CHILD SEXUAL ABUSE
AN EDUCATION AND PREVENTION PROGRAM
FOR
PARENTS, LEADERS AND YOUTH MEMBERS IN THE
BOY SCOUTS OF AMERICA

A CASE STUDY

by

E. Earl Hays

A Master's Research Project in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

OTTAWA UNIVERSITY

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has been approved

May 1992

APPROVED:

Chairperson

Supervisory Committee

ACCEPTED:

Director of Graduate Studies
The problem of child abuse has become one of the most significant social problems facing our nation. Recent public opinion polls rank the problem of child abuse second only to drug abuse as a national concern.

The Boy Scouts of America has identified child abuse as one of five unacceptables on which to focus its resources. These societal problems also include hunger, illiteracy, teenage unemployment, and drug abuse. With nearly 20 percent of American youth coming into contact with the BSA's program each year, no other single organization matches its ability to have an impact on these problems and to provide this country's families with information necessary to protect children from those who would victimize them.

The research study, resulting in an education and prevention program for parents, leaders, and youth members, presents an extensive overview of child abuse in America with primary focus on child sexual abuse.

Procedures used include a comprehensive review of literature in the field from the 1970s to the present. Of special significance in completing this research project and in the preparation of "Youth Protection Guidelines" for BSA adult and youth members, were a series of interviews (see Appendix I) conducted by nationally known experts, i.e., Dr. D. Chadwick, Director of the Center of Child Protection at the Children's Hospital in San Diego, and Dr. D. Finkelhor, Director of the Family Resources Laboratory, University of New Hampshire.

Unique and innovative to the study are excerpts and manuscript from two important videos (see Appendix II) specifically aimed at young people themselves. "A Time to Tell" describes ways to prevent child molestation and is intended for boys 11 through 14. "It Happened to Me" is designed to protect 6-9-year old boys from sexual abuse and teaches youth to speak up about sexual abuse without shame or fear.
Selected scenarios and skills (see Appendix III) from the BSA booklet "Prepared for Today" are also included. These skills, when learned in particular by the "Latch Key" child, help reduce the risk of child abuse.

The Boy Scouts of America is on the leading edge in the fight to detect and deter the child sexual abuser. With the help of experts, BSA has designed and instituted a multifaceted strategy of education, detection and prevention aimed at parents, leaders and youth.

Through these extensive programs, the Boy Scouts of America is reaching out to more than 4 million Scouts, their parents, and the 1.1 million adult leaders. As the largest and perhaps most influential youth organization in the United States, the Boy Scouts of America's impact on this problem can be enormous.
DEDICATION

This Research Paper

is

Dedicated to young people

in the

Boy Scouts of America

and to their

parents and leaders who help them grow,

without the fear of child abuse,

into The Leaders of Tomorrow.
ACKNOWLEDGEMENTS

My personal thanks to those listed below who helped, advised, cared and encouraged me to complete this research paper and Master's program. Each has contributed in a unique way to my capacity and spirit, of which both have soared to new heights as a result of this project.

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Betty A. Hays, my loving wife and partner in life, who encouraged me, supported me in the completion of this Master's program at great personal sacrifice.

Lois Gorby, my loyal and terrific secretary, without whose patience, superb typing skills and personal interest in the subject of "Child Abuse," this paper would not have been completed.

Mark H. Rossman, Ed.D., Director of Graduate Studies, Ottawa University; advisor and coach who was always available for advice, counsel, and who kept me on course in selecting a topic and completing a thesis that would be of real substance and worth.
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CHAPTER ONE

INTRODUCTION AND PROBLEM

Introduction to the Study

This study will present an in-depth overview of child sexual abuse in America. Specifically, through a "case study" we will look at one of the nation's oldest youth organizations, the Boy Scouts of America and how, with a combined youth-adult membership of 5.1 million members, they can contribute significantly to reducing a major societal dilemma.

Background of the Problem/Areas of Concern

Child sexual abuse has become increasingly recognized as a significant social problem in the United States. Youth organizations, schools, churches, communities, and families are all potential victims of pedophiles, just as are individual youngsters. That is why the Boy Scouts of America feels that it is so important to understand this problem and how to deal with it. The grounds for this concern are:

1. Child abuse causes significant harm to individuals.
   - It affects youth members (physical and psychological harm).
   - It affects parents.
   - It affects others in the community.

2. Child abuse has an impact on the BSA, internally and externally.
   - It can discourage youth, parents, leaders, and organizations from participating in our programs.
   - It can injure the reputation of the Boy Scouts of America and cause it to lose community support.

Purpose of the Study/Objectives

Until the mid-1980s, most of America tended to regard incidents of child sexual abuse as isolated occurrences that mostly happened within the family unit.
As more research on the subject has become available and as the reporting of child sexual abuse has become more standard, the Boy Scouts of America, because of its unique role in youth development, has attacked the problem aggressively on several fronts.

Guiding the BSA's Youth Protection program is the following five-point strategy to prevent child abuse:

1. Educating Scouting volunteers, parents, and Scouts to aid in the detection and prevention of child abuse.

2. Establishing leader-selection procedures to prevent offenders from entering the BSA leadership ranks.

3. Establishing policies that create barriers to child abuse within the program.

4. Encouraging Scouts to report improper behavior in order to identify offenders quickly.

5. Swift removal and reporting of alleged offenders.

Significance of the Study

To quote Dr. D. Chadwick, Director of Child Protection, Children's Hospital, San Diego, CA:

I'd like to say that I think the Scouting and the Boy Scouts of America deserve a great deal of credit for the process of child abuse prevention they have undertaken and the work they've done in this area, the work they've done with the new education of the Boy Scouts manual, not to mention the materials that are going out to Scoutmasters and administrators in the field. It may be the finest undertaking of its kind that I've ever seen in terms of the size of it and the quality of the work that's being done. If it doesn't have a very beneficial effect, I'll be astonished, and I'm delighted that you're doing it. [sic]
**Definition of Terms**

The following terms are used throughout the Case Study:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>CHILD ABUSE:</td>
<td>Child abuse is harm to a child which occurs immediately or through accumulated effects over a period of time.</td>
</tr>
<tr>
<td>NEGLECT:</td>
<td>Failure to provide for a child's basic needs—physical, environmental, emotional, and nutritional.</td>
</tr>
<tr>
<td>EMOTIONAL ABUSE:</td>
<td>Verbal or nonverbal violence toward a child that gives the child the message that he is &quot;no good&quot; and never will be.</td>
</tr>
<tr>
<td>PHYSICAL ABUSE:</td>
<td>Physical violence causing injury of a child by the caretaker.</td>
</tr>
<tr>
<td>SEXUAL ABUSE OR SEXUAL MOLESTATION:</td>
<td>Any sexual act between an adult and child or between a child and a significantly older child. Such acts range from fondling to sexual intercourse.</td>
</tr>
<tr>
<td>PEDOPHILE/PEDOPHILIA:</td>
<td>A person who prefers to have sexual relations with a child and the psychological term for this perversion.</td>
</tr>
<tr>
<td>SCOUT LEADER:</td>
<td>An adult 21 years of age, approved by the Boy Scouts of America as a Den Mother, Cubmaster or Scoutmaster.</td>
</tr>
<tr>
<td>CUB SCOUT:</td>
<td>Youth member of the Boy Scouts of America, 6-10 years of age.</td>
</tr>
<tr>
<td>BOY SCOUT:</td>
<td>A youth member of the Boy Scouts of America 11-17 years of age.</td>
</tr>
<tr>
<td>THE THREE R'S OF YOUTH PROTECTION:</td>
<td>Members of the Boy Scouts of America are taught the Three R's of Youth Protection. This stresses that the child needs to RECOGNIZE situations that place him at risk of being molested, how child molesters operate, and that anyone can be a molester. The child needs to know that if he RESISTS, most child molesters will leave him alone. And if the child REPORTS attempted or actual molestations, he will help protect himself as well as other children from further abuse and will not be blamed for what occurred.</td>
</tr>
</tbody>
</table>
Limitations of the Study

Limitations of the study for the purpose/objectives desired are minimal. The overview is broad; the review of literature is comprehensive. The BSA resources in the field of child abuse are considerable.

If there are limitations, they are in communicating to BSA membership that such an education and prevention program is available. Mandatory attendance for education and training at all levels of the BSA movement, though desirable, is difficult to attain in a volunteer organization.

Organization of the Study

Essentially this is a case study of the Boy Scouts of America and their program of education and prevention of child sexual abuse.

The remainder of the study, beyond background information, purpose, concerns, significance, and limitations, includes and encompasses the following and is presented in chapter four:

Signs of Child Abuse
Signs of Emotional Abuse and Neglect
Signs of Physical Abuse
Signs of Sexual Abuse
Normal vs. Abnormal Behaviors
Cub Scout-Age Boys
Boy Scout-Age Boys
Effects of Stress
Child Abusers—Who Are They?
Child Molesters
Youth Protection Policies of the Boy Scouts of America
Leadership
Creating External Barriers
Parental Involvement
Helping the Child Resist
The Three R's of Youth Protection
The Child's Bill of Rights
Disclosure
Reporting Requirements
A Five Point Strategy for Youth Protection
CHAPTER TWO

REVIEW OF THE LITERATURE

Child Sexual Abuse: A Disturbing National Problem

The problem of child sexual abuse began to capture national attention in the mid-1980s. In 1983 and 1984, two sensational cases (one in Jordan, Minnesota, and one in Manhattan Beach, California) involving dozens of children catapulted the issue into the national spotlight. Neither situation involved the Boy Scouts of America, however. Whether the incidence of child sexual abuse is growing today is uncertain, but the reporting of such incidents is on the rise and public awareness is heightened.

Child sexual abuse is part of a larger picture, that of child abuse in general. Child abuse can be that of neglect, emotional abuse, physical abuse, or sexual abuse. Of these, youth organizations, schools, and child care settings are especially concerned with the threat of child sexual abuse.

Incidence and Prevalence

The incidence of child sexual abuse in the United States, in terms of new reported cases annually, is alarming. The American Humane Association (AHA) estimates that in 1985 there were more than 113,000 cases of child sexual abuse reported to professional agencies.

Other estimates have ranged as high as 250,000. There is a generally acknowledged shortcoming in these figures, since most cases of child sexual abuse do not come to the attention of professional agencies. The scope of the problem is thought to be far greater.
According to a 1985 study by the Los Angeles Times, "Twenty-two percent of Americans have been victims of child sexual abuse although one-third of them told no one at the time and lived with their secret well into adulthood....27 percent of the women and 16 percent of the men said they had been sexually abused as children."

With one-third of the victims having never revealed their experience before and only 3 percent ever reporting it to the police, the Los Angeles Times study indicates the enormous difficulty of accurately assessing the magnitude of the problem.

A noted authority in the field, Dr. David Finkelhor, associate chair of the Family Research laboratory and associate director of the Family Violence Research Program at the University of New Hampshire has studied child sexual abuse since 1977 and has published two books and over two dozen articles on the subject. He reports considerable variation in prevalence rates, with ranges from 6 percent to 62 percent for females and 3 percent to 31 percent for males.

Variations reflect differences used in the definition of sexual abuse, true differences in various segments of the population, and differences in the methodology of the studies.

Although there is a great deal of confusion in establishing exact statistics, most experts agree that the number of reported cases of child abuse is increasing. It is not established that child abuse itself is on the increase, but experts contend that national statistics are needed to provide a more accurate view of the problem.

Since most experts agree that only a fraction of these cases is reported, and the reported number of cases is rising, the seriousness of this problem is of concern to all segments of our society.
Who Are the Victims?

Because secrecy clouds so much of the information about sexual abuse, identifying the victims is a difficult task. There is no assurance that characteristics considered common among victims apply to all cases—the numbers of unreported cases may demonstrate other traits.

But what do we know? One fact is established—sexual abuse is found throughout society in all family and social circumstances.

A few general conclusions can be found concerning such factors. Girls appear to be at higher risk than boys, though some experts question this because boys are apparently more reluctant to report. The public, too, appears less aware of the abuse of boys.

Boys at Risk

A study in 1986 by Dr. Patricia Dunklee and Dr. Mary J. Spenser estimated that as many as 25 percent of all reported childhood sexual molestations involve boys. Dunklee is a clinical professor of pediatrics at the University of California at San Diego School of Medicine and a physician at the Center for Child Protection at Children's Hospitals and Health Center in San Diego. Spenser is an associate clinical professor of pediatrics at the UC-San Diego School of Medicine and a practicing physician.

"It is difficult to estimate the true incidence of sexual abuse in boys, but boys as well as girls, appear to be at significant risk," wrote Dunklee. Estimates from the American Humane Association tend to support these findings. In 1984, 22 percent—or 22,000 of the 100,000 reported cases of child sexual abuse—involved boys.
Dunklee and Spenser focused specifically on boys because so few studies on boys and sexual abuse have been done. Some of their findings correlate with Finkelhor's concerning high-risk children in general. For instance, family members who abused boys younger than 13 were most likely to be the father, stepfather, or the mother's boyfriend.

Finkelhor cautions against estimating the true prevalence among boys because of the difficulty of underreporting, but suggests that the true prevalence figure for boys under 13 or before puberty to be between 2.5 percent and 5 percent. That would translate into a total of 550,000 to 1,100,000 of the 22 million boys under 13 in the United States (based on 1980 census figures).

Boys, by nature, tend not to disclose sexual abuse. Experts speculate that factors such as the stigma of homosexuality, the male ethic of self-reliance, or merely blocking it from their memory may explain why sexual abuse among boys is under-reported.

The Abusers

Overwhelming evidence indicates that males are responsible for child sexual abuse. These men, called pedophiles, have conscious sexual interest in children. For some, the terms molester and pedophile are synonymous. While pedophiles have a sexual preference for children, they can and do have sex with adults. Also, the label pedophile says nothing about the other aspects of his personality of lifestyle. How can such a person be detected? Is there a profile?

The greatest dilemma confronting child sexual abuse is that the pedophile can be practically anybody. He comes from every strata of society including doctors, teachers, politicians, scientists. Often he is a nice guy, goes to church, and is active in his community. He does not stand out initially.
The Center of Missing and Exploited Children, in cooperation with the FBI, has published a pamphlet on child molesters. It cites the four major characteristics of pedophiles: (1) long-term and persistent pattern of behavior, (2) children as preferred sexual objects, (3) well-developed techniques in obtaining victims, and (4) sexual fantasies focusing on children.

In listing these characteristics and major indicators, these experts have tried to come up with a profile to identify a pedophile. The indicators include factors such as sexual abuse background, marital background, prior arrests, excessive interest in children, and limited new relationships.

Unfortunately, such factors are general and vague and can apply to many people. It is only when sexual abuse is suspected that the indicators seem to then fit the profile. In other words, the profile cannot be used as a screening device.

In general, studies of pedophiles show these men have normal intelligence, unremarkable work histories, and are otherwise successful and unexceptional. These individuals come from all economic, educational, occupational, and religious segments of our society. Many are or have been married. One theory asserts these men, if in a failed marriage, may turn to a child rather than to another woman.

Of particular concern to schools and youth programs is the observation that child molesters are predators and seek out situations having access to children. The child molester wants to ensure a steady stream of available victims. To most people, the idea of child molestation is repugnant. Can such a personality disorder be explained?
Research indicates at least four factors may be involved to explain this behavior: (1) The adult has an emotional need to relate to children, as a result of things like low self-esteem, narcissism, or arrested development; (2) the offender may have heightened sexual arousal to children due to earlier childhood conditioning and socialization; (3) the perpetrator may be blocked from alternative sources of sexual gratification, due to his difficulty in relating to adult females or not having adequate skills; or (4) the adult is not deterred from his behavior by conventional social restraints, possibly due to impulse disorder or alcohol.

While research suggests that these factors are present in child molesters, it is uncertain how many others in the general population have these factors who are not child molesters. Finkelhor states that "There will be large numbers of 'false positives' in the population at large, people who have these characteristics too, but, because the behavior is not released by other factors, never become molesters."

The problem that Finkelhor points out is evidenced by some of the attempts that have been made to use psychological testing to describe child molesters. All of these studies started with a population of known offenders. Some studies such as those conducted by Peters (1976), Toobert, Bartelme, and Jones (1959), and Panton (1978), compared child molesters with other populations of criminals and other kinds of sex offenders. The instruments used—the Bender Gestalt test and the Minnesota Multiphasic Personality Inventory (MMPI)—enabled the researchers to draw inferences about identified populations but cannot be used to predict future molestations or to identify child molesters in the general population. Such a use would be a quantum leap beyond what existing research justifies.
Future research may enable the development of a screening device that would have the requisite validity and reliability to identify the individuals who constitute a threat to children. This is likely to be in the distant future. Thus, youth-serving organizations must resort to other methods to protect their participants now.

The pedophile is difficult to spot, but by understanding how he operates it is possible to take steps to detect him and prevent his crime.

The Boy Scouts of America

The Boy Scouts of America was begun in 1910 and chartered by an Act of Congress in 1916 to provide for character development, citizenship training, and personal fitness for boys and young adults. Scouting is a volunteer-led youth movement through which millions of volunteers working on behalf of chartered organizations make a commitment of personal involvement in America's youth.

At the end of 1991, more than 4.1 million youth were involved in the Scouting program. They, in turn, were led by more than 1.1 million volunteers. Across the country, more than 100,000 Cub Scout Packs and Boy Scout Troops are operating. For older boys and young adults, more than 30,000 Explorer Posts and other units are established.

Boy Scouts of America Policy

What is the Boy Scouts of America policy about child sexual abuse? What has the BSA done to implement and enforce the policy? The "Boy Scouts of America Statement About Child Abuse" conveys the organization's abhorrence of the offense and determination to eradicate it:

Child abuse is a fact in our society and a matter of great concern for most parents throughout our country. The Boy Scouts of America shares this concern. For more than 80 years, Scouting has taught its members basic life values. Today those members make up a large percentage of society's adult population who are also shocked by the magnitude of the child abuse problem. The theme, fairness in dealing with others, is embedded in the precepts of the Scout Oath and Law which make child abuse unthinkable and violence unnecessary. Their concern is helping society come to grips with the problem.
CHAPTER THREE

METHODOLOGY

Introduction

The case study documents child sexual abuse in America and profiles in depth, an education and prevention program for parents, leaders and youth members in the Boy Scouts of America.

The BSA Approach

Historically, the Boy Scouts of America believed that home, church, school, and social agencies were more appropriate and expert vehicles to deal with the issue of child sexual abuse. But, as the significance of child sexual abuse as a national problem became apparent, BSA decided to assume a larger role in combating this societal problem. The BSA National Executive Board and staff made a commitment to take a leadership role in developing strategies to minimize the opportunity for such incidents to occur.

The BSA then conducted extensive research on the subject and consulted nationally recognized experts for advice and guidance. At the heart of the research and education-prevention program, and referenced in Chapter Two, were studies by Dr. Patricia Dunklee and Dr. Mary J. Spenser of the Center for Child Protection at Children's Hospital and Health Center in San Diego. Their study estimates that as many as 25 percent of all reported childhood sexual molestations involve boys.

In extensive review of child sexual abuse cases, Dr. Gene Abel of Emory University reached some startling conclusions. Not only is the typical child molester almost always male, but he typically begins molesting by age 15. The child molester is not a stranger, but often a man whom the child and parent trust.
Additional interviews providing the Boy Scouts of America with exceptional expertise, insight and factual data, were held with:

Dr. D. Chadwick, Director of Child Protection, Children's Hospital, San Diego, CA

Dr. Ann Cohn, Executive Director of the National Committee for the Prevention of Child Abuse

Professor Byron Eglund, University of Minnesota Institute for Child Development

Dr. David Finkelhor, Director of the Family Resources Laboratory, University of New Hampshire

Dr. Richard Krugman, Director of the Camp National Center for the Prevention and Treatment of Child Abuse and Neglect, and

Kenneth P. Lanning, Special Agent, Federal Bureau of Investigation

While data analysis on child sexual abuse provided important numerical statistics, the major documentation and concentration identified traits, symptoms and characteristics of both the victim and abuser.

The end result of the BSA approach to reducing child sexual abuse, and the key to implementing the BSA's five point strategy for youth protection, is an intensive dissemination of information to parents, leaders and youth members.

Education and presentation materials include:

- **Youth Protection Guidelines: Training for Volunteers and Parents**, No. 34-220A, must be made a regular part of the council and district training program. This combination of videotape and handout materials is designed to provide a 90-minute training course for council and district leadership; the district committee and commissioner staff; and, Cub Scout, Boy Scout, and Varsity Scout leaders.

- **Youth Protection Basic Training for Cub Scout, Boy Scout, and Explorer Leaders** excerpts some of the elementary information from the 90-minute training so that a discussion of child abuse is incorporated into all training courses. These emphasize the youth protection policies adopted by the BSA.
Youth Protection Guidelines for Scout Camp Leaders (revised) was developed for use at National Camping Schools to aid camp staff in identifying potential problems and give guidance in handling problem of child sexual abuse if it surfaces in camp. This training shows how the council camping program should be examined to uncover potential opportunities for child abuse including child sexual abuse. Physical hazing, secret initiations, and inappropriate discipline are strictly prohibited. Camp staff and unit leader stress levels need to be monitored to avoid situations that could trigger abusive behavior. Staff selection must be done carefully with attention given to application form details and follow-up on references and background statements.

Camp Leadership (Guidelines on Youth Protection), No. 12007, is designed to be used in precamp training of local council camp staff members. Precamp training must include material on youth protection and camp policies designed to protect campers and staff.

How to Protect Your Children from Child Abuse and Drug Abuse: A Parent's Guide is included as a removable supplement with each copy of the basic Cub Scout and Boy Scout handbooks. It provides parents with information they can share with their family to increase youth protection. This has also been provided to councils in a reproducible format (in both Spanish and English) for wider distribution.

A Time to Tell is a videotape for audiences of 11-to 14-year-old boys. It is designed as a stand-alone presentation with a brief introduction for the adult showing the film.

It Happened to Me has been developed for the 6-to 9-year-old male audience. It is designed to educate this age group concerning the issues of sexual abuse prevention. It is to be used only when a parent or guardian is present and should be reviewed in its entirety before it is presented to your group.
CHAPTER FOUR

RESULTS OF THE STUDY.....

AN EDUCATION AND PREVENTION PROGRAM

BACKGROUND

Child abuse is a tragedy that affects 2-3 percent of American children each year. It has been increasing and now more than 2.4 million reports of child abuse are received each year.

By definition, child abuse is harm to a child which occurs immediately or through accumulated effects over a period of time. When the harm is caused by withholding life's necessities from a child it is classified as neglect. The ability to provide such necessities as food, clothing, education, and medical care but failing to do so is the factor separating neglect from the effects of poverty.

There are three additional kinds of child abuse caused by commission of acts against the child - emotional abuse, physical abuse, and sexual abuse, which is the primary focus of this study.

Emotional abuse occurs when the child is consistently being told that he is no good and never will be. Denigrating name-calling is a form of emotional abuse.

Physical abuse is the bodily injury of a child by the child's parent or caretaker.

Sexual abuse is any sexual activity between a child and an adult or between children when there is an unequal distribution of power such as when one is significantly older or larger.

Child abuse occurs in every segment of our society. Child neglect, physical abuse, and emotional abuse occur more frequently in undereducated, poorer families, while child sexual abuse is more evenly distributed throughout society.
SIGNS OF CHILD ABUSE

Child abuse affects children in different ways, therefore the signs of abuse listed will not be true of all abused children. In fact, some abused children may not exhibit any outward signs of their victimization. In others, there may be either physical or behavioral signs that a child has been abused and in some cases both.

Signs of Emotional Abuse and Neglect

Child neglect and emotional abuse are the most difficult kinds of child maltreatment to substantiate. The indicators are subtle and ambiguous. Physical signs include lagging physical development and habit disorders such as thumb sucking or rocking. Neglected children may show up at Scout meetings inappropriately dressed, lacking personal hygiene, and consistently hungry.

Both neglected or emotionally abused children may exhibit signs of childhood stress. Such signs are ambiguous and may be explained by other events in the child's life. When signs of childhood stress are observed by Scouting leaders it is important to remember that abuse is only one of several possible causes.

Signs of Physical Abuse

Most children as they participate in the normal activities of childhood accumulate their share of cuts, scrapes, and bruises. The outward signs of physical abuse are not typical of the normal "wear and tear" of childhood. Indicators of physical abuse are unusual bruises, burns, breaks, lacerations, and abrasions.

Bruises. A physically abused child may have bruises on his or her abdomen or back - areas of the body not usually bruised in normal childhood activities. In cases of repeated abuse, the bruises may be of different colors indicating various stages of healing. Bruises may have distinctive shapes indicating the weapon used to attack the child.
Burns. Unusual burns such as cigarette or cigar burns on the soles of the feet, palms of the hands, the back, or the genital areas are strong indicators of abuse. Other burns that are strong indicators of abuse are friction or tether burns on the wrists, ankles, or neck caused by ropes used to tie the child. Wet burns on the hands and ankles that appear to be glovelike or sock-like are caused by immersion in hot liquids such as forcing a child to bathe in water that is too hot. Dry burns leave distinctive marks in the shape of the instrument used to inflict them such as electric irons, radiator grates, or stove burners.

Fractures. Unexplained fractures are cause for concern. A child with multiple fractures in various stages of healing is almost certain to be a victim of physical abuse. Other signs include swollen or tender limbs and spiral fractures caused by forceful jerking of the arms.

Lacerations and abrasions. Injuries that children incur during normal play activities are generally located on the leading edges of the body's planes such as shins, knees, palms, and elbows. When found on the soft tissues of the abdomen, on the back, on the backs of arms and legs, or external genitalia, lacerations and abrasions strongly suggest physical abuse, as do human bite marks especially when they are recurrent and appear to be adult size.

As in other forms of abuse, a child who has been physically abused may exhibit signs of general childhood stress after the physical manifestations of abuse heal.

**Signs of Sexual Abuse**

Physical evidence of sexual abuse, if present at all, tends to be temporary. Such signs may include difficulty in walking or sitting; torn, stained, or bloody underwear; pain or itching in the genital area; bruises or bleeding of the external genitalia; and sexually transmitted diseases.

Behavioral indicators may be present for a longer period of time and be more conspicuous. Specific behaviors associated with child sexual abuse are:

- Age-inappropriate understanding of sex
- Reluctance to be left alone with a particular person
- Persistent and inappropriate sex play with peers or toys
- Prostitution
- Wearing lots of clothing, especially to bed
- Drawings with genitals
Fear of touch
Abuse of animals
Masturbation in public
Nightmares or night terrors
Apprehension when subject of sexual abuse is brought up
Cross-dressing

The presence of any of these indicators should cause consideration of the possibility that sexual abuse has occurred. They are not, in and of themselves, conclusive evidence that the child has been victimized.

Normal vs. Abnormal Behaviors

Parents and individuals working with children need to understand the growth processes that children experience as they mature from child to young adult. Such knowledge is critical to distinguishing troublesome, but normal, behavior from that which is indicative of serious problems. Understanding why children and adolescents do what they do may also prevent overreacting by parents and leaders that sometimes results in abusive situations.

Cub Scout-Age Boys

Cub Scout-age boys (6 to 10-year-olds), at the beginning of this age, must adapt to the school environment. For the first time in their lives children are faced with having to work cooperatively, follow directions, work independently, and be able to concentrate. It is expected that as the child becomes older, greater skills will be developed in each of these areas.

It is during this age that children need to develop friendships which constitute closer relationships than they had with playmates at an earlier age. At around 8 years of age, children begin to form peer groups and participate in group activities such as athletics, church groups, and other organized activities. Children who are isolated, withdrawn, and seemingly without friends are cause for concern.
Because of the new experiences sustained by boys in this age group, a sense of self is developed. If, for the most part, their experiences are positive they will have a positive self-image and will believe that they will be successful as they approach new people or new situations. If they experience frustrations or failure in mastering their environment, they will likely lack self-confidence and self-esteem. Such children are more susceptible to becoming victims of abuse. Also, lack of self-confidence and self-esteem may be caused by abuse.

**Boy Scout-Age Boys**

Boy Scout-age boys (10 to 17-year-olds) sustain major transitions in their physical and emotional development which may cause episodes of depression, aggression, sudden mood shifts, withdrawal, immature or regressive behavior, and other behaviors associated with stress. Some of the changes experienced by this age youth make the child vulnerable to abuse as well.

Puberty occurs during the early part of this period. Puberty brings not only physical maturation, but it also causes emotional changes and changes in social relationships. It is almost the paradox of youth that adolescents are expected to seek greater independence and autonomy while parents are appropriately concerned about setting boundaries to that independence. This can lead to conflict between adolescent and parent that can escalate into abusive situations—both emotional and physical. The desire for independence may also discourage an adolescent from seeking assistance from parents when a decision made by the youth has harmful results.

During this time, the adolescent is also trying to define who he is, or is forming a self-identity. For a child who has been abused, that self-identity may be one of a loser or victim—roles that are not constructive and reflect his low self-esteem.
Many adolescents experiment with several different roles. While this experimentation is normal, it can lead to the adolescent being taken advantage of and exploited by unscrupulous adults who show an interest in and who reinforce unrealistic roles in order to take advantage of the naivete of the youth.

Peer groups become important in the life of an adolescent. As he strives to become more independent from parental control, the adolescent becomes more involved with friends—often a group of friends—who have a strong influence over decisions he makes, becoming almost a surrogate family.

**Effects of Stress**

Growing up is a stressful process. Whether it is the anxiety experienced by a 6-year-old going to school on the first day or the shaky knees of the teenager going on his first date, all of these changes are to some degree stressful. The stress may be compounded when other circumstances exist such as family turmoil or divorce, problems in school, or problems in social relationships. This stress may cause reactions such as the following:

- Bed-wetting
- Crying for no apparent reason
- Immature or regressive behavior
- Clinging behavior
- Aggressive behavior
- Withdrawal
- Substance abuse
- Inability to concentrate
- Unexplained aches and pains
- Running away
- Depression
Talk of or attempts at suicide

Sleep disturbances or nightmares

Frequent illnesses

Such signs are symptomatic of childhood stress and may be caused by any of the kinds of problems we have discussed, including child abuse. If any of these persist over a prolonged period of time, it is reason to be concerned and the behavior needs to be looked into.

CHILD ABUSERS — WHO ARE THEY?

While abusers tend to defy any kind of orderly profile that would facilitate their easy identification, there are some general factors that are associated with various kinds of abuse. Child abusers tend to be individuals with low self-esteem. Their own needs are so overwhelming that they are poorly equipped to meet the needs of their children. Ignorance about children and children's needs is also a factor in some child abuse cases. Often children who are neglected have parents who abuse drugs or alcohol. Emotional abusers may have unreal expectations of the child and malign the child when the child fails to meet those expectations.

Physical abuse can occur when the pressures experienced by the caretaker or parent seem to be insurmountable and the child does something that triggers physical violence—the proverbial straw that breaks the camel's back. Physical abuse can also happen when physical punishment becomes extreme or exaggerated. Oftentimes, physical abuse can be avoided when the individual realizes the need for time out and has someone to provide respite care of the children for a brief period.
Child Molesters

Individuals who sexually abuse children are known as child molesters. Just as with other kinds of abusers, child molesters do not fit into any convenient profile. There are a number of stereotypes that have been developed that are misleading and false. Perhaps the most dangerous myth is that child molesters are usually strangers to their victims. The truth is that child molesters are known by their victims in all but a small number of cases prior to the abuse occurring.

Most child molesters are ordinary-appearing people. It is not unusual for a child molester to occupy a position of respect in the community. Child molesters may be professionals such as physicians, school teachers, clergymen, or public officials. It is often difficult to accept the notion that such prominent individuals violate society's taboos and engage in sexual activity with children.

As difficult as it is for us to accept the possibility of non-family members sexually abusing children, it is much more difficult to accept the fact that family members sexually abuse children. Until recently, it was assumed that sexual abuse of family members, or incest, was different from nonincestuous abuse and that incest offenders are not dangerous to society as a whole. In recent studies of incest offenders by Dr. Gene Abel, 49 percent of incestuous fathers and stepfathers abused children beyond their own family while they were sexually abusing their own child. Studies indicate that most sexual abuse of boys occurs outside the family.

About 10 percent of child molestation is perpetrated by women. Because the stereotypical child molester is male, when molestation by a woman is reported, the report may be perceived to lack credibility. Children who report that they have been molested by a woman need to have that report given the same attention as if the alleged molester was a man.
Children also molest other children. About a third of sexual molestation is committed by adolescents on other children. Oftentimes the significance of such activity is minimized. Anytime children are involved in sexual activity in which there is an unequal distribution of power, or if an element of force is involved, that activity needs to be viewed as potentially serious and a referral made to a mental health program with programs for adolescent sex offenders.

To summarize, while most child molesters are adult males, adolescents and women also may be involved in child molestation. Child molesters defy any of the common stereotypes and have the same characteristics as the general population. Because of this, it is extremely difficult to identify individuals who constitute a threat to our children.

**YOUTH PROTECTION POLICIES OF THE BOY SCOUTS OF AMERICA**

Dr. David Finkelhor, preeminent researcher on child abuse has identified four preconditions for child sexual abuse to occur, as follows:

1. There must be an offender with the motivation to sexually abuse.
2. The molester must overcome internal inhibitions against abusing.
3. The molester must overcome external barriers to abusing.
4. The molester must overcome resistance by the child.

The Boy Scouts of America has adopted a number of policies that ensure that these preconditions are not present within Scouting.

**Leadership**

The Boy Scouts of America takes great pride in the quality of our adult leadership. There have been many instances in which the standards for adult registration have been challenged and each time these standards have been upheld. Being a registered leader in the BSA is a privilege, not a right.
The quality of the program and the safety of our youth members require that selection of leaders be taken seriously and we work closely with our chartered organizations to help recruit the best possible leadership for their units.

We assist our chartered organizations in securing qualified Cubmasters, Scoutmasters, and Coaches through the "Six Sure Steps" for leader selection. These steps are outlined in guides provided at no charge to the local council. In addition, the BSA has an 18-minute video, Ventures III, which provides specific guidance for leadership selection by heads of chartered organizations, chartered organization representatives, and organizing and unit committees.

The BSA guidelines for securing and selecting leadership apply to all levels of Scouting. They emphasize the importance of selecting individuals of good moral character to implement the BSA's mission and values. These guidelines list specific qualities that a prospective leader should have, such as:

1. Acceptance of Boy Scout ideals and principles.
2. Unquestioned integrity.
3. Is a positive role model through appearance and behavior.
4. Is an advocate of youth.
5. Possesses experience in group leadership.
6. Is an active member of the chartered organization.
7. Enjoys the confidence of parents and selection committee.
8. Appreciates the outdoors.
9. Is a good listener.
10. Is prepared to invest the amount of time needed to do the job.
11. Is willing to delegate tasks.

Clearly a person with these traits is an ideal model leader.

In addition, BSA has introduced a new two-part leadership application. It elicits specific background information and references. In the more mobile society of today, it is designed to provide the chartered organization with additional tools to evaluate prospective leaders for their units. In addition to the selection procedures used by the chartered organization, the BSA's confidential file is used to exclude individuals who would be unfit as Scout leaders.
All individuals--youth and adult--must register each year with the BSA. Names are checked against the confidential file. Should a registrant's name appear in the confidential file, procedures are implemented to determine if it is the same person. If the person is positively identified, that individual is barred from registering in the program.

Creating External Barriers

After selecting the best possible leaders, further protections for children are structured into the program. The following policies have been adopted to provide additional security for youths in the program. In addition, they serve to protect adult leadership from situations in which they are vulnerable to allegations of abuse.

- **Two-deep leadership.** Two registered adult leaders or one registered adult leader and a parent of a participant, one of whom must be 21 years of age or older, are required on all trips and outings. The chartered organization is responsible for ensuring that sufficient leadership is provided for all activities. This requirement applies to the activities of the Order of the Arrow as well as provisional unit activities.

- **No one-on-one contact.** One-on-one contact between adults and youth members is not permitted. In situations that require personal conferences, such as a Scoutmaster's conference, the meeting is to be conducted in view of other adults and youths.

- **Respect of privacy.** Adult leadership needs to respect the privacy of youth members in situations such as changing into swimming suits or taking showers at camp and intrude only to the extent that health and safety requires. They also need to protect their own privacy in similar situations.

- **Separate accommodations.** When camping, no youth is permitted to sleep in the tent of an adult other than his own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for females and when separate facilities are not available, times for male and female use should be scheduled and posted for showers.

- **Proper preparation for high-adventure activities.** Activities with elements of risk should never be undertaken without proper preparation, equipment, clothing supervision, and safety measures.
No secret organizations. There are no "secret" organizations recognized by the Boy Scouts of America. All aspects of the Scouting program are open to observation by parents and leaders.

Appropriate attire. Proper clothing for activities is required—for example, skinny-dipping is not appropriate as part of Scouting.

Constructive discipline. Discipline used in Scouting should be constructive and reflect Scouting's values. Corporal punishment is never permitted.

Hazing prohibited. Physical hazing and initiations are prohibited and may not be included as part of any Scouting activity.

Junior leader training and supervision. Adult leaders must monitor and guide the leadership techniques used by junior leaders and see that BSA policies are followed.

Adherence to these policies not only enhances the protection of our membership but ensures that the basic values of Scouting are preserved. Local councils are prepared to assist units in implementing these policies: for example, sharing leadership between units if two-deep leadership for campouts is a problem. All of these policies are designed to create barriers to abuse within the Scouting program.

Parental Involvement

Parents participate in the protection of their children in several ways. In Scouting, parents are encouraged to accept leadership responsibilities, participate in outings and camping trips, and be willing to assist with unit activities. All parents receive important information concerning Scouting as part of their son's application form. This information is provided so that the parent can detect any deviation from the BSA's program and call it to the attention of the chartered organization or local council.

Parents need to help their children realize that the parents are resources for help in solving personal problems. In this way, children feel freer to let their parents know of attempted or actual abuse.
HELPING THE CHILD RESIST

When a child feels threatened with the possibility of being sexually abused, he needs to know that any resistance on his part will be sufficient to discourage most child molesters. This is part of the message that the Boy Scouts of America includes in its Youth Protection education program for youth members and their families.

The Three R's of Youth Protection

Members of the Boy Scouts of America are taught the Three R's of Youth Protection. This stresses that the child needs to RECOGNIZE situations that place him at risk of being molested, how child molesters operate, and that anyone can be a molester. The child needs to know that if he RESISTS, most child molesters will leave him alone. And, if the child REPORTS attempted or actual molestations he will help protect himself as well as other children from further abuse, and will not be blamed for what occurred.

The Child's Bill of Rights

Specific resistance methods are emphasized in the Child's Bill of Rights. This teaches that when a child is confronted with a situation that he thinks is dangerous, he has the right to:

- Trust his own instincts or feelings.
- Expect privacy.
- Withhold information that could place him in danger.
- Refuse gifts.
- Say no to unwanted touching or affection.
- Say no to inappropriate demands and requests from adults.
- Be rude or unhelpful if the situation warrants.
Run, scream, make a scene.

Physically fight off unwanted advances.

Ask for help

The Three R's of Youth Protection and the Child's Bill of Rights are reflected in the removable supplement, How to Protect Your Children from Child Abuse and Drug Abuse: A Parent's Guide, found in the front of all Cub Scout and Boy Scout handbooks (and in the current edition of the Scoutmaster Handbook). All boys joining a Boy Scout Troop must satisfy the Scoutmaster that they have completed the exercises in the parent's guide with either their parents or with another trusted adult.

The BSA has produced two videos (available at no charge from the district executive or local council service center) for use at Cub Pack, Boy Scout Troop or Varsity Scout Team meetings. "A Time to Tell and It Happened to Me" conveys the message of the Three R's of Youth Protection and helps teach resistance, as do frequent articles in Boys' Life magazine dealing with child abuse.

Disclosure

An almost universal reaction that adults have when discussing the subject of child sexual abuse is questioning how the child can allow the adult to perpetrate molestation and then not disclose the abuse. Dr. Roland Summit, noted psychiatrist and authority on the impact of child sexual abuse on the victim, has identified five elements, as follows:

1. Secrecy. Secrecy is a necessary condition for a person to be sexually abused. It is through secrecy that the child is both intimidated and comforted. The abuser will often state to the child, "This will be our secret" or even, "If you tell anyone, I'll kill you," or "I'll kill your dog." A clear message is given that if another person finds out, something bad will happen. On the other hand, the child can take some comfort in the notion that if no one finds out, everything will be all right.
The average child, according to Dr. Summit never asks and never tells. Based upon surveys of adult survivors of child sexual abuse, the majority never told anyone during their childhood of their molestation. The feared blame and retaliation. In teaching children the Three R's of Youth Protection, we need to be sure the child hears that if he is unsuccessful at avoiding abuse he should still report abuse and that he will not be blamed. Too much emphasis on resisting may result in the child erroneously shouldering the responsibility for what occurred.

2. **Helplessness.** Adults are given inherent power over children in our society. We are comfortable with the idea that the child molester is a stranger hanging out around playgrounds and have given children the power to resist strangers. We are less comfortable—in fact very uncomfortable—with the fact that a child is three times more likely to be molested by a trusted adult, often with a degree of authority over the child, than by a stranger. In such relationships, the child has no power to consent, particularly if the offender is one to whom the child must look for food, clothing, and shelter.

3. **Adjustment.** For the child within a dependent relationship, sexual molestation is typically not a one-time occurrence. In such a case, the child will learn to adjust to the abuse. Part of the adjustment will be to levy self-blame and accept misplaced responsibility for the molestation. The male victim is likely to turn his rage at his helplessness outward in aggressive and antisocial behavior.

4. **Delayed, conflicted, and unconvincing disclosure.** As previously mentioned, the majority of child sexual abuse is never disclosed. Disclosure is usually the outgrowth of overwhelming conflict with the abuser, incidental discovery by a third party, or sensitive outreach and community education by youth-serving agencies. In the case of conflict between the child and molester, often the complaint is disregarded because of the circumstances in which it was made. A child of any age is faced with skepticism when complaining of sexual molestation. An adolescent may be faced not only with skepticism but humiliation and punishment as well.

5. **Retraction.** When faced with disbelief from the adult to whom he has turned for help, the normal thing for the victim to do is to withdraw the allegation and restore the lie that the abuse did not take place.

By understanding these factors, parents and leaders can be guided in how to respond when a child discloses abuse. The following guidelines are suggested if a child indicates that he or she may have been the victim of abuse or exploitation:

- **DON'T** panic or overreact to the information disclosed by the child.
- **DON'T** criticize the child.
DO respect the child's privacy. Take the child to a private place away from other children (but within sight of others). Reassure the child that you are concerned about what happened to him and that you would like to get him some help. Do not promise to keep his secret, as it will be necessary to make a report to the Scout Executive. The Scout Executive will advise you of the responsibility to report to child protective services or to a law enforcement agency. You may want to ask if he has talked with his parents about the abuse—if a parent was not the alleged abuser.

DO encourage the Cub Scout, Boy Scout, Varsity Scout, or Explorer to tell the appropriate authorities. You may do this by making sure the child feels that he or she is not to blame for what happened. Tell the child that no one should ask him or her to keep a special secret and that it is OK to talk about what happened with appropriate adults—that the child will not be blamed.

DO keep it strictly confidential. Discussing allegations of child abuse with others may result in a lawsuit for defamation of character. Take your guidance from the Scout Executive or the child protection authorities to whom you reported.

REPORTING REQUIREMENTS

Anytime an individual suspects child abuse in Scouting, they are required to inform the Scout Executive.

Each of the 50 states, the District of Columbia, and the U.S. territories have different reporting requirements. Many of these jurisdictions require child care professionals to report suspected child abuse, and in some states reporting laws have been interpreted to require reporting by adults in volunteer child care positions. Parents and leaders will receive local council procedures for reporting child abuse as part of their training.

No state requires that the person making the report must have proof that abuse has occurred prior to making the report, only that it is suspected. The intent of most state laws is clear—they expect suspected child abuse to be reported as soon as it is suspected. Failure to do so may result in civil or criminal penalties.
Concern is often expressed over the potential for criminal or civil liability if a report of abuse is made that subsequently is found to be unsubstantiated. All states provide immunity from liability to those who report suspected child abuse. The only requirement states make is that the report is made "in good faith." Some states make the presumption that a reporter is making the report in good faith.

Volunteers in Scouting are cautioned that they are not investigators and that the investigation of allegations of abuse is best left to the trained professional. Action on reports of suspected child abuse may be facilitated by working through the Scout Executive who has established a working relationship with the administrators of the child protective services program and law enforcement agencies in the council.

The Boy Scouts of America will not tolerate any form of child abuse in its program and will take all necessary steps to remove any offenders from membership in the BSA.

Each state has an agency designated to be the central reporting authority for child abuse within that state. The staff of these agencies may be available to provide additional information and training to Scouting leaders. Additional sources of assistance can be provided from the National Center on Child Abuse and Neglect (NCCAN); P.O. Box 1182; Washington, DC 20013.

A Five Point Strategy For Youth Protection

The Boy Scouts of America has identified the societal problem of child abuse as one of five unacceptables and has adopted a five-point strategy to guide its Youth Protection program. The five points are:
1. Educating Scouting volunteers, parents, and Scouts to aid in the detection and prevention of child abuse. This training program is a key element in the educational program of the BSA. In addition, information is provided to members and their families through BSA publications and video productions.

2. Establishing leader-selection procedures to prevent offenders from entering the BSA leadership ranks. The adult leader application form requests relevant information that should be checked by the chartered organization before accepting the applicant into unit leadership. The National Council Registration Service routinely screens applicants against a listing of individuals known to be ineligible for BSA membership.

3. Establishing policies that create barriers to child abuse, within the program. BSA has adopted various policies to guide the interaction of adult and youth members. These policies include two-deep leadership, no one-on-one contact, respect of privacy and no secret organizations.

4. Encouraging Scouts to report improper behavior in order to identify offenders quickly. Through stressing the Three R's of Youth Protection, Recognize, Resist and Report, members are encouraged to report attempted or actual abuse.

5. Swift removal and reporting of alleged offenders. Anytime abuse is suspected in Scouting, the alleged offender will not be eligible to participate in the program until completely exonerated of the accusations. The Scout Executive is responsible for reporting all suspected abuse to the proper authorities irrespective of whether the person making the allegations to him reports to the authorities.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Each year millions of youth members of the Boy Scouts of America safely participate in programs designed to build character, citizenship, and improve personal fitness. The key to the success of the Scouting movement is the volunteer leadership that oversees the activities of the youth members and conducts the program in accord with the policies and procedures of the BSA.

Because Scouting is a movement that impacts the lives of so many, it has both an opportunity and a responsibility: an opportunity to enhance the lives of our members and a responsibility to protect young people from those who would endanger them.

Conclusions

As clearly identified in the research, child abuse constitutes a challenge to be confronted by all who have responsibilities for children – parents, teachers, physicians, and volunteer leaders in Scouting. We need to be able to identify child abuse when we see it, know our responsibilities to report suspected abuse, and provide the quality of leadership in our Scouting roles that will ensure that no child in our program becomes the victim of abuse through negligence or willful act through participation in a program of the Boy Scouts of America.

To accomplish these objectives, an education and prevention training program must be provided for leaders at every level. This training is designed to familiarize leaders with the various kinds of child abuse, the physical and behavioral signs of abuse, actions to take when suspected abuse is encountered in the Scouting program, and actions leaders can take to protect themselves from unfounded allegations of abuse.
The BSA is equally and totally committed to educating young people as to the possibility and prevention of child sexual abuse. Youth members are taught the three R's of youth protection, i.e., recognize, resist and report.

Through these extensive programs, the Boy Scouts of America is reaching out to more than 4 million Scouts, their parents, and the 1.1 million adult leaders. As the largest and perhaps most influential youth organization in the United States, the Boy Scouts of America's impact on this problem can be enormous.

Historically, the Boy Scouts of America has instilled ethics and morals to further our society's traditional values. Now, through its many efforts aimed at combating child abuse, Boy Scouts of America is demonstrating again its role as the nation's leading youth protection organization.

Recommendations

To quote Dr. David Finkelhor, eminent child abuse expert, "parents find it easier to talk about such subjects as death, pregnancy, birth, homosexuality, sexual intercourse and abortion than child sexual abuse." With that frightening thought in mind, the Boy Scouts of America can take an aggressive leadership role beyond its own membership, in sharing its education and prevention programs. Specifically, the BSA can make its materials and programs available to other youth agencies and organizations, i.e., the Girl Scouts of the U.S.A., Boy's and Girl's Club of America, Big Brothers and Sisters, YMCA, YWCA, and the National Council on Alcoholism.

Locally, each Boy Scout Council can develop a partnership with school districts, from elementary to high school, and with law enforcement agencies at the city, county and state levels as to child sexual abuse education and prevention.
I believe the materials developed and education prevention programs now in place by the BSA are of such substance that foundations, corporations and United Way should be approached for funding and assistance in distribution.

Only as we harness and implement the resources of each community—its parents, children, schools, churches, civic groups, business leaders and civic officials, can the scourge of child abuse be reduced and then eliminated as a major societal problem.
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National Center on Child Abuse and Neglect
U.S. Department of Health and Human Services
P.O. Box 1182, Washington, DC 20013
703-821-2086

National Committee for the Prevention of Child Abuse
332 South Michigan Avenue, Ste. 950, Chicago, IL 60604-4357
312-663-3520

National Center for Missing and Exploited Children
1835 K St. NW, Ste. 600, Washington, DC 20006
800-843-5678 (toll-free)

National Network of Runaway and Youth Services
905 Sixth St. SW, No. 411B, Washington, DC 20036
202-488-0739
APPENDIX I

YOUTH PROTECTION GUIDELINES

Selected Interviews with Experts in the Field
Simulated Case Studies
Youth Protection Guidelines

These boys represent the future of scouting, and along with other children their age, the future of American society. The Boy Scouts of America has always had a commitment to the safety and well-being of America's youth. With our standards and policies, our membership is afforded the greatest protection possible. To provide even greater emphasis, our concern over the protection of our young people was incorporated into larger set of social concerns. Let's ask Ben Love, Chief Scout Executive what happens.

Ben Love:
We began to take a look at some things that were happening around the country in a complete society that impacted young people and as a result of that, we identified some five unacceptables the Boy Scouts of America felt very strongly about. One being child abuse; another being drugs; and functional illiteracy - when you stop and think of the number of young people at age 18, who do not have the ability to read; unemployment for teenagers. And of course, finally, the fifth one was that of hunger. And so we committed ourselves and all of the resources of the Boy Scouts of America that those were the things that with our membership we could do something about to make that environment that young people are growing up in, a better place to grow up in.

David Marguiles:
Hello, my name is David Marguiles, along with my co-host, Julia Harge. And we'd like to welcome you to this training program. Our topic today is Youth Protection Guidelines for Volunteers, Leaders, and Parents, the Boy Scouts of America's all out attack on the extensive societal problem of child abuse.

Julia Harge:
Mr. Love, setting out to change a society is a major undertaking. Just how does the Boy Scouts of America plan on accomplishing this goal?

L: Well, imagine for a moment a million and a half adults across this country and four and a half million young people. Their peers, their influence, if we can touch their lives and get their commitment to understand and to make scouting and society the safest place for young people, we will impact this country dramatically.
D: So by involving the members, their families, volunteers and leaders in this effort a ripple effect is created.
J: You know David, with nearly 20 percent of all youngsters involved in the scouting program last year.
D: Well the ripple effect is more like a tidal wave. During the next 90 minutes you'll learn about the Boy Scouts of America's Youth Protection Program and the very important role you have in its delivery. Julia, the Boy Scouts of America strategy has been carefully developed.
J: Yes it has, David. It includes five points of emphasis. The first point is education on all levels to aid in the detection and prevention of child abuse. In fact, this training is an important component of youth and protection education. The second is strengthening leader selection procedures to deter abusers from entering scouting. Third is creating barriers to sexual abuse. Fourth is prompt reporting.
D: And, the final point is swift action. While every adult and young person in the Boy Scouts of America is involved in youth protection, the Scout Executive is the key person responsible for implementing this five point strategy. Because any time abuse is suspected, the adult leader must contact the scout executive or his designated council staff member.
J: Through this training session, your role in making the five point strategy effective will become increasingly clear.
D: During this first segment we will define child abuse, describe the four major kinds of abuse and what signs to look for and we'll shatter some long standing myths by discovering the true characteristics of abusers.
J: After a quick break, we'll return to learn the four preconditions of sexual abuse and how the Boy Scouts leadership selection process policies and educational programs address these conditions. We'll also discuss how to respond should a child disclose abuse to you, including proper reporting requirements.
D: In closing, we'll have a brief re-cap of the Boy Scouts five strategy points and how they work together with your involvement to ensure a successful youth protection program from time-to-time. We'll emphasize our points with excerpts from two simulated case histories.
J: Sounds good. First, though, let's start with one of the biggest obstacles we all have to overcome.
D: With us today is supervisory special agent Kenneth Lanning from the FBI. Mr. Lanning, over the years you've had the opportunity to discuss child abuse with a variety of audiences. Is
there a common thread that runs through society in general concerning child sexual abuse and exploitation?

Mr. Lanning:

I think society's attitude can be summed up in one simple word and that word is denial. The truth of the matter is that American society does not want to hear about child sexual abuse and exploitation.

D: So, is this denial or refusal to accept child abuse true of police officers, mental health officials, politicians, people in the business sector, parents and virtually everybody else?

L: It is a very unpleasant topic, which most people would assume just didn't exist. So most of the time people are looking for a way to avoid the issue.

J: Okay, let's say the members of society can no longer avoid the issue of child abuse, what then?

L: When they can't avoid it, it would seem that they would prefer a kind of clear-cut good and evil kind of "stranger danger" scenario, which I think is easier to deal with and it seems to be clear-cut. The most difficult kind of sexual abuse and exploitation for people to deal with and are most likely to deny is anything that involves a so-called "pillar of the community" or a nice guy molester, a father, or some other person with status in the community. People just find it difficult to believe and maybe deep down inside feel very threatened or unprotected by this possibility.

J: So, by becoming more aware of these fears or feelings of denial we'll be better prepared to respond appropriately if we suspect a child that we know is a victim of abuse.

D: And that brings us to a very important point. For us to protect children we need to know what is child abuse and how does it affect abused children. For these answers we have turned to some nationally known experts in the field. Dr. David Finkelhor is Director of the Family Resources Laboratory, University of New Hampshire. Dr. Finkelhor, what exactly is child abuse in laymen's terms?

Dr. Finkelhor:

Our idea of what is child abuse has expanded a lot in the past 25 years. At first, we thought of it just as parents who battered a child or disciplined a child so that it would cause injury. But, we now think of it in a much broader way as treatment of a child or parenting practices that cause harm to the child and violate social norms or conventional practices about the way that children should be treated.
Dr. D. Chadwick, as the Director of the Center of Child Protection at the Children's Hospital in San Diego, can you please explain for us the different kinds of child abuse we may encounter?

Dr. Chadwick:

Usually use four classes: physical abuse, which means a physical injury to a child by other than accidental means. Neglect, which means the omission of the kind of care that is vital to a child's well-being. Sexual abuse which is defined as any sexual act with a child by an adult or by a substantially older child, who uses power in the process. And finally, emotional abuse, which means harm done to the child's psyche or to the emotional status without the other forms of abuse being present.

J: Just defining child abuse doesn't really give us a very good idea of its significance as societal problem.

D: That's right Julia. To give us a better perspective we have Dr. Richard Krugman, Director of the Camp National Center for the Prevention and Treatment of Child Abuse and Neglect. Dr. Krugman, how prevalent is child abuse today?

Dr. Krugman:

The kinds we count, namely physical neglect, physical abuse, sexual abuse, amount to little over 2.3 million reports every year.

D: And the number of cases being reported to child welfare authorities has been rising every year since 1976.

J: Dr. Finkelhor, are there any demographic factors that seem to influence the occurrence of child abuse?

Dr. F.: Child abuse occurs throughout society. There's no class in society where it doesn't occur. But, certain forms of child abuse like physical abuse and physical neglect do seem to be somewhat more common in families that are under economic stress and social isolation. Sexual abuse, though, is democratically distributed and we find it in equal amounts in well-to-do as well as in poor families.

J: Does child abuse happen to children of all ages?

Dr. F.: Unfortunately, it does. Children who are under the age of one are particularly vulnerable. But adolescents are particularly vulnerable to certain kinds of child abuse as well, and any child can be the victim.

J: Dr. Finkelhor, are there different dynamics to the sexual abuse of boys, than that of girls?

Dr. F.: Yes, sexual abuse of boys is more likely to occur by someone outside the family than inside the family.

J: Dr. Krugman?

Dr. K.: I think 10-15 years ago, the response of all kids to victimization was pretty much the same. They closed it down, they
dealt with it, they accommodated to it and that was it. Boys are supposed to be tough.

L: And I think a lot of times that the boy is kind of embarrassed or ashamed of how easily he was duped and fooled and lured into this. Because most of these offenders seduce these kids into this activity with attention and affection. By the time the boy realizes he's a victim he's been heavily involved in it and is kind of embarrassed about how easily he was fooled, and ashamed about some of the things that he's done.

D: Then how does sexual abuse affect boys?

Dr. F.: Since boys are supposed to be able to protect themselves and be strong and not be victims, the idea of being a victim is one of the things that most affects a boy. There's a lot of tendency to feel that they themselves were at fault for the abuse - to feel that if anybody knew about it, they would reject them.

J: Dr. Ann Cohn is the Executive Director of the National Committee for the Prevention of Child Abuse. Dr. Cohn, are there some kids who by their nature become targeted for different kinds of abuse?

Dr. Cohn: Children who are in one respect or another more vulnerable, maybe they're not getting enough nurturing and loving at home. Maybe, for whatever reason, they don't feel as good about themselves as other kids do. Maybe, they're children who in fact have some disability; maybe a handicap, and it makes them feel less than equal to other children. Those children certainly for sexual abuse are much more likely to become victims. When we talk about physical abuse, it's very often that the child for whatever reason just triggers an emotional and out-of-control reaction from the adult. And maybe the child who reminds you of your grandfather, who you didn't like. It may be the child reminds you of yourself, and you may not like yourself. It may be the child is so hyperactive and you can't deal with that. Or, the child is so withdrawn and you can't stand that either. So, depending on the kind of abuse, the personality or nature of the child may indeed be a factor.

Simulated Case Study

My name is Mark. I guess that I was about eleven years old when my mom and dad got divorced. Really, I was kind of glad, because my dad would sometimes come home drunk and he would beat up me and my mother. This really stressed me out because I never knew when he would come home drunk. I wouldn't dare have friends over. So I started to hang around the recreation center when
I was about nine years old. I mean, I guess this was as much to get away from what was happening at home, as it was anything else. I mean they had a lot of things to do. I mostly did things I could do by myself, like Pacman and reading. You know. I didn't really feel like being bothered by anybody.

D. We're fortunate to have in our studio today Professor Byron Eglund from the University of Minnesota Institute for Child Development. Dr. Eglund, is it normal for a nine year old to be such a loner?

Dr. Eglund:

No, not really. It's usually an indication that there could be a problem, particularly if being a loner occurs over a fairly long period of time.

J: Would such behavior be an indicator of child abuse?

Dr. E.: It could. In fact, a common characteristic of children who have been abused is they don't have many friends. They tend to stay by themselves. But I should also add there are many reasons why kids are loners and not all kids who are loners are necessarily abused.

J: It might be important for our viewers to understand the normal social, physical, and emotional development of children, so they are more aware when something abnormal occurs. For Cub Scout age, boys between six and ten, what should we expect?

Dr. E.: Well, let's talk about it in terms of developmental tasks, so to speak. And, so for a child age six to ten, it's important they start to establish social relationships. It's important they start to have friends, which is different from play-mates, which is what they had at an earlier age. Another major developmental task at this particular age has to do with forming a sense of self. They have different experiences with their families. They now belong to groups. They may belong to a church group, Boy Scouts. They may participate in athletics or whatever. So all of these experiences are put together into sort of a view of oneself. For a child who has high self-esteem, which is what you hope happens during this age period, they're kids who believe when they approach other people or new tasks, they'll be successful. I would say a third major development task for this age period has to do with going to school. Going to school has a lot of responsibilities associated with it. Kids for the first time in their life have to work cooperatively. They have to follow directions. They have to be able to concentrate. They have to work independently, and of course, the older they get, the more independent they have to become.
D. What about the older boys in the Boy Scouts program? Beginning with the eleven year olds and going through adolescence, what should be expected normally?

Dr. E.: Puberty, which is the early part of this period is a time of major changes, physical. And, of course, as we know, those physical changes during adolescence lead to major changes for that particular child. Physical changes certainly affect the child's emotions. They certainly affect the child's social relationships, particularly having to do with dating and interest in members of the opposite sex. Also, during this period is an important development that occurs that has to do with what most people refer to as "moral reasoning." How does one go about solving social dilemmas and social problems? So, for the first time in a child's life they have a set of beliefs that kind of act as a standard which they live by. In the social and emotional area, there are also many changes that take place. One major change has to do with becoming more independent and autonomous.

Another major developmental task for this period is forming a personal identity. The adolescent flounders and has a very difficult time with defining who they are, so they try out a lot of different roles. Another area involves social and emotional development, during this time revolves around peers. Typically, the adolescent becomes a member of a clique or a group. And for the first time in the child's life, this particular group now does many of the same kinds of things that occur in a family. There's much emotional sharing that goes on in these cliques.

D. Dr. Eglund, what kinds of things can happen in childhood that might change this behavior?

Dr. E.: Anything that goes on in the family that's disruptive for the child is going to be a stressor. It's going to change things. Divorce is one thing that can occur that is very disruptive for kids. It's important to say that the effects of divorce or the effects of any other family problems varies from one child to the next, but, that's usually a major stressor for the child. I should also mention, there's a lot of evidence that incidences that even for families that are together, conflicts between the parents is a major factor and has a negative effect on the child's development. Now, one last source of stress for a child this age, and for that matter any child, including adolescents, has to do with the school. Kids are concerned about failing. Kids are very concerned about not being part of the peer group, not being accepted. And it certainly is important to mention peers and friendships and relationships with members of the opposite sex. We know that those relationships can be very stressful and have an effect on the child's behavior and development.
This brings us to the question, How does a Scout leader or someone working with children tell the difference between signs of normal childhood stress and behavioral or physical indications of child abuse?

Dr. E.: It's not easy to determine if a child's problem behavior is due to abuse or to some other factor. In fact, in some instances it's not easy to determine if it truly is problem behavior. One thing I guess, for example, a Scout master should be aware of is if this problem behavior is chronic and persists over a period of time, then it needs to be somehow investigated or checked out. The consequences or outcome of abuse are highly varied. There's no pattern or outcome that is typical of all kids who have been abused. And in fact, it's interesting, there are some kids who look very normal. A good indication that there's a problem has to do in the whole area of social relationships. Boys oftentimes in those relationships are angry or impulsive, have a difficult time with self-control. Another area where you see problems has to do with self-esteem. And this can sometimes be misleading, because particularly with boys who have low self-esteem, they sometimes compensate for low self-esteem by looking very macho. So if you look at a boy who's acting like a real tough kid, this is a cover-up for poor self-esteem.

Dr. Krugman, can you expand on some of the symptoms of abuse?

Dr. K.: Well, I think it depends on the type of abuse we're talking about. For physical abuse, we may see bruises or injuries that are unexplained. Physical abuse is usually easier to spot than sexual or emotional abuse. In physical abuse, the child who comes in with black eyes or has bruises, generally over non-bony areas of the body, over soft tissue areas, over their abdomen or buttocks, over their cheeks are probably children who are more likely to have been abused than have accidental injuries. When kids have accidents we can generally predict what kinds of accidents they'll be. And the history doesn't fit if you ask a child of eight or ten, "How did you get those black eyes," and they say I don't know - that's a bit worrisome.

If there's a discrepancy between what the child says happened and what we see, this should tip us off that there may be a problem of abuse?

In sexual abuse it's much more different, because there are no real outward signs, and what we generally have to cue on are behaviors by the child. The most consistent type of behavior seems to be among the better, although not universally good predictors of who has been sexually abused - is sexual acting out behavior. The
child who is sexually precocious or the child who is involved in sex play, that is intrusive and developed inappropriately is a worry. There are other non-specific signs: sleep disturbances, avoidance behavior, phobias, fears of going to a certain place with certain persons, nightmares, depression, change in school performance, or performance within scouting or other types of activities. Children who used to be right with the group and are now very disruptive and very angry, acting out temper tantrums, etc..
D: During the break, you will be given a set of handout materials that has a detailed description of the developmental characteristics for the group of your unit, along with some general signs of childhood stress and indicators of child abuse.
J: As Scout leaders, we find that one of the most important things we can do for our young people is to provide a good role model. If a Scout leader suspects a child involved in the scouting program has been abused, it is their responsibility to report it to the local Scout Executive. He is aware of the local laws concerning child abuse and he is ultimately responsible for reporting the abuse regardless of what actions the Scout leader takes.
D: Okay, keeping in mind two things, we've learned so far - child abuse is defined as any non-accidental injury of a child that impairs physical or mental health immediately or over a period of time.
J: Second, as Scout leaders it is our responsibility to report any suspected neglect or any physical, emotional, or sexual abuse to the local Scout Executive. He has initiated contact with the proper authorities and established procedures.
D: Let's now take what we've learned so far and apply it to a particular scouting situation.

Bob: Fred!
Fred: Hey Bob, welcome back. How was the vacation?
B: Oh well you know, after a couple of weeks you're glad to be back.
F: Yeah, I know that feeling.
B: I'd say we got some real NBA potential out there. Hey how come Joey isn't in his gym shorts?
F: Oh, he says he forgot.
B: Well, that's a first. He's always prepared.
F: He really hasn't been himself lately. My son says he's missed a lot of classes. There were big bruises on his back when they took showers the other day in school. And a week ago he started a fight in the parking lot.
B: Wow! That is strange. See I thought I noticed some changes before I left, but I thought he was just having a bad day.
F: I think I'll try and talk to him. Maybe I can find out what's happening with him. Joey, I need to talk to you. Joey why aren't you wearing your gym shorts today? If you ever have a problem, you can talk to me. Is there something you'd like to talk to me about? Joey, wait!

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D: As a Scout leader, if you suspect abuse, what do you do?
J: It is extremely important to stress that anytime you suspect child abuse involving a member of the scouting program to call the Scout Executive.

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Fred: Tom, hi. Listen. I need to talk to you about one of my Scouts.
Tom: Sure Fred. What's up?

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D: Now we'd like to turn our attention from child abuse to the child abuser. Dr. Krugman, what can you tell us about people who abuse children?
Dr. K.: Physical abusers tend to be individuals who have difficulties with authority. They explode, they're quick to anger. Most of those who abuse children have not very good ego strength. They're not able to really have good peer relationships with adults and that's really why they often turn on children.
D: Dr. Eglund, would you like to add anything?
Dr. E.: Well, I would say there really is no one set of characteristics that can clearly be associated or can be used to define an abuser, regardless of whether you're talking about physical abuse or sexual abuse. I guess I like to think about it in terms of risk factors, and I think some of the important risk factors is that the parents themselves are very needy. They as children perhaps weren't nurtured. So, as a result, when they interact with their children, they're looking to satisfy their own needs, when actually the role should be reversed. Difficulty in impulsive control certainly is a characteristic that oftentimes is associated. Another characteristic I think is very important is the parents lack of understanding what children are all about. If you talk to abusers oftentimes they'll say, "Oh he was a rotten child," or he did this and shouldn't have done that, when actually what they're talking about is just normal developmental issues that all kids go through and it's important to understand those.
J: Dr. Finkelhor, we hear a lot about child molesters and the just the term conjures up images of a dirty old man in a trenchcoat. Is there any truth to the popular stereotypes?

Dr. F.: There are a lot of misleading ideas about who child molesters are. It used to be thought that they were easily spotted: Dirty old men, deviants, guys in raincoats. We know that's not true. Very ordinary, very upstanding, very well-respected individuals, people in positions of authority - all these kinds of individuals have been found to molest children. People who are relatives, people who are well known to the child. A child is more likely abused by somebody they know or by somebody in their family, than they are by a stranger.

**Simulated Case Study**

My name is Scott. When I was fourteen years old, I was sexually abused by a leader of my youth group. Looking back now, I should have seen what was happening before I did. But I didn't know. Mr. Hughes was all the time touching me. He didn't start with the sex stuff until I had known him for a while. I told my parents I didn't like him, but they made me go to the youth meetings anyway. They couldn't understand, because anytime they were around, Mr. Hughes was always nice, very nice. Like I said, it didn't begin with the sex stuff, just a lot of touching that began to make me feel uneasy.

J: Dr. Eglund, what's happening here?

Dr. E.: Well, first off, it probably should be said this is not an uncommon situation or scenario. Here's an adult that the parents trust. Here's an adult that's in a leadership position, and it can happen in a lot of situations that people don't expect that sort of thing to happen. So I think it's an illustration of what can occur. What seems to be actually happening is that the adult is testing how far he can go with this child. And over the course of time the touching seems to be increasing. It's reached the point where the child feels that it's very intrusive, and the child is very uncomfortable and doesn't like it. And now the child reports it to his parents, and at that point I think it's very important when the child gives a sign that something's wrong, the parents be sensitive, explore it and follow up on it.

D: Does trying out roles in adolescence make a child more vulnerable to exploitation by adults?

Dr. E.: Very much so. Adolescents are interested in becoming more independent and autonomous. They want to try things out.
They want to experiment things on their own. They don't want to be supervised by their parents. And so, in their interest in relationships with others, they're interested in trying out new roles. And oftentimes they are very vulnerable to someone who is very responsive to them, or someone who reinforces certain roles. And they quickly develop a relationship with that person, which makes them more vulnerable for abuse.

D: Dr. Eglund, thank you for being with us today. What you've told us was very informative.

J: Mr. Lanning, if child molesters are like everyone else, how can we identify a person who might molest kids?

Lanning: There really is no absolute way to know. But some of the kinds of things you can look for and maybe the basic one that I talk to people about is an excessive interest in children. Now the obvious next question is what is an excessive interest in children? How much interest is excessive? The only thing I can really say is an old saying that if something is too good to be true, maybe it is. And I would simply suggest if someone's interest in children seems to good to be true, maybe, just maybe it is. It doesn't mean the individual is a child molester, but I think somebody needs to look at it and at least consider the possibility.

D: Dr. Finkelhor, when we talk of child sexual abuse it's almost by definition the abuser is male. Do women commonly molest children too?

Dr. F.: Unfortunately, women do molest children, and it's not sufficiently recognized. We estimate somewhere between five and ten percent of all child molestation occurs at the hands of women. The problem is that the stereotype is molesters are always men. So women frequently aren't noticed and when they are reported, the report isn't believed. It's important to combat the idea that molesters are always men, because when those kinds of reports come in they should be taken seriously. And children who report they have been molested by women need to be given the same kind of support and attention as those who say they've been molested by men.

J: Up to this point, we've discussed adults as child abusers. Dr. Finkelhor, it is common for a child to sexually abuse another child?

Dr. F.: Yes it is. Unfortunately, probably a third of all sexual abuse of children occurs at the hands of older children, primarily adolescents. And this is a problem we've begun to realize and pay more attention to. Adolescents abuse for a whole variety of reasons: because they isolated, because they think they should be getting
some kind of sexual experience, because they've been abused or victimized or suffered in some way. In the past there was a tendency to sweep this under the rug and say well, he's just going through a phase. We know now that a person who's abusive when they're an adolescent, if they aren't treated at that time is at risk to continue that pattern of behavior into adulthood. So it's very important that we identify adolescents who are abusing children and get them help before the process goes on for too long.

J: Where is the dividing line between abusive feelings and normal sexual curiosity?

Dr. F.: Adolescents can be very sexually confusing. But if we're talking about something sexual between someone who is older and someone who is younger by a couple of years, we're getting into the realm of things that can be abusive. If we're talking about someone who is in a position of authority, a baby sitter or as an older brother, or as a big brother, those kinds of situations are going to be abusive. I don't think older children recognize the kind of power and authority they have and the fact the younger people in these relationships don't have the capacity to really assert themselves in the face of that kind of authority.

Dr.: Additional information about child molesters is included in your program packets that will be handed out at the break.

J: Dr. Chadwick, just how do abusers go about identifying the kids they want to abuse?

Dr. C.: They approach much in the way that, if we're talking about sexual abuse and I think we are now, much in the same way that a person might approach a sexual partner, by first becoming friendly and engaging in some kink of activities together, going out together, for whatever events are interesting, sporting events, meals - whatever seems appropriate at the time. And in that process of getting acquainted, seeing if they can develop a real attachment to the child. And if the child responds to that, and the child may, because the initial approach is very friendly and very supportive, and seems quite warm and natural, and non-abusive.

Simulated Case Study

I met Jessy at the recreation center. He worked there. At first he didn't pay too much attention to me. He always said "hi" like he was glad to see me, but that was no big deal. He was friendly to everybody. Then one day he asked me if I wanted a soda and he came down and drank his with me. We started talking and he said he noticed I didn't have too many friends and that I was always
alone. He said I reminded him of how he was when he was a kid. He didn't have too many friends either. Every day after that, Jessy would always buy me a soda and sit down and talk a while. When I told him about my parents divorce he said it was too bad, and that maybe if it was alright with my mom he could take me camping and stuff like that. He called my mom. He even came over and talked to her.

Dr. C.: Then at the appropriate point in time, the person seeking to have sex with the child will do so, usually in a private setting. Then begins the sexual activity. But that often doesn't occur until they've built up a relationship.

**Simulated Case Study**

The first night that I spent the night with Jessy he had tickets to a wrestling match. My mom said it was alright if I spent the night at his house, since it wouldn't be over until late. By this time Jessy had been doing things with me for several months and my mom had other things to worry about. When we got home from the wrestling match, we started playing around like we were the wrestlers. We really worked up a sweat. When we were finished goofing around, I was really tired. So Jessy took me back to his bedroom and then he took all my clothes off and he put me in his bed. When I woke up in the morning Jessy was in bed with me and his hand was between my legs. And I really didn't like that.

Dr. C.: Now and again, of course, children can be raped as well as adults are, and children sometimes are. And there are unquestionably some occasions when strangers just accost children or snatch them by some means into a car or whatever, abduct, and then have sex with them. That's a relatively infrequent act compared with what I just described of what basically is a process of developing friendship and seduction.

D: In this segment we've learned that child molesters are usually people who are well known to the child. Oftentimes in positions of authority. So, Mr. Lanning how do you prevent sexual abduction?

L: Well, that's extremely difficult. But when you're talking about the kind of abuser who uses attention and affection to seduce the child, how do you tell your child not to respond to attention, affection and kindness? You tell your child that there are people out there who look like everybody else. They'll be very nice, they'll seem to shower you with attention and kindness and gifts, but really have
some ulterior motive. So this is extremely difficult. I believe that there are some forms of abuse that are almost impossible to totally prevent. But I think what we'd like to have is a situation where if you have this highly skilled molester that the child will have the kind of relationship with his parents, that if it were to happen one time, the child is going to report it quickly or discuss it with their parents. And what you're hoping is that you can nip it very early on before it becomes a long term relationship. But, however, I think that one way to prevent it is to make children aware of it. Explain the dynamics of it. Tell them about it, let them know not to become paranoid and fearful, but that it is simply a fact of life and it can happen.

D: After the break, we will discuss in detail the four preconditions for abuse to occur and how scouting's five point youth protection strategy is practically applied through the Boy Scouts Selection Process, policies, and educational programs to address these conditions.

Simulated Case Study

When it was time to go to summer camp with our youth group, I was looking forward to it, until I found out Mr. Hughes was going as our sponsor. At camp, I found out that Mr. Hughes had chosen me to share his tent. All the other guys were in tents with the other kids, but me, I had to be with Mr. Hughes. I wanted to go home then and there when I found out, but it didn't happen. In fact nothing happened for the first couple of nights. Once when I was pulling on my swimming suit, he bumped me and I fell into him. I felt his hand touch my crotch. he made a joke out of it. Well the nights were really hot and it was almost impossible to sleep under the blanket. And on the third night, I woke up and felt Mr. Hughes hand trying to pull down my underwear. I started to scream and he put his other hand over my mouth. Afterwards I was crying and he told me that it wouldn't do any good to tell anyone, because it was his word against mine. Besides, everyone knew that I disliked him. They would think that I was just trying to get him into trouble. I was really afraid, so I called my folks and asked them to come pick me up, but they said I sounded homesick and that it was time I grew up. The rest of that week was the longest in my life. I tried to stay awake, afraid that if I went to sleep, Mr. Hughes would mess with me again.
Dr. Finkelhor, as a rule, what factors or conditions need to exist for sexual abuse to occur.

Dr. F.: Well, I generally think that four things have to happen. First, a child has to be in the presence of someone who has a predilection to sexual abuse. Secondly, that person has to overcome the taboos that our society has that say they shouldn't do that. For example, by getting drunk or something else. Third, they have to overcome all of the protections that usually exist in a child's environment, the supervision of other adults. And finally, the abuser has to somehow either force the child or lure the child into participating in the activity. Those are the four stages.

J: So, what you're saying is that sexual abusers may be prevented even if one of these elements is missing. With these four preconditions in mind, let's see how they apply to Scouting's Five Point strategy for Youth Protection. A very important area is leadership selection.

D: Mr. Lanning, based on your extensive FBI experience, what guidance would you give to individuals responsible for selecting leaders for Scout units, or any youth group for that matter?

L: You'd want to have somebody talk to these individuals for some period of time and try to get to know them. Try to get some sense of what their attitudes are. I essentially see screening as making it more difficult for someone who has the wrong interest in children from gaining access to them.

J: To assist unit committees in the selection process, the adult application form asks for the individual's background and qualifications.

D: Have we received any feedback from the field on this form?

J: Oh, it's been very positive. I believe the acceptance has been high, because the leaders themselves recognize its value.

D: What about from parents and the unit committees?

J: Those we've spoken with say they appreciate the support it provides in their selection process. After all, they only want high caliber leaders for their units. Besides the leadership application form, unit committees should obtain the proper program guide for unit leader selection from the Council Service Center, and follow its procedures carefully.

D: Well, let's see how this adult leadership application form is an integral part of Youth Protection.

J: Okay, in this scenario, John is the unit committee chairperson.

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John: Hey Jack, how's my favorite commissioner?

Jack: You're in a good mood.
John: And why shouldn't I be? I think we've finally found a perfect guy for Scout leader.
J: No wonder you're happy. What's it been John? Two months?
John: Um, I put more time in this than I do in high-end managers who work for me.
J: Well, we do need to make sure we've found the right guy. What's his name?
John: It's Harding, a friend of one of the parents recommended him. Said he's a natural. Constantly spending time with the kids on the block. Kind of a community uncle.
J: Sounds almost too good to be true.
John: Well, I've asked him to come in tomorrow morning, so I can meet and talk with him for a while.
J: Well John, let me know.
John: Sure will.
John: Mr. Harding, thanks for coming over today. I thought we'd talk and get to know each other a little better.
H: I understand.
J: So, Stan tells me you like working with kids. Have you ever been involved with a youth organization before?
H: Oh yeah. I do a lot of coaching and I've been a summer camp swim instructor for the last four years.
J: Oh? Where?
H: Uh, Bear Lake.
J: Uh, sounds great. Look, I'm going to have to have you fill out this adult leadership application form and I'll get back to you soon with a definite answer.
H: Well, I'll tell you, I can probably save us both some time on this. Uh, I neglected to mention that I had worked for the Boy Scouts in an advisory capacity, about ten years ago. My record should still be on file.
J: Well, that may be, but it's still our policy that each new adult leader must fill out this form.
H: Okay, well I'll do my best to remember.
Hank: Camp, Hank here.
J: Hi Hank. I'm John Goreman, committee chairperson of Boy Scouts troop 166. A Mr. Harding has applied to be our new scout master. What can you tell me about him?
H: Well, I can tell you this, you don't want him a scout master. Not after what he did to some kids up here.
D. As a unit committee chairperson you should report this information to your scout executive. As you can see, it's important to get complete and accurate information.

J: In a new unit or when leadership changes, the unit committee, on behalf of the chartered organization, needs to check referrals, particularly if the applicant is not well known in the community.

D: Yes, and both the chartered head of the organization and the Scout Executive must sign off the application, therefore giving their approval. Remember the strength in the Leadership Selection Process is a key point in Scouting's Five Point Youth Protection Strategy.

J: We all know that there is no guaranteed method for identifying potential offenders before incidents occur. But the Boy Scouts has policies to create barriers to the abuse of children in the program.

D: Let's take a moment to mention some of these Boy Scouts policies, which have been designed specifically with youth protection in mind.

J: For example, one way we create barriers to abuse is the requirement for two-deep leadership. Two registered adult leaders, or one registered adult leader and the parent of a participant who must be 21 or older are required on all trips and outings.

D: Julia, it's the responsibility of the chartered organization to insure that sufficient adult leadership be provided for all activities.

J: That's right David. And one way of doing this is to encourage parental participation in scouting activities: On the unit committee; assistant unit leaders; and of course, to accompany the unit on overnight outings and camping trips.

D: And speaking of camping, when staying in tents no young person is permitted to sleep in the tent of an adult, other than his or her parent or guardian.

J: It is the policy of the Boy Scouts of America that one-on-one activities between adults and young people are not permitted. That doesn't mean that private conferences can't be held. It just means that when they are, they must be in the open, in view of other leaders and young people.

D: Adult leadership needs to respect the privacy of youth members in situations such as changing into swimming suits or taking showers, intruding only to the extent that health and safety require it. They also need to protect their own privacy in similar situations.

J: Exactly, and although it is not mandatory, councils are strongly encouraged to have separate showers and latrine facilities for
females. In camps where separate facilities are not available, times for male and female use should be scheduled and posted for showers.

D: Also, scouts should use the buddy system for latrine use by having a person wait outside the entrance or utilize occupied or unoccupied signs or use inside door latches.

J: Activities involving potential hazards should never be undertaken without proper preparation, supervisors, or safety measures.

D: And proper clothing for activities is required.

J: Secret organizations are not recognized by the Boy Scouts of America and are not permitted as part of our program.

D: Another important policy states that discipline should be positive and reinforce the basic objectives of the scouting program. Corporal punishment as well as hazings or initiations are prohibited and may not be included as part of any scouting activities.

J: As long as we're talking about discipline and initiations, it's important to emphasize the need for training and supervision of junior leaders. Scouting's values must be reflected in the leadership techniques used.

D: Dr. Finkelhor, what are your thoughts on hazings and initiations?

Dr. Finkelhor:

A kind of abuse that we haven't recognized recently that we now know to be quite serious is when a group of particular adolescents will gang up and sexually abuse a peer or maybe somebody a little bit younger. When it happens to a girl, this is called gang rape, but it can also happen in a group of boys. Sometimes this is considered an initiation act or some kind of fun or prank or something of that sort, as justified in the name of having a good time or being one of the guys. These are dangerous situations. When a group of kids gets together it can really get out of hand and the kids in that group will do things they might not have done individually or on their own. It's very important that organizations that work with kids make clear that those kinds of pranks, those kinds of carryings on are really not acceptable. If there's a situation that looks like it's developing, where a group seems to be coalescing and ganging up on some of the other members of the group, or weaker members of the group, people who are supervising should spot that as a potential danger sign and try to do something about it before it gets out of hand.

D: We would like to emphasize again just how important two-deep leadership is to Scouting's Youth Protection Program with this scenario.
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Jim: Well, you guys getting excited about this weekend's trip?
All: Yeah!
J: That's looking real good, Tommy. I'm sure old Sitting Bull's wasn't any better. Hello, Al, where are you? At the airport?
Al: New York, the system is taking so long to install, that I'm not going to be able to get back in time to go with you. I'm really sorry.
J: Hey listen, I understand. I just hope the unit committee does when I tell them only one leader will be able to go.
A: Hey, they're a pretty good bunch. Besides, with the group that you have, they'll probably make an exception.
J: I think I better give Dan a call first thing in the morning. He's a committee chairperson. Better see what he says. Sorry you can't make it. You'll miss all the fun.
Dan: Hello?
J: Dan, this is Jim Larsen.
D: Oh, hi Jim.
J: Say, I got a call last night from Al Greenly, the other leader who was going with us on our weekend trip to the conclave. Well he can't make it. Got tied up on business, so I thought I better let you know, it'd be just me.
D: Oh, uh Jim I'm sorry, but we just can't approve the trip. Having one scout leader only is against Boy Scouts policy without an exception.

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David: Approval for your tour or outing has been denied on the basis of needing two-deep leadership. What do you do?
J: The two-deep leadership requirement and other Boy Scouts policies are shared with parents of the youth application. Parents must be informed so that they will be able to recognize any program deviations.
D: We might add that parental involvement and awareness are a cornerstone of scouting and make for a much stronger program. All of these policies help to create barriers to abuse and they form the third key element in Scouting's Youth Protection Strategy.
J: Parents can also increase the resistance of their child to abuse by becoming part of the educational process. There is a parents' guide in the front of every Cub Scout and Boy Scout handbook, which has exercises designed to increase their child's skill on how to protect themselves from child abuse. The Boy Scouts feels that teaching children about child abuse is so important, we've made it a requirement for a boy to join a Boy Scouts troop. As a side note, though, unfortunately, we have to take into account that every boy
might not have a parent to go through the booklet with him. We have to consider that some parents themselves may be the abusers. So a boy joining the Boy Scouts program can satisfy the requirement of going through the exercises in the parents' guide with another adult.

D: You know Julia, you just touched on another key part of Scouting's Five Point Strategy, and that is education on all levels. For leaders, scouting has training videos like what you are viewing right now: Basic Unit Leadership Training Sessions; The Scout Master's Handbook; Camp Staff Training by the Council; Camp School for the Camp Leadership; articles; and "Scouting" magazine all are part of the educational process for leaders on the subject of child abuse.

J: And for our members and their families, besides the parents' guide, which we mentioned earlier, and the information scouts receive in their regular meetings, the educational process is carried out through frequent articles in "Boys Life" magazine, and the film "A Time to Tell," which was created by the Boy Scouts of America for use with Boy Scouts troops and varsity teams.

D: Dr. Cohn, what importance do you give to the educational aspect of the Youth Protection Program?

Dr. Cohn:

I think all children ought to be taught about child abuse and how to protect themselves from it. And they also ought to be taught about why it's important not to carry out that kind of behavior toward others, not only their own children one day, but also toward their peers.

D: Two very important points in the educational process of our youth are the three R's of youth protection and the Child's Bill of Rights. First the three R's teach children that they need to recognize situations that place them at risk of being molested, as well as how child molesters commonly operate. Know that if they resist, most child molesters will leave them alone. And if they report attempted or actual molestations, they will help protect themselves and other children and enable the molester to receive help.

J: The second emphasis is on our youth knowing the Child's Bill of Rights, which teaches that when faced with a situation a child thinks is dangerous: they have the right to trust their instincts or feelings; expect privacy; withhold information that could place them in danger; refuse gifts; say "no" to unwanted feeling or affection; say no to inappropriate demands and requests from adults; be rude or unhelpful if the situation warrants; run, scream, and make a scene; physically fight off unwanted advances; and ask for help.
Dr. Dr. Finkelhor, are there specific skills kids need to be taught to enable them to say no?

Dr. Finkelhor:

Sure. Lots of times kids are afraid of being seen as being sissies or weak or not going along with something, being afraid. And children need to be taught to stand up for their feelings. When they have the sense that something isn't right, they don't want to be part of something, they need to be able to say no and feel good about having stood up for themselves in that way.

J: We're talking about teaching kids to become assertive and standing up for their rights. Do parents have sufficient information to enable them to do this? If not what information do they need?

Dr. F: I think one of the best protections against sexual abuse is a good relationship between a parent and a child. The child can go to the parent and tell them about what's going on, even if it's very troubling. That oftentimes is just what it takes to short-circuit something before it gets serious. And oftentimes parents, though, feel very tongue-tied and don't know what to say. They will say things like, "if anyone tries to mess with you, you tell them no."

Well, that's not adequate. Parents need to be able to talk about the specifics. What is sexual abuse? And parents also need to be able to say to children, "if anything like that happens, I want you to tell me about it, and I'm not going to blame you." Very important that children hear that, because so often they're afraid that if they come and tell about something the parents will criticize or blame them for what happened.

D: This brings us to another facet of the problem of child abuse, "disclosure." I understand that some children never tell anyone about being abused. Dr. Chadwick, one has two questions why kids allow themselves to be abused, particularly when the abuse extends over a period of time. Why don't they tell?

Dr. Chadwick:

There's a whole array of reasons and from the child's standpoint, they're all good reasons. The common and most important is coercion that they have been told not to tell of the abuses being carried out by a person who exerts authority over them anyway in some other capacity. The fact that they perceive some unfortunate consequences will result if they tell - maybe they'll be personally injured. Maybe they'll be disbelieved. The perpetrator convinces them that he will simply deny what's going on and that the child will be left high and dry, looking like a fool. There's the embarrassment associated with describing it. We talked a little bit about how kids accept personal responsibility for it and believe they
caused it and are made to believe that and so they have difficulty describing it for that reason. Many children are convinced that they won't be believed when they tell, and they have good reason to think that because in many instances, in the past and even currently, they indeed are not believed. So, that's not an unrealistic prediction on their parts. They may have been told that relatives will be harmed. Some kids are told that their parents will be harmed if they disclose the abuse. Some cases, also, the perpetrators accompany the abuse with a lot of bribery, if you will, or positive things they do for the child and that may be the only, (particularly for some kids who are being somewhat neglected and whose families haven't been able to meet their needs too well), the attention by the abuser may be the only positive attention they are receiving on a regular basis. Although they may not particularly like the sexual attention, some of the experience may be positive for them in their lives. Those are some of the reasons.

J: Dr. Finkelhor, is it common for children who have been abused to have a sense of loyalty to the abuser?

Dr. Finkelhor:

People don't recognize how much sexual abuse happens at the hands of people who they know and love, might be right in the same family with them. It's hard to think of someone like a parent or older brother or sister being the molester, but so often that is the case and, of course, it can be very devastating. Because here's someone who you wanted to protect you and take care of you and who's trust you wanted to feel and who violates that trust in a very basic way. One of the things that's most difficult about these kinds of situations is that children don't want to tell about this going on because they feel a sense of loyalty and they still have a great deal of love, perhaps, for the person who is abusing them. They know that person could go to jail or that the family could be split up, so frequently these kinds of abuse can go on for many years without their being revealed. What children need to know is that there is help for them, that they're not alone when this is going on, and that there are programs that handle family problems of this sort. They keep the family together as much as possible. They try to preserve the relationship, but they stop the abuse and keep it from happening again.

D: Okay, let's say that a child decides to disclose abuse to me. What should I do? Dr. Chadwick?

Dr. Chadwick:

Listen and listen, and listen and be supportive. Allow the child to thoroughly express what he or she wishes to. Get it all out as
much as possible, but unless you have had prior experience interviewing sexually abused children, I recommend that people not try to illicit a lot more information than what is coming spontaneously. I think it's a good idea that after the conversation has ended to make a note or two on a piece of paper so that you've recorded what has happened. You've got documentation later if it's needed. And then proceed along with reporting procedures, leaving the detailed interviewing of the child to people who have been trained to do that.

J: Dr. Finkelhor, would you like to add something?

Dr. Finkelhor:

Well, probably the most important thing is for the person who is abused to be able to talk about it. To be able to reveal it to somebody who will take it seriously and listen to them, and support them, and help them appreciated that it wasn't their fault, and that they can get help to recover from the effects.

J: In the Scouting program, responding to disclosure by a child with sympathy and understanding is defined as: don't panic or overreact to information being disclosed; don't criticize the child; do respect the child's privacy; and do make sure that the child feels that he is not to blame for what happened.

**Simulated Case Study**

When I got home, I still couldn't sleep. One night I had a particularly bad nightmare and woke up screaming. Both my parents came running into the room and I finally told them what had happened. Thank God they listened to me, this time. While we were going through it, it seemed like an eternity. It turned out that the police had complaints about Mr. Hughes before. But no one was willing to file formal charges and tell the story in court. And I really didn't want to either. But I was really angry. Mr. Hughes didn't spend as much time in jail as I thought he deserved. All I want now is to get on with my life. I think that as bad as this experience was, it's behind me now. My nightmares have stopped and my folks say they're glad to have the old Scott back.

J: Dr. Cohn, when a child discloses abuse, there are perhaps other indications that abuse has occurred. What should you do?

Dr. Cohn:

I think if anybody suspects a child is being seriously abused, they have a moral, and in many states, a legal responsibility to report that abuse to the authorities. So that a proper investigation
can be done, so that the child can get help and the family can get help.

J: Remember, it is extremely important to contact the Scout Executive concerning abuse found out through contact with scouting. Other child abuse should be reported directly to the Child Protective Service listed in the white pages of your telephone directory under "child abuse."

D: Dr. Cohn, is it necessary to be relatively certain about the abuse before making such a report?

Dr. Cohn:

When one reports, you need only to have a suspicion. You don't need to be able to prove that abuse has happened. The role of the authorities is in fact to do that investigating and determine whether or not abuse has in fact happened.

J: Providing a safe environment for our scouts is a basic concern of the Youth Protection Program. So with this in mind, we'd like to re-cap our program with a review of the Boy Scouts Five Point Strategy, which is education on all levels on the detection and prevention of child abuse. This training is part of the educational program, as are the articles in "Scouting" and "Boys Life" magazine. The training for camp leadership, the information in the parents guide in front of each handbook. The information for parents, included as part of the Youth Membership Application form, and "A Time to Tell," for use by every Boy Scout troop and varsity scout team. These are not all the steps being taken by the B.S.A. to educate its leaders, members, and families, but they demonstrate the commitment made by the Boy Scouts of America to provide essential information.

D: The second point of our strategy is strengthening leadership selection procedures to deter abusers from entering scouting. To accomplish this, chartered organizations and their units have been given a new tool, the Adult Application form, that requests more background information about individuals seeking to lead our youth. This new application form helps insure leadership meeting the high standards of the Boy Scouts of America.

J: The third part of our strategy is creating barriers to sexual abusers. A comprehensive set of policies is in place addressing the risk factors associated with child abuse. Included in these policies is the strict enforcement of the two-deep leadership requirement. All trips and outings must be accompanied by two registered leaders or one registered leader and one parent, one of whom must be over 21 years of age. One-on-One contact between adult and child is not permitted a part of the scouting program. Adults must respect the
privacy of youth members and protect their own privacy in situations such as changing clothes or taking showers at camp. There are no secret organizations in the Boy Scouts of America. All ceremonies are open to parents. Physical hazing and initiations are prohibited. Each of these policies contributes to the safety of the youth participating in scouting, but also serve to protect our leaders from unwarranted accusations of abuse.

D: The fourth part of our strategy is prompt reporting. Any abuse or suspicion of abuse encountered through the scouting program must be reported to the Scout Executive. He is personally and professionally responsible for referring the report to the proper child protective services agency. Through our educational programs, we encourage children against whom attempted or actual abuse has occurred to report to their parents or to some other trusted adult what happened.

J: And finally, swift action. Allegations of child abuse require that the alleged offender be removed from the scouting program while the authorities investigate the allegations.

D: This Five Point Strategy has placed the Boy Scouts of America at the cutting edge of what is one of our nation's most perplexing social problem, no other single organization reaches as does the Boy Scouts of America. We will make a difference.

Dr. Chadwick:

I'd like to say that I think the scouting and the Boy Scouts of America deserve a great deal of credit for the process of child abuse prevention they have undertaken and the work they've done in this area, the work they've done with the new education of the Boy Scouts manual, not to mention the materials that are going out to Scout masters and administrators in the field. It may be the finest undertaking of its kind that I've ever seen in terms of the size of it and the quality of the work that's being done. If it doesn't have a very beneficial effect, I'll be astonished, and I'm delighted that you're doing it.
APPENDIX II

STORYBOARD: "A TIME TO TELL"

A video for boys 11 through 14 years old, explaining the problem of sexual molestation. A unique approach to a sensitive subject.

Foreword: Message to Parents and Leaders
Foreword: A Time To Tell

You might feel uncomfortable in presenting this subject to an 11-14 year old adolescent male audience for which it is intended. However, it is because of the unique physical and psychological changes young men experience at adolescence that the subject of sexual molestation should be directly addressed.

Broaching the subject of sexual molestation is not an easy task, but the problem of sexual abuse is too great a reality in America to be ignored. 1 in 7 men will be sexually molested before the age of 21. The term for the person who prefers children as sexual objects is a pedophile. The term pedophile or child molester is generally used interchangeably.

Molesters come from all walks of life. The dirty old man in a trench coat is a myth. The abuser may be an adolescent as well as an adult. The child molester is generally known to the child and the child's family. According to a report entitled "Child Molesters, A Behavioral Analysis, published by the National Center for Missing and Exploited Children in cooperation with the FBI, pedophiles are frequently the nice guy in the neighborhood who likes to entertain children after school, or take them on day or weekend trips. A pedophile knows how to talk to young people and how to listen to them. In fact, he may relate to young people better than adults. He seduces his victims by being attentive, giving them gifts, sometimes treating them better than their own parents. Sadly, he often target adolescents who are already victims of emotional loss or physical neglect. He uses his status as an adult and an authority figure to seduce and later control his victim.

It is our responsibility as citizens to educate our young people, concerning the recognition of potential molestation. (the resistance to seductive overtures, should they occur, and the confidence to report any suspicious conduct or specific action on the part of an abuser that infringes the rights of a young person with regard to their body) Experience indicates that a molester can be anybody. The three R's of protection: recognize, resist, and report, is the Boy Scouts of America's message to the young people of our society. Education concerning this social ill is the first step towards substantially reducing the problem.

"A Time To Tell" is a dramatization of three incidences of attempted molestation. The first situation takes place in Gary's home with an attempted seduction on the part of his step-father. The second instance involves a long-time friend of Jeff's family. And the third dramatization deals with the situation of an older boy abusing
younger boys. The scenes in this film are intended to be specific, but not graphic. Yet we strongly suggest that you preview the entire film before presenting it to the 11-14 year old audience. Again, thank you for your commitment to educating our young people, concerning this serious problem of adolescent sexual abuse in our society.

A Time To Tell

Dan: Hey!
Jeff: Yeah!
D: Wait up.
J: Hi, how are you doing?
D: Guys, she's crazy about me.
J: Huh, yeah. I can tell.
D: Hey, what ever happened to your friend?
Carlos: What friend?
D: That high school kid with the red convertible.
J: Man, that was the coolest car, man.
C: It's a long story.
D: Talk about stories, did you hear Gary's parents were getting a divorce?
J: No!
C: No, what happened?
D: His step-father started acting weird.
C: What do you mean weird?
D: Well, the way I heard it ....

* * * * *

Step-Father: Hey Gary is the popcorn done yet? The game's already started.
Gary: Here you go.
S: Thanks. This is fun.
G: Yeah.
S: Just us guys batching it up while your mother's away on a business trip. Oh come on! The ref. is blind! What a game.
G: Can you believe this.
S: You know Gary, I think we've really been getting to know each other lately.
G: It's been fun. My dad and I used to do a lot of stuff together ....before he died.
S: He left really big shoes to fill. I'm sorry I didn't know him. He sounds like he was a great guy.
G: I still miss him a lot.
S: Well you've really had to be a man since he's been gone, and I think you deserve the little surprise I have for you at half-time. All right guys! Way to go! All right!

G: What's the surprise?

S: Well, if I told you, it wouldn't be a surprise.

G: It's half-time. What's the surprise?

S: You know Gary, I've said you've been a man since your father's death - helping your mom and accepting me.

G: Yeah.

S: Well, I remember what it was like to be your age. I wanted to know what it was like to be a real man. You know sex and that kind of thing. I thought you might be interested in a little sex education too. So, I rented this videotape. It will show you everything you wanted to know. We can watch together so I can answer your questions. How's that?

G: Sounds Okay, I guess. Gosh, look at that.

S: Looks like fun doesn't it? With your mom gone - I know how it makes me feel. Oh um, we better not tell your mom about this videotape. She wouldn't understand.

G: Uh, Okay.

S: What do you think about that? If your mom were here, she'd have me rubbing her back. Would you like me to do it for you?

G: Uh, I guess it would be okay.

S: Doesn't that feel good?

G: Well, it feels good, but - Hey! Hey! Stop! No! Why are you doing this!

S: Gary, I'm sorry. I just thought you wanted to feel really good.

G: That's sick! And I trusted you!

Mom: (phone) None of us suspected it. Right. He tried to pull Gary's pants down. Mom, I couldn't believe it either. Trying to seduce my son while I was out of town. The nerve! Of course, sure. Gary asked me to let you know what was going on. The attorney said in about two months. Yeah, I just filed today. What else could I do? He refused to get help. No, you're right. I'll never let it happen again. Thank goodness Gary recognized what was happening and knew enough to resist him and get out of there. He was over at the Hunt's when I got home. There's no telling what he would have done!

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Dan: Well, anyway, the lady from social services came out to talk to him.

Jeff: To make sure Gary didn't blame himself and to make sure he knew it was the step-father's fault.
D: Yeah, that's exactly what Gary said. He feels better now.
Carlos: That's the strangest story.
J: Not really. That happens in families a lot, especially if, let's say, an uncle or a step-father doesn't think the kid knows anything about, as my parents would say, "the birds and the bees."
D: It's so much easier to say "sex."
J: Yeah.
D: Who told you?
C: My doctor. When I finally asked him he said, "At this age it's only normal for young men to start getting curious." I didn't have the nerve to tell him I had been thinking about it for a long time. How about you?
D: Uh, they talked about it in my class at my old school.
J: My friends told me. But when I talked to my dad, I thought that half the things they told me weren't true.
D: How do you know so much about this other stuff?
J: What other stuff?
D: Molesters.
J: Cause there was this guy once, a friend of the family. He played ball with my dad in school.

Tom: Hey David!
David: Hey, um Jeff, you remember my buddies Tom and Joey?
Jeff: Sure. You guys are here all the time.
Joey: Yeah, almost.
T: Hey, let's go play this one over here.
Jo: Okay.
D: Hey Jeff, now which one are you going to beat me on tonight?
J: Yeah, right.
D: Yeah, right. I'm telling you now, you need to lighten up. You need to win every once in a while. Hey, how about a couple of sodas, man, to get the juices flowing?
J: That sounds great to me.
D: All right, well look ...
J: Thanks.
D: I'll be right back. Here you go.
J: Are you doing another one? Or do it again? I missed it. Do it again? All right!
D: Come on, you can do better than that, man. All right! Way to go man! (slaps Jeff's behind)

Dan: You mean patting you on the butt like a football player?
Jeff: Not exactly. More like grabbing my butt. I guess I should have
stopped it there.

D: Man! I would have told that guy to get lost.
J: But, I knew David. He's been a friend of my parents ever since I can remember.
Carlos: Ever wonder why a guy that age would be hanging around with a bunch of kids?
J: That should have been my first clue something was strange.

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Tom: Hey David, it's ten o'clock. We got to split.
David: Yeah, okay, all right.
Jeff: Yeah man, I got to go too.
D: Hey Jeff, how would you like to make some extra money, huh?
J: Sure. Doing what?
D: Cleaning out my attic next Saturday? ....
D: Man, it's hot up here.
J: Yeah.
D: Hey Jeff, why don't you take off your shirt, man?
J: Good idea, man.
D: Bet that feels better, huh?
J: Yeah.
D: Hey I'm going to get us something cold to drink. (pats behind)
J: All right.
D: Here you go, you deserve it, man.
J: No thanks, I better not.
D: I'm sorry Jeff, it's the only thing I had in the fridge.
J: No problem.
D: At least I can dry your back.
J: Yeah. Feels good.
D: You know, I never realized how many muscles you have, man. You've been working out?
J: Yeah. With all these.
D: Here you go. It's kind of a hot and sweaty job, huh?
J: Yeah, kind of.
D: You're finished up here. Why don't we both get cleaned up a bit, and we'll go out for some pizza, huh?
J: Um, okay.
D: You can shower first. ....
J: David?
D: Yeah.
J: What do you need?
D: I thought you might have room for one more.
J: Hey man! Get out of here! That's not for me!
D: Yeah. Okay. Sure man, whatever you say.
Man! Talk about crazy! I'm getting out of here! ....

You forgot something man.

Thanks!

Hey Jeff, maybe that didn't come out right, man. Here, I didn't get a chance to pay you.

Just forget it.

No, come on. Now let me make it up to you. Keep this between you and me, huh? Don't tell your folks, all right?

Keep it! Just keep it!

So, you're going to be that way, huh? Fine! You know it was really your fault, Jeff! Besides, it's your word against mine. Who do you think they're really going to believe, huh? You, the kid? Or me, the adult? You think about it.

(to himself) My fault?

Jeff, could you pass the beans, please?

Oh. Sure. (Wonder if they would blame me. He is their friend.)

Well you don't seem to be real hungry for a guy who has been working hard all afternoon.

I guess not. (Mom, would you believe me?)

Suzy and I want to make lots of money selling tomorrow.

(If he tried it on me, who is next? I mean, for their sakes, somebody should know.)

Who was that on the phone a while ago?

That was Mr. Richardson.

The guy who swears he's innocent?

(If it was so innocent, why did he make such a big deal about keeping it a secret?)

The guy's obviously guilty.

(That's right. It's not my fault, and I'm telling.)

Jeff, are you all right?

That's right. I'm telling.

Telling what? ... What!

What! Your dad reported his friend to the police?

He sure did.

What did they say?

You see, child molesters can be anyone. And, they usually are a friend or relative who uses things like special attention, toys, and video games, even pets to get kids like you to do things that just aren't right. And, it's a gradual process, perhaps beginning with innocent touching that becomes increasingly personal as time goes...
on. And then afterwards, they try to force you to keep their little secret by using guilt threats.

Carlos: And then he read your rights.
Jeff: Right. But, how did you know?
Dan: You mean like a criminal?
C: No, there are such things as the rights kids have if someone tries to molest them.

Officer: You have the right to control your own body. If you ever feel uncomfortable, say someone is touching you a lot, or in places where they shouldn't. Well, you as a kid can stop it. I mean, even rudely. Run, scream, make a scene, do anything, and then get help.

Jeff: Come in.
Father: Can't sleep?
J: Not yet.
F: Jeff this incident has made us all aware that even though you're getting older, you still need to be careful.
J: I realize that now.
F: I'm really glad you told me what happened. It's a good thing you resisted David.
J: It was terrible.
F: I'm sure it was, but nothing is so bad that you can't tell me about it. Remember that.
J: Thanks Dad.

Dan: But, what if he hadn't listened?
Jeff: Well, I can tell until somebody listens. A friend, a relative, anybody.
D: Even your mom?
J: Sure.
Carlos: Why not?
D: Well, I just never think of talking to moms about that sort of thing.
C: It's amazing about how much they understand.
J: Yeah, how do you know?
C: Uh, you guys want a Coke?
J: You're not trying to pull something are you?
C: After a long walk, this soda really hits the spot. Hey Bobby?
Counter: What can I get for you?
Bobby: I'll have a root beer.
Co.: Here you go.
B: Thank you.
J: What's his problem?
C: He thought he knew me.
J: Oh, is that why he didn't speak?
C: That's not what I mean.

***

Bobby: Hey Carlos. Man, what's happening?
B: Maybe you could use a little excitement.
C: Well sure. Like what?
B: The club is getting together this afternoon. How would you like
   to go meet some of the guys?
C: Far out!
B: Great! Meet me out front after school. ....
B: Hey Tony! This is Carlos, the kid I was telling you about. He's
cool.

Tony: Give me five!
Boy: Hey man!
T: You guys going to the ball game Saturday?
B: Sure.
T: I thought we'd check out the movies afterwards.
B: I'm game. Want to come?
C: No, I'm broke.
Boy: Hey, who needs money. Tony springs for it all.
All: Yeah! ....
C: Don't he live here by himself?
B: His parents travel a lot.
C: Doesn't he like them?
B: Are you kidding! This is the perfect set-up.
T: Hey guys! You know the rules. I don't pay for any torn or
   sweaty clothes. If you're going to wrestle, you have to take
   them off. Better yet, why don't you all strip down and we'll
   have a real tournament. Just like on TV. Now here we have it
   folks! The greatest free-for-all in championship wrestling, here
   in downtown partyville! Perfect. Now here comes the
   defending champion. I'm going to beat your pants off Carlos,
   so get them off!
C: Hey! My underwear! What are you doing!
T: Be cool man! ....
B: So what happened to you last night?
C: It was getting late. I had to go home.
B: Well, uh, I got some good news. They've all voted and they've
decided to let you join.
C: Great.
B: I thought you'd get excited.
C: What happened after I left?
B: Uh, the usual. We wrestled, everyone was naked. And then we watched the video Tony made. No big deal, just a good time.
C: Yeah, really sounds like it.
B: But there's one more thing you have to do to become a member.

*****

Jeff: Well, what was that?
Carlos: I had to swear that I wouldn't tell a soul. Only the club members knew what went on. He said if their secret ever got out, I'd get into big trouble.
Dan: So what did you do?
C: I didn't know what to do. If I didn't join they'd call me a chicken.
D: Oh, for sure.
C: I didn't want to spoil their fun. I just didn't want any part of it.
J: So why didn't this guy speak to you?
C: Cause I decided to talk. At first with my dad.
D: I wish my dad were around to talk to.
C: My dad was around, but he wasn't listening.

*****

Father: Yes?
Carlos: Dad are you busy?
F: Uh, matter of fact, I am. Can it wait?
C: Yeah. Sure. .... Dad?
F: Yes son.
C: I need to talk to you.
F: Well, sure. What's on your mind?
C: Well there's this club, you see, all guys, that I really wanted to belong to for a long time. And, finally, last week they asked me to join.
F: Well that's great! Congratulations!
C: Dad, they do some really weird stuff.
F: You know, that reminds me of the fraternity I was in, in college.
C: A lot of guys I know think it's great. But, it just doesn't feel right, you know what I mean?
F: Sure was a lot of fun.
C: Thanks dad. Thanks for listening!
F: Um, anytime. ....
Mother: Oh sure Gladys, let me see. I can't believe it's the first of
the month already. The tenth will be fine. Okay, bye. Hi
honey.

C: Mom, you have a minute?
M: Of course, just let me get the chicken in the oven, okay? Now
what's up?

***

Dan: You told your mother! I can't believe it!
C: I'll never forget that day.
D: I'll bet. Did she get hysterical?
C: No, she did get my dad's attention, though. And then we went
to the police station.
D: Busy place, huh?
Jeff: Yeah.

***

Officer: A lot of people think that sexual molestation only happens to
girls. But what really happens is that boys may be more
reluctant to report. Especially if the molester is a man. They're
afraid others might think they're a homosexual.
Carlos: I'm not. At least I don't think I am.
Off: I wouldn't worry about it if I were you. This doesn't mean you
or any of the other boys are homosexuals. We've had similar
cases. Older boys taking advantage of younger ones. Maybe
bigger kids using smaller ones. Usually some type of picture
taking may be going on. The peer pressure of belonging to a
group leaves kids more vulnerable to being sexually abused.
This is especially true in initiations. They may involve sexual
activity. If kids are doing something you don't like or you
know is wrong, you don't want them for your friends. I
appreciate you coming in and reporting what happened. We'll
have to deal with Tony, but as far as all these boys on this list,
you have my word that none of them will get into trouble.
C: So now what happens?
Off: We'll get a search warrant so we can search the meeting place.
But, don't you worry. You did the right thing.

***

Dan: So did you guys get into trouble?
Carlos: No, the policeman was right. They did find the videotapes,
though.
Jeff: What did Tony say?

***

Tony: You know doctor, I don't get it. First the policeman, now you?
What are you guys blaming me for? You act like it's all my
fault.

Doctor: Tony, let's run this down. You found a bunch of younger boys. You bought their loyalty with money and gifts. You waited until you could have your secret club meetings. You got the club members high on drugs and booze, then took advantage of them when their defenses were down. And on top of all that, you videotaped the whole affair. Who's responsibility is it?

T: They wanted it!

D: Oh! They wanted to be sexually abused!

T: Yeah! I mean no! You're putting words into my mouth.

D: And another thing, Tony, you were counting on all the members of the club to keep it all a secret.

T: So!

D: So! You are the older person. It was you who should have been responsible for them. Instead of setting them up for abuse.

T: It was so easy! They just fell for it!

D: Exactly. That is the point.

T: But that doesn't make it my fault.

D: You are wrong, Tony!....

T: I wish someone like you had told me that when I was 14.

D: Is that when this all started?

T: Yeah. It's strange, huh? But, there was my coach when I was about 9. I don't know why, but this is the first time I've ever told anyone about him.

D: No, that's not unusual. Unfortunately, a lot of child molesters were sexually abused as children, and start their careers when they reach adolescence.

T: Some career.

D: Well, you've come a long way since our first session.

T: It's still hard for me to accept responsibility for what's happened.

D: Why's that?

T: Cause it means admitting to myself that I have a problem.

D: Well Tony, we're here to help with that problem.

Jeff: Doesn't Bobby understand that by telling, you actually helped him?

Carlos: Maybe someday he will.

J: Yeah. Cause even Tony recognizes now what was going on.

Dan: You know, I used to think molesters were just dirty old men.

T & C: But, they can be anybody.

J & C: Yeah.
D: Hey, you guys want to see my new telescope?
J & C: Yeah, sure!
D: It's really neat. I mean all of a sudden you can see things you never saw before. Come on!
J: Let's go.
C: I've always wanted a telescope.
D: Last night we saw Jupiter.
J: Far out.
C: What's this for?
D: See, this is for focusing.
Mother: Hi boys!
D: Hi mom.
J: Hello Mrs. Turner.
M: Hi. My students are begging for a chance to eyeball your new toy. May I show-and-tell it tomorrow?
D: Sure, just be careful with it.
M: It's a deal. Say, I saw you boys walking over on Elm Street.
D: Why didn't you pick us up?
M: Well I honked, but nobody noticed. What were you talking about?
C: Child molesters.
M: Oh, that's pretty heavy stuff. I don't know if I'd recognize one if I saw one.
D: That's just it. I mean a child molester could be anyone.
J: The important thing is to recognize situations that are risky. Say like an adult or a kid being secretive about sex, making you feel uncomfortable by touching you in places where they shouldn't.
M: So, what does a kid do if this happens?
D: They should do whatever they can to resist. Make a scene.
J: Cause when a kid resists, most of these guys will back off.
D: Kids have the right to resist.
M: You certainly do.
D: Then you have to report it.
C: Even when it's a friend or somebody in the family, because they can get help.
J: And, if you don't tell, then other kids will get hurt.
M: You're absolutely right.
D: The three R's. I mean the three R's of protection: recognition, resist, & report.
J: Hey your right. The three R's of protection.
M: Sounds like something I need to share with my class.
D: Talk about a show-and-tell.
M: And speaking of telling, Dan, it's important you know that you can tell me anything.

D: I know mom.

M: See you later, guys.

All: Bye!
APPENDIX III

"PREPARED FOR TODAY"

Helping parents prepare their child to be home alone.
Many adults think a kid's life is easy. You know it is not.

You have people counting on you to do things. Your family, your friends, people at your school, people in the community all count on you to do things. You count on yourself, too!

The Boy Scouts of America thinks you should be prepared for today—prepared to do some of the things kids really need to do today.

- Taking care of yourself when you are alone.
- Helping your family deal with problems.
- Stopping what might be an emergency.
- Helping to care for younger brothers or sisters.

When you are prepared for today, you will be proud of yourself. You will be proud of what you can do. You will be proud of how much help you can be to your family and friends. And the people you know will be proud of you.

Here are 6 different skills for you to learn. Work on these with an adult—a parent (or other family member), a neighbor, or a friend. The adult will help you learn the skills and will sign the book when you show you can actually do them.

When you can do all the things asked, you can get an award from Scouting and you will be . . .

PREPARED FOR TODAY!
Prepared to be Home Alone

Sometimes you must be home alone. Your folks will not worry if they know you can take care of yourself. They want to be sure you will be safe, not afraid, happy, really okay.

Show you can handle 2 of these 4 things:

Adult OK 1. Write down emergency phone numbers you need to have, and put them close to your phone (you could try to remember some to save time in dialing).

- Police
- Fire
- Doctor
- Mother at work
- Father at work
- Family friend on your block
Adult OK 2. Talk with adult about what to do if a stranger comes to the door when you are alone and wants to come in.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Adult OK 3. Talk with adult about how you should answer a stranger who calls on the phone when you are alone.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Adult OK 4. Write down the things you should do when you leave your home.

__________________________________________________________________________________________

- Turn off lights.
- Close and **lock** windows.
- Turn off water and check for leaks.
- Bring in cat or dog (or put them out).
- Lock all doors.
- Where is your key?
- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________

Prepared to Fix Something to Eat

At times you may need to be prepared to fix a meal of a meal. Sometimes you may need to prepare a meal for your family. You may even learn to be able to plan the meal and buy the ingredients for it.

To be a good eater, you need plenty of fruit, vegetables, meat, and other raw food. Eat slowly and chew well. And wash your hands after using the toilet.

Adult OK 5. Name a kind of fruit in each of these groups:

- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
Prepared to Fix Something to Eat

At times you may need to be prepared to fix yourself a meal. Sometimes you may need to fix a meal for your family. You may even learn to be able to plan the meal and do the shopping for it.

To be healthy, your body needs foods from four groups every day. In order not to get sick, foods, dishes, and utensils must be clean.

Do 2 of these 4 things.

Adult OK 1. Name 4 kinds of foods in each of these groups:

____  A. Fruits and vegetables (4 servings each day)

1.
2.
3.
4.
B. Bread and Cereal (4 servings each day)
   1. 
   2. 
   3. 
   4. 

C. Dairy Products (3 servings each day)
   1. 
   2. 
   3. 
   4. 

D. Proteins (meats, beans, etc.) (2 servings each day)
   1. 
   2. 
   3. 
   4. 

Adult OK 2. Plan meals for one day. List things your family should have from the groups of basic foods (see above) in order to have a balanced diet.

Breakfast ____________________________________________________________

________________________________________________________

Lunch ____________________________________________________________

________________________________________________________

Dinner ____________________________________________________________

________________________________________________________

Adult OK 3. Tell why it is important that fruits, vegetables, pots, pans, knives, forks, and spoons are clean before using. ____________________________________________________________

________________________________________________________

Adult OK 4. Prepare and eat one meal—for yourself or your family. You need not cook anything. This could be a sandwich, salad, or leftovers. It could be something to be warmed up or heated. If your parent(s) agree and you are ready, you could cook something.

What did you do? ____________________________________________________________

________________________________________________________

________________________________________________________
Prepared for Home Safety

If you stop to think about it, your home has a lot of things that could cause trouble if they did not work. There are things like electric wiring, water pipes, locks, windows, heaters, stoves. Your home could be dangerous instead of friendly. You can help to make sure your home is a safe, friendly place so that no one gets hurt in an accident or a fire.

Do 2 of these 5 things.

Adult OK 1. Water heaters or broken pipes can be very harmful and make a big mess. Be prepared to turn off the main water valve if there is a

- broken pipe
- leaky faucet
- stopped up toilet
Adult OK 2. Electricity is very helpful and very dangerous. Find out where the fuse box or circuit breaker box is located and what controls the electric input to your home. Find out what to do if . . .

- lights go out ____________________________
- fuse blows out or circuit breaker is tripped ____________________________
- Check on how many cords are plugged into one outlet (may be too many) ____________________________
- Check condition of all wires to appliances. Are wires frayed, do you see bare metal, are wires on floor where people can walk on them or trip on them? ____________________________

Adult OK 3. Check for fire hazards.

- Matches where small kids can get them ____________________________
- Old newspapers close to heater ____________________________
- Cans of old paint near heat ____________________________
- Old rags in a pile ____________________________
- Can of gasoline or barbeque lighter ____________________________

Visit nearby fire station to learn more about fire hazards around home and how you can prevent them.

Adult OK 4. Plan a family fire escape route. Draw a plan of your home and show the ways your family can get out in case of fire. Is there more than one way?

Adult OK 5. Make sure all poisons, medicines, matches, knives, and sharp tools are put away where little children cannot get to them.

This is what I did ____________________________

If you know your way about in your neighborhood, show its dangers. Learn how to get to other homes. They know you and how to find your way out and to new ones.
Prepared to Know Your Neighborhood

There is a big world around you. It begins right in your block. You will be prepared for today if you know your way around your neighborhood, know its danger spots, can give directions, know where to go in an emergency. Your family will feel much better if they know you are able to find your way around the area.

Do 2 of these 5 things:

Adult OK 1. Learn how to get to:

- [ ] drug store
- [ ] clinic or hospital
- [ ] library
- [ ] church
- [ ] welfare office
- [ ] fire station
- [ ] grocery store
- [ ] doctor
- [ ] laundry
- [ ] school
- [ ] police station
- [ ] other

Adult OK 2. If you were away from the neighborhood, could you give someone directions to your home? Adult will pick a place, and you will tell how to get home from there
Adult OK 3. What do you know about your neighborhood? 

____ Does it have a name? ____________________________ What are its boundaries? ____________________________

Name the main streets that run nearby. ____________________________

Name other landmarks (schools, churches, parks, public buildings, etc.). ____________________________

Adult OK 4. If the bus runs through your area, find out the main bus routes and where and when they run. ____________________________

Adult OK 5. Tell the most dangerous places in your area—where harm could happen to children (storm sewers, creeks, rivers, garbage dumps, woods, empty houses, etc.). ____________________________

Prepared to Care for Young Children

Taking care of a younger child is one of the most important things you can do. It is one way you can really help your family, or a family in the neighborhood or another family will feel good if they know you can be counted on to take care of yourself and of younger children when parents have to be away.

You are prepared by doing 2 of these 5 things:

Adult OK 1. Make up a new game to play with younger children. Play it with them and see how well you can make the rules of the game or a simple so the children can make it up.

Adult OK 2. Take children on a short walk in your area. Get their permission and don't push them or force them. If you are near some places of interest, you can get permission or book a child's family to show him some time looking at books, and might reading a story.

Adult OK 3. Teach your child how to do simple tasks like tie shoes, button up, pets, and other such simple things.

Adult OK 4. Work with younger children on a good health plan. Teach them to brush their teeth and wash their hands at mealtime and after attending to toilet. Teach dangers of matches and other hazardous things.
Prepared to Care for Young Children

Caring for a younger child is one of the most important things you can do. It is one way you can really help your family, or a family in the area.

Your family or another family will feel good if they know you can be trusted to take care of yourself and of younger children when parents have to be away.

Show you are prepared by doing 2 of these 5 things:

Adult OK 1. Make up a new game to play with younger children. Play it with them. Be sure rules of the game are simple so the children can easily play.

Adult OK 2. Take children on a short walk in your area. Get parent’s permission first. Show them points of interest. If you can get to library or bookmobile, spend some time looking at books, and maybe reading a story.

Adult OK 3. Teach young child how to do simple tasks like tie shoes, button up, put on gloves, work a zipper.

Adult OK 4. Work with young children on a good health plan. Teach them to brush teeth in morning and at night; to wash hands before each meal and after going to toilet; teach dangers of matches and other dangerous things.
Adult OK 5. To young children, you may be a hero; they will copy what you do.

A. Make a list of the things you do that you would like younger children to copy. ____________________________

__________________________________________________________

B. Make a list of things you do that you would NOT like younger children to copy. ____________________________

__________________________________________________________

Prepared for Problem Solving

The world we live in is full of puzzles and problems. You are old enough to solve some problems. You can make decisions. You can make the right choices.

Your family will be happy if they know you can make good choices. The list of Adult OK’s will help you make wise decisions. You can make wise decisions.

Adult OK 1. There is an older boy who hangs around John’s school. He likes to give John and his friends presents to the children. What would you do if you were John?

Adult OK 2. John is on a walk with his younger brother. They see a store and decide that they want juice. Are they allowed to go inside the store? What would you do if you were John?

Adult OK 3. Some of the kids that go to Jan’s school want her to go to the store with them. They want Jan to steal candy and gum from the store which they can share later. Jan knows this is wrong, but Jan wants to be popular with these kids. What would you do if you were Jan?
Prepared for Problem Solving

The world we live in is full of puzzles and problems. You are old enough to solve some problems. You can make decisions. You can make the right choices.

Your family will be happier if they know you can make good choices. Discuss at least 3 of these stories with an adult and work out a wise decision for them.

Adult OK 1. There is an older boy who hangs around Jason’s school. He tries to give red or white pills to the children. What would you do if you were Jason?

Adult OK 2. John is on a walk with his younger brother. A car stops and a man they do not know asks them to come over to the car. What would you do if you were John?

Adult OK 3. Some of the kids that go to Jan’s school want her to go to the store with them. They want Jan to steal candy and gum from the store which they can share later. Jan knows this is wrong, but Jan wants to be popular with these kids. What would you do if you were Jan?
Adult OK 4. Mel is home alone. The phone rings. When Mel answers, a stranger’s voice asks if Mel’s mother is home. She is not; Mel is alone. What would you do if you were Mel?

Adult OK 5. Ruby is taking care of the next door neighbor’s child. Ruby’s best friend and her brother come to the house to see Ruby. They ask if they can come inside and play with Ruby. What would you do if you were Ruby?

Adult OK 6. Sam is home alone. He looks out the window and sees a man trying to break into a neighbor’s back door. What would you do if you were Sam?

Adult OK 7. Chris and little brother Sal are home alone in the afternoon. A man knocks on the door and says he wants to come in and read the meter. He does not have on a uniform. What would you do if you were Chris?

Adult OK 8. Matthew’s grandmother gives him money to buy an ice cream cone. On the way to the store a bigger boy asks for money and threatens to hit Matthew if he does not give him some money. If you were Matthew what would you do?
Prepared to Feel Good About Yourself

You have shown that you are Prepared for Today in six different ways. You can do things a lot of other kids your age cannot do. You can solve problems, too. You can do these things because you have worked at it. You can be proud of what you have done.

There are some adults in your life who would be proud of you if they know what you had done. Your teacher, grandparents, aunt or uncle, neighbor—all would like to hear about what you have done. They will be proud of you. So will your special friends. Tell them about your being Prepared for Today!

Now that you have finished the work, call the agency named on the back cover and ask them to send you a special Prepared for Today T-shirt iron-on decal award. It is free. It's our way of saying we are proud of you, too.
E. Earl Hays has been active with the Boy Scouts of America for 40 years.

He is a native of Kansas City, Missouri where as a boy he earned Scouting's highest youth award, the coveted Eagle Badge. As an adult volunteer, he has served as an assistant Scoutmaster and Explorer Post Advisor.

In 1962, after graduating from Whittier College and the National Training School for Professional Leaders in Scouting, he began his professional Scouting career in Los Angeles where he served as a District Executive and Director of Finance and Public Relations. Leaving Southern California in 1971, he was appointed to the National Staff of the Boy Scouts of America where he was instrumental in developing the high school program of Exploring as we know it today.

Additional career assignments included Sacramento and San Jose, California and from 1977 - 1982 he served as Scout Executive of the Clinton Valley Council in Pontiac, Michigan.

In October of 1982, Mr. Hays was selected Scout Executive of Theodore Roosevelt Council, headquartered at Phoenix, AZ. As Chief Executive Officer of one of the nation's largest Boy Scout councils, he directs Scouting's dynamic program reaching 60,000 families in Central Arizona and Southwest New Mexico.

His civic and professional activities are many, i.e., a Paul Harris Fellow and member of Phoenix 100 Rotary, serving as Chairman of the Rotary Foundation, Club Secretary '90-'91, and currently as a member of the Board of Directors. He also serves as a member of the Advisory Board for the American Humanics Program at ASU, and is past president of the Valley-wide Council of Agency Executives comprising 77 human service organizations.

In June of 1991, Mr. Hays was awarded the Fellowship Honor by the Boy Scouts of America in recognition of advanced study and creative work in the Professional Development Program. He entered the Master of Arts Program at Ottawa University in April of 1991, and plans to pursue a Doctoral Program through Walden University.