

## CHAPTER 11: CHILD VICTIMIZATION

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### INSTRUCTOR GUIDELINES

***Key Concepts/Objectives to Emphasize in Instruction and Learning Activities:***

1. Core components of a multidisciplinary approach to child victimization. (11-15 to 11-17)
2. Role of the criminal justice system in child victimization cases. (11-21 to 11-24)
3. Advocacy measures for children in court. (11-23 to 11-24 and 11-26 to 11-28)
4. Ways to effectively communicate with child victims in measures that are commensurate with their age and cognitive development.

***Objectives:***

1. Identify the impact of child sexual abuse.
2. Identify the needs of sexually abused children.

***Description of Activity and Faculty Guidelines:***

The instructor divides students into groups of four and asks one student in each group to read “What It Was Like to Be an Incest Victim” out loud to the group. Students are instructed to use the worksheet to:

- Identify three types of impact of child sexual abuse on this victim.
- Identify three needs she may have resulting from her victimization.

Once the students have completed their worksheets, they can take a few minutes to share their findings with each other in their group.

Note: The scenario could potentially trigger reactions in some students who have a history of such victimization. Please ensure that appropriate mental health assistance is available and on hand.

***Can Be Utilized As:***

Individual Activity     Small Group Activity     Large Group Activity

***Anticipated Amount of Time Required: 20 Minutes***

- 03 minutes for group division.
- 05 minutes to read the case out loud.
- 12 minutes to complete the student worksheets and discuss findings in the small group.

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**RESOURCES NEEDED** *(Please check all that apply:)*

- Tear sheets and felt pens
  - VCR/monitor
  - Overhead projector and screen/LCD and laptop
  - Blank overhead transparencies and overhead pens
  - Masking tape
  - Index cards
  - Individual or group worksheets
  - Timer
  - Other *(please describe):*
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## STUDENT WORKSHEET

### *“What It Was Like to Be an Incest Victim”*

—by Anonymous

I am thirteen years old. I was eleven the first time it happened. My mother was out, but the other kids were upstairs. It was evening. My father had been out drinking. I was in bed. He'd been kind of feeling around before that. He'd pat me when I was in my pajamas and stuff like that. I didn't like it. I felt ashamed. That first time, he came in and started feeling under my pajamas. I was half asleep and didn't know what was happening. He was drunk, and when he's drunk, he's scary. Before I knew it, he was on top of me, and I kept telling him no, but he said he'd hurt me if I didn't do it. I told him I didn't want to, but he said yes, I'd like it, and he was just showing me how. I didn't like it. It hurt. He was dirty. I don't remember much about it really. I don't want to.

He told me not to tell my mother. But then, he did it again and again. I didn't know what to do. He came in maybe once or twice a week. Sometimes, he'd come right from my mother. I could hear them, and then he'd come in and make me do it. I don't know why I let it go on so long. I feel ashamed. I was so scared, and I was afraid someone would find out. I got really withdrawn and down. My school work was okay, but I didn't make any friends. I just worried all the time.

It was two years before I couldn't stand it any longer, and I told my mother. She told me to tell her if it happened again. I told her it had been going on for a long time, and she got mad. She and my father called me a whore. My mother didn't seem to care. Finally, I just had to do something and I told my counselor at school. She took me to the police. Later, I had to go to a doctor. He got me on this table and used that cold thing. It was just awful . . . worse than the stuff with my father.

Now I live in a foster home. I was glad to get away from both my mother and father. The worst part of it is that after I did tell about it, it seemed like it was all my fault. Sometimes, I think it was. Why didn't I stop it?

I like it in this foster home. They're really nice here. My dad never used to let me go out. I was only supposed to go to school, go home, and work. Now I get to go out with the other girls at school; we go roller skating and stuff, and it's fun. But I still flinch if a man or boy touches me. I hate men. Men are dirty; all they want is sex. I'll never marry. I'll adopt children. I like kids. In fact, that's one of the things that bothers me a lot. I miss my little brothers and sisters, and I know they miss me. I worry about them and feel bad that I'm not home to take care of them. When dad drinks, he gets really mean with them. He hits them with the belt. I want him to get treatment. I don't want him to go to jail. But I don't feel bad about reporting him. I just couldn't stand it anymore. And besides, I'm worried about my sisters. I think he might try something with them too.

**STUDENT WORKSHEET*****“What It Was Like to Be an Incest Victim”*****—by Anonymous**

<b>IDENTIFY THREE WAYS THIS YOUNG GIRL WAS AFFECTED BY HER VICTIMIZATION</b>	<b>IDENTIFY THREE NEEDS SHE MAY HAVE RESULTING FROM THIS VICTIMIZATION</b>
1.	1.
2.	2.
3.	3.

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1. Core components of a multidisciplinary approach to child victimization. (11-15 to 11-17)
2. Role of the criminal justice system in child victimization cases. (11-21 to 11-24)
3. Advocacy measures for children in court. (11-23 to 11-4 and 11-26 to 11-28)
4. Ways to effectively communicate with child victims that are commensurate with their age and cognitive development.

***Objectives:***

1. Clarify the roles of multidisciplinary team members in responding to child abuse cases.
2. Identify barriers to collaboration in child abuse cases.
3. Identify measures to overcome barriers to collaboration.

***Description of Activity and Faculty Guidelines:***

The instructor divides students into groups of seven. Each group is given a cup containing strips of paper that describe a member of a multidisciplinary team to respond to child abuse. Each student pulls one strip from the cup.

The instructor asks one student in each group to read the case scenario out loud, and asks students to conduct a role play based upon what they believe their responsibilities are on the multidisciplinary team.

Following the role play, students will be instructed to remain in their groups and:

- Discuss how they felt about performing their respective roles.
- Identify two barriers to collaboration.
- Identify two ways to overcome barriers to collaboration.

***Can Be Utilized As:***

\_\_\_\_\_ Individual Activity      **X**   Small Group Activity \_\_\_\_\_ Large Group Activity

***Anticipated Amount of Time Required: 15 Minutes***

- 02 minutes for group divisions.
- 08 minutes for role plays.
- 05 minutes to process out the role plays.

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**RESOURCES NEEDED** *(Please check all that apply:)*

- Tear sheets and felt pens
- VCR/monitor
- Overhead projector and screen/LCD and laptop
- Blank overhead transparencies and overhead pens
- Masking tape
- Index cards
- Individual or group worksheets *(please provide)*
- Slips of paper denoting different MDT members
- Timer
- Other *(please describe):*
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## **SELECTING TOPIC FOR GROUP ACTIVITY**

Make copies of this page, and cut each “member of a multidisciplinary response team” into strips. Place the seven strips into a cup for each group. Please ensure that there are enough strips/cups to accommodate the number of groups.

School teacher

Law enforcement officer

Mental health practitioner

Child Protective Services caseworker

Prosecutor

Medical professional

Victim assistance provider

**STUDENT WORKSHEET****CASE SCENARIO**

Five-year-old Christopher tells his teacher that his Uncle Fess has been coming into his room at night, touching him in bad places and making him do things that he does not want to do. The teacher reports the case to Child Protective Services, and a multidisciplinary team is formed to respond to the case.