



How Family-Serving Professionals can Support Parents to Promote Healthy Sexual Development

*Promoting Sexual Health and Safety
in the Home and Communities*

Dr. Janet Rosenzweig



A Program Developed for:

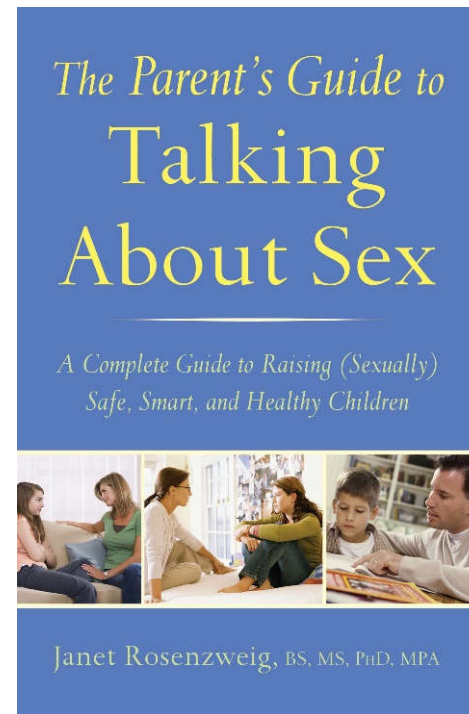
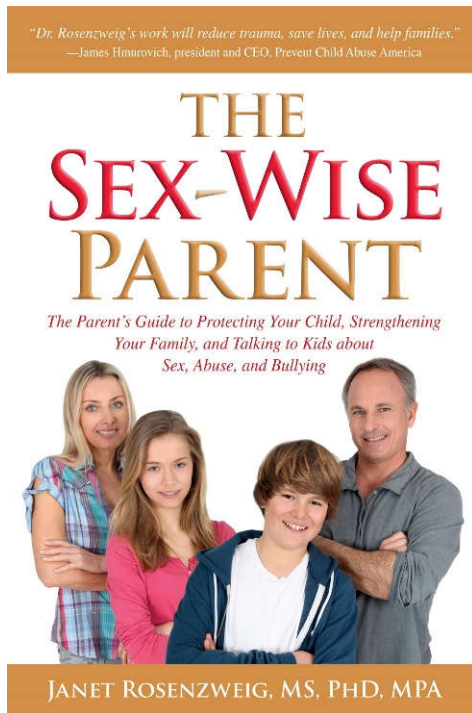
**The New York Foundling's
*Mel Schneiderman Professional Conference***

**Co-sponsored by
New York University
Silver School of Social Work
October 30, 2024**

Learning Objectives

- ▶ Participants will learn important components of psychosexual development sexual and reproductive anatomy and physiology, and how to incorporate this information into home visiting.
- ▶ Participants will understand the autonomic nature of sexual/genital arousal and response and understand why this concept is critical to understanding sexual abuse prevention.
- ▶ Participants will understand the critical role family serving professionals can play in supporting parents as the primary sex educators of their children
- ▶ Participants will be able to identify ways to use the 'info card' designed to provide parents with information and tips to promote healthy sexuality

Presented by:
Janet Rosenzweig PhD, MPA



Perspective

Developmental
perspective on
individuals and
families

Health and sex
educator

Sex abuse help-line
counselor, therapist
and staff trainer

Public official
working in child
welfare

Prevention
specialist - former
VP of Prevent Child
Abuse America

Mom!

Your perspective?

Sexuality is a sensitive and personal topic,
Please honor your own feelings - tune out if
necessary

Many people apply this content to their own
parenting - that's FINE!!!!

We all come to the topic with our own values
and experiences.. Some good and some not-so-
good

Consider keeping a notepad with you and jotting
down not only questions, but any reactions to
the content.. just for your own reflection

Our goals for today....

- ▶ Provide an overview of psychosexual development of children, focusing on what kids can understand and what they need to know at different ages.
- ▶ Offer tips and resources for communicating this sensitive content with parents individually and in group settings with a strong focus on using this information to help prevent sexual abuse.
- ▶ Introduce the resources from the NY Initiative to Prevent Child Sexual Abuse.
- ▶ Provide time for questions and answers to address specific concerns.

New York State Initiative to Prevent Child Sexual Abuse

Healthy Child Sexual Development

Focus on building mutually respectful relationships with children.
You can talk to your children about their bodies and sexual development because...

- Children need to know what is okay and not okay
- Children need to know the terms for their private parts
- Children need to know that you are their source of information and are willing to have difficult conversations
- Children need to know your values about sexuality and relationships

The table below presents information about what to expect at each age/stage of your child's development and ideas to promote healthy sexual development. Please keep in mind that children develop at different rates and every child may not fit neatly into these categories.

HEALTHY DEVELOPMENT

PROMOTE HEALTHY DEVELOPMENT

BIRTH TO 3 YEARS

- Asking questions about bodies, and bodily functions
- Using "bathroom" language
- Look at and touch their private parts** in public and private
- Showing private parts to others
- Trying to touch others' private parts
- Wanting to be naked
- Attempting to see other people naked

- Use accurate names for body parts
- Explain the basic anatomical differences between birth genders using simple language
- Explain that bodies change as children grow up
- Teach children about respectful personal boundaries without shaming the child (keeping private parts covered, not touching others' private parts)
- Teach children that touching their private parts is done in private

Answer questions calmly with simple language, honestly tell child if you don't know an answer and seek information from an expert like your pediatrician. Consult your pediatrician during well-child visits for additional guidance and resources. Control and/or monitor what children are exposed to on all media.

3 TO 6 YEARS

- Talk about private parts and use "naughty" words
- Look at and touch private parts with children their own age
- Develop a deeper understanding of gender roles
- May display same-gender and cross-gender interest in how they play and what clothing they wear

- Use accurate names for body parts
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My focus: Promoting Sexual Health and Safety

- ▶ Sexual health and safety is a broad focus that includes the prevention of sexual abuse.
- ▶ When people are given the opportunity to develop a healthy sexuality, they may be less likely to act out sexually or sexually abuse others.
- ▶ Sexuality has physical, social, emotional and spiritual components -- being healthy in all these ways leads to a happy, socially engaged, confident life!

Why
Support
Sexual
Health and
Safety?

Child sexual
abuse
prevention

Strengthening
relationships
and families

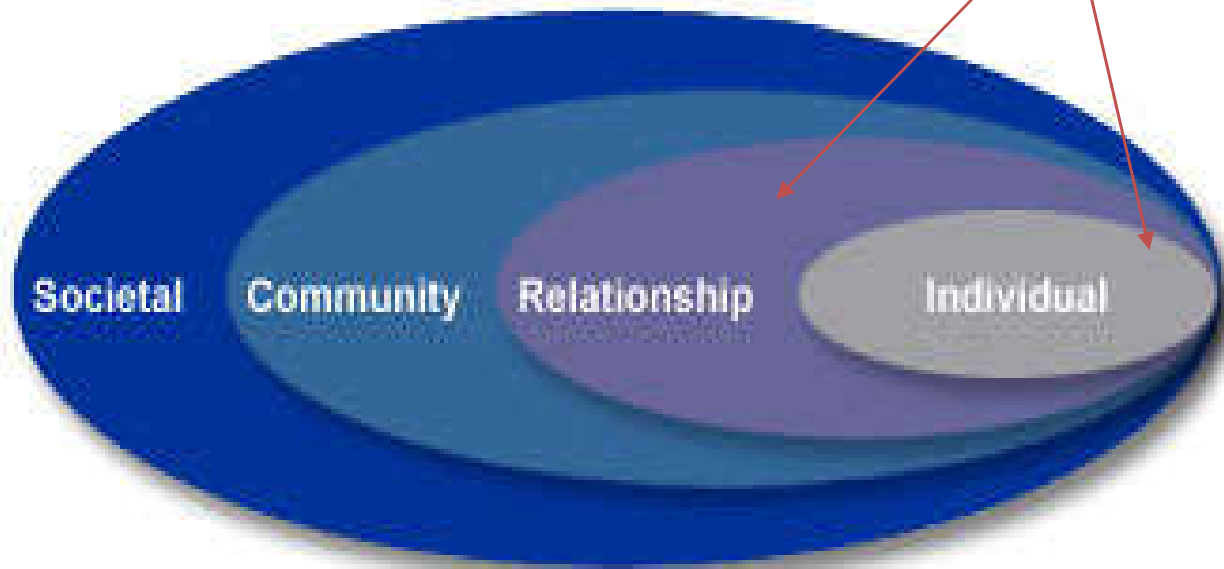
The Fragile Families Studies

“At the time of the birth, most parents [in fragile families] are romantically involved and **have high hopes that they will get married**; most, however, are not able to establish stable unions or long-term co-parenting relationships. **Five years after birth, a third of fathers have virtually disappeared from their children’s lives.** New partnerships bringing new children are common, leading to high levels of instability and complexity in these families. “

http://www.futureofchildren.org/futureofchildren/publications/docs/20_02_01.pdf

Sara McLanahan, Irwin Garfinkel, Ronald B. Mincy, and Elisabeth Donahue Page 6

Context: The social ecology of prevention



Family-serving professionals work focuses on the individual and family levels of prevention!

[Learn more from the CDC and P](#)

PLISSIT model

- ▶ Permission
- ▶ Limited Information
 - ▶ Specific Suggestions
 - ▶ Intensive Therapy

◉ *Developed by therapist Jack Annon in 1974, and adopted by AASECT*

“PLISSIT”

- ▶ A tool we can offer parents!
- ▶ Professionals can role model the “permission” and “limited information” aspects with colleagues and clients.



YOU are the KEY

As a trusted home visitor, you are in a great position to offer the ‘P and “LI” of the PLISSIT model in your community!!!

Our goal today is to help you!

Access to accurate information about human sexuality was strongly curtailed starting in the 1990

- ▶ Comprehensive sex abuse prevention was replaced with Megan's Laws starting in the mid 1990's
 - Sex abuse prevention became checking registries
 - Adults were concerned about being falsely accused by a child or parent if they spoke to a child abuse sex
- ▶ Abstinence only education funding 1996
 - Limited topics to be presented in classes
- ▶ Jocelyn Elders 1994
 - ▶ Surgeon General forced to resign after medical comments on masturbation at a World Aids Day conference

Restricted Sex Ed

Abstinence only education:
limited finding 1982
massive infusion, 1996

Funded both schools and youth serving
agencies

Specified topics that could be covered

One Result??

- ▶ Adults, even well-intentioned ones STOPPED TALKING TO KIDS ABOUT SEX!

Kids are left vulnerable getting inaccurate information and 'values' about sexuality from peers, predators, or pornography



The members of the generation educated under these restrictions are now parents! They need your help!



We will provide you with resources to give parents that can be helpful!

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Lots of Ways to Help
 Infants and Toddlers – Young School-Age Children
 Preteens – Young Teenagers – Parents

Develop a Healthy, Responsible Sexuality

Adapted from a brochure by the Coalition on Responsible Parenthood and Adolescent Sexuality, Dallas, Texas.
 By Janet F Rosenzweig MS, PhD, MPA

www.SexWiseParent.com

Let's Get the Facts

Psychosexual Development

Let's start at the beginning



Psychosexual Development of Children

A few definitions:

- ▶ **Sex Role**
- ▶ **Sex Preference**
- ▶ **Gender Identity**
- ▶ **Developmental Psychology** - is based on the premise that the successful completion of one phase is critical to the successful completion of subsequent phases

Psychosexual Development of Children

1. Oral Stage (Age 0 - 1.5)

- Polymorphous infants - **MUST FEEL GOOD!!!!**
 - ▶ **Erogenous Zone in Focus: Mouth**
 - ▶ **Gratifying Activities:** Nursing - eating, as well as mouth movement, including sucking, gumming, biting and swallowing.
 - ▶ **Interaction with the Environment:** To the infant, the mother's breast not only is the source of food and drink, but also represents her love. Because the child's personality is controlled by the *id* and therefore demands immediate gratification, responsive nurturing is key. Both insufficient and forceful feeding can result in fixation in this stage.

Psychosexual development....

2. Anal Stage (Age 1.5 - 3)

Erogenous Zone in Focus: Anus

Gratifying Activities: Bowel movement and the withholding of such movement

Interaction with the Environment: The major event at this stage is toilet training, a process through which children are taught when, where, and how excretion is deemed appropriate by society. Children at this stage start to notice the pleasure and displeasure associated with bowel movements. Through toilet training, they also discover their own ability to control such movements. Along with it comes the realization that this ability gives them power over their parents. (or teachers!) That is, by exercising control over the retention and expulsion of feces, a child can choose to either grant or resist parents' (or teachers!) wishes.

SUPEREGO- Right, Wrong and Rules

3. Phallic Stage (Age 4 - 5)

Erogenous Zone in Focus: Genital

Gratifying Activities: Masturbation and genital fondling

Interaction with the Environment: This is probably the most challenging stage in a person's psychosexual development. The key event at this stage, according to Freud, is the child's feeling of attraction toward the parent of the opposite sex, together with envy and fear of the same-sex parent. In boys, this situation is called the "**Oedipus Complex**" (aka the Oedipal Complex), named after the young man in a Greek myth who killed his father and married his mother, unaware of their true identities. In girls, it is called the "**Electra Complex**".

Age 4 - 5, continued

- ▶ Boys, in the midst of their Oedipus Complex, often experience intense "**castration anxiety**", which comes from the fear of punishment from the fathers for their desire for the mothers. Girls' Electra Complex involves "**penis envy**". That is, according to Freud, the girl believes that she once had a penis but that it was removed. In order to compensate for its loss, the girl wants to have a child by her father. Success or failure in the Oedipus conflict is at the core of either normal psychological development or psychological disorder. If a child is able to successfully resolve the conflict, he or she will have learned to control their envy and hostility and begin to identify with and model after the parent of their own sex, and are ready to move on to the next developmental stage.

Latency (Age 5 - puberty)

- ▶ **Erogenous Zone in Focus: None**
- ▶ **Interactions with the Environment:** This is a period during which sexual feelings are suppressed to allow children to focus their energy on other aspects of life. This is a time of learning, adjusting to the social environment outside of home, absorbing the culture, forming beliefs and values, developing same-sex friendships, engaging in sports, etc. This period of sexual latency lasts five to six years, until puberty, upon which children become capable of reproduction, and their sexuality is re-awakened.
- ▶ **Kids at this age are highly vulnerable to pedophiles -**
 - ▶ sex is FAR from their frame of reference,
 - ▶ this is the age that may pedophiles find most attractive - Kids this age are people - they can have a 'relationship' but without secondary sex characteristics

5. Genital Stage (From puberty on)

<http://urology.ouhsc.edu/pediatric/psychosexualdescription.html> accessed 5/200Link no longer live!

We can promote sexual health and safety by working towards the goal of every child going out in the world with accurate, age-appropriate information wrapped in the values from their family and faith tradition

*A break from
hearing more
facts....*

Respecting Cultural Differences

The facts may
be the same,
but the feelings
vary!

Topic areas where attitudes may vary

Sex Roles

Female Sexual Arousal

(most sex education defines
adolescence: Boys get erections, girls
get periods...)

Non-Marital Sexual contact

GLBTQ+ relationships

Masturbation

Who can/should speak to kids
about sex

Show Respect: Establish Rapport

There is no major religious tradition that does not recognize a parents right/responsibility to speak with their child abuse sex.

Begin with parents by acknowledging that differences in opinions and beliefs are normal.

Explore their beliefs with them.

Establish the terminology they use in their family.

Always separate facts (anatomy and physiology) from opinion.

Explore with them how lack of information impacted their development.

- Explore with them negative messages they may have received from adults and the benefits of accurate information.

Family Norms Exercise

The following questions can be used to start discussions in parent education groups, or be given to couples to discuss. The goal is to encourage people to articulate the norms they wish to set for their family. Encourage families to pick a date for an annual family and sexuality values talk – maybe start a new Valentine’s Day tradition! Detail on these and related topics can be found in *The Sex-Wise Parent*, (Skyhorse, 2012) Chapter 6.

What terms will you use to teach your kids about all of their (and your) body parts? How and when will you use them?

Discussion point: Children need words for genitalia easily understood by others.

Will you have a dress code?

Discussion point: Privacy, modesty, self-respect

When will you let your child bathe by himself?

Discussion points: Privacy, modesty, safety.

What rules do you want about having kids in your bed?

Discussion points: Privacy, autonomic arousal.

Will you give your kids a choice about hugging and kissing relatives?

Discussion points: Control over their own body, choice, respect.

What will you do when your child’s curiosity leads him to touch your body?

Discussion points: Privacy, role-modeling setting boundaries gently but firmly.

Will your physical signs of affection with your children change over time? How? Why?

Discussion points: Autonomic arousal, puberty, ensuring children feel loved.

How will you react when you see our child touching his or her genitalia?

Discussion points: Autonomic arousal, avoid associating sexual pleasure with fear/guilt/shame.

How can you support your child’s enjoyment of all her senses: the taste of food, the smell of a beloved person, the feel of fabric, the warmth of human touch?

Discussion points: Healthy sexuality is positive, wonderful and life affirming; too many parents only discuss the dangers and kids deserve a balanced perspective.

Back to facts:

Human Sexual
Response

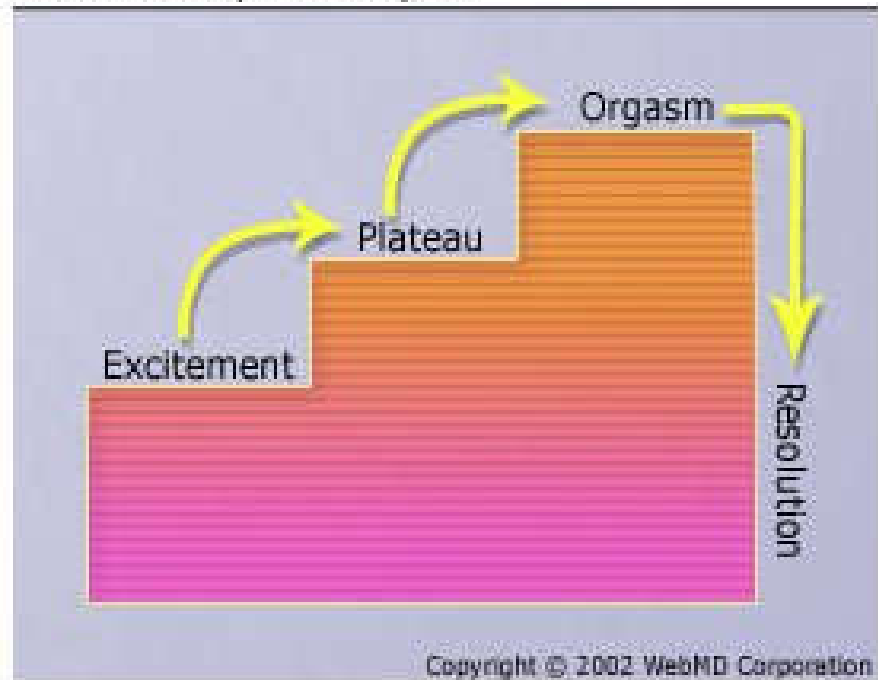
Fundamentals

Physical Facts with Emotional Impact

Fact 1:

- ▶ *The human body will react to various kinds of stimulation with very specific physical manifestations*

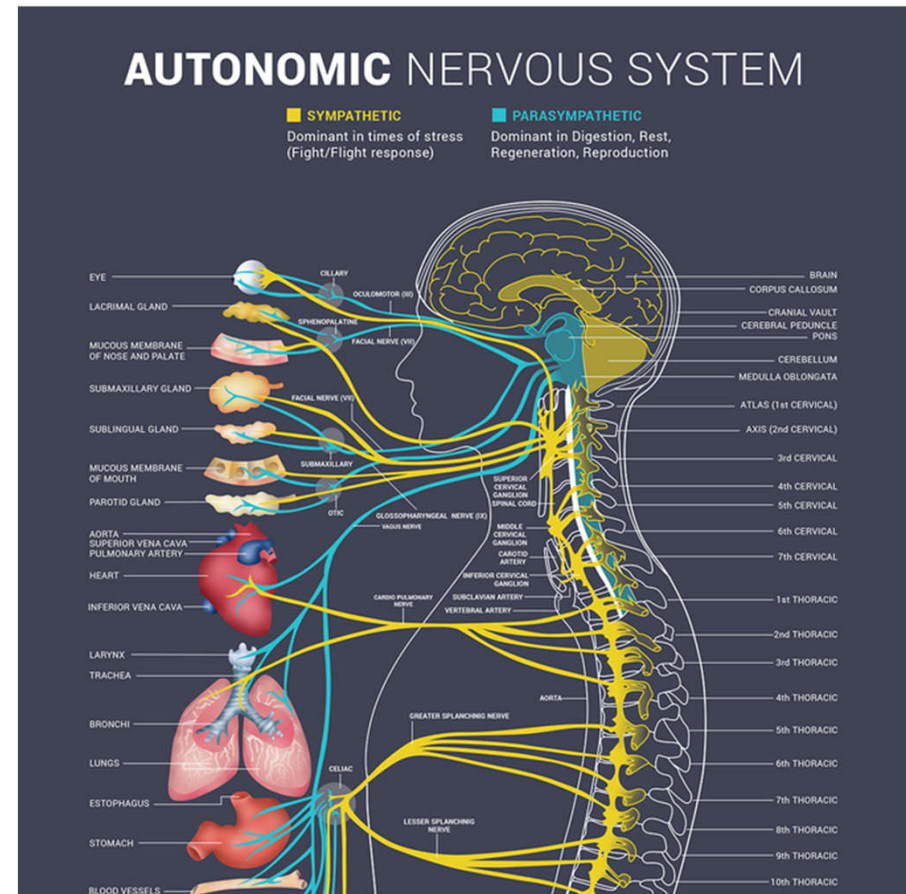
Sexual Response Cycle



Physical Sexual Arousal

► The Autonomic Nervous System:

The part of the nervous system responsible for control of the bodily functions not consciously directed, such as breathing, the heartbeat, and digestive processes.



Key words!

not consciously directed, such as breathing, the heartbeat, and digestive processes.

Physical sexual arousal is an autonomic response

Key reasons why kids need to know this

- Victims may experience a physical, sexual/genital response while being victimized
 - Predators may use the response against them, convincing the child they are a willing participant because they 'enjoyed' the act.



KEY POINT!

- ▶ Sexual arousal is a function on the autonomic nervous system
 - ▶ Arousal is a reflexive response to specific stimuli
 - ▶ One of the most important things the staff working with young kids can contribute it to *ensure that a child's earliest associations with their own physical genital/sexual feelings do NOT become associated with fear, guilt or shame.*

Account from a victim

Child TV star describes being molested by his publicist:

“Pull your pants down,” he said.

I didn’t want to lose everything he had given me. And so I did.

He put his mouth on me. I got hard. I didn’t know where to look or how to feel.

I squirmed against the back of the seat. He kept on going, getting into it.

I hoped it would be over fast.

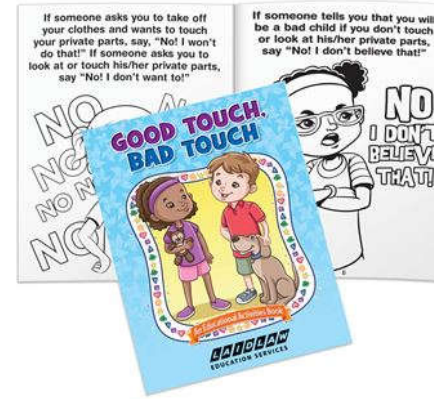
Then it happened. I came.

As confused and upset as I was, I liked the feeling.

“No one had ever talked to me about sex before, but somehow, I knew it was wrong for a man to do that to a boy. I was really confused because having an orgasm had felt good.”

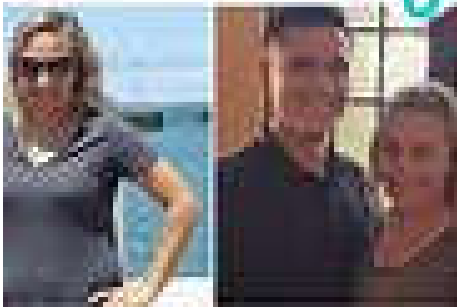
Key reasons why kids need to know this

- Victims may experience a physical, genital response while being victimized
 - This is wildly confusing for children who have experienced sexual abuse prevention as only 'good touch/bad touch'



Key reasons why kids need to know this

Female Teacher charged with Sexually assaulting 13-Year-Old Male Student



Staff: Nicole Hutchins herealynicole A former teacher has been charged with sexual assault. Brooke sendale, 26, sexually assaulted her 13-year-old student and has been charged



- Kids may confuse a physical sexual response for an emotional attachment, making them vulnerable to predators.
- Adolescents and teens are particularly vulnerable
- Physical sexual arousal decreases sexual self restraint
- Physical sexual arousal may lead a victim to believe they participated in a sinful act, unnecessarily adding to guilt and confusion

Key reason why parents need to know this

It is unhealthy to raise children who learn to associate negative emotions with their sexual arousal

Fear, guilt and shame have no place in sexual health and safety

At best, these negative emotions interfere with healthy adult sexual relationships

At worst, a child can grow into someone who needs these negative emotions to experience sexual arousal

Knowledge is Power!

Dr. Janet F. Rosenzweig
www.SexWiseParent.com



Thank you. This is the first time I fully realized that I was a victim. I had a 20 something highschool teacher have an inappropriate relationship with me. I always thought I was an equal party and felt guilt about hiding it.

Nobody at all knows this ever happened and this was over 15 years ago.

Thank you.

[redacted]

Physical Facts with Emotional Impact Fact 2:

- ▶ *Having accurate, understandable language about all body parts, specifically the genitalia, is a protective factor in sexual abuse prevention*
 - ▶ *If a child becomes a victim, they have language to tell a trusted adult*



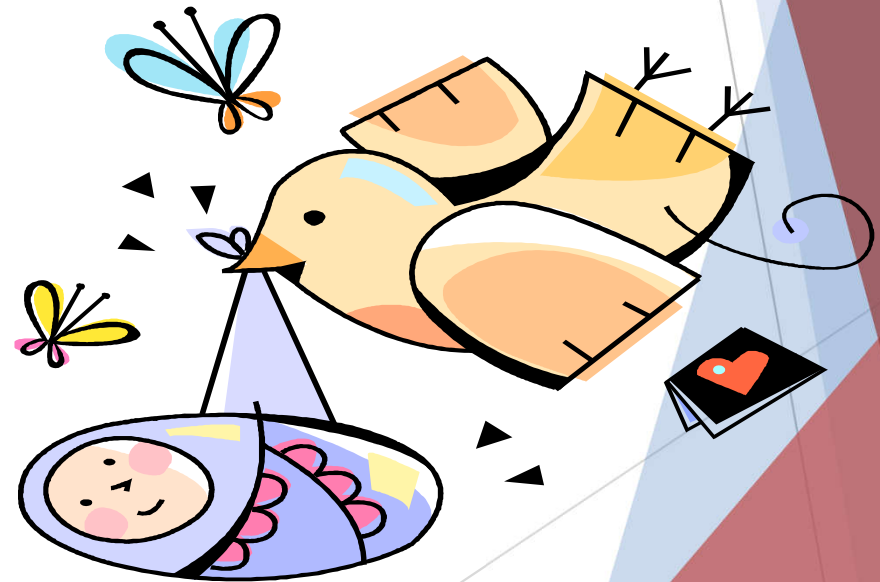


Physical Facts with Emotional Impact Fact 2:

- ▶ *Having accurate, understandable language about all body parts, particularly the genitalia, is a protective factor in sexual abuse prevention*
 - ▶ *A child who knows it is OK to talk about sex with their parent will be able to ask questions, and not be tempted to turn to unsavory sources such as the internet, or potentially predatory older kids or adults*

Beyond the birds and the bees

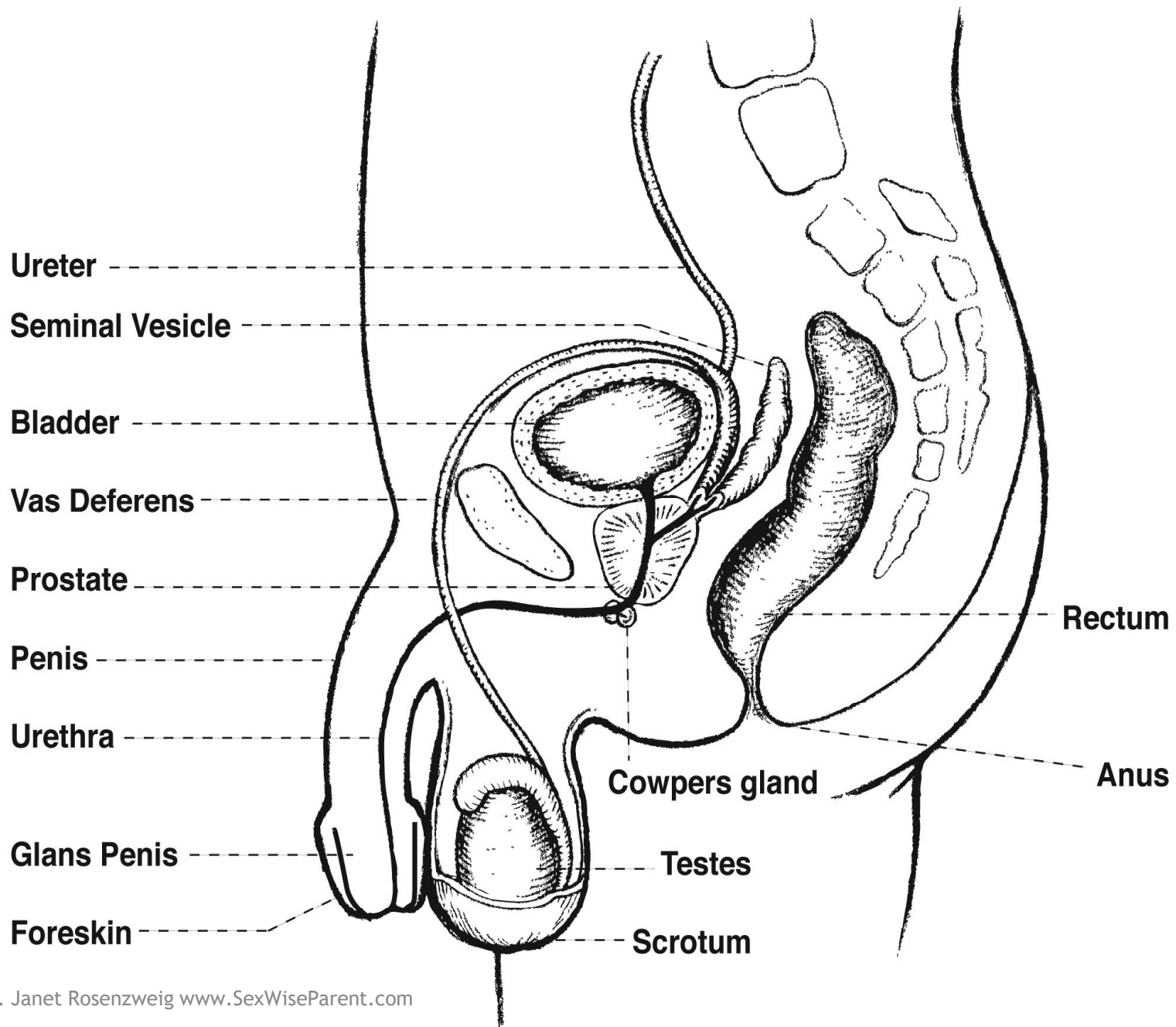
Sexual Anatomy and Physiology



Anatomy and Physiology for Grownups

The next slides
are anatomical
line drawings
of male and female
sexual and reproductive organs

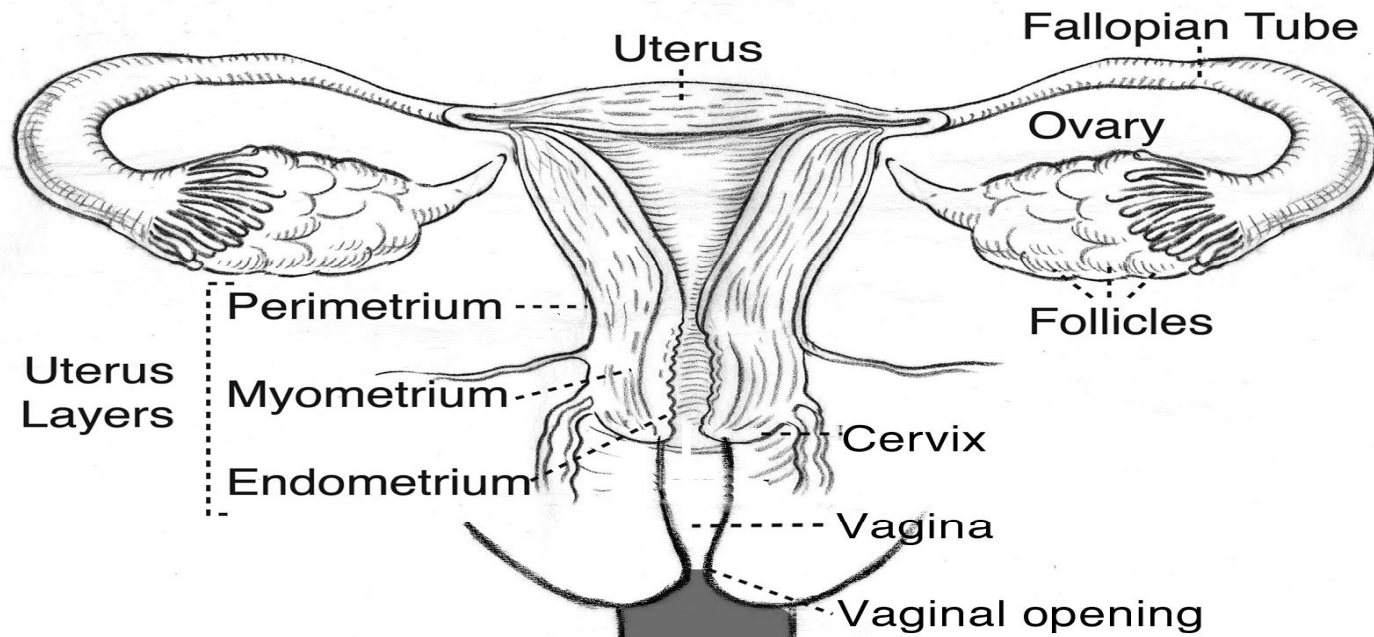
MALE REPRODUCTIVE SYSTEM



Important concepts for kids

- ▶ School aged and younger
 - ▶ Testicles are located inside of scrotum
 - ▶ Scrotum tighten up when they're cold
 - ▶ Penis' get big when they feel certain things - like getting goose bumps from being tickled, it happens and it means things are working
 - ▶ T-ball cup rule as a teachable moment
- ▶ School aged/young adolescent
 - ▶ Sperm or 'Dad seeds' are produced in the testicles and follow the tube around to come out the tip of his penis

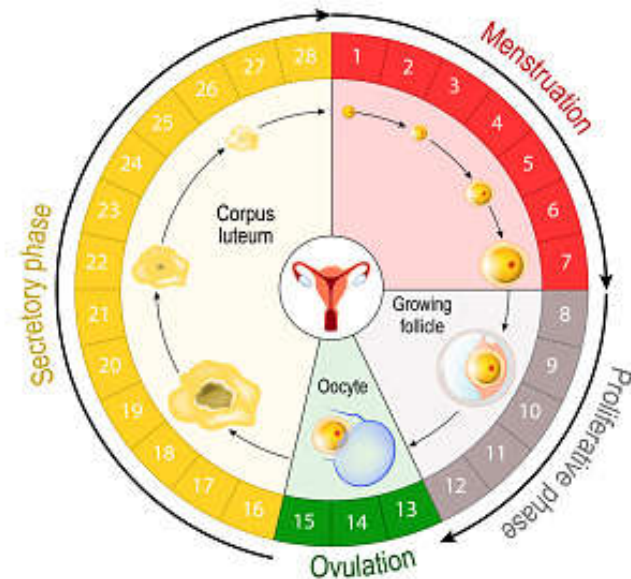
Female Reproductive System



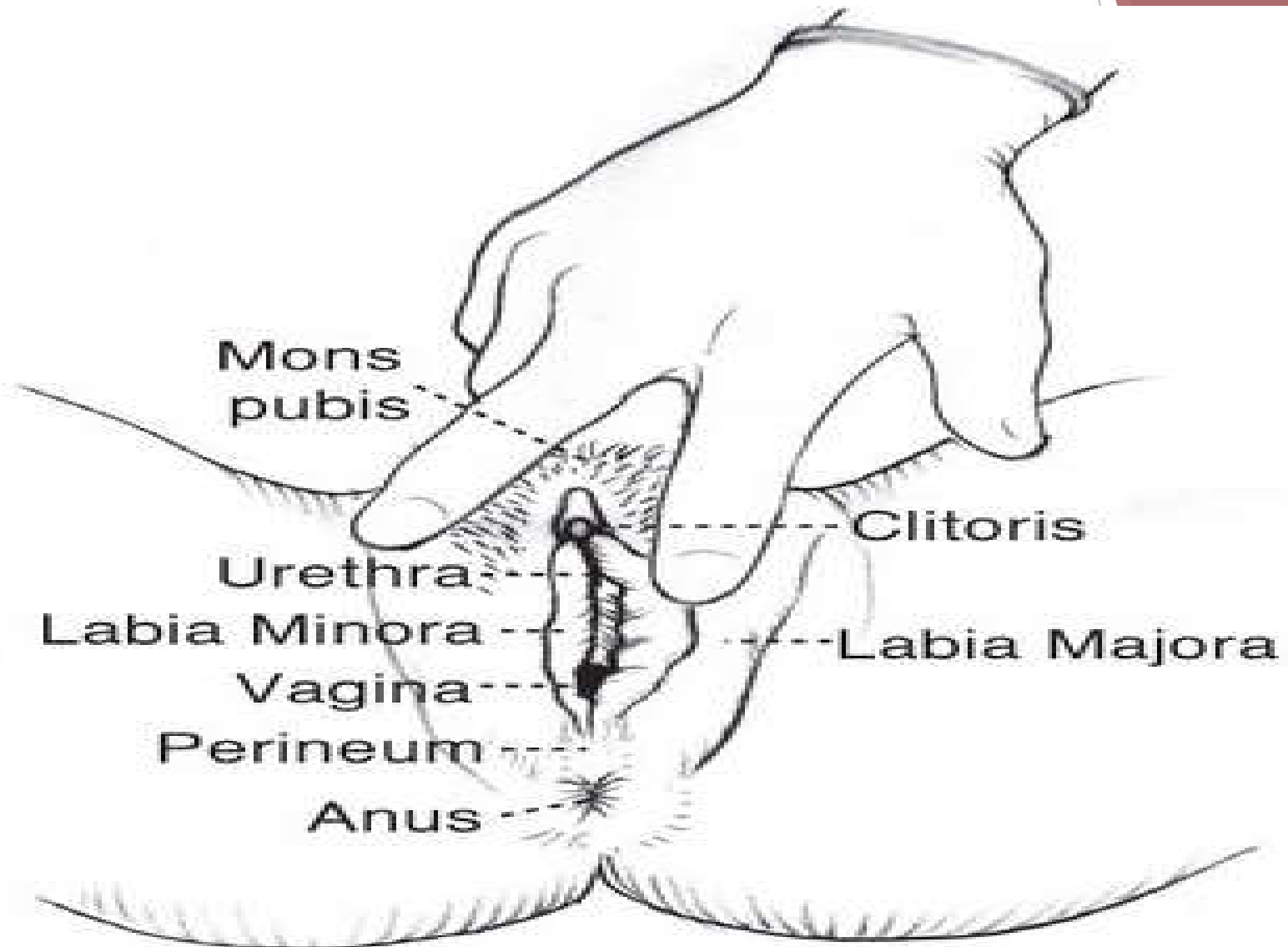
Understanding the menstrual cycle is key --

- ▶ Aside from the obvious value in pregnancy spacing, it gives victims a sense of control over their bodies.

Menstrual cycle



Female genitalia



Special Focus: Youth with Problematic Sexual Behaviors

Retrospective studies show that child most sexual abuse is perpetrated by another child or youth

This problem is going to continue to grow

The on-line environment...

- ▶ ...presents kids with sexually stimulating images
- ▶ ...makes it easier to break social norms than being IRL

Sharing sexualized photos, and being sexual on-line increased during the pandemic

Good sex information is limited!

- ▶ Schools and youth serving organizations are limited in what they can offer
- ▶ Many parents feel unprepared to address sex with kids

In 37 states, a youth who express problematic sexual behaviors can be placed on a sex-offender registry, often for life!

I have questions about
sexual violence.



Have questions about sexual thoughts, behaviors and

New!!! Excellent Resource for teens:
www.whatsok.org



Siblings: The good, the bad and the ugly....

Older siblings are an important source of information about the 'facts' of sex and the family values.

- ▶ Some parents engage an older child as a partner in sharing information with the younger ones

Older siblings can also be terrifying bullies

- ▶ **When kids fight (which is normal) determine if the younger/smaller one is mad or terrified.**
- ▶ One widely cited study found 13% of a college population reported sibling incest.

Finkelhor. "Sex Among Siblings: A survey on prevalence, variety and effects." *Archives of Sexual Behavior* (9), 1980: 171-194.

Link to bullying

- ▶ Sex abuse is bullying taken to a grotesque extreme.
- ▶ The perpetrator cares only for their own satisfaction with absolutely no regard for the impact their behavior has on others.
- ▶ Older, more powerful siblings may learn bullying behavior at home
- ▶ Bullying prevention programs, when done well are an important component to community sexual health and safety. **Another role for schools - many of whom are incorporating bullying prevention into curricula!**

Resources for encouraging parental involvement

Dr. Janet Rosenzweig www.SexWiseParent.com

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10 to 13 YEARS

HEALTHY DEVELOPMENT

- Feel sexual attraction to/interest in peers
- Masturbate occasionally, possibly reaching climax
- Possibly reach climax while asleep
- Play games with children their own age that involve sexual behavior (such as "spin the bottle")
- Look at pictures of naked or partially naked people
- Be interested in sexual content in media
- Experience genital arousal from touch or images, including touch and images that may be inappropriate or harmful
- Begin to act as if they value the opinions of their peers over that of their family
- Begin to discuss sexual orientation and gender identity
- May begin to experience the body changes of puberty (girls tend to develop earlier than boys)
- Engage in sexual behavior (flirting, kissing, contact)
- Spend more time with peers and consider different values

PROMOTE HEALTHY DEVELOPMENT

- Support age-appropriate relationships (for example, don't call time with a friend a "date" or encourage make-up and dress that is too grown-up)
- Explain the basics of human reproduction
- Describe the physical changes that occur during puberty- breasts and menstruation for girls, facial and body hair for boys, sexual arousal for both
- Explain risks of sexual activity (pregnancy, sexually transmitted diseases, and disadvantages in engaging in sexual/romantic activities before ready)
- Explain risks of on-line sexual behavior, for example-sharing sexualized photos may lead to legal issues & embarrassment if shared further, and understand that images are permanent
- Develop a safety plan with your child that includes what to do if there is unwanted touch of any type from peers or adults
- Discuss how to give and ask for consent
- Discuss contraception and preventing sexually transmitted infections
- Ensure that your child knows that genital arousal is an 'automatic reflex'-a message that comes from the brain like getting goosebumps when cold; neither their arousal, nor anyone else's means that the child has to take any action at all
- Ensure that children do not spend one-on-one time with an adult (tutor, coach, mentor) without careful screening beforehand and debriefing afterwards

Answer questions calmly with simple language; honestly tell child if you don't know an answer and seek information from an expert like your pediatrician. Consult your pediatrician during well-child visits for additional guidance and resources. Control and/or monitor what children are exposed to on all media.

13+ YEARS

- Begin or continue to experience puberty
- Want more privacy
- Look at pictures and videos of naked people
- Be interested in sexual content in media
- Experiment with romantic relationships
- Engage in sexual behavior (flirting, kissing, contact)
- Sometimes lie and keep information from parents

- Discuss how to give and ask for consent
- Develop a safety plan with your child that includes what to do if there are unwanted touch or sexual advances from peers or adults
- Discuss contraception and preventing sexually transmitted infections
- Discuss options should unprotected sex occur
- Raise difficult topics with your children to keep lines of information open
- Teach your children how to keep an eye out for each other and step in if needed. Be an upstander not a bystander

Answer questions calmly with simple language; honestly tell child if you don't know an answer and seek information from an expert like your pediatrician. Consult your pediatrician during well-child visits for additional guidance and resources. Control and/or monitor what children are exposed to on all media.

*** The term private parts refers to the genitals (penis and scrotum in males, vagina and labia in females and the anus).*

****How do you explain the difference between privacy and secrecy to a child?*

Privacy means you get to do it by yourself, but trusted grown-ups (Mom, Dad, Grandparents) know about it. Children earn privacy. Secrecy means the trusted grown-ups don't know about it. It is not safe to keep secrets from trusted grown-ups, especially if another grown-up tells them to.



<https://www.nypreventsexabuse.org/>

[Click Here: Monitor Students' Online Activity >](#)

[Click Here: Parental Controls for Games >](#)

[Click Here: Parental Controls for Social Media >](#)

New York State Initiative to Prevent Child Sex Abuse

Child Sexual Exploitation Online

If your child has access to a computer or other smart device they are at risk of internet sexual exploitation, regardless of their age. You can help protect your child by reviewing the information below and by ensuring that you have open communication with your child about healthy sexuality and about their online activities. **Open communication is the best protection.**

Step 1: Know the Facts

Millions of child sexual abuse material files are in circulation at any given moment. Child sexual abuse material is defined as imagery or videos which show (or depict) a child engaged in explicit sexual activity.
Hundreds of thousands of "dark" website users view, share, and store child sexual abuse materials on sites that are only accessible with special software that maintains anonymity.
75% of children share personal information online.
66% of children reported they have been asked by someone they met online to communicate privately on a different platform.
33% of teens are "friends" with people online they don't actually know in real life.
30% of 18-24 year-olds were approached sexually online when they were children.
20% of teens have received unwanted sexual solicitation.
15% of teens have sent a sexual text message (sex).

Step 2: Understand the Problem

Sexting: When someone creates, sends, or shares sexual messages, images or videos online. Sometimes kids engage in sexting voluntarily, sometimes they are tricked or manipulated into doing so.

Grooming: When someone (acquaintance, friend, stranger) builds trust with a child to gain access to and control over the child. Over time the person brings sexual content into the relationship and may threaten or pressure the child into doing what they ask, including asking to meet in person.

Sextortion: A type of blackmail that happens when someone (acquaintance, friend, stranger) threatens to send a child's personal image to friends, family, or other people if the child doesn't pay them, do what they ask, or provide more sexual content. Teenage boys are the most common victims.

Exposure to Sexual Imagery: When children see sexually explicit content while online (watching videos, visiting websites, conducting searches or playing games).

Step 3: Protect Your Children By...

Dr. Janet Rosenzweig www.SexWiseParent.com

New!

- ▶ [Information for Youth | Nysipcsa \(nypreventsexabuse.org\)](https://nysipcsa.nypreventsexabuse.org)

The screenshot shows a web browser window with a dark grey header. The browser's address bar shows '1 of 2' and 'Automatic Zoom'. The page content is divided into three main sections: a title bar, an introductory paragraph, and two columns of key information.

Internet Sexual Exploitation Prevention Information For Youth

There is a lot to know about staying safe online and dealing with the complications that come with having an on-line life. Here are some helpful tips and things to think about:

EIGHT KEY TERMS

- **Boundary:** A personal rule a person makes for themselves. For example, preferring to bump fists rather than hug or deciding what to share on-line.
- **Consent:** Having and/or giving clear permission. If someone wants to touch another person or have their picture, permission is needed each time!
- **Empathy:** Being sensitive and understanding about how someone else is feeling, even if people have different feelings in the situation.
- **Entrapment:** When someone tricks another person into doing something by using lies and/or manipulation.
- **Exploitation:** When someone takes advantage of or uses someone else to get what they want.

IT'S OK TO DISENGAGE

Even if you started a conversation, shared a picture, or shared strong physical feelings with someone, you can always change your mind or set a new boundary. Sometimes that can feel tough, but there are ways to do it that don't have to mean the relationship or conversation is over – unless you want it to be.

You can:

- Ask them to change the subject
- Tell them No
- Send them an emoji or meme to show you want to change the topic
- Ask a friend for help in telling the person no
- Hang up, block, or ghost them if they continue to not respect you

Websites with Good Information

From the Academy of Pediatrics

<http://www.healthychildren.org/English/ages-stages/preschool/Pages/Talking-to-Your-Young-Child-About-Sex.aspx>

<http://www.healthychildren.org/spanish>

From the National Sexual Violence Resource Center

<http://nsvrc.org/publications/en-espanol-nsvrc-publications-sexual-assault-awareness-month/SAAM2013>

[Resources | National Center on the Sexual Behavior of Youth \(ncsby.org\)](http://www.ncsby.org)

How can you keep your children sexually safe and healthy?



An inspirational speaker and teacher, Dr. Rosenzweig is devoted to reaching professionals and parents

Resources I shared today can be found at
www.sexwiseparent.com/resources

Parents do come out for this topic-
even in a storm!



Dr. Janet Rosenzweig www.SexWiseParent.com

Find additional resources: The New York State Initiative to Prevent Child Sexual Abuse



THE NEW YORK
FOUNDLING

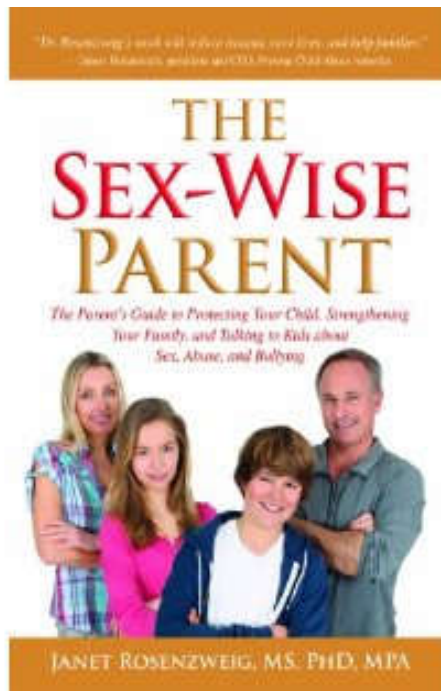


- ▶ *The Initiative is dedicated to the prevention of all forms of child sexual abuse throughout the state of New York through advancing research, policy, education and practice. We are organized as a cooperative initiative to provide state-of-the-art theory and research-based knowledge to inform, guide, and empower the public, professionals, and all those who serve children and families at all levels and sectors of society, toward the elimination of child sexual abuse. The Initiative is comprised of leaders in the field of child maltreatment, child protection, and promotion of well-being in children and families.*

*Learn more about us here:
<https://www.nypreventsexabuse.org/>*

Q and A Time: How Can I Help?

FIND ADDITIONAL MATERIAL AT WWW.SEXWISEPARENT.COM/RESOURCES



New York State Initiative to Prevent Child Sexual Abuse

Healthy Child Sexual Development

Focus on building mutually respectful relationships with children.
You can talk to your children about their bodies and sexual development because...

- Children need to know what is okay and not okay
- Children need to know the terms for their private parts
- Children need to know that you are their source of information and are willing to have difficult conversations
- Children need to know your values about sexuality and relationships

The table below presents information about what to expect at each age/stage of your child's development and ideas to promote healthy sexual development. Please keep in mind that children develop at different rates and every child may not fit neatly into these categories.

HEALTHY DEVELOPMENT

PROMOTE HEALTHY DEVELOPMENT

BIRTH TO 3 YEARS

- Asking questions about bodies, and bodily functions
- Using "bathroom" language
- Look at and touch their private parts** in public and private
- Showing private parts to others
- Trying to touch others' private parts
- Wanting to be naked
- Attempting to see other people naked

- Use accurate names for body parts
- Explain the basic anatomical differences between birth genders using simple language
- Explain that bodies change as children grow up
- Teach children about respectful personal boundaries without shaming the child (keeping private parts covered, not touching others' private parts)
- Teach children that touching their private parts is done in private

Answer questions calmly with simple language; honestly tell child if you don't know an answer and seek information from an expert like your pediatrician. Consult your pediatrician during well-child visits for additional guidance and resources. Control and/or monitor what children are exposed to on all media.

3 TO 6 YEARS

- Talk about private parts and use "naughty" words
- Look at and touch private parts with children their own age
- Develop a deeper understanding of gender roles
- May display same-gender and cross-gender interest in how they play and what clothing they wear

- Use accurate names for body parts
- Explain basic anatomical differences between birth genders and how bodies change as children grow using simple language
- Teach children about respectful personal boundaries (keeping private parts covered, not touching others' private parts)
- Respect child's modesty and desire for modesty and privacy*** (but explain that secrecy is never okay between adults and children)

Answer questions calmly with simple language; honestly tell child if you don't know an answer and seek information from an expert like your pediatrician. Consult your pediatrician during well-child visits for additional guidance and resources. Control and/or monitor what children are exposed to on all media.