

**Responding to Sexual Abuse of Youth in Custody: Addressing the Needs of Boys, Girls, and Gender Nonconforming Youth Notification of Curriculum Use**  
**April 2014**

The enclosed Responding to Sexual Abuse of Youth in Custody: Addressing the Needs of Boys, Girls, and Gender Nonconforming Youth curriculum was developed by the Project on Addressing Prison Rape at American University, Washington College of Law as part of contract deliverables for the National PREA Resource Center (PRC), a cooperative agreement between the National Council on Crime and Delinquency (NCCD) and the Bureau of Justice Assistance (BJA). The Prison Rape Elimination Act (PREA) standards served as the basis for the curriculum's content and development with the goal of the Responding to Sexual Abuse of Youth in Custody: Addressing the Needs of Boys, Girls, and Gender Nonconforming Youth curriculum being to satisfy specific PREA standard requirements.

It is recommended that the Responding to Sexual Abuse of Youth in Custody: Addressing the Needs of Boys, Girls, and Gender Nonconforming Youth curriculum be reviewed in its entirety before choosing which modules to use. Any alterations to the original materials require either acknowledgement during their presentation or removal of the PRC and Project on Addressing Prison Rape logos.

BJA is currently undergoing a comprehensive review of the enclosed curriculum for official approval, at which point the BJA logo may be added.

*Note: Use of the enclosed curriculum, either in part or whole, does not guarantee that an auditor will find a facility "meets standards." Rather, an auditor will take into consideration the curriculum used as part of their overall determination of compliance.*

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**Training Curriculum:  
Responding to Sexual Abuse of Youth in Custody:  
Addressing the Needs of Boys, Girls and Gender Non-Conforming Youth**

## **Module 5: Adolescent Sexuality**

**The Project on Addressing Prison Rape  
February 2014**

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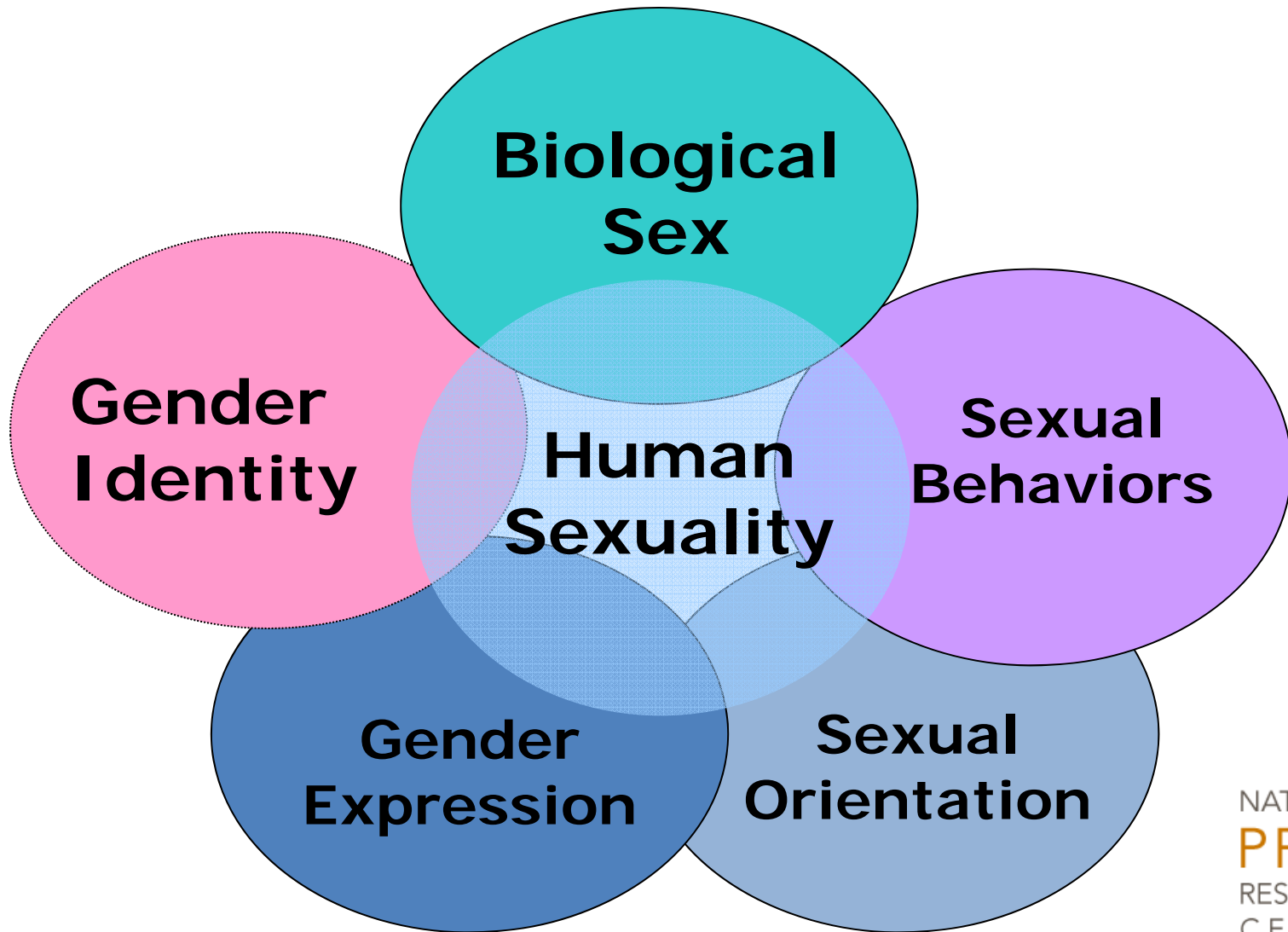
# Objectives

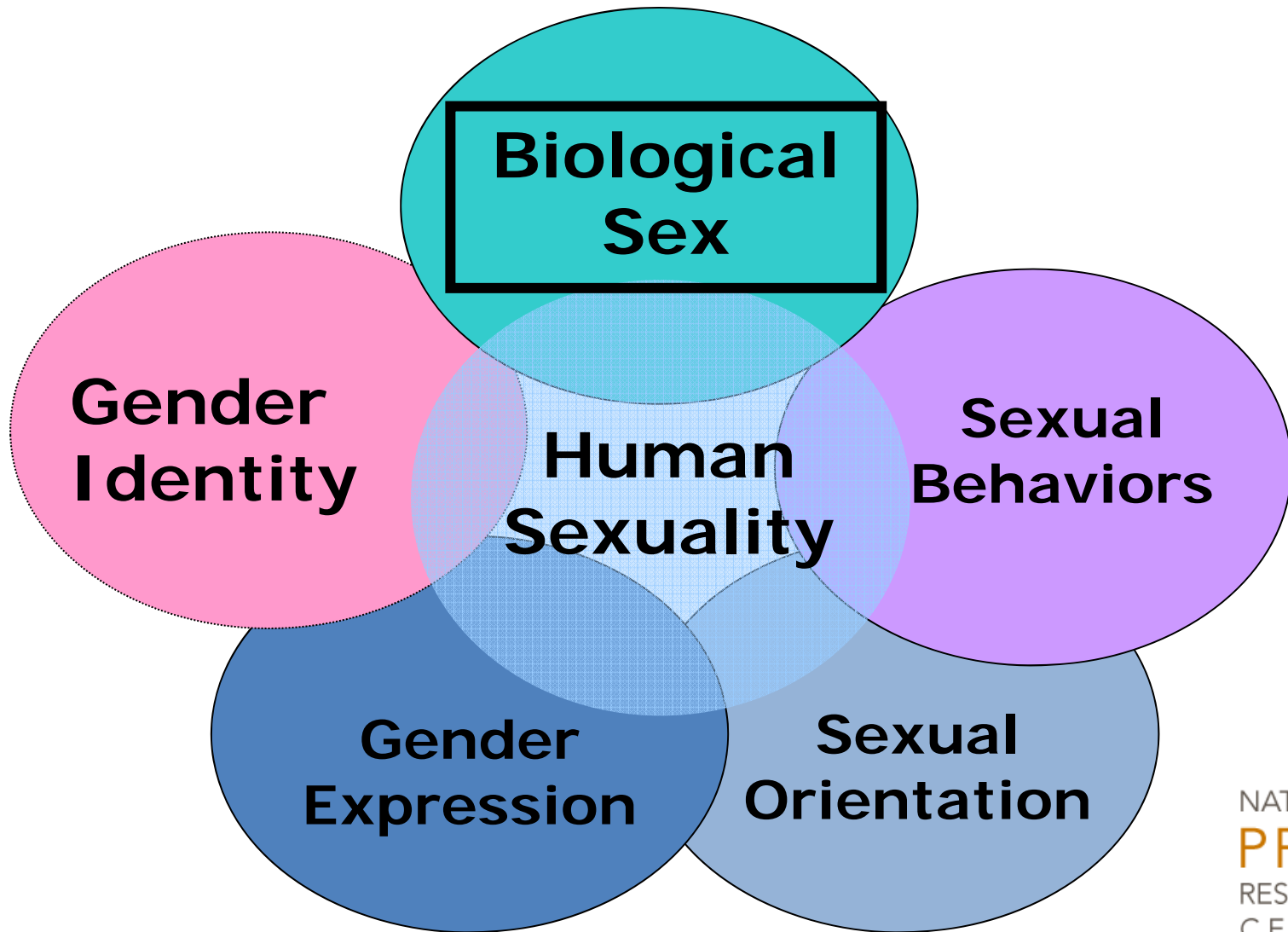
- Define human sexuality
- Identify terms and concepts related to gender, gender identity, gender expression and sexual orientation
- Discuss features of healthy sexual development in adolescence
- Describe how confinement creates unique challenges in supporting healthy sexual development of adolescents



# Aspects of Sexuality and Gender







# Biological Sex

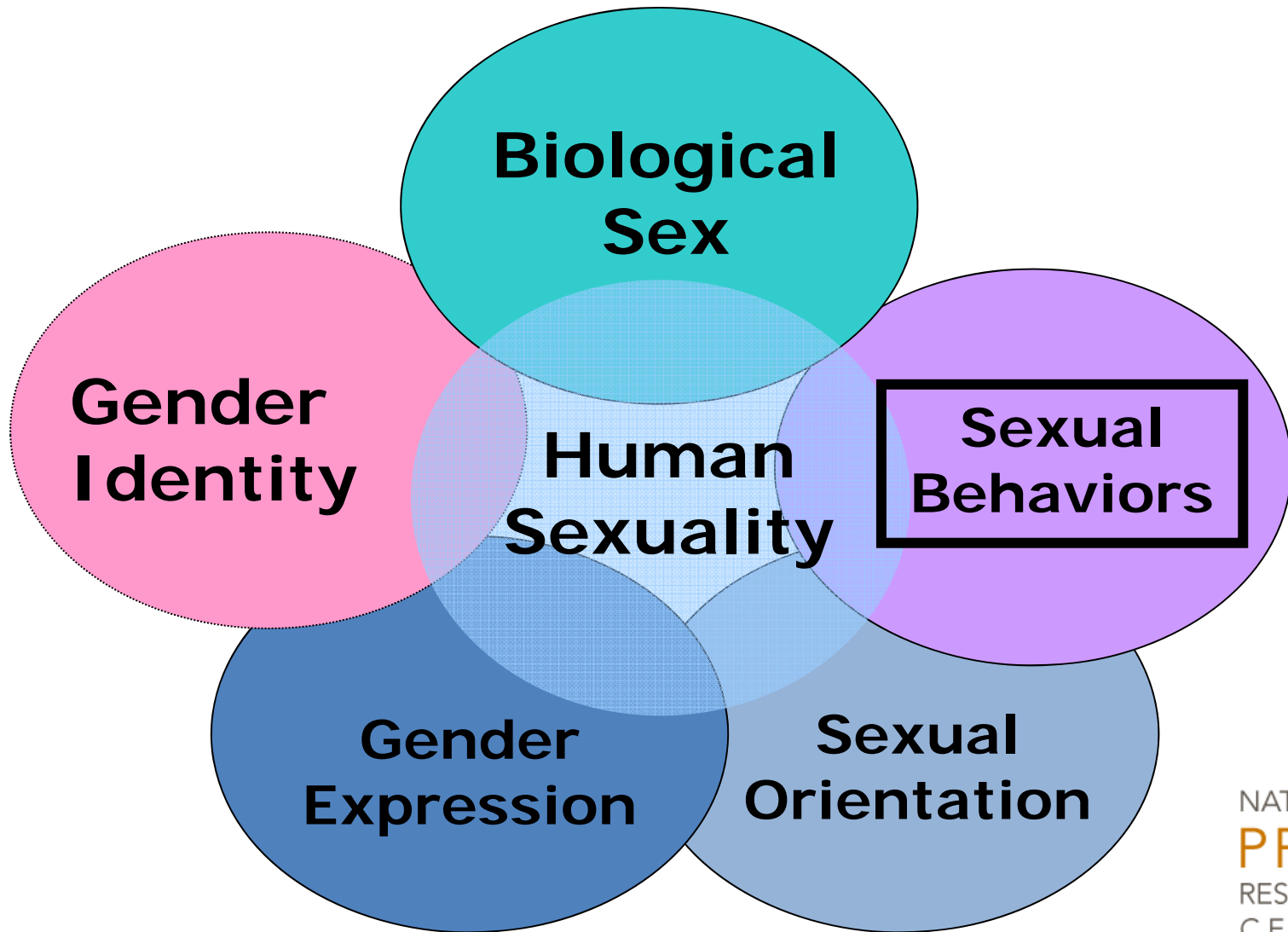
It's our "packaging"!

Determined by our:

- Chromosomes
- Hormones
- Internal and external genitalia



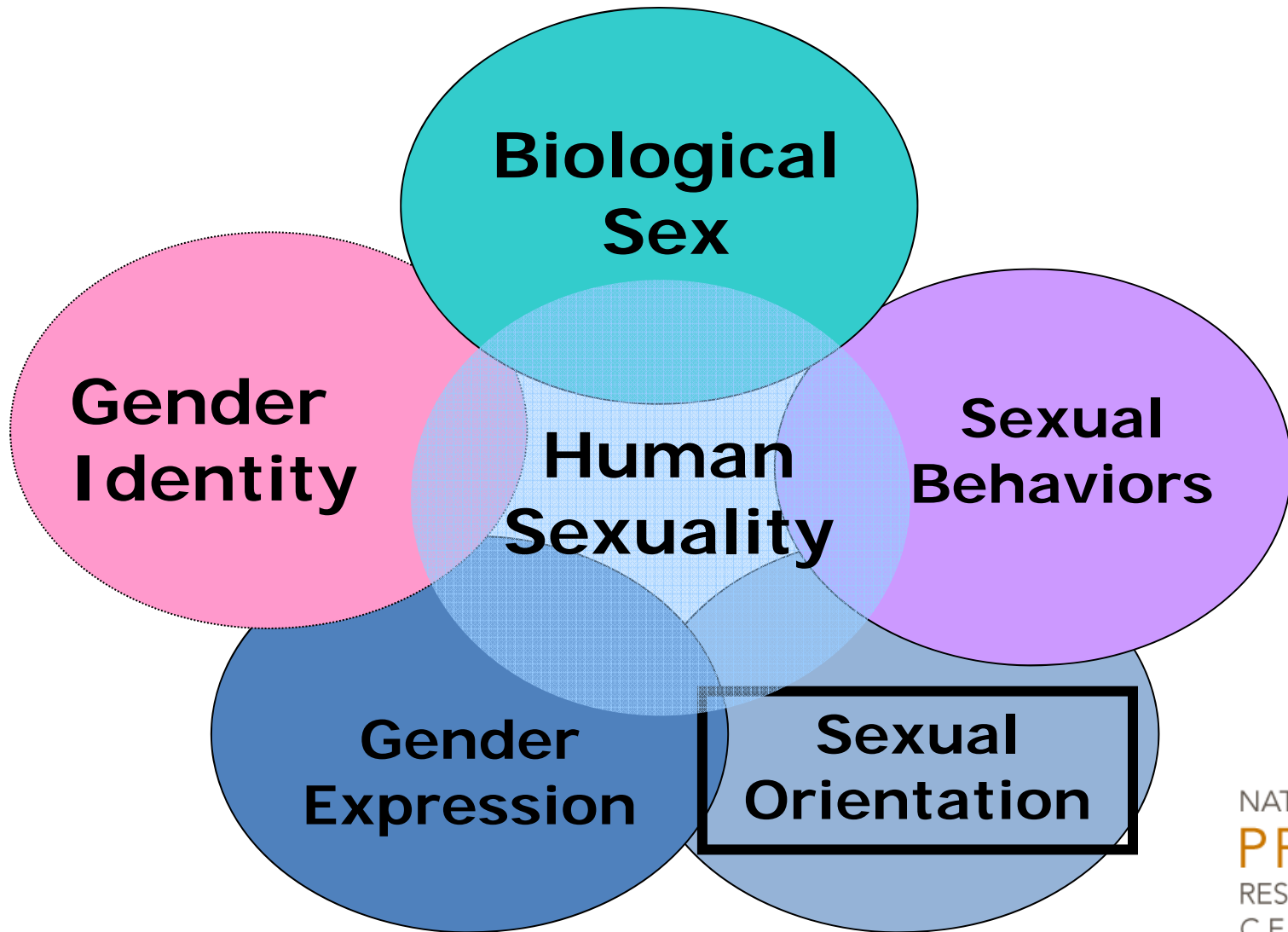




# Sexual Behaviors

What we do sexually with others or by ourselves





# Sexual Orientation

The enduring pattern of emotional, romantic and sexual attraction to those of the same sex, opposite sex, or both sexes (or neither!)



# Terms Related to Sexual Orientation

**Heterosexual** : Opposite-sex attraction

**Homosexual**: Same-sex attraction

**Bisexual**: Attracted to both sexes



# More Terminology Related to Sexual Orientation

**Heterosexual = “Straight”**



# And Finally, Related to Sexual Orientation...

“LGBQ” = Lesbian, Gay, Bisexual, Questioning

**NOTE:** “Homosexual” is a label that has fallen out of favor



# The Pediatric Position on LGB Orientations

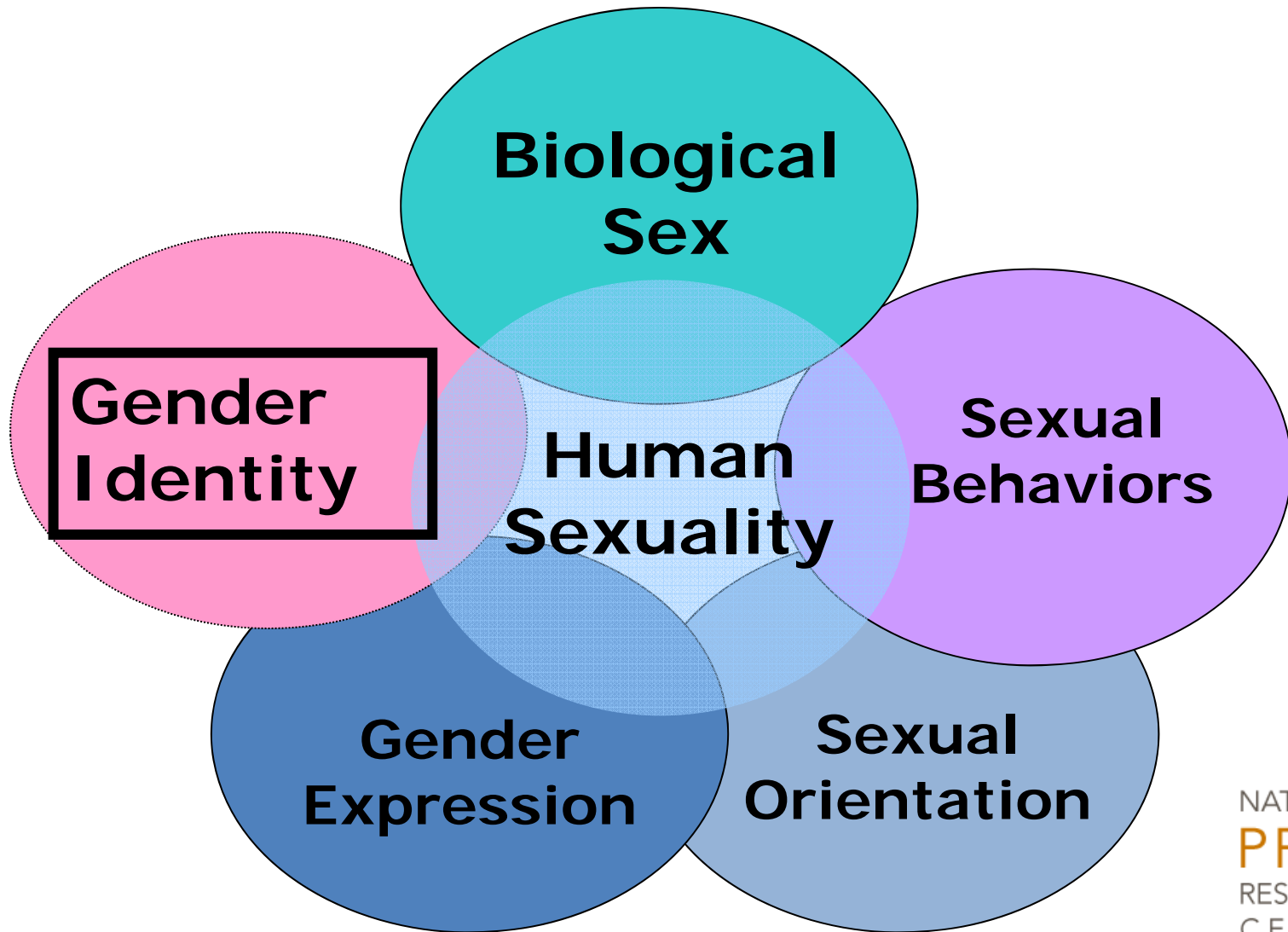
They are established by early childhood or perhaps even before birth

They are not a choice

They are normal and healthy developmental outcomes





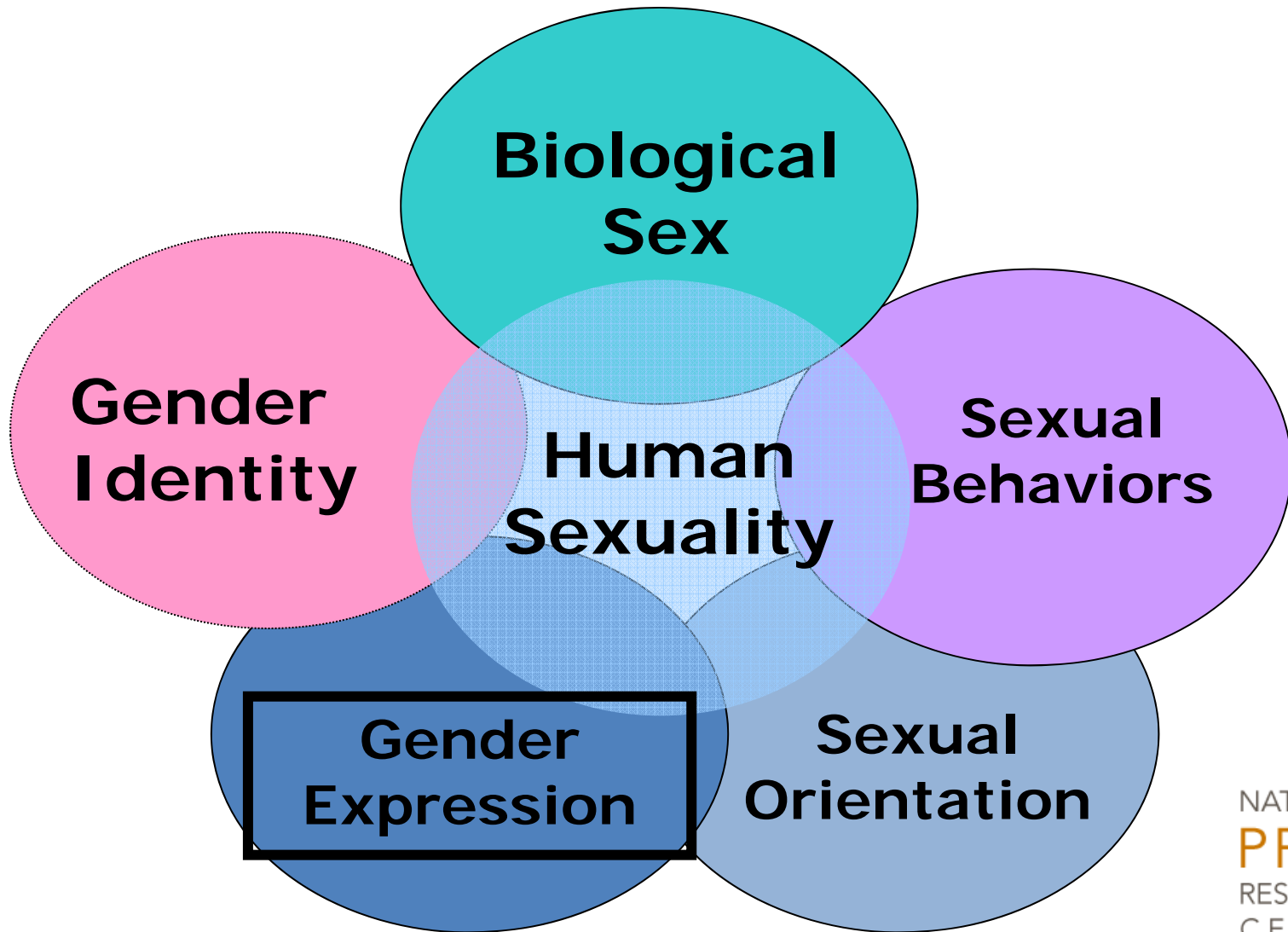


# Gender

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

- Varies widely within and among cultures
- Not the same as biological sex





# Gender Expression

Expression of gender in terms of chosen name, clothing, hairstyle, jewelry, mannerisms, speech, interests, hobbies, magazines, room decor etc.

This may or may not conform to cultural expectations attached to a person's biological sex

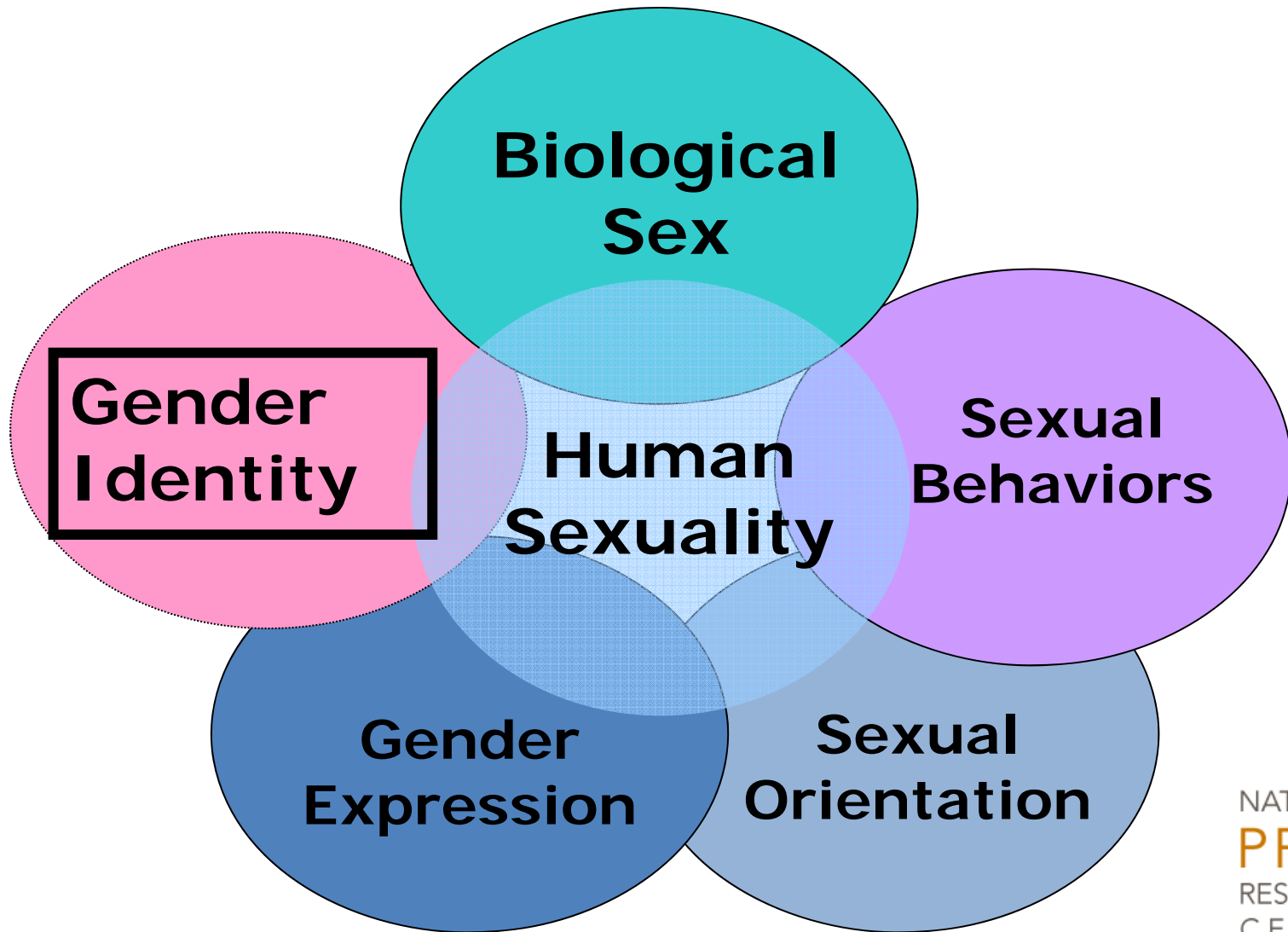


# Gender Non-Conforming Youth

Youth who do not follow **other people's ideas or stereotypes** about how they should look or act based on the female or male sex they were assigned at birth.

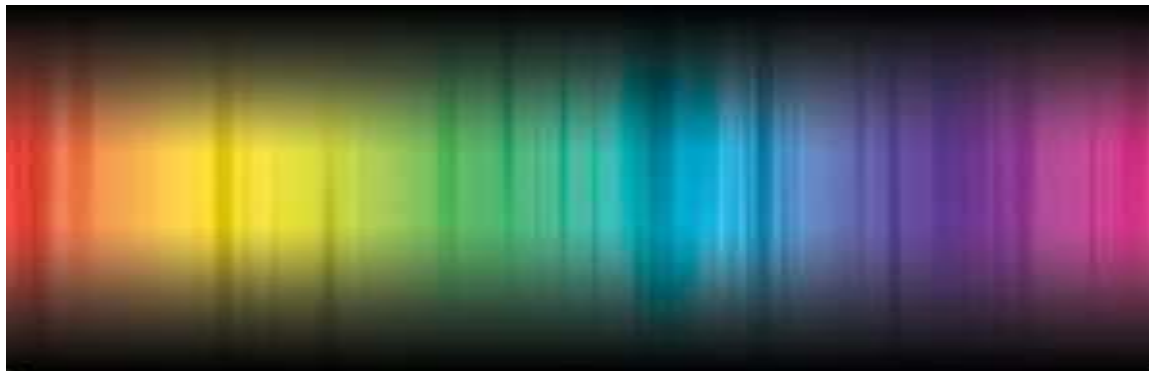






# Gender Identity

A person's basic sense of being female, male, both, or another gender





# We All Have a Gender Identity

For some, the inner-experienced gender or expressed gender differ from the gender assigned at birth

**“Transgender”**



# LGBTQ

A common term that combines  
sexual orientation and **gender  
identity**

Lesbian  
Gay  
Bisexual  
**Transgender**  
Questioning



# Human Sexuality

Involves the complex interplay of physical, psychological, social, emotional, and spiritual makeup of an individual

Defined by sexual thoughts, attraction, desires, fantasies, feelings of love and affection, and experiences

One of the most important parts of adolescent identity



# Sexuality and Healthy Adolescent Behavior



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## Age 5: Know→

- Love and appropriate touch should make people feel good, safe, and wanted
- People's bodies are different sizes, shapes, and colors
- People's bodies belong to themselves
- A woman and a man are both involved in making 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 [even if from family]
- Report any inappropriate, unwanted or uncomfortable touch



## Age 6-9: Know→

- Everyone has sexual thoughts and fantasies, and this is normal
- Some people are attracted to the same sex, some to the opposite sex, and some to both
- About sexual abuse and its dangers — that sexual predators may seem kind, giving, and loving, and may/can 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 pubertal 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→

- About pregnancy, and the importance of abstinence
- 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



## 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
- Talk about pubertal and relationship concerns with parents, pediatricians or other trusted adults



## Age 13-18: Know→

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



## Age 13-18: Ability to→

- 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 or contracting an STI as a result of unprotected vaginal, oral or anal intercourse, and that safer sex helps but is no guarantee
- Understand the challenges of adolescent pregnancy



## Age 13-18: Ability to→

- Be comfortable in asking about and obtaining contraception
- Understand sexual exploitation among adolescents exists and what it looks like
- Avoid unwanted or inappropriate sexual experiences
- Assert oneself when declining to participate in sexual activities, or when insisting on the use of birth control and safer sex
- Communicate clearly with one's actual or potential partner about sexual behavior



# Concerns of Sexual Minorities

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

A smaller percentage identify as transgender



# Growing Up Lesbian, Gay, Bisexual, or Transgender in America

**Research shows that, despite many societal changes in acceptance, many LGBT youth still face.....**





**Isolation  
Fear  
Violence**



# Results of Isolation, Fear and Violence

- Family conflict
  - Running away or kicked out of home
- School failure and drop-out
- Risk-taking
  - Sex, drugs etc.



# Results of Isolation, Fear and Violence

- Prostitution
- Involvement with juvenile justice system
- Depression and suicide



# Results of Isolation, Fear and Violence

These risks are **NOT** a necessary part of the script for growing up LGBT. They are the common experience for **any** youth who grows up stigmatized, victimized, afraid, and alone



# Results of Isolation, Fear and Violence

Research strongly suggests that it is societal disapproval and the resulting victimization and discrimination under which LGBTQ youth grow up that are the primary reasons for the physical, emotional, and social problems these teens face



# Gender Non-Conforming Youth

- May be straight, gay, lesbian, bi, or transgender
- Research shows that it is these youth who are most likely subjected to violence at school and at home, especially boys
- Research also shows that they are at increased risk for suicide, substance use, school failure, homelessness etc



# Growing up LGBT

LGBT youth, and particularly gender non-conforming youth, are often **targeted** for physical and sexual abuse in detention and correctional settings, for many different reasons



# How Can We Support LGBT Youth in Detention or Correctional Settings?





# 1. Provide Validation, Support and Self-Acceptance



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## 2. Assure Safety

<b>HAWAII YOUTH CORRECTIONAL FACILITY</b>	<b>EFFECTIVE DATE: 04/11/07</b>
<b>CHAPTER: 43 Youth Rights and Remedies</b>	<b>SUPERSEDES: (Police) N/A</b>
<b>SUBJECT: Non-Discriminatory, Developmentally-Sound Treatment of Lesbian, Gay, Bi-Sexual and Transgender (LGBT) Youth</b>	



### 3. Provide and Facilitate Connections to Support



## 4. Support Healthy Relationships and Sexual Decision-Making



## 5. Encourage Optimism for the Future



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# Recommendations Related to LGBT Youth

- Have policies that specifically prohibit verbal and physical harassment of youth based on sexual orientation or gender identity, either by staff or other youth
- Enforce policies swiftly and consistently
- Be sensitive in responding to expressions of same-sex affection or attraction



# Recommendations Related to LGBT Youth

- Include respect for others, including others' around sexual orientation and gender identity, as part of orientation and as part of any human development classes
- Same-sex partnering present a challenge when youth are sharing a room and need to be separated. Address in a sensitive manner. The message you give is very important!



# Youth in Custody: Challenges and Opportunities



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# Rules Related to Sexual Expression

- In settings of confinement, rules are necessary and important
- Rules help keep youths safe and provide opportunities to teach about boundaries and appropriate behavior



# Restrictions on Sexual Behaviors

- Policies against sexual behavior are at odds with adolescent sexual development
- Each institution needs to have clear and realistic 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



# Rules Related to Sexual Expression

- Every rule and every application of a rule carries a message for the youth, some intended and some not
- Rules, especially those that seek to limit normal adolescent behavior, including sexual behaviors, have the potential to do harm if they are applied without an understanding of their impact on an adolescent's development
- It is vital that we be aware of the messages we are giving our youths



# History and Backgrounds of Youth

- Know each adolescent'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 youth
- We must understand each youth and their individual experience, strengths, vulnerabilities and needs



# History and Backgrounds of Youth

When an individual has a concerning history 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



# 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
- he or she may be more confused about boundaries and vulnerable to abuse



# Keeping Kids Safe– Red Flags

Sexually-charged comments or come-ons

Flirting or non-verbal signals

- staring
- gaining and maintaining proximity to or frequent contact with a particular a youth

Rule violations– giving gifts or special favors, food, money; contact with youth post-custody

Unwanted touching or sexual contact takes



# Keeping Kids Safe: Taking Action

## Harassment Policy

- Staff
- Youth

## Training

- Staff
- Youth

## Consistent Enforcement

- Staff
- Youth





# Discussion

Why is understanding adolescent development and sexuality essential in responding to sexual assault of youth in custody?



# Summary

Defined human sexuality

Identified terms and concepts related to gender, gender identity, gender expression and sexual orientation

Discussed features of healthy sexual development in adolescence

Described how confinement creates unique challenges in supporting healthy sexual development of adolescents

