Cadet Protection Basic Course

Training for adult volunteers on how to interact with cadets safely and reduce the risk of abuse

CLASSROOM FORMAT

Civil Air Patrol National Headquarters
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Course Goal

This 30-minute course is an introduction to child sexual abuse and CAP Cadet Protection Policies, with a special emphasis on the standards of practice.
"Stan" was awesome with cadets and possessed impeccable credentials. An federal official with a top secret clearance, in his “day job” he was entrusted with big responsibilities. People admired Stan. He was exactly the type of leader you’d want in your squadron.

Name a cadet activity in his area, and you’d find Stan participating. He was ubiquitous, and it seemed everyone respected him for constantly going “above and beyond.” That’s one great thing about CAP – the people are incredibly generous and civic-minded.

Abuse was never suspected. Sure, sometimes Stan told R-rated jokes, but only to older cadets. Adults who were new to one activity that Stan frequented voiced mild concerns with Stan’s leadership methods, complaining that he’d keep some older cadets at his side like pets, but that was a minor problem that surely could be addressed over time.

Because CAP activities cost money, a disadvantaged cadet mentee often was in need of help, so Stan offered to pay the cadet’s way, or lend him money, sometimes into the hundreds of dollars. But it was always kept quiet to save the cadet from embarrassment.

Stan’s relationships with his mentees extended outside CAP. Facebook and smart phones enabled Stan to keep in touch, sending his favored cadets dozens of texts each week, at all hours of the day or night. By talking with one cadet so frequently, it was easy to begin with official business, then move into topics only tangential to CAP, to topics purely personal in nature, and finally to the adults-only topics Stan really wanted to discuss.
When CAP conferences or staff visits sent Stan out of town, he would sometimes have his favorite cadet in tow. (At the time, CAP allowed one-on-one contact, so there was nothing technically wrong with Stan and a cadet driving alone together for several hours en route to a conference, and besides, the cadet’s mom gave permission.)

For long distance trips, he’d rent a hotel room. Knowing that his cadet travel partner could not afford a room of his own, Stan would share. At night, to wind down, Stan and the cadet would watch TV, or just for harmless fun, Stan would turn to the pornographic channels. And after watching for a while, well, he’d go just a little further.

Then, during one Facebook chat, Stan reminded the cadet of the fun they had watching movies and asked if the cadet wanted to meet up again, go to a hotel, drink beer and have “some more fun” together.

Little did Stan know that the cadet came to realize that this was an abusive relationship. The cadet had found the courage to tell Mom, who called the police. With the family’s permission, the authorities had taken control over the cadet’s Facebook. When Stan messaged the cadet, proposing they meet up, the police were waiting.

“I know how it looks and how I’m labeled,” Stan said in response to news reports of his arrest, “but it’s not what it appears.” A month after making this statement, Stan pled guilty to charges that sent him to prison for ten years.
Abuse 101: Six basic facts

Most victims know their abusers.

Abusers may be young or old, straight or gay, married or single.

Many victims hesitate to come forward.

Most abusers pursue a long-term strategy.

The abuser’s friends might not suspect misconduct.

Good people tend to over-trust their organization.
What good mentors do

Overlap: What abusers do to groom a victim

Abuse
CAP’s strategy for preventing cadet abuse is built upon five pillars:

(1) Screening  (2) Standards  (3) Monitoring  (4) Reporting  (5) Training
Important Terms

**Abuse.** Any recent act or failure to act on the part of a caretaker (e.g. CAP senior) that results in serious physical or emotional harm.

To abuse a young person is to cause them serious harm. Abuse is a crime.

**Hazing.** Hazing is a special type of abuse involving cruel, humiliating, oppressive, demeaning behavior.

In CAP’s military-style training environment, hazing is most likely to occur when a cadet or a senior sets an inappropriately high training intensity.
Important Terms continued . . .

Reasonable suspicion of abuse. A person may form a reasonable suspicion of abuse when two factors are present.

(1) The person has specific, credible information that one person has harmed another.

(2) If another experienced CAP leader had access to that same information, he or she would also suspect abuse.
Continuum of Positive, Negative, and Abusive Behavior.

Some behavior is clearly wholesome. Other behavior is clearly wrong. It’s that grey area in the middle that can be confusing.

Keep in mind that the middle column – *boundary concerns* – are not abuse. They’re just examples of conduct that falls short of the positive behavior we want to see.
CADET PROTECTION POLICY

1. PROFESSIONALISM

There is no place for physical, sexual, or emotional abuse in CAP. Follow the CPP in all dealings with cadets.  §2-1b & 2-2a

2. SCREENING & TRAINING

Get trained. Adult leaders and cadets over 18 must complete the "Cadet Protection Basic Course." §3-2

Commanders, vice and deputies, directors of cadet programs, and some other staff officers are required to complete the "Cadet Protection Advanced Course." §3-3

3. UNIVERSAL STANDARDS OF PRACTICE

Schedule cadet activities two weeks in advance, if reasonably possible, and announce them on a web-based unit calendar. §2-3b

Use two-deep leadership. Every cadet activity must be supervised by at least two adult leaders, except in certain special situations. §2-3d

Meet one-on-one with cadets during CAP activities if you must, but only in an open door setting or by staying visible to others. §2-3f

When giving a ride to a cadet (besides a family member or prior relationship), a third person must be present. §2-3g & 2-7c

Activities beyond weekly meetings require a CAPF 32 permission slip. §2-3h

Give every cadet a fair amount of attention. No favorites. §2-3i

4. OVERNIGHT ACTIVITIES

For co-ed overnight events at least two adult leaders of any gender are needed, but try to have men and women on staff. §2-4b

Keep cadets’ and adult leaders’ quarters separate.

Don’t share a tent or dorm room with a cadet who is not in your immediate family. §2-4c

Have adult leaders and cadets shower at separate times. Don’t let smart phones into shower areas or the barracks when cadets are dressing. §2-4f

5. INTERACTIONS OUTSIDE OF OFFICIAL ACTIVITIES

Copy a third person when sending emails and other electronic messages to cadets. Short one-to-one text messages of an official nature are okay. §2-7

6. TRAINING INTENSITY

Ensure that the training intensity of the cadets’ military-style environment is appropriate to the setting. If cadet staff overstep, correct them. If the problem persists or if an adult leader is overstepping CAPP 52-23’s guidelines, treat the matter as a boundary violation. Take them aside, redirect their efforts, and keep the unit commander/activity director informed. §2-5

7. SPECIAL ENVIRONMENTS

Conduct orientation flights in powered aircraft with three people on board, when reasonably possible. This rule does not apply to flight instruction. §2-6a

If cadets are waiting on the ground less than 30 minutes for their flight, only one adult leader is needed to supervise. §2-6a

8. FRATERNIZATION

Respect the bright line separating adult leaders from cadets. Don’t date or have intimate relations with cadets, regardless of circumstances. §2-2c

9. RESPONDING TO BOUNDARY CONCERNS

If another member commits a boundary concern (an infraction against CPP rules), take them aside and redirect their efforts. A friendly reminder on CPP standards should work, but keep the commander informed, too. If boundary concerns persist, commanders can take formal disciplinary action. §4-2

10. REPORTING REASONABLE SUSPICIONS OF ABUSE

If you develop a reasonable suspicion of cadet abuse, first ensure that the cadet is in a safe place, and then notify your wing commander. §4-1

February 2015. This visual aid provides only a summary of the CPP. For full policy requirements, please see the section referenced in CAPP 52-10.
### Abusive Behaviors

**Physical Abuses**
1. Non-accidental trauma in the form of hitting, punching, or similar displays of bodily force
2. Corporal punishment
3. Threatening violence, brandishing a weapon

**Sexual Abuses**
1. Intentionally touching, either directly or indirectly, the genital region, buttocks, or breasts
2. Attempting to view another person who is naked, or to be viewed by another while naked, for a lewd or sexual purpose
3. Physical contact during personal time (showering, changing clothes) for a lewd or sexual purpose
4. An adult intentionally exposing or enticing a cadet to view sexually-explicit text, images, or dialogue

### Boundary Concerns

**Adult Supervision**
1. Permitting high adventure activities without following CAPR 52-16's guidelines
2. Not exercising adequate supervision per CAPR 52-10
3. Not providing sufficient sleep or crew rest
4. Electronically communicating with cadets contrary to the CAP standards of practice
5. Not ensuring cadets have ample access to water, restroom breaks, or food
6. Not protecting cadets from the elements or not heeding the hot weather guidelines of CAP 52-18

**Physical Contact**
1. Deliberately touching another person without permission, even if in public (e.g.: adjusting a rappel harness without the cadet's permission)

### Positive Behaviors

**Physical Contact**
1. High-fives, handshakes, pats on the back, congratulatory or sympathetic hugs when mutually welcomed and at socially acceptable moments, etc.
2. Touching to assist with uniforms or gear after being granted the cadet’s permission
3. Pinning grade insignia in promotion ceremonies
4. Physically assisting another on an obstacle course, etc., with the individual’s consent
5. Quickly reacting to an imminent hazard, such as catching a cadet who is about to fall or grabbing a cadet who is about to step into oncoming traffic

**Dating / Social Interactions**
1. Cadets dancing together at parties in a socially acceptable manner at appropriate CAP activities
2. Cadets who are in a dating relationship conducting themselves in a spirit of professionalism during CAP activities and making efforts to avoid an appearance of impropriety – for example, not sitting together at meals, not spending free time alone together, not sending text messages to one another during the event

**Dating / Social Interactions**
1. Cadet to cadet flirting or persisting to pursue a romantic relationship after the other cadet has said “stop.”
2. Mutually welcomed public displays of romantic affection between cadets
### Abusive Behaviors

**Emotional Abuses**
1. Making derogatory remarks about an individual's race, gender, religion, or sexual orientation
2. Manipulating or attempting to coerce or blackmail
3. Fraternizing: a senior dating a cadet
4. Enticing a cadet to lie about a significant matter; or to disobey a law, regulation, or an adult

**Controlled Substances**
1. Providing alcohol, tobacco, or illegal drugs to cadets

**Hazing**
1. By definition, hazing is abusive. It typically takes the form of physical, sexual, or emotional abuse.

**Duty to Report or Intervene**
1. Failing to intervene or report (when reasonably safe to do so) to stop the above behaviors when witnessed or after developing a reasonable suspicion of abuse and when failing to intervene or report creates a risk of imminent harm; (applies to adult leaders only)

### Boundary Concerns

**Manners & Professionalism**
1. Over-sharing personal information of an adult nature
2. Using profanity repeatedly, apart from a slip or two
3. Drinking alcohol in the presence of cadets or when likely to encounter them (drinking in moderation at an adult social is ok)
4. Disparaging other CAP adult leaders in front of cadets

**Favoritism**
1. Bestowing gifts or favors upon cadets that are not available to others of the same grade or position

**Leadership Methods**
1. Not reducing training intensity that, though theoretically right for the situation, is obviously distressing the cadet
2. Using physical exercise as a form of punishment

### Positive Behaviors

**Public Praise & Camaraderie**
1. Granting special privileges or forms of recognition, if applied in a consistent manner (e.g.: $10 gift to all cadets upon their earning the Wright Brothers Award)
2. Occasionally using complimentary nicknames (e.g.: “Cadet Einstein just aced another test. Great job!”)
3. Occasionally and light-heartedly teasing without repeatedly focusing upon the same individual(s) (e.g.: “Slow down, Speedy Gonzales, this is drill, not a race”)

**Financial Assistance**
1. Buying lunch at an activity for a cadet who needs one and has no money
2. Routing scholarships or special financial aid to a particular cadet through the unit, if valued at $50 or greater, and keeping the donor’s identity anonymous to the cadet

**Duty to Report or Intervene**
1. Failing to intervene or report abusive behaviors (left column) when witnessed or after developing a reasonable suspicion of abuse, if no apparent risk of imminent harm exists; (applies to adult leaders only)
2. Failing to respond to another person’s boundary violation
I think someone has overstepped our normal boundaries. Now what?

I have a reasonable suspicion of abuse. Now what?
Case Study: Capt Arnold & Cadet Curry

Cadet Curry was a troubled young woman. Fortunately, CAP’s structure and positive role models were a good influence in her life.

Capt Arnold, her squadron commander, wanted to help. A longtime CAP volunteer, he had seen other troubled youth come through the program, and knew that adult leaders could make a real difference in kids’ lives.

Aware that the Curry family couldn’t drive their cadet to CAP, Capt Arnold routinely brought her to and from CAP meetings. It was so important, he believed, for Cadet Curry to stay active as a cadet. Her cadet peers were pretty good kids. Many were college-bound. Everyway you looked at it, CAP had much to offer to Cadet Curry.

One day, Cadet Curry was talking with Capt Arnold when she let slip the fact that she often spent Saturday nights drinking with some older boys and having sex. Was this a plea for help? Evidence that this disadvantaged kid was at risk for big trouble in the near future?

During Capt Arnold’s and Cadet Curry’s drive home together, Capt Arnold suggested they stop for ice cream. They each got their sundae and sat down at a picnic table, in full view of several other restaurant patrons. As gently as he could, Capt Arnold told Cadet Curry, “The drinking and the sex you mentioned... You’re on the wrong path. You’ll be happier and more successful if you break ties with that group and instead focus on school and CAP activities. I think you’ve got a lot of friends in the other cadets.”
Cadet Study continued . . .

Two weeks later, Cadet Curry tells her mom that Capt Arnold had been pressuring her to discuss details of her sex life. She claimed that Capt Arnold was a dirty old creep who wanted her to watch porn on his home computer so she would see how vile and disgusting pre-marital sex is. The next day, on the mother’s complaint, the police arrest Capt Arnold for contributing to the delinquency of a minor.

Capt Arnold denies any wrongdoing. He’s the good guy, the role model trying to steer this cadet toward a positive, safe path. “I never asked her details about her sexual history, I never suggested she come to my house, let alone watch porn with me,” he tells the police.

“But you did spend a lot of time alone with her?” asks the police officer.

“No,” Capt Arnold replies.

“The family says you gave her rides to CAP, on your own, all the time.”

“Yes, just to be helpful.”

“We’ve found several emails and text messages where you’re asking her where she is, what she’s doing, and if you can see her. Isn’t that a little strange? Do most men your age exchange frequent texts with fifteen year old girls?”

“I was just trying to get her to stay active in CAP, and to show her that I care about her well-being. I’ve been married for forty years and have grandkids her age. Don’t be sick.”

“And you’ve been seen talking with her at the ice cream shop, alone.”

“Yes. But I didn’t do anything wrong.”

“And yet she says you know about her boyfriends and you always want her to tell you about her sex life.”
What Capt Arnold Didn’t Realize

Abusers are straight and gay, married and single. The fact that he’s happily married does not place him above suspicion.

Frequent, isolated one-on-one contact is a warning sign.

Frequent text messages sent privately signal another warning sign.

Taking a cadet outside of the CAP environment for counseling is a warning sign.

How Capt Arnold Could Have Protected Himself

Instead of driving the cadet on his own, he should have tried to find another cadet or adult to join the carpool, or asked the parent of another cadet if Cadet Curry could travel with them, in the safety of a “transportation rule of three.”

Capt Arnold could have told Cadet Curry, “I’m worried about you,” at the squadron headquarters, with a second senior present, instead of alone at a restaurant.

Perhaps Capt Arnold could have found a way to share his concern with the mom.

When contacting Cadet Curry in the time between meetings, it would have been wise to copy another senior on the emails, for the sake of transparency. Better still, maybe the parent’s email was available in eServices?

PROTECT YOURSELF
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Senior members cannot date cadets. No exceptions.

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Boundary concerns are instances where a member doesn’t completely adhere to CAP’s standards of practice. Offer a friendly reminder to your colleague, or in the case of repeat offenders, talk with your commander.

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Boundary concerns are instances where a member doesn’t completely adhere to CAP’s standards of practice. Offer a friendly reminder to your colleague, or in the case of repeat offenders, talk with your commander.

Report reasonable suspicions of abuse. Call your wing commander if you have specific, credible information that would suggest to a reasonable person that a cadet has been abused.
To learn more,
see CAPP 52-23, Cadet Protection Implementation Guide,
and/or take the Cadet Protection Advanced Course online.

capmembers.com/CadetProtection
CAP Cadet Protection Basic Course
Quiz

1. Most victims know their abusers
   A. True  B. False

2. Victims almost always report their abuse within 72 hours of the attack.
   A. True  B. False

3. Abusive relationships are usually homosexual relationships.
   A. True  B. False

4. If abuse is happening, it'll be pretty easy to spot.
   A. True  B. False

5. The best way to protect young people is to fingerprint and screen adults who want to work with kids.
   A. True  B. False

6. The types of behaviors that good role models display often overlap with the behaviors abusers display, so it's difficult to spot an abuser because he may appear to be a superstar leader.
   A. True  B. False

7. Which of the following represents the BIGGEST risk of cadet abuse, according to CAP's cadet protection strategy?
   A. An abuser suddenly attacking a cadet he has been fantasizing about.
   B. Homosexuals trying to recruit young people to their alternative lifestyle.
   C. Known offenders joining CAP because youth organizations are target rich opportunities for abusers
   D. A senior isolating a cadet, grooming him or her by slowly taking the relationship into inappropriate areas, and then actually abusing the cadet at some point in the future.
   A. use email, but should copy a third person.
   B. exchange private text messages not visible to other people.
   C. ask the cadet to come to his house for a meeting.
   D. all of the above.

8. What level of adult supervision is necessary for a half-day, co-ed cadet activity?
   A. Two seniors or cadet sponsor members of any gender.
   B. One senior or cadet sponsor member of any gender.
   C. At least two seniors, with at least one male and at least one female.
   D. None of the above.

9. A cadet needs a ride to CAP. A senior member who is not related to the cadet may provide the ride ONLY if
   A. the cadet's parent grants permission in writing.
   B. a third person is present in the vehicle.
   C. the cadet and the senior are of the same gender.
   D. another senior member, in addition to the driver, also rides in the vehicle.

10. The pilot of a powered aircraft may provide an orientation flight to a single cadet, without having anybody else on board the aircraft.
    A. True  B. False

11. A senior member needs to communicate with a cadet in the interval between squadron meetings. The senior member may
    A. use email, but should copy a third person.
    B. exchange private text messages not visible to other people.
    C. ask the cadet to come to his house for a meeting.
    D. all of the above.
    continued...
12. CAP has made leadership the centerpiece of its cadet protection policy primarily because
   A. a senior could abuse a cadet during a 5-minute closed door meeting at a CAP activity.
   B. CAP’s insurance carrier requires it due to liability.
   C. the cadet cannot falsely claim abuse in such situations.
   D. one-on-one contact puts the cadet at risk of being groomed for abuse.

13. A boundary concern is a form of abuse.
   A. True  B. False

14. If you develop a reasonable suspicion of abuse, CAP requires you to
   A. contact your wing commander.
   B. begin an investigation.
   C. ask the cadet directly if he or she has been abused.
   D. do none of the above.