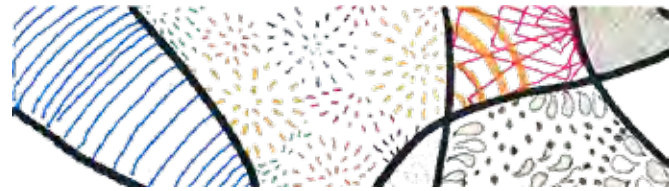


TIME TO FACILITATE  
**6.5 HOURS**



## MODULE TWO

# COPING FROM CHILD SEXUAL ABUSE INTO ADULTHOOD

## MODULE SUMMARY

This module will explore coping for adult survivors of child sexual abuse. Facilitators will lead the participants in exploring different coping mechanisms and how to assist survivors in developing various coping skills. Another significant part of the module will explain how biases, past experiences, and oppression impact how society treats survivors dealing with trauma.

## **COPING FROM CHILD SEXUAL ABUSE INTO ADULTHOOD LEARNING OBJECTIVES**

- ▶ Explore what coping mechanisms adult survivors of child sexual abuse use
- ▶ Examine the impact of coping mechanisms on the survivor
- ▶ Brainstorm how advocates can help survivors better understand the coping they used and their impact on them
- ▶ Analyze how their own internal biases, privileges, life experiences, and culture, alongside large systems of oppression and power, shape how they view various coping mechanisms

## **STRUCTURE OF COPING FROM CHILD SEXUAL ABUSE INTO ADULTHOOD**

Time to Facilitate: 6.5 Hours total

Lesson 2.1 Coping Strategies (1 Hour)

Lesson 2.2 Coping Strategies Adult Survivors of Child Sexual Abuse Use (1 Hour)

Lesson 2.3 Letters from Survivors (1 Hour)

Lesson 2.4 What Does This Mean for Advocacy? (2.5 Hours)

Lesson 2.5 Bringing It All Together: Modules #1 & #2 Recap (1 Hour)

## MATERIALS NEEDED FOR COPING FROM CHILD SEXUAL ABUSE INTO ADULTHOOD MODULE

Lesson	In Person	Virtual
2.1	<ul style="list-style-type: none"> <li>▶ Computer</li> <li>▶ Projector or large TV</li> <li>▶ PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>▶ PowerPoint</li> </ul>
2.2	<ul style="list-style-type: none"> <li>▶ <a href="#"><u>Video of Building Resilience Conversation Series Episode 2: How do Adult Survivors of Child Sexual Abuse Cope?</u></a></li> <li>▶ <a href="#"><u>Building Resilience Coloring Page: Episode 2</u></a></li> </ul>	<ul style="list-style-type: none"> <li>▶ <a href="#"><u>Video of Building Resilience Conversation Series Episode 2: How do Adult Survivors of Child Sexual Abuse Cope?</u></a></li> <li>▶ <a href="#"><u>Building Resilience Coloring Page: Episode 2</u></a></li> </ul>

## Lesson In Person

- 2.3
- ▶ [Copies of, or a link to, Enhancing Knowledge: Letters from Formerly and Currently Incarcerated Survivors](#) from the Resource Sharing Project
  - ▶ [Copies of, or a link to, Sexual Abuse to Prison Pipeline Report: A Native Perspective](#) from Mary Annette Pember (Indian Country Today)
  - ▶ Copies of, or a link to, [Advocacy Skills: Grounding](#) by the Resource Sharing Project

## Virtual

- ▶ [Enhancing Knowledge: Letters from Formerly and Currently Incarcerated Survivors](#) from the Resource Sharing Project
- ▶ [Sexual Abuse to Prison Pipeline Report: A Native Perspective](#) from Mary Annette Pember (Indian Country Today)
- ▶ [Advocacy Skills: Grounding](#) by the Resource Sharing Project

## Lesson In Person

- 2.4
- ▶ Computer
  - ▶ Projector or large TV
  - ▶ Speakers that audience can hear
  - ▶ [Copies of, or a link to, Advocacy Skills: Grounding](#)
  - ▶ [Video of Building Resilience Conversation Series Episode 2: How do Adult Survivors of Child Sexual Abuse Cope?](#)
  - ▶ [Building Resilience Coloring Page: Episode 2](#)
  - ▶ Molding clay
  - ▶ Glue
  - ▶ Scissors
  - ▶ Tape
  - ▶ Paper
  - ▶ Writing utensils
  - ▶ Markers, crayons, colored pencils
  - ▶ Copies of, or link to Strategic Planning worksheet

## Virtual

- ▶ [Advocacy Skills: Grounding](#)
- ▶ [Video of Building Resilience Conversation Series Episode 2: How do Adult Survivors of Child Sexual Abuse Cope?](#)
- ▶ [Building Resilience Coloring Page: Episode 2](#)
- ▶ Strategic Planning worksheet

**Lesson In Person**

- 2.5
- ▶ Computer
  - ▶ Projector or large TV
  - ▶ Materials for Jeopardy or Family Feud
  - ▶ Game show buzzers, bells, etc.
  - ▶ List of questions

**Virtual**

- ▶ Access to virtual platform for Jeopardy or Family Feud
- ▶ List of questions

## **NOTES FOR PREPARATION FOR LESSON 2.1: COPING STRATEGIES**

- ▶ Use the points under TEACHING #2 to create a PowerPoint
- ▶ During the BREAK OUT GROUP DISCUSSION, Participants will list some things they use to cope with after a long day at work. Facilitators should be ready to emphasize that everything should be done in balance and moderation, and not be judgmental of how someone copes. Instead, facilitators should be prepared to offer resources to those who would like support with their coping behaviors.



## Lesson 2.1 Coping Strategies

Estimated time: 1 hour



**ACTIVITY** Open the module with a grounding exercise. For this grounding exercise, consider using a technique that involves releasing stress.



**TEACHING** Create and present a PowerPoint introducing the topic of coping. Incorporate the following ideas in the PowerPoint, and adapt them to fit the needs of the training:

- ▶ We all cope with challenges in our lives
- ▶ Coping strategies help us get through the moment
- ▶ Some coping strategies, if overused, can be a problem for folx, and others don't impact us as much.
- ▶ Coping skills aren't good or bad, or right or wrong; they have helped us survive and live and engage in intentional healing work at our pace.



**BREAK OUT GROUP DISCUSSION** Have the participants get into groups and discuss the following questions:

- ▶ What do you do to get through tough times? What behaviors do you do, or what reactions happen in your body? For example, “when I feel nervous, I feel it in my (part of body).”
  - » How have people responded to these behaviors?
- ▶ What do you do when things are good? What behaviors do you do or what happens in your body?
  - » How have people responded to these behaviors?

Have each group create a list of coping strategies for when they are having a rough day at work.



**DEBRIEF** Have the groups share out about the coping mechanism they identified. After answering the questions, be sure to discuss:

- ▶ We all have coping mechanisms that may not serve us overall
- ▶ What's important is that we notice these mechanisms and think about their impact on our lives, the people we care about, and the people we encounter (survivors, co-workers, etc.)
- ▶ Emphasize that if you aren't happy with the impact you notice on your life, the people you care about, or the people you encounter, take time to reflect on what need the coping skill meets, then see if you can come up with other ways to meet that need that have fewer negative impacts.

**NOTES FOR PREPARATION FOR  
Lesson 2.2: Coping Strategies Adult Survivors of  
Child Sexual Abuse Use**

- ▶ The points in step 4 can be displayed on a PowerPoint that the facilitators will need to create and modify to fit your training needs.

## Lesson 2.2 Coping Strategies Adult Survivors of Child Sexual Abuse Use

Estimated time: 1 hour



**HANDOUT** Distribute [Building Resilience Coloring Page: Episode # 2](#)



**WATCH** Play the video of [Building Resilience Conversation Series Episode #2: How do Adult Survivors of Child Sexual Abuse Cope?](#)



Play from 00:00 (Introduction) to 20:30 (How racism and oppression intersect with coping from trauma).



**BREAK OUT GROUP DISCUSSION** Ask the group to identify additional coping strategies discussed in the video.

Have the groups share out.

Be sure to name these strategies if they weren't named in the debrief:

- ▶ dissociation, creating parts – Dissociative Identity Disorder (DID)
- ▶ heightened masculinity
- ▶ suicidal ideation, self-harm
- ▶ drug use
- ▶ eating more or less
- ▶ drinking more
- ▶ Exercising, perfectionism, overuse of what seems to be good coping – like working too much



**LARGE GROUP DISCUSSION** Facilitate a large group discussion about how we judge some coping mechanisms in a binary, as good or bad, harmful, or not.

In concluding the discussion, reemphasize the following:

- ▶ Racism and, specifically, anti-Blackness play into these perceptions
  - » How we view things as good and bad, including different coping mechanisms, is influenced by white supremacy and racism. Examples:
    - ◆ white women are encouraged to express anger, and Brown and Black people are not
    - ◆ opioid addiction is now seen as something to treat since it started affecting white people.
    - ◆ Alcoholism is seen as normal in American Indian and Alaska Native Communities,
    - ◆ Opioid addiction has been criminalized when it was only being highlighted in Indigenous, Black, and Brown communities. Cheaper “street” drugs are criminalized even though they are coping mechanisms.

- ▶ Cisexism, classism, and ableism also affect how people view coping. Examples:
  - » Shopping by poor folks is frowned upon
  - » Trans people seeking gender-affirming care are shamed, dismissed, harassed, undermined, attacked, and killed
  - » Trans people not seeking gender-affirming care are scrutinized, criticized, undermined, invalidated, harassed, attacked, and killed
  - » People taking prescribed psychiatric medication or seeking out institutionalized care are shamed, and viewed as weak or “broken” when not taking it or reacting to their trauma
  - » People not taking prescribed psychiatric medication or seeking out institutionalized care are judged, shamed, dismissed, pitied, surveilled, and viewed as weak, and incapable of making their own decisions or having authentic emotional responses



**TEACHING** After the previous points are made, refocus the group on the fact that the strategies used in childhood helped adult survivors of child sexual abuse survivors cope and survive. The following points can be displayed on a PowerPoint that the facilitators will need to create and modify to fit your training needs. Consider bringing in culturally, population-specific, and environmentally specific examples when relevant:

- ▶ The options for kids are limited. If the survivor is reaching out for help, the coping strategies they have used up until this point have helped them to survive.
  
- ▶ If the survivor identifies a problem with the way(s) they have been coping, it isn't the use of the coping mechanism; it is what happened to them that they needed to cope.
  - » Many survivors carry guilt and shame about their coping strategies
  
  - » Advocates can help survivors develop compassion for themselves

- » Advocates can help adult survivors of child sexual abuse think about the options they have now that they could use instead – but only if the survivors want to find a new way to cope
- » It is not the advocate's role to stand in judgment on how someone copes with the trauma they experienced
- ▶ Now, they may be coming to you to ask for help because these coping strategies may affect their health, relationships, and ability to move through the world. Again, the request for help is for them to decide if a coping mechanism isn't working for them, not for the advocate to tell survivor what our opinion is about how they're coping or the coping method they are using.
- ▶ An advocate may want to point out that many of these coping mechanisms are helping these survivors distract or numb themselves because of what happened to them. So, if the adult survivor of child sexual abuse is going to stop a coping mechanism, the survivor will need to plan or a strategy for what coping skill they will use once they start to feel those emotions. Assisting survivors in planning out these coping skills, also called a safety or trigger plan, is a key role of the advocate.

## Lesson 2.3 Letter from Survivors

Estimated time: 1 hour



**BREAK OUT GROUP DISCUSSION** Have the participants join small groups again. Have half of the groups read and discuss [Enhancing Knowledge: Letter from Formerly and Currently Incarcerated Survivors](#), and have the other half of the groups read the article, *Sexual Abuse to Prison Pipeline Report: A Native Perspective*. After reading the publications, have the groups answer the following questions:

- ▶ How does oppression factor into coping strategies, and how do we treat people who use them?
- ▶ How does society legitimize some coping mechanisms while pathologizing or criminalizing others?



**DEBRIEF** Have the groups share highlights from their discussions.

- ▶ Emphasize how our society views:
  - » Addiction to prescription drugs vs. street drugs or alcohol. Who or what kinds of people fit into which categories?
  - » “Adrenaline junkies” v. cutting.” Who or what kinds of people fit into which categories?
  - » Kids and youth who are not completing schoolwork, attending class, or are disengaged vs. youth who are very active at school, are seen as mature, and strive not to cause any problems. Who is seen as a problem, even though both groups could be experiencing sexual abuse or the aftereffects?

- ▶ Discuss how reaching out to incarcerated survivors is critical to reaching out to adult survivors of child sexual abuse.
  - » Many adult survivors of child sexual abuse are incarcerated.
  - » Many prisons are located in rural areas, making the likelihood increase that there are adult survivors of child sexual abuse in your area.

## **NOTES FOR PREPARATION FOR Lesson 2.4: What does this mean for our Advocacy?**

- ▶ In **ACTIVITY #2**, participants will create their own nurse log. While a list of suggested art materials is provided in the Materials Needed for Coping from Child Sexual Abuse into Adulthood Module list, we encourage facilitators doing this activity to collect all the art supplies they think will be helpful to create the nurse log (i.e., paint and paint brushes, magazines and newspaper clippings, stickers, chalk). The facilitators can also take this opportunity for participants to go outside and use natural elements in their artwork.
  - » For those doing this activity virtually, consider informing the participants in the previous break that they will be doing an art activity and gathering supplies they may have (the kitchen is a good place to look for building materials). The facilitators doing this activity virtually may want to consider building in time to go outside to incorporate natural elements in their art.
  - » Another alternative activity in place of creating a nurse log is to have the participants answer the questions under the **ACTIVITY** as individual reflection, and answer in the form of journal reflection or poem.

- ▶ Additionally, the **ACTIVITY** in this lesson asks the participants to reflect on their own coping skills and mechanisms. This reflection could become very emotional and vulnerable, and facilitators should be prepared for emotional responses, to provide emotional support, and plan to do a grounding exercise before going to the next step.

## Lesson 2.4 What Does This Mean for Advocacy?

Estimated time: 2.5 hours



**HANDOUT** and **ACTIVITY** Distribute copies of the [Advocacy Skills: Grounding](#) by the Resource Sharing Project.



- ▶ In pairs, have the participants read the tool and practice doing two grounding exercises, in which each has the chance to pick a grounding exercise, explain it to their activity partner, and then model it for them. Instructions for the activity:

- ▶ Have the participants get into pairs and read through the tool.
  - » Have the pairs decide who will be Person A and who will be Person B in this activity.



- » Person A will start the activity by picking one grounding exercise from Advocacy Skills: Grounding, and then explain and model the grounding exercise for Person B.
- » After completing the grounding exercise, Person A will ask Person B for feedback about how they communicated and modeled the grounding exercise.
- ▶ Now switching roles, Person B will then pick a different grounding exercise from the tool and then explain and model the grounding exercise for person A.
  - » After completing the second grounding exercise, Person B will ask Person A for feedback about how they communicated and modeled the grounding exercise.
- ▶ After all the pairs have finished, facilitate a large group discussion with the participants about the activity and how they feel after the grounding exercise.



**TEACHING** Connect the participants to the purpose of doing grounding in a sexual violence advocacy training space. The following points should be displayed on a PowerPoint that the facilitators will need to create and modify to fit your training needs. Be sure to emphasize:

- ▶ Helping survivors ground themselves when they are feeling “activated,” or triggered, or experiencing something that they need to cope with is a key role of an advocate.
- ▶ Being able to be grounded is especially difficult for adult survivors of child sexual who might feel disconnected from their past and present because of the trauma they experienced. Grounding helps bring them back to the present by connecting to their emotions and body.
- ▶ Grounding techniques can be used in the place of coping mechanisms the survivor used in the past, or in conjunction with the other coping skills. The choice is up to the survivor.

- ▶ Advocates should be able to demonstrate and explain multiple types of grounding exercises for survivors, depending on what the survivors' needs are and to give options.
- ▶ The only way to become more comfortable explaining, doing, and modeling grounding techniques with survivors is by practicing the techniques.



**WATCH** Play the [Building Resilience Conversation Series Episode #2: How do Adult Survivors of Child Sexual Abuse Cope?](#)



Play from 36:04 (Pause, take a breath, take care of yourself) to 43:28 (Creating shelters that accommodate the needs of adult survivors of child sexual abuse).



**LARGE GROUP DISCUSSION** Facilitate a large group discussion. Ask the participants:

- ▶ What did you hear in the video that advocates can do to help survivors?
- ▶ What are some other skills you can use to assist survivors?

In concluding the discussion, be sure that the following points are discussed:

- ▶ Show compassion and empathy for a survivor's experiences and struggles. Coping with child sexual abuse is difficult and is not the advocates job to judge how a survivor navigates hardships and oppression.
- ▶ Approach survivors with curiosity, but do not pry. Help survivors explore: Why are they responding the way they are? What is the root cause of their emotions or distress? What can an advocate do to assist with solutions?

- ▶ Reframe what may feel like opposition to you as a show of resilience in the survivor's life. This is their way of getting their needs met and assisting them with this should be our focus, not their managing their tone, volume, facial expressions, or other parts of their delivery.

Have the participants take out their Strategic Planning worksheet and ask them to fill it out with how they can incorporate at least two grounding techniques and/coping skills in their direct advocacy.



**ACTIVITY** Introduce the activity by reviewing the concept of the nurse log shown in episode #2 of the BR Conversation Series.

Have participants create their own nurse log with the art materials provided or that they have access to where they are located. Encourage participants to be creative with their interpretation of the nurse log, including its environment, size, look, etc. The suggested questions for participants to keep in mind for their artwork are:

- ▶ What coping mechanisms do you utilize?
- ▶ What purpose do they serve?
- ▶ When did you develop this coping mechanism?
- ▶ Is this coping skill working for you?

Call the group back together emphasize that this could be an activity for participants to do with survivors individually or in a support group, suggest participants to try the activity their own at their programs.

To conclude the activity, facilitators can have the participants share out in groups, as a large group about their art.

## **NOTES FOR PREPARATION FOR Lesson 2.5: Bringing It All Together: Modules #1 & #2 Recap**

- ▶ Facilitators will review of the previous two modules with some type of game (Jeopardy, Family Feud, etc.), using the advocacy skills reviewed in the Lesson and the glossary terms in Lesson 1.1 for the game's content. Facilitators might also consider adding questions specific to your area (i.e., traditional Indigenous names of geographical features, the year your coalition was founded, famous people from your area, the name of a plant or endangered species in your area, etc.). If possible, give a prize to the winners of the game.
  
- ▶ To do this for an in-person event, you will need the following:
  - » Game show buzzers, bells, etc.
  
  - » List of questions and correct answers for the game
  
  - » A way to keep score of the points



► For virtual training, some online platforms will allow you to do this as a timed quiz, like [Kahoot!](#), or as an online game show format. Here are some free basic options to try out below:

» [Jeopardy Labs](#)

» [Factile](#)

## Lesson 2.5 Bringing It All Together: Modules #1 & #2 Recap

Estimated time: 1 hour



Begin this lesson by summarizing both Module #1 and #2 and explaining that there will be “Bringing It All Together” lesson at the end of every two modules (besides Module #4 because of the Midway Check-In).



Do some sort of review game to assist participants in remembering the content learned in the first two modules. For more guidance on how to plan for this game, please see the Notes for Preparation Module #2 on page 116.

The content in the game should be made up of the advocacy skills reviewed in the modules and the glossary terms in Lesson 1.2.

# FURTHER LEARNING OPPORTUNITIES

## ABOUT COPING FROM CHILD SEXUAL ABUSE INTO ADULTHOOD

- ▶ [Not Damaged, Not Broken: Exploring Mental Health and Substance Use with Adult Survivors of Child Sexual Abuse](#) by the Resource Sharing Project
- ▶ [A trauma going back centuries](#) by McKenna Leavens, Allison Vaughn, Anne Mickey, Rylee Kirk, Brendon Derr, and Leilani Fitzpatrick (Howard Center for Investigative Journalism, Indian Country Today)
- ▶ [Sexual Violence, Silence, and Japanese American Incarceration](#) by Nina Wallace, Densho Communications Coordinator (Densho)

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

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