

COMMITTED TO FREEDOM

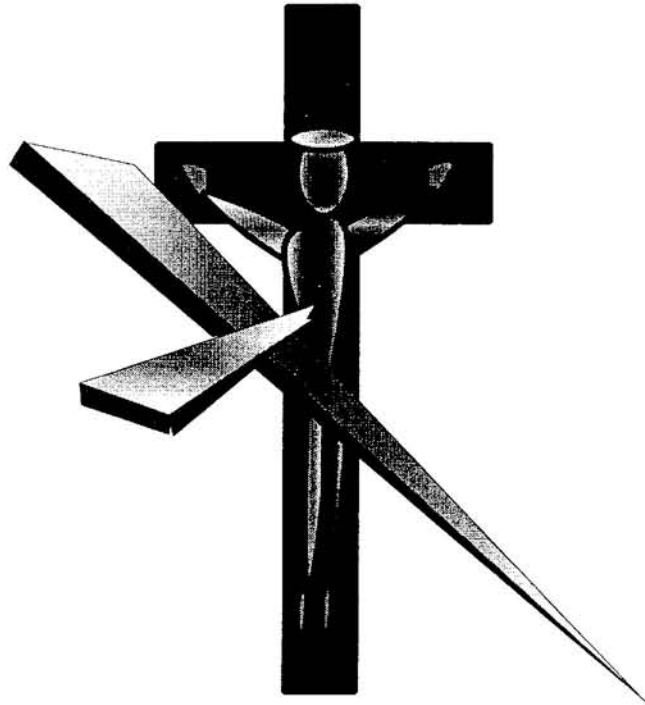
beginning the journey to freedom

*Survivors
of Childhood
sexual Abuse*



Personal
Studies
for New
Christians

Committed to Freedom



Staff Training Manual

Written by
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Committed to Freedom Ministries

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Instructions:	View the training video series and make appropriate notes in this training manual
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Overview of Sexual Abuse Issues

1. Committed To Freedom is a _____ directed curriculum for individual use.
 - a. It is written for survivors of childhood _____ abuse
 - b. It is designed for use in the Personal Studies for New Christians Education Program (PSNC)
 - c. It is equal to _____ learning contract in the PSNC model
 - d. It is _____ discipleship and only part of overall Christian discipleship training
 - e. It is _____ to be taught in a group class
2. Some things to keep in mind
 - a. This curriculum was originally written for an adult _____ residential program
 - b. As with any ministry, you must acknowledge your own _____ and limitations

The Fles

Growing up as a boy, a tale was often told of a beast that lurked in a deep dark hole. Back in the forest where the trees hide the sun, in the bowels of the earth lived the dreaded one. Some said he was legend and didn't exist, but here's what I saw one night in the mist.

Stranded on a road, I put down the hood and chose a path through the foreboding woods. Deeper and deeper in the darkness I went, until losing all bearings, time and sense. Sitting to rest at the base of a tree scarcely prepared for what I would see. On this night so eerie crawling out of a hole came a menacing fog as black as coal. The earth disappeared in an ocean of waves as out walked the Fles from his damp, dark cave.

With bowing torso and swaggering walk, he had eyes of an eagle and talons of a hawk. He was so gnarled, so ghastly, so grotesque as if mangled by war but robbed of death. A stench filled the air as a night owl cried, there was no withstanding the look in his eyes.

I drew closer to behold his hideous sight, blocked by a hill and hid by the night. So close I could touch him, so vaguely familiar was he, then we met face to face, I was able to see. In horror I ran, terrified by the sight, and lost myself quickly in the thick of the night. Shaken to the bone and riddled with doubt, after hours of wandering, I found my way out.

Through years of questioning and reliving my fright, I'm painfully aware of what I saw on that night. I'm still groping, still wrestling, still struggling to be free, for in the eyes of the Fles . . . a reflection of me.

Sam Jones

- c. Remember the mission of Teen Challenge: “. . . to evangelize and _____ people with life controlling problems.”
- d. This mission must remain our focus with sexual abuse survivors
- e. Survivors of childhood sexual abuse are already in our _____

3. Statistics

- a. Dan Allender (The Wounded Heart) found in his practice that
 - _____ of his female clients experienced sexual abuse
 - _____ of his male clients experienced sexual abuse
- b. None of them initially came to him for sexual abuse treatment
- c. Research Diana Russell (The Secret Trauma) found in her research of the general adult female public
 - 54% reported at least one experience of sexual abuse before age 18
 - 48% reported at least one experience before the age of 14
 - 46% imprisoned sex offenders who show a persistent pattern of sexually abusing children were, themselves, sexually abused as children
 - 83% of people treated for compulsive sexual behavior report being victims of childhood sexual abuse
 - 23% of sexual abuse survivors experienced very severe abuse (violent or forcible rape, non-consensual intercourse, anal or oral sex)
 - 41% of sexual abuse survivors experienced severe abuse (genital contact, fondling, simulated intercourse)
 - 36% of sexual abuse survivors experienced least severe abuse (kissing, sexual touching, genital contact)
 - 11% involved total strangers
 - 29% involved family members
 - 60% involved someone known by victim, but not related

- d. Sexual abuse is committed _____ both genders ____ both genders - it is _____ a woman's issue, it is a _____ issue.

Definitions of Sexual Abuse

1. Sexual abuse is _____ sexual activity engaged in without consent (or the ability to _____ the consequences of consent) which proves to be harmful and which exploits a _____ to meet the needs of another person.
2. _____ of Sexual Abuse
 - a. _____
 - Very Severe - genital intercourse; oral sex; anal sex (forcible and/or non-forcible)
 - Severe - unclothed genital contact; simulated intercourse (forcible and/or non-forcible)
 - Least Severe - sexual kissing; sexual touching (forcible and/or non-forcible)
 - b. _____
 - _____ - direct solicitation for sexual purposes; subtle innuendo; description of sexual practices; repeated use of sexual language
 - _____ - exposure to pornography; intentional exposure to sexual acts or genitals; sexually provocative attire; inappropriate attention directed toward the body or clothing for the purpose of sexual stimulation

- _____ - physical/sexual boundaries violated; intrusive interest in physical development (pubic development, menstruation, etc.); repeated use of enemas; sexual/relational boundaries violated; intrusive interest in child's sexual activities; use of child as spouse surrogate (confidant, intimate companion, protector, counselor)

Powerful Words

Everybody has a word or two that carries extra power.

For some they are four-letter words

course

dramatic

or attacks on religion.

No-no words

that call up

shocks of the heart

imbalance of senses

ugly thoughts.

Everyone has some of these words.

I was amazed to learn from friends
that two of my powerful words

are not shocking

or blasphemous

to them

or to most people.

All these years

my heart pounded

and my mind worried

whenever I heard them said.

I wouldn't say them aloud.

My words were

"touch"

and

"kiss."

3. _____ Resulting from Sexual Abuse

a. _____

- _____ - the nature of any abuse involves power. Abuser survivors spend huge amounts of energy trying to control their worlds, relationships and the outcome of every event. They have difficulty developing satisfying relationships because they are so controlling and manipulative.
- _____ - victims have a strong sense of how people have failed them. It destroys their ability to get close to people.
- _____ - over what is the “normal” desire for affection and love, because the victim often had abnormal experiences when “love” or “affection” were expressed by their abusers.

b. Survivors usually develop various ways of relating to _____ that are harmful to themselves or to others. While each survivor is different, all of these styles of relating ultimately are used to control others and gain power (as perceived by the survivor). There are three main patterns that emerge among survivors:

- _____ - they avoid pain through avoidance of conflict. They appear to be nice, kind, or giving, but are careful not to reveal too much about their true thoughts or feelings. They are people pleasers that are full of self contempt. They are martyrs that are nice, but emotionally dead. (Dan Allender calls them “The Good Girl” or “The Nice Boy”)

- _____ tough independence - they resist the need to need others. They have a great deal of contempt for people. They work hard to be smart, prepared and in charge. They will not admit that they need anything. They fear intimacy. They are explosive, task oriented, organized, combative and lonely. (Dan Allender calls them “The Tough Girl” or “The Macho Boy”)
- _____ of the party - they are always ready for a good time and use this to avoid intimacy. They view themselves as unworthy of love or respect. They are fun to be around, but not loyal in relationships. Commitment terrifies them and they seem shallow. They may flirt, tease and/or exude sexuality to gain control and power. They are chaotic, complicated, and fluctuate between self contempt and contempt for other people. If they become Christians, they use God to get them through life and clean up their messes, and frequently become spiritual seducers if they go into the ministry. (Dan Allender calls them “The Party Girl” or “The Seductive Boy”)

c. Damage to _____ relationships

- Survivors often struggle with their sexual _____ and behaviors and tend to sexualize everything and everyone.
- Because of their _____ of intimacy, sex becomes a search for fulfillment.
- Sexualization of _____ occurs when a survivor confuses intimacy with sexual arousal. This sets them up to be sexually involved with one person after another when they feel close to them, at all. (Intimacy equals sex and sex equals intimacy)

- Sex is separated from _____ and caring and they are able to have sex without love or commitment.
- Sex is used as _____ of love or used as a way to express power.
- Sexual _____ is a common problem in which there is a constant craving for sexual experiences.
- Sexual co-dependence may develop where the survivor uses sex to _____ others.
- Sexual bartering may be used by the survivor in order to gain commitment from others.
- _____ dysfunction often results, leaving survivors with inhibited sexual desires; an inability to experience orgasm; fear of sex; or pain during normal sexual intercourse.
- Sexual perversion is often experienced as survivors seek _____ altering experiences through abnormal sexual behavior. These experiences often leave them lonely, empty, full of self contempt and contempt for their sexual partners. Sex is often used to express anger or power.

- d. Damage to the relationship with _____
- God is viewed as distant and cruel, and sometimes as another _____
 - Violated _____ makes a survivor wonder if God can be trusted
 - The hardest question every survivors needs to answer is
“Where was God and _____ did He let this happen to me?”

Lies That Survivors Believe

Lie	Inner Dynamic	Truth
The abuse was my fault	Idea planted by abuser and/or passive non-abuser they the victim did something to invite the abuse	Those in power are the ones responsible for their choices
I am a failure so why bother	Comes from unrealistic expectations from caregivers, especially when caregivers look to children to meet their needs	You will never measure up or be good enough to make unreasonable people happy
I must not fail	Also comes from unrealistic expectations from caregivers, leaving the child with the belief that anything less than perfection is unacceptable	Everyone fails
I can't trust anyone	Based on truth because trust was dangerous and was violated. Therefore, the survivor does not allow anyone to get close.	You can't trust everyone
I'll trust everyone (another version of "I can't trust anyone")	Also based on truth because trust was dangerous and was violated. The survivor lets anyone get close, even untrustworthy people, which proves that no one can be trusted in their minds.	You can't trust everyone
I cannot feel or I cannot show my feelings because they are bad	Survivors learn that to show emotion is dangerous and they learn to bottle or numb their feelings. The learn to live a lie.	God created us as emotional beings. When we kill negative emotions we also kill positive emotions.
People are no good. I hate everyone. I hate myself.	Survivors have seen the worst side of people. Rage grows not only for the abusers, but for all people, and mostly for themselves.	All have sinned, that is why we need Jesus. Only love makes people better.
Everything wrong in my life is "their" fault.	Survivors use the past to excuse the present. They find it easier to blame their abuse than take responsibility for their own actions.	Giving the abuse power in your life now is YOUR decision, not your abusers'. It is a form of idolatry if they still control you.

Lie	Inner Dynamic	Truth
My body betrayed me.	Sexual abuse is not just abuse, it is SEXUAL. If pleasure was experienced during the abuse, then that implies consent in the survivor's mind.	Your body did not betray you, your abusers did. God designed our bodies to experience pleasure when we are sexually stimulated. Your body was simply responding the way God meant it to. The problem is the context in which you experienced the pleasure.
If I make myself unattractive, I can avoid being hurt or noticed.	Sexual abuse is not just abuse, it is SEXUAL. It can cause a survivor to believe that if they downplay their appearances, then they are somehow safe. This is seen in weight problems; modest dressing to an extreme; dressing in ways that do not emphasize gender, etc.	Appearance has little to do with protection. You are free to say "no" now if advances are made toward you.
My body is disgusting and I hate it.	The body is associated with humiliation, shame, disgust, embarrassment and contempt. Survivors neglect care of or actively work to destroy their bodies either through addictions, self-mutilation, starvation, etc.	God created your body for His glory. It is a home for His Spirit. No part of your body is shameful.
Sex is the only way to get my needs met.	Sexual contact was often the only attention a child received. Now sexual contact is equated with warmth and affection, which often leads to promiscuous and/or provocative behavior.	There are other ways to have your needs met than through sexual contact or sexual manipulation.
Sex is bad.	Due to the secrecy, threats, shame, guilt, pain and consequences of sexual abuse, sex is seen as the enemy.	God created the sexual experience for the well being and pleasure of husband and wife. God is the giver of good gifts.

Lie	Inner Dynamic	Truth
I am the only one that really cares for and understands him/her. They need me.	Sexual misconduct has been excused by the abusers as a way of showing love, or educating the child about sex. Manipulation of emotions is part of the secret and power of sexual abuse. The sexual bond created between abusers and children is so strong, that it robs the child's sexual identity.	The only thing you owe anyone is God's love. God can break the bondage of this unhealthy relationship.

Other Challenges that Sexual Abuse Survivors Face

1. The Dynamics of _____ and _____
 - a. Longings are those things that all people _____ in order to develop physically, sexually, relationally, and spiritually healthy
 - _____, water and shelter
 - To be _____ and cherished
 - To have significance
 - To be _____, touched and given verbal affection
 - Protection and _____ boundaries
 - Guidance and teaching
 - _____ and privacy for their bodies
 - Encouragement to develop gifts and talents
 - _____ direction
 - To be _____, practice personal hygiene

- b. “_____” is defined as the ability to express longings and be _____ by those who can meet those needs.
- c. Abuse _____ a survivor’s “voice.”
- What ever they longed for or needed did _____ matter.
 - Eventually they _____ to silence their “voice”.
- d. Abuse teaches survivors to _____ what they long for.
- They learn to _____ what they need and to _____ that these needs exist.
 - They spend huge amounts of energy to _____ that they do not have longings.
 - To have longings, when held in the harsh realities that their longings were crushed, is too _____ for most survivors to deal with.
- e. Unbearable internal _____ develops over a period of time because there is no balance between unmet longings and the demand to have those longings met.
- f. Abuse survivors often spend the rest of their lives in a frantic attempt to _____ their “voice.”
- To demand that _____ meets their needs.
 - Denying that these needs exist, at the same time.
- g. Their lives are screaming for someone to _____, for them to matter to someone
- h. This sends them on an impossible journey, which usually results in
- _____ and rage
 - Depression
 - Sexual _____ and/or addiction
 - _____
 - Substance (drugs, alcohol)
 - Behavior (pornography, gambling, internet, etc.)
 - Relationships (co-dependency, promiscuity, abuse)

- Compulsive behavior (doing the same things over and over without control)
- _____ disorders (anorexia, bulimia, bingeing, hoarding food)
- Physical problems (chronic health problems, frequent accidents, _____ related illness)
- _____ self-esteem (abuse has defined their worth)
- _____ -destruction (suicide attempts, self-mutilation, cutting, burning, placing themselves in dangerous situations)
- _____ addiction (everything has to be intense, a crisis that is created when one does not occur naturally, living in an extreme manner)
- Destructive, abusive or unhealthy _____ characterize most of their social circles

2. Ambivalence

- a. Two opposite emotions that are being felt at the _____ time over the same person or experience which create tremendous internal chaos.
- b. Survivors often love and _____ their abusers at the same time.
- c. Survivors have often experienced _____ in the context of perversion, leaving them both drawn to and repulsed by sexual things, simultaneously.
- d. Survivors have often comforted their abusers, leaving them _____ about responsibility for the actual abuse and the relationships.

Helping in Ways that Do Not Hurt

1. _____ for the Survivor
 - a. Respect their unwillingness to let you _____ to help them.
 - This is _____ about you, it is about the survivor.
 - Their unwillingness to open up to you most likely has _____ to do with you.
 - b. Respect the survivor's need for _____ to learn to trust you.
 - c. Respect the survivor's vulnerability and _____.
 - d. Respect the survivor's need for _____ as he/she works through the curriculum.
 - e. Respect the survivor's need for absolute confidentiality
 - Get their permission _____ if you must share details of their abuse or situation with other staff, family, pastors, etc.
 - Share only _____ information with the involved staff member, family, pastor, etc. You do not need to share everything you know, only what is necessary after you have received permission to do so.
 - Respect the survivor if they share the details of the abuse
 - Do not _____ for more information
 - Do not make judgmental remarks
 - Do _____ express shock, disgust, etc.

2. _____ the survivor from sharing details of their abuse with their peers or in public testimony. This must be weighed out carefully, and thought through thoroughly.
3. Do not lead people in places you have been _____ to go yourself.
 - a. Make sure you have worked through your _____ abuse or are well on the way.
 - b. Do not expect everyone to _____ the same way that you did.
 - c. Do not be _____ if you re-live your own abuse as you are helping others.
4. Expect a _____
 - a. Survivors often have _____ of rage, nightmares and sleeping problems, depression, suicidal thoughts/actions, flashbacks.
 - b. Give survivors a little more _____ while they work through the curriculum.
 - c. Do not allow survivors to use the fact that they are going through the curriculum as an _____ for avoiding responsibility or pushing the boundaries of your program.
 - d. Be _____ how you administer discipline, making sure you are calm, compelled by _____, and use discipline as a teaching tool.
 - e. Keep involved staff informed when survivors are working through this curriculum.
 - f. Recognize when you are in _____ your head and bring in more qualified people to help the survivor. (This does not mean that you lack faith. It means that you have wisdom.)

5. Do _____ unwisely open yourself to become vulnerable.
 - a. Keep your relationship with _____ growing and passionate.
 - b. Pay attention to your _____ life and your _____ self as you help survivors through this process.
 - c. Be honest with yourself about your own _____ and engage God and Godly people in that struggle.
 - d. Be aware of the _____ nature of this ministry.
 - e. Recognize how vulnerable abuse survivors are. Their most urgent need, outside of being safe, is to feel _____. Make sure you demonstrate _____ love that cannot be misinterpreted.
 - f. Be careful that you do not put yourself in a compromising situation where you could fall into _____ or be accused of sin.
 - g. Keep the *sexualization of intimacy* issue in the forefront of your mind and help survivors separate _____ from intimacy.
 - h. Use a “team” approach so that _____ than one staff person is involved with a survivor. They need more voices in their lives than just yours.
 - i. Remember that the only person you can change is _____. You do not have the _____ to change other people. You can only point them in the right direction and lead by _____.
 - j. Keep all discussions moving toward _____ resolutions. Keep God at the _____ of all discussions.
 - k. Engage in spiritual warfare. Pray without ceasing. Believe God for a _____.
6. There is a God. _____ am not Him.

Resources

Committed to Freedom Ministries

(An Outreach Program of Teen Challenge of Arkansas)

Sallie Culbreth, Founder and Director

PO Box 8101, Hot Springs Village, AR 71910

Phone: 800-713-7837, Fax: 501-624-1773, Email: ctfministry@aol.com

My Father's Child

by Lynda D. Elliott and Vicki L. Tanner, Ph.D.

Published by Teen Challenge USA, Ozark, MO

On The Threshold of Hope

by Diane Mandt Langberg, Ph.D.

Tyndale House Publishers, Inc., Wheaton, IL (1999)

On The Threshold of Hope Study Guide

by Sallie Culbreth

Committed to Freedom Ministries, PO Box 8101, Hot Springs Village, AR 71910
(2001)

Counseling Survivors of Sexual Abuse

by Diane Mandt Langberg, Ph.D.

Tyndale House Publishers, Inc., Wheaton, IL (1997)

The Wounded Heart and The Wounded Heart Companion Workbook

by Dr. Dan B. Allender

Navpress, Colorado Springs, CO (1995)

A Safe Place (specifically written for teens who have been sexually abused)

by Jan Morrison

Shaw Publishers, Wheaton, IL (1990)

A House Divided - The Secret Betrayal - Incest

by Katherine Edwards

Zondervan Publishers, Grand Rapids, MI (1990)

101 Freedom Exercises - A Christian Guide for Sex Addiction Recovery

by Douglas Weiss, Ph.D. PO Box 16716, Ft. Worth, TX 76162-0716

Out of the Shadows: Understanding Sexual Addiction (This is a secular book)

by Patrick Carnes, Ph.D., CompCare Publications (1983)

Resources

Abused Boys - The Neglected Victims of Sexual Abuse (This is a book for helpers only-**do NOT give this to students to read.** It is secular and very graphic)

by Mic Hunter

Lexington Books, (1990)

Where Is God When It Hurts?

By Philip Yancey

Zondervan Publishers, Grand Rapids, MI (1990)

Inside Out and **Inside Out Companion Workbook**

by Dr. Larry Crabb

NavPress, Colorado Springs, CO (1988)

Understanding People

by Dr. Larry Crabb

Zondervan Publishers, Grand Rapids, MI (1987)

The Search For Significance and **Companion Workbook**

by Robert S. McGee

Rapha Publishing, Houston, TX (1991)

Bold Love

by Dr. Dan B. Allender and Dr. Tremper Longman III

NavPress, Colorado Springs, CO (1992)

The Counsel of a Friend

by Lynda D. Elliott

Nelson Publishers, Nashville, TN (1993)

Innocent Again

(30 minute video that explores the confusion when two boys reveal they have been sexually abuse - with forward by Kevin Smith of DC Talk)

Gospel Films Video, Box 455, Muskegon, MI 49443-0455

American Association of Christian Counselors

PO Box 739

Forest, VA 245851

Phone: 804-525-9470

Fax: 804-525-9480

Web: www.aacc.net

The Holy Bible by God (available in several languages, colors and sizes)

Personal Studies for New Christians

Student Learning Contract for Unit _____

Student Name J. Doe Date entered program _____

Date Contract Written _____

Projected Completion Date _____

Date Contract completed & approved _____

Sample

Unit Title Committed to Freedom

Major Theme _____

Minor Themes Anger

Areas of my life where I want to grow as I work on this contract

- * Isolation
- * Control Anger
- * Addiction
- * Compulsive Behavior

Goals 1. Deal with Anger

2. Improve relationships through forgiveness

3. Identify destructive behavior patterns

4. Answer "Why did God allow me to be abused?"

Student Learning Contract, page 2

Lessons and Bible Studies

Sample

Title	Date Started	Date Completed
Intro: What we Believe		
1. You're Not Alone		
2. Where... pain takes you?		
3. You Are Here		
4. Walls to Hide Behind		
5. Path to Freedom		
6. Where do I start?		
7. Assignment		
8. Anger		
9. I Need an Apology		
10. Forgiveness		
11. I Need to feel clean		
12. Funeral		
13. Journey Continues		

Scripture Memorization Class

Specify what is to be done with each verse.

Complete the SMC Worksheet

Complete the SMC Final Test

Verses to memorize	Special Projects to complete	Date Started	Date Completed
Galatians 5:1			
Galatians 5:16-17			
Galatians 5:22-23			
Galatians 5:24-26			

Character Qualities Class

Specify what work is to be done with each character quality in addition to the 8 regular activities.

Character Qualities	Special Projects to complete	Date Started	Date Completed
Love			
Tolerance			
Sincerity			
Discretion			

Sample

Personal Reading Class

Daily summaries are to be completed with the books and/or tapes used in this class. Write a book report at least _____ pages long after you finish reading the book.

Give an oral report to the whole class on _____ (Date)

Titles of the books or tapes	Date Started	Date Completed
My Father's Child (questions + projects for each Cpte.)		
On the Threshold of Hope (study guide questions + projects)		

Special instructions for additional activities for the Personal Reading Class.

Student Learning Contract, page 4

Sample

Bible Reading Class

Read the following books in the Bible. List the activities (either written or oral) to be completed with each book.

Book	Activity to be completed	Date Started	Date Completed

Daily Devotions

Special Projects	Date Started	Date Completed
<i>Keep a Journal</i>		
<i>Draw, write poetry</i>		
<i>Music - find what keeps you focused on truth.</i>		
<i>Write an evaluation - Where Are You? -Set goals to maintain progress.</i>		

Notice:

After you have completed all the work you have agreed to do on this contract, you will need to write a report explaining how you have grown and benefited from this work. Be sure to describe your progress in the areas listed in the goals of this contract.

Student's Signature _____ Date _____

Teacher's Signature _____ Date _____

Definitions and Reporting of Childhood Abuse by State:

Childhelp's National Child Abuse Hotline: 1-800-422-4453 to report

National Clearinghouse on Child Abuse and Neglect Information:

330 C Street, SW
Washington, DC 20447
(800) 394-3366 or (703) 385-7565
www.calib.com/nccanch

In Service Training on State Regulations for Reporting Sexual Abuse

Each state has mandatory regulations on reporting sexual abuse. It is very important that you be informed of your state laws regarding this issue.

Part of your *Committed to Freedom* teacher training requires that you receive training on your state and federal regulations regarding the reporting of sexual abuse.

We highly recommend that all staff and volunteers working in your ministry received this training.

To qualify for this *Committed to Freedom* teacher training requirement, this training on state and federal regulations needs to be provided by a government employee that works in the agency that handles sexual abuse. This training can be obtained in several ways.

1. Invite someone from the appropriate state agency (Child Protective Services, or other social services agency) to come to your ministry and provide this in-service training.
2. Listen to a tape of previous training provided by this government agency in your area. If you choose this option, you must first call the government agency and determine if any state or federal regulations have changed since this training was taped.
3. Attend a workshop in your state conducted by state agency employees who work in the area of sexual abuse.
4. Arrange for a personal interview with an employee in the state agency that handles abuse.

In addition to becoming informed of your state regulations on reporting abuse, it is also valuable to get to know personally a government employee who handles sexual abuse reports. If you are faced in the future with the need to report a case of abuse, your personal relationship with that person may assist you in that situation.

The following issues need to be addressed in the training you receive regarding state and federal regulations on reporting sexual abuse. You may want to provide the trainer with this list of questions before s/he comes to do the training.

1. What are the federal and state laws related to reporting sexual abuse?
2. Ask the trainer to provide you with a copy of the state and federal laws that relate to abuse.
3. Does the state distinguish between “mandatory reporters” and “permissive reporters?” Who are mandatory reporters?
4. When and in what instances must we report sexual abuse/
5. Does the mandatory reporting requirement only apply to known instances of abuse, or does it also include allegations or second or third hand reports of abuse?
6. What is the state’s interpretation of “current or continuing and imminent danger of abuse?”
7. How does the reporting of abuse apply to an individual abused as a child, but who is now an adult?
8. In light of federal laws regarding reporting of sexual abuse and clergy privilege, how does your state agency wish to handle clergy reporting incidents of sexual abuse?
9. Should it be discovered that one of our current students previously was an abuser, or a pedophile, under what circumstances must this be reported?
10. What state agency should be notified when a case of abuse comes to the attention of a staff? Specifically, what is the name and phone number of the person to be contacted locally?
11. When the child protection act mandates disclosure, and the federal confidentiality law prohibits disclosure, which law has precedent? (Federal confidentiality law has a specific provision to address this issue.)
12. What is the reporting time frame of an alleged incident of abuse?

Policy for Reporting Alleged Acts of Sexual Abuse

Each ministry using the *Committed to Freedom* curriculum must have a written policy for all staff and volunteers regarding the reporting of alleged acts of sexual abuse.

We recommend that you communicate the state and federal laws and your ministry's policies to your students:

1. Include in your student handbook relevant parts of this policy.
2. At admission into your program, have each student sign a release form stating s/he has been informed of and understands the laws regarding reporting of alleged acts of abuse. Parents or legal guardians of minors should also sign this form.

If your ministry does not currently have any written policies regarding this issue, you are welcome to contact Teen Challenge USA for assistance at 417-862-6969.

Below are some of the key issues that need to be addressed in the policies for your ministry.

1. All staff shall receive training on the policies and procedures of your ministry regarding the reporting of alleged incidents of sexual abuse.
2. Your policy must be in agreement with state and federal regulations pertaining to the reporting of alleged incidents of sexual abuse.
3. Specify the time frame when such incidents must be reported to the appropriate state agency.
4. It is recommended that one person on staff be designated to handle all internal reports of sexual abuse and this person and his/her designee be the one to contact the appropriate state agency to report alleged incidents of abuse.
5. It is recommended that a copy of state and federal laws be included in your staff policy manual.