

Iowa Child Abuse Prevention Program



First Quarter Service Report
July 1, 2015 – September 30, 2015

SFY 2016



Prevent Child Abuse
Iowa

Introduction to the Iowa Child Abuse Prevention Program

The mission of Prevent Child Abuse Iowa is to lead child abuse prevention efforts in the entire state of Iowa. Prevent Child Abuse Iowa administers the Iowa Child Abuse Prevention Program (ICAPP), which is funded through an annual legislative appropriation. The appropriated funds go to the Department of Human Services, which then contracts with a private agency to administer the program. DHS also contracts individually with grant recipients to administer ICAPP-funded services. Prevent Child Abuse Iowa has administered the program since 1982.

Prevent Child Abuse Iowa, in partnership with DHS, issues requests for proposals to over 60 local child abuse prevention councils seeking funds to provide services. These prevention councils are volunteer coalitions broadly representative of the governmental, business, service provider, consumer, and civic sectors of their communities. Each council assesses its community’s service and support needs and submits a proposal for funding up to three prevention programs. This assessment necessarily requires prioritization among the community’s needs, because councils can only request funds up to certain limits in order to ensure that state funds can reach as many counties in Iowa as possible.

Independent grant review committees evaluate council proposals and recommend how the funds should be distributed. Their recommendations go to an independent advisory council not affiliated with Prevent Child Abuse Iowa or a child abuse prevention council. The advisory council makes the final decisions, subject to DHS approval, on what funding councils receive. These decisions are always challenging because council requests far exceed available grant funds.

In fiscal year 2016, local child abuse prevention councils received grants totaling over \$1.27 million to develop and operate 108 projects in 72 counties. Councils provide service in one or more of five major areas: Community Development (\$14,716), Home Visitation (\$222,479), Parent Development (\$525,591), Respite Care Services (\$224,687), and Sexual Abuse Prevention (\$290,448).

Table 1 (below) details the services that local child abuse prevention councils provided in fiscal year 2016 (July 1, 2015 to September 30, 2015). Councils provided 13,236 hours of respite and crisis child care to 348 families with 625 children. A total of 1,086 parents attended parent development classes, and 409 participated in home visitation services. A total of 343 children and 336 adults attended sexual abuse prevention classes. Prevention services overall helped 2,705 children.

TABLE 1
Child Abuse Prevention Services, First Quarter Fiscal Year 2016

<i>Program</i>	<i>Funds Awarded</i>	<i>No. of Projects</i>	<i>Families Served</i>	<i>Parent/Adults Served</i>	<i>Children Served</i>	<i>Hours of Care</i>
Community Development	\$14,716	5				
Home Visitation	\$222,479	16	254	409	404	
Parent Development	\$525,591	43	839	1,086	1,333	
Respite Care Services	\$224,687	10	348	479	625	13,236
Sexual Abuse Prevention	\$290,448	34		336	343	
TOTALS	\$1,277,921	108	1,441	2,310	2,705	13,236

Community Development (CD)

Community Development (CD) grants assist councils in generating awareness and action toward child abuse prevention goals in their communities. Grants can be used for council development, community needs assessment, program development, public awareness, community mobilization, collaboration or network building. These grants make up a small percentage of the overall amount of ICAPP money awarded in FY 2016. Five councils received CD grants in FY 2016. A brief description of their activities follows:

Cedar-The project plans to reach parents and families with an awareness newsletter, host Adverse Childhood Experiences workshops and increase outreach, which will be measured by phone calls and visits to social media and website.

Progress: There have been a total of 7 social media posts reaching 295 readers.

Clarke-The project seeks to increase child abuse prevention awareness by participating in community events, holding regular council meetings, volunteering and providing local businesses with child abuse prevention tax check-off information.

Progress: The council members have participated in three community events to promote awareness. The council has met each month so far this year and volunteered a total of 22 hours.

Jones-The project has plans to present ACEs-related trainings in the community, hold a family fun and health fair, and conduct a community awareness campaign.

Progress: Activities of the project have not yet begun.

Madison-The project plans to recruit at least one new council board member, provide presentations and trainings to local clubs and organizations and provide prevention messaging at awareness events, as well as in print and on social media.

Progress: The council will be voting in October to approve one potential new board member. One presentation has been provided to a community group, and a total of 12 events were attended to promote the council's prevention message. In addition, a total of 13 public messages have been posted (print and/or social media).

Scott-The project focuses on content and blog posts to social media, targeting at least 200 readers per post.

Progress: Thus far, there have been 38 social media posts, two blog posts and a total of 250 blog readers.

Home Visitation (HV) and Parent Development (PD)

Parenting is a process of interactions designed to nourish, protect, and guide a new life through the course of development. The quality and consistency of parenting is a critical factor in how children develop and is a significant factor in child abuse. Parents who are able to successfully meet their own basic needs, have realistic expectations of children, and know of effective behavior management techniques are less likely to abuse their children. Consequently, most parent development and home visitation programs focus on issues such as communication skills, problem solving and stress management techniques, behavior management, and normal child development. Parents may also be connected to tangible and social resources, as well as other services as needed. Parent education can take place in group classes, home-based sessions, or 1:1 meetings, depending on the needs of the family and community. Parenting programs that take place in participant homes and follow a nationally-recognized, evidence-based model are grouped in the Home Visitation category.

Home Visitation (HV)

Learning to parent is a complex and unique process for every family. Home Visitation provides one-on-one education between families and parent educators, typically in the participant’s home. Programs strive to build protective factors by fostering nurturing and attachment, expanding participant knowledge of parenting and child development, providing links to concrete supports, and promoting resiliency within the family. By providing services in the participant home, educators remove a potential barrier of getting to a scheduled class and arranging transportation and possibly childcare. In addition, the nature of the service allows the interactions between parent educators and families to take place in a setting familiar to the participant. Home visitation services are often targeted to families that are expecting and/or have infants, toddlers, or young children. They also often have risk factors, such as teen parenting, low income, children with special needs, and domestic violence. Table 2 (below) presents service data for the local councils who received ICAPP support for 16 Home Visitation projects in the first quarter of fiscal year 2016 (July 1, 2015 to September 30, 2015). A total of 409 parents with 404 children received home visitation services. Delaware County reached 62 families with 210 visits, while Clarke and Jackson counties both served over 30 families. Programs provided a total of 1,005 in-home sessions and 32 group classes. Clarke, Delaware, Buchanan, Jackson, Jones, and Monroe counties each held more than 100 in-home sessions each.

TABLE 2
Home Visitation Services, First Quarter Fiscal Year 2016

<i>County / Council</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>In-Home Sessions</i>	<i>Group Sessions</i>	<i>1:1 Sessions</i>
Adair	\$7,017	3	3	3	0	9	0
Adams	\$13,980	2	3	4	7	0	0
Buchanan	\$24,121	22	36	31	106	6	0
Cedar	\$7,625	6	8	6	34	3	0
Clarke	\$9,891	37	70	45	111	3	0
Decatur	\$11,400	4	7	6	9	1	0
Delaware	\$37,681	62	92	94	210	3	0
Fremont, Page	\$12,540	1	1	1	8	0	0
Jackson	\$6,199	33	54	54	148	0	0
Jones	\$8,511	16	30	20	110	2	1
Marshall	\$16,784	25	49	64	86	0	14
Mills	\$17,959	12	14	15	28	3	0
Monroe	\$23,688	20	30	50	101	0	0
Montgomery	\$7,843	1	1	1	4	0	0
Ringgold	\$8,665	4	5	4	11	2	0
Woodbury	\$8,575	6	6	6	32	0	0
Total	\$222,479	254	409	404	1,005	32	15

Service Reports

Adair

During a visit, the family support worker observed a parent addressing unwanted behaviors in a positive way by having the child take a time out. Following the time out, the mom called the child over and discussed why they were in a time out, said not to do the behavior again, and then give a hug/kiss and said she loved the child. This is a success because, previously, a typical reaction from the parent to an unwanted behavior was more sharp and abrupt, with harsh tones, and less patience. The parent was showing success with addressing unwanted behaviors in a more positive way.

Clarke

With the help of the parent educator, a father was able to end an abusive relationship, establish a safe and stable home for him and his child, get steady employment, and connect with appropriate childcare for his child.

Woodbury

One family includes a Spanish-speaking mom and dad and their two-month-old baby, with several risk factors including: late prenatal care, history of depression and anxiety, low income, and less than a high school education for the mother. There are also two older siblings from the mother's previous marriage, one of whom has behavioral issues. There are concerns with the home they purchased on contract, namely mold, broken/boarded up windows, and inadequate/costly appliances. Mom shows signs of depression, which has been supported with referrals to medical care. The family support worker is seeking community resources for a refrigerator to replace the one being rented for \$200/month and made referrals for weatherization and remodeling through the local community action agency. The family support worker has also arranged Goodwill vouchers for school clothing for the older siblings. The family support worker is also beginning to work to improve mom's ability to be nurturing and strengthen her emotional attachment to the baby.

Parent Development (PD)

Parent Development programs (PD) can be held in group classes, home-based sessions, or office meetings. The length of the programs also varies depending on the curriculum used and service provided. As every community's needs are different, parent development curricula and method of delivery vary widely across the state. The *Nurturing Program* is a popular curriculum that generally meets on a weekly basis for several months. Many group-based projects offer incentives for attending, in an effort to boost access to concrete needs (like diapers) or decrease barriers to attendance (by providing gas cards or meals). Group-based education projects typically focus on building social supports, increasing knowledge of child development, realistic expectations for different developmental stages, and effective discipline.

Table 3 (next page) presents service data for the local councils who received ICAPP support to fund 43 Parent Development programs in the first quarter of fiscal year 2016 (July 1, 2015 through September 30, 2015). A total of 1,086 parents with 1,333 children received instruction in 1,145 in-home sessions, 414 group classes and 129 1:1 sessions.

TABLE 3
Parent Development Services, First Quarter, Fiscal Year 2016

<i>County / Council</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Group Sessions</i>	<i>In-Home Sessions</i>	<i>1:1 Sessions</i>
Allamakee, Howard, Winneshiek	\$13,521	4	5	7	3	0	0
Black Hawk	\$18,010	16	18	35	0	171	19
Bremer	\$3,280	6	8	6	0	35	0
Buena Vista	\$13,400	5	7	5	1	39	0
Butler	\$2,952	9	16	19	0	38	0
Cass	\$6,432	13	17	16	4	34	0
Cedar	\$3,753	Program has not yet started					
Chickasaw	\$7,714	17	26	33	0	59	0
Clinton	\$9,246	4	4	9	5	0	0
Crawford	\$19,658	9	16	24	0	9	0
Dallas	\$29,185	6	6	8	10	0	12
Davis	\$3,077	18	20	24	22	0	0
Des Moines	\$11,974	10	15	15	32	0	12
Dickinson	\$4,495	14	26	18	0	37	0
Dubuque	\$14,932	15	18	27	0	53	0
Emmet	\$4,767	16	27	23	0	70	0
Floyd, Mitchell	\$27,949	58	88	154	0	170	5
Franklin	\$8,047	2	3	7	0	1	0
Grundy-Partners for Healthy Families	\$11,400	1	2	1	2	4	0
Grundy-Nest	\$2,835	13	20	17	6	0	8
Hamilton, Humboldt, Wright	\$26,015	17	21	31	6	32	0
Henry	\$7,231	10	10	23	12	0	0
Johnson-UAY	\$9,633	24	24	26	20	0	0
Johnson-Children's Center	\$5,636	13	15	17	9	0	0
Kossuth	\$5,031	17	28	32	0	115	0
Lee	\$17,521	17	23	27	20	0	0
Louisa	\$21,525	32	32	84	27	0	0
Lucas	\$14,045	27	30	32	13	0	0
Madison	\$6,040	1	1	2	1	0	0
Mills	\$17,213	19	23	23	6	0	26
Mitchell	\$9,163	16	18	29	3	0	0
Monroe, Appanoose	\$9,675	80	89	123	63	0	0
Muscatine	\$28,113	65	70	67	40	0	0
Pottawattamie-Family, Inc.	\$10,215	36	41	64	5	0	0
Pottawattamie-LFSN	\$8,049	17	17	42	6	0	22
Sac-New Opportunities	\$7,504	Program has not yet started					
Sac-Family STEPS	\$7,114	4	6	8	0	18	0
Story-LSI	\$6,763	22	24	30	5	0	0
Van Buren	\$27,437	45	65	55	17	155	13
Wapello	\$9,682	61	99	75	33	0	0
Warren	\$10,687	7	10	8	12	0	6
Woodbury-Community-Wide	\$31,521	58	80	42	31	26	0
Woodbury-Crittenton	\$13,151	15	18	45	0	79	6
Total	\$525,591	839	1,086	1,333	414	1,145	129

Service Reports

Allamakee, Howard, Winneshiek

A very good discussion was held about spanking at the last parenting class. All of the parents stated they had spanked their children in the past, just as they had been spanked as children. The parents wondered if spanking was considered child abuse. I was able to explain to the group that spanking that does not leave a mark is not abuse. However, spanking can easily get out of hand and turn into physical abuse. We also discussed that if someone spansks their child, it does not mean they are a bad parent. We had an open discussion about some of the evidence on spanking and how the techniques taught in parenting class do not have any of the negative consequences that spanking does. We then discussed coping techniques for parents to use when they feel extremely frustrated with their children. The parents were able to give each other ideas.

Dubuque

One family is new to the Dubuque area and has few supports or services. The mom grew up in foster care after experiencing neglect and abuse. She served time in prison and was involved with drugs, prostitution and gangs. She has a six-month-old and three-year-old. Mom has some untreated mental health issues. This has been the primary issue the family support worker is helping her address. She has had difficulty tracking, following a routine, keeping appointments, and maintaining stability. She has been very confused, frustrated, and easily lashes out at the girls. The family support agency is working closely with other providers to surround the family with a support system of services and non-traditional networks to keep this family functioning and making sure all of their essential needs are met. The 1st Five Program Coordinator made the referral to the VNA Parent Education program and had already followed through with a Head Start referral. The three-year-old has already begun school with that program. This has helped to alleviate some of the mom's stress. Although this family needs a lot of continued support, each baby step has made a significant difference.

Hamilton, Humboldt, Wright

Over the past quarter, a mother of four children began attending class. One of her children has autism, which has been a struggle. In addition, the parent has also recently been diagnosed with breast cancer. The family has little support outside the home, with no close friends or family it can rely on. The family also does not trust outsiders. The mother reported there has been a lot of fighting between her and the children, and she is concerned about the daughter with autism. At the most recent parenting class, the mother reported she and her family trust the parent educator and have been using the suggestions to work with one another. The entire family has changed the way they communicate with the child who has autism, by using more visuals and setting up a schedule. She reports the yelling has decreased. This family has a lot of risk factors for abuse.

Lee

A single mother of three often made comments about feeling alone and isolated. She became a mom at an early age and also has a child with special needs. This has isolated her from many of her friends or former friends, and she has limited options for child care. Recently, she has been expressing in class how she enjoys coming to our Family Connections class because it gives her an opportunity to socialize and be with other parents. She is finding support from the other parents in the group and rarely misses class. The instructor overheard her talking with two other moms to set up a meeting to exercise weekly out of class. The instructor is hoping to assist her to find some additional resources for respite, and is encouraged that the class is providing much needed support for her.

Respite Care Services (RC)

Nurturing a child requires parents who have taken the time to meet their own needs. Parents who do not take time for self-care can become overly tired, rundown, or stressed in their parenting role. When this occurs, parents are much more likely to take their frustration out on their children.

Respite care services (RC) provide parents with a break from parenting. Parents can do whatever they choose while their children are in respite care. Some parents attend medical appointments or counseling sessions, run errands, or simply rest. Respite care services have been found to reduce feelings of tension, anxiety, depression, anger, hostility, and overall stress levels in parents.

RC services also benefit the children. RC services provide a safe environment for children by utilizing licensed and/or registered day care providers. Children often enjoy and learn from interacting and socializing with other children, as well as participating in fun games and activities.

This funding category also includes services provided on an emergency basis through crisis care/crisis nursery programs. Crisis care programs are a critical component of formal social support interventions deemed necessary to prevent child abuse. Research has consistently shown that parents who are highly stressed are at a higher risk of abusing their children. At the most basic level, crisis care programs provide parents under stress with a safe child care alternative. These services are available to families 24 hours a day, 7 days a week. Families may utilize the services for up to 72 hours at one time. Domestic violence situations, death or illness of a family member, or emergency housing transitions are some examples of potential circumstances that cause parents to seek crisis care services.

Staff from the local crisis care sites complete an initial screening to determine the family’s needs and make referrals to appropriate community resources. Parents may also receive parenting information, support, and positive role modeling while their children are in crisis care.

Table 4 (below) summarizes the data from the seven respite care projects in the first quarter of FY 2016 (July 1, 2015 to September 30, 2015). A total of 264 families with 469 children received 6,830 hours of respite child care. Warren County provided 2,192 hours of care, Dubuque County 1,622 hours, and the Audubon group 1,313 hours.

**TABLE 4
Respite Care Services, First Quarter, Fiscal Year 2016**

<i>County</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Hours of Care</i>
Audubon, Carroll, Greene, Guthrie	\$26,185	76	122	148	1,313
Dickinson	\$18,456	38	38	57	459
Dubuque	\$25,220	16	16	30	1,622
Humboldt	\$8,561	21	21	44	957
Kossuth	\$9,007	25	48	41	283
Linn	\$2,926	2	2	2	4
Warren	\$36,448	86	128	147	2,192
Total	126,803	264	375	469	6,830

Table 5 (next page) lists the crisis care services provided under the Respite Care Services category in the first quarter of fiscal year 2016. A total of 84 families with 156 children received over 6,400 hours of crisis child care. Marshall County provided 3,057 hours of care to 64 children and Linn County 1,669 hours to 39 children.

TABLE 5
Crisis Nursery Services, First Quarter Fiscal Year 2016

<i>County</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Hours of Care</i>
Audubon, Carroll, Guthrie, Greene	\$17,456	15	19	31	1,166
Boone	\$5,900	8	8	12	412
Buchanan	\$21,217	6	11	10	102
Linn	\$31,348	22	22	39	1,669
Marshall	\$21,963	33	44	64	3,057
Total	\$97,884	84	104	156	6,406

Service Reports

Boone

A family was dealing with a situation involving domestic violence. The parent utilized crisis child care to provide time to meet with an attorney and work to get other living arrangements in place. Having this service provided her with an opportunity to take care of herself and her children.

Carroll, Audubon, Guthrie, Greene

A mom called looking for help to care for her three young children. Her brother was in the hospital 90 miles away following a fire. She was the only family member able to meet him in Des Moines after he was life flighted from the accident. With the crisis care services she was able to travel to be with her brother until her mother could get back.

Warren

Following a single mom's surgery, Wee Care was able to provide care for her son for both morning and afternoon sessions. In addition to providing care, the staff arranged for transportation to and from the program, as well as taking the child out for lunch. It gave the mom the opportunity to rest and recover from surgery, for which she was very appreciative.

Sexual Abuse Prevention Programs (SAP)

Given the secrecy surrounding sexual abuse, prevention experts thought the best way to reduce the risk was to educate children. As a result, teaching children to protect themselves remains a core component of prevention programs today. Using this approach, sexual abuse prevention (SAP) programs attempt to reach children to stop abuse before it occurs, with programming most often occurring in a preschool/school setting. Research on sexual abuse prevention indicates the following components are critical for effective child-focused programs:

- Teaching children a wide variety of concepts, including: defining sexual abuse; identifying potential perpetrators, including abuse by relatives, family friends, and others known to the family; and describing the range of sexually abusive behaviors
- Assuring children that abuse is never the child's fault
- Developing self-protection skills - such as assertiveness, communication, problem-solving, saying no, and telling an adult - that will protect children in a variety of situations
- Customizing presentations to match children's age, developmental, educational, cultural and cognitive level
- Using behavioral skills training format: instruction, modeling, rehearsal and feedback
- Providing multiple sessions a year for several years to reinforce knowledge and skill building
- Educating and involving teachers, school personnel, and parents when developing, implementing and evaluating programs

The majority of ICAPP-funded SAP programs address children from preschool through the sixth grade. Some counties purchase specific sexual abuse prevention curricula, while others have designed their own. A few counties offer programming designed specifically for children with special needs, given the greater risk of victimization these children face.

Two curricula frequently used by ICAPP programs are *Talking about Touching* and *Care for Kids*. *Talking about Touching* is a comprehensive program that discusses safe touching in the context of a broad array of safety topics, including pedestrian and gun safety. *Care for Kids* is targeted to children ages 3-8 and covers six topic areas: Babies, Bodies, Feeling, Bedtime, Touching and Asking for Help, as well as a parent discussion session. Each unit focuses on teaching and reinforcing 2-4 simple, age appropriate messages.

In addition to educating children, prevention programs are increasing their efforts to teach adults how to keep children safe from abuse. ICAPP-funded programs teach adults by including sexual abuse prevention information in home visiting programs, group-based parent education programs, and public awareness activities. One often used curriculum is *Nurturing Healthy Sexual Development* which teaches participants the scope of sexual abuse, the sexual development of children, how to respond to children's sexual behaviors and questions, and the connection between healthy sexuality and child sexual abuse prevention. Some councils are using a nationally recognized adult-focused program called *Stewards of Children*. This program focuses on teaching adults the prevalence of sexual abuse and how to reduce risks to children by avoiding 1:1 adult/child situations and other risk factors, and what signs to watch for in children and potential perpetrators. *Stewards of Children* calls on each adult to be responsible for children's safety by speaking up if there is a concerning situation and by influencing policies at child-serving organizations.

ICAPP funds supported 34 SAP projects, with some councils providing services in multiple counties. The following tables present the data reported in the first quarter of fiscal year 2016 (July 1, 2015 to September 30, 2015). Table 6 provides information on councils' child-focused instruction, and Table 7 summarizes adult-focused instruction service data. Due to limited opportunity to connect with schools and schedule presentations, most of the projects providing child-focused instruction have not yet begun to provide sessions. Thus far, sexual abuse prevention services have reached 343 children and 24 adults attending 84 presentations. Twenty-nine projects involve providing adult-focused child sexual abuse instruction or public awareness presentations. Of those, ten have begun providing presentations to adults, reaching 312 adults through 18 adult education sessions and 25 public awareness presentations.

TABLE 6
Sexual Abuse Prevention Services for Children, First Quarter Fiscal Year 2016

<i>County</i>	<i>Funds Awarded</i>	<i>Number of Presentations</i>	<i>Children Attending</i>	<i>Adults Attending</i>
Marshall, Hardin, Tama	\$41,397	20	224	24
Warren	\$3,650	64	119	0
Total	\$45,047	84	343	24

TABLE 7
Sexual Abuse Prevention Services for Adults, First Quarter Fiscal Year 2016

<i>County</i>	<i>Funds Awarded</i>	<u>Adult Education</u>		<u>Public Awareness</u>	
		<i>Number of Presentations</i>	<i>Adults Attending</i>	<i>Number of Presentations</i>	<i>Adults Attending</i>
Allamakee, Howard, Winneshiek	\$8,506	2	17	0	0
Boone	\$8,211	1	7	4	15
Black Hawk	\$20,596	1	7	13	92
Bremer	\$11,703	1	6	0	0
Cherokee, Ida	\$8,252	0	0	1	8
Hamilton, Humboldt, Wright	\$1,079	1	14	0	0
Marion, Mahaska	\$11,072	1	13	0	0
Sac	\$4,510	0	0	6	7
Scott-Talking about Touching	\$10,080	8	96	1	6
Warren	\$3,650	3	24	0	0
Total	\$79,448	18	184	25	128

Service Reports

Allamakee, Howard, Winneshiek

At the last *Stewards of Children* training, the pastor of the church stated that, instead of holding a confirmation study with one child in an empty church, she is hoping to set up a plan with the church across the street to have them conduct the classes in one of the churches together. Although the churches have different religious affiliations, the participants agreed this would be a great way to build connections and ensure child safety.

Bremer

While presenting *Stewards of Children* to the staff of Cedar Valley Friends of the Family, we had a discussion about our own policies for dealing with disclosures. Two of our directors were in the meeting, and we talked about our code of ethics and policy of permissive reporting with victims of domestic violence. Both directors, after completing the training, saw the benefit of having a more comprehensive policy for staff working in our domestic violence shelter and staff doing case management with participants in our housing programs. After seeing the lasting effects of sexual abuse on children, they realized it is important our staff is more educated on the subject and able to take appropriate action. Having our entire staff trained makes it more likely we will all be able to intervene for the benefit of the children we work with.

Scott

Parent education is an integral part of the *Talking about Touching* project. We were able to speak and engage in active discussion with almost 100 parents over several parent meetings in Scott County this quarter about protecting their children from sexual abuse and teaching/practicing safe touching and boundaries. During one parent meeting, a parent asked some specific questions about how to approach a conversation with an adult family

friend who was not respecting family boundaries and exposing young children to adult conversations around sexuality. We were able to provide some specific tools to this parent to recognize grooming behaviors, eliminate risk factors for sexual abuse in her home, and talk with her children about safe boundaries with adults using *Talking about Touching* concepts. Additionally, this question and response opened up a discussion with the other parents present about what they might do in a similar situation. This created an organic opportunity for pragmatic skills practice in protecting children from sexual abuse.

Warren

In one *Stewards of Children* class for a special advocate's group, one parent discussed taking her child to an uncertified daycare provider who keeps the front door locked. She and her husband run their daycare together, and they keep the door locked so they are not distracted by a doorbell ringing. They ask that parents text before they pick up their children so they can unlock the door for them moments before they arrive. Although there may be benign reasons for this practice, the group encouraged this particular parent to drop in unannounced. Technically, the provider is their employee. After going through this training, she has decided to drop in, unannounced, around the house and downstairs where the daycare is located. We all agree this is her right. Being courteous to your daycare provider is one thing, but as stewards of children, it is our job to protect all our children. In fact, it is expected.

Together for Prevention

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