

Preventing Child Sexual Abuse: A Summary Guide for Parents

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Note: This guide summarizes a great deal of literature regarding abuse and is meant as a brief overview of various sexual abuse prevention strategies. It should be used to supplement a child abuse prevention curriculum and/or professional assistance. (It is not meant as standalone guidance.) The goal is to provide you with a framework, knowledge, and strategies that you can readily adopt and implement. Though it may appear daunting, addressing these issues can be a natural, logical, and comfortable process.

Sexual abuse is defined as any interaction between a child and an adult (or an older child) in which the child is used for the sexual stimulation of the perpetrator or an observer (NCTSN interview with Esther Deblinger).

- Abuse does not require penetration, in fact, penetration is rare. Abuse can include kissing, fondling, exposing private parts, rubbing, showing pornography, etc.
- It is not necessarily the “actual touch” that is traumatic, it is the context of it, e.g., a doctor touching a child’s private parts as part of a checkup is un concerning, while an uncle performing the same touch is traumatic.
- The nature of the relationship, e.g., the breach of trust, abuse of power/position, betrayal, feeling used or defiled, etc., are often critical factors regarding the experience of trauma.

ABUSERS:

- Abusers don’t wear a sign; you can’t tell who they are. Nobody is infallible, no matter how Orthodox, chashuv, or close to you that person is.
- Even experts cannot identify perpetrators without sophisticated assessment tools.
- Employ “**universal precautions**”—apply prevention methods across the board that are not based on trying to figure out who might be a perpetrator.
- The **majority** (93%) of perpetrators are familiar to the child and/or family and “groom” the child. Grooming means that the perpetrator deliberately establishes an emotional connection with the child to prepare the child for abuse (source: definitions.uslegal.com).
 - They use the familiarity and the relationship to gain access to and the cooperation of the child.

- It is much harder to notice or respond to abuse when the abuser is among our “own,” when we know the person, or when they’re part of the family.
- Frum population survey: “Intra-familial perpetrators were the single greatest source of unwanted sexual contact. This raises the uncomfortable reality that...in the Orthodox community...it is within the expected safety of the family that the danger of sexual abuse is most likely” (Breaking the Silence [BTS], p. 172).
- “Abusers” can be children too! Survey data from the Frum world (including from Relief Resources and collected by Zev Dunner and Project Lishmor) indicate that, in comparison to the secular world, the Frum community has a higher rate of children abused by other children (under eighteen). Generally, such abuse accounts for over **50%** of sexual abuse in our communities (47% of females and a staggering 61% of males are abused either by siblings or non-family members under the age of eighteen).
- Stranger abduction/abuse is rare—yet it captures much more of our attention.
- Adults constantly model talking to strangers e.g., asking a worker in a store for assistance, which sends conflicting messages to children.
- Good abuse prevention programs actually teach children to identify strangers to enlist as “safe helpers” when they need assistance, such as police officers, uniformed employees, and mothers with children.
- “Stranger danger” is a dangerous message—it’s inaccurate, misleading, and does not prevent child abuse.
- **A CHILD'S SAFETY IS AN ADULT'S RESPONSIBILITY!**
- This is a *basic safety issue* like any other. It’s our responsibility to overcome our resistance to thinking and talking about this; we must do whatever is necessary to address it.
 - This should be placed under the general umbrella of child safety.
- **DO NOT** leave it up to children (especially young ones) to avoid harm. Even adults struggle to implement these messages and to avoid abusive/exploitative relationships, to report when they have been abused, etc. How can we expect children to do the very things that even adults struggle mightily to do?
- If the adults in a child’s life do not take the proper precautions, someone older, smarter, and more powerful than the child, who has a strong desire to abuse the child and has the benefit of a trusting relationship with the child, has a good chance of abusing the child by utilizing their relationship, bribes, threats, etc.
- A child standing up for himself is the last resort!
- Awareness, supervision, and strong safety policies are critical.
- **80% or more of child sexual abuse incidents happen in isolated, one-on-one situations.** If you eliminate or reduce isolated, one-on-one situations between children and adults, as well as children and other youth, you’ll dramatically reduce the risk of sexual abuse. (D2I.org)

- **Transparency** in all interactions with children is one of the greatest preventative measures and applies to all environments, including home, school, bus, shul, camp, digital interactions, etc.
 - The goal is to reduce any potential for abuse—prevent access, grooming, etc.
 - Ongoing awareness and supervision by adults, in/out of the home/family, is essential to child safety.
 - Create a “No Yichud” atmosphere with children—someone should be able to see what is happening or is likely to walk in at random, relatively brief, intervals.
 - When they are with others: Children should not lock doors, they should play in open or visible spaces, children should not be left unattended for extended periods of time, etc.
 - Where direct personal oversight is difficult, use other methods to supplement, e.g., video cameras, baby monitors, etc.
- Perpetrators love unstructured and unsupervised time (e.g., seudos, Shabbos naps; youth groups; babysitting; kids playing quietly; adults feeling like they are in same house/building so the kids are supervised, etc.).
- **Pay attention to who is paying attention to your child!**
- “Adults should play with adults and children should play with children” (Gavriel Fagin).
- Set clear expectations, boundaries, and rules for who interacts with your children and how, when, and where they interact with them.
- Organizations should publicize their policies regarding abuse (e.g., behavioral guidelines, dealing with allegations, reporting, adjudicating).
- For any policy or procedure that is unclear, inquire about the safety policies and procedures and how they’re actually implemented and enforced in every setting that your child is in.
- When you are alone with your children after they return from playdates, visits, events, etc., ask them whether they enjoyed themselves, how they spent their time, who was there with them, the best and worst parts, if they felt comfortable, do they have anything else to share, etc.
- Ensure appropriate safeguards, parental controls, filtering, and accountability policies and procedures for any and all technology use.
 - Familiarize yourself with the devices, programs, apps, etc. that your children are using.
 - What level of oversight and monitoring do you have for what they can access, who they can communicate with, and what types of people and forms of communication they may have?
 - Tech is constantly changing, and children are often more adept at using it than their parents. Therefore, there is a tremendous need for consistent and ongoing parental involvement around technology use.
- All pediatricians should inform their patients that any unwanted approach, touch, or threats should be dealt with by running away and yelling for help as loud as they can. This should initially be communicated at the child’s next office visit and then reiterated yearly at their annual checkup (Rav Matisyahu Solomon, shlita, instituted this in Lakewood and it has been successful).

PARENT- CHILD RELATIONSHIP

- The importance of the parent-child relationship cannot be emphasized enough!
 - The greatest preventative measures against abuse are: (1) a healthy parent-child relationship and (2) children feeling good about themselves and those who support them.
 - The **relationship is key**; everything else is secondary. Don't let lesser concerns harm the relationship. This is one of the greatest challenges of parenting.
 - "Early childhood education must have a long-term perspective. Parents must build such a warm relationship with their child that the relationship will survive and assist the child even during the difficult period of adolescence" (Wolbe, Rav Shlomo, Planting and Building, p. 24).
- Develop a relationship wherein a child can talk about anything (even if the child did something inappropriate/wrong).
- Express that you always want to know what happened to your children or what they did—even if they feel bad about it or think you will be upset. React in ways that will foster their openness with you. (For example, do not be judgmental or criticize them. On the contrary, praise them for being open and honest with you.)
- Reiterate that you will always love them, no matter what they do.
- Practice empathy: "the capacity to understand and respond to the unique experiences of another" (Ciaramicoli and Ketcham, The Power of Empathy, p. 4).
 - Attempt to see the world through the eyes of the child.
 - Ask yourself, "What is the child's experience; What does the world look like through their eyes?"
 - Foster active and reflective listening and display a lively interest in the child's experience.
 - Empathy is the cornerstone of relationships.
- Facilitate open communication—develop safe, supportive, and secure relationships.
 - Listening is usually more important and beneficial than talking. When responding, be sure to address both their verbal and non- verbal communication.
- Undivided attention and eye contact are integral to healthy development.
- Make sure to build in plenty of "special time" alone with the child and phone/screen-free time.
- Children with healthy self-esteem are less impacted by stressors, make for bad victims (and are therefore less likely to be targeted), and are more resilient.
- Predators carefully choose their victims and frequently target vulnerable children, such as those with learning disabilities, low self-esteem, family stressors or disruptions, etc.
- "One of the most important components of chinuch is personal example" (R' Shlomo Wolbe, Planting and Building, p. 31).

- The need to feel like we are “doing something” makes us forget the importance of modeling.
 - Throughout your child’s life you are verbally and non- verbally modeling ways to navigate the world. For example, can we handle stress, stay calm, be confident and assertive without being narcissistic or aggressive, etc.
 - While we may not be conscious of it, we are constantly “communicating” our values about relationships, bodies, intimacy, emotions, boundaries, etc.
 - Your behavior, non-verbal communication, and mood are more important than your words.
- First, prepare yourself for dealing with the issue at hand (like the oxygen masks on an airplane).
 - We have to work out our own “stuff” and history to properly parent our children.
 - The emotional health of the parent is highly predictive of the child’s emotional health.
 - Children can pick up on when we are ready to talk/hear or when we can handle their emotional expression—children only disclosed abuse when they felt grownups were “ready.”

EDUCATING CHILDREN:

- Though we cannot rely on children to prevent/avoid abuse, we can offer them the best education and tools that we have, to help them potentially avoid, stop, or talk about abuse.
- This is a safety issue like any other and should be addressed in the context of general safety education, e.g., what happens if you get lost, who to call in an emergency, etc.
- Education is a process, not a one-time “talk;” it should be incorporated into regular life, not relegated to a standalone lecture. It should become more advanced, comprehensive, and explicit as the child ages.
- This education must be in accordance with the child’s way (chanoch la’naar al pi darko). Match the educational method, style of communication, and approach to the child’s unique personality, way of thinking, and psychological makeup.
- Kids don’t become anxious unless you convey high levels of anxiety. Stay calm; at worst, what you say may go over their heads and they’ll look at you funny. Kids take their cues from us—our behavior and emotions are more important than our words.
- Every conversation has latent effects—they may not show a response now, but should the issue arise, they may remember.
- Get a sense of the child’s needs by taking cues from him. Don’t ignore questions, sidestep issues, or go over his head.
- It is fine to not have answers to everything. Take questions/ concerns seriously and follow up on them.
- You do not need to do this alone. Reach out to those in your support network and consult with people with expertise.

AREAS OF EDUCATION TO FOCUS ON:

- If you don't teach your children about their bodies, sexuality, and intimacy, who will?
- Here are some reasons children do not disclose abuse; we try to preemptively combat them with education (Breaking the Silence, p. 55): Abuser told them it was a "secret," threatened to harm them or their family members, they fear the abuser, they still love or respect the abuser, they feel ashamed and at fault, they felt important, they enjoyed the relationship and special attention, they may have experienced physical pleasure, and **they do not believe that anyone will believe them.**
- Address issues of body awareness, good/bad touch, right to say "NO," etc.
 - The research indicates that knowing the proper names of body parts and being able to communicate about them is an important part of abuse prevention.
 - Give children language to talk about these issues. For example, use proper names of body parts, including penis, buttocks, breasts, vagina, etc.
 - However, if on a regular basis you prefer to use the lashon haTorah, make sure that you teach your children the proper secular names at least once, so they are familiar with them.
 - Ensure that the language you do use for body parts is clear and consistent. Each body part should have its own clearly identifiable and consistent name that a child can use to communicate about it. Do not use names that refer to a few different body parts, such as using "tushy" to refer to the entire section of the body between the stomach and thighs.
 - Teach children that those parts are referred to as "private parts" because they are supposed to be kept private.
 - In order to minimize children's confusion, let them know that other people may use different names to refer to these body parts.
 - **Kids are concrete;** be explicit and concrete with them, not abstract or vague.
 - Do not expect them to be able to generalize or extrapolate (e.g., if you say a sibling or teacher can't touch you inappropriately, that won't necessarily translate to a cousin or rebbi).

Here is a **sample script of five major points to convey to preschoolers** (the exact words are not important) from Susan Schulman, M.D., written in the book Breaking the Silence, p. 30. * I added the piece re: pictures or videos

1. Mommy and Daddy love you; nothing that you do will change that, and nothing will take it away. If you did something bad, I may not like what you did, but I will always love you. I want to hear the good and bad things that happen to you.
2. There are three kinds of touch: "Yes": like when Mommy hugs you and you feel good. "No": Like when a friend hits you—it hurts! "I don't know": Doesn't hurt, but it makes you feel funny—say no! Run away and tell Mommy about it.
3. No one is allowed to hurt you or make you feel sad or scared. If someone is hurting you or making you feel bad, tell me about it; I will try to find out what happened and stop it.
4. The area covered by your bathing suit is your private area. No one is allowed to touch you in that area, and you are not allowed to touch someone else in that area. Sometimes, when you're little, your teacher may help you in the bathroom and that's OK. You are not allowed to show those parts to anyone, and no one is allowed to show you those parts or any pictures or videos of them.*

If anyone does this, say, “No, my mommy doesn’t let me,” go away from the person, and tell your mommy what happened.

5. If anyone tells you, “Do not tell your mommy,” be sure to tell Mommy right away! I will give you the biggest hug when you tell me about it.

SOME OTHER MESSAGES TO PROVIDE:

- “Your body belongs to you. No one has a right to tickle you or touch you in a way you don’t like” (Uncle Willy’s Tickle, p. 20).
- You can say “No,” any time that you are uncomfortable— no matter who it is—whether it is a child or an adult, even a family member, a friend, or someone from yeshiva or camp—no one is ever allowed to touch you in any way that makes you uncomfortable.
- “I am your parent. I will believe you and protect you—no matter what happened, when it happened or who it happened with” (from the Safety Kid parent presentation).

FOR CHILDREN WHO ARE A BIT OLDER TEACH:

- If, chas v’shalom, someone tries to show you inappropriate material, such as private parts, whether it is in person, through pictures or videos, or through any other format, or tries to involve you in anything sexual, or tries to touch your private parts, you need to say, “No,” get away from the situation, and immediately tell a trusted adult.
- You must also ensure that you never try to show anyone inappropriate material or touch someone inappropriately. You are also not allowed to ask anyone to show you inappropriate material or touch you inappropriately.
- In any of these situations, it does not matter if the person involved is a male or female, a child or an adult, Frum or not, if you know the person or not, or if the person is related to you or not. That means that nobody can do these inappropriate things to or with you; that includes your grandparents, uncles or aunts, cousins or siblings, friends or anybody in your yeshiva or camp. The only exception is a doctor briefly examining your private parts.
- Aside from the doctor, no one else is ever allowed to touch your private parts, show you private parts, or touch any part of your body in any way that makes you uncomfortable.

MODELING, TEACHING, REVIEWING, AND PRACTICING:

- Model dealing with both comfortable and uncomfortable situations (e.g., how you respect their privacy, check their private parts if needed, how you respond when there is a boundary violation).
- Empower children: They can say no, they aren’t forced to talk or hug when they don’t want to, respect their choices, etc.
- Use family codes so your children know when you have approved a change of plans and for them to let you know that they don’t feel safe. For example, if there was a change of plans and a different family member or friend will be picking them up from somewhere, you can give the person picking them up the family code word, e.g., “cholent,” to let the children know that the change was parentally approved. If the child doesn’t feel safe in a situation, they can call their parent and say, “I am not feeling well and think I got food poisoning”; that would signify that they feel unsafe and need to be immediately picked up.

- For children, play is a key form of communication, working through issues, mastery, and healing. You can utilize both unstructured (free/imaginative) play or more structured play as vehicles to teach children, as well as to learn about what they are thinking and feeling.
- Create scenarios using puppets, people, imagination, or role-play for the child to process and practice your messages.
 - Use dolls, stuffed animals, toys, books, and multimedia as educational/expressive tools.
 - Utilize role-plays/what-if games (e.g., unwanted hugs/ kisses, unwanted tickles, “I will show you mine if you show me yours”).
 - Pretend: “Pretend that I want to give you a kiss, but you don’t want one. Ask me for a hug instead.”
 - Practice responses: “Remember to look at me, stand up tall, and use a strong voice when you talk to me.”
- Tell your child, “Sometimes, you might be either too scared, or forget, to say “No!” or run away. That’s OK; the most important thing is to tell a trusted grown-up” (from the book, Let’s Talk about Taking Care of You).
- Utilize books like Talking About Personal Privacy by Bracha Goetz (Feldheim Publishers).
- Teach that it’s not chutzpah to say no regarding their bodies, even to an adult.
 - Children expressing themselves or their feelings to adults is not necessarily chutzpah; it depends on how it’s done.
 - Respect does not mean blind obedience—blind obedience is dangerous.
- Children should tell a trusted adult about something uncomfortable someone did.
 - This is true even if another adult says not to tell, and even if that person threatened them or someone else with something scary. Tell a parent and the parent will keep you safe, no matter what!
 - Help children identify potential trusted adults both within and outside of the family.
- Explicitly teach about secrets that don’t feel good; convey that they should never be kept.
 - No secret that is supposed to be kept forever is OK; you must tell Mommy or Daddy about any secret that is supposed to be kept forever.
 - If someone says to keep a secret, tell children to explicitly say: “No, I will tell!”
- Parents need to trust their own instincts, model that, and teach children to do the same.
- Differentiate between **tattling/snitching** and **being safe** and a good friend—avoid dangerous mixed messages.
 - Tattling is telling something for the purpose of getting someone else in trouble.
 - Telling in order to be safe or help oneself or a friend is doing the right thing.
 - Encourage children to tell when they have a problem (rather than admonish for tattling/lashon hara).

- This approach does not encourage tattling. They will stop tattling when they see that it doesn't get the other child in trouble.
 - Teach a child: It is never lashon hara to say something if you are worried about yourself or someone else.
- Encourage children to keep seeking help until they feel like they are being heard and are safe.
 - Reinforce any material or skill taught in a curriculum in a different setting. For example, practice the “yell, scream, and make a scene” skill both in school and at home.
 - Keep reviewing/practicing the skills learned in school-based curriculums and use the same language as those curriculums. For example, children who received Safety Kid education in school should practice using the same language at home, e.g., “A—Ask for Help, B—Bring a Friend, C—Check First, and D—Do Tell.”
 - For children who do not need assistance, changing, showering, bathing, and using the bathroom should be done privately and with the door locked. Nobody should ever be in the room with them when those activities are done.
 - Once children are old enough to notice differences in body parts between boys and girls and/or once they start attempting to explore others' bodies, e.g., by touching others' body parts, they should change, shower, and bathe alone or only with the help of a parent/primary caregiver.
 - Teach children that adults/older kids don't need help changing clothes, going to the bathroom, or with their private parts.
 - Teach kids how to change in open areas when they need to do so, e.g., under a towel or robe, so that they don't expose their private parts.
 - Ensure exposure to proper tznius, boundaries, conversations, reading, and media material in all settings.
 - Combat the forces attempting to objectify and degrade people. Focus on their individuality and try elevating, respecting, and treating people as is befitting a tzelem Elokim.
 - Prior to puberty, children should be taught about the basics of marital intimacy and procreation.
 - As they approach and undergo puberty, prepare them for the developmental changes and challenges that they are likely to encounter (e.g., periods, nocturnal emissions, sexually explicit material, masturbation, etc.).
 - Teens should be made aware of the inappropriateness and dangers of pornography. They should also be given strategies to avoid and cope with it in case they encounter or struggle with it.
 - Adolescents should be taught about the laws of yichud, that they can never show their own private parts or touch another's private parts, to talk to a healthy adult if they struggle in any of these areas, and to let adults know about and handle situations when they see or experience something questionable or inappropriate.

FOR THE RARE OCCURRENCE OF “STRANGER DANGER”:

- Children should never request or take rides/gifts/candy from individuals they do not know and do not have express permission from their parents to take rides/gifts/candy from (the “C—Check First” of Safety Kid).
- Children should not have their names (even their first names) visible (e.g., on yarmulkes or backpacks). (Predators will try to use any personal information they have regarding a child to groom or lure them into submission.)
- Parents should supervise any meshulach and/or guest in their home. Such persons should not have unrestricted access to their children.
- Kids should be supervised (by more than one adult) at mikvaos, parks, bus stops, etc.

WARNING SIGNS/DISCLOSURES:

- Warning signs include, but are not limited to: significant changes from the child’s baseline in any area, such as eating, sleeping, moods, academics, social activity, physical symptoms, wetting/soiling, modesty/promiscuity, fear of a particular person, place, or activity, etc.
- Red flag: Older children should not have very strong feelings toward or against any casual adult or older child in their lives (Schulman).
- Red flag: Any sexual behavior that is beyond what’s considered normal for the child’s age, mimics an adult behavior, is painful/forceful, seems compulsive/doesn’t remit with distraction/redirection, etc.
- Trust your parental instincts. If you sense your child is out of sorts, seems “different,” has difficulty functioning normally, or you have concerns—seek a professional consultation.
- Despite your parental instinct that something may be negatively affecting your child, try your best to remain calm and do not act independently. Seek and follow professional guidance.
- Parents should be exceedingly careful about probing or questioning their children regarding the possibility of being abused. If you suspect something, get professional assistance.
- Children rarely disclose in a straightforward manner. Rather, they might slip something unintentionally, hint at it indirectly, disguise it as someone else’s issue, put conditions on the disclosure, or try to avoid the situation.
- Handling a disclosure: Stay calm, find a private place to continue the discussion, and speak in the child’s language. Tell the child, “I support you” (and assume it’s true, since children rarely lie about these issues). Reassure the child that he is not in trouble (a child is never at fault), tell him that you will keep him safe, and explain what will be happening.
- Keep any questions very straightforward, open-ended, and limited. Do not try to probe for details.
- Get professional support and guidance regarding how to proceed.
- When responding to disclosures, don’t promise what you can’t guarantee/deliver (like assuring the child that he’ll never see the person again, that the perpetrator will be locked up, etc.)—parts of the system aren’t in your control.

- Report alleged abuse to civil authorities (RCA Resolution, 2010). If a “good Orthodox Jew” robbed or assaulted us, we’d report him to the authorities; this issue is the same (BTS).
- Child Protective Services (CPS) attempts to keep children within their homes and keep families together.
 - They work with our community and its resources to serve the family.
- Not addressing abuse properly is much more detrimental to life, e.g., mental health, becoming “at risk,” shidduchim, etc. than addressing it.
- Don’t cave in to scare tactics, such as threats of ruining a shidduch, community alienation, rejection by yeshivos, that you’re hurting people, etc.
- “Adult survivors report being angrier with those who failed to protect them than the perpetrator himself” (BTS, p. 47).
- Dealing with alleged or substantiated cases-regarding a rabbi saying not to go to the police, saying the molester promised never to do it again, the molester’s family or community or yeshiva might suffer losses or embarrassment, etc.: “We don’t sacrifice innocent people for the sake of negative consequences to others. **Rav Moshe Sternbuch** shlita commented that any rav who would say such a thing is not practicing as a rav. A rabbi has an obligation to provide protection to the victim...Any rabbi who makes such a ruling may be ignorant of either the halachah or he doesn’t understand what the molesting or wife abuse causes... Another rabbi should be consulted” (Eidensohn & Shulem, p. 110).
- Adjudicate cases in civil courts (RCA Resolution, 2010).
- The Frum community has professionals/organizations to help you through all of this.
- How the parents and community respond is predictive of how the victims will fare.
- Collectively, we can literally save countless lives.
- When addressed properly, children can heal and lead healthy, productive, and happy lives after suffering abuse.

WHAT DOES NOT WORK:

- Ignoring the victims!
- We must take allegations very seriously and act thoughtfully and appropriately. “The incidence of false reporting of physical abuse, sexual abuse, and incest is extremely low—about 2%” (BTS, p. 55).
 - False reports, while still uncommon, have a bit of a higher incidence in cases of acrimonious divorce and with teens with a vendetta.
 - Sweeping reports or allegations under the rug fosters the continuation of the abuse cycle.
- Relocation of perpetrators—they will just prey on other innocent victims.
- Silent resignation (such as allowing an individual to leave a position without disclosure)—if there are grounds for resignation, there is likely a need to protect others outside that organization as well.

- A one-size-fits-all approach—perpetrators vary tremendously, from those who are curious children themselves to sociopathic pedophiles. We need nuanced and comprehensive approaches to all these issues.
- Going at it alone—this is a massive societal issue requiring the collaboration of all stakeholders, including political, legal, rabbinic, and lay leadership, schools, camps, parents, advocates, those who treat abusers, etc.

CONCLUSION:

- **Parents are the most important people in children’s lives.**
- **Abuse is largely preventable!**
- **A helpful mnemonic: When a parent “CARES,” children are safer:**
 - **Communication, Awareness, Relationship, Education, and Supervision!**

RECOMMENDED BOOKS FOR ADULTS:

- Brazelton, T. Berry. Touchpoints: The Essential Reference: Your Child’s Emotional and Behavioral Development (Massachusetts: Perseus Books, 1992).
- Cavanagh Johnson, Toni. Understanding Children’s Sexual Behaviors - What’s Natural and Healthy (Updated and Expanded 2015) and Helping Children with Sexual Behavior Problems: A Guidebook for Professionals and Caregivers, 5th ed., (2016). Available at: tcavjohn.com or on Amazon.com
- Debow, Yocheved. Talking About Intimacy and Sexuality: A Guide for Orthodox Jewish Parents (New Jersey: Ktav Publishing House, 2012).
- Diamant, Sara. Talking to Your Children About Intimacy: A Guide for Orthodox Jewish Parents (Createspace, 2013).
- Eidensohn, Daniel and Baruch Shulem. Child and Domestic Abuse: Torah, Psychological, and Legal Perspectives Volumes I and II (Eemunah Press, Jerusalem/New York 2010).
- Guard Your Eyes. The Kedusha Talk: How to speak about Kedusha issues to boys around the age of Bar-Mitzvah, 2018. <https://guardyoureyes.com/ebooks/item/the-kedusha-talk>.
- Mandel, David and David Pelcovitz, eds., Breaking the Silence (BTS) - Sexual Abuse in the Jewish Community (New Jersey: Ktav Publishing House, 2011).
- Tchividjian, B. and Berkovits, S. The child safeguarding policy guide for churches and ministries (New Growth Press, 2017).
- Zimmerman, Shloimie, From Boys to Men – Guiding our sons and students in the ways of kedushah (Mosaica Press, 2022).

RECOMMENDED BOOKS FOR CHILDREN:

- Aboff, Marcy & Kathleen Gartner. Uncle Willy's Tickles: A Child's Right to Say No (Magination Press, 2003).
- Goetz, Bracha. Talking About Personal Privacy (Feldheim Publishers, 2014).
- Stauffer, Lori & Esther Deblinger. Let's Talk About It - Children's book series on safety, abuse prevention etc., 2003. Books available at <http://hffbooks.com/products.html> (Website also has good information).
- Magination Press. <http://www.apa.org/pubs/magination/index.aspx>. They have some wonderful books for children on a variety of topics, including abuse.
- Project Y.E.S. ArtScroll Youth Series, Let's Stay Safe (New York: Mesorah Publications, 2011).

MORE PREVENTION INFORMATION:

- Darkness to Light - Organization that helps to prevent child abuse: <https://www.d2l.org/>. They also have "Stewards of Children" online, a good low-cost program for parents.
- National Child Traumatic Stress Network - A good global site for trauma: <https://www.nctsn.org/>. They have specific information for parents to prevent abuse: <https://www.nctsn.org/resources/caring-kids-what-parents-need-know-about-sexual-abuse>.
- Stop it Now - Organization that helps to prevent child abuse: <https://stopitnow.org/>. They have prevention materials available.

ADDITIONAL RESOURCES:

- Child and Adult Psychological Services, PLLC - Comprehensive clinical assessment and psychotherapy services in English and Yiddish, lead by Dr. Shloimie (Steven) Zimmerman. Offices in Boro Park, Flatbush, and Queens. Website: caapsgroup.com Office: (718) 338-4477 or email: steven@zimmerman1.com.
- Amudim - Support and direct referrals for individuals and families impacted by sexual abuse, neglect, addiction, and other crisis-related matters: <https://amudim.org/> Phone: (646) 517-0222.
- Magen Yeladim Child Safety Institute - Creator of "Safety Kid" and other child safety programs: <https://mychildsafetyinstitute.org/> Phone: (323) 424-4532.
- Relief Resources - Mental Health Referrals: <https://www.reliefhelp.org/> Phone: (718) 431-9501.
- Sacred Spaces - Preventing institutional abuse in Jewish communities: <http://www.jewishsacredspaces.org/>