

**TEXAS YOUTH COMMISSION
STAFF DEVELOPMENT
CURRICULUM**

PROGRAM: New-Hire Local Training

FUNCTIONAL AREA: Statutorily Required

**COURSE TITLE: PREA & Preventing Sexual Misconduct:
*Module 3 – Recognizing Red Flags***

COURSE NUMBER: SR100-3

VERSION NUMBER (Rev.): 2.0

MODULE 3 CONTACT HOURS: 4.5 hour

PREREQUISITE: Modules 1 & 2

DEVELOPED BY: TYC Staff Development

ACTIVE DATE: September 8, 2008

REVISED BY: TYC Staff Development

REVISION DATE: March 2009

PARAMETERS

Course Duration: 8 hours

Instructional Setting: Classroom

Audience: New staff

Min./Max. Students: 6/24

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.

INSTRUCTIONAL GOAL

In this module, participants will gain knowledge regarding how sexual harassment and a sexualized work environment contribute to misconduct within a facility. They will also explore their role in preventing and eliminating such an environment.

PERFORMANCE OBJECTIVES

1. Define the term "sexualized work environment".
2. State five indicators of a sexualized work environment.
3. Discuss strategies that prevent a sexualized work environment.

4. State the role of staff in preventing a sexualized work environment.
5. Identify at least 4 red flags of sexual misconduct within a facility.
6. Illustrate conditions and areas within your facility that may pose risk for potential sexual misconduct.
7. State 5 signs of ongoing sexual abuse.
8. Review characteristics that place a youth at risk of being victimized.
9. State the common characteristics of perpetrators of sexual assault.
10. Identify ways to prevent staff sexual misconduct.
11. Given a scenario, identify the best approach for addressing the given situation.

INSTRUCTIONAL STRATEGY

Lecture, small group discussion, guided group discussion, "Behavior Relay" activity

INSTRUCTOR MATERIALS

Presentation Guide and PowerPoint presentation

STUDENT MATERIALS

Participant Manual and Pen/Pencil

REFERENCES

Arizona Administrative Office of the Courts, "*Addressing Sexual Misconduct with Youth in Detention*", Lesson Plan, 2008.

Center for Innovative Public Policies, Inc, "Preventing and Addressing Staff Sexual Misconduct on Community Corrections: A Training Program for Agency Administrators" U.S. Department of Justice-National Institute of Corrections, 2004

Koch, M, "Addressing Sexual Misconduct in Detention", www.supreme.state.az.us/ed/cope April, 2008.

Layman, E, McCampbell, S, Buell, M, and Smith, B, " Addressing Sexual Misconduct in Community Corrections" Journal of the American Probation and Parole Association, Perspectives, vol. 27, no. 2, Spring 2003.

Lin, Jeffrey, "Exploring the Impact of Institutional Placement on the Recidivism of Delinquent Youth", National Criminal Justice Reference Service, U.S. Department of Justice, March 2007.

Layman, E, McCampbell, S and Moss, A, "Sexual Misconduct in Corrections", American Jails, November 2000.

McCampbell, Susan and Fischer, Larry, "*Staff Sexual Misconduct with Inmates: Policy Development Guide*", Center for Innovative Public Policies Inc., August 2002.

Massachusetts Dept. of Youth Services, "*Prison Rape Elimination Act (PREA) - Rape, Sexual Abuse and Sexual Assault Prevention/Intervention Program*" Lesson Plan, 2005.

McCampbell, S and Layman, E, "Preventing and Addressing Staff Sexual Misconduct in Community Corrections", Center for Innovative Public Policies, Inc and NIC, 2004

Moss, A and Wall, A, "Addressing the Challenge of Inmate Rape", Corrections Today, August 2005.

NIC, "Recognizing and Addressing Sexual Abuse, Assault Prevention and Intervention Issues in your Juvenile Justice Setting", Presented at Bureau of Prisons Juvenile Service Providers Training Conference, April 12, 2006.

Office of Research and Statistics, "Building Blocks for Institutional Safety: Responding to the Prison Rape Elimination Act", Colorado Dept. of Public Safety, July 2006

Smith, B, Yarussi, J, "Breaking the Code of Silence: Correctional Officer's Handbook on Identifying and Addressing Sexual Misconduct; 2007" Washington College of Law in conjunction with National Institute of Corrections.

TYC Personnel Policy and Procedure Manual, 01.02 Massachusetts Dept. of Youth Services, "Prison Rape Elimination Act (PREA) - Rape, Sexual Abuse and Sexual Assault Prevention/Intervention Program" Lesson Plan, 2005.

The Correctional Association of New York, "LGBT Youth in Detention: Myth and Reality", January 2006.

Wilber, S, Ryan, C and Marksamer, J, "CWLA Best Practices Guidelines" Child Welfare League of America, 2006.

Washington College of Law, "Agency/Institution Culture", www.wcl.american.edu/nic/training/curriculum

Widom, Cathy, "Victims of Childhood Sexual Abuse – Later Criminal Consequences", National Institute of Justice, March 1995.

ACKNOWLEDGEMENTS

Just Detention International (formerly Stop Prisoner Rape)

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:

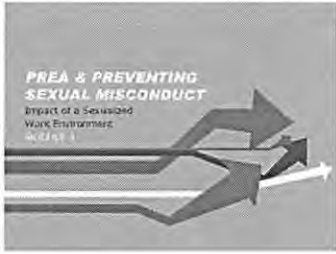
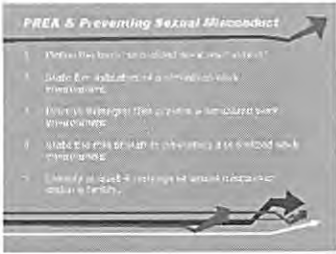
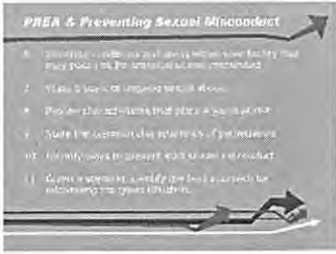
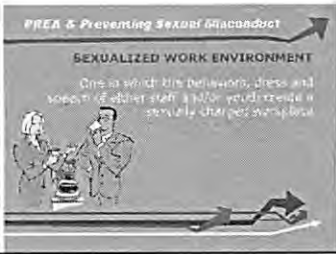
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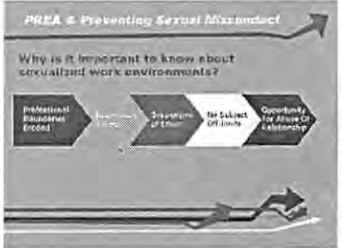
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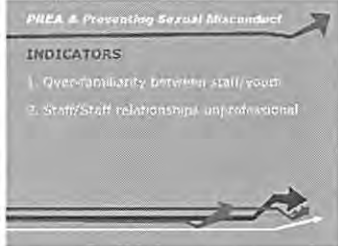

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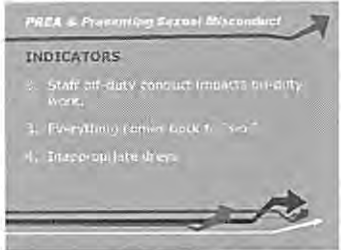
MODULE 3 OUTLINE

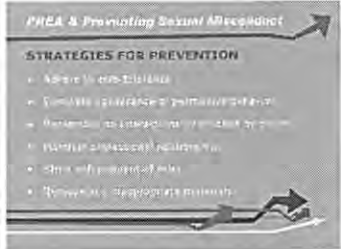
<u>Section</u>	<u>Topic</u>	<u>Time in Minutes</u>
1	Introduction.....	5 minutes
2	Sexualized Work Environment..... Indicators & Activity	30 minutes
3	Strategies to Prevent Sexualized work environment	15 minutes
	BREAK	15 minutes
4.	Red Flags for Staff Sexual Misconduct.....	15 minutes
5.	Geographic Areas Activity	20 minutes
6.	Review of Vulnerable Youth Characteristics.....	20 minutes
9.	Common Characteristics of Youth Perpetrators	15 minutes
	BREAK	15 minutes
10.	Signs of Sexual Abuse	10 minutes
11.	Ways to Prevent Sexual Abuse of Youth.....	20 minutes
12.	Handling Disclosures of Youth.....	15 minutes
13.	Application Scenarios—Small Group Activity	20 minutes
	BREAK	15 minutes
14.	Summary	15 minutes
15.	Post-Test	30 minutes
	Total	275 minutes


Sec.	Narrative	Instructor Notes
1	<p><u>INTRODUCTION</u></p> <p>So far today, we've talked about the laws and adolescent development within the context of a correctional culture. Within the general correctional culture is the environment we create at our individual facilities.</p> <p>What is your working environment like?</p> <p>What are some norms held within your dorm or facility?</p> <p>The norms we develop at our individual facilities are important because the vast majority of sexual misconduct occurs in what is called a "sexualized work environment." So, in this module we are going to:</p> <ol style="list-style-type: none"> 1. Define the term "sexualized work environment". 2. State five indicators of a sexualized work environment. 3. Discuss strategies that prevent a sexualized work environment. 4. State the role of staff in preventing a sexualized work environment. 5. Identify at least 4 red flags of sexual misconduct within a facility. 6. Illustrate conditions and areas within your facility that may pose risk for potential sexual misconduct. 7. State 5 signs of ongoing sexual abuse. 8. Review characteristics that place a youth at risk of being victimized. 9. State the common characteristics of perpetrators of sexual assault. 10. Identify ways to prevent staff sexual misconduct. 11. Given a scenario, identify the best approach for addressing the given situation. <p><u>PRESENTATION</u></p>	 <p>General discussion</p> <p>Norm = standards or practices that are typical.</p>  
2	<p><u>PRESENTATION</u></p> <p>Sexualized Work Environment</p> <p>Staff need to ensure that the environment in which they work and the youth live is not one in which conduct of a sexual nature is commonplace. Such an environment is known as a sexualized</p>	


Sec.	Narrative	Instructor Notes
3	<p>environment.</p> <p><u>A sexualized work environment is one in which the behaviors, dress, and speech of either staff and/or youth create a sexually charged workplace.</u></p> <p>While youth can contribute to a sexualized environment, staff are ultimately responsible for modeling appropriately. First, you must be aware of what is appropriate and what isn't appropriate.</p> <p>Q - Why do you think it would be important to know about sexualized work environments?</p> <p>A - The primary reason is that, in a facility with a sexualized work environment, the <u>professional boundaries</u> among staff and with, or between, youth <u>are significantly eroded.</u></p> <p>This erosion leads to a <u>suspension of ethics.</u></p> <p>When ethics are suspended, <u>boundaries become blurred.</u> When boundaries become blurred, the environment deteriorates and <u>no subject of discussion is off limits.</u> This creates <u>opportunities for abuse or misuse of relationships and information.</u></p> <p>As such, all staff should be concerned about maintaining professionalism at their facility.</p> <p><u>Indicators of a sexualized work environment</u></p> <p>Now that we know what a sexualized work environment is and why we should be concerned with it, how do we know if our facility or dorm is becoming sexualized?</p> <p>Q - What do you think are some general elements of a sexualized work environment?</p> <p>A – Posted cartoons or emails of a sexual nature, revealing or tight clothing and talk containing sexual overtones, all creates a sexualized work environment.</p>	


Sec.	Narrative	Instructor Notes
	<p>Now that we have some general elements, let's discuss five specific indicators that your dorm or facility is, or is becoming, a sexualized work environment.</p> <ol style="list-style-type: none"> 1. Over-familiarity between staff and youth. As criminal justice professionals, we are all responsible for ensuring that our interactions with youth are within professional boundaries. When these boundaries are crossed, it can lead to sexual misconduct. <p>Q – What are some behaviors that cross professional boundaries?</p> <p>A – Behaviors such as staff allowing youth to call them by their first names, doing “favors” for a youth (extra snacks, passing messages to other youth, overlooking behavioral problems) , tolerance of the use of nicknames, flirting, inappropriate compliments and/or exchanging photos deteriorate professional boundaries. The more serious behaviors include bringing in contraband – whether it is food, cigarettes, or drugs – and sexual misconduct.</p> <ol style="list-style-type: none"> 2. Staff/Staff relationships are unprofessional. Just as we need to be professional with the youth, we must also maintain professionalism with each other. Keep in mind that there are NO interactions overlooked by the youth – they watch our behavior just as we observe theirs. <p>Sexualized Environment Behaviors ACTIVITY</p> <p>So, what kind of behaviors between staff leads to a sexualized work environment? We are going to explore these by doing an activity we call the “Behavior Relay”.</p> <p>[Trainer: Divide the group into four teams. Tape flipchart paper to a wall, or use the flipchart easels, placing these in four corners of the training room. Place a masking tape “starting line” an equal distance from each of the papers. Using four different colored markers, hand one color to each team. Give the individual teams a few minutes to name themselves and write their team name at the top of the flipchart paper for their team. When that is complete, have each team form a line behind their “starting line”, with the first person holding the marker.</p>	 <p>Validate responses.</p> <p>Emphasize this point.</p> 


Sec.	Narrative	Instructor Notes
	<p>OK. It looks like we are ready.</p> <p>Your teams will have two minutes to write as many behaviors as you can think of that are unprofessional and may lead to a sexualized work environment.</p> <p>One person will go at a time. Write a behavior on the chart, and then hand off the marker to the next person <u>behind the line</u>. That person will then go and so forth. You only have two minutes.</p> <p>The team with the most behaviors (as judged by staff) wins!</p> <p>Are you ready? Go!</p> <p>(After the game) Great job! It looks like team _____ won.</p> <p>Now, I need a volunteer from each group to read your group list aloud.</p> <p>Several of the behaviors identified by your teams are on our list as well:</p> <ul style="list-style-type: none"> • Tolerance of name calling or disrespect among staff • Pranks with sexual innuendos • Harassment by peers or supervisors • Gossip! • Openly complaining about other staff <p>3. <u>Staff off-duty conduct impacts on-duty work.</u> This includes off-duty dating, behaviors and activities that are brought into the facility, rather than left outside of the workplace. This includes open discussion of a staff's off-duty activities within hearing distance of youth.</p> <p>4. <u>Everything comes back to "sex".</u> Whether it be innuendos, as we spoke about earlier, teasing staff or worse yet, teasing youth about their appearance or perceived sexual orientation, or anything else. When this type of behavior is tolerated it not only crosses professional boundaries, but leads quickly to sexual misconduct.</p> <p>5. <u>Inappropriate dress.</u> Wearing revealing or tight-fitting clothing (or altering required clothing to become so) is most frequently mentioned by Human Resource professionals as something that contributes to a sexualized environment.</p>	

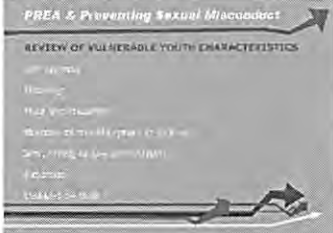
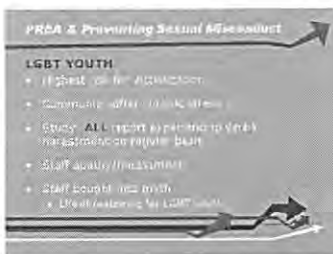
Sec.	Narrative	Instructor Notes
4	<p>Other areas included under this indicator are hairdos, jewelry, having one's nails done in a fancier way than is practical for work, etc. Whether or not you are purposely seeking sexual attention, your attire can give the wrong message. Policy guides us as to how we are to dress on duty, but it cannot cover every possibility for inappropriate dress.</p> <p>For example, policy prohibits wearing clothing with insignia, slogans or wording that is inappropriate for working with youth. Obviously, a T-shirt with a beer can or a Playboy bunny symbol would not be acceptable.</p> <p>Another example: Policy allows one stud earring in each ear for direct care staff. Wearing formal, dangling earrings to work would be considered inappropriate dress.</p> <p><u>Strategies to Prevent a Sexualized Work Environment</u></p> <p>Now that we've discussed the common indicators and behaviors that comprise a sexualized work environment, let's discuss what we can do to prevent this type of environment from developing in our facilities.</p> <p>Q – What do you think are some ways to prevent this type of work environment?</p> <p>A -</p> <ul style="list-style-type: none"> • One strategy is to adhere to the zero tolerance policy of all inappropriate sexual conduct. This includes jokes, put-downs, slang and name calling, and of course, any sexual contact. • Another strategy is to eliminate any appearances of permissive behavior or favoritism. • Also, we should always remember that no interactions are overlooked by the youth. Do not discuss your personal relationships or nightlife with or around the youth. • Maintain a professional relationship with youth and avoid the appearance of over familiarity. • Strictly enforce rules regarding personal boundaries, dress and touching. Don't watch youth unnecessarily when they are in various states of undress. • Finally, remove any and all inappropriate materials from staff bulletin boards and break rooms. 	

Sec.	Narrative	Instructor Notes
5	<p>It is each individual staff's responsibility to prevent this type of environment from forming by maintaining professionalism in all of our interactions with other staff, youth, their families and the public.</p> <p>Keep in mind that staff sexual misconduct can happen right under your nose. It is often undercover, but, even so, there are usually red flags that other staff either didn't recognize or simply chose to ignore. Let's discuss those red flags.</p> <p><u>Red Flags—Staff Sexual Misconduct</u></p> <p>What are some behaviors that might indicate staff sexual misconduct?</p> <p>Many of these match the indicators compiled by the National Institute of Corrections. Through their work, they compiled a list participants stated should have "tipped them off sooner to the possibility of staff sexual misconduct."</p> <p><u>Update slides to reflect any changes in the bullet</u></p> <ul style="list-style-type: none"> • Staff showing favoritism or intervening for a particular youth. This can be observed in many ways. It may be consistently disregarding other youth when a particular youth approaches. It could be seen in consistently volunteering to work overtime only during particular shifts. Another instance would be unusual increase in a youth's personal products. For example, rather than the regular generic bath products a youth normally have, a particular youth is now using Bath and Body Work items! Another indicator is a particular staff working in a secluded area with a youth, especially if it is repeatedly. ▪ Staff confronting other staff about a youth. ▪ Sexual or personal banter between staff and staff or staff and youth such as horseplaying or inappropriate jokes. ▪ Drastic change in behavior or appearance of a youth or staff. Youth being threatened or victimized will sometimes change their hygienic practices in an attempt to prevent the aggressor or predator from wanting to touch him/her again. We will discuss more about behavioral changes in a minute. <p>Staff who are engaged in sexual misconduct may engage in behaviors such as taking longer, more frequent "breaks", display more secretiveness in discussions about</p>	


Sec.	Narrative	Instructor Notes
	<p>themselves and become more paranoid when rumors of misconduct are brought up.</p> <ul style="list-style-type: none"> ▪ Youth/staff rumors. Paying attention to the rumors and being able to pick out bits of information from these has been cited by numerous administrators across the nation as vital to preventing staff misconduct. This red flag is one of the most prevalent, yet one of those that are often ignored by staff! ▪ Staff bringing in large amounts of food, soda or snacks or sharing such with a certain youth. ▪ Overheard conversations between staff and youth which are sexualized in nature or refers to physical attributes of staff or youth. ▪ Staff becoming over-involved with the youth's family, legal issues or other aspects of their personal life. In some cases, staff know the youth's family or may have even known the youth outside of TYC. The supervisor should be immediately informed if that is the case. It may be necessary to separate the youth and that particular staff member. This will help prevent an inappropriate relationship, sexual or otherwise. ▪ Staff accessing files, logbooks, etc... when not related to their own cases or shifts. • Staff with a "special" relationship with a particular youth. This may become apparent when a staff member identifies a youth as "my youth" or tends to minimize a youth's behavior problems. Another red flag is when the youth and staff share secrets, notes or even phone calls. This gives the appearance of improper behavior. • Staff spending an unexplainable amount of time with a particular youth. The actions one may observe is, for example, a youth being called into the case manager's, psychologist's or line staff's office/area an excessive or abnormal number of times or during odd times within a youth's schedule. • Staff taking youth out of their dorms at unusual times. This should be a huge red flag for other staff. • Youth pregnancy or diagnosis of a sexually transmitted disease (STD). There is obviously a problem when a youth contracts an STD or becomes pregnant while in residential placement—whether it be from sexual contact with staff or another youth—it needs to be 	


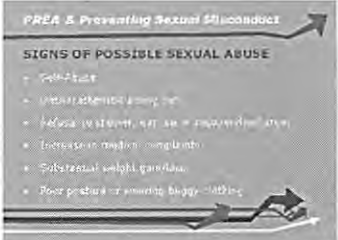
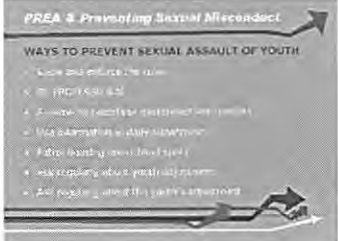
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	<p>investigated.</p> <p>As you can see by this list and your groups' lists, there are many indicators. To guide you better, take note of this point: The more red flags there are, the greater the possibility of some form of misconduct.</p> <p>ACTIVITY: Conditions and Geographic areas posing risk for sexual misconduct:</p> <p>Keeping in mind these red flags, we are going to break into small groups and identify geographical areas within your facilities where there is potential for sexual misconduct to occur and/or conditions in your facility that may pose a risk for sexual misconduct.</p> <p>An example of each of these is:</p> <ol style="list-style-type: none"> 1. There are no security cameras in a building that is under construction on campus. 2. Secluded staff offices. <p>Does everyone understand the activity?</p> <p>Great! You will have 10 minutes to discuss and note these on a flipchart and then we will get back together.</p> <p><i>(After 10 minutes)</i></p> <p>Please select a spokesperson for your group to present your list.</p> <p><i>(After all groups have presented and discussed their lists, add the following if not mentioned already-)</i></p> <ul style="list-style-type: none"> • Boxes stacked in front of windows or doors obstructing the view • Blind spots on the dorm, in stairwells, at the school, or other buildings • Areas that are unoccupied or where no one goes usually • Closets, especially those which can lock from the inside • Blankets, pillows, mattresses placed in secluded areas • Unsecured areas outside of the fence like a storage shed or areas hidden by cars or trees • Offices or other rooms with doors without windows • Areas with low lighting or burnt out bulbs • Shower and restroom stalls 	 <p>List additional input on chart paper</p>

Sec.	Narrative	Instructor Notes
6	<p>Good job on that activity. The point is to be aware certain areas and conditions can provide opportunities for sexual assault to occur. Be aware of where the youth are at all times and patrol all areas appropriately.</p> <p>In addition, there are signs that a youth is in fear of, or is experiencing, sexual abuse – whether that sexual abuse is from a staff or another youth in the facility.</p> <p><u>Review of Vulnerable Youth Characteristics</u></p> <p>In Module 2, you participated in an activity in which we identified characteristics that place youth at greater risk for victimization by staff or other youth. <u>Update slide</u></p> <p>Let's review these briefly....</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 are often taken advantage of by older, more sophisticated youth • Sight or hearing impaired—such youth may be taunted or preyed upon by other youth • Physical disabilities—such youth may be taunted, preyed upon, or considered unable to defend themselves • Limited English Proficiency—such you may have a limited ability to communicate to staff and may be unwilling or unable to report victimization • Sexual orientation or gender identity—lesbian, gay, bisexual and transgender youth, (or those perceived as such) are often uniquely vulnerable. 	 <p>Facilitate discussion and list the characteristics on chart paper as they are recalled.</p>

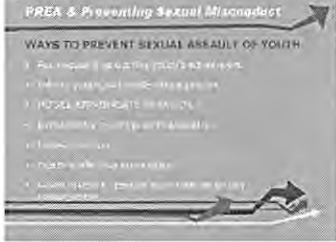
Sec.	Narrative	Instructor Notes
	<ul style="list-style-type: none"> • Mental/emotional stability—youth considered mentally or emotionally unstable, often stigmatized or taken advantage of • Intelligence—youth with lower intelligence are often taken advantage of by more sophisticated youth • Maturity—youth who are developmentally immature may be taken advantage of by more sophisticated youth • Prior victimization—youth who have suffered abuse and trauma may 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 these characteristics may be perceived as “weak” or not likely to stick up for themselves or tell • 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 the youth <p>You may recall from Module 2 that Lesbian, Gay, Bisexual and Transgender (LGBT) youth face additional and unique difficulties and risks when committed to a lock-up facility. Building on this information, it is important to note that:</p> <ul style="list-style-type: none"> • LGBT youth commonly suffer from chronic stress related to harassment, coming out to friends and family or having one’s sexual orientation discovered. This stress leads to depression and anxiety. Research shows a significantly higher risk of suicide among lesbian, gay, bisexual and transgender youth. • In a national study of LGBT youth, one in three reported being harassed due to their sexual orientation, 85% reported hearing homophobic remarks from peers and 	 <p>PREA & Preventing Sexual Misconduct</p> <p>REVIEW OF VULNERABLE YOUTH CHARACTERISTICS</p> <ul style="list-style-type: none"> • Offenses • Housing • Staff/youth ratio • Number of times in custody • Sex, race, age, and ethnicity • Education • Criminal record  <p>PREA & Preventing Sexual Misconduct</p> <p>LGBT YOUTH</p> <ul style="list-style-type: none"> • Highest risk for attraction • Community often look after • Study: ALL report a partner in their lives • Staff abuse/assault • Staff bought into myth • Most victims are LGBT youth

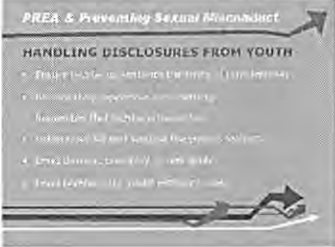
Sec.	Narrative	Instructor Notes
	<p>nearly a fourth of the youth heard these remarks from teachers or school staff, with very few teachers ever intervening to help them!</p> <ul style="list-style-type: none"> LGBT youth are particularly vulnerable within juvenile facilities. In focus groups conducted by the Child Welfare League of America, "ALL (LGBT) youth who participated reported having experienced verbal harassment in juvenile justice facilities on a regular basis." In addition, many reported being sexually assaulted by staff or other youth in these facilities. <p>Particularly troublesome, however, is the apathy shown by adult staff in regards to LGBT youth. When a youth goes to an adult for protection from abuse, many youth report that the adults ignore them or <i>blame</i> them!</p> <p>Staff may have bought into the myth that a gay youth wants to have sex with the other boys (or girls) OR will "prey" upon other youth. In fact, the most common problem with gay youth is protecting them from unchecked taunting and violence by other youth and staff.</p> <p>Believing in this myth is not only dangerous and life threatening for a gay youth, but also poses serious liability issues for the staff. You don't want to end up in adult prison for believing a myth!</p> <p>Regardless of sexual orientation, the old adage "kids can be mean" is certainly true for youth who are simply perceived as gay. In a Seattle Teen Health Survey, of the students who stated they were harassed or victimized at school due to being perceived as gay, 75% were heterosexual. The point here is that even just being <i>perceived</i> as gay poses risk of harassment for youth, proving the severe vulnerability of LGBT youth.</p> <p>Unfortunately, similar experiences occur within TYC facilities to heterosexual youth perceived as "gay" by other youth and/or staff. This is a persistent problem within both adult and juvenile facilities across the nation.</p> <p>Therefore, this is a characteristic we must pay particular attention to when dealing with the youth in our care.</p>	
7	<p><u>Common Characteristics of Youth Perpetrators</u></p> <p>In addition to characteristics which place youth at risk of victimization, recent research has identified some common characteristics of youth who <i>do</i> "prey" upon other youth within the</p>	



Sec.	Narrative	Instructor Notes
8	<p>system, often identified as “aggressive” youth.</p> <p>Characteristics of potential perpetrators include:</p> <ol style="list-style-type: none"> 1. Older than potential victims 2. Prior incarceration 3. Street Smart and/or gang affiliation 4. May have prior history of committing sexual violence 5. Has a history of engaging in violence and disregarding the rights of others 6. May have difficulty controlling anger and have poor coping skills/strategies 7. May exhibit voyeuristic/exhibitionistic behavior 8. <i>Try to control dorm through threats, intimidation and fear.</i> Often, the aggressor is known by other youth, so look for changes in group behavior when a particular youth is present. Also, the aggressor may use strong arm tactics that is often preceded with verbal harassment. So, address all verbal harassment! 9. May taunt new youth 10. Subtle intimidation in the showers, school, during meals or elsewhere 11. <i>May try to trap potential victim by making loans, sharing food, etc...:</i> Aggressors often begin to trap their victims by being friendly initially; so, NEVER assume that two youth are “friends” or are romantically involved and “just had a falling out” or had a so-called “lovers quarrel” when one of the youth complains about the other at a later time, especially if the one complaining is a newer youth to the facility. <p>What questions or comments do you have regarding the characteristics of vulnerable youth or potential youth perpetrators?</p> <p>In Module 2, we talked about the effects of trauma on youth who have been sexually assaulted during our discussion of PTSD and Rape Trauma Syndrome. But what signs do you look for on a daily basis that could indicate that a youth has been assaulted?</p> <p><u>Signs of Possible Sexual Abuse</u></p> <p>When youth fear or experience a sexual assault, there are several reactions staff can identify that will let us know what is happening. These include:</p> <ul style="list-style-type: none"> ▪ Withdrawing or isolating themselves 	

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9	<ul style="list-style-type: none"> ▪ Development of depression or hopelessness—unexplained tearfulness or crying ▪ Lashing out in anger or frustration ▪ Developing anxiety, fear or paranoia ▪ Experiencing nightmares ▪ Developing suicidal thoughts or feelings ▪ Self-abuse or suicidal behaviors ▪ Uncharacteristic acting out in an effort to stay in security or to facilitate a transfer ▪ Refusal to shower, eat or be in less supervised areas ▪ Increase in medical complaints and questions – particularly concerns regarding sexually transmitted diseases ▪ Gain or loss of substantial weight ▪ Suddenly develop poor posture (hunching to hide breasts) or wearing baggy clothing to hide their bodies <p>If you notice any of these signs, speak with the youth and report it!!</p> <p>Knowing the red flags and signs of potential sexual abuse are important aspects of preventing sexual misconduct. By being aware of characteristics that place a youth at risk of being victimized, the characteristics of potential sexual perpetrators, and the signs of possible abuse, staff are will-equipped to proactively prevent and respond to sexual abuse from the onset of placement.</p> <p><u>Ways to Prevent Sexual Assault of Youth</u></p> <p>By now, you know that sexual misconduct, whether between staff and youth or youth and youth, is a serious problem. Let's discuss ways to prevent sexual assault of youth and protect yourself from false allegations. These strategies include: update slides to reflect changes</p> <ol style="list-style-type: none"> 1. Know and enforce rules regarding sexual conduct – adhere to zero tolerance 2. Be professional at all times and adhere to a code of professional and personal ethics: One common problem among juvenile facilities is the use of profanity by staff. Many staff have the misguided belief that this is the only way to relate to today's youth. However, profanity is an expression of violence and degradation - two factors commonly related to abusive behaviors. 	  

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	<p>3. Maintain professional boundaries by being fair, firm and consistent. Showing favoritism or having "special" relationships with certain youth is inappropriate and can lead to the appearance of sexual misconduct, even when none exists. Nonetheless, this type of behavior will erode your credibility among both staff and youth.</p> <p>4. Avoid being alone with youth in 1:1 situations. Whenever possible, do not spend time with youth one-on-one behind closed doors or in vacant or isolated areas. In general, try to remain in view of the cameras. This is a general safety rule for your protection as well as that of the youth.</p> <p>5. Respect the youth's privacy when changing clothes, taking showers or using the bathroom. While a certain level of supervision is necessary at all times, do not stare at youth or watch them unnecessarily while they are undressed.</p> <p>6. Assume all reports of sexual misconduct are credible: Staff often fall into the trap of assuming that sexual contact among youth is consensual. However, most youth do not report sexual misconduct/rape for fear of reprisals from other youth and staff. REPORT ALL incidences of sexual misconduct, regardless of what you may "believe" are the circumstances of the situation. Remember, ALL sexual contact in a facility is illegal!!</p> <p>7. Identify characteristics of victims and predators, and use this information in housing placement and daily supervision. Do NOT pair vulnerable youth with those that have one or more of the perpetrator characteristics. Don't house them together, assign them to do chores together, or allow them to isolate or perform tasks in secluded areas. In general, watch out for interactions that might indicate that one youth is exerting power over another. This could happen very subtly in a seemingly harmless way.</p> <p>EX. You notice that a youth always gets a chair for himself and a certain other youth when it is group time, though they are not friends.</p> <p>Ask: Why is this a red flag?</p> <p>Answer: May indicate that the youth is being strong-armed and forced to do favors for another youth.</p> <p>8. Patrol the housing area and "blind spots" frequently,</p>	

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	<p>particularly those areas that secluded or unoccupied.</p> <p>9. Ask regularly about the youth’s adjustment to the facility and whether they are having any problems.</p> <p>10. Inform youth and their families as to the facility’s policies, including their rights within the facility, the specific reporting procedures for sexual assault allegations and what protections youth have against retaliation. You are responsible for protecting the youth in TYC’s custody. Effective supervision is the key. Teach youth how to minimize their risk of becoming a victim of sexual abuse. Strategies that may minimize this risk include:</p> <ul style="list-style-type: none"> • Knowing their rights under state and federal law; youth receive a brochure at the orientation unit which explains their basic rights, the zero tolerance policy, how to file a grievance and how to contact the abuse hotline; zero tolerance and abuse hotline posters are also posted throughout every facility • Letting staff know if they are being threatened or bullied by other youth • Staying in staff’s sight at all times • Avoiding doing favors for others and trading things as this could lead to them being forced to provide sexual favors • Avoiding peers who are aggressive and intimidating • Reporting all abuse or suspected abuse using any method that makes them comfortable such as tell ing a JCO, Case Manager, Nurse or family member. They call also call the toll-free abuse hotline number or file a grievance. <p>11. Model appropriate behavior both within and outside of the facility.</p> <p>12. Immediately report any prior relationships or connections with new/current youth. Follow your intuition when noticing “red flags”.</p> <p>13. Practice effective supervision. You must have your eyes and ears open at all times. In order to provide effective supervision you must observe carefully and draw inferences about what is going on. You will be attending Interpersonal Communications Skills in Preservice in the next couple of weeks. There are supervision strategies taught in that class that will help you protect our youth. A preview of the strategies taught in the class include:</p> <ul style="list-style-type: none"> • Watch carefully 	

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10	<ul style="list-style-type: none"> • Position yourself so that you can establish your presence in the room • Listen for key words or phrases that might indicate a problem • Determine whether the situation is “normal” or “abnormal” • Ask questions when something doesn’t seem right <p>14. When <i>in doubt of what to do in a situation involving yourself or others, consult your supervisor or facility management.</i></p> <p>What are some other ways you can think of that would help prevent sexual misconduct from occurring within a facility?</p> <p><u>Handling Disclosures from Youth</u></p> <p>As a direct care staff member, a youth may disclose to you that he/she has been sexually assaulted either by staff or another youth. We’ve made it clear throughout this training that you are required to immediately report the allegation. In addition, the way you conduct yourself after a youth has made such a disclosure is very important.</p> <p>Direct care staff are not expected to provide counseling; specially trained mental health professionals should counsel sexual assault victims. However, you may be the first person the youth confides in, and if you do not respond appropriately, you can emotionally harm the youth even further. Here are some tips on how to respond: <u>update slides as needed</u></p> <ul style="list-style-type: none"> • Ensure the he/she understands the limits of confidentiality (that you must report the allegation), but that information will only be shared with others on a need-to-know basis • Be sensitive, supportive and affirming • Don’t question them about whether they fought back, screamed, gave in, or why they didn’t report it sooner. Remember that he/she is the <i>victim</i>. • Ask the youth if they are hurt, bleeding, etc. If the assault just happened, get them medical attention right away. In addition to addressing their health needs, an exam can be performed to collect evidence. • Listen carefully and validate the youth’s feelings • Don’t dismiss, downplay or cast doubt • Don’t bombard the youth with questions to satisfy your curiosity. Questions will come as part of the investigation. 	

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	<ul style="list-style-type: none"> • Suspend judgments about the youth based on your own beliefs (ex. she brought it on herself, he's gay anyway) • Express concern for his/her safety, and take seriously any reported threats of intimidation or violence. Immediately contact the supervisor if steps need to be taken to protect the youth from other youth or from a staff person. • If a youth makes a threat of self harm, immediately contact the supervisor on duty and take appropriate steps to ensure the youth's safety. • Document the youth's report, but don't ask the youth to repeat things over and over. • Officially report the allegation by calling the Incident Reporting Center (IRC) with the TYC Office of Inspector General. You will get a tracking number. Submit a written report to the Chief Local Administrator (CLA) with the tracking number. <p>Q: Who can remember the timeframe by which the report must be submitted?</p> <p>A: No later than the end of the shift</p> <p><u>Scenarios/Group Activity</u></p> <p>Now that we have spent most of the day discussing the topic of sexual misconduct, let's apply what you've learned in some scenarios. We will divide into groups of three or four. Each group will receive a scenario. Please read it, discuss what you should do and write that down. You will have 15 minutes for this activity.</p> <p><i>(After 15 minutes)</i></p> <p>Let's review the scenarios. Which group wants to begin?</p> <p><u>SUMMARY:</u></p> <p>We covered much material in this lesson. I thank you for your participation and hard work in dealing with an oftentimes difficult subject matter. Hopefully, all of you have gained a better understanding of the factors that contribute to sexual misconduct, ways to identify when it is occurring and how you can address it appropriately.</p> <p>I will leave you with one last quote from Helen Keller, <i>“Science may have found a cure for most evils; but it has found no remedy for the worst of them all -- the apathy of human</i></p>	 <p>PREA & Preventing Sexual Misconduct</p> <p>HANDLING DISCLOSURES FROM YOUTH</p> <ul style="list-style-type: none"> • Monitor behavior about the youth • Express concern for his/her safety • Immediately contact the supervisor on duty • Document the youth's report • Call the Incident Reporting Center (IRC) with the TYC Office of Inspector General. Submit a written report to the Chief Local Administrator (CLA)  <p>PREA & Preventing Sexual Misconduct</p> <p>SCENARIOS</p> <p>Groups of 3-4</p> <p>Read/discuss scenario</p> <p>Write solution</p> <p>15 minutes</p>

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	<p><i>beings.”</i></p> <p>Q: What does this quote mean to you?</p> <p>Now, let's go over our performance objectives.</p> <ol style="list-style-type: none"> 1. Define the term “sexualized work environment”. 2. State five indicators of a sexualized work environment. 3. Discuss strategies that prevent a sexualized work environment. 4. State the role of staff in preventing a sexualized work environment. 5. Identify at least 4 red flags of sexual misconduct within a facility. 6. Illustrate conditions and areas within your facility that may pose risk for potential sexual misconduct. 7. State 5 signs of ongoing sexual abuse. 8. Review characteristics that place a youth at risk of being victimized. 9. State the common characteristics of perpetrators of sexual assault. 10. Identify ways to prevent staff sexual misconduct. 11. Given a scenario, identify the best approach for addressing the given situation. <p><u>TEST & Evaluations</u></p> <p>We are going to take the post-test, which is the same test you took at the beginning of class. This test will test your basic knowledge on PREA. After the test, please take a few minutes to complete the course evaluation. The purpose of the evaluation is to get your input on what you liked or didn't like about the class. This will help us improve our training. You don't have to put your name on the evaluation if you don't wish to. Before you leave, please your test and evaluation with one of the trainers.</p>	<p>Pass out tests and evaluations</p>

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Preventing Sexual Misconduct Scenarios

You observe a coworker talking with a particular youth on numerous occasions in private. They are sometimes laughing with each other and other times appear to be in deep discussion. Your coworker appears unusually happy and excited at work since the youth arrived. That coworker later confides in you that he had dated the youth's mother in high school and was the one who broke up with her, but now can't remember why. He states that he checked the youth's file and found that the youth's mother is divorced and single again. What should you do?

A search of a youth's personal area reveals candy wrappers. The youth, BB, states that his teacher, Staff Alli, had brought the candy as a reward for getting an "A" on a test in school. The staff found Alli's phone number in the youth's folder. Line officers have noted that Alli tends to stand close to BB when she talks to him and looks over the youth's shoulder when he is in school working on something. Line staff has also been getting complaints from other youths in the facility that BB was being given special treatment such as not getting consequences for rule violations and Alli allowing BB to walk around in class. When asked about this, BB stated that Alli was a friend. Furthermore, Alli acted annoyed when asked about these complaints. What should you do?

A new youth arrives on your dorm. He has a slight build and very feminine voice. Several youth begin to tease the youth and then tell you they don't want any of "those types" on their dorm. What should you do?

An openly lesbian youth asks to speak with you in private. You meet with the youth and she tells you that another youth in the dorm forced her to perform sexual acts. What do you do?

A new staff arrives on the girls' dorm. You notice that he is spending an unusual amount of time speaking with one particular youth. While he works the 2pm to 10pm shift, he tends to stay later and, over the course of the past few months, you've noticed that he volunteers to work the night shift on a regular basis. While never a problem in the past, the youth is now acting out more during the evening shift and has requested to go to security repeatedly over the past few months. The youth tells you that nothing is happening, but reveals that she knows the new staff and his wife recently separated. What should you do?