

Preventing Peer to Peer Abuse

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Agenda

- Introduction to Peer to Peer Abuse
- Test Your Knowledge
- How Abuse Occurs
- Warning Signs
- Four Ways to Prevent and Detect
- Activity: Identifying Issues and Communicating with Others
- What Can You Do?

Proposed Language Change

The following shall be considered violations of the USA Swimming Code of Conduct:

- C Any peer-to-peer sexual abuse. For the purposes of the Code of Conduct, the term “peer-to-peer sexual abuse” shall mean any unwelcome physical conduct of a sexual nature directed towards a minor athlete by another minor athlete.

TEST YOUR KNOWLEDGE OF ABUSE: JUVENILES

1. Juvenile sexual offenders rarely commit other crimes.
2. Approximately 10% of all child molestations are committed by juveniles.
3. The average adolescent sex offender will, without treatment, commit about 400 sexual crimes in his lifetime.
4. Adult female offenders typically begin offending during adolescence.
5. Most juvenile offenders have committed deviant acts by the time they are 6 years old.
6. It is rare for a female adolescent to commit sexual offenses without a male counterpart being involved.
7. Juveniles are more likely to molest female children.
8. Juveniles are more likely to rape a child they do not know.
9. Juveniles are more likely to injure their victims during sexual offenses than adult perpetrators.
10. Most juvenile offenders have been both physically and sexually abused themselves.

Inappropriate Interactions

- **Bullying**
 - Physical
 - Verbal
 - Nonverbal and relational
 - Cyberbullying
- **Hazing**
 - Initiation rituals
 - Consensual participation
 - Contribution of adults
 - Assault
- **Sexualized Behaviors**
 - Language
 - Sexual curiosity
 - Touch
 - Consensual inappropriate interactions
 - Assault



WARNING SIGNS IN INDIVIDUAL BEHAVIORS

1. Different from others
2. Treated differently by adults
3. Isolation
4. Difficulty communicating
5. Changes in demeanor
6. Reluctance or refusal to participate
7. Avoiding other participants
8. Clinging to adults
9. Seeking constant supervision
10. Significant decline in performance
11. Unexplained injuries
12. Vague disclosures
13. Sudden dissatisfaction with the program
14. Servitude

WARNING SIGNS IN GROUP DYNAMICS

1. One or more youth dominating others
2. Bullying
3. Verbal aggression
4. Exclusion of a youth
5. Changes in leadership
6. Avoiding supervision
7. Sexualized nicknames
8. Teasing about sexual orientation
9. Exchanges of personal items
10. Testing privacy and personal boundaries

FOUR WAYS TO PREVENT AND DETECT

1. Define expectations
2. Educate athletes and adults
3. Monitor interactions
4. Respond quickly

DEFINE EXPECTATIONS

Sample Guidelines for Affection

Acceptable Contact

- Side hugs
- High fives
- Pats on shoulders
- Shaking hands
- Arms around shoulders
- Pats on the back

Unwanted Affection

- Wrestling
- Tickling
- Kissing
- Full frontal hugs
- Hands in other's pockets
- Laying down together
- Being under towels
- Hitting or spanking
- Massaging
- Grabbing or pushing
- Lap-sitting

EDUCATE YOUTH AND ADULTS

Topics to discuss with athletes

Topics to discuss with adults

MONITOR INTERACTIONS

1. Identify high-risk activities/locations
2. Monitor group dynamics
3. Question youth who may be targeted

Identify high-risk activities/locations:

1. _____
2. _____
3. _____
4. _____

Questions to ask youth who may be targeted

1. How do you like swimming for our club?
2. Has anyone said anything to you that made you feel bad?
3. _____
4. _____

RESPOND QUICKLY

1. Address problems with athletes immediately.
2. Discuss issue with adults
3. Document areas of concern.
4. Communicate with parents.

ACTIVITY IDENTIFYING ISSUES AND COMMUNICATING WITH OTHERS

Situation 1. You are a coach and you hear two older swimmers saying derogatory things about a younger swimmer in the club. In particular, you hear the oldest boy call the younger one a “faggot” under his breath. You talk to the other coaches about these behaviors and they minimize the problem saying “we’ve told them to stop but you know, boys will be boys.”

What are your concerns?

What would you do?

How would you communicate with the youth?

How would you communicate with the parents/other adults?

ACTIVITY IDENTIFYING ISSUES AND COMMUNICATING WITH OTHERS

Situation 2. You are on a trip with a group of swimmers. You hear one of the girls say to another girl, “quit bothering me at night.” Further conversation reveals that one of the girls has been getting in bed with her roommates during the night.

What are your concerns?

What would you do?

How would you communicate with the youth?

How would you communicate with the foster parents/other adults?

ACTIVITY IDENTIFYING ISSUES AND COMMUNICATING WITH OTHERS

Situation 3. You are supervising the boys during practice. One of the boys has a history of constantly pushing and grabbing others. At today's practice, he got upset with another swimmer and pushed him down.

What are your concerns?

What would you do?

How would you communicate with the youth?

How would you communicate with the parents/other adults?

ACTIVITY IDENTIFYING ISSUES AND COMMUNICATING WITH OTHERS

Situation 4. There have been some problems with a group of boys on your team not liking one particular boy. It's 11pm and you just found out from one of the parents that the boy was pushed out of his bed and kicked by three of the boys in his room. According to the parent, this boy is a real troublemaker and is constantly provoking the other youth.

What are your concerns?

What would you do?

How would you communicate with the youth?

How would you communicate with the parents/other adults?

ACTIVITY IDENTIFYING ISSUES AND COMMUNICATING WITH OTHERS

Situation 5. The girls are changing after practice and one of the girls “accidentally” walks into the bathroom when another girl is showering. The girls on your team tell you that this is the 3rd time the girl has done this.

What are your concerns?

What would you do?

How would you communicate with the youth?

How would you communicate with the parents/other adults?

ACTIVITY IDENTIFYING ISSUES AND COMMUNICATING WITH OTHERS

Situation 6. One of the boys on your team wants to stay by your side constantly. He is smaller than the other boys and they do not seem to like him very much.

What are your concerns?

What would you do?

How would you communicate with the youth?

How would you communicate with the foster parents/other adults?

What Can You Do?

- Clear Policies are the Key
- Exception Monitoring
- Regular and Random Visits
- Formal and Informal Interviews
- Surveys
- Reports and Data
- Documentation
- Meetings

PREVENTING PEER TO PEER ABUSE

THE ESSENTIALS

1. Adult behavior should set the tone.
2. Youth should not determine what is and is not acceptable behavior.
3. Youth are not likely to report peer to peer abuse.
4. There is no standard definition of “normal curiosity.”
5. Youth offenders are not like adult offenders.
6. Do not permit youth to play truth or dare.
7. Sometimes consensual activities change to abuse.
8. Communicate incidents.
9. Age difference can make consensual activities criminal for one of the participants.
10. Communicate incidents.
11. Parents won't agree that their clients consented to sexual activity.

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