for young students in a safe place such as schools will reduce child sexual abuse.
That it is preventable. That their engagement is crucial. That preventing even one incident of child sexual abuse has a tremendous impact (long-term untreated abuse is expensive for the child/family/community).
Talk to kids about boundaries, consent, transparency. Everyone has a role to play in prevention of child abuse and maltreatment. Violence and images of violence of all kinds feeds sexual and physical abuse of children.
Understanding of prevalence. A tool kit of actions that community members can use in prevention. Hope - we can do better for our kids; there are tools, let's use them.
Faith, community, school, medical community.
That child abuse is a crime and has consequences, that children are being educated and know what is right and wrong, and more and more adults are aware and watching.

1. Prevention means stopping anyone from becoming a person who would sexually abuse a kid. 2. Healthy relationships and child development are the antidote to violence. 3. Marginalizing people creates violence.
1. There are predator amongst us. 2. If we change norms about child-safe environments we can prevent CSA. 3. CSA must be a community-wide effort. It is not solely a parent or school employee responsibility.
Red flags to recognize sexual abuse. Know steps to report child abuse. Be connected with other people.
Realize that it is actually happening here, understand demographics being impacted, know what the signs are (and that there can be no signs).
1. That most children are sexually abused by someone they know. 2. Warning signs. 3. The impacts and costs of CSA.
Education about health, child development, and positive parenting practices. Knowledge of the topic and prevention strategies. Systems level knowledge and practices that keep children safe.
How it affects children and that child as an adult. How important it is to turn it in if they hear or see something. How to stop it happening in the first place. Eliminating one-on-one situations for one.

31. Please list the 3 most important skills people in your community must have to prevent child sexual abuse.

1. How to talk to children and youth about prevention and how to situate this in developmentally appropriate conversations about healthy sexuality and healthy relationships. 2. Developing empowerment to have crucial prevention conversations with children and youth and other adults who interact with kids. Feeling like you can (and should!) ask questions of potential babysitters, after school childcare providers, coaches, etc. 3. People need more skill building around how to talk about racism, anti-racism, DEI, and belonging. With children and youth and other adults.
De-escalation, intervening in a helpful, nonjudgmental way.
Know the signs and know the resources. More mental health providers with knowledge to address child sexual abuse. Systems for child sexual abuse prevention across all places where children congregate.
Advocacy (for individual children and social justice causes related to supporting children, families, and communities). Empathetic listening. Open mindedness.
Knowing when and how to report. How to be an active bystander. How to respond when someone close tells you about an experience of sexual abuse.
Interpersonal awareness, culturally/racially diverse representation, conflict resolution.
Healthy relationship, anti-oppression, and learning skills.
1. Confidence in their own ability to promote change. 2. Building leadership qualities in community. 3. The skill of creating action plans.
How to talk about child development and difficult/awkward topics with youth. Bystander and boundary violation skills practice.

I would start with risk reduction skills to minimize opportunity and also grow parenting communication skills with their kids.
Knowledge, understanding, support.
Consistent, comprehensive training that isn't one size fits all. Know how to report - and report again if it's closed at screening. Resources for training, knowing how to access training.
Open-mind, time, and planning.
1. Communication skills about policies and safety w/ orgs. 2. How to talk to kids. 3. Reduce risk.
Knowing the possible signs, how to report it, how they can support a child that has been a victim of child sexual abuse, where can they go for support in their community (adult & child).
Trauma informed approaches, cultural humility and how it relates to centering youth and historically excluded groups, systems navigation-- understanding the current systems.
1) Turning toward, stepping in, saying something - with many things, e.g., child trauma, racism, ableism, the skill to disarm, notice as an active bystander; 2) developmentally appropriate conversations with children and youth about sex, sexuality, health, connection, the right to use one's voice, seeking and granting (or not) consent; 3) prevention literacy and hopefulness, ability to articulate the effectiveness of prevention and how it is relevant in all sectors; prevention advocates advocacy.
I am out of ideas and need to run to an appointment, sorry!
1. How to ask a kiddo if they are safe. 2. How to call the reporting hotline. 3. How to find resources/ support.
How to minimize opportunities, how to create comfort and space for ongoing safety talks, how to intervene if you have a concern or if someone crosses a safe boundary.
Skills of being in relationship with kids--how to listen, to see, to show up. Skills of recognizing signs of abuse. Skills of listening so that they can share what is happening in their lives.
Look at everything through the lens of youth protection. Not afraid of dealing with disclosures/ consequences of something happening on their watch...you can do everything right and this stuff is still happening. Be bold...mixed with humility. Be willing to have any conversation but with the humility that this issue is very complex and new information and driving factors continue to become evident.
1. What behaviors, situations, to look out for. 2. The process and how to respond to situations where suspected abuse has occurred in a trauma informed and restorative way. 3. What practices can be put in place to protect your children and others from instances of abuse.
Ability to voice emotions, concerns, support ability to listen to people they don't usually like to listen to.
Educate children early about body parts, healthy/unhealthy touch, consent, and boundary violations. Teach children to find the voice, self-care, self-advocacy, communication skills with other family members. Teach adults to speak up when they see or witness something that makes them uncomfortable or when they see a child who is expressing unsafe feelings for some reason.

Advocating for upstream supports, practices, and resources for families and communities and being able to connect why these are crucial. Continue learning and practicing how we communicate positive/ harmful norms in our daily interactions either intentionally or unintentionally and reflecting on what that impact can be. (acknowledging and working to repair harm can be done in ways that are strength based and not seeking "perfection"). As much as possible being present, open, and communicative with youth and adults in their lives through words and actions that they are worthy, valued, have knowledge about their bodies and rights, and that as questions come up, they can ask.
How to be a supportive, non-judgmental, safe person to others, particularly children. Coping strategies for stress and trauma, how to support others in healing. Respecting another person's boundaries, even when it goes against what we want to happen.
Ability to listen. Communication skills to help others become aware. Meeting people where they are (in their location, in their comfort zone/safe place). Being aware of the effects of childhood trauma.
Older population so more time, money, and investment to engage. Lots of nonprofit organizations working with children and families. Smaller community so easier to market and promote trainings, resources, and engagement opportunities.
Healthy boundaries, healthy relationships and consent are key. Talking openly with children at all ages. Awareness of online and media safety.
How to advocate - pushing oneself to speak up. Observation skills - identifying spaces where you can advocate for change. Listening - to concerns, to solutions, to those who have lived experience and can influence change.
Information, resources to report. To see the outcome.
Be alert. Don't be afraid to take action. Speak up!
1. Understanding and maintaining healthy relationship boundaries. 2. How to elicit others to have healthy relationship boundaries with your kid. 3. How to create healthy attachments with kids and teens.
1. Support for caregivers who create boundaries and ask questions. 2. Knowledge of resources for caregivers to talk to their families about child safety. 3. Encourage the concept of prevention partners.
Knowledge and awareness of topic. Desire to help. Connection with others.
Interpersonal connection with kids and families, ability to utilize reporting system.
1. Adults would greatly benefit from having a healthy, loving, and present relationship with themselves. Connection with and to ourselves has the added benefit of giving us more capacity to be present to and aware of the children in our lives. I can't emphasize this enough. This is an area we don't discuss and address often. I believe that OAASIS' Pivotal People curriculum could be a valuable tool to the movement in this regard. In order to be pivotal people to children, we must make sure that we are prioritizing our own health and wellness.
Ability to build trust. Deep knowledge in building protective factors in families to support health child development and know when to be concerned. Ability to work as a team across sectors including faith community, service clubs, businesses, etc.
Education. Balls to be able to do something about it. Resources that can help them navigate reporting.

UNIVERSITY OF OREGON College of Education | CENTER FOR THE PREVENTION OF ABUSE AND NEGLECT

protect OUR CHILDREN

The Ford Family Foundation