



Select Arizona Sex Crimes Statutes

13-107(A) Statute of Limitations

- ▶ A prosecution for any homicide, any conspiracy to commit homicide that results in the death of a person, any offense that is listed in chapter 14 or 35.1 of this title and that is a class 2 felony, any violent sexual assault pursuant to section 13-1423, any violation of section 13-2308.01 or 13-2308.03, any misuse of public monies or a felony involving falsification of public records or any attempt to commit an offense listed in this subsection may be commenced at any time.
- ▶ Does not include 13-3212 (Child Sex Trafficking)

Position of Trust

- ▶ The minor's parent, stepparent, adoptive parent, legal guardian or foster parent.
- ▶ The minor's teacher.
- ▶ The minor's coach or instructor, whether the coach or instructor is an employee or volunteer.
- ▶ The minor's clergyman or priest.
- ▶ Engaged in a sexual or romantic relationship with the minor's parent, adoptive parent, legal guardian, foster parent or stepparent.

Position of Trust – 2 impacts

- ▶ Sexual Abuse (13-1404): Do NOT have to show lack of consent for Vs 15 – 17
- ▶ Sexual Conduct with a Minor (13-1405): Sex with a 15 – 17 year old elevated from a class 6 felony to a class 2 felony.
- ▶ Class 6: .33 – 2 years DOC (85%) or probation.
- ▶ Class 2: 3 – 12.5 DOC (100%)

Possible Positions of Trust

- ▶ Other relatives
- ▶ Employers/bosses
- ▶ People > 10/15 years older than V

Pro Se Defendants

Should they be allowed to question victims?

Pro Se Defendants

- ▶ “The trial court invited the State to present evidence of trauma, but the State declined the opportunity. Without evidence showing that the child witnesses would suffer particular trauma from being personally cross-examined by Simcox, the trial court had no constitutional basis to restrict Simcox from doing so. Thus, on this record, the trial court properly denied the State's request.”

Pro Se Defendants

FOOTNOTE: “If the State subsequently discovers evidence that it believes would justify restricting Simcox's right to personally cross-examine the child witnesses, however, nothing in this opinion would preclude the State from making a new request to the trial court.”

ARS 13-4253, AZ Supreme Court 1989

- ▶ An exception exists, we hold, under both the state and federal constitutions, where the state sustains its burden of proving by an individualized showing to the trial court that face-to-face testimony would so traumatize a child witness as to prevent the child from reasonably communicating.

Special Probation Terms

- ▶ White collar
- ▶ Sex Crimes
- ▶ Gang
- ▶ Computer

Sex Trafficking Probation Terms

- ▶ All sex offender and computer usage terms PLUS
- ▶ Report any contact with law enforcement to the APD w/i 24 hours.
- ▶ Submit to search and seizure of person or property by any peace, law enforcement, or probation officer with or without a search warrant.
- ▶ Not threaten, intimidate, harass or stalk anyone, including APD staff.
- ▶ Abide by any curfew imposed by the APD.
- ▶ Not enter any school grounds unless registered as a student at that school.

Sex Trafficking Probation Terms

- ▶ Obtain prior written approval of the APD before going within 500 feet of any shelter, safe house, group home or similar facility.
- ▶ Not go to a hotel or motel without the prior written approval of APD.
- ▶ Not loiter in the area of 27th Ave btw Indian School and Northern.
- ▶ Participate in and successfully complete domestic violence counseling as approved by the APD.
- ▶ Obtain prior written approval of the APD before making any changes in treatment or treatment providers.
- ▶ Not contact or attempt to contact the victim(s) or the family of the victim(s) in person, through mail or electronic or telephonic means, or through third parties without the prior written approval of the Court or the APD.



Childhelp Clinical Services

Presented by:

Shefali Gandhi, PsyD



Agenda



- Role of Advocacy Centers
- Clinical Services Available
- Funding Sources
- Challenges for our Families



Advocacy Centers



Generally



- Child & Family-appropriate facility to support victims and families as well as decrease traumatization associated with investigation and improve healing
- One-Stop Shop
 - Coordinated Investigation Efforts of Child & Family Violence Crimes
 - On-Site Services: Forensic Interviews, Forensic Medical Exams, Forensically-Sensitive Therapy & Victim Advocacy
 - Facilitate case reviews to improve investigative outcomes





Funding Sources

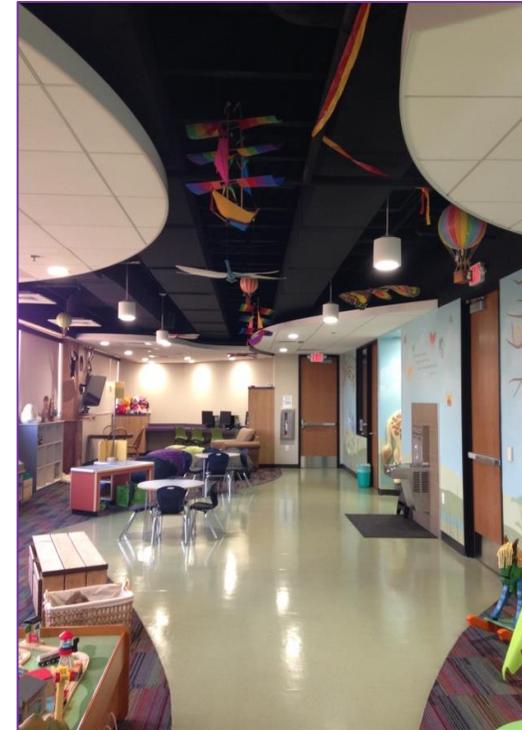
- Victims of Crime Act
 - Clinical Services
 - Advocacy Services
- Office for Victims of Crime
 - Program for children victimized by Parental/Caregiver Substance Abuse
- State Medicaid / CMDP (only therapy, not family services)
- Contracts with MCAO and Victim's Compensation





Advocacy Centers

The goal of the Childhelp Children's Center is to provide advocacy and mental health services as well as coordinate efficient investigation resources and the MDT to address the immediate safety and complete well-being of children who are referred to the center





Family Advocacy Resources





Importance of Advocacy

- In 2018
 - 3 victim advocates
 - 1695 clients
 - 5086 services
- Victims **NEED** advocacy services
 - Assess needs & challenges
 - Provide referrals & resources
 - Warm hand off to appropriate services
 - FOLLOW UP





Clinical Services Available at Childhelp



- Forensically-Sensitive Clinical Services
- Trauma & Healing-Informed Care
- Integrated Mental Health Services
 - Sensory Modulation
 - In-Home Family Therapy
 - On-Site Individual and Family Therapy





Clinical Services Available at Childhelp



Eye
Movement
Desensitization &
Reprocessing



FOOTBALL



BOXING



Who we Serve

- In 2018, we had a total of 4339 therapy sessions for approximately 175 patients with a team of 7 full time therapists
- In 2019, so far through August we have had 2700 therapy sessions for approximately 130 patients with a team of 6 full time therapists



FOOTBALL



SOCCER



BASEBALL



CYCLING



BOXING



Stats

- About 40% of the children seen in Clinical Services were victimized as a result of parental/caregiver substance abuse
- About 15% of these children live with grandparents
- About 40% of these children are in DCS custody



FOOTBALL



SOCCER



BASEBALL



CYCLING



BOXING



Risk

- Mental Illness
- Previous victimization
- Decreased cognitive abilities
- Different abilities or Developmental Delays
- Violence & Lack of Community support
- Poor access to housing, healthcare, resources, food, education,
- Legal Involvement





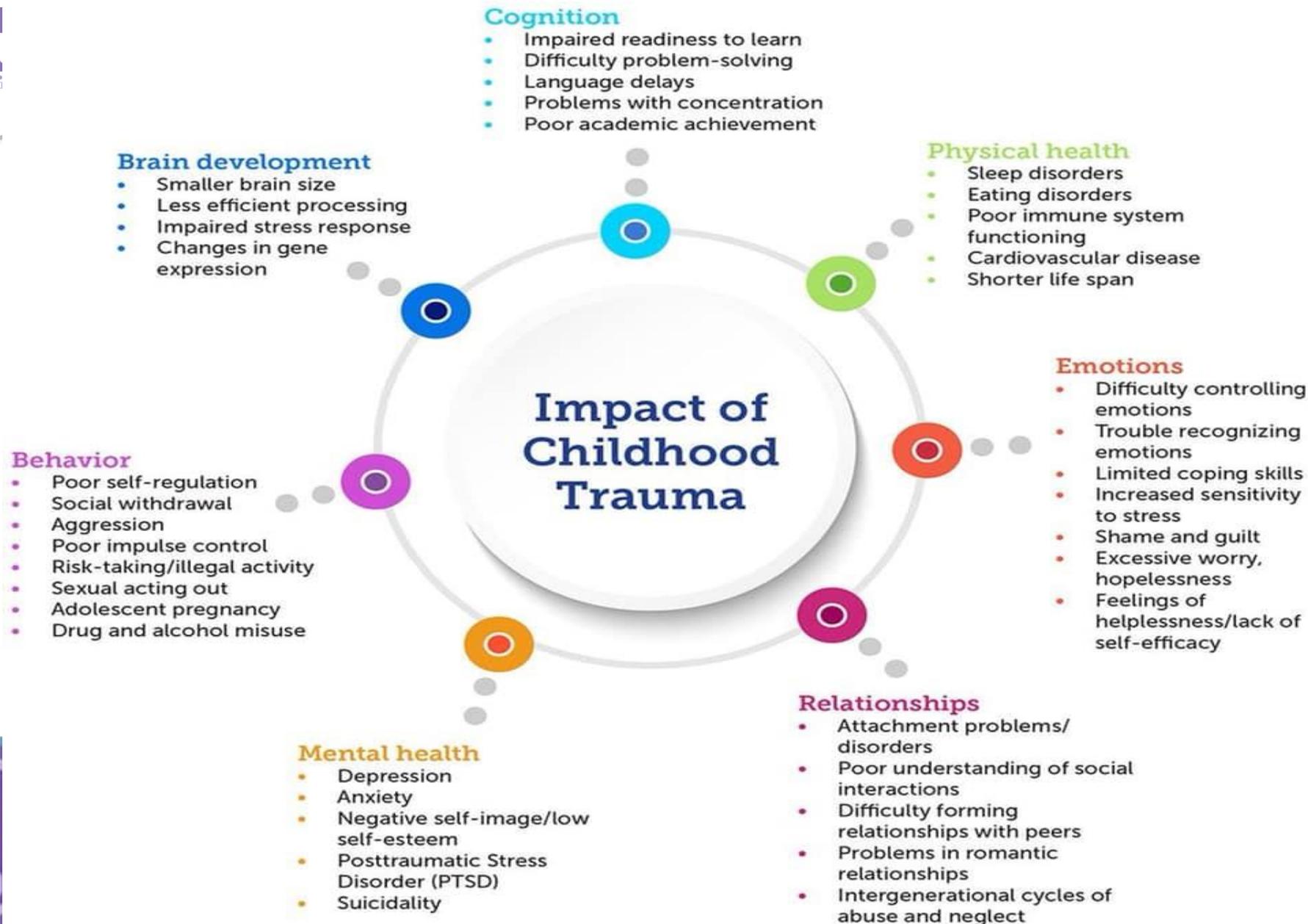
Protective/Resiliency Factors

- Healthy Family Lifestyles
- Supportive Relationships
- Physically Healthy Families
- Community Support
- Basic needs are consistently met
- Access to adequate housing, healthcare, education, social services
- Ability to navigate resources





Impact of Childhood Trauma



FOOTBALL



BOXING



Long term impact on children and adults



alcoholism and alcohol abuse

illicit drug use

risk for intimate

partner violence

eating disorders

multiple sexual

partners

smoking suicide

attempts

depression

ischemic heart disease

(IHD)

liver disease

sexually transmitted

diseases (STDs)

obesity

health-related quality

of life

COPD





Social Implications

- Poverty
- Homelessness
- Domestic Violence
- Substance Abuse
- Child Abuse (perpetration)

It becomes a cycle of chronic social wellness challenges



FOOTBALL



SOCCER



BASEBALL



CYCLING



BOXING



Statewide ACEs/PCEs

- Collaborating with 12 other Advocacy centers across the state
- Collecting Adult ACEs and PCEs for parents of victims and adult victims
- Use the information to inform our practices
- Gain insight into the cyclical nature of family violence and SDOH



Questions/Comments



Contact Information

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Founded in 1959 by Sara O'Meara and Yvonne Fedderson
PREVENTION *and* TREATMENT of CHILD ABUSE

THE CHILDHELP STORY

National Non-profit
Organization



Founded in 1959



Childhelp Services



Childhelp
Speak Up Be Safe





CHLDHELP[®]

Speak Up Be Safe

PREVENTION EDUCATION CURRICULUM



Prevention Education
is the Key to
Ending Child Abuse

Child Abuse Epidemic

Prevention Education

Keeping Children Safe

The Child Abuse Epidemic

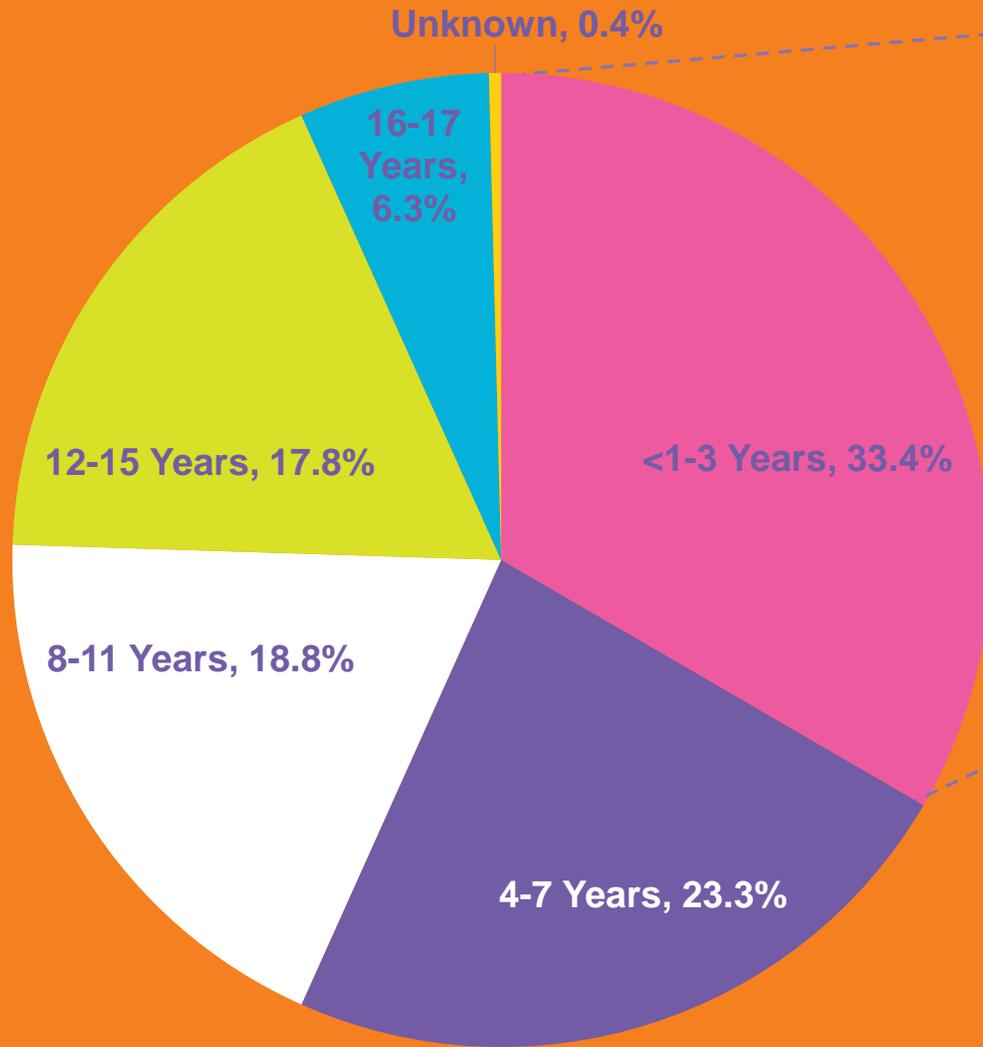
FIVE TOO MANY



Every year more than 3 million reports of child abuse are made in the United States.



In the United States, an average of five children die every day from abuse or neglect.



- 3 Years 6.4%
- 2 Years 7.0%
- 1 Years 7.4%
- < 1 Year 12.6%

Source: U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau. (2015). Child Maltreatment 2013.

Child Maltreatment by Age

**80%
EXPLICIT**

**5%
CONCEALED
INTENTIONS**

**WHO ARE
OFFENDERS?**

**90%
KNOWN &
TRUSTED**

The Childhelp Approach to Ending Child Abuse



- **Prevention Education**
- **Intervention**
- **Direct Treatment**
- **Community Outreach**
- **Advocacy and Legislation**

GET HELP

Childhelp National Child Abuse Hotline

The Childhelp National Child Abuse Hotline is a 24-hour hotline with resources to aid in every child abuse situation.

All calls are anonymous and confidential.

Call 1-800-4-A-CHILD (1-800-422-4453) for help.

Childhelp Speak Up Be Safe Prevention Education Curriculum

- Focuses on child safety and child abuse prevention
- Promotes the development of working alliances with the broader community
- Incorporates clear evaluation standards

Childhelp Speak Up Be Safe Prevention Education Curriculum

Childhelp Speak Up Be Safe Prevention Education Curriculum helps children and teens learn the skills to identify, prevent and interrupt all forms of child abuse – physical abuse, emotional abuse, and sexual abuse, as well as neglect, bullying, cyberbullying and internet safety.

Childhelp Speak Up Be Safe Prevention Education Curriculum

The program uses an ecological approach, providing materials to engage parents and caregivers, teachers, school administrators and community stakeholders.

Childhelp Speak Up Be Safe Prevention Education Curriculum

In addition to increasing children's abilities to recognize unsafe situations or abusive behaviors and building resistance skills, lessons focus on helping children build a responsive safety network with peers and adults that the child identifies as safe.

Childhelp Speak Up Be Safe Prevention Education Curriculum

- Evidence-Informed, Developmentally Appropriate
- Comprehensive Pre-K - 12th Grade Curriculum
- Incorporates clear evaluation standards
- Two lessons per grade level, 30-45 minutes each

Childhelp Speak Up Be Safe Prevention Education Curriculum

- Based on Best Practices Research in:
- Child Development, Learning Styles
- Social Psychology
- Child Abuse and Neglect Prevention

FACILITATOR NOTES

In your introduction, you may want to include a few sentences about why you feel being safe is important and why it is important for you to come teach the safety rules.

FACILITATOR SCRIPT

Lesson 1 (45 minutes)

A. Introduction (3 minutes)



Slide 1

Good morning/afternoon students! My name is _____ and I'm here today to talk with you about personal safety. I'll be teaching you a couple of safety rules from the Childhelp Speak Up Be Safe program today, and I'll come back another day to teach you the rest of the rules that will help you Speak Up and Be Safe.

Before we get started learning the safety rules, let's talk about some rules you already know, like the classroom rules.



Raise your hand if you can share one of your classroom rules and explain why it's important.

Call on a few students.

Examples include raising your hand to speak, listening quietly when someone is speaking, taking turns, not interrupting, etc.

These rules are used to help your teacher be able to teach the lessons you need to learn every day, and they help you and your classmates learn.

Following these rules is a way to show respect to your teacher and your classmates, and we'll talk about the idea of respect more later. We're going to use these rules for this today's lesson, too.

If you have a question during the lesson, just raise your hand and wait for me to call on you.

COMMON CORE STANDARDS

CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

RELATED SLIDES

Slide 1: Title Slide, 4th Grade Lesson 1

What's Included in the Curriculum?

Childhelp Speak Up Be Safe Prevention Education Curriculum

Age-Appropriate Lessons

Parent Engagement

Reinforcement Activities

Resources

Take Home Materials

Facilitator Training

The Five Big Ideas



Safety



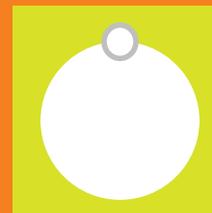
You deserve
to be safe



Child safety is an
adult responsibility



There are
safe adults



Five Childhelp
Speak Up Be Safe
safety rules

**Emotional,
Physical,
Sexual Abuse**

Neglect

**Bullying,
Cyberbullying**

**Internet &
Cellphone
Safety**



1

**It's
MY
body**



2

**Ask an
adult if
I'm safe**



3

**I have
choices**



4

**Tell
someone**



5

**It's NEVER
my fault**



FIVE CHILDHELP SPEAK UP BE SAFE SAFETY RULES

1
It's MY body



2
Ask an adult if I'm safe



3
I have choices



4
Tell someone



5
It's NEVER my fault



PRE-K – 3rd GRADES RESISTANCE STRATEGIES

Use your words

Get away

Stay away

2

It's okay to
ask for help to
keep yourself &
others safe

3

I have
choices

4

Tell
someone in
authority

1

I decide
what to do
with MY
body

5

Abuse is
NEVER my
fault



FIVE CHILDHHELP SPEAK UP BE SAFE SAFETY PRINCIPLES

1
It's MY body



2
Ask an adult if I'm safe



3
I have choices



4
Tell someone



5
It's NEVER my fault



4th - 12th GRADES RESISTANCE STRATEGIES

R = run **E** = escape **S** = scream **I** = ignore **S** = stay away **T** = tell an adult

CHILDHHELP
Speak Up Be Safe
 PREVENTION EDUCATION CURRICULUM

- 1. It's MY body
- 2. Ask an adult if I'm safe
- 3. I have choices
- 4. Tell someone



SAFETY PRINCIPLES

I decide what to do with MY BODY
 It's okay to ASK FOR HELP to keep yourself and others safe

I HAVE CHOICES

TELL SOMEONE in authority

Abuse is NEVER my fault

CHARACTERISTICS OF A HEALTHY RELATIONSHIP

1. Trust

2. Feeling of safety

3. Consistency of behavior

4. Support for a purposeful life

- R** Run
E Escape
S Scream
I Ignore
S Stay Away
T Tell

CHILDHHELP
Speak Up Be Safe
 PREVENTION EDUCATION CURRICULUM

Your Child Participated in Childhelp Speak Up Be Safe™ Today!

CHILDHHELP NATIONAL HEADQUARTERS
 4350 E. Camelback Road, Bldg. F250
 Phoenix, AZ 85018
 T 480-922-8212
 www.speakupbesafe.org
 www.childhelp.org

Information from Lesson 1, including: all children deserve to be safe and are responsible for keeping children safe; and the first two safety rules: #1 - "Ask an adult if I am safe." Children learned about bullying, cyberbullying, and how to stay safe online technology such as cell phones. Children learned that in situations where they might not be able to help them get to a safe place. They learned a RESIST acronym to help them if someone is not following the safety rules. Children learned that bad choices to help them get to a safe place. Children learned that if they are ever abused, even if it is never their fault and it is never too late to tell someone.

CHILDHHELP
Speak Up Be Safe
 PREVENTION EDUCATION CURRICULUM

CERTIFICATE OF COMPLETION

Certificate is awarded to _____

_____ for completing the Speak Up Be Safe curriculum and for joining the safety network for child abuse prevention and safety.

3. I have choices _____ Date _____
 4. Tell someone _____
 5. It's NEVER my fault!

Involving Safe Adults



CHILDHELP NATIONAL HEADQUARTERS
4350 E. Camelback Road, Bldg. F250
Phoenix, AZ 85018
T 480-922-8212
www.speakupbesafe.org
www.childhelp.org

Dear Parents & Caregivers,

Your child's class will be participating in a very important program called Childhelp Speak Up Be Safe™ that teaches children and teenagers about personal safety. During two trained facilitator will present research-based, age-appropriate lessons to help children learn skills to prevent or interrupt cycles of neglect, bullying and child abuse - physical, sexual. The Childhelp Speak Up Be Safe curriculum includes information for students, teachers and community to reinforce important safety rules.

As your child is getting older, personal safety is becoming more of a shared responsibility with adults and adolescents. The lessons focus on helping adolescents identify safe adults and learn five safety principles:

1. I decide what to do with my body.
2. It's okay to ask for help to keep yourself and others safe.
3. I have choices.
4. Tell someone in authority.
5. Abuse is never my fault.

There is important information for you to know:

I have choices when I feel unsafe!

- R** Run
- E** Escape
- S** Scream
- I** Ignore
- S** Stay Away
- T** Tell



1 (800) 4-A-CHILD®
www.childhelp.org/SpeakUpBeSafe

9th - 12th Grades Passive Consent Form

CHILDHELP NATIONAL HEADQUARTERS
4350 E. Camelback Road, Bldg. F250
Phoenix, AZ 85018
T 480-922-8212
www.speakupbesafe.org
www.childhelp.org



Your Child Participated in Childhelp Speak Up Be Safe™ Today!

Key messages in Lesson 2:

- Your child reviewed information from Lesson 1, including: all children deserve to be safe and respected; adults are responsible for keeping children safe; and the first two safety rules: #1 - "It's MY body!" and #2 - "Ask an adult if I am safe."
- Children learned that abusers sometimes use force, tricks, gifts, or bribes to get children into unsafe situations. Children learned about bullying, cyberbullying, and how to stay safe online using technology such as cell phones.
- Children learned that in situations where they might not be able to help themselves, they should use the RESIST acronym to help them get to a safe place. They learned a RESIST acronym to help them get to a safe place. They learned a RESIST acronym to help them get to a safe place. They learned a RESIST acronym to help them get to a safe place.
- Children learned that bad choices are not following the safety rules. Children learned that bad choices are not following the safety rules. Children learned that bad choices are not following the safety rules.
- Children learned that if they are ever abused, even if they are never their fault, it is never too late to tell someone and get help from someone in authority.

Discuss with your child about safety.

Identifying a safe adult can be challenging, especially when talking about difficult subjects like safety. Here are some tips and talking points to get the conversation started:

- Child about house rules or expectations, such as telling you where they are or how they are getting around.
- Discuss what types of websites may be accessed.
- Remind children to never post pictures of themselves or to share their full name, address or phone number with anyone they meet online.
- Remind children to never join a social networking site or sign up for anything online without parent permission.
- Encourage children to talk to you if they see something inappropriate on the Internet.
- Help your child know how to spot tricks that may lead to abuse. Use stories or scenarios to help your child practice avoiding these tricks.
- Let your child know that you will support him/her in making choices to stay safe, including saying "No!" and getting away from unsafe people or situations. Children often need permission from parents or caregivers to feel empowered to make these kinds of decisions.

5th Grade Lesson 2 Information Sheet

Childhelp Speak Up Be Safe™ 4th Grade Lesson 1



Lesson 1 Reinforcement Activities

Building a Safety Net Activity

This activity requires a ball of yarn or string. Teacher or facilitator should review the concept of a safety net with the children and discuss how safe adults and the Safety Rules can help provide a network of safety around the children. This activity encourages children to personalize the lessons and see how the learning applies to their individual lives.

Teacher or facilitator should instruct children to stand in a circle. A ball of yarn is held by one child, and he/she says one thing or person who is in his/her safety net. The ball of yarn is passed to someone across the circle while the previous child continues to hold the string. The ball of yarn is passed around and across the circle until everyone has named something in his/her safety net and a net of yarn is created within the circle. If the class is a smaller group, each child should have more than one turn to build a more substantial safety net.

Teacher or facilitator should...

MY 5 SAFETY RULES

1. It's MY body!
2. Ask an adult if I am safe.
3. I have choices.
4. Tell someone.
5. It's NEVER my fault!



Measuring the Impact of Prevention Education



CALL TO ACTION

www.childhelp.org/speakupbesafe

www.speakupbesafe.org

info@speakupbesafe.org