



# Addressing Sexual Abuse of Youth in Custody

## **Module 4: Sexuality**

Developed by the NIC/WCL  
Project under NIC CA  
#06S20G.1.11



# Objectives

- Define human sexuality
- Define and understand gender terminology
- Understand sexual orientation  
Understand the intersection of gender and sexuality
- Identify and understand a youth's values about life, love, and relationships



# Human Sexuality

## ■ Sex

### – Biology and Anatomy

- external sex organs, internal sex organs, and secondary sexual development at puberty

## ■ Gender

### – The set of qualities and behaviors expected from a female or male by society

- learned and can be affected by factors such as education, culture or class.
- vary widely within and among cultures
- socially determined and can evolve over time



# Human Sexuality

## ■ Sexuality

- The interplay of physical, psychological, social, emotional, and spiritual makeup of an individual
  - encompasses gender, gender role, gender identity, sexual orientation, sexual preference, and social norms as they affect physical, emotional, and spiritual life
  - defined by sexual thoughts, desires and longings, erotic fantasies, turn-ons and experiences

## ■ The act of sex

- Any form of insertive sexual behavior, including oral sex, anal sex, intercourse or all of these behaviors



# Gender Terminology

## ■ Sexual Orientation

- The desire for intimate emotional and sexual relationships with people of the same sex (homosexual), the other sex (heterosexual), or both sexes (bisexual).

## ■ Gender Identity

- A person's sense of being male or female.

## ■ Homosexual

- A person primarily emotionally, physically, and/or sexually attracted to members of the same sex (Gay man/lesbian)



# Gender Terminology

## ■ Transgender

- Transsexuals, transvestites, cross-dressers, or anyone who tends to blur traditional gender boundaries.

## ■ Bisexual

- A person primarily emotionally, physically, and/or sexually attracted to members of the same, as well as the opposite, sex.

## ■ Heterosexual

- A person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex.



# Gender Terminology

## ■ **Transsexual**

- a person who strongly identifies with the opposite gender, usually includes a desire to actually be the opposite sex. Most often refers to a person who has had a sex change operation.

## ■ **Transvestite**

- Someone who derives sexual pleasure from dressing in clothing generally identified with the opposite sex. While the terms homosexual and transvestite have been used synonymously, they are in fact two different terms. The majority of transvestites are heterosexuals. Cross-dressing that does not include any sexual charge is usually referred to as DRAG.

# Sexual Orientation



■ Gay

■ Lesbian

■ Trans-gendered

■ Intersex

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# Sexuality:

## Healthy Development for Adolescence

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# Age 5: Know

- Love should make people feel good, safe, and wanted
- People's bodies are different sizes, shapes, and colors
- People's bodies belong to themselves
- It takes genetic material from woman and a man to make a baby



# Age 5: Ability to

- Talk privately with trusted adults about sexual issues, questions, and concerns
- Use correct terms for all sexual body parts
- Say "No" to unwanted or uncomfortable touch



# Age 6-9: Know

- Everyone has sexual thoughts and fantasies and this is normal
- Sexual identity includes sexual orientation — lesbian, gay, straight, or bisexual
- About sexual abuse and its dangers — that sexual predators may seem kind, giving, and loving, and may be friends or family members



# Age 6-9: Ability to

- Take an active role in managing their body's health and safety
- Recognize and protect themselves from potential sexual abuse and its dangers
- Develop, maintain, and end friendships



# Age 10-12: Know

- The range of times at which normal developmental changes begin, including normal differences in the timing of these events for girls and boys
- How female and male bodies grow and differ
- That emotional changes are common and to be expected during this time



# Age 10-12: Know

- How to protect against sexually transmitted infections and unwanted pregnancy
- That masturbation is very common. It is normal to masturbate, but only in private
- About rape, what it is and ways to prevent it
- About sexually transmitted infections—  
transmission, prevention, and treatment

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# Age 10-12: Ability to

- Understand and expect that their bodies will be changing and know that the differences between themselves and their peers are normal
- Take care of their personal hygiene during menstruation or after having wet dreams





# Age 13-18: Know

- About the range of difference in sexual behaviors and relationships, including abstinence, marriage and domestic partnership, and opposite- and same-sex partnering
- About the potentially harmful consequences of sexual relationships
- That everyone has the right not to have sex



# Age 13-18: Ability

- Recognize sexuality as a positive aspect of one's personality
- Take responsibility for their choices and behaviors related to sexuality
- Recognize the probability of becoming or making someone pregnant as a result of unprotected vaginal intercourse
- Understand the challenges of adolescent pregnancy



# Age 13-18: Ability

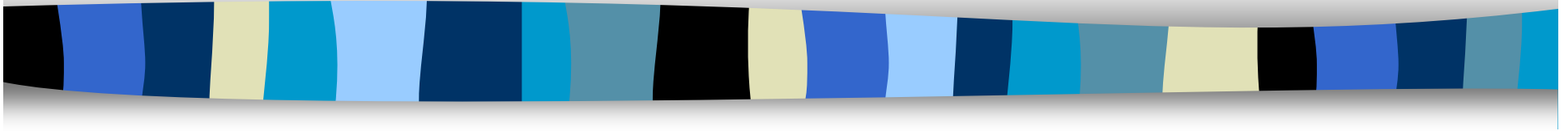
- Be comfortable in asking about and obtaining contraception
- Understand sexual exploitation among adolescents
- Avoid unwanted or inappropriate sexual experiences



# Age 13-18: Ability

- Assert oneself when refusing to participate in sexual activities, or when insisting on the use of birth control and safer sex
- Communicate clearly, including being able to talk with one's actual or potential partner about sexual behavior

# Sexual Behaviors:



## Youth in Custody

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# Policy: Restrictions on Sexual Behaviors

- Policies against sexual behavior are at odds with adolescent sexual development
- Each institution needs to have realistic and clear rules
- Rules must balance creating a safe, structured environment with the reality that teenagers may engage in benign, age-appropriate normative behaviors such as hand holding or giving a quick hug.



## **Policy:**

# **History and Backgrounds of Youth**

- Know the child's history as it relates to sexual abuse, sexual acting-out, and sexual assault
- Speak with parents/caregivers, probation officers, social workers, or other people involved with the case



# Policy:

## History and Backgrounds of Youth

- When an individual has a concerning history or is at risk as a perpetrator
  - take action to make all caregivers aware of the risk
  - take steps to ensure that he or she is not given time or opportunity to act out against another adolescent
  - provide appropriate treatment for the behavior





## Policy: History and Backgrounds of Youth

- If an individual has a concerning history of being victimized
  - he or she may be suffering from posttraumatic stress symptoms
  - may present with sleep disturbance
  - may refuse to shower
  - Adopt other oppositional behaviors to keep safe



# Policy:

## Employee Background Checks and Ongoing Evaluation

- Most states have mandatory policies regarding criminal background checks and fingerprinting for employees
- Some individuals drawn to work with youth in custodial settings want access to this vulnerable population



# Policy:

## Employee Background Checks and Ongoing Evaluation

- Supervisors and coworkers need to be aware of the possibility that child abuse and maltreatment may be taking place
- This is not to create an environment of suspicion and mistrust, it is meant to be a collective effort to keep adolescents in custodial care safe



# Keeping Kids Safe– Red Flags

- Verbal come-ons
- Flirting or non-verbal signals
  - staring
  - gaining and maintaining proximity to a youth
- Unwanted touching or sexual abuse takes place.
- Rule violations– food, money, contact with youth post custody
- Constant contact with a particular youth



# Keeping Kids Safe– Action

- Harassment Policy
  - Staff
  - Youth
- Training
  - Staff
  - Youth
- Consistent Enforcement
  - Staff
  - Youth

# Special Concerns: Sexual Minorities

5 -10% of high school aged youth identify as gay, lesbian, or bisexual (LGB)



# Sexual Self-Concept, Orientation, and Identity

- Evaluation of sexual feelings and actions
- Key developmental tasks of adolescence
- Experience first adult erotic feelings
- Experiment with sexual behaviors
- Develop a strong sense of their own gender identity and sexual orientation

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# Risk Factors for GLBTQQ Youth

■ **Homophobia**

■ **Hate Crimes**

■ **Homelessness**

■ **Suicide Risk**

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# Recommendations for Dealing with GLBTQQ Youth

- Have policies against homophobic remarks
- Enforce policies swiftly and consistently
- Be sensitive in responding to same-sex partnerships



# Recommendations for Dealing with GLBTQQ Youth

- Include respect for others and sexual orientation as part of orientation and as part of any human development classes.
- Same-sex partnerships present a challenge when a couple may be sharing a room and need to be separated.

# Discussion



## **Why Understanding Sexuality is Important in this Context**

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