

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.

Notice of Federal Funding and Federal Disclaimer – This project was supported by Grant No. 2010-RP-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice nor those of the National Council on Crime and Delinquency (NCCD), which administers the National PREA Resource Center through a cooperative agreement with the Bureau of Justice Assistance.





**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**

***Notice of Federal Funding and Federal Disclaimer** – This project was supported by Grant No. 2010-RP-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice nor those of the National Council on Crime and Delinquency (NCCD), which administers the National PREA Resource Center through a cooperative agreement with the Bureau of Justice Assistance.*

NATIONAL
PREA
RESOURCE
CENTER

Copyright © 2014 American University Washington College of Law

All rights reserved. The Bureau of Justice Assistance retains a license to reproduce, publish, or otherwise use, and to allow others to use, this material for federal purposes. Otherwise, no part of this publication may be produced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the Project on Addressing Prison Rape.

Requests for permission to make copies of any part of this publication can be made to:

*The Project on Addressing Prison Rape
American University Washington College of Law
4801 Massachusetts Ave, NW
Washington, DC 20016
202-274-4385
endsilence@wcl.american.edu*

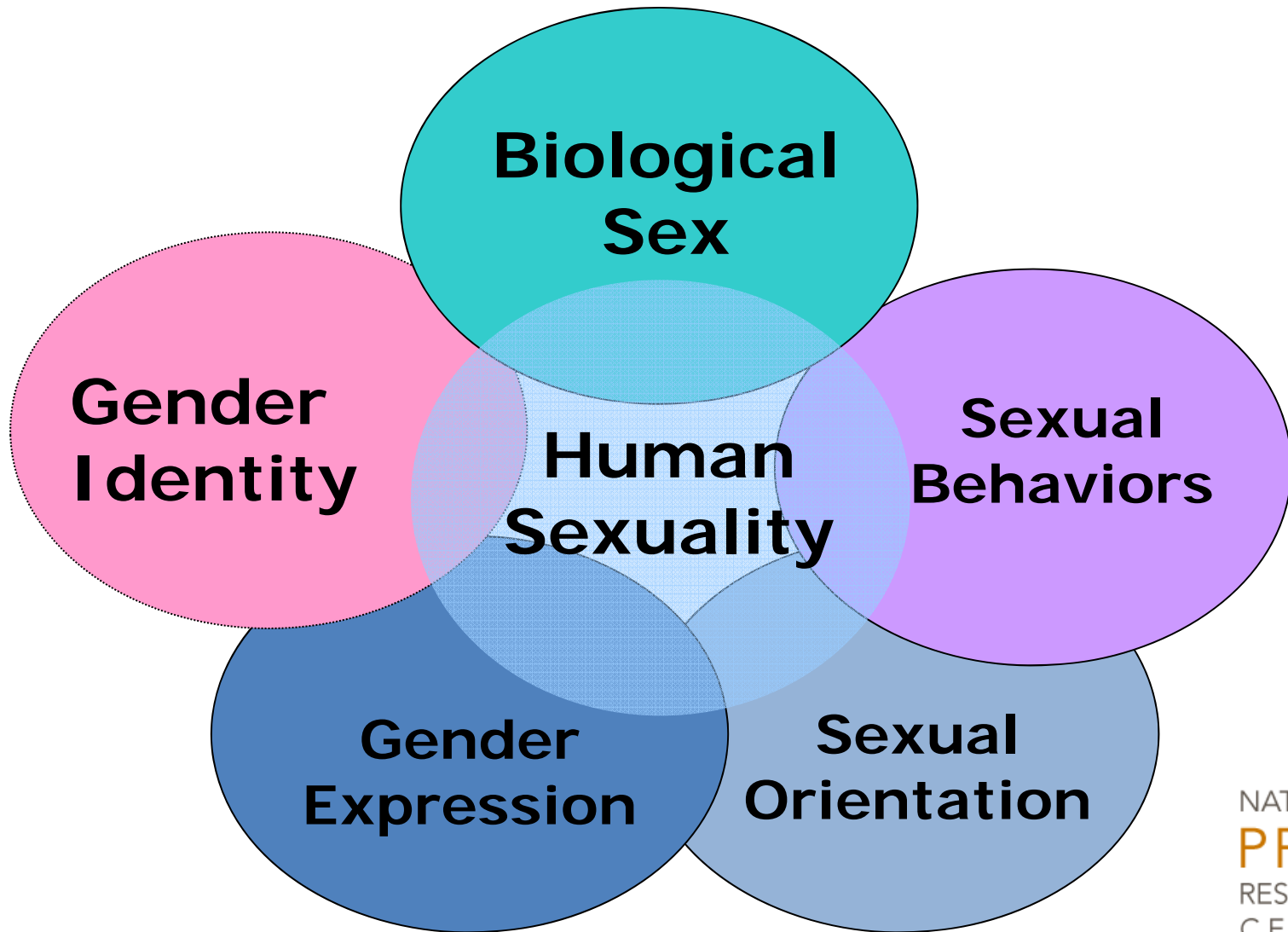
Objectives

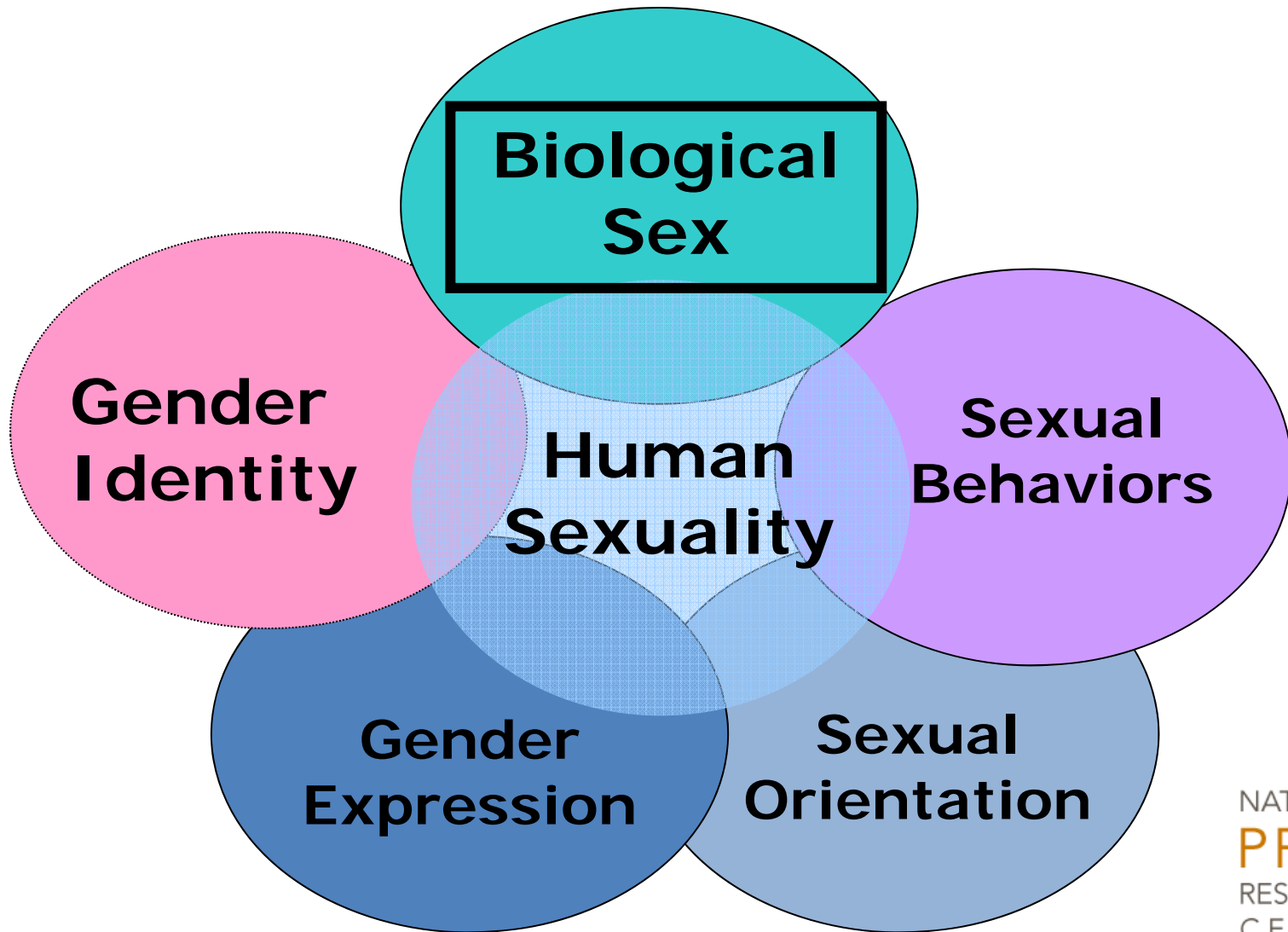
- Define human sexuality
- Identify terms and concepts related to gender, gender identity, gender expression and sexual orientation
- Discuss features of healthy sexual development in adolescence
- Describe how confinement creates unique challenges in supporting healthy sexual development of adolescents



Aspects of Sexuality and Gender







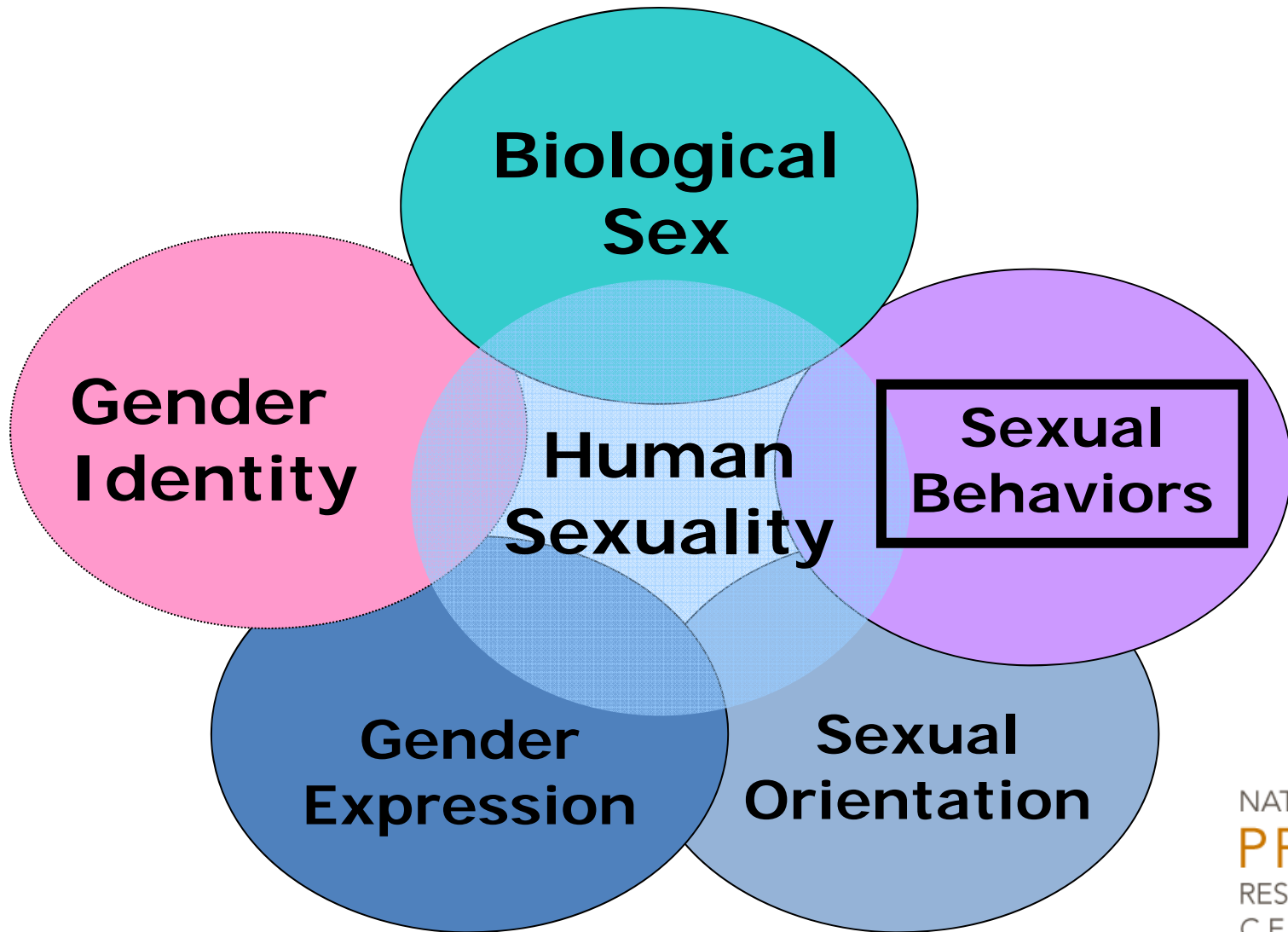
Biological Sex

It's our "packaging"!

Determined by our:

- Chromosomes
- Hormones
- Internal and external genitalia

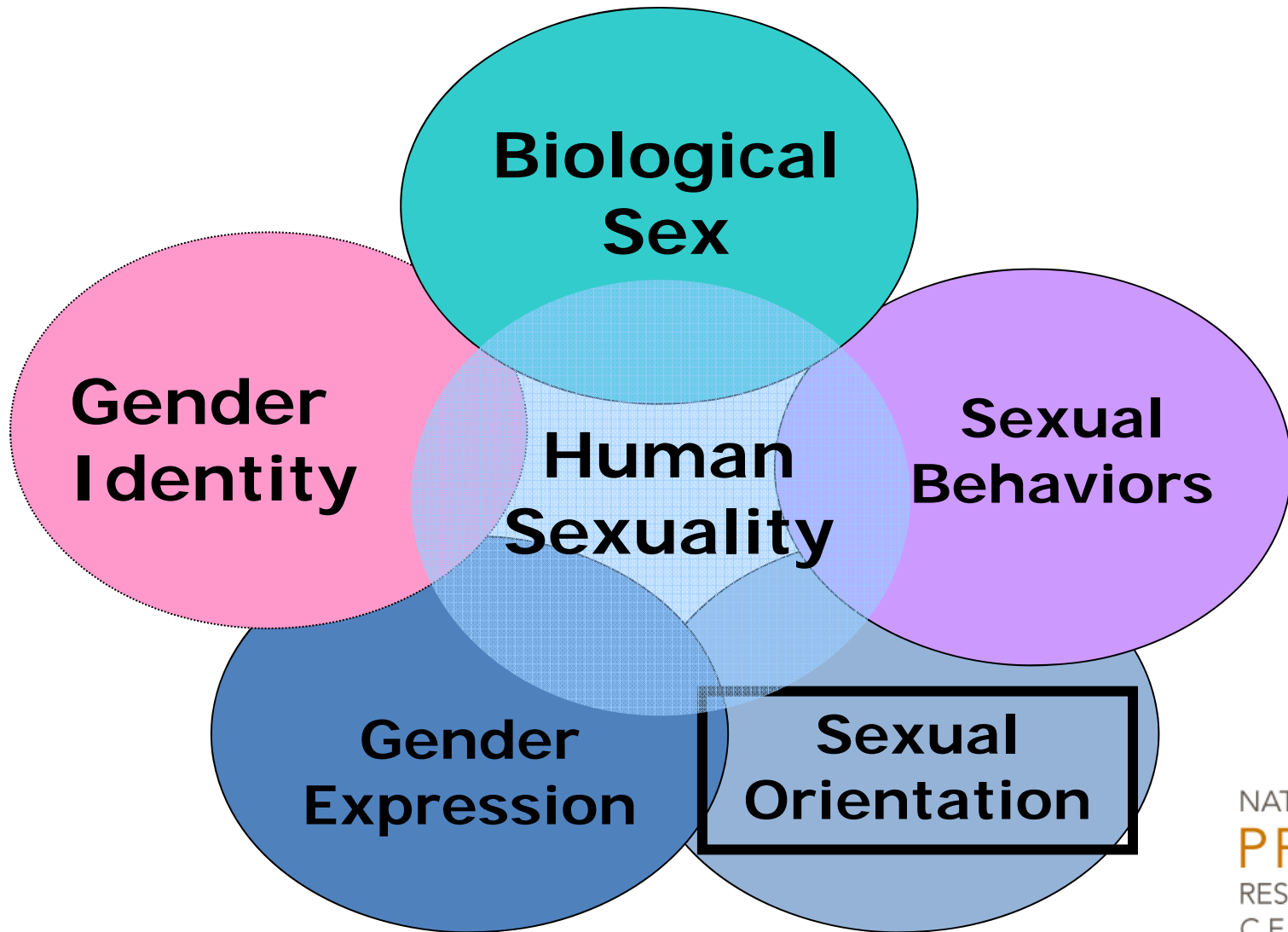




Sexual Behaviors

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



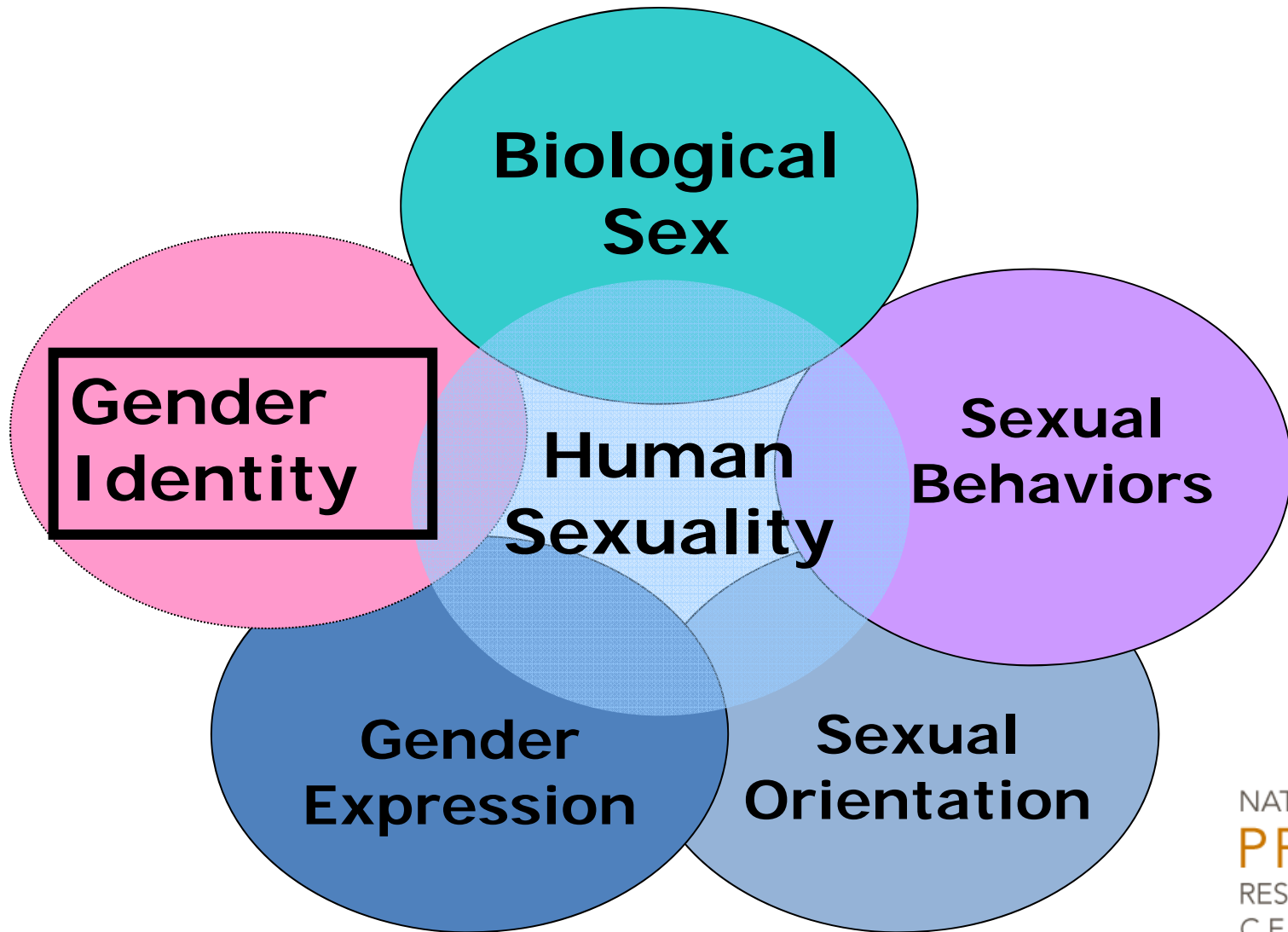
The Pediatric Position on LGB Orientations

They are established by early childhood or perhaps even before birth

They are not a choice

They are normal and healthy developmental outcomes



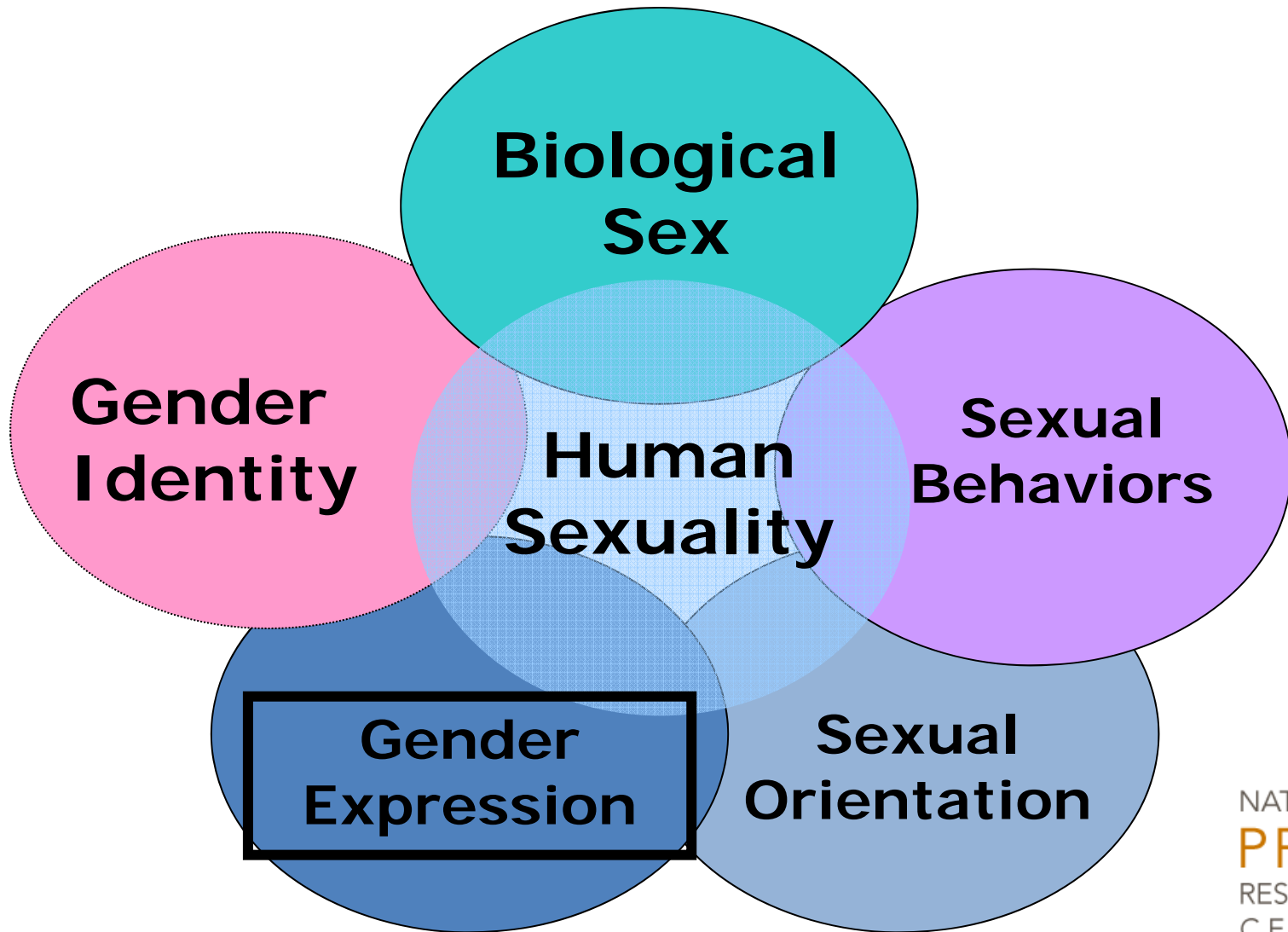


Gender

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

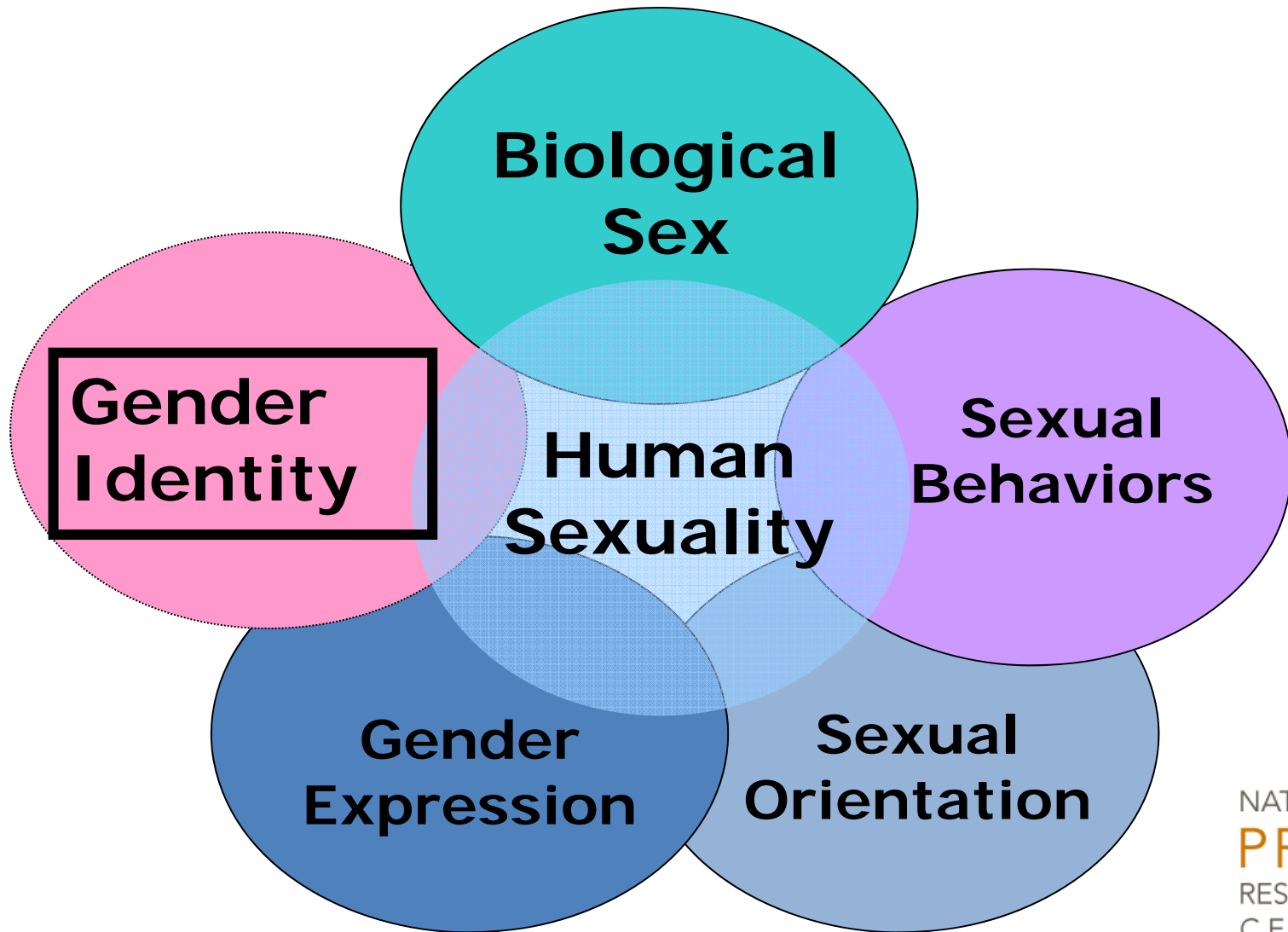


Gender Non-Conforming Youth

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.

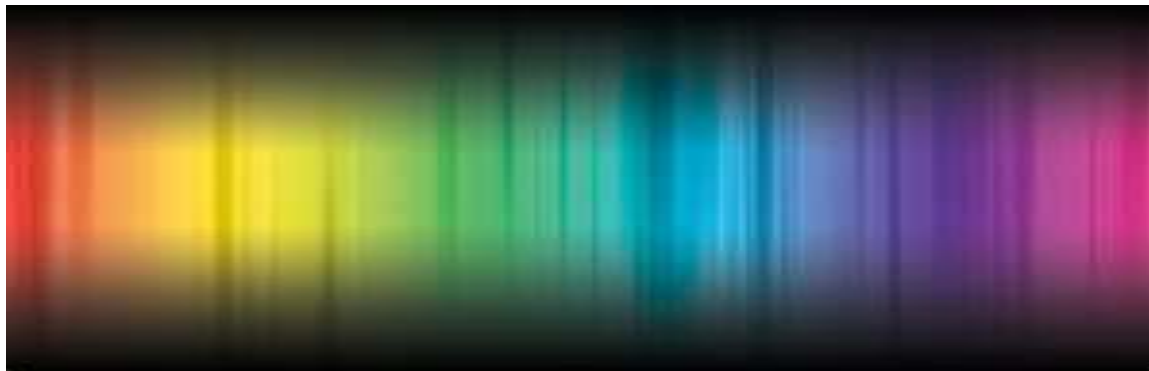






Gender Identity

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



NATIONAL
PREA
RESOURCE
CENTER

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?



NATIONAL
PREA
RESOURCE
CENTER

1. Provide Validation, Support and Self-Acceptance



2. Assure Safety

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



3. Provide and Facilitate Connections to Support



4. Support Healthy Relationships and Sexual Decision-Making



5. Encourage Optimism for the Future



NATIONAL
PREA
RESOURCE
CENTER

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



NATIONAL
PREA
RESOURCE
CENTER

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

