



SAFE & SUPPORTIVE
SUPERVISION OF GODS
UNSPOKEN CHILDREN



Learning Knows No Bounds

PROGRAM GOAL

TEACH ADULTS HOW TO SAFELY,
RESPECTFULLY, AND EFFECTIVELY
SUPERVISE SPECIAL NEEDS
CHILDREN BY UNDERSTANDING
THEIR NEEDS, PREVENTING RISKS,
AND RESPONDING APPROPRIATELY
TO BEHAVIORS.



BEHAVIOR IS OFTEN
COMMUNICATION—NOT
DEFIANCE.

COMMUNICATION STRATEGIES

- *USE SIMPLE, DIRECT LANGUAGE
- *GIVE ONE INSTRUCTION AT A TIME
- *ALLOW PROCESSING TIME (DON'T RUSH RESPONSES)
- *USE VISUAL SUPPORTS (PICTURES, GESTURES)
 - *RECOGNIZE NONVERBAL COMMUNICATION (POINTING, PULLING, VOCALIZATIONS)



ENSURE CARE IS ETHICAL AND SUPPORTIVE.

- SPEAK TO THE CHILD APPROPRIATELY (NOT ABOUT THEM AS IF THEY AREN'T THERE)
- RESPECT BOUNDARIES (ESPECIALLY PHYSICAL TOUCH)
- AVOID PUNISHMENT-BASED APPROACHES THAT DON'T CONSIDER NEUROLOGICAL DIFFERENCES

PROTECTING CHILDREN WITH SPECIAL NEEDS FROM SEXUAL ABUSE

Understanding Vulnerability:

- Higher dependence on caregivers
- Communication challenges (verbal and nonverbal)
- Desire to please adults / difficulty recognizing unsafe behavior
- Social isolation
- Being taught compliance without boundaries

Key takeaway: Vulnerability is situational—not the child’s fault.

WHAT CONSTITUTES SEXUAL ABUSE

Define abuse clearly and appropriately:

- **Grooming behaviors:**

Special attention or gifts.

Secrecy (“this is our secret”).

Gradual boundary crossing.

- **Physical Contact:**

Touching sexually.

Manipulating a child into sexual danger.

Rape of a child.

Important: Focus on **patterns and behaviors**, not explicit detail. Observing **body language** is **key**.

RECOGNIZING WARNING SIGNS

Behavioral signs:

- Sudden changes in mood or behavior
- Regression (bedwetting, loss of skills)
- Sexualized behavior beyond developmental level
- Fear of certain people or places

Physical signs:

- Unexplained injuries
- Difficulty walking or sitting
- Frequent infections (shared at a high level, not graphic)

Communication clues:

- Indirect statements (“I don’t like when ___ helps me”)
- Drawing or play that suggests something is wrong



EMERGENCY PREPAREDNESS



- **What to do if the child:**
- Goes missing
- Has a severe meltdown in public
- Becomes non-responsive
- Sporadically acts in a sexual manner
- Refuses to go with a certain adult to certain places
- **Important info to have:**
- Emergency contacts
- Medical needs
- Communication abilities

When to call for help

BARRIERS TO DISCLOSURE

Objective: Understand why children may not tell.

- Limited communication ability
- Fear of not being believed
- Dependence on the abuser
- Confusion about what is “normal”
- Previous experiences of being ignored or misunderstood



IMPLEMENT FOR BEST OUTCOMES

- Warning signs checklist
- Reporting guide (state-specific)
- Sample scripts for responding to a child
- Prevention tools (visual aids, boundary rules)



KEY PRINCIPLE THROUGHOUT

Keep the focus on:

- **Safety**
- **Respect**
- **Empowerment**
- **Actionable steps**





THANK YOU GOD BLESS

Research and creation by,

Victoria Jennings

571-632-1833

Jenningsvictoria92@outlook.com