PREVENTING Problematic Sexual Behaviors and Perpetration

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Learning Objectives

• Describe “Flipping the Focus”

• Problematic Sexual Behaviors & Perpetration: overlaps and differences

• Identify emerging issues
YOU

• What drew you to this topic?
• How does your work relate to this topic?
Our Personal Journeys Into This Topic
Why Prevention?

We cannot...

• Educate
• Treat
• Arrest
• Or incarcerate our way out

It will take all of that and more
Public Health is...

- Social justice
- Redefining the unacceptable
- Systemic vs Individual
- Making the healthy choice the easy choice
- Research based
- Epidemic vs. Endemic
You are the experts.
You have to be at the prevention table.

(Knight, 2015)
Where Do Our Resources Go?

- 100 Incidents
- 10-18 Reports
- 6 Go to Trial
- 3 Convictions

Vast majority of our resources are here

- 10-18% reported (London et al., 2005)
- 6% went to trial (Stroud, et al., 2000)
- 3% convicted (Abel et al., 1987)
Prevention Targets the Whole Problem

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- 6% went to trial (Stroud, et al., 2000)
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Actions & Strategies In Each Area

(Dahlberg et.al., 2002)
## Prevention Matrix

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(Tabachnick et. al., 2016)
People Are Listening

“Policymakers, the media and our communities are talking about sex offenders. They want to know how they can feel safer”

~Suzanne Brown-McBride
Perpetration Prevention

**IF** we want to stop sexual abuse at its source (for first time perpetration) we need to understand...

- Root causes
- Risk factors
- Protective factors
Considering a Range of Behaviors

- Peer verbal and physical sexual aggression
- Harassment
- Use of child pornography/Child sexual abuse images
- Child sexual abuse
- Child sexual exploitation
- Technology facilitated/Internet
- Adult sexual assault/rape
"All of the signs were there and no one... no one in my family, not one of my friends, and no one at work ever bothered to ask me about them"

~*Sex Offender in Prison*
CHILD
MOLESTER
How do we use what we know about the range of those who sexually offend to consider what would help with preventing first time perpetration?
5 Things to Know

1. We need to understand those who abuse if want to stop first time perpetration
Who Sexually Abuses Children?

- **93%** of children were abused by someone they knew
- **34%** of children were abused by family members
- **30-50%** of children were abused by peers or older children
Looking At Those Causing Harm

Of 14-21 year olds studied, 9% reported some type of sexually abusive behaviors

(Ybarra, 2013)
5 Things to Know

2. Not all people who abuse are the same
Many Different People Sexually Abuse Or Are At Risk To Abuse
Children and adolescents are still developing and can learn to live healthy productive lives.
Educate ourselves about how to distinguish developmentally expected sexual behaviors in children from those that might indicate a potential problem.
4. There are resources out there!
Information Now Available About Those Who Abuse

• ATSA
• Center for Sex Offender Management
• National Center on Sexual Behaviors in Youth
• NEARI Press
• Safer Society
• SMART Office (SOMAPI Report)
5 Things to Know

5. Sexual violence is preventable
Prevalence of Sexual Violence

“26.6% of girls and 5.1% of boys were sexually abused before the age of 18...”

(Finkelhor et al., 2013)
Prevalence of Victimization

20% of U.S. College Women Are Victims of Attempted or Actual Sexual Assault

Source: U.S. Justice Department
Prevalence of Perpetration

Approximately 10-15% of male college students report that they have perpetrated sexual assault during the past year

(Abbey et al., 2014; Thompson et al., 2013)
Significant Controversy...

- **Serial Rapist**  
  (Lisack, et al., 2002)

- **Developmental Trajectories**  
  (Swartout et al., 2015)
Implications Of This Shift

IF IT’S UNWANTED, IT’S HARASSMENT.

You have the right to be safe waiting for and riding Metro. You don’t have to put up with inappropriate comments, touching, gestures, or actions. Help Metro protect you and other riders. Together, Metro, our partners, and you can stop harassment. If you experience or witness harassment, report it to the nearest Metro employee.

Call MTPD at 202-862-2121 or text MYMTPD (696673).
CDC Guide to the Continuum of Evidence of Effectiveness

(Puddy & Wilkins, 2011)
Shining Example

Education Programs
Educational Programs

Consider variation in the audience and impact of:

- Universal
- Selected
- Indicated
Education Programs: Parenting

- CSAP
- She did what, He said what?
- Healthy Family America
- Children’s Trust and Prevention Funds
- Darkness to Light
- Stop It Now!
- Enough Abuse Campaign
- Committee for Children
Sexual Harassment

High School

Aggressor Frequency

- Cyber (45%)
- Physically (32%)
- Nonphysically (62%)
- Relationally (57%)

They also aggressed:

89% of sexual harassers do other types

(Knight, 2016)
Education Program: Children with Disabilities

- CAC Chicago
  - Moved from recognize and report
  - Moved from “we do not serve adults” to understanding cannot serve child w/o it
Education Program: College Campus

- Title IX
- NSVRC: www.nsvrc.org
- STOP IT NOW!
  Circles of Safety
Shining Example

Bystander Programs
Kitty Genovese
Bystander Research

Series of Decisions a Bystander Must Make...

• Notice the event
• Consider whether the situation demands action
• Decide if she/he has responsibility to act
• Choose form of assistance she/he should use
• Understand how to implement choice

(Latane & Darley, 1969)
Bystander Research

Higher Engagement $\rightarrow$ Increased Number of Reported Interventions

- Repeated exposure
- Multiple channels
- Multiple approaches
- Community ownership
Bystander Programs
Scenario

Samantha, the mother of an 8 year old boy, is concerned about her son’s friend (the same age). Recently the morning after a sleepover, while the boys were eating breakfast, Samantha found a handwritten story in her son’s room that contained sexual words that an 8 year old child should not know. The story was written in the handwriting of Samantha’s son’s friend. The boy’s mother is expected to pick her son up in two hours.

If you were Samantha, what would you do?
## Community and Institutional Change

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It is often easier to blame individuals for their choices rather than holding accountable those causing and/or profiting from the harm.
"We live in a sexually toxic/pornified society"

"Talking About It"
(Anderson, 2001)
We Have Gone From Dr. Seuss To Porn & We Need To Transform It To HEALTH
Child Sex Trafficking

• **Safe Harbor Law**
  – Redefines children as victims rather than delinquents
  – Increases penalties for buyers/exploiters

• **Buyers and Pimps are both child sexual abusers**
  – What prevents buying, selling – demand?
  – What are barriers?
  What creates ease of access?
Role of Changing Social Norms in SVP?

"Fostering Healthy Norms to Prevent Violence and Abuse: The Social Norms Approach"

- "Social Norms Toolkit"

(Berkowitz, 2010)
Shining Examples

Reaching out to those who sexually abuse
Research for Stopping 1\textsuperscript{st} Time Perpetration

Risk factors are different than risk to re-offend
Dunkelfeld
Promising Programs
Situational Prevention Research

Research indicating that the use of structural, environmental, and/or policy strategies in organizations and communities may reduce sexual violence perpetration.

Criminological approach examining situations that increase or decrease risk for crime to be committed.
Youth Serving Organizations
SMART Office Grantees

Campus Sexual Assault

• Center for Sex Offender Management (Dr. Kurt Bumby)
• Portland State University (Dr. Keith Kaufman)
Shining Example

Public Policy
Prevention Institute

The Spectrum of Prevention

1. Influencing Policy & Legislation
2. Changing Organizational Practices
3. Fostering Coalitions & Networks
4. Educating Providers
5. Promoting Community Education
6. Strengthening Individual Knowledge & Skills
Policy

“If there’s one thing we’ve learned about catalyzing changes that prevent illness in the first place, it’s that passage of a single policy can be like lighting a match—illuminating the way towards strategies with greater impact and igniting the energy of leaders.”

~Larry Cohen & Juliet Sims
Six Pillars for Prevention

1. Youth Serving Organizations
1. Healthy Development
1. Healthy Relationships & Sexuality Education
1. End Demand
1. Sustainable Funds
1. Prevent Initial Perpetration
Key Developments:
Brain
Greatest Unregulated Social Experiment Ever

“The early and pervasive exposure to Internet pornography among children and youth is the largest unregulated social experiment I’m aware of. We don’t know what the effects will be.”

~Michael Seto
Key Developments: Technology
Key Developments: Technology

- Technology has significantly changed the game with child sexual abuse. Law enforcement, Thorn talked to was feeling the change.

- Further, with child sexual abuse images, or exploitation through technology facilitated abuse there is additional trauma for survivors.
Key Developments: Media
Case-by-Case
News Coverage of Child Sexual Abuse

Newspaper sample of routine coverage

Major findings

• Infrequent coverage
• Focus on specific cases and criminal justice

(Berkeley Media Studies Group, 2011)
Results: Prevention is Virtually Invisible

- 70%: Articles describing interventions
- 25%: Articles describing solutions
- 5%: Articles without solutions

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- 70%: Articles without solutions
Key Developments: Comprehensive Sexuality Education
Where Do You Want To End Up?

If you want to be a basketball player when you grow up – do you attempt to get there by skateboarding 8 hours a day?
Key Developments: Cultural Innovations

• Walking in Balance, based on Native principles, Strong Oak Levabre BEAR

• Impact Justice: Nuri Nusrat, Sujatha Baliga

• The Beginning and End of Rape: Sarah Deer
Key Developments: Movement Building

- Civil Rights, Women’s Movement, LGBTQ
- Black Lives Matter
- HIV/AIDS
- MAAD
- Marriage Equity

*** National Sexual Assault Conferences/Victim Advocates
*** Just Beginnings Collaborative/CSA
Key Developments: Collaborations

- Task Forces (Variations from Erin’s Law)
  - Massachusetts
  - North Carolina
  - Arizona
  - Alabama

- ATSA Members role
  Pages Matam—Spoken Word Artist
  [http://www.youtube.com/watch?v=zgQRkHcEyp8](http://www.youtube.com/watch?v=zgQRkHcEyp8)
Do Not Get Stuck Without a Prevention Story
What are YOUR Key Messages/Take Aways?
Who Has Inspired You?

What actions are you willing to take?
Thank You

- Fay Honey Knopp
- Gail Ryan
- Alisa Klein
- Steve Bengis
- David Prescott
- Kurt Bumby
- Keith Kaufman
- Laurie Guidry
- Gail Dines
- Jan Hindman
- Friends, strangers and colleagues who have shared their stories with us
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