

**TEXAS YOUTH COMMISSION
STAFF DEVELOPMENT
CURRICULUM**

PROGRAM: Local Facility New-Hire Training

FUNCTIONAL AREA: Statutorily Required

COURSE TITLE: PREA & Preventing Sexual Misconduct
Module 2: Understanding Correctional Culture & the Impact of Sexual Assault

COURSE NUMBER: SR100-3 **VERSION NUMBER (Rev.):** 1.0

MODULE 2 CONTACT HOURS: 2.0 **PREREQUISITE:** Module 1

DEVELOPED BY: TYC Dept. of Training and Staff Development **ACTIVE DATE:** September 2008
REVISION DATE: March 2009

PARAMETERS

Course Duration: 8 hours

Audience:

Min./Max. Students:

Instructional Setting:

COURSE DESCRIPTION

This 8-hour course is divided into three modules: Law and TYC Policy; Understanding Correctional Culture & the Impact of Sexual Assault; and, Recognizing Red Flags. The course includes an overview of the law, as well as TYC policy and practices related to sexual misconduct. There is emphasis on reporting of alleged sexual misconduct as well as the role of staff in prevention and intervention. Staff will apply their knowledge through use of scenarios, group activities and class discussion.

MODULE 2 INSTRUCTIONAL GOAL

In this module, participants will explore the dynamics of the correctional culture as it relates to both youth and staff. Participants will review adolescent development and

common behaviors in a correctional environment. Participants will have a contextual understanding of the relationship between correctional culture and sexual misconduct.

MODULE 2 PERFORMANCE OBJECTIVES

1. Examine the dynamics of the correctional culture in 3 areas: Punishment vs. Rehabilitation; Code of Silence; and Balance of Power.
2. Review characteristics of adolescent development, including healthy sexual development.
3. Given a scenario, discuss how victimization and trauma impacts sexual behavior in the correctional culture.
4. Identify and describe the three stages of Rape Trauma Syndrome.
5. Identify at least 5 ways that staff sexual misconduct impacts the agency.
6. State the impact of sexual misconduct on the youth, the agency and society as a whole.

INSTRUCTOR MATERIALS

ITEM / NUMBER NEEDED:

1. Lesson Plan
2. PowerPoint slide show

STUDENT MATERIALS

ITEM / NUMBER NEEDED:

1. Participant's Manual
2. Paper and pen/pencil

REFERENCES

Asbridge, Caleb S. "Sexual Assault in Juvenile Corrections: A Preventable Tragedy," *Corrections Today*, October 2007.

Corcoran, Randy. "Changing Prison Culture," *Corrections Today*, April, 2005.

Hanser, Robert D. "Labeling Theory as a Paradigm for the Etiology of Prison Rape: Implications for Understanding and Intervention," Sam Houston State University, 2002.

Just Detention International, "Sexual violence in detention" training curriculum, 2008.

Larabee, A.K., "Punishment vs. Rehabilitation in the Criminal Justice System," Associated Content, http://www.associatedcontent.com/article/89124/punishment_vs_rehabilitation_in_the.html?cat=17.
Downloaded July 2008.

Moss, Andie. "The Prison Rape Elimination Act: Implications for Women and Girls," *Corrections Today*, October 2007.

Pihl-Buckly, Heidi. "Tailoring the Prison Rape Elimination Act to a Juvenile Setting," *Corrections Today*, February, 2008.

Riley, Kathrina A. "Vulnerabilities and Youth in Custody" presentation developed for the National Institute of Corrections/Washington College of Law Project on Addressing Prison Rape, July 2007.

Stickrath, Thomas J., J.D. "Agency Culture" presentation for the NIC/WCL Project on Addressing Prison Rape, July 2007.

Just Detention International Fact Sheet, "Incarcerated Youth at Extreme Risk of Sexual Abuse," October 2007.

Stop it Now! "Do Children Sexually Abuse Other Children? Preventing Sexual Abuse Among Children and Youth," 2007.

Underwood, Lee; Stewart, Sarah E.; and Castellanos, Anita M. "Effective Practices for Sexually Traumatized Girls: Implications for Counseling and Education," *International Journal of Behavioral Consultation and Therapy*, Volume 3, No. 3, 2007.

ACKNOWLEDGEMENTS

Just Detention International

EQUIPMENT AND SUPPLIES NEEDED

FLIP CHART

Number needed:

Flip chart stand:

Felt tip markers (#):

Masking tape:

WHITE BOARD

Dry-erase markers (#):

Eraser:

TELEVISION

VIDEOCASSETTE PLAYER

VHS (1/2"):

**DIGITAL IMAGE PROJECTOR/
COMPUTER**

VIDEO CAMERA

Blank video tapes:

Tripod:

OVERHEAD PROJECTOR


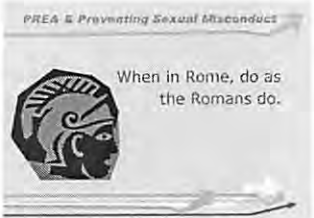
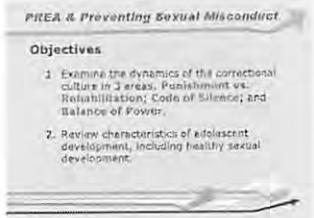
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COURSE OUTLINE

<u>Section</u>	<u>Topic</u>	<u>Time in Minutes</u>
1	Introduction	10 min
2.	Dynamics of Correctional Culture.....	40 min.
	Punishment vs. Rehabilitation	
	Code of Silence	
	Balance of Power discussion & activity	
	BREAK	10 min
3.	Adolescent Development	10 min
4.	Victimization & Trauma (scenario)	30 min

5.	Impact of Staff Sexual Misconduct.....	10 min
6.	Summary.....	10 min
	Total.....	120 min

Sec. #	Narrative	Trainer Notes
1	<p><u>INTRODUCTION</u></p> <p>Now that you are clear on the law and legal ramifications of sexual misconduct, it's important for you to understand how the work environment relates to issue of sexual misconduct. It all starts with the culture...</p> <p>When in Rome, do as the Romans do.</p> <p>Q: How many of you have heard this phrase before? What does it mean to you?</p> <p>Great feedback, thanks for sharing. According to the online encyclopedia Wikipedia, the saying is often used to "advise people to adapt to the culture of the places that we visit." Depending on where you go, adapting to the culture may be a matter of respect, of the law, or of simply making your life much easier.</p> <p>There is often pressure to adapt to the culture in correctional institutions—both adult and juvenile lock-ups—for both staff and those who are incarcerated. If the culture is negative, however, adapting to it can be disastrous.</p> <p>The correctional culture is the backdrop for many of the attitudes, beliefs and practices in a correctional setting which can be a breeding ground for sexual misconduct or other human rights violations. Human rights are those rights we have by virtue of being human, and include the right to be free from torture and discrimination. Sexual violence in a correctional environment constitutes torture under international human rights law. Freedom from torture is a fundamental human right that remains protected while one is incarcerated.</p> <p>The objectives for this module include:</p> <ol style="list-style-type: none"> 1. Examine the dynamics of the correctional culture in 3 areas: Punishment vs. Rehabilitation; Code of Silence; and Balance of Power. 2. Review characteristics of adolescent development, including healthy sexual development. 3. Given a scenario, discuss how victimization and trauma impacts sexual behavior in the correctional culture. 4. Identify and describe the three stages of Rape Trauma Syndrome. 	 <p>PREA & PREVENTING SEXUAL MISCONDUCT New-Hire Training: Module 2</p>  <p>PREA & Preventing Sexual Misconduct</p> <p>When in Rome, do as the Romans do.</p>  <p>PREA & Preventing Sexual Misconduct</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Examine the dynamics of the correctional culture in 3 areas: Punishment vs. Rehabilitation; Code of Silence; and Balance of Power. 2. Review characteristics of adolescent development, including healthy sexual development.

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2	<p>5. Identify at least 5 ways that staff sexual misconduct impacts the agency.</p> <p>6. State the impact of sexual misconduct on the youth, the agency and society as a whole.</p> <p><u>Update slide</u></p> <p><u>DYNAMICS OF CORRECTIONAL CULTURE</u></p> <p>Correctional culture is a complex concept that is influenced by many factors. Different institutions within the same agency can even have different cultures. For training purposes, let's discuss correctional culture as it relates to 3 areas:</p> <ol style="list-style-type: none"> 1. Punishment vs. Rehabilitation 2. Balance of Power 3. Code of Silence <p><u>Correctional Culture: Punishment vs. Rehabilitation</u></p> <p>For years society has debated "punishment vs. rehabilitation" as a focus for those who commit crimes. This debate is often influenced by each individual's personal experience, as well as the political climate. During the 1980's and 1990's, the nation saw a rise in juvenile crime. There was a "get tough on crime" mentality that permeated society leading to changes in sentencing laws for juveniles. For many, this translated to "do the crime, do the time" and just deal with whatever comes with "do the time."</p> <p>This mentality has led to insensitivity over the plight of incarcerated persons, including false, inhumane beliefs such as:</p> <ul style="list-style-type: none"> • Those perceived as lesbian, gay, bisexual or transgender bring sexual violence upon themselves • Girls with a history of prostitution or promiscuity aren't as emotionally affected by sexual violence • Those who have committed violent crimes, especially sex offenses, deserve to be sexually assaulted or • Incarcerated are undeserving of protection. <p>Despite such pervasive attitudes and beliefs, national concerns about high recidivism rates, which is the rate at which youth return to the criminal justice system after release, has also increased the</p>	<p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Objectives</p> <ol style="list-style-type: none"> 3. Given a scenario, discuss how victimization and trauma impacts sexual behavior in the correctional culture. 4. Identify at least 5 ways that staff sexual misconduct impacts the agency. 5. State the impact of sexual misconduct on the youth, the agency, and society. <hr/> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Dynamics of Correctional Culture</p> <ol style="list-style-type: none"> 1. Punishment vs. Rehabilitation 2. Balance of Power 3. Code of Silence <hr/> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Dynamics of Correctional Culture: Punishment vs. Rehabilitation</p> <ul style="list-style-type: none"> • CoNEXTions® TYC's treatment approach <ol style="list-style-type: none"> 1. What brings kids into the system? (risk factors) 2. What keeps youth from returning? (protective factors)

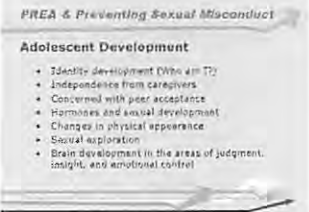

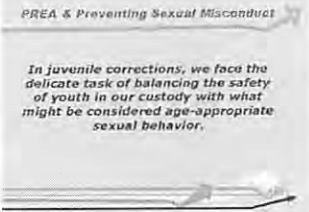
Sec. #	Narrative	Trainer Notes
	<p>focus on rehabilitation through education, treatment, and vocational programming. More and more research is identifying “what works” in terms of rehabilitation.</p> <p>TYC’s New Approach—CoNEXTions©</p> <p>Senate Bill 103, which passed in June 2007, is a key piece of legislation in the effort to reform TYC. The bill called for the implementation of a rehabilitative program to help the youth become law-abiding citizens. TYC’s new program, CoNEXTions©, is an evidenced-based approach which includes a menu of therapeutic techniques and tools to help the youth.</p> <p>CoNEXTions© focuses on two questions:</p> <ol style="list-style-type: none"> 1. What causes youth to come into the juvenile justice system? (risk factors) 2. What keeps youth from returning to the system? (protective factors) <p>The premise is that skills training and special programming that targets individual risk factors and increases protective factors will decrease recidivism among our youth.</p> <p>This approach departs from the traditional approach of establishing control over the youth and focusing on sanctions. TYC programming is about rehabilitation not control or punishment.</p> <p>In terms of the “punishment vs. rehabilitation” debate, individuals often align with one school of thought more so than the other. Obviously, these mindsets influence policies, attitudes and behaviors in our institutions.</p> <p>To be clear, punishment is not the mission of the Texas Youth Commission (TYC).</p> <p>TYC Mission--The Texas Youth Commission, the state’s juvenile corrections agency, promotes public safety by operating juvenile correctional facilities and by partnering with youth, families, and communities to provide a safe and secure environment where youth in the agency’s care and custody receive individualized education, treatment, life skills and employment training and positive role models to facilitate successful community reintegration.</p> <p>In keeping with our mission and rehabilitative program, we have a responsibility to keep the youth in our care and custody safe.</p>	<p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Dynamics of Correctional Culture: Punishment vs. Rehabilitation</p> <p>CoNEXTions - thinking skills training and special programming that targets individual risk factors and increases protective factors will decrease recidivism.</p> <hr/> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Punishment is not part of TYC’s mission.</p> <hr/> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Mission - The Texas Youth Commission, the state’s juvenile corrections agency, promotes public safety by operating juvenile correctional facilities and by partnering with youth, families, and communities to provide a safe and secure environment where youth in the agency’s care and custody receive individualized education, treatment, life skills and employment training and positive role models to facilitate successful community reintegration.</p>


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	<p>Youth cannot focus on making positive changes when they feel unsafe.</p> <p>We cannot become desensitized to the victimization of youth in our custody whether victimized by staff or by other youth. No youth in our custody deserves to be victimized—sexually or otherwise—regardless of their offense or daily behaviors. Sexual assault is not “par for the course.” It is inhumane, not to mention illegal. You are an agent of change; you are here to help youth not hurt them or allow them to be hurt.</p> <p>At times staff may feel pressure to stay silent when they see things happening that they know are wrong. It is known as the code of silence.</p> <p><u>Correctional Culture: Code of Silence</u></p> <p>Q: What are some of the reasons a staff may be hesitant to come forward to report alleged misconduct?</p> <p>A: Some common reasons include fear of:</p> <ul style="list-style-type: none"> • Reprisal or getting on “the list” • Unfairly accusing someone • Being made an outcast by peers and/or labeled a “snitch” • Upsetting staff they depend on to “have their back” during a youth restraint or a violent situation <p>Youth may also fail to report the sexual assault of themselves or someone else for various, similar reasons such as reprisal or being labeled a “snitch.” In addition, some youth may not trust staff or the grievance system to keep them safe. In general, younger or developmentally immature youth are less likely to be aware of their rights, understand how to assert their rights, or be willing to question authority.</p> <p>In Module 1, you learned about the laws and policies that support staff in reporting allegations of misconduct. PREA, state laws and TYC policies are increasing awareness about the problem of sexual misconduct. In addition, accountability is increased for those who hurt youth and those who fail to report it. The code of silence is becoming less and less powerful as agency policies, practices, and training on this issue continue to positively influence the culture.</p>	<p>Emphasize this point</p> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Correctional Culture: Code of Silence</p> <ul style="list-style-type: none"> • Why would a staff person be hesitant to report alleged sexual misconduct by a co-worker?


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	<p>As a TYC staff member, you have a responsibility to provide for the safety of our youth. Remaining silent amounts to protecting a predator or a person using their power to hurt another person.</p> <p>Administrators cannot retaliate against you for reporting alleged sexual misconduct.</p> <p><u>Correctional Culture: Balance of Power</u></p> <p>The notion of power in the correctional setting exists among both the youth and the staff.</p> <p>Staff are in a position of power based simply on the fact that they are staff. Staff are responsible for the supervision of the youth, for conducting groups, for giving input about youth progress, for ensuring privileges and discipline. Power is inherent in that position.</p> <p>When staff engage in sexual misconduct, they are using their power to victimize the youth. Whether or not they verbally threaten the youth, the threat is implied. Youth are keenly aware that staff control many aspects of daily life in the institution and may be concerned that saying "no" will result in payback. This is why an incarcerated person cannot consent to sex according to Texas law. The law says "no" for them.</p> <p>Whenever staff engage in sexual behavior with a youth, it is wrong. It does not matter whether the youth appears to be complying with the situation or whether they are getting some kind of perk in return. The physical stature of the staff doesn't matter; nor does it matter if the staff is a man or a woman. Engaging in sexual acts with a TYC youth is an abuse of power which will lead to prosecution.</p> <p>There have been incidents where staff have engaged in subtle forms of victimization such as looking at youth unnecessarily when they are changing clothes, taking a shower or using the bathroom. Always respect the youth's privacy to the extent possible.</p> <p>A power structure exists among the youth as well. This can depend on many factors depending on the population. Some youth may be considered as having a "higher" status among the population based on factors such as being in a gang. Those considered to be of higher status can exert power over more vulnerable youth. Sexual</p>	<p>Emphasize this point</p> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Correctional Culture: Balance of Power</p> <ul style="list-style-type: none"> • The notion of power in the correctional setting exists among both the youth and the staff. • Staff are in a position of power based simply on the fact that they are staff. <hr/> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Correctional Culture: Balance of Power</p> <ul style="list-style-type: none"> • When staff engage in sexual misconduct, they are using their power to victimize the youth. • Engaging in sexual acts with a TYC youth is an abuse of power which will lead to prosecution. <hr/> <p>Emphasize this point</p> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Correctional Culture: Balance of Power</p> <ul style="list-style-type: none"> • Power structure also exists among the youth. • Some youth consider themselves a "higher" status than other youth.


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	<p>assault or other forms of victimization among the youth can and do occur without proper staff supervision.</p> <p>To explore this further, let's do an activity.</p> <p>ACTIVITY—Balance of Power</p> <p>Write the characteristics below on small strips of paper. Have class members take a slip of paper (can also work as pairs). Have the person (pair) briefly explain how the characteristic on the slip of paper can be considered a position of “high” or “low” status among youth in the correctional culture.</p> <p>Engage the class using some of the main points below and your own knowledge/experience. The goal is to explore the balance of power that exists, not on particular right or wrong answers.</p> <p>Factors include:</p> <ul style="list-style-type: none"> • Offense—sex offenders often stigmatized • Size—smaller youth often considered vulnerable • Race—certain races may band together (often gang-related) and ostracize members of another race • Peers—those who are loners, aren't in a gang or tend to hang out with other “vulnerable” youth may be targeted • Age—younger youth often taken advantage of by older, more sophisticated youth • Sexual orientation or gender identity—lesbian, gay, bisexual and transgender youth, (or those perceived as such) often are uniquely vulnerable. We will discuss the special issues facing this population shortly. • Mental/emotional stability—youth considered mentally or emotionally unstable are often stigmatized or taken advantage of 	<p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Correctional Culture: Balance of Power</p> <p>Sexual assault or other forms of victimization among the youth can and do occur without proper staff supervision.</p> <hr/> <p><i>PREA & Preventing Sexual Misconduct</i></p> <p>Correctional Culture: Balance of Power</p> <p>Activity</p> <p>Explain how the characteristic on the paper may be considered to be a “high” or “low” status characteristic among incarcerated youth.</p>


Sec. #	Narrative	Trainer Notes
	<ul style="list-style-type: none"> • Intelligence—youth with lower intelligence are often taken advantage of by more sophisticated youth • Maturity—youth who are developmentally immature may be taken advantage of by more sophisticated youth • Prior victimization—youth who have suffered abuse and trauma may be have behavioral and emotional issues that make them vulnerable • Number of months or years in lock-up—youth who are new to the system may be taken advantage of; other youth gain status from “knowing the ropes” and/or are respected by other youth for being locked-up a long time • Shy, timid or low self-esteem—youth with low self-esteem or who appear scared and meek are often perceived as weak • Extortion—youth who have been extorted previously are often susceptible to being extorted again by others (ex. forced to perform sexual favors for protection) • Disliked by staff—if youth perceive that a certain youth is disliked by staff they may feel it is acceptable to victimize that youth <p>This activity highlighted characteristics of youth who may be considered vulnerable to sexual assault. It’s just as important to identify characteristics of potential perpetrators. In Module 3, you will learn about these characteristics as well as the red flags of staff sexual misconduct.</p> <p>Keep in mind that <i>healthy</i> sexual development in adolescence can include sexual behaviors with other youth. We aren’t saying that all sexual conduct means a youth is being victimized. Sexual exploration is a normal part of adolescent development. According to the child sex abuse prevention agency, Stop It Now, “These behaviors may include exploration with other children of similar power or stature—by virtue of age, size, ability or social status.”</p>	

Sec. #	Narrative	Trainer Notes
3	<p><u>ADOLESCENT DEVELOPMENT</u></p> <p>In Understanding TYC Youth, we discussed that the adolescent stage of development is complex. Youth are not little adults. They are still developing physically, mentally, emotionally and cognitively. Characteristics include:</p> <ul style="list-style-type: none"> • Identity development (Who am I?) • Desire for independence from caregivers • Concerned with peer acceptance and belonging • Raging hormones and sexual development • Changes in physical appearance (puberty) • Sexual exploration • Brain development in the areas of judgment, insight and emotional control <p>Healthy sexual development includes:</p> <ul style="list-style-type: none"> • Masturbation in private • Talking about sex • Holding hands/romantic feelings • Hugging • Kissing • Fondling • First intercourse experience for about 33% <p>Note: Though considered healthy sexual behaviors outside of custody, some these behaviors are still prohibited in TYC facilities such as kissing, fondling and sexual intercourse.</p> <p>There may also be some exploration of their sexual identity as youth seek to identify, "Who am I?"</p> <p>In terms of adolescent sexual development, there are behaviors which may not be considered criminal outside of the system, which are prohibited inside the gate. This is true for all youth.</p> <p>In juvenile corrections, we face the delicate task of balancing the safety of youth in our custody with what might be considered age-appropriate sexual behavior.</p> <p>For example, masturbation is considered age-appropriate and TYC rules allow youth to masturbate <i>in private</i>. Sexual exploration with another youth might also be considered age-appropriate in certain situations but sexual behaviors with other youth in TYC are not allowed.</p>	  

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	<p>Q: Why do you think two 18-year-old youth who say they are in love cannot engage in any type of sexual behavior in TYC?</p> <p>A: It goes back to the balance of power whereby some youth are considered to be more vulnerable for the reasons we discussed previously. There is no way for us to truly know if a youth is being forced into a "relationship" through threats and intimidation. Therefore, there is zero tolerance for sex among youth, just as there is zero tolerance for sex between staff and youth.</p> <p>Remember: There is no sexual contact in TYC—period.</p> <p><i>Lesbian, Gay, Bisexual & Transgender Youth</i></p> <p>Lesbian, gay, bisexual & transgender youth face special issues during adolescence. LGBT youth, as they are commonly known, face special challenges that directly impact their experience with the juvenile justice system.</p> <p>Lesbian, gay and bisexual are terms referring to one's sexual orientation. The American Psychological Association defines sexual orientation as "one's sexual attraction to men, women, both or neither."</p> <p>Gender identity refers to a sense of oneself as male or female. Transgender "is an umbrella term used to describe people whose gender identity (sense of themselves as male or female)...differs from that usually associated with their birth sex."</p> <p>According to a report by the Child Welfare League of America, both gender identity and sexual orientation are established at an early age. Gender identity is generally established by 3 years of age and sexual orientation is usually established long before a youth has become sexually active, generally age 10, but some by the age of 5. It is important to note that many youth do not "come out" (even to themselves) until mid-to-late adolescence.</p> <p>Many LGBT youth have been rejected or abused by their biological families and victimized at school through harassment or abuse. As a result, some run away and become homeless. Shelters and other facilities designed for homeless youth are just as, if not more, dangerous for them as school, so many feel safer living on the street. Many engage in what is described by the Child Welfare</p>	<p>PREA & Preventing Sexual Misconduct</p> <p>Lesbian, Gay & Transgender Youth (LGBT)</p> <ul style="list-style-type: none"> • Lesbian, gay and bisexual refers to one's sexual orientation. The American Psychological Association defines sexual orientation as "one's sexual attraction to men, women, both or neither."  <hr/> <p>PREA & Preventing Sexual Misconduct</p> <p>Lesbian, Gay & Transgender Youth (LGBT)</p> <ul style="list-style-type: none"> • Increased anxiety/depression • Rejection, abuse, harassment • Sometimes enter system for reasons related to their sexual orientation or gender identity • Vulnerable to victimization inside system

Sec. #	Narrative	Trainer Notes
4	<p>League of America as "survival crimes".</p> <p>In some cases, LGBT youth enter our system for reasons that are directly or indirectly related to their sexual orientation or gender identity.</p> <p>For example, an LGBT youth may be committed for a sex offense for engaging in consensual conduct that would not have resulted in them being arrested if the other person involved was of the opposite sex. In these situations, the charges are usually filed due to a parent opposed to same-sex relationships and who would rather characterize their child as a victim rather than a willing participant.</p> <p>Staff may also have personal beliefs about LBGT youth than can interfere with effective supervision. All staff are expected to carry out the duties of their job in a fair and neutral manner. Staff should avoid discussing their personal opinion on sexuality with the youth.</p> <p>Examples of unacceptable staff behavior include:</p> <ul style="list-style-type: none"> • Refusing to assist with the restraint of an out of control LGBT youth • Allowing other youth or staff to taunt or harass LGBT youth <p>Acts such as these constitute a failure to carry out the expected duty of care which to result in disciplinary action up to and including termination.</p> <p>The point is that LGBT youth (or those perceived to be LBGT) are more vulnerable to sexual violence and other forms of victimization than straight youth as we indicated in the Balance of Power activity. There will be additional discussion regarding youth who are at risk of being victimized in Module 3.</p> <p><u>VICTIMIZATION & TRAUMA</u></p> <p>Youth who have been victimized or have experienced trauma in their lives can be especially susceptible to sexual victimization. They may even exhibit inappropriate sexual behaviors on the dorm as a result of trauma they've experienced. In these instances, staff may fail to recognize when such youth are being victimized in the correctional culture.</p> <p>Staff may dismiss the youth as sexually manipulative or simply promiscuous, failing to recognize the youth's behavior as a coping response to past or current sexual victimization.</p>	<p>PREA & Preventing Sexual Misconduct</p> <p>Victimization and Trauma</p> <p>"Jim" scenario</p>  <p>Refer to PM page...</p>

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	<p>Scenario 1—"JIM"</p> <p>Read the scenario in your Participant's Manual on page... Afterwards we will discuss as a class how the situation relates to sexual victimization.</p> <p>Q: What do you think was going on in this scenario? A: Jim was being terrorized by other youth without any protection. After being raped violently by several youth, Jim submitted to the sexual demands of one youth in order to minimize his victimization by multiple youth.</p> <p>Robert D. Hanser of Sam Houston State University writes of this phenomenon, "Over time, many inmates who are forced into the subjugated role of 'punk' learn that certain creature comforts can be obtained if they are willing to comply with sexual demands. ... Indeed, this role can frequently go well beyond that of simple sexual services, extending to a relationship of complete and total servitude." (<i>Labeling Theory as a Paradigm for the Etiology of Prison Rape: Implications for Understanding and Intervention, 2002</i>).</p> <p>Q: Does the fact that Jim submitted to sex with the other boy make the situation less serious? A: No. Jim was a victim of sexual assault who was forced into this situation to enhance his safety. This phenomenon is referred to as "protective paring."</p> <p>Q: What was staffs' responsibility in this situation? A: Staff should have reported Jim's concerns as soon as they became aware. An investigation could've been initiated and Jim could've been moved to protect his safety.</p> <p>It is important to understand the dynamics of how sexual violence often occurs in youth facilities so that staff are aware of the potential vulnerabilities of boys and girls. Just Detention International (formerly Stop Prisoner Rape) reports that boys are more likely to be abused by other boys in juvenile corrections, while girls are more likely to be abused by staff. In addition, girls with a history of prostitution are especially vulnerable to sexual victimization by staff.</p>	

Sec. #	Narrative	Trainer Notes
	<p>Q: Why do you think girls with a history of prostitution would be targeted by staff predators?</p> <p>Staff predators may seek to take advantage of the girls':</p> <ul style="list-style-type: none"> • Low sense of self-worth • Feelings of powerlessness, and/or • Exhibition of sexually inappropriate behaviors <p>Youth promiscuity is often the result of past victimization. Professional boundaries are the key to dealing with youth who are promiscuous. Set limits and be clear with the youth about what is appropriate versus inappropriate behavior. In Module 3, we will discuss specific strategies to prevent staff sexual misconduct, such as being fair and consistent in how you interact with all youth and avoiding one-on-one situations with youth in isolated areas.</p> <p><u>Post Traumatic Stress Disorder and Rape Trauma Syndrome</u></p> <p>Psychological trauma can result from a distressing experience that overwhelms an individual's ability to cope with the emotions. Victims of sexual assault often experience psychological trauma as a result of their victimization. The impact can be very debilitating and trauma recovery is often a long, difficult road. Imagine a train ride through the countryside. What happens if the train flies off the track? What's the ride like now? Are there trees, animals or even water in the way? How do you get the train back on the track? Trauma is like a train that has flown off the track.</p> <p>Some symptoms of psychological trauma include:</p> <ul style="list-style-type: none"> • Thoughts of suicide • Anxiety • Depression • Worsening of pre-existing mental health conditions • Memory and concentration problems • Emotional numbness • Eating and/or sleeping problems <p>More severe forms of trauma associated with sexual assault can lead to a diagnosis of Post Traumatic Stress Disorder (PTSD) or Rape Trauma Syndrome.</p> <p>PTSD is a psychological diagnosis that is caused by an event which involved a threat to someone's life or physical well-being <i>and</i></p>	 <p>The slide titled "PREA & Preventing Sexual Misconduct" features an illustration of a train. Below the illustration, it lists the following symptoms of psychological trauma:</p> <ul style="list-style-type: none"> • Thoughts of suicide • Anxiety • Depression • Worsening of pre-existing mental health conditions • Memory and concentration problems • Emotional numbness • Eating and/or sleeping problems

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	<p>caused intense fear. Events may include war, natural disasters, sexual assault or any event which caused the person intense fear. PTSD victims may experience intense nightmares and flashbacks, lack of interest in activities, numb emotions, sleep problems, avoidance of certain people, places or things that remind him or her of the occurrence and a variety of other intense feelings.</p> <p>While PTSD can result from a variety of events, Rape Trauma Syndrome is specific to sexual assault. Understanding Rape Trauma Syndrome will help you understand the recovery of sexual assault victims. Basically, the syndrome includes 3 phases which victims can move between as they recover and heal from the sexual violence: Acute Crisis Phase, Outward Adjustment Phase, and the Integration Phase.</p> <ul style="list-style-type: none"> • Acute Crisis Phase—occurs immediately after the assault and can last up to 3 weeks. The stage is characterized by the initial reaction to the assault which may include anxiety, crying, agitation, difficulty in daily functioning, shock and numbness. • Outward Adjustment Phase—victim tries to get back to a normal life as the initial reaction fades somewhat. However, there is often inner turmoil boiling under the surface. This is the phase at which the victim may be willing to seek counseling. • Integration Phase—victim accepts what has happened and the assault is no longer his/her central focus. <p>Victims can move through these phases at very different rates. In fact, recovery is often an emotional roller coaster with victims often starting over at the first phase after being emotionally triggered. For some, recovery can be a life-long process. All people react differently to sexual assault, so there isn't a "right" way or a "wrong" way. Youth who are assaulted will need support and sensitivity from staff. As stated in Module 1, it is also extremely important to ensure the youth has access to psychological services.</p> <p>Sexual assault victimizes and traumatizes youth, most of whom enter the system having already experienced <i>at least</i> one traumatic incident in their life. Sexual misconduct within the facility creates more barriers and emotional challenges for an already vulnerable population. When staff, in particular, engage in sexual misconduct with youth in our facilities, the impact is far reaching.</p>	<p>PREA & Preventing Sexual Misconduct</p> <p>Post Traumatic Stress Disorder (PTSD)</p> <p>A psychological disorder that is caused by an event which involved a threat to someone's life or physical well-being and caused intense fear.</p> <hr/> <p>PREA & Preventing Sexual Misconduct</p> <p>Rape Trauma Syndrome - 3 Phases:</p> <ul style="list-style-type: none"> • Acute Crisis Phase - occurs immediately after the assault and can last up to 3 weeks. Characterized by the initial reaction which may include anxiety, crying, agitation, difficulty in daily functioning, shock and numbness. • Outward Adjustment Phase - victim tries to get back to a normal life as the initial reaction fades somewhat. Often inner turmoil boiling under the surface. This is the phase at which the victim may be willing to seek counseling. • Integration Phase - victim accepts what has happened and the assault is no longer their central focus.

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5	<p><u>Impact of Staff Sexual Misconduct</u></p> <p>Since juvenile facilities are geared toward treatment and behavior change, our interactions with the youth vary from the staff/inmate interactions that occur within a prison or jail.</p> <p>Our role is about assisting change, which requires more involvement in the treatment aspect, rather than simply strict enforcement of the rules. This complex role can result in a slippery slope toward unprofessional behavior. Therefore, we must make sure that the youth are clear about our intent to assist behavioral change, not to engage in a “special friendship”.</p> <p>When staff is involved in any way with sexual misconduct, they counter effective interventions and the treatment residents are receiving by:</p> <ul style="list-style-type: none"> • Modeling poor social skills and anti-social behavior. How can we expect the youth to interact appropriately if staff is not? • Reinforcing anti-social attitudes or beliefs of our youth which is the opposite of what we are trying do in CoNEXTions®. • Eroding what little trust the youth have in those charged with protecting them. • Victimizing youth who have been victimized throughout their life and are already emotionally vulnerable due to their past history of abuse or neglect. • Countering the treatment and cognitive interventions that others are encouraging which could lead to increased recidivism. • Jeopardizing facility security. When youth do not feel safe, it impacts the overall safety and security of the entire facility. Some youth will join gangs or engage in aggressive behavior to prevent themselves from being victimized. • Violating the constitutional rights of youth – in Farmer v Brennan, (1994), the Supreme Court ruled that deliberate indifference to the substantial risk of sexual assault violates prisoners' rights under the Cruel and Unusual Punishments Clause of the Eighth Amendment. The Eighth Amendment rights of state and local prisoners, including youth, are 	<p>PREA & Preventing Sexual Misconduct</p> <p>Impact of Staff Sexual Misconduct</p> <ul style="list-style-type: none"> • Modeling poor social skills and anti-social behavior. • Reinforcing anti-social attitudes or beliefs of our youth. • Eroding what little trust the youth have. • Victimizing youth who have been victimized. • Countering the treatment and cognitive interventions.

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6	<p>protected through the due process clause of the Fourteenth Amendment.</p> <ul style="list-style-type: none"> • Exposing the entire facility and agency to civil and criminal liability, and undermining public support for the agency • Possibly decreasing legislative support for funding <p>Are there any comments or questions?</p> <p><u>SUMMARY</u></p> <p>Let's briefly review the performance objectives for this module.</p> <ol style="list-style-type: none"> 1. Examine the dynamics of the correctional culture in 3 areas: Punishment vs. Rehabilitation; Code of Silence; and Balance of Power. 2. Review characteristics of adolescent development, including healthy sexual development. 3. Given a scenario, discuss how victimization and trauma impacts sexual behavior in the correctional culture. 4. Identify and describe the three stages of Rape Trauma Syndrome. 5. Identify at least 5 ways that staff sexual misconduct impacts the agency. 6. State the impact of sexual misconduct on the youth, the agency and society as a whole. <p>This concludes Module 2. Module 3 will further examine your responsibilities as staff and explain what a sexualized environment is, including how to prevent it and how to recognize the red flags of abuse.</p>	

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Scenario

Jim is a 16-year-old youth who arrived at your facility 3 months ago. He confided in his case manager that several other youth were beating him up at night and taking his food. The case manager responded, "If you come in here acting like a sissy, they will take advantage of you. You need to stand up for yourself; otherwise you are going to have a rough life in here. "

Jim asked to file a grievance in hopes of being moved to another dorm. But, . decided against it after staff warned that a grievance could make things worse because it would anger the other youth. Jim felt anxious, scared and depressed. He told himself, "I'm just going to have to do what I have to do."

Days later, one of the JCOs overheard a coded conversation among the youth leading him to believe that Jim had been sexually assaulted recently after "lights out." The staff asked Jim directly, but he denied anything had ever happened. Eventually, staff dropped the matter after noticing that Jim no longer appeared fearful and seemed to have made friends with one of the older boys on the dorm. The friendship seemed unlikely, and staff went so far as to thank the other boy for being nice to Jim.

Staff were shocked when the two boys were caught having sex. Finally, a thorough investigation revealed that Jim had been violently sexually assaulted by 3 boys on the dorm and lived under constant fear that it would happen again. Jim eventually became known as the other boy's "punk," submitting to the boy's sexual demands in return for protection from the others. Jim stated that felt degraded and powerless and submitted to the role only because he felt he had no choice.