



**Child Protection – Abuse Issues**  
**A Training and Examination Program**

**HANDOUT PACKET**



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## **4 TYPES OF ABUSE**

1. Neglect
2. Physical
3. Emotional
4. Sexual

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### **What is neglect?**

Neglect is a failure to provide for the child's basic needs. Types of neglect are:

- physical
- emotional

#### **Physical neglect**

Physical neglect is not providing for a child's physical needs, including:

- inadequate provision of food, housing, or clothing appropriate for season or weather
- lack of supervision
- expulsion from the home or refusal to allow a runaway to return home
- abandonment
- denial or delay of medical care
- inadequate hygiene

#### **Emotional (psychological) neglect**

Emotional neglect is a lack of emotional support and love, such as:

- not attending to the child's needs, including need for affection
- failure to provide necessary psychological care
- domestic violence in the child's presence, such as spousal or partner abuse
- drug and alcohol abuse in the presence of the child, or allowing the child to participate in drug and alcohol use

When authorities examine emotional neglect, they take into consideration cultural values and standards of care, as well as the level of family income, which may interfere with proper care. Some overlap exists between the definitions of emotional abuse and emotional neglect; regardless, they are both child abuse.



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## **What is physical abuse?**

Physical abuse is any non-accidental physical injury to a child. Even if the parent or caretaker who inflicts the injury might not have intended to hurt the child, the injury is not considered an accident if the caretaker's actions were intentional. This injury may be the result of any assault on a child's body, such as:

- beating, whipping, paddling, punching, slapping, or hitting
- pushing, shoving, shaking, kicking or throwing
- pinching, biting, choking, or hair-pulling
- burning with cigarettes, scalding water, or other hot objects.
- severe physical punishment that is inappropriate to child's age.

Corporal (physical) punishment is distinguished from physical abuse in that physical punishment is the use of physical force with the intent of inflicting bodily pain, but not injury, for the purpose of correction or control. Physical abuse is an injury that results from physical aggression. However, physical punishment easily gets out of control and can become physical abuse. Corporal punishment is against the law in schools in some states, but not in others. In many families, physical punishment is the norm.

Hundreds of thousands of children are physically abused each year by someone close to them, and thousands of children die from the injuries. For those who survive, the emotional scars are deeper than the physical scars.



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## **What is emotional abuse?**

Emotional abuse is any attitude, behavior, or failure to act on the part of the caregiver that interferes with a child's mental health or social development.

Other names for emotional abuse are:

- verbal abuse
- mental abuse
- psychological maltreatment or abuse

Emotional abuse can range from a simple verbal insult to an extreme form of punishment. The following are examples of emotional abuse:

- ignoring, withdrawal of attention, or rejection
- lack of physical affection such as hugs
- lack of praise, positive reinforcement, or saying "I love you"
- yelling or screaming
- threatening or frightening
- negative comparisons to others
- belittling; telling the child he or she is "no good," "worthless," "bad," or "a mistake"
- using derogatory terms to describe the child, name-calling
- shaming or humiliating
- habitual scapegoating or blaming
- using extreme or bizarre forms of punishment, such as confinement to a closet or dark room, tying to a chair for long periods of time, or terrorizing a child
- parental child abduction

Emotional abuse is almost always present when another form of abuse is found. Some overlap exists between the definitions of emotional abuse and emotional neglect; regardless, they are both child abuse.

Emotional abuse of children can come from adults or from other children:

- parents or caregivers
- teachers or athletic coaches
- siblings
- bullies
- middle- and high-school girls in social cliques



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## What is sexual abuse?

Sexual abuse of a child is any sexual act between an adult and a child. This includes:

- fondling, touching, or kissing a child's genitals
- making the child fondle the adult's genitals
- penetration, intercourse, incest, rape, oral sex or sodomy
- exposing the child to adult sexuality in other forms (showing sex organs to a child, forced observation of sexual acts, showing pornographic material, telling "dirty" stories, group sex including a child)
- other privacy violations (forcing the child to undress, spying on a child in the bathroom or bedroom)
- sexual exploitation
- enticing children to pornographic sites or material on the Internet
- luring children through the Internet to meet for sexual liaisons
- exposing children to pornographic movies or magazines
- child prostitution
- using a child in the production of pornography, such as a film or magazine

The above acts are considered child abuse when they are committed by a relative or by a caretaker, such as a parent, babysitter, or daycare provider, whether inside the home or apart from the home. (If a stranger commits the act, it is called sexual assault.)

Having sex with a person younger than the legal age of consent is against the law. Even if the two parties agree to the sexual relationship, it is still against the law.

Sexual abuse is especially complicated because of the power differential between the adult and child, because of the negotiations that must occur between adult and child, and because the child has no way to assimilate the experience into a mature understanding of intimacy. Regardless of the child's behavior or reactions, it is the responsibility of the adult not to engage in sexual acts with children. Sexual abuse is never the child's fault.

Sexual abusers can be:

- parents, siblings, or other relatives
- childcare professionals, clergy, teachers, or athletic coaches
- neighbors or friends
- strangers



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## **What are the signs and symptoms of child abuse?**

If you suspect child abuse, but aren't sure, look for clusters of the following physical and behavioral signs.

### **Some signs of physical abuse**

- Unexplained burns, cuts, bruises, or welts in the shape of an object
- Bite marks
- Anti-social behavior
- Problems in school
- Fear of adults
- Drug or alcohol abuse
- Self-destructive or suicidal behavior
- Depression or poor self-image

### **Some signs of emotional abuse**

- Apathy
- Depression
- Hostility
- Lack of concentration
- Eating disorders

### **Some signs of sexual abuse**

- Inappropriate interest in or knowledge of sexual acts
- Seductiveness
- Avoidance of things related to sexuality, or rejection of own genitals or bodies
- Nightmares and bed wetting
- Drastic changes in appetite
- Overcompliance or excessive aggression
- Fear of a particular person or family member
- Withdrawal, secretiveness, or depression
- Eating disorders
- Self-destructive or suicidal behavior

Sometimes there are no obvious physical signs of sexual abuse, and a physician must examine the child to confirm the abuse.

### **Some signs of neglect**

- Unsuitable clothing for weather
- Being dirty or unbathed
- Extreme hunger
- Apparent lack of supervision



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## **What are the behavioral indicators of men or women who have molested children?**

Because people who wish to do harm to children regularly seek employment or volunteer opportunities with programs involving children, it is important to focus on some of the behavioral indicators that child molester's exhibit so that every member of our staff has the knowledge to help prevent campers from being abused or molested.

### **PERSONS WHO MOLEST CHILDREN OFTEN:**

1. Are aware, in many cases, of their preference for children before they reach age 18. Most offenders are adult males, but some women also molest children.
2. Are usually married. A small number never marry and maintain a lifelong sexual and emotional interest in children.
3. Relate better to children than adults and may feel more comfortable with children and their interests.
4. Have few close adult friends.
5. Prefer children in a specific age group.
6. Prefer one gender to the other; however, some are bisexual in their preference.
7. Seek employment or volunteer opportunities with programs involving children
8. Pursue children for sexual purposes and may feel emotionally attached to the extent that emotional needs are met by engaging in relationships with children. Example: An adult man spends time with neighbor children or relatives and talks at length about his feelings for them or his own feelings of loneliness or loss in order to get the child's sympathy.
9. Photograph or collect photographs of their victims, dressed, nude or involved in sexual acts.
10. Collect child erotica and child-adult pornography which may be used in the following ways:
  - a. To lower the inhibitions of victims.
  - b. To fantasize when no potential victim is available.
  - c. To relive past sexual activities.
  - d. To justify their inappropriate sexual activities.
  - e. To blackmail victims to keep them from telling.
11. Possess alcohol or narcotics and furnish them to their victims to lower inhibitions or gain favor.
12. Talk with children in ways that equalize their relationship.
13. Talk about children in the same manner as one would talk about an adult lover or partner.
14. Seek out organizations (such as North American Man-Boy Love Association/NAMBLA) and
15. publications that support his sexual beliefs and practices.
16. Offer to baby-sit or take children on trips in order to manipulate situations to sleep with or be near children or bathe or dress them.
17. Are seen at parks, playgrounds or places frequented by children or teenagers.



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## **Methods of operation of child molesters.**

No one has been able to predict which factors will cause someone to abuse or molest a child. A significant factor tends to be intergenerational - those who were abused as children are more likely to repeat the act when they become parents or caretakers like camp staff. In cases of molestation, some people who have molested or plan to molest a child exhibit no observable behavior pattern that would be a clue to their future actions. However, there are some methods or strategies that child molesters commonly use to gain access to a child that you should be aware of.

### **SIGNS:**

Watch for an adult staff member who consistently singles out one child for special attention.

-This person may give presents or special rewards to a single child.

Watch for an adult staff member who prefers the company of children to adult relationships.

-This person may speak of close friends who are children.

-This person may speak of or have child related items like books, games and toys even though he/she has no children.

### **ISOLATION**

Molesters will isolate a child from adult supervision where they will be more vulnerable to molestation.

### **GROOMING**

Grooming can also be referred to as "seduction". Child sexual abuse usually begins with a sex offender gaining the child's trust and friendship. Once a relationship has been established, the offender will begin to test the child's knowledge and ability to protect themselves. Sexual jokes, back rubs, "accidental" sexual touching, and hugging, often done in the presence of others, are utilized to "test the waters." If these behaviors are not received with alarm, the offender will increase the amount and type of sexual exposure while rewarding the child for tolerance of that behavior. To adjust the child to sexual activity, offenders commonly utilize casual or accidental exposure to pornography or sexually explicit conversations.

### **TRICKS**

#### **THE TRUST TRICK**

Trust is easily established in a close setting like camp where the adult role model relationship is an important part of camp. Children see adults as authority figures and as protectors. Children are also naturally curious and need attention and affection. A molester may use these natural tendencies of children and the camp environment to trick a child into a situation where molestation can occur.

#### **THE SECRET TRICK**

Sometimes victims are warned to keep physical and sexual harassment or assault a secret because: no one will believe them, it is the victim's fault, their parents and friends will be angry or reject them if they knew, or that something awful will happen to them or loved ones if they tell. Even the threat that the abuser will withdraw affection in some cases is an effective strategy. Often the victimization continues because the victim is afraid these threats might be true.

#### **FORCE**

While force occurs more often in situations where the child does not have a relationship to the molester, it is a method of operation of a child molester. In the camp setting this may happen with staff who do not directly supervise the child who has been forced.



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## How do you protect against Peer Abuse?

Abuse of children can come from other children. The most common type is emotional abuse with bullying and hazing as the most recognized forms.

**BULLYING** is any intentional hurtful act, committed by one or more persons against another. Bullying occurs when there is an imbalance of power between a bully and a victim. The main types of bullying include:

**Physical** — punching, hitting, shoving, stealing personal things, or getting into someone's personal space when asked not to

**Verbal** — name calling, hurtful teasing, taunting, unwanted nicknames, gossiping

**Relational** — exclusion, humiliation, blackmailing, manipulating friendships

**HAZING** is any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of the person's willingness to participate. Initiation rites that are abusive in any manner fall under hazing.

Who are the **"bullies"** & **"hazers"**? These folks are often smart, popular, well-liked, and have good social skills. They may look like leaders and be liked by counselors and other campers, but they lack empathy. The **"victims"** on the other hand show some vulnerability that makes them easy targets. As a counselor, you need to be aware of those kids that may be left out or have a difficult time fitting in or making friends.

As a **counselor**, your role is to be a **hero**! You need to discuss camper rules and role model the behavior that you ask them to follow. Let campers know that bullying and hazing is unacceptable and won't be tolerated. Do not play favorites with some campers since that would show them that it is okay to "exclude" others. Bullying usually occurs in places when counselors are not around, so it is important to make bullying a regular topic of discussion with your campers on a weekly basis at a minimum, so they know you take it seriously.

When a counselor observes bullying of any kind, they must intervene by stepping in and separating the children involved. **Support the victim**, and report any bullying behavior to your leadership team immediately. Teach your campers to be a real "caring" community and let you know when they see someone left out, teased, or upset by someone else. Teach campers the difference between **reporting**: getting kids out of danger and into safety and **tattling**: telling on others with the intent to get someone in trouble. When a camper reports that he or she is being picked on, support him or her and keep an eye on the situation.

When you **role model** to your campers that you want them to be heroes themselves and step in to help another camper or find a counselor when there is a bullying problem, you have done a great job! Campers follow your actions much more than they follow your words. Make camp a place where everyone feels valued by how you bring everyone together.