



Recognizing and Addressing . . .

Sexual Abuse,

Assault Prevention

*and Intervention
Issues . . .*

In Your Juvenile Justice Setting

A companion workshop to the Overview of the Prison Rape Elimination Act (PREA)

Sponsored by the National Institute of Corrections, Academy Division

Presented at the Bureau of Prisons North Central Region
Juvenile Service Providers Training Conference

April 12, 2006

Bloomington, Minnesota

PERFORMANCE OBJECTIVES

At the conclusion of this Overview Workshop, participants will be able to:

- Recognize signs and symptoms of potential sexual abuse and assault in juveniles under their care;
- Articulate the “Do’s and Don’ts” related to working with juvenile victims of sexual abuse and assault;
- Analyze a scenario and decide upon an effective and appropriate course of action related to recognizing and addressing sexual abuse, assault, prevention and intervention in their work setting.

Let's set a baseline for this dialogue . . .

- The definitions related to sexual abuse, assault prevention and intervention, below, come to us from Bureau of Prisons Policy Statement P5324.06 ***Sexually Abusive Behavior Prevention and Intervention Program***, dated April 27, 2005.

- **Purpose and Scope of the Policy Statement:** To provide guidelines to address the following prohibited and/or illegal sexually abusive behavior involving:
 - Inmate perpetrator against inmate/ juvenile offender victim;
 - Staff perpetrator against inmate / juvenile offender victim; and
 - Inmate / juvenile offender perpetrator against staff victim.

The guidelines in the policy statement are provided to:

- help **detect** incidents, perpetrators, and inmate / juvenile offender victims of sexually abusive behavior;
 - help **prevent** sexually abusive behavior;
 - educate staff to **intervene** properly and timely;
 - **investigate** reported incidents; and
 - **discipline** and/or prosecute perpetrators
-
- ***How does this BOP Program Statement apply to you as a contractor for services to juveniles?***

“BOP Policy Statement 5216.05 ***Juvenile Delinquents***, dated September 1, 1999, 16. Juvenile Programs and Services:

a. Contract Agency Policies – The Statements of Work for Secure Juvenile Facilities and Community-Based Juvenile Facilities establish the types of programs and services required for juveniles.

Consequently, it is important that the BOP Community Corrections Manager (CCM) ensure that each juvenile contract agency's policies are consistent with Bureau directives and reflect sound correctional practices. The CCM must review these policies and practices during monitorings to ensure compliance.”

SEXUAL ABUSE – as defined in the Program Statement, 7. Definitions, pages 3 – 5

a. **Sexual Fondling.** The touching of the private body parts of another person (including the genitalia, anus, groin, breast, inner thigh, or buttocks) for the purpose of sexual gratification.

b. **Sexual Misconduct (Staff Only).** The use of indecent sexual language, gestures, or sexually oriented visual surveillance for the purpose of sexual gratification.

Note: Sexual acts or contacts between an inmate / juvenile offender and staff member, even when no objections are raised by either party, are always forbidden and illegal.

Accordingly, except in cases where staff are clearly the victim of inmate juvenile offender sexually abusive behavior, sexual behavior between staff and inmates / juvenile offenders is **always** the staff member's responsibility. The BOP is committed to investigating, disciplining and prosecuting staff that engage in such behavior.

c. **Sexual Assault with an Object.** The use of any hand, finger, object, or other instrument to penetrate, however slightly, the genital or anal opening of the body of another person.

Note: This **does not apply** to custodial or medical personnel engaged in evidence gathering or legitimate medical treatment, nor to health care provider's performing body cavity searches in order to maintain security and safety within the prison / facility.

d. **Rape.** The carnal knowledge, oral sodomy, or sexual assault with an object or sexual fondling of a person **forcibly** or against that person's will;

The carnal knowledge, oral sodomy, or sexual assault with an object or sexual fondling of a person not forcibly or against the person's will, where the victim is **incapable of giving consent** because of his/her youth or his/her temporary or permanent mental or physical incapacity; or

The carnal knowledge, oral sodomy, or sexual assault with an object or sexual fondling of a person achieved through the **exploitation of the fear or threat** of physical violence or bodily injury.

- 1) **Carnal Knowledge.** Contact between the penis and vulva or the penis and the anus, including penetration of any sort, however slight.
- 2) **Oral Sodomy.** Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus.

PREVENTION/ DETECTION – Staff are responsible for understanding and participating in the detection and prevention of sexually abusive behavior as outlined in the program statement, and how it applies to them in their role. See Program Statement, pages 5 – 9. The following are excerpts from the Policy Statement:

“Sexually abusive behavior occurs along a continuum of offense severity. While all such behaviors are strictly prohibited and potentially traumatic for the victim, all incidents of sexually abusive behavior **do not** require implementation of the full Sexual Assault Intervention Protocol response (Attachment A).

However, all staff are responsible for detecting sexually abusive behaviors and intervening, as research indicates that undetected and unchecked sexual acting out (e.g., swatting someone on the buttocks, sexually suggestive comments, etc.) can lead to more serious sexual offending (e.g., rape).

Detection can occur unintentionally - as when staff happen upon a sexual assault in progress. More often however, detection requires an intentional awareness by staff of institutional or unit climate and the reputations and behaviors of inmates.

Through actively paying attention to inmate “gossip,” listening to inmate comments to staff, reading case files and Correctional Services “confidentials,” watching inmates interact, being alert for changes in inmate behavior (e.g., eating, sleeping, hygiene, or work habits, etc.), and monitoring isolated or “hot” areas of the institution, staff are able to better detect sexually abusive behavior, and possibly deter problems **before they occur, or before they escalate.**

At a minimum, all staff should report to [the Operations Lieutenant]*, **any behaviors** detected that are, or could lead to, sexually abusive behaviors.

INTERVENTION / RESPONSE – Staff must report and respond to all allegations of sexually abusive behavior. Staff should assume that all reports of sexual victimization, regardless of the source (e.g. a “third party”), are credible and respond accordingly. See Program Statement, 11. Intervention pages 10 – 12. The following is an excerpt:

“Staff must report and respond to allegations of sexually abusive behavior. Staff should assume that all reports of sexual victimization, regardless of the source of the report (e.g., “third party”), are credible and respond accordingly.

The [Program Coordinator]* will review the report of the incident and determine the actions that need to be taken. As the severity of the sexually abusive behavior increases, so too should the level of response.”

Let's Put This Into Day To Day Working Language . . .

Who are the victims of sexual abuse generally?

- ❑ Babies, children, teens, adults of all ages - girls, boys, men and women
- ❑ People who are less powerful emotionally, mentally, and/or physically than the offender

Who are the victims of sexual abuse that we may encounter in our work with juvenile offenders?

Juveniles who have been victimized while . . .

- In our custody / juvenile justice setting
- In another setting

Victimized by:

- Another juvenile in the setting
- A staff member
- Another adult, such as a family member, caregiver, volunteer, or other perpetrator

Who are the offenders of sexual abuse that we may encounter in our work?

- ❑ Someone who uses their power and authority to trick, bribe, force, or threaten their victim into sexual activity
- ❑ Offenders of sexual abuse are young or old, boys or girls, men or women
- ❑ Acquaintances, strangers, family members, friends, respected citizens within the community

What are some examples of sexual abuse and exploitation of juveniles?

- ❑ Touching, fondling, penetration of the mouth, anus, or vagina with fingers, objects, or the penis
- ❑ Making someone view sexual acts, movies, or pictures
- ❑ Making someone pose for sexual acts, movies, pictures (pornography)
- ❑ Making someone prostitute themselves for money, drugs, or survival (food, clothing, shelter, love, protection from others)
- ❑ Sexual activity with other victims or animals
- ❑ Satanic cult activity and rituals
- ❑ Nude dancing
- ❑ Date rape
- ❑ Being forced into sexual activity when drunk or high on drugs

- ❑ Sexual activity performed on someone who is passed out from alcohol or drugs

Perpetrators of Abuse will . . .

- ❑ Blame the victim
- ❑ Trick, bribe, entice, manipulate, threaten, use force/weapons, intimidate the victim into sexual abuse
- ❑ Use whatever means necessary to scare the victim into not telling (i.e. threaten the victim's safety, the safety of people the victim cares about or her/his pets, tells the victim that horrible things will happen to her/him if they tell (i.e. "You'll be taken from your family or nobody will believe you and they will hate you . . .")
- ❑ Tell the victim that this is normal, or "I'm doing this for your own good" or "You're *making* me do this to you"
- ❑ Use their power and greater resources (intellect, physical size, maturity) to get victims to do what they want

What is the potential impact of sexual abuse?

Potential Behavioral Effects:

- ❑ Overly compliant behavior
- ❑ Aggressive behavior
- ❑ Pseudo-mature behavior
- ❑ Persistent and inappropriate play with peers, toys, themselves ~ sexually aggressive behavior
- ❑ Detailed and inappropriate understanding of sexual behavior
- ❑ Lack of trust, particularly with significant others
- ❑ Extraordinary fear of males or females; or seductive behavior with males or females
- ❑ Sleep disturbances - nightmares
- ❑ Regressive behavior
- ❑ Self-abusive behaviors
- ❑ Suicidal behaviors
- ❑ Eating disturbances
- ❑ Bed wetting or other bowel or bladder disturbances
- ❑ Poor social skills

Possible Emotional Effects:

- ❑ Feelings of being “damaged goods”
- ❑ Guilt and shame
- ❑ Fear
- ❑ Depression: isolation and/or withdrawal
- ❑ Low self-esteem, distorted body image
- ❑ Repressed anger and hostility
- ❑ Blurred boundaries, role confusion
- ❑ Failure to accomplish developmental tasks and to develop self-mastery skills
- ❑ Power and control issues

Short and long term effects depend on a number of factors:

- ❑ Prior emotional stability of the child & family
- ❑ Intensity, duration, frequency, and the nature of the abuse, number of incidents
- ❑ Juvenile’s age and developmental stage at time of abuse
- ❑ Closeness and type of relationship between the abuser and the child
- ❑ Reactions of family members, friends and the community to the disclosure of the abuse

What Might You See From Female and Male Juveniles Who Are Survivors Of Sexual Abuse And/Or Sexual Assault?

- ❑ Fear of and/or anger toward men (may act out around men) – tied to sex of the person who abused the juvenile
- ❑ Fear of and/or anger toward women (may act out around women) – tied to the sex of the person who abused the juvenile
- ❑ Tells you that “he or she reminds me of my abuser” or “you remind me of my abuser”
- ❑ Disruptive behavior before or at bedtime
- ❑ Fear of going to sleep
- ❑ Nightmares/night terrors
- ❑ Poor personal hygiene
- ❑ Extremely timid
- ❑ Bed wetting
- ❑ Sexually provocative behavior
- ❑ Cutting/self mutilation
- ❑ Flashbacks
- ❑ Dissociation ~ (“checking out” of their body)
- ❑ Concern for safety of self and/or the safety of siblings/other relatives at home (some of these concerns may be valid)
- ❑ Fear of certain family members visiting ~ they act out before the visit so they don’t have to have it or they act out after a visit

- ❑ Wearing lots of big, baggy clothes no matter what the temperature (primarily seen in girls)
- ❑ Overeats to maintain being overweight for “self protection” (primarily seen in girls)
- ❑ Lacks boundaries with others
- ❑ Hyper vigilant behavior
- ❑ Lots of medical complaints
- ❑ Not wanting to be touched or having people come too close
- ❑ Major power struggles
- ❑ Will “set up” restraint situations
- ❑ Will go “ballistic” in a restraint situation
- ❑ Shuts down or starts to act out when subject of abuse comes up, or is seen on TV./movie/ video
- ❑ Fear of dressing/undressing in front of others
- ❑ Extreme fear of medical procedures; for girls, particularly gynecological exams/treatments; for boys, particularly genital exams / treatments

Juveniles / Survivors Need Assistance With . . .

- ❑ Knowing *they* are in charge of their healing process (i.e., whether or not to talk about the abuse, how and to whom...)
- ❑ Overcoming self blame and shame from abuse
- ❑ Learning who to trust and who *not* to trust
- ❑ Dealing with grief and loss issues (i.e. loss of innocence, relationships, control over their own body, feeling safe...)
- ❑ Learning new survival skills and reframing old ones (“honoring what they did to survive”)
- ❑ Feeling safe ~ having a safety net, finding safe people to talk to, overcoming fears
- ❑ Validating their experience and feelings (knowing what is “normal” in reaction to abuse and that they are *not* crazy)
- ❑ Learning what is “normal” and what isn’t
- ❑ Intense feelings of being alone and feeling “crazy”
- ❑ Re-designing their “world view” and belief systems that influence their behavior (i.e. “all men are abusers” to “most men don’t abuse”)
- ❑ Moving from victim to survivor to “thrivers” (they can heal, they are not “damaged goods”, and they can make a good life for themselves)
- ❑ Gaining (or regaining) sense of control and personal power (managing the impact of their abuse rather than the abuse managing them)

Guidelines for Counseling and Working with Juvenile Survivors:

- Believe the survivor
- Join with the survivor in validating the harm and damage caused by abuse
- Be clear that abuse is never the juvenile’s fault
- Educate yourself about abuse and the healing process
- Don’t sympathize with the abuser

- Express your compassion
 - Respect the time and space it takes to heal
 - Encourage the survivor to get support
 - Get help if the survivor is suicidal
 - Accept that there will very likely be major changes in your relationship with the survivor as she/he heals
 - Resist seeing the survivor as a victim
-

Things to Do When Working with Juvenile Survivors of Sexual Abuse and Exploitation . . .

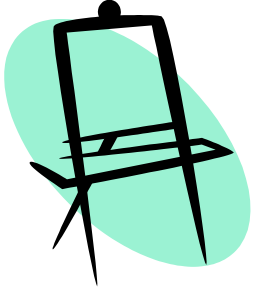
- Learn what you can about sexual abuse and the impact on survivors
- Learn about self-abusive behaviors as a coping skill and teach new ways to cope
- Be prepared to listen to the survivor's experiences and feelings
- Be prepared to handle their fear of going to sleep, nightmares, flashbacks, and their ability to "dissociate"
- Examine your own belief system about victims and abuse
- Know the juvenile's social histories ~ from birth on
- Deal with your own victimization issues if you have any ~ this will impact your ability to help juveniles
- Facilitate good communication between other service providers regarding the juvenile's victimization issues
- Inform juveniles of mandatory reporting laws; give survivors choices in how to deal with abuse reporting if they disclose
- Be aware that what survivors report may only be a small part of what they have experienced
- Know when you are in over your head and need help ~ refer to a person for expert help, but stay connected
- Let them know you care about them no matter what has happened to them
- Teach juveniles new coping skills to manage the effects and impact of abuse
- Assist juveniles in repairing the important relationships in their lives that have been impacted by the abuse (juveniles will choose which relationships they wish to work on)
- Partner with community sexual assault and domestic violence programs
- If you are a survivor, and feel comfortable with sharing this, let the girl / boy know that you know what it's like and that you are there to tell her/him that she/he can heal from the abuse with help and support.
 - Do this only if you have a good connection with the juvenile.
 - Set boundaries and only share this information if it will benefit the juvenile
 - Do not personally disclose if it's for your own benefit and especially if you have not dealt with your own victimization
- Provide juveniles with readily accessible resource books, information and people

Things NOT to Do . . .

- Tell juveniles they have to talk about their abuse with you or anyone else
- Wait until after a survivor discloses abuse to you and then tell them “Oh by the way, I am mandated by law to report this...”
- Blame survivors for the abuse they have experienced
- Feel sorry for victims and look upon them as helpless, hopeless and “damaged” for life...
- React with disgust, revulsion and anger at what girl / boy might tell you about their experiences
- Be judgmental about the ways in which the juvenile coped with their abuse
- Turn away from the juvenile because you can’t handle their victimization
- Assume juveniles you work with are victims
- Assume juveniles you work with are not victims
- Tell juveniles details about your own victimization

Handbook of Clinical Intervention in Child Sexual Abuse, Edited By: Suzanne M. Sgroi, M.D.

Courage to Heal: A Guide for Women Survivors of Child Sexual Abuse, by Ellen Bass & Laura Davis



Let's Put This Into Play in Our Settings . . .

In your small group, work together on your assigned scenario and chart / note:

- 1) Any signs and symptoms of sexual abuse / assault? What are they? Be specific on what you are perceiving in your scenario.

- 2) What you and your small group would do in this situation?

- 3) Who would you report this to in your setting?

- 4) What might the investigation entail in your setting?

- 5) What might the outcome be in your setting?

- 6) What could be done in the future to prevent this type of situation?

Select a spokesperson(s) to be prepared to report out on your group's thinking / reasoning behind your answers

RESOURCES FOR JUVENILES AND SERVICE PROVIDERS

General Information – Web Sites, Books, Etc.

Sexual Abuse in America: The Epidemic of the 21st Century

by Robert Freeman-Longo, GERAL Blanchard, Euan Bear (Editor),
Safer Society



Stop It Now! The Campaign to Prevent Child Sexual Abuse

<http://www.stopitnow.com/>

PANdora's Box – by Dr. Nancy Faulkner

<http://www.prevent-abuse-now.com/>

Darkness to Light

<http://www.darkness2light.org/>

Red Flag / Green Flag Resources

<http://www.redflaggreenflag.com/>

RAINN (Rape, Assault, Incest National Network)

<http://www.rainn.org/index.php?PHPSESSID=7e88edf91cf1eeb16abac5a73b3ee665>

Sexual Abuse – A SIECUS Annotated Bibliography

http://www.siecus.org/pubs/biblio/sexual_abuse.pdf

Child Sexual Abuse – Intervention and Treatment Issues; An On-Line User Manual
Series by the National Clearinghouse on Child Abuse and Neglect, a part of the U.S.
Department of Health and Human Services

<http://nccanch.acf.hhs.gov/pubs/usermanuals/sexabuse/index.cfm>

SEXUAL ABUSE AND EXPLOITATION

COURAGE TO HEAL: A Guide For Women Survivors Of Child Sexual Abuse

Ellen Bass & Laura Davis Good education tool for teens and providers, and to help
older teen survivor's of abuse.

I Never Told Anyone: Writings by Women Survivors of Child Sexual Abuse

Edited by Ellen Bass and Louise Thornton

Broken Feather: A Journey to Healing

Suzanne Stutman 1996, Manor House Publishing.

“Through the enchanted world of poetry and prose, Dr. Stutman takes us on a spine-chilling personal journey from the buried depths of child abuse through the labyrinth of remembrance to the dawn of healing”.

BEGINNING TO HEAL: A First Book for Survivors of Child Sexual Abuse

Ellen Bass Companion book to Courage to Heal - geared much more for teens.

WHY ME?

Lynn B. Daugherty Help for children who are victims of sexual abuse.

Excellent resource for children, preteens, teenagers who have are developmentally delayed.

In Their Own Words: A sexual abuse workbook for teenage girls

Lulie Munson and Karen Riskin, 1995, Child Welfare League of America

How Long Does It Hurt: A Guide to Recovering From Incest and Sexual Abuse for Teenagers, Their Friends and Their Families

Cynthia Mather with Kristina Debye, 1994, Jossey Bass Publishers

Shining through: Pulling It All Together After Sexual Abuse (for girls ages 10 & up)

Mondy Loiselle and Leslie Bailey Wright, 1992 Safer Society Press

Outgrowing the Pain: A Book for and About Adults Abused as Children

Eliana Gil, 1983, Dell

Legacy of the Heart: The Spiritual Advantages of A Painful Childhood

Wayne Muller, 1992, Simon and Schuster

**RESOURCES AND BOOK LIST FOR ADOLESCENT GIRLS,
PARENTS, & SERVICE PROVIDERS**

BOOKS/CURRICULA FOR GIRLS

AM I BLUE?: Coming Out From the Silence

Edited by Marion Dane Bauer

Very good book that addresses teens' struggling with their sexual identity and how this effects their lives and relationships, provides support for teens.

BEGINNING TO HEAL: A First Book for Survivors of Child Sexual Abuse

Ellen Bass Companion book to Courage to Heal - geared much more to teens.

Girls' Circle: Promoting Resiliency and Self-Esteem in Adolescent Girls Curriculum

www.girlscircle.com Phone: (415) 883-8580

BOY V. GIRL: How Gender Shapes Who We Are, What We Want, and How We Get Along

George Abrahams and Sheila Ahlbrand

Examines gender stereotypes, a fun book for teens

BROKEN FEATHER: A Journey to Healing

Suzanne Stutman Poetry and prose on one woman's path of healing from abuse.

CHOICES: A TEEN WOMAN'S JOURNAL FOR SELF-AWARENESS AND PERSONAL PLANNING

Mindy Bingham, Judy Edmondson, Sandy Stryker

Helps girls recognize their future need to be independent, self-reliant and productive human beings, and convince them that they can control their future options.

COOL WOMEN: The Thinking Girl's Guide to the Hippest Women in History:

Edited by Pam Nelson, written by Dawn Chipman

"Imagine fifty stories of the bravest, wildest, most glamorous women in history, all told in a way that every girls can understand... Girls today need books just as strong as they are."

COURAGE TO HEAL: A guide for women survivors of child sexual abuse.

Ellen Bass & Laura Davis

DEAL WITH IT! A Whole New Approach to Your Body, Brain, and Life as a Gurl

Esther Drill, Heather McDonald, and Rebecca Odes

Based on issues posted by girls on the popular www.gurl.com website, this book serves as a resource guide for girls on all types of issues including sexuality, puberty, hormones, and relationships.

DOMESTIC VIOLENCE FOR BEGINNERS

Alisa Deltufo

Unique feminist picture book that offers a variety of perspectives on domestic abuse, including historical examples and attitudes about abuse, as well as resource information.

ERICA'S CHOICES: Alternatives to Running Away A workbook for teens.

To obtain a copy call: Missing Children Minnesota (612) 521-1188.

FIGHTING INVISIBLE TIGERS: A Stress Management Guide For Teens

Earl Hipp

FINDING OUR WAY: The Teen Girls' Survival Guide

Allison Abner & Linda Villarson

Excellent book for teen girls talks about their lives and gives them really good resource info and support.

FROM DARKNESS TO LIGHT Teens Write About How they Triumphed Over Trouble

Edited by Julie Lansmen published by Fairview Press

GIRL POWER: Young Women Speak Out! Personal Writing from Teenage Girls

Hillary Carlip

"GIRL POWER is an extraordinary collection of writing by teenage girls from every part of American society. At a time when the lives of girls and young women are so often ignored, reduced to statistics, or turned into political footballs. Hillary Carlip brings us the powerful voices of teenage girls themselves." Marie C. Wilson, President, Ms. Foundation for Women.

GIRLS & YOUNG WOMEN INVENTING

Frances Karnes & Susan Bean 20 true stories about inventors and their inventions.

GIRLS AND YOUNG WOMEN LEADING THE WAY

Frances A. Karnes and Susan M. Bean --- Twenty true stories about leadership.

GIRLS SPEAK OUT: Finding Your True Self

Andrea Johnson "... takes girls on a rare and positive journey where they discover strength in being female and understanding how they can stay powerful."

IN LOVE AND IN DANGER

Barie Levy

A teen's guide to breaking free of abusive relationships/dating violence.

INSPIRATION SANDWICH Stories to Inspire Our Creative Freedom

SARK

"This book is food for your soul, and a bubble bath for your spirit! It is a guide to keeping your creativity alive."

OPHELIA SPEAKS: Adolescent Girls Write about Their Search for Self

Sara Shandler

"Ophelia Speaks culls writings from the hearts of girls nationwide, of various races, religions, and socioeconomic backgrounds."

OUTGROWING THE PAIN:A Book by and for Adults Abused as Children

Eliana Gil

Discusses patterns and behaviors common in adults who were abused. Gentle, lighthearted book aims to help survivors break habits and patterns. For adults, but could be used by older girls.

RESPECTING OUR DIFFERENCES: A Guide to Getting Along in a Changing World

Lynn Duvall "Encourages young people to become more tolerant of others and savor the rich diversity of America's changing culture."

SHINING THROUGH: Pulling it Together After Sexual Abuse

Mindy B Loiselle and Leslie Bailey Wright

For girls 10 and up, this book includes activities and checklists to assist younger girls in understanding and healing from sexual abuse.

SPEAKING OUT

Susan KuKlin

Teenagers talk about race, sex and identity.

STORIES FROM MY LIFE: Cassandra Walker Talks To Teens about Growing Up

Cassandra Walker

"Full of wisdom tempered by humor, this book encourages young people to believe in themselves.

SUGAR IN THE RAW: Voices of Young Black Girls in America

Rebecca Carroll

"...chorus of voices from black girls between the ages of 11 and 20. The 15 interviews are meditations on what affect black 'girlchildren' today.

TAKING CHARGE OF MY MIND AND BODY: A Girls' Guide to Outsmarting Alcohol, Drug, Smoking, and Eating Problems

Gladys Folkers, M.A. and Jeanne Engelmann

This book tells the truth about addictions, sheds light on mistaken beliefs, and gives girls the skills and knowledge they need to take good care of themselves, overcome life's obstacles, safeguard their futures, reach their goals and be the capable, self-assured, successful young women they're meant to be. For ages 11-18.

THE FAMILIES BOOK: True Stories about Real Kids and The People They Live With & Love

Arlene Erlbach

Very good book for kids to explore families.

THE KID'S GUIDE TO SERVICE PROJECTS

Barbara A. Lewis

Over 500 ideas for young people who want to make a difference.

THE MAID OF THE NORTH Feminist Folk Tales From Around the World

Ethel Johnston Phelps

"21 folk and fairy tales featuring women as heroic, clever figures rather than the usual roles of docile maiden in distress or villainous ogre causing distress. They are delightful takes from a variety of ethnic and cultural backgrounds."

THE POWER TO PREVENT SUICIDE: A Guide for teens Helping Teens

Richard E. Nelson and Judith Galas Free Spirit Press

TOTALLY PRIVATE AND PERSONAL: Journaling Ideas for Girls and Young Women

Jessica Wilber

Jessica, who is 14 yrs. old, encourages girls to "keep a journal to celebrate life, understand themselves and discover the power of their own voices." Includes advice on puberty and growing up, inspiring quotes and activities.

WHEN A FRIEND DIES

Marilyn Gootman

Good book on grief and loss for teens.

WHY ME?

Lynn B. Daugherty

Help for children who are victims of sexual abuse.

Excellent resource for children, preteens.

YOUR BODY, YOURSELF

Alison Bell & Lisa Rooney, M.D.

A guide to your changing body.

MAGAZINES FOR GIRLS AND YOUNG WOMEN

TEEN VOICES: A Magazine By, For And About Teenage And Young Adult Women

Call (888) 882-8336 **NOT** like "Seventeen" magazine – teens talk about real life and promote the value of females.

THE NEW MOON MAGAZINE

Written by and for girls ages 8 to 14. Call 1-800-381-4743.

RESOURCES FOR BOYS AND YOUNG MEN

MaleSurvivor – Overcoming the Sexual Victimization of Boys and Men

<http://www.malesurvivor.org/index.htm>

Abused Boys: The Neglected Victims of Sexual Abuse

by Mic Hunter

Alone and Forgotten : The Sexually Abused Man

by Rod Tobin

Betrayed as Boys: Psychodynamic Treatment of Sexually Abused Men

by Richard B. Gartner

Broken Boys/Mending Men: Recovery from Childhood Sexual Abuse

by Stephen D. Grubman-Black

Beyond Betrayal : Taking Charge of Your Life after Boyhood Sexual Abuse

by Richard B. Gartner

Diagnosis and Treatment of the Young Male Victims of Sexual Abuse

by William Breer

Everything You Need to Know When You Are the Male Survivor of Rape or Sexual Assault

by John LA Valle

If He Is Raped: A Guidebook for Parents, Mates, Friends

by Alan W. McEvoy (Editor), Jeff D. Brookings (Editor), Debbie Rollo (Editor)

Leaping upon the Mountains : Men Proclaiming Victory over Sexual Child Abuse

by Mike Lew, Richard Hoffman

Male Sexual Abuse: A trilogy of Intervention Strategies

by John C. Gonsiorek, et al

Male on Male Rape: The Hidden Toll of Stigma and Shame

by Michael Scarce

Memories of Sexual Betrayal: truth, Fantasy, Repression, and Dissociation

by Richard B. Gartner (Editor)

Males at Risk: The Other Side of Child Sexual Abuse

by Larry A. Morris, Frank G., Jr. Bolton, Ann E. MacEachron

Male Victims of Sexual Assault

by Gillian C. Mezey (Editor), Michael B. King (Editor)

Opening the Door: A Treatment Model for Therapy With Male Survivors of Sexual Abuse

by Adrienne Crowder

Psychotherapy With Sexually Abused Boys: An Integrated Approach (Interpersonal Violence, the Practice Series, 12)

by William N. Friedrich

Speaking Our Truth: Voices of Courage and Healing for Male Survivors of Childhood Sexual Abuse

by Neal King

Sexually Abused Male: Application of Treatment Strategies

by Mic Hunter (Editor)

Treating Sexually Abused Boys: A Guide for Therapists & Counselors

by Lisa Camino

The Courage to Heal Workbook: For Women and Men Survivors of Child Sexual Abuse

by Laura Davis

The Male Survivor: The Impact of Sexual Abuse

by Matthew Parynik Mendel

Wounded Boys Heroic Men: A Man's Guide to Recovering from Child Abuse

by Daniel Jay Sonkin, Lenore E. A. Walker

BOOKS FOR PARENTS AND SERVICE PROVIDERS

A WOMAN'S BOOK OF LIFE: The Biology, Psychology and Spirituality of the Feminine Lifecycle

Joan Borysenko

BLUES LEGACIES AND BLACK FEMINISM

Angela Davis

"Bessie Smith and Billie Holiday weren't just singing the blues, they were giving working class black women advice on topics from love to law ~ and laying the foundation for a feminist awakening."

BOYS AND GIRLS LEARN DIFFERENTLY! A Guide for Teachers and Parents

Michael Gurian

Based on brain research, explains differences in how boys and girls learn and offers tips on reaching both boys and girls.

BRAVE NEW GIRLS: Creative Ideas to Help Girls Be Confident, Healthy, and Happy

Jeanette Gadeberg

CIRCLE OF STONES: Womans Journey To Herself

Judith Duerk

Thought provoking, & healing guide journal for women.

CREATIVE THERAPY: 52 Exercises for Groups

Jane Dossick & Eugene Shea

There are 3 different volumes of Creative Therapy. Workbook of structured group exercises to use with teens in a group setting or individually.

FEMININE LIFECYCLE

Joan Borysenko

Gives general background for raising girls, preparing them well for educational opportunities and adult work, and giving them appropriate messages to become mastery oriented learners, and to reduce the effects of sex-stereotyping socialization. To order contact Girls Count at (303) 832-6600

Girls' RAP: Program Implementation Manual by the YWCA of Minneapolis

Curriculum from the YWCA's program for girls, 12-18, who are first time juvenile offenders. This curriculum is adaptable for a variety of programs. To order contact C'ana Petrich 651-632-5071 or Gwen Wilson 612-215-4121

HELPING CHILDREN COPE WITH THE LOSS OF A LOVED ONE: A Guide For Grownups

William C. Kroen

HOLDING OUR OWN: A handbook for Girls and Women Exploring Leadership

A Collaboration of Girls Incorporated and the YWCA of Minneapolis Phone (612) 332-0501

IMAGES: A Workbook for Enhancing Self-Esteem and Promoting Career Preparation Especially for Black Girls

Mattie Evans Gray To order: California Dept. of Education: (916) 445-1260.

INSPIRATION SANDWICH: Stories To Inspire Our Creative Freedom

SARK

This book is food for your soul, and a bubble bath for your spirit! It is a guide to keeping your creativity alive."

MANY ROADS, ONE JOURNEY Moving Beyond the 12 Steps

Charlotte Davis Kasl

"Dynamically moving beyond learned helplessness and the marketplace of fear, Dr. Kasl's courageous new book offers readers (women) real choices – diverse empowerment alternatives for achieving and maintaining a high quality of life in recovery.

NO MORE FROGS TO KISS: 99 Ways to give Economic Power to Girls

Joline Godfrey

"Shows how to help girls discover the self-respect that comes only from developing their own talents and finding their own independence." Teaches girls how to move toward economic equality.

OFTEN INVISIBLE: COUNSELING GAY & LESBIAN YOUTH

Central Toronto Youth Services

Excellent Resource information for parents and service providers on understanding and counseling gay and lesbian youth. Copies can be ordered from: Central Toronto Youth services 27 Carlton Street, Toronto, Ontario M5B 1L2, Phone (416) 924-2100.

PARENTING OUR DAUGHTERS (not for parents only), by Girls Count Gives general background for raising girls, preparing them well for educational opportunities and adult work, and giving them appropriate messages to become mastery oriented learners, and to reduce the effects of sex – stereotyping socialization. To order contact Girls Count at (303) 832-6600.

RAISING STRONG DAUGHTERS

Jeanette Gadeberg

"The definitive guide for adults to help girls grow up to be confident, healthy, and competent. Provides a variety of creative ideas to teach girls of any age the inner confidence, strength, and know-how needed to get ready for life.

S.E.E.K. * (Self-Esteem Enhancement Kit)

Stephanie Roth-Nelson

Activity based resource workbook for teenagers that guides them through beliefs & values, peer pressure, making choices, taking risks, and improving their self-esteem.

A SOCIOLOGY OF WOMEN: The Intersection of Patriarchy, Capitalism, and Colonization

Jane Ollenburger and Helen A. Moore

SMART GIRLS: A New Psychology of Girls, Women, and Giftedness

Barbara A. Kerr, Ph.D

THE BEAUTY MYTH: How Images of Beauty Are Used Against Women

by Naomi Wolf

THE HUNGRY SELF: Women, Eating and Identity

Kim Chernin

THERAPEUTIC EXERCISES FOR VICTIMIZED & NEGLECTED GIRLS:

Applications for Individual, Family, & Group Psychotherapy

Pearl Berman Available through Professional Resources Press 1-800-443-3364

There are 3 different volumes of Creative Therapy. Workbook of structured group exercises to use with teens in a group setting or individually. Thought provoking, & healing guide journal for women.

UNAFRAID OF THE DARK

Rosemary L. Bray

" 'I am living proof of the 78% of African- American women who are raised on welfare but never return to the system.' Bray deftly adds hard data to her personal memories and makes an affecting call for compassionate social policy."

WE ARE NOT ALONE: A Guidebook for Helping Professionals and Parents Supporting Adolescent Victims of Sexual Abuse

Jade Christine Angelica

This guidebook has a two-fold purpose, it explains the legal process for sexual abuse victims as well as providing information on common emotional reactions by survivors of abuse.

WOMEN, GIRLS, & PSYCHOTHERAPY: Reframing Resistance

Edited by Carol Gilligan, Annie Rogers, and Deborah Tolman

Various essays about girls and women on topics ranging from culture to health issues. Written for people who care about girls and women, from parents to therapists.

WOMEN'S GROWTH IN CONNECTION by the Stone Center

Comprehensive reading on women's psychology, relational theory, and women's lives from a variety of service providers.

WOMEN HELPING GIRLS WITH CHOICES: A HANDBOOK FOR COMMUNITY ORGANIZATIONS

Bingham and Stryker To order contact: California Department of Education: (916) 445-1260

WOMEN IN THERAPY

Harriet Lerner Ph.D.

Pro-female views and perspectives on psychotherapy

WOMEN WHO HURT THEMSELVES: A Book of Hope And Understanding

Dusty Mills

WOMEN'S WAYS OF KNOWING: The Development of Self, Voice, and Mind,

Mary Field Belenky, Blythe McVicker Clinchy, Nancy Rule Goldenberger, Jill Mattuck Tarule

YOU JUST DON'T UNDERSTAND

Deborah Tannen

Excellent book on the cultural differences in men and women's communication. Easy to read and informative on how boys and girls are socialized.

OTHER RESOURCES FOR GIRLS AND WOMEN

AAUW: "Ten Tips To Build Gender Fair Schools"

To receive info call: 1-800-326-2289

FREE SPIRIT PUBLISHING CATALOG - a catalog of books, posters and other creative learning materials that enrich the lives of children and teens. Call 1-800-735-7323

**To order Ann Reed "HEROES" song contact TurtleCub Productions
(612) 822-5102**

WOMEN'S HISTORY CATALOG, Windsor California - multicultural books, poster, videos, classroom materials, display materials, women's history supplies.

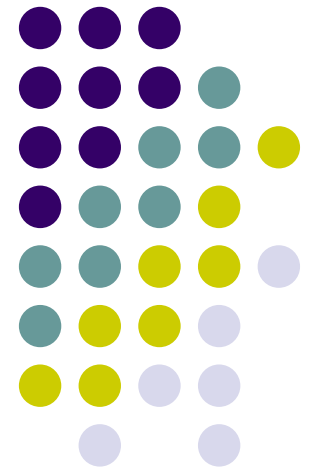
To order catalog call (707) 838-6000

Resource Lists for Women and Girls Compiled by Paula Schaefer, NIC Technical Resource Provider for **Meeting the Needs of Juvenile Female Offenders**, FY2003, 2004, 2005, 2006.

General Resources, and Resources for Men and Boys Compiled by Leslie LeMaster, National Institute of Corrections, FY2006 specifically for this workshop.

Recognizing and Addressing
**Sexual Abuse,
Assault Prevention
and Intervention Issues**
In Your Juvenile Justice Setting

A companion workshop to the Overview of the
Prison Rape Elimination Act (PREA)





History of *National Institute of Corrections (NIC)*

- Public concerns and problems in correctional agencies – call for a federal response
- December, 1971 meeting
- Keynote called for the creation of a “National Training Academy”

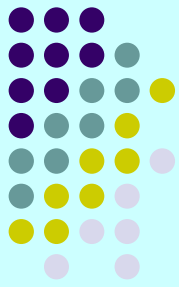




The Birth of NIC

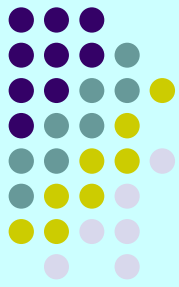
- Founding legislation Public Law 93-415 in 1974
- Funded in 1977
- Mandated provision of:
 - Training
 - Technical Assistance
 - Clearinghouse Services
 - Research
 - Policy and Program Development





How is NIC Organized?

- Primary constituent groups served by a division
 - Jails Division / CO
 - Prisons / Community Corrections / DC



How Is NIC Organized?

- All constituent groups served by:
 - Academy Division / CO
 - Office of Correctional Job Training and Placement (OCJTP) / DC



How Is NIC Organized?

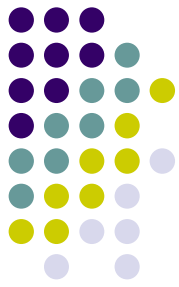
- Specialized Areas Have Developed:

Office of International Affairs / DC:

Coordinates requests and services to

corrections professionals from around the globe

The Academy Division . . .



- Training needs identification
- Training program development and delivery
- Curriculum development
- Development of new program delivery strategies
- Evaluation of training and the training system

The Academy Division . . .



- Leadership and Management development
- Capacity building initiatives
- Technical Assistance
- Training in partnership with state and local agencies at their sites
- Workshops at regional and national conferences





The Academy Division . . .

- ***Sixteenth year of Interagency Agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP)***
- Training and training related services targeted to juvenile justice professionals
- Capacity building initiatives
- Special projects to assist continuing growth of the jj arena
- Technical assistance





Performance Objectives

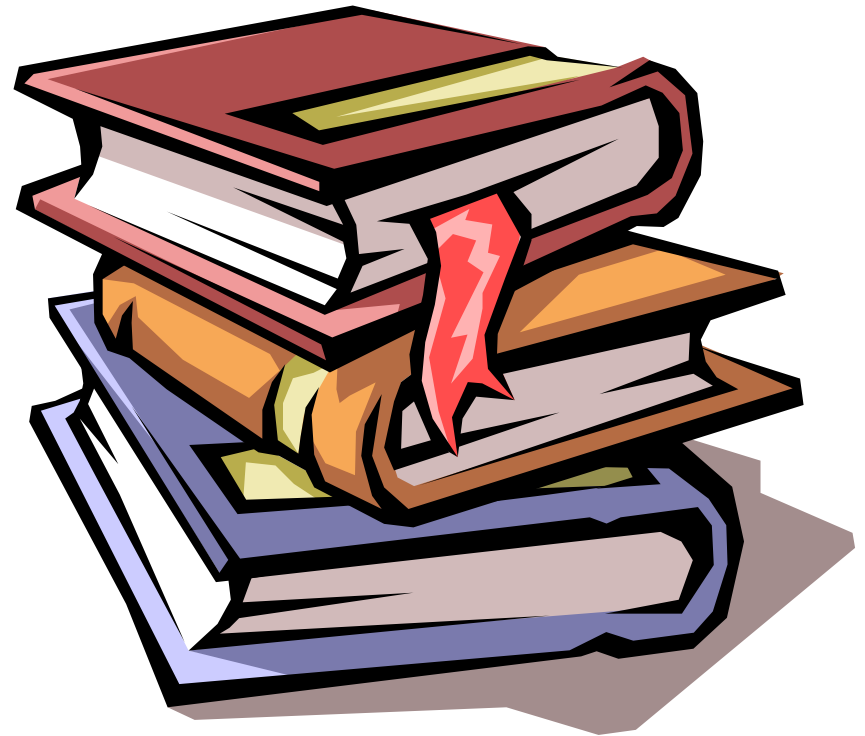
At the conclusion of this Overview Workshop, participants will be able to:

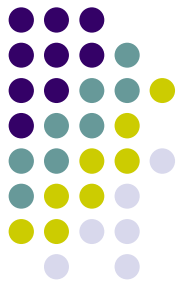
- Recognize signs and symptoms of potential sexual abuse and assault in juveniles under their care;
- Articulate the “Do’s and Don’ts” related to working with juvenile victims of sexual abuse and assault;
- Analyze a scenario and decide upon an effective and appropriate course of action related to recognizing and addressing sexual abuse, assault prevention and intervention in their work setting.



The Baseline for this Dialogue

- Bureau of Prisons
Policy Statement
P5324.06
- ***“Sexually
Abusive Behavior
Prevention and
Intervention
Program”***
- April 27, 2005





Purpose and Scope

- To provide guidelines to address the following prohibited and/or illegal sexually abusive behavior involving:
 - Inmate / juvenile offender perpetrator against inmate / juvenile offender victim
 - Staff perpetrator against inmate / juvenile offender victim; and
 - Inmate / juvenile offender perpetrator against staff victim

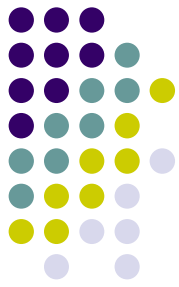


Guidelines are provided to . . .



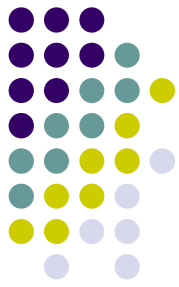
- ***Detect*** incidents, perpetrators, and victims
- ***Prevent*** sexually abusive behavior
- ***Intervene*** properly
- ***Investigate*** reported incidents
- ***Discipline / prosecute*** perpetrators

How Does This Apply to Us?



- BOP Policy Statement 5216.05
- *“Juvenile Delinquents”* of 1999
- *“It is important [. . .] that each juvenile contract agency’s policies are consistent with Bureau directives [. . .] and the CCM must review these policies and practices during monitorings [. . .] to ensure compliance.”*





Defining the Issues . . .

- ***Sexual Abuse***

- Sexual Fondling
- Sexual Misconduct (Staff Only)
- Sexual Assault with an Object
- Rape
- Full language, Workbook page 4 - 5

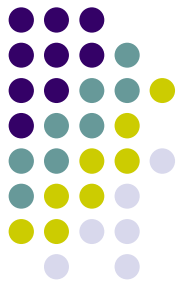
- Source: PS P5324.06, pages 3 - 5



Defining the Issues . . .

● *Prevention / Detection*

- Understanding and participating in detection / prevention
- Behavior occurs along a continuum
- Undetected / unchecked sexual acting out can lead to more serious sexual offending
- Detection – Requires intentional awareness
- Full language – Workbook, page 5



Defining the Issues . . .

- ***Intervention / Response***

- Report and respond to all allegations
- Assume all reports are credible
- Determination of actions
- Severity increases, response level increases
- Full language – Workbook, pages 5 - 6



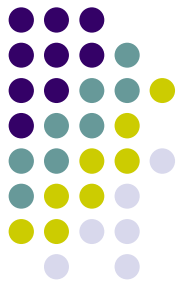
Victims of Sexual Abuse We May Encounter . . .

- Juveniles who have been victimized
 - In our custody / setting
 - In another setting
- Victimized by
 - Another juvenile in the setting / another setting
 - A staff member
 - Another adult, such as family member, caregiver, etc.

Perpetrators We May Encounter . . .



- Wields power / authority to trick, bribe, force or threaten into sexual activity
- Old or young, boys or girls, men and women
- Acquaintances, strangers, family members, friends, respected citizens . . .



“Mini-Caucas” . . .

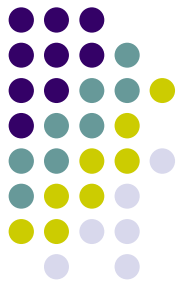


- In your small group . . .
 - **Brainstorm** a list
 - **Examples** of the **forms** that sexual abuse may take with juveniles, both in and out of our jj settings
 - **Select** a spoke person(s) to share your group’s ideas!



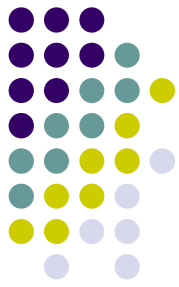
More Examples . . .

- In your workbook, pages 7 and 8



What Perpetrators Do . . .

- Blame
- Shame
- Trick
- Bribe
- Intimidate
- Entice
- Threaten
- What else do they do?



“Mini-Caucas” . . .



- In your small group . . .
 - *Brainstorm* a list
 - Potential *Behavioral Impacts* of sexual abuse
 - Potential *Emotional Effects* of sexual abuse
 - *Select* a spoke person(s) to share your group’s ideas!

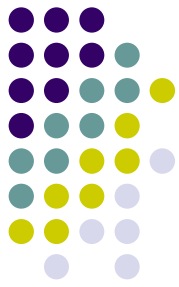


“Mini-Caucas” . . .



- In your small group . . .
 - **Brainstorm** a list
 - **Signs and Symptoms** of Sexual Abuse and Assault
 - **Select** a spoke person(s) to share your group’s ideas!

What Juvenile Survivors Need Assistance With . . .



- Knowing they are in charge of their own healing
- Learning who to and who not to trust
- Dealing with grief and loss issues
- Re-designing their world view
- Which resonate with you from page 10?

Guidelines for Counseling / Working with Juvenile Survivors



- Believe
- Join and validate
- Educate yourself
- Encourage seeking support
- Get additional help
- Accept that things will change





Do's and Don'ts . . .

- Ideas on pages 11 and 12
- ***Which resonate with you? Why?***
- Others to add to these lists?

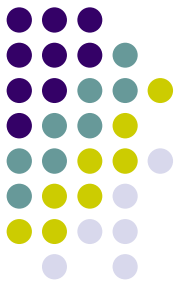


Let's Put this Into Play . . .



- In your small group, work together on your scenario . . .
 - **Answer** the questions on page 14
 - **Select** a spoke person(s) to share your group's thinking / reasoning

Resources To Explore . . .



- Workbook,
pages 16 – 28

