

Time to Facilitate:  
**6.5 hours**



## MODULE #1

# THE REALITIES OF CHILD SEXUAL ABUSE

## MODULE SUMMARY

This module sets the foundation for the content to be learned throughout the rest of the course. It is essential that facilitators create a space where participants feel comfortable asking questions, sharing their thoughts, thinking critically, and receiving feedback during this first module. Because this is the first module, there will be more Notes for Preparation and Facilitator's Notes to give more context to the participants about the module components.

**DUE TO THE FOUNDATIONAL INFORMATION  
DISCUSSED HERE**

it is important that facilitators keep The Realities of Child Sexual Abuse as the first module.

- ▶ Facilitators will want to take time to explain the components of the training that will be in the modules and give a description of them to participants when needed (descriptions can be found in Module Components on page 36 of the curriculum.

## THE REALITIES OF CHILD SEXUAL ABUSE LEARNING OBJECTIVES

- ▶ Reflect on their current knowledge of adult survivors of child sexual abuse and their needs
- ▶ Familiarize themselves with commonly used knowledge and terminology
- ▶ Develop a deeper understanding of the prevalence, dynamics, and impact of child sexual abuse on a survivor's life
- ▶ Begin to explore how advocacy and their agency's services meet the needs of adult survivors of child sexual abuse

## **STRUCTURE OF THE REALITIES OF CHILD SEXUAL ABUSE**

Time to Facilitate: 6.5 hours total

Lesson 1.1 Mapping Our Knowledge (1 hour)

Lesson 1.2 Glossary of Terms (1 hour)

Lesson 1.3 Exploring the Dynamics, Statistics, and Definition of Child Sexual Abuse (1 hour)

Lesson 1.4: The Difference Between Experiencing Sexual Abuse in Childhood Compared to Sexual Assault First Experienced in Adulthood (1 hour)

Lesson 1.5 What Does This Mean for Our Advocacy? (2.5 hours)

## MATERIALS NEEDED FOR THE REALITIES OF CHILD SEXUAL ABUSE

Lesson	In-Person	Virtual
1.1	<ul style="list-style-type: none"><li>▶ Whiteboard or chart tables</li><li>▶ Markers (dry-erase and permanent)</li><li>▶ Large sticky notes</li><li>▶ Paper</li><li>▶ Writing utensils</li></ul>	<ul style="list-style-type: none"><li>▶ Google Jamboard or another live note-taking platform</li></ul>
1.2	<ul style="list-style-type: none"><li>▶ Copies of, or link to, Glossary of Terms: The Realities of Child Sexual Abuse 1.2</li></ul>	<ul style="list-style-type: none"><li>▶ Glossary of Terms: The Realities of Child Sexual Abuse 1.2</li></ul>

Lesson	In-Person	Virtual
1.3	<ul style="list-style-type: none"> <li data-bbox="537 327 751 369">▶ Computer</li> <li data-bbox="537 464 881 548">▶ Projector or large screen TV</li> <li data-bbox="537 642 946 726">▶ Speakers that participants can hear</li> <li data-bbox="537 821 963 1052">▶ <a href="#">Video of Conversation Series Episode 1: Why are We Focusing on Adult Survivors of Child Sexual Abuse?</a></li> <li data-bbox="537 1146 911 1325">▶ <a href="#">Copies, or link, to Building Resilience Coloring Page Episode 1</a></li> <li data-bbox="537 1419 951 1837">▶ <a href="#">Copies of, or link to, the article Remembering the Children of Native American Residential Schools from the National Sexual Violence Resource Center</a></li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1032 327 1341 705">▶ <a href="#">Video of Conversation Series Episode 1: Why are We Focusing on Adult Survivors of Child Sexual Abuse?</a></li> <li data-bbox="1032 800 1325 978">▶ <a href="#">Building Resilience Coloring Page Episode 1</a></li> <li data-bbox="1032 1073 1352 1629">▶ <a href="#">Link to the article Remembering the Children of Native American Residential Schools from the National Sexual Violence Resource Center</a></li> </ul>

Lesson	In-Person	Virtual
1.4	<ul style="list-style-type: none"><li>▶ Computer</li><li>▶ Speakers that participants can hear</li><li>▶ Projector or large screen TV</li><li>▶ PowerPoint</li><li>▶ <a href="#">Video of Conversation Series Episode 1: Why are We Focusing on Adult Survivors of Child Sexual Abuse?</a></li><li>▶ <a href="#">Copies, or link to, Building Resilience Coloring Page Episode 1</a></li><li>▶ Writing utensils</li><li>▶ Copies, or link to, Healing in Motion: Strategic Planning worksheet</li></ul>	<ul style="list-style-type: none"><li>▶ <a href="#">Video of Conversation Series Episode 1: Why are We Focusing on Adult Survivors of Child Sexual Abuse?</a></li><li>▶ <a href="#">Building Resilience Coloring Page Episode 1</a></li><li>▶ PowerPoint</li><li>▶ Healing in Motion: Strategic Planning worksheet</li></ul>



Lesson	In-Person	Virtual
1.5	<ul style="list-style-type: none"><li>▶ Computer</li><li>▶ Projector or large screen TV</li><li>▶ <a href="#">Copies, or link to, Areas of Hurt, Areas of Healing worksheet by the Resource Sharing Project</a></li><li>▶ PowerPoint</li><li>▶ Writing utensils</li><li>▶ Paper</li></ul>	<ul style="list-style-type: none"><li>▶ <a href="#">Areas of Hurt, Areas of Healing worksheet by the Resource Sharing Project</a></li><li>▶ PowerPoint</li></ul>



## NOTES FOR PREPARATION FOR Lesson 1.1 Mapping Our Knowledge

- ▶ Facilitators will open the module with a grounding exercise. For a list of grounding exercises to try, please check the [Advocacy Skills: Grounding](#) tool created by the Resource Sharing Project
  
- ▶ Participants will do an activity to gauge their initial knowledge of providing advocacy for adult survivors of child sexual abuse. For an in-person training, consider having participants take large sticky notes, write down their responses to the questions, and display them on a larger paper somewhere in the room, with one question per sheet. For those doing this training virtually, facilitators can have the participants do this activity on a Google Jamboard (a free interactive tool offered through Google) or another live note-taking tool, save the results and send them out to the participants at the end of the training.
  - » Facilitators will need to have access to a Google account to use Google Jamboard

## Lesson 1.1: Mapping Our Knowledge

Estimated time: 1 hour



**ACTIVITY** Open the module with a grounding exercise.



**BREAK OUT GROUP DISCUSSION** Break the participants into groups and have them answer these questions.

- ▶ What do you know about adult survivors of child sexual abuse?
- ▶ What questions do you have when it comes to discussing adult survivors of child sexual abuse?
- ▶ What are your concerns when it comes to serving adult survivors of child sexual abuse?

- ▶ Where do you notice gaps in services or responses to adult survivors of child sexual abuse in your service area?
- ▶ Where do you notice gaps in services or responses to adult survivors of child sexual abuse in the anti-sexual violence movement?

Have the groups share and facilitate a large group discussion about what was shared.

## Notes for Preparation For Lesson 1.2 Glossary of Terms

- ▶ Facilitators will guide the participants through an exercise in which the group will come up with shared definitions for a list of terms. While a list of terms, definitions, and explanations are provided in the Glossary of Terms: The Realities of Child Sexual Abuse worksheet on p. i, facilitators are highly encouraged to review and modify these definitions to reflect the language used in their communities. Facilitators are encouraged to add other terms to the list they feel need to be defined early in the training.
  
- » For time, facilitators may want to break the participants into small groups and have each group define multiple terms before coming back together as a larger group to agree upon the whole list.

► For the term triggers, facilitators should consider leading a discussion about how people have been using the word “triggered” in common language to describe an uncomfortable situation, often times connected to a challenging, difficult, or stressful experience. This casual useage of the word does not involve the activation of a traumatic incident. Additionally, using this term could be retraumatizing to survivors who have experienced gun violence. Many resources and tools through the curriculum reference triggers and have triggers in the name, but if preferred, the facilitators and participants can shift their language to use terms like:

- » trauma activation or activated: “the survivors was activated”
- » re-experiencing: “they were re-experiencing their trauma”
- » set off: “set off by the smell that reminded them of the place where they were abused”

## Lesson 1.2: Glossary of Terms

Estimated time: 1 hour



**ACTIVITY** As a large group, lead the training participants in coming up with a list of shared definitions for the terms on page i. For time, facilitators may want to break the participants into small groups and have each group define multiple terms before coming back together as a larger group to agree upon the whole list. Review the created definitions as a large group.



**HANDOUT** Distribute the Glossary of Terms: The Realities of Child Sexual Abuse Lesson 1.2 handout for participants to take with them. The handout can be found on page i.

**List of suggested terms:**

- ▶ ableism
- ▶ accountability
- ▶ anti-Blackness
- ▶ anti-Indigeneity
- ▶ child sexual abuse
- ▶ cissexism
- ▶ colonization
- ▶ coping
- ▶ grooming
- ▶ harm
- ▶ harm doer
- ▶ healing
- ▶ heterosexism
- ▶ incest
- ▶ mental health
- ▶ oppression
- ▶ power
- ▶ racism
- ▶ sexism
- ▶ triggers
- ▶ violence

## **Notes for Preparation for Lesson 1.3 Exploring the Dynamics, Statistics, and Definition of Child Sexual Abuse**

- ▶ In TEACHING #1 There are instructions to share relevant information about child sexual abuse in your area. It may be helpful to include information about the history and present conditions of colonization and oppression and how they affected child sexual abuse in your area. In particular, consider the effects of colonization on American Indian and Alaska Natives, as it pertains to and boarding schools; the enslavement of Black communities; and the treatment of farm worker communities, detained immigrants, incarcerated people, and institutionalized people with disabilities. Facilitators should be mindful that this lesson may bring up traumatic histories for participants and be prepared to provide emotional support to participants. Having a training team, rather than a sole facilitator, is especially helpful for this lesson.



- ▶ In ACTIVITY #1, the facilitator is asked to give a summary of the conversation series. If there is time, take the participants to the Resource Sharing Project website and click through the resources in the conversation series.
  
- ▶ Here are some things to include in a summary:
  - » The Building Resilience: Conversations with and about Adult Survivors of Child Sexual Abuse is a podcast series that focuses on providing advocacy to adult survivors of child sexual abuse
  
  - » Each episode features a conversation with adult survivors of child sexual abuse and experts in the anti-sexual violence field discussing different topics about advocacy for survivors
  
  - » The series contains 12 main podcast episodes, each about an hour long, with five bonus content episodes, and eight survivor interviews
    - ◆ Episodes 1-4: the basics of understanding child sexual abuse and its impacts on adults
  
    - ◆ Episodes 5-8: the ways adults can heal in adulthood, often addressing how they were hurt

- ◆ Episodes 9-12: how our organizations can better support adult survivors of child sexual abuse
- » Each of the episodes and survivor interviews have coloring pages and resources for people to explore
  - ◆ There are other additional resources attached to the different episodes that have tools for survivors and tools for advocates
- ▶ For HANDOUT #2, the participants are asked to read an article about the impact of Boarding Schools on American Indian and Alaska Native communities.
  - » Due to the article's length, it is best to send out the article before the training for those who may need more time to read it.
  - » For tribal coalitions, it may be better and more culturally relevant to take this time to reflect and discuss the impact boarding schools had and continue to have in their communities, as suggested in step 3 and do a group healing or grounding activity in place of this step. Another suggestion is to take this time to honor your ancestors and community during this time or make space for participants to do so.

## Lesson 1.3: Exploring the Dynamics, Statistics, and Definition of Child Sexual Abuse

Estimated time: 1 hour



**ACTIVITY #1** Give a summary of the Building Resilience Conversation Series (a list of what to include in the summary is in the Notes for Preparation for Module 1 on page 60). If there is time, show participants where to find the materials and the conversation series on the RSP (Resource Sharing Project) website.



**HANDOUT #1** Distribute the [Building Resilience Coloring Page Episode 1](#) and let the participants know that is the notes page for each of the conversation series episodes.



**WATCH** Watch the video of [Episode 1 of the Conversation Series: Why Are We Focusing on Adult Survivors of Child Sexual Abuse?](#)



Play from 13:34 (What is child sexual abuse?) to 18:30 (The connection between child sexual abuse and incarceration).





**TEACHING #1** Consider sharing relevant information about child sexual abuse in your area, including the following:

- ▶ statistics (population-specific and state/territory-wide)
- ▶ quotes, stories, and videos shared by survivors, and
- ▶ relevant news articles and/or social media posts about the experiences of adult survivors of child sexual abuse in your region

It may be helpful to include information about the history and present conditions of colonization and oppression and how they affected child sexual abuse in your area. It may also be helpful to verbalize that this information is relevant to understanding that sexual violence happens where the participants live and work.



**HANDOUT #2** Distribute the article [Remembering the Children of Native American Residential Schools](#) from NSVRC (National Sexual Violence Resource Center), and have the participants read it silently to themselves.

**BREAK-OUT GROUP DISCUSSION** Break out into small groups to further discuss the dynamics of child sexual abuse and have a follow-up conversation to the lecture, article, and video. Ask the following questions:

- ▶ What stands out to you?
  
- ▶ What information is new to you?



**SUMMARIZE KEY POINTS** Close this section and emphasize these points to help people process the dynamics and statistics of child sexual abuse:

- ▶ Child sexual abuse frequently happens in our society
- ▶ Children are targeted by those who cause harm because they are perceived to be vulnerable, less credible, and more accessible
  - » Children who experience multiple oppressions are even more vulnerable
- ▶ Child sexual abuse, like other types of sexual abuse and oppression, is perpetuated by and because of oppression on individual, community, and societal levels
- ▶ The effects of child sexual abuse impact people during their childhood and in their adulthood, and this looks different for every individual

## Notes for Preparation for Lesson 1.4 The Difference Between Experiencing Sexual Abuse in Childhood Compared to Sexual Assault First Experienced in Adulthood

- ▶ Facilitators may want to create a PowerPoint for the points listed in TEACHING #1. For guidance on how to develop a presentation for this training, please refer to the Healing in Motion: Style Guide on page lxxv.
- ▶ During the activity, Participants might express feelings of shame or guilt about the advocacy they provided, or not being able to provide adult survivors of child sexual abuse advocacy in the past. Facilitators should validate what the participants share and remind them that they are attending the training to learn more about adult survivors of child sexual abuse and supporting their healing.

## Lesson 1.4: The Difference of Experiencing Sexual Abuse in Childhood Compared to Sexual Assault First Experienced in Adulthood

Estimated time: 1 hour



**WATCH** Show [Episode 1: Why are we focusing on adult survivors of child sexual abuse?](#)



Play from 00:00 (Introduction) to 13:19  
(Pause, take a breath, take care of yourself).



**LARGE GROUP DISCUSSION** As a large group, ask participants what they heard that makes victimization in childhood unique. Take answers 'popcorn style' (participants call out answers in a random or self-selected order, like corn kernels popping in the heat).





**TEACHING #1** Use the following points to create a PowerPoint or other visual presentation. Make sure these issues are raised by the end of this section:

- ▶ Forms their experience
- ▶ Impacts their ability to make relationships and sustain them
- ▶ Interrupts normal development
- ▶ Affects how survivors think about themselves
- ▶ Often occurs in the context of abusive family dynamics, thereby exacerbating impacts they were already experiencing of domestic violence, etc.
- ▶ Abuse and trauma challenge learning, focus, and education
- ▶ Alters family dynamics and attachment to family members

- ▶ Less likely to access legal systems and less likely to have legal remedies available
- ▶ Much less likely to have access to counseling and other supports than adults
- ▶ More likely to struggle with housing, mental and physical health, schools, and the criminal legal system
- ▶ At risk for further abuse, including sex trafficking, as well as outcomes like early (teen) pregnancy, etc., more likely to face poverty, higher incidence of divorce, etc.
- ▶ Challenges their ability to access traditional services – shelters



**ACTIVITY** Offer the participants the choice

Choice 1: Participants do some individual reflection and then come back to the large group to discuss or

Choice 2: Discuss the questions below in pairs before coming back to the large group:

- ▶ Have you provided advocacy for adult survivors of child sexual abuse?
- ▶ How did it go?
- ▶ Did you feel that you had the information you needed to support them?
- ▶ What do you wish you knew?

Ask participants to share and summarize their reflections.



**Facilitator's Note:**

Remember to validate what the participants share and remind them that they are attending the training to learn more about adult survivors of child sexual abuse and supporting their healing.

## Notes for Preparation for Lesson 1.5 What Does This Mean for Advocacy

- ▶ The points under TEACHING #2 should be displayed on a PowerPoint that the facilitators will need to create and modify to fit your training needs.
  - » Facilitators are also encouraged to share the [SADI Lessons for Local Programs](#) by the Resource Sharing Project and the National Sexual Violence Resource Center and [Enhancing Knowledge: Organizational Reflection](#) from the Resource Sharing Project at the end of this step as additional resources.
- ▶ This modified Pictionary activity is supposed to be frustrating and confusing to participants, though you won't tell them that ahead of time. That might feel awkward for you as the facilitator, but don't try to reduce the confusion. While doing the activity, try saying things like, "looks like you weren't following directions," "I already told you how to do it," and "you need to draw faster." To invoke additional confusion, consider speaking in multiple languages, using jargon that participants may not understand, or pausing at different times without explanation.

- ▶ Consider sharing the SADI Lessons for Local Programs by the Resource Sharing Project and the National Sexual Violence Resource Center and Enhancing Knowledge: Organizational Reflection from the Resource Sharing Project at the end of this step as an additional resource.

## Notes for Preparation for Wrapping Up Module 1

- ▶ At the end of the first module, it may be helpful to provide a list of statutes and definitions surrounding child sexual abuse in your area and some information about mandatory reporting of child sexual abuse statutes. Be sure to stress alongside this information that:
  - » Most adult survivors DO NOT report what happened to them, and reporting should not be the focus of advocacy.
  - » Statute of Limitations restrict survivors' access to the criminal and civil legal systems. Conviction rates for child sexual abuse cases, especially without any evidence beyond testimonies, are low.
  - » Whether or not a person wants to engage with the criminal legal system, healing services can still meet some of their needs

## Lesson 1.5 What Does This Mean for Advocacy?

Estimated time: 2.5 hours



**HANDOUT** Distribute and review the [Areas of Hurt, Areas of Healing worksheet](#) by the Resource Sharing Project. Be sure to highlight that the role of an advocate is to help with all these areas as they affect a survivor's life.



**BREAK OUT GROUP DISCUSSION** Break the participants into groups and have them discuss the following:

- ▶ Keeping in mind what you heard and learned from the Areas of Hurt, Areas of Healing worksheet, how does this affect your work with adult survivors of child sexual abuse?
- ▶ What advocacy skills are necessary to effectively support adult survivors of child sexual abuse?
- ▶ How can advocacy help adult survivors of child sexual abuse, whether or not they also seek counseling or other healing services?

Have groups share out about what they discussed.





**TEACHING #1** Wrap up the break-out discussion. Emphasize the following:

- ▶ How advocacy supports healing,
- ▶ Emergency and crisis responses often do not fit the needs of adult survivors of child sexual abuse, and programs should not try to limit survivors to those narrow services
- ▶ How the experience for a survivor of child sexual abuse is different from someone who experienced sexual violence as an adult, including changes in a child's development, family involvement, and the autonomy children have as compared to adults
- ▶ Experiencing sexual abuse as a child increases the risks of experiencing sexual violence in adulthood
- ▶ How the experience for a survivor of child sexual abuse is different from someone who experienced sexual violence a few hours or days ago; this person may have been holding this trauma for years or decades



- ▶ The various core advocacy skills may be the only service you provide and that's okay
  - » Active listening, supportive listening
  - » Holistic safety planning
- ▶ Not talking about any specific service, but instead of the skill set you can apply to any setting or survivor

End this discussion by noting that while advocates should know some of potential differences between those who experienced child sexual abuse and those who experienced sexual violence as an adult, many adult survivors of child sexual abuse have experienced sexual violence throughout their lifetime.



### Facilitator's

**Note:** While doing the activity, try saying things like, "looks like you weren't following directions," "I already told you how to do it," and "you need to draw faster."

To invoke additional confusion, consider speaking in multiple languages, using jargon that participants may not understand, or pausing at different times without explanation.



**ACTIVITY** Facilitate a game of modified Pictionary with the participants, in which the facilitators will describe an image for the participants to draw without telling them what it is. The point of the activity is for advocates to understand:

- ▶ How difficult life, systems, and emotions are to navigate even when help is available.
- ▶ Sometimes, the assistance available isn't helpful for a variety of reasons.



**DEBRIEF** After completing the activity, ask the participants to share how it made them feel. Make sure to:

- ▶ Validate their feelings of being lost, frustrated, and confused
- ▶ Highlight that these emotions are often how survivors feel when encountering systems and advocacy services

- ▶ Emphasize that:
  - » Advocacy that supports healing is a partnership that doesn't move in a straight line or happen in a specific timeframe.
  - » Trust is created through:
    - ◆ Honesty- being open about what you can and cannot do, what you can and cannot provide; upfront, direct communication
    - ◆ Transparency- sharing information proactively and acknowledging mistakes when you make them
    - ◆ Consistency- Showing up at agreed times; asking for and applying feedback given; amplifying survivors needs in spaces where they have less power
  - » Building connections and relationships is an important part of our advocacy
  - » It's helpful when choices are clearly articulated and defined, and all options are available



**TEACHING #2** Create and review a presentation called “What does this mean for your organization?”

Discuss:

- ▶ If advocates change, and their advocacy changes, the organization is also shaped by this change.
- ▶ Organizational change is critical to the strength of rural advocacy programs.
- ▶ Organizations with strong sexual violence services focus on the holistic needs of sexual violence services.



**HANDOUT** and **BREAK OUT GROUP DISCUSSION**

Distribute the Healing in Motion: Strategic Planning worksheet to the participants. The worksheet can be found on page lxxi.



Explain that they will be using this worksheet several times throughout the training, and they will build on it throughout the different modules to help them identify tangible changes that can be made to their advocacy and programs to better support adult survivors of child sexual abuse.

Have the breakout groups start to brainstorm changes to be made in their organizations that they identified, starting with the factors below:

- ▶ Organizational changes to policy and grant reporting
- ▶ Changes to shelter setting and services
- ▶ Changes to foundational sexual violence training
- ▶ Outreach and marketing of services. Organizations need to design services that meet the needs of adult survivors of child sexual abuse before doing outreach and marketing.
- ▶ Listening for disclosures of child sexual abuse in services
  - » How to translate work with survivors into grant reporting
  - » Collaborating with community partners
  - » Collaboration between domestic violence and sexual assault services

After the groups are done brainstorming, give the participants time to fill in their individual Healing in Motion: Strategic Planning worksheets. Ask them to think about two changes in their organization that need to be made based on the discussion they had within their groups.



**GROUNDING** or **REFLECTION** Conclude this module with a grounding exercise or one of these suggested reflective journal prompts

- ▶ Reflective Journal Prompt Choice 1: What is one change you can make to your individual advocacy practice or how you do your work based on what you learned about the dynamics and prevalence of adult survivors of child sexual abuse?
  
- ▶ Reflective Journal Prompt Choice 2: What changes need to occur in my area so that our program can better meet the holistic needs of adult survivors of child sexual abuse?

# FURTHER LEARNING OPPORTUNITIES

## ABOUT THE REALITIES OF CHILD SEXUAL ABUSE

- ▶ [Dear Rural Advocates](#) by the Resource Sharing Project
- ▶ [Rooted in Healing Episode 2: Organizational Reckoning](#) by Elevate Uplift
- ▶ [Enhancing Knowledge: Further Reading and Resources](#) by the Resource Sharing Project
- ▶ [Enhancing Knowledge: Conversation Series Discussion Guide](#) by the Resource Sharing Project
- ▶ [Enhancing Knowledge: Sexual Abuse and Youth Detention System](#) by the Resource Sharing Project
- ▶ [Come on In: Re-imagining Shelter as a Healing Space for Adult Survivors of Child Sexual Abuse](#) by the Resource Sharing Project

- ▶ [Opening Our Doors: Building Strong Sexual Assault Services in Dual/Multi-Service Advocacy Agencies](#) by the Resource Sharing Project
  
- ▶ [Picturing Your Program: Planning for Organizational Growth](#) by the National Sexual Violence Resource Center and the Resource Sharing Project
  
- ▶ [Listening to Your Communities: Assessment Toolkit](#) by the National Sexual Violence Resource Center and the Resource Sharing Project
  
- ▶ [The Effects of Child Abuse on the Developing Brain](#) by Keep Kids Safe
  
- ▶ [Stolen Season 2: Surviving St. Michael's](#) by the Connie Walker



# Healing in Motion: Coalitions Supporting Growth and Change in the Lives of Adult Survivors of Child Sexual Abuse

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