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# HEALING IN MOTION

COALITIONS SUPPORTING GROWTH AND CHANGE IN THE  
LIVES OF ADULT SURVIVORS OF CHILD SEXUAL ABUSE

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

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This publication was written by LaShae Lopez, with contributions from the Building Resilience team: Resource Sharing Project, Activating Change, Just Detention International, Minnesota Indian Women’s Sexual Assault Coalition, the North Carolina Coalition Against Sexual Assault, and Olga Trujillo, J.D.

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# FOREWORD

Dear coalitions,

Adult survivors of child sexual abuse are in every community, but often in silence and neglect. This silence permeates even advocacy programs and coalitions. **Healing in Motion: Coalitions Supporting Growth and Change in the Lives of Adult Survivors of Child Sexual Abuse** is your guide to understanding the dynamics that surround adult survivors of child sexual abuse and help advocates welcome all survivors--in all their complexity--with compassion and creativity.

**Healing in Motion** focuses on the services and skills that are within reach for any advocacy program today, including body based healing and spiritual healing. You will help advocates put emotional support and healing at the center of advocacy. This curriculum has nine modules over approximately 44 hours of facilitation time. We've designed it so you can present the modules in whatever pacing works best for you, and to be used virtually or in person.

The topics in the lessons include the realities of trauma in youth, coping into adulthood, dissociation, substance abuse, mental health, incarceration, identity and culture, healing in community and so much more. We also delve into racism, anti-Blackness, and anti-indigeneity, homophobia, and transphobia, along with other forms of oppression. We've been careful to provide content that is not graphic in nature, but we know that all these topics can be intense. We recognize that exploring the experiences of adult survivors of child sexual abuse and the intertwining nature of living at the intersections of identity and trauma is emotional and challenging. In these lessons, you will find hope, resilience, and compassion.

## **Healing in Motion is based on our belief that advocates:**

- ▶ Value the survivor’s knowledge of themselves and creative methods of healing over clinical and evidence-based ideas of healing.
- ▶ Build trust with survivors over time.
- ▶ Feel comfortable without a concrete advocacy plan and confident with intangible advocacy. Advocates center emotional support and healing.
- ▶ Help survivors explore options for the issues they are facing today, without judgement.
- ▶ Stay present.
- ▶ Welcome and receive survivors’ whole selves, including cultural identities, strengths, and trauma. Respect survivors’ strength and creativity.

- ▶ Support survivors in finding ways to manage and accommodate their trauma and healing into their everyday life.
- ▶ Reflect on their practice and seek education on service provision, their own emotions, reactions, biases, oppression, and privilege. Advocates seek to understand the social context and history of their work: the anti-sexual violence movement, intersecting movements, racism, and other intersecting social issues.
- ▶ Help the survivor identify and build community.
- ▶ Instill hope for healing. Help the survivor recognize their own strengths and how far they have come.
- ▶ Provide context to survivors about what child sexual abuse is and how it affects adults.



## **Healing in Motion is based on our belief that tribal, state, and territory anti-sexual assault coalitions are instrumental to advocates' success**

Coalitions are remarkable in their capacity to build community for enhanced learning. We believe in coalitions' aptitude for providing advocates with space to examine their fears and worries, biases, own trauma, and vicarious trauma, and help advocates feel their intangible advocacy skills are valued and valuable. Coalitions can help advocates know what they can and should provide to adult survivors of child sexual abuse and give advocates time and space to practice their skills. Through technical assistance and training, coalitions fulfill their role in supporting those who do direct advocacy with sexual violence survivors.

**This curriculum was developed in collaboration with advocates, coalition staff, experts, and most importantly, adult survivors of child sexual abuse**

We are grateful beyond measure to everyone who contributed to this curriculum. We hope you will join us in honoring adult survivors of child sexual abuse by building a learning community, listening to adult survivors of child sexual abuse, and by working towards more equitable, thriving, and safe communities for us all.

Our deepest thanks go to staff from the Native Women's Society of the Great Plains, Southwest Indigenous Women's Coalition, Yupik Women's Coalition, Reflection of Inspiration Inc., New Jersey Coalition Against Sexual Assault, Nevada Coalition to End Domestic and Sexual Violence, Kentucky Association of Sexual Assault Programs, Maryland Coalition Against Sexual Assault, Iowa Coalition Against Sexual Assault, North Carolina Coalition Against Sexual Assault, South Dakota Coalition to End Domestic and Sexual Violence, Connecticut Alliance to End Sexual Violence, Missouri Coalition Against Domestic & Sexual Violence, Tennessee Coalition to End Domestic & Sexual Violence, Maine Coalition Against Sexual Assault, and Wings. Your thoughtful reviews and comments made this curriculum better in so many ways.

Much love and gratitude to the RSP staff who assisted and advised on this project: Norio, Val, Rebekah, Tracy, Brittany.

In community,

The Building Resilience team:

LaShae, Leah, Kris, Olga, Nancy, Nicole,  
Erica, Guadalupe, Cynthia

# USING THE CURRICULUM

The Resource Sharing Project created this curriculum in response to the many coalition trainers who shared that they were unsure about how to teach advocacy skills for serving adult survivors of child sexual abuse to their member programs. The advocacy that these survivors need is complex and variable. Training Participants might be uncomfortable, distressed, or triggered by the subject matter, and that can be challenging for trainers. This curriculum provides tools to build facilitators' confidence and knowledge, so they can help advocates build their confidence and knowledge.

This training is designed to be adapted to each coalition and their participants. **Healing in Motion: Coalitions Supporting Growth and Change in the Lives of Adult Survivors of Child Sexual Abuse** brings the materials and ideas, while facilitators bring their unique training style and skills. For it to be relevant to the coalition's members and programs, facilitators will need to consider all the communities' diverse cultures and histories.

## Preparation for Facilitators

The Training Curriculum Facilitators are tasked with teaching the curriculum, guiding conversations, and fostering an open space for learning, exploration, and skill development. **For this curriculum, the intended facilitators are those at tribal, territory, and state sexual violence coalitions who do trainings.**

Because of the content, it is suggested that this curriculum is given by an experienced **team of trainers** who:

- ✓ Understand how to teach about oppression
- ✓ Know how to provide and discuss sexual violence advocacy with an anti-oppression lens, with examples sexual violence advocates can apply to their work
- ✓ Have experience facilitating, framing, and navigating emotionally difficult conversations about trauma and healing. It would be particularly helpful if facilitators have experience supporting someone who discloses child sexual abuse.

- ✓ Have experience explaining, demonstrating, and teaching various mindfulness and grounding techniques
- ✓ Have a self-care routine that they can use after training
- ✓ Have facilitated trainings longer than two hours
- ✓ Feel comfortable creating and adapting sexual violence advocacy training materials based on concepts from a curriculum or lesson plans

## Before delivering the content, it is important that the facilitators:

### Understand the needs of adult survivors of child sexual abuse in their area and community

Each community is unique and has different histories, struggles, gaps, strengths, services, stories, and approaches to healing justice. It is important that facilitators are tapped into these factors. This cannot happen if they are not listening to survivors, especially survivors who are particularly underserved. For more examples of how to find out the needs in your area, please check out the [Listening To Our Communities: Assessment Toolkit](#) by the Resource Sharing Project and the National Sexual Violence Resource Center.

## **Engage healing work around their own personal trauma**

Discussing child sexual abuse can be particularly difficult. Whether or not the facilitator is a survivor themselves, everyone is affected by the reality of child sexual abuse, as it affects individuals, families, and communities. **It is highly encouraged that prior to facilitating this training, facilitators reflect on how child sexual abuse has impacted their lives, and how it shows up in the way they cope, process, and heal from those experiences.** This reflection can be done alone, with colleagues, or with loved ones.



**Collaborate on the delivery of training**

For this training material, a team approach (two or more training facilitators) will work best in facilitating and supporting participants. If it's not possible to train as a team, please plan for self-care, pacing, debriefing and support.

**Discuss, as a training team, how to respond and provide support to each other in different scenarios**

Facilitators should take care to discuss some of their concerns about their past trauma openly, outline what kind of support they might like if they are triggered during the training, and what are some things they do to stay grounded and present in the moment. Facilitators should also discuss what they will do if a participant is triggered and needs support before, during, and after the training.

**Discuss, as a training team, how to respond to oppression when it surfaces during the training**

This training focuses on various topics of oppression, namely, racism, anti-Blackness, anti-indigeneity, colonization, homophobia, transphobia, and ableism. Prior to starting the training, the facilitators should:

- ▶ Reflect on the privileges they have and the oppressions they experience
  
- ▶ Discuss how oppression commonly shows up in training spaces and group discussions. Then, consider where it may show up throughout the training particularly thinking about the outside articles to be shared.

- ▶ Reflect on how these conflicts have played out in past trainings
- ▶ Reflect on your own coalition's history of perpetuating oppression, being complicit when it happens, and not taking accountability for past actions. Think about how this history may impact the delivery and reception of the information given in the training.

Additionally, facilitators should discuss how they will respond when these prejudices show up in the space. They should strategize around how they will respond to the incident when it happens initially and how they will address them with the participants, the facilitators, guest presenters, and anyone else present during the training. For more information, resources, and guidance on this, check out the [Interaction Institute For Social Change's Fundamentals of Facilitation for Racial Justice Work Online training](#).

**Think critically about their facilitation style and the time it will take to work with this content**

Every facilitator has their own presentation style, and it can greatly impact how the training participants receive, understand, and engage with the content. Facilitators should consider:

- ▶ How they like to prepare and familiarize themselves with new content
- ▶ What their training strengths and weaknesses are
- ▶ What their facilitation style is, and how that meshes with the other facilitator's approaches
- ▶ Adult learning principles and strategies. For additional information and resources on this, please check out the article [Adult Learning Principles from Valamis](#).

**Consider the timing of the training and preparation needed for the training**

Remember that this content can be heavy for both the facilitators and participants. Facilitators should take time to plan for the various aspects of the training, including:

Time needed to gather and prepare all the materials, resources, technology, accessibility requests and accommodations, and other established training needs.

What changes might need to be made to the content delivery, participant accommodations, and other training preparation depending on the setting for training. This can be impacted by:

- ▶ Whether the training is done in-person, virtually, or a hybrid. In-person, participants may need more time to move around the room, gather materials, return from breaks, access technology, wrap up discussions, signing in and out, etc.
- ▶ The number of participants. The larger the number of participants, the more time facilitators may need to give for discussions and activities.

Time participants need to read materials. Remember that some participants benefit from having more time to read and digest materials. We suggest giving all reading assignments to participants before the session, even if you plan to give time for reading during the session.

Time needed to debrief, review, evaluate, and go through feedback given by participants between modules or breaks in the training.

How to break the training up. This includes adequate breaks and mealtimes, and time to debrief after emotional activities and discussions.

- ▶ Debriefing could include some type of mindfulness or grounding exercise prior to the conversation. For a list of grounding exercises that may be helpful and will be used in the curriculum, go to the resource [Advocacy Skills: Grounding](#) by the Resource Sharing Project.
- ▶ Establish a plan of action in case of an emergency in which one or more of the facilitators can't attend. This might involve having a backup facilitator or having someone who's familiar with the content of the training on standby.
- ▶ Establishing a plan of action in case the training needs to be canceled/ended abruptly.

**Welcome the participants, encourage care for themselves throughout the training, and set guidelines for participants to abide by during the training**

Discussing child sexual abuse can be triggering even for advocates who have worked with sexual violence survivors previously. The facilitators should take time to make the space warm, open, accessible, and accommodating while being clear about the expectations surrounding participants' conduct and participation.



For more information on how to ground the space, please check out these chapters of the [Foundations of Advocacy Training Manual](#), a tool created by the Resource Sharing Project and the National Sexual Violence Resource Center:

- ▶ About This Training: Getting Started and Support for Training
  
- ▶ Modules 1: Welcome, and
  
- ▶ Module 2: Caring for Ourselves and Each Other.

## Preparation for Participants

The training participants, (sometimes referred to as attendees, audience members, or learners) are those who have come to the training to learn, analyze, and expand their advocacy skills. **The target audience for this training curriculum is member programs of tribal, territory, and state sexual violence coalitions.** More specifically, this curriculum is for community-based sexual violence and dual/multi-service advocates who want to build on their fundamental advocacy skills.

Because of the content that will be discussed in this curriculum, it is suggested that the participants who attend the training:

- ✓ Understand sexual violence advocacy and have completed a foundational sexual violence advocacy course.
- ✓ Have some experience providing sexual violence advocacy
- ✓ Have some understanding of how oppression and trauma impact the lives of survivors

## **The goal of this training is to expand advocates' ability to provide sexual violence advocacy services to a specific underserved population.**

Advocates should be familiar with concepts such as healing, anti-oppression, and trauma-informed care.

Advocates should also have some understanding of how to provide advocacy to survivors of sexual violence:

- ▶ outside of a domestic violence context
- ▶ that focuses on long-term healing
- ▶ offers support outside of the criminal legal systems
  - » For more guidance on how to develop this understanding, please check out the resource [It Matters! How Defining Sexual Violence Defines Advocacy Programs](#) by the Resource Sharing Project and the National Sexual Violence Resource Center.

## **Before attending this training, it's important that the participants:**

**Reflect on how their own life has been affected by child sexual abuse**

Everyone is affected by child sexual abuse, as it affects individuals, families, and communities. It is highly encouraged that prior to attending this training, participants think about how child sexual abuse has impacted their lives, and how it shows up in the way they cope, process, and heal from those experiences. This reflection can be done alone, with colleagues, or with loved ones.

**Be open to learning and change in individual and organizational approaches to advocacy**

Centering the needs of adult survivors of child sexual abuse provides opportunities for advocates and organizations to shift how they do the work of advocacy.

- ▶ For more guidance on how to revise and expand your sexual violence services, please check out the resource [Throw Away the Menu: Broadening Advocacy](#) by the Resource Sharing Project and the National Sexual Violence Resource Center.

**Be willing to advocate not only with outside systems for adult survivors of child sexual abuse but also inside of the organization and with funders to center the needs of adult survivors of child sexual abuse**

Serving adult survivors of child sexual abuse requires changing policies, procedures, and practices; coalitions' training or accreditation needs to change; and funders' priorities need to shift for advocates and organizations to center adult survivors of child sexual abuse. Realizing that these changes and shifts need to happen will require advocacy within advocacy organizations, coalitions, and with funders.

## Note for Preparation and Facilitation Time

### Prep Time

Please note the estimated preparation time to facilitate the entire curriculum for the first time is between 25 and 40 hours.

This includes time needed to:

- ▶ Read the curriculum and become familiar with the content
  
- ▶ Gather and prepare all the materials, resources, technology, accessibility requests and accommodations, and other established training needs
  
- ▶ Create the suggested materials and community specific training modifications outlined in the curriculum

- ▶ Secure training locations; whether in-person, virtually, or a hybrid of both settings
- ▶ Promote the event, and recruit and register training participants
- ▶ Doing other administrative work regarding the training (sending out materials in advance, verifying information, etc.)

In addition to these things, it will also take extra time for facilitators to engage in healing work around their own personal trauma, and to do a community assessment for the needs of adult survivors of child sexual abuse in their state, tribal community, or territory.



## Facilitation Time

Please note that the estimated facilitation time for the entire curriculum is around 44 hours.

This **does not** include:

- ▶ Taking intentional time to debrief between discussions, breaks between lessons and modules, and mealtimes
- ▶ Time for facilitators to debrief about each training session and make adjustments to the training content

It is highly suggested that this curriculum is facilitated over the course of a few weeks (at least two) to prevent burnout and give training participants a chance to reflect on what was learned and apply it to their advocacy. Additionally, it is suggested that if this training is facilitated virtually, the training is broken up over several weeks to lower the amount of Zoom fatigue.

For suggestions on how to break up the content, please refer to the section, Explanation of Module Structure.

# EXPLANATION OF MODULE STRUCTURE

The order of the modules largely follows the order of the [Building Resilience: Conversations with and about Adult Survivors of Child Sexual Abuse conversation series](#). The lessons in each module progress with the timestamps of the podcast series.

While facilitators can review the curriculum with that structure in mind, facilitators may want to move the placement of different modules in the training based on the needs of training participants. Please note that some elements of learning may not build on each other the way intended if the order is changed.

# CURRICULUM AND MODULE COMPONENTS

This curriculum has nine modules, and each module is broken down further into a list of lessons and steps. Facilitators will **need to modify the training components** to meet the needs of the training participants and cultural considerations not accounted for in the outline.

## Overview of Components

Each module in the manual will have these core components.

<b>component</b>	<b>description</b>
Module Summary	A short description of the module's content
Learning Objectives	A list of the takeaways and conclusions participants should learn by the end of the module
Structure of the Module	The time needed for facilitation, name, and number of lessons in the module. <b>Please note that the time given in the module is the estimated amount of time needed to facilitate the module, not prepare the module and gather the needed materials.</b>
Materials Needed for the Module	A list of the suggested materials needed for each lesson of the module. The list is divided between in-person and virtual training needs.  <ul style="list-style-type: none"> <li>▶ In the Materials Needed for the Modules list, PowerPoint is included as a material needed. Facilitators should use whatever presentation tool (Microsoft PowerPoint, Google Slides, Canva, Prezi, etc.) they normally use to present.</li> </ul>

component	description
	<ul style="list-style-type: none"> <li>▶ In the Materials Needed for the Modules lists, “copies or links” is next to some of the virtual resources on the in-person training side. It is strongly suggested that the facilitators create a resource folder that has copies of all the resources used throughout the training for participants to reference outside the training.</li>   <li>» For a list of all the resources referenced in the curriculum, please refer to the Healing in Motion: Compiled List of Resources on p. lvii</li> </ul>

<b>component</b>	<b>description</b>
Notes for the Module	An in-depth guide to assist facilitators in what to be aware of in the module. This includes additional content to prepare that is not already explicitly written into the module (i.e., culturally specific materials) and potential issues that could arise. This section is broken down by the steps where additional attention is needed.
Module Content	The subject matter that will be discussed, learned, and explored.
Opportunities for Further Learning	Additional materials that are related to the module topic to enhance the participants' understanding and advocate skills. These resources could be helpful for the facilitators to review when preparing the training initially.









## Additional Features

- ▶ Modules 2, 6, and 8 have a lesson called **Bringing it All Together**. This lesson is an opportunity for the facilitators and the participants to review the content learned in the previous two modules.
- ▶ Module 4 has a lesson called **Midway Check-In**, as this is the halfway completion point of the modules. If this activity is not the halfway point (i.e., content was added or removed), it is suggested that this lesson be moved where appropriate.
- ▶ As the first step in each module, facilitators will lead a grounding exercise. While grounding is an important skill for advocates to have when working with survivors, training facilitators can switch out the grounding activity in some modules to do affirmations, mindfulness, or team building exercises to open the session as appropriate.

- ▶ Some modules will have **Facilitator's Notes** which give specific guidance for the facilitator including things to verbalize to the participants.
- ▶ The **Compiled List of Resources** has all the resources referenced throughout the training in one compiled list.
- ▶ The **Style Guide** has tips for creating a presentation for this training. The Style Guide includes some guidelines for formatting and insight on imagery to use in your presentation.



**LEGEND**

-  Activity
-  Teaching
-  Debrief
-  Small Group Discussion/Break-out Group
-  Large Group Discussion/Collective Discussion
-  Conclusion
-  Handout
-  Watch

# MODULE MAPS

