



SEXUAL ABUSE INFORMATION ZONE

S.A.I.Z.

SEXUAL ABUSE INFORMATIONAL AND EDUCATIONAL WORKBOOK
FOR INCARCERATED WOMEN

THE S.A.I.Z. WORKBOOK: SEXUAL ABUSE INFORMATION ZONE

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PART 1:

GROUP SESSION PAGES

This section contains materials appropriate for duplication and can be distributed to group members to enhance discussion and comprehension of material.

Sections can be used independently; however, the program was designed to build upon previous content and discussions. Facilitators are encouraged to use their best judgment to create a program appropriate for participants.



CHAPTER 1

SEXUAL VIOLENCE & RAPE



WHAT DOES “SEXUAL VIOLENCE” OR “SEXUAL ASSAULT” MEAN TO YOU? WHAT DOES “RAPE” MEAN TO YOU?

Abuse: to purposefully violate an individual in such a way that disrespects and/or harms them physically, emotionally or mentally

Acquaintance: knowing an individual in a casual or impersonal way; not an intimate or meaningful relationship

Assault: a violent physical or verbal attack

Perpetrator: an individual acting out a harmful, illegal and/or abusive act on another or others

Sexual: any subject or action with characteristics of sex, sexuality or sexual organs and their functions

Victim: an individual harmed or impacted by another individual's acts

The Pennsylvania Coalition Against Rape defines sexual violence as any situation in which a person is forced, coerced and/or manipulated into any unwanted sexual activity.

The Pennsylvania Coalition Against Rape defines rape as forced sexual intercourse, including vaginal, anal or oral penetration. Penetration may be by a body part or an object.

Keeping it Real: Rape and Sexual Assault

Rape is the least reported violent crime. Rape or attempted rape is an act of violence with the sole purpose of gaining power and control over another person, cause fear, pain and/or humiliation. RAPE IS NOT ABOUT SEX. No one ever asks to be raped; there is no behavior that justifies a rape or sexual assault. Rapists are motivated by the need to control, overpower, a desire to hurt and/or humiliate. Rape and sexually-based offenses are crimes in which society and the criminal justice system focus on whether a victim fought back in order to define it as an assault.

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help

you to challenge your comfort level and re-frame your thoughts around the issue:

What do you think it means to “blame the victim”?

Why do you think our society often puts the blame on the victim?

Can you think of any other crime for which victims are blamed?

Think of how violence is portrayed in movies and on television – who are commonly the victims of violence?

What was the rationale, or reason, given for the violence?

How is rape portrayed in film and on television?

Why do you think that sex and violence are so often closely related in movies and TV?

Do you think having rape depicted casually in movies has desensitized society to rape? OR do you think it is a reflection of our society?

Can you recall a famous sexual abuse case that received a lot of media attention?

- Was the perpetrator a man or a woman?
- Who was the perpetrator?
- Who was the victim?
- What do you remember most about the case?
- Why do you think this case was so famous?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- According to recent rape crisis center statistics, both heterosexual and homosexual men comprised 10 percent of the sexual assault victims in the United States last year. Almost all were raped by other men. In addition, men have wives, friends, sisters, mothers and daughters who may someday need assistance in coping with sexual assault. **Rape is a concern for everyone!**
- Recent studies indicate false reports make up 2 percent or less of the reported cases of sexual assault. This figure is approximately the same for other types of crimes. It is estimated that only 1 out of every 10 rapes are actually reported.
- People who commit sexual assault/abuse are trying to gain **power and control** over their victim. They want to make it extremely difficult, if not impossible, for their victim to say “no”. A victim of sexual abuse can’t always say “no” and this certainly does NOT mean that they wanted the act to happen.
- **Alcohol is the most common drug used to initiate drug facilitated rape.** If a person is legally intoxicated they cannot consent to sex.
- One in six boys will be sexually assaulted by the age of 18. It is estimated that over 92,000 men are raped each year in the United States.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios

are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Tess and her cellmate Vicky were both serving an 18-month sentence. One evening, Vicky confided in Tess that she had been raped five years earlier. She had been out with some friends at a bar and hit it off with the bartender. When her friends wanted to leave the bartender offered to give Vicky a ride home after closing so that she could stay to talk. Vicky was interested in the bartender and excited by the prospect of getting to know him better. On the ride home he pulled over into a deserted parking lot and raped her. After the rape he dropped her off at her apartment. She was shocked, scared and sickened. She felt that since she had trusted a stranger with her safety, she was responsible for the rape. She never told anyone about being raped until she confided in Tess. Tess was surprised and really didn't know what to say. She remembered the local rape crisis center had left some brochures the week before when they came to facilitate a weekly group.

What would you say to Vicky if you were in Tess' position?

Lisa's sister Meghan had always been confident and outgoing. Over the course of a few months Meghan became reserved and quiet, prone to tears and easily startled. She no longer went out with her friends and began missing a lot of work. Lisa is worried that something may have happened to Meghan – that she may have been raped or sexually assaulted. She thinks she may be over-thinking things and is afraid to talk to her sister about her concerns.

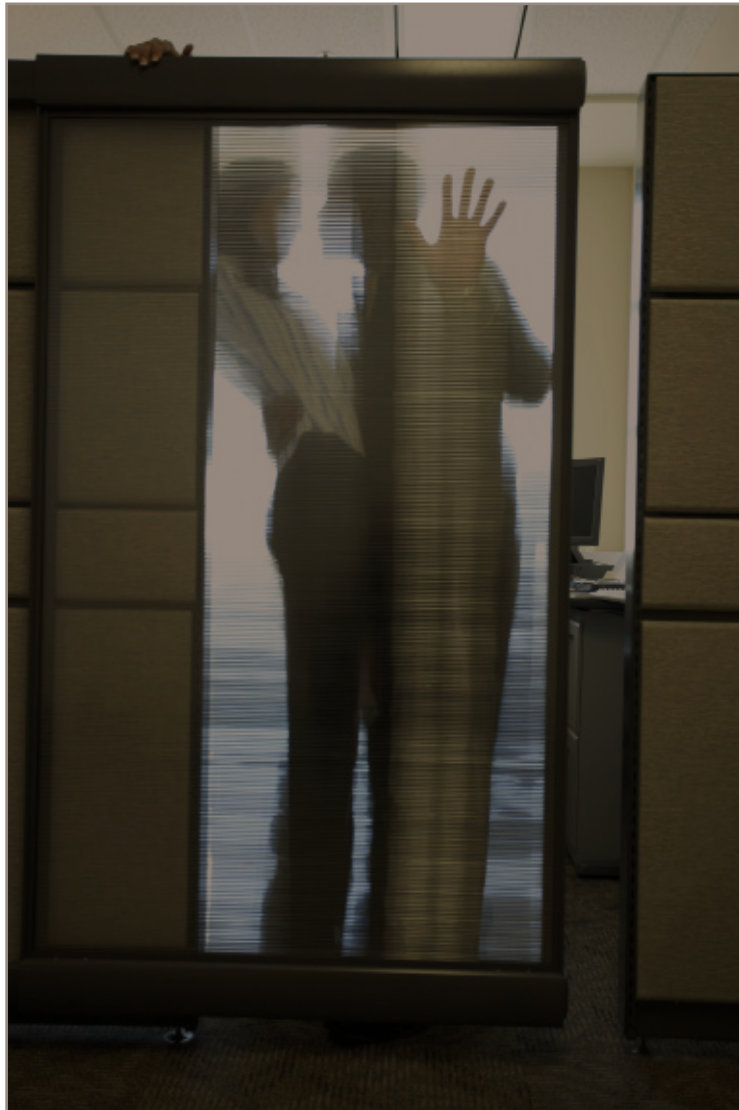
What can Lisa do?

Regina was working two jobs to support her three children. She would get off work and drive directly to her part-time job. It was grueling, but after a few weeks she finally started to feel stable financially. One day her boss called her into his office and told her he needed to change her hours. She explained to him if her hours were changed she would not be able to make it to her part-time job. He told her that he would keep her hours the same if she preformed oral sex on him. Regina knew if she lost her part-time job she would not be able to pay her bills and provide for her family. She agreed and he allowed her to keep her original hours.

Was Regina raped? What can she do?

Wrapping It Up

Although sexual violence is a huge problem throughout the world, there are a number of ways to impact your community and work toward preventing sexual assault and rape. Educating yourself and others on the prevalence of assaults and the social causes (male superiority and domination, gender inequality, acceptance of other forms of violence etc.) can help tremendously. It is also important to stand up and say something when you see a situation that is inappropriate, illegal or dangerous.



CHAPTER 2 SEXUAL HARASSMENT

WHAT DOES “SEXUAL HARASSMENT” MEAN TO YOU?



Harass: the act of repeatedly bothering another person to the point where they feel uncomfortable, threatened or fearful

Hostile: severe emotional or physical aggression or agitation

Offensive: an action or implication that makes another person uncomfortable, embarrassed or agitated (e.g. a joke, comment, body language etc.)

Keeping it Real: Sexual Harassment

Sexual harassment is any unwanted and/or offensive sexual advances, sexually offensive remarks or acts, or suggestive comments. These can be perpetrated by a friend, intimate partner, colleague or co-worker, supervisor, professor or anyone else someone may interact with on a given day. Sexual harassment can occur in a number of different ways: an employee might be denied a promotion because he or she refuses to be romantically involved with his or her supervisor; a student could receive a lower grade because he or she refuses to go on a date with their teacher; a person might frequently pressure a friend, co-worker or significant other to have sex or harass them about their body.

Sexual harassment in the workplace can take many forms – a person in a position of power asking for special consideration in return for sexual favors by another is considered sexual harassment and is against the law. The United States Equal Employment Opportunity Commission states that sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

It is important to remember that children teased because of behaviors or an appearance that does not conform to widely-accepted ideals or due to their perceived sexual orientation is considered sexual harassment. Bullying based on sexuality is sexual harassment!

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help you to challenge your comfort level and re-frame your thoughts around the issue:

Have you ever seen someone dressed provocatively and felt that person wanted people to comment on their appearance and sexual attractiveness? If so, how did you feel about the people sexually harassing that person? Have you ever experienced any form of sexual harassment? How did it make you feel?

Do you think men are ever sexually harassed?

Do you think women can be sexually harassed by other women?

Can you think of the last time you heard an unwelcome sexual remark or joke? Why did you find the remarks offensive?

Have you ever gone somewhere and graphic descriptions of pornography were displayed? Who was depicted in the pornographic material?

If two people are listening to a sexual joke and one person is offended and one is not, is it still considered to be sexual harassment?

Is it possible for one friend to sexually harass another friend? What might this look like?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- Employers have a duty to provide a harassment-free workplace and to respond to employees' complaints of sexual harassment.
- Sexual harassment consists of a variety of different components: the display of sexually explicit material, verbal abuse because of a person's sex, offensive jokes based on sex, offensive gestures based on sex, ignoring, isolating or segregating a person or group because of their sex, staring or leering in a sexual manner, sexual or physical contact, such as slapping, kissing, touching or hugging, intrusive questions about sexual activity, unwelcome wolf whistling, repeated sexual invitations when the person invited has refused similar invitations before, and initiation ceremonies that involve unwelcome sexual behavior.
- If an employer informs an employee that their behavior is inappropriate and/or offensive, they must immediately stop the behavior. Sexual harassment is prohibited by both state and federal law.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Maria was having difficulty finding a job because of her criminal record, until finally an advertising firm offered her an administrative assistant position. She began work and felt great about being able to support herself and her family again. However, shortly after she started, she noticed some of the male employees staring at her when she walked by. They soon began making comments and some of the men even began to tap her on the

backside when she was near one of them. Not knowing what to do, Maria began having stomach aches in the morning and dreaded going to work. She felt she would not be able to find another job easily and was stuck in a hostile work environment.

What are some of Maria's options?

How can she begin to create a work environment that is safe for everyone?

Connie was a talented art major who excelled in her college classes. One of her professors asked her to have coffee and discuss some class assignments and Connie's progress in the course. She accepted his offer for coffee because she was under the impression he was going to discuss her artwork. During the meeting; however, the professor implied his interests in Connie were sexual in nature – she immediately left and turned down future offers for coffee. After a while, the professor became difficult, criticizing her work and offering little feedback for her projects. Unsure of what to do, Connie dropped the course.

Was Connie sexually harassed?

How would you advise Connie to respond to the situation?

Sam is smaller than the other boys in his grade and prefers to study and help other students with their homework instead of playing sports and chasing girls. He is kind and respectful to everyone and has a number of close friends and is well-liked among his classmates. Recently, some of the boys in his grade have started calling him derogatory names and implying to other students that Sam is gay. They yell things at him or about him down the hallway between classes, push him around in the locker room after gym class and tease other boys he hangs out with. Usually a sociable and friendly kid, Sam withdraws and becomes incredibly angry.

Is Sam being sexually harassed?

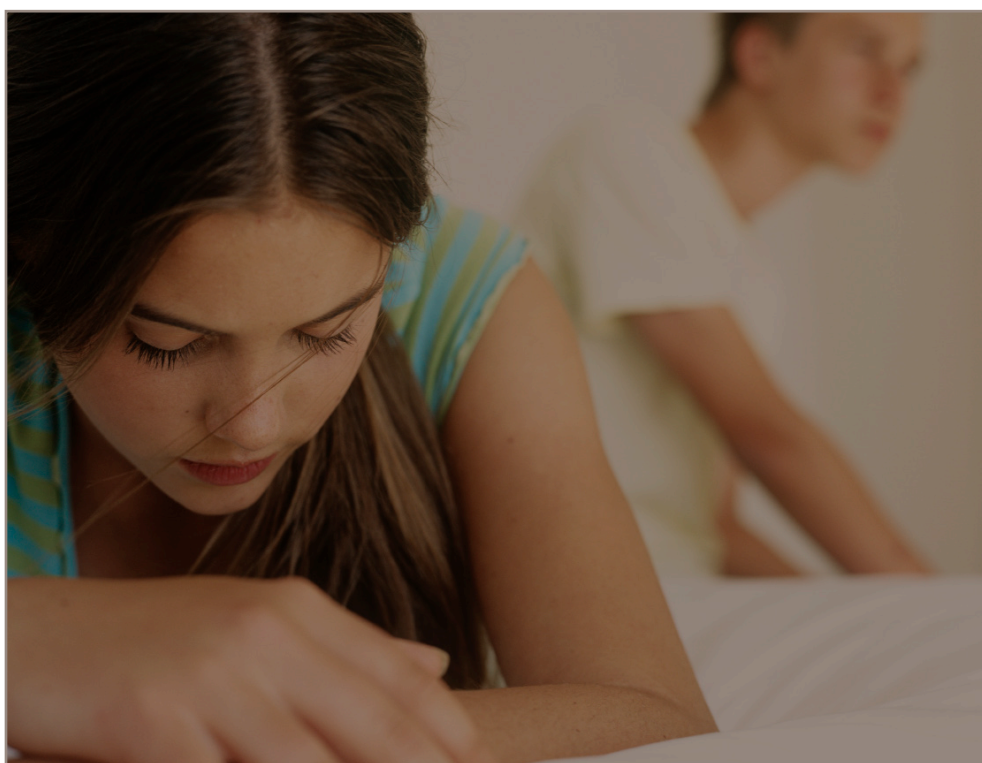
How would you advise him to respond to the situation?

What would you do if you were Sam's parent or guardian?

What can other students and teachers do to create a safe environment for everyone?

Wrapping It Up

Sexual harassment is any unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. This can happen at your job, and it often interferes with work performance or can create an intimidating, hostile or offensive work environment. Sexual harassment is the unwanted suggestive comments on a person's appearance, unwanted touching or other physical contact, unwanted sexual jokes or comments, unwanted sexual advances, and unwanted exposure to pornographic material. When someone experiences sexual harassment or witnesses it, they have a legal right to make a report because there are laws in place to protect people from sexual harassment. If you know someone who is experiencing sexual harassment, you can tell them to contact their local crisis center. A qualified person will provide advocacy and support for them.



CHAPTER 3

SEXUAL VIOLENCE IN INTIMATE RELATIONSHIPS

WHAT DOES “DATING VIOLENCE” MEAN TO YOU?



Intimate: a felt closeness between two people.

Relationship: bonds or connections between people.

Possessive: viewing people or items as personal belongings that are subject to a person’s desires, moods, or opinions

Isolation: when someone is set apart from others socially and/or emotionally due to coercion, threats, embarrassment or other personal factors

Controlling: making all the decisions that effect another person or situation without allowing the input or opinions of others

Keeping it Real: Sexual Assault & Intimate Partner Violence

Being in an intimate relationship can be meaningful and fulfilling when there is mutual respect and consideration of each others feelings and boundaries. Unfortunately, there are individuals who repeatedly disrespect, abuse and/or harm their partners. Similar to other forms of violence and abuse, these individuals want to exert power and control over others – specifically their partners. This is called intimate partner violence, or domestic violence.

Within violent relationships, the abusive partner will use various forms of violence on the other – one way is to force their partner to participate in sexual activities against their will, sexually harass or degrade him/her, and/or they also may rape or sexually assault their partner. Sexual violence in intimate relationships can happen to anyone regardless of age, gender identity, sexual orientation, socioeconomic status, or education level.

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help you to challenge your comfort level and re-frame you thoughts around the issue:

If a person consents to a single sexual encounter with their partner, is it rape if they do not consent to sex or sexual activity on other occasions?

Have you ever been on a date and felt pressured to engage in sexual activity? Who did you feel this pressure from?

Do you know anyone who has dated someone and the relationship became unhealthy or abusive?

- Did your friend experience any sexual harassment, i.e. comments about their body or appearance, ridiculing for their sexual history, sexually hurtful name calling?
- Did your friend experience any other forms of sexual violence?
- How did your friend handle the situation?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- Sexual violence in intimate relationships is a serious problem in the United States. Many times it goes unreported because people are afraid to tell their friends or their family. They also may love the person who has sexually abused them. They do not want to be victims of sexual violence but they may not want to be separated by the person who victimized them and/or may not want that person to be arrested and face criminal charges.
- Teens and young adults are at an increased risk for sexual violence in their intimate relationships.
- Some people who are sexually violent to their partners were victimized as children, are unhappy with their lives and/or have other issues going on. However, the belief that all those who sexual victimize fit this mold is to believe in a stereotype. Some people who sexually victimize their partners were never abused as children and/or are not unhappy with their lives. What they do have is a lack of acceptance and respect of the bodily rights of their partners.
- Jealousy is not a sign of love. Some people use jealousy and possessiveness as an excuse to control their partner's behavior.
- Abusive lesbian, gay, bisexual and transgender (LGBT) relationships have the same dynamics of power and control as heterosexual relationships, but frequently go unreported. Because of this, abuse in LGBT relationships can seem like a hidden problem. A victim may be afraid to get help, worried that the police and counseling services will be homophobic and insensitive.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Cindy is fourteen and has been dating a boy from school for about three months. She feels as though she is in love with him. The boy started pressuring Cindy to have sex and says he will break up with her if she continues to refuse. Cindy does not want to have sex but does not to lose her boyfriend. Cindy went to visit her cousin Madeleine in jail and told her about the dilemma.

What do you think Madeleine should say to her cousin about what she is experiencing?

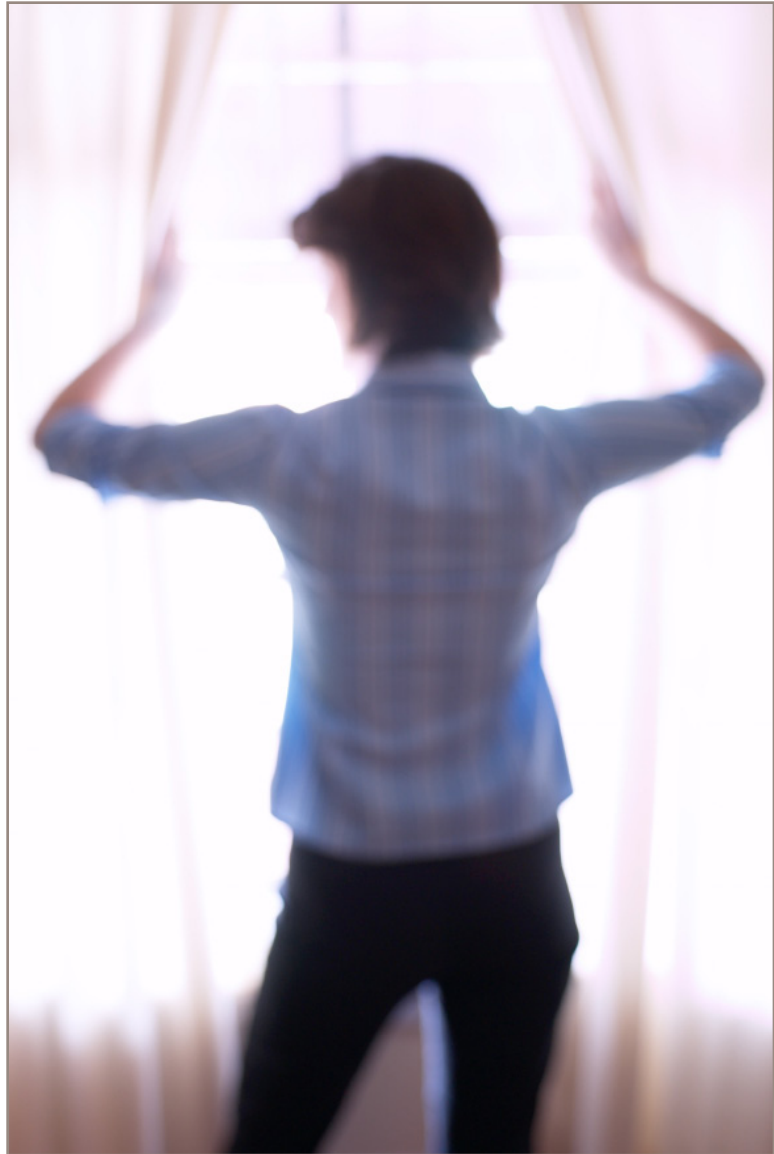
Joanne and Tina had been cellmates for two years. During incarceration Tina confided in Joanne that she sometimes had sex with her partner because she was afraid to say no to him. Tina said that due to his support during her incarceration she felt confident things would be different when she returned home. After Tina was released she and Joanne kept in touch with letters and regular phone calls. Recently, Tina's letters and calls have become worrisome to Joanne. Tina's partner was becoming verbally abusive in many ways and Joanne is concerned about Tina's safety.

What kinds of things can Joanne do to let Tina know she is a supportive friend?

What questions can Joanne ask about Tina's relationship?

Wrapping It Up

Intimate partner violence is a problem impacting women, men and teens throughout the world – many of them experiencing sexual violence within these abusive relationships. If you know someone who is in a relationship and has been sexually victimized, encourage them to reach out and access the resources available to them. Be patient with them as they work their way through the process of reclaiming their confidence and finding safety. Relationships are meant to be respectful, not violent.



CHAPTER 4 STALKING

WHAT DOES “STALKING” MEAN TO YOU?



Fear: a feeling of agitation and anxiety caused by the presence or imminence of danger

Intimidation: to make timid; fill with fear; to coerce or inhibit by or as if by threats

Intrusive: interfering with someone's plans, comfort or intentions

Boundary: a limit or border, either physical or perceived, that is not to be crossed

According to the National Center for Victims of Crime and the Stalking Resource Center, stalking is a course of conduct directed at a specific person that would cause a reasonable person to feel fear.

According to the National Center for the Victims of Crime, one out of every 12 women and one out of every 45 men will be stalked during her/his lifetime.

Keeping it Real: Stalking

Stalking refers to repeated harassing or threatening behavior. Some forms of stalking include following someone, appearing at a person's home or place of business, making harassing phone calls, leaving written messages or objects, watching someone, showing up at the places another is known to frequent or vandalizing someone's property. Stalking can cause emotional trauma and can escalate into sexual assaults. Most of the time victims know their stalker. Women are significantly more likely to be stalked by someone they know – a current or former spouse, a cohabitating partner, or a date.

Stalking is a very serious crime. Victims of stalking may be fearful of what a stalker will do – they may feel vulnerable, unsafe and do not know who to trust. They may feel nervous, irritable, impatient, or on edge. Stalking can cause someone to feel depressed, hopeless, overwhelmed, tearful or angry. Victims can have flashbacks, disturbing thoughts, feelings or memories. Stalking can affect work and/or school performance. Victims of stalking may suffer from headaches, poor concentration, anxiety, guilt, shame, helplessness, humiliation, gastrointestinal disorders and post-traumatic stress disorder. The average duration of stalking is 1.8 years; if the stalking involves intimate partners that timeframe can increase to up to 2.2 years.

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help you to challenge your comfort level and re-frame your thoughts around the issue:

What does a “stalker” look like? What does a stalking victim look like?
Do you think stalking is about the power and control?

How is stalking portrayed in movies, on television and in the news?

- Can you think of a movie where stalking was not considered a problem or dangerous?
- What were the characteristics of the stalker?
- What were the characteristics of the person being stalked?

How does stalking relate to sexual assault and sexual violence?
Are there any ways to prevent stalking and/or being stalked?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- Two thirds of stalkers use various ways to harass, intimidate and/or threaten their victims: phone calls, notes left at work, home and/or on a car, emails, and unwanted gifts are some examples. Stalking can be difficult to describe to those not experiencing it – a gift may be something to be happy about, but not when it is from someone you no longer want contact with.
- Thirteen percent of college women are stalked, and 80 percent of stalking victims know their stalker.
- Twenty-eight percent of female victims and 18 percent of male victims obtain a Protection from Abuse Order. Sixty-nine percent of female victims and 81 percent of male victims will have their protection order violated by the stalker.
- Stalking is a crime in all fifty states, the District of Columbia, and the Federal government. The prosecution of stalking varies from state to state, but stalking and harassment are considered crimes throughout the country.
- Victims of stalking do not always know their stalker or even that they are being stalked. Many times stalkers will watch several individuals at one time and make contact when they feel as though they are the most vulnerable.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Emily's son Mike had started dating a girl from his high school class. Over time, she became very possessive and jealous of Mike's involvement with sports and his friendships. Mike ended the relationship after he found out she had been accessing and reading his personal email. Emily was very relieved to hear the relationship had ended. However, a few weeks after the break-up Mike confided in his mother that his ex was showing up at his part-time job, driving by the house to make sure he was home, and calling him repeatedly throughout the day and leave messages. Emily felt her son should not have to be subjected to such treatment and wondered if there was anything she could do.

Is Mike a victim of stalking?

What advice would you give Emily? What would you do if something like this happened to a child in your life?

Zoë immediately felt uneasy when she spots a coworker while at the grocery store after work one evening. She had recently started noticing a pattern – whenever she stooped somewhere on the way home from work the same co-worker would be there as well. Earlier in the week she has stopped for drinks with some friends after work and he was there. The week before, she had stopped at the Laundromat and they ran into each other. The week before that, she had seen him at the pet store. He had never said or done anything threatening to her. He just kept showing up and laughing at the coincidence.

Do you think Zoe is being stalked?

What could she do?

Wrapping It Up

Most stalking victims report that they don't know what to do to end their victimization. Stalking victims should not communicate with the stalker or respond to any attempts made by the stalker to make contact. Stalking victims should always keep any evidence of the stalking.

Keeping e-mails, phone messages, letters or notes is important. The National Center for Victims of Crime suggests photographing anything the stalker damages and any injuries the stalker causes. Stalking victims should contact the police. Every state has stalking laws.

Stalking victims can consider getting a court order that tells the stalker to stay away from the victims. Stalking victims should tell family, friends, roommates, and co-workers about the stalking and seek their support. Victims can also tell security staff at their job or school and request that they help watch out for the victims safety.



CHAPTER 5 CHILD SEXUAL ABUSE

WHAT DOES “CHILD SEXUAL ABUSE” MEAN TO YOU?



Minor: a person under the age of 18

Incest: sexual contact, inappropriate touching, or sexual penetration involving people who are related by the (e.g. parents, sons, daughters, siblings, grandparents, first or second cousins, aunts and uncles)

Pedophile: an adult who is sexually attracted to pre-pubescent minors

Ephebophiles: an adult who is sexually attracted to post-pubescent minors

Predator: one that seeks to obtain what they want sexually despite the harm it may cause another

Keeping it Real: Child Sexual Abuse and Incest

A report published by the Bureau of Justice Statistics, U.S. Department of Justice in 2000 entitled Sexual Assault of Young Children as Reported by Law Enforcement: Victim, Incident and Offender Characteristics found that of cases reported to law enforcement, one out of seven victims of sexual assault were under the age of six. Thirty-four percent of all victims were under the age of twelve.

Many children are sexually abused over a period of time – sometimes months or even years. Long-term abuse in intra-familial, or incest, cases may begin when the child is young and can continue well into adolescence or even after the child leaves home.

The abuser in extra-familial child sexual abuse is not a part of the child’s family; however, they usually have opportunities for frequent unsupervised contact with a child. This type of abuser is often an authority figure or respected member of the community. This person may take on roles that bring them in contact with children and gives them respectability with parents: little league coaches, music teachers, band directors, cub scouts and/or girl scouts leaders etc. Additionally, if a child is sexually abused by a person who is known and trusted by their parents it may contribute to their reluctance to disclose the abuse.

Child sexual abuse can take the below forms:

- Exposure to pornography
- Telling child about explicit sexual experiences
- Targeting children online for sexual exploitation

- Have children pose in sexually suggestive positions or scenarios or taking pornographic picture or videos
- Viewing pornographic images of children
- Fondling or genital touching
- Vaginal penetration
- Anal penetration
- Oral penetration
- Sexually exploiting child to a third party in exchange for drugs, rent, food, etc.

Some children become adolescents before they realize the abuse they have experienced was not something experienced by others. They may not have realized what they experienced did not occur in most households and to most children. Children are told a myriad of excuses and reasons for the abuse from perpetrators – they are emotionally abused, physically abused and are often told something bad will happen to them, their parents, siblings, pets, etc if they tell anyone about the sexual abuse. Other children are told the sexual abuse is being done to them out of love and because they are special.

Disclosing Abuse

Disclosing sexual abuse is very difficult. Even when children have strong verbal skills they may not be able to articulate what is happening to them. For many, being faced with the responsibility of acting on a child's disclosure of sexual abuse can be overwhelming. Often, adults would rather dismiss the claim and convince themselves the child is fabricating the story in order to bypass the reporting process or the painful reality.

Children may disclose in various ways. They may disclose in direct or indirect means, or disclose with a promise that the listener not tell anyone else. If the child discloses in a way that is unclear, gently ask questions for more specific information as to what they mean. No matter how a child discloses abuse, the reaction she/he receives is of monumental importance. S/he has placed trust in who they tell. It is imperative that they are believed and that the person they confide it does not accuse them of lying, down play what was done, or promise to do something to end the abuse and then not follow through.

Direct disclosure

“Aunt Rachel touches me in my private places.”

“Grandpa likes to kiss me between my legs.”

“I don't like my mom's boyfriend he makes me look at pictures of naked people.”

Indirect disclosure

“Daddy wouldn't let me sleep last night.”

“I don't like it when Joan babysits, she's not nice to me.”

“Mr. Smith wears funny underwear.”

Disguised disclosure

“Kelly’s brother likes to play games with me.”

“My teddy bear doesn’t like Uncle Tim anymore.”

“I don’t think Quincy should come over anymore, he’s not nice to the dogs.”

Do you know what to do if a child discloses that they have been sexually abused?

- The first thing to remember is to stay calm. A child may interpret anger at the perpetrator as anger against them.
- It is important to tell the child they are very brave and that you are going to contact people who can help make sure what they are experiencing stops.
- Believe the child. In most cases, children do not lie about sexual abuse. Let the child know that you believe her or him. Reassure the child that the abuse was not her or his fault.
- Listen to the child. Let the child tell you what happened in her/his own words. Expect that the story may not be complete and that more details may come out as time goes by.
- Seek medical attention. The child may be suffering internal injuries. A medical exam can also gather valuable evidence.
- Call your local crisis center and get help. They have trained professionals who will help the victim and the victim’s family.

Reporting child sexual abuse

To report child sexual abuse call 1-800-932-0313. The number is available 24 hours a day. Each call is answered by a trained intake specialist who will ask the caller a set of questions to assess the immediate safety of the child and whom best should investigate the report. Once a report is made to ChildLine, the report is forwarded to the appropriate county’s child and youth agency, who have 24 hours to meet the child in person and determine her/his safety and the best course of action.

Possible Signs of Child Sexual Abuse

- Sleep disturbances and nightmares
- Excessive clinging or crying
- Bedwetting
- Anxiety
- Loss of bowel control
- Diarrhea
- Depression
- Stomach aches
- Headaches
- Body Aches

- Rashes on genitals
- Frequent genital infections or irritation
- Difficulty with bowel movements, urinating or swallowing
- School problems
- Uncontrollable anger
- Truancy
- Hostility or aggression
- Change in eating habits
- Fear or dislike of particular adults and/or places
- Withdrawal from family and friends or usual activities
- Frequent touching of private parts
- Sexual behaviors inappropriate for the age of the child
- Drug or alcohol Problems
- Self mutilation
- Sexually abusing younger smaller children
- Physically abusing younger smaller children
- Violence towards animals

Common Emotional Responses of Sexually Abused children

Children experience a continuum of emotions in regards to the abuse. Here are a few feelings and some of the ways in which children may be internalizing the abuse.

Fear...

- Of the abuser
- Of getting into trouble or getting a loved one in trouble
- Of losing the affection of loved ones
- Of no one believing them
- Of being punished or hurt by the abuser
- Of their loved ones being punished or hurt by the abuser

Guilt...

- For not being able to stop the abuse
- For not talking about the abuse sooner
- For believing they consented to the abuse
- For believing they caused the abuse
- For wanting something bad to happen to the abuser

For telling (if they told)

For keeping a secret (if they didn't tell)

Shame...

For what actions were done to them

For what actions they performed

For finding the abuse pleasurable

For wanting the abuser to favor or love them

For loving the abuser

For hating the abuser

For not knowing how they feel about the abuser

For not knowing how to stop the abuse

Anger...

At the abuser

At other adults who failed to protect them

At themselves

Grief...

At being betrayed by someone they trusted

At losing their security

Isolation...

Because they can't talk about the abuse

Because they talked about the abuse and were not believed

Because they talked about the abuse and are now blamed by family and friends

Because they talked about the abuse and now the abuser has been taken from their life

Because they feel alone

Because they feel nobody else has to worry about these things

People who sexually abuse children

As with all crimes, there are different types of offenders.

- There are male/female pedophiles/ ephebophiles attracted to boys who groom boys for sexual exploitation and/or abuse.
- There are male/female pedophiles/ ephebophiles attracted to girls who groom girls for sexual exploitation and/or abuse.
- Adults also abuse children by sexually exploiting them – using them in child pornography, letting friends or acquaintances sexually abuse them, allowing landlords or drug dealers to sexually abuse them

to settle a debt, or selling them into child prostitution.

- There are offenders who sexually abuse children because they enjoy exerting dominance and control over someone. These individuals experience pleasure making someone feel fear and pain.
- There are also those who sexually abuse children indirectly by knowing a child is being sexually abused and not taking any steps to intervene or report it.

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- Child sexual abuse can happen anywhere, in any neighborhood, in every religion or church group, covering all racial boundaries or ethnic groups. It doesn't matter how rich or how poor you are. Living in a beautiful, gated community around elaborate and expensive homes does not protect a child from being molested or abused.
- Most children are abused by people the child or their parent(s) or guardian(s) knows and trusts. Ninety percent of child victims know their abuser. Sexual abuse within a family often begins in early childhood and may last several years.
- Juveniles are responsible for victimizing 40 percent of the child sexual assault victims under six years of age and 23 percent of all sexual offenders are under the age of 18.
- Boys are also victims of sexual abuse. One in six boys will be sexually victimized before the age of 18.
- A child may carry around multiple fears or concerns about reporting. It is a heavy burden and adults need to be proactive in talking to children and making them feel comfortable enough to disclose. There are many reasons why a child might not report sexual abuse.

Looking from the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Sharon, a female inmate and a mother of two young children, just attended a special presentation on special issues regarding sexual abuse. The featured speaker was a trained professional from the community's local rape crisis center. Sharon was particularly struck by the information shared on child sexual abuse. The facilitator told them the use of physical force is not always necessary to draw a child into sexual activity. Offenders often "groom" children for sexual assault. The grooming process includes building trust, bestowing favors, alienating others, creating an environment of secrecy, providing a child with alcohol and/or showing them pornography, and slowly overstepping a child's boundaries. Usually, sexual abuse begins gradually and then increases over time. Sharon had never really spoken to her children about sexual abuse other than telling them never to let anyone touch their private body parts. Sharon always thought that perpetrators were strangers who were lurking

in the shadows. The facilitator told the women that a sex offender of a child would most likely be someone the child trusts. She went on to tell them that sexual abusers are fathers, mothers, stepparents, grandparents, uncles, cousins, neighbors, babysitters, coaches and even spiritual leaders.

What can Sharon do to best protect her children?

Ann's husband Mike was on parole after being found guilty of molesting a child he coached in little league. Ann cannot afford to move out of the house with her three children. The judge did not place any restrictions on Mike's contact with his own children. She would like to move in with her parents but they will only let her and the children stay with them if Mike is cut out of their lives. However, the children still love their father and Ann feels they have suffered more than enough. Ann's sister has threatened to sue for custody of the children citing Ann as a bad mother for not leaving Mike. Ann does not trust Mike alone with the children and has been trying to juggle working full-time, coordinating trustworthy babysitters, the stress of what her husband has done, and now a possible custody battle.

What are some of Ann's options?

How do you feel about Ann's sister's reaction?

Ella just found out that her parole request was approved. It would be just a short time before she would be leaving to go home. Ella was arrested and convicted for prostitution. During her time in jail, she attended a program for abused women. She had worked very hard at dealing with some of her childhood issues. Ella had been sexually abused by her mother's boyfriend when she was 12 years old. Ella had tried to talk to her mother about what was happening, but her mother didn't believe her. When Ella was 16 years old she ran away from home. During the course of the program, she had the opportunity to explore some of these issues and was given support and encouragement from her program facilitator; Ella was confident that her life could be different when she got out of jail.

What do you think Ella can do upon her release from jail to ensure that she will make healthy decisions for her life?

Wrapping it Up

Children who are sexually abused do not always tell someone about the abuse, even when directly asked by parents or other authority figures. What are some ways adults can make sure the children in their life will be comfortable confiding in them if they or another child is being sexually abused?



CHAPTER 6: ELDER SEXUAL ABUSE

WHAT DOES “ELDER ABUSE” AND “ELDER SEXUAL ABUSE” MEAN TO YOU?



Elder: a term used to refer to people who are around or over 60 years of age – also called “seniors,” “senior citizens” or “elderly”

Dependency: relying on another person or outside source for food, income, communication, protection or other needs

Vulnerable: being in a position that is open to harm or manipulation

Caregiver: an individual, such as a physician, nurse or social worker, who assists in the identification, prevention, or treatment of an illness or disability. Caretakers are often children or family members in addition

Mandated Reporter: a professional (e.g. social worker, physician, teacher, counselor or other staff person in a care setting) who is required to report to the appropriate state agency cases of elder abuse that he or she has reasonable cause to suspect

The Pennsylvania Coalition Against Rape defines elder sexual abuse as non-consensual sexual contact with an older person. It can mean using coercion such as threats, force, deceptions or contact with elders who are unable to grant consent.

Keeping it Real: Elder Sexual Abuse

Sexual abuse of elders often goes unreported due to the fact many seniors are in fear of retaliation by their abuser and may experience a great deal of shame. Elder abuse is particularly difficult because often the abuser is a primary caregiver and without them, the victim would be unable to function in various capacities. If they live with the offender, they may not have anywhere else to go once the abuse is reported. Elder abuse victims may have verbal or physical challenges that make contacting or accessing assistance difficult. Others may suffer from dementia and are not capable of giving or withholding consent.

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help

you to challenge your comfort level and re-frame your thoughts around the issue:

- Who is the oldest person you know?
- Where do they live?
- Are objects easy to get to?
- What about places like grocery stores and doctor's offices?
- Do they live alone?
- Do they have someone who provides daily care for them?
- What would that person do if their caregiver was no longer able to help them?

Why do you think some perpetrators prey on the elderly?

What emotions do you think elder abuse victims experience?

How would you define sexual abuse of the elderly?

What other aspects of life make the elderly vulnerable?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- Only 16 percent of elder sexual abuse victims live with family members. The majority of elder victims (83 percent) live in a nursing home or other adult care facility.
- Approximately 81 percent of suspected offenders are caregivers, and of them, 78 percent are family members (primarily husbands and sons). More than 1/3 of suspected offenders are themselves elders.
- Recent studies have revealed that females are assaulted six times as much as elderly males.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Peggy just started a new job as a nurse's aid at the nursing home in her community. She loves older people and she is very excited to begin work. Many of the elderly residents are unable to take care of themselves and rely heavily on the nursing staff. There is one resident, Sonia, who doesn't have visitors very often. She gets along well with the other residents and frequently participates in recreational activities. One day, Peggy notices that Sonia has suddenly become very quiet and appears to be somewhat depressed. She does not speak to other residents as much and is missing from activities. Peggy is concerned something is wrong and reported the change in behavior to the woman's doctor. Upon an examination, the doctor found a few slight bruises around

the woman's breasts and genital area. The nursing home staff searched Sonia's room and found clothing that had been slightly torn.

What do you think happened to Sonia?

If you were Peggy, what would you do in this situation?

Stacy had been incarcerated for just over two years for a drug possession conviction. She hadn't seen her grandmother in over a year because she was moved to an assisted care facility while Stacy was in jail. Stacy's sister, Amber, had sent her a letter about a month ago telling her that she was concerned about some changes in their grandmother. The last time Amber went to see their grandmother, she had a couple of bruises and welts on her arms. Their grandmother's eyeglasses were broken, but she couldn't remember what had happened. Their grandmother's dirty clothes in the hamper were torn, stained and had a little bit of blood on them. She also seemed to be very uncomfortable around some of the nursing staff and was even somewhat uncooperative with them.

What do you think is going on with Stacey and Amber's grandmother? Do you think she was a victim of sexual abuse?

Cynthia's cellmate was an older woman who had been sentenced to six months due to a conviction related to forged prescriptions. Cynthia's cellmate, Lydia, had never been in jail before and was a little frightened. At sixty years old, Lydia had always lived with her husband, and he always took care of everything. As time went on, Lydia began to trust Cynthia and ultimately shared how she had lived her life in fear of her husband. Early on in their marriage he started abusing her. First, it was verbal and emotional abuse, and then he started hitting and punching her. It wasn't long thereafter that he began forcing himself on her sexually and made her do things she didn't want to do. Lydia shared that she almost felt a sense of relief being in jail. This was the one place her husband couldn't touch her and abuse her.

If you were Lydia's cellmate what things would you tell her to help her protect herself once she was released from jail?

Wrapping It Up

The Pennsylvania Coalition Against Rape reports that, annually, 500,000 to one million reports of elder abuse are recorded by authorities every year. And many seniors don't report the abuse even if they are able. Many fear retaliation from the abuser. Preventing elder abuse means that people must be willing to listen to seniors and their caregivers. When abuse is suspected, intervention is necessary. We must be willing to educate others about how to recognize and report elder abuse.



CHAPTER 7 SEXUAL ABUSE IN PRISON

WHAT DOES “PRISON SEXUAL ABUSE” MEAN TO YOU?



Policy: a course of action, guiding principle, or procedure considered expedient, prudent or advantageous.

Advocacy: the act of pleading or arguing in favor of something, such as a cause, idea or policy; this support can also be on behalf of an individual or group of individuals

Keeping it Real: Sexual Abuse While Incarcerated

The Prison Rape Elimination Act of 2003 (PREA) was the first United States federal law passed dealing with the sexual assault of prisoners. The bill was signed into law on September 4, 2003.

In December 2007, United States Department of Justice published its 2006 report about rapes and sexual violence in American prisons. The report, which included information obtained from about 1.3 million prisoners, reported 60,500 cases of sexual violence ranging from unwanted touching to rape in 2006. In total, 4.5 percent of American prisoners reported an incident of sexual violence in the study.

Sexual abuse is sexual abuse no matter where it happens. No one has the right to sexually abuse another person- EVER! Incarcerated individuals are protected by law against sexual abuse.

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help you to challenge your comfort level and re-frame your thoughts around the issue:

Do you think most incarcerated individuals know that they are protected by the law with regard to sexual abuse?

What can someone do if s/he is sexually victimized by a corrections official?

What can someone do if s/he is sexually victimized by another inmate?

What do you think happens emotionally to an inmate when s/he has been sexually abused?

Have you ever heard about someone being sexually abused while incarcerated? Did they report the abuse?

Why do you think someone might be afraid to report sexual abuse to authorities?

Who do you think are perpetrators of sexual abuse in prisons?

In your opinion, is sexual activity of any kind ever acceptable during incarceration?

Who do you think is most susceptible to sexual abuse while incarcerated?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- The United States Supreme Court has held that prisoner rape is a violation of the prohibition of cruel and unusual punishment in the Eight Amendment to the U.S. Constitution. All 50 states and the District of Columbia criminalize rape and sexual assault, and all but three states have statutes addressing the sexual abuse of inmates by prison staff.
- Between 48 percent and 80 percent of incarcerated women have suffered from sexual abuse or abusive intimate relationships in their lifetime.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator or another group member.

Katie and Sara are cellmates. Sarah confided in Katie that one of the corrections officers had been propositioning her. Sarah was very frightened and asked Katie what she should do. Sarah was afraid to tell her housing unit officer for fear of retaliation.

What do you think Katie should tell Sarah to do?

Paulette had been in jail for eight months for possession of a controlled substance. She was scheduled to see the parole officer next month. Paulette really missed her family and was anxious to go home. She didn't want to do anything that would interfere with her being approved for parole. Paulette was feeling very uncomfortable with one of the volunteers who was facilitating a weekly self-help program for female inmates. Mr. Jones came every week to help the women with their employment readiness skills. Some of the women were afraid to be in the Program's Room alone with him. The last time he came by himself he offered to help some of the women get jobs if they agreed to meet him alone when they got out of jail. The women were upset at his proposition, but didn't want to cause any trouble for themselves. They were concerned that if they told the officer about this incident that they would be punished.

What should they do?

Wrapping It Up

Although the state is permitted to deny a person certain rights to liberty and property under criminal justice laws, prisoners retain their rights to other basic protections and freedoms - among these are freedom from cruel and unusual punishment, freedom of religion, the right to legal representation, and the right to due process. People in prison have the same right to live free of sexual violence as any other person in society. However, being in jail brings additional fears about personal safety. If someone in prison is being abused, it is important to make sure the violence is reported. If reporting the violence to a corrections officer is not a safe course of action, then a trusted friend, family member or attorney could be contacted to intercede and report the crime to the warden.

The American Civil Liberties Union (ACLU) is involved in protecting prisoners' rights. They are active in protesting sexual abuse and gender discrimination against female prisoners. The ACLU's National Prison Project (NPP) is the only national litigation program on behalf of prisoners. Since 1972, the NPP has represented more than 100,000 men, women and children. The NPP continues to fight unconstitutional conditions. To learn more about prisoner's rights you can access Pennsylvania's ACLU chapter at <http://www.aclupa.org/issues/prisonersrights.htm>.



CHAPTER 8: SEX CRIMES AND THE LAW



NOW THAT YOU KNOW MORE ABOUT SEXUAL ASSAULT AND SEXUALLY-BASED CRIMES, WHAT DO YOU THINK LAW ENFORCEMENT OFFICIALS SHOULD DO WHEN INTERACTING WITH VICTIMS? PERPETRATORS? FAMILIES?

Complainant: A person who brings an action in a court of law

Offense: The act of attacking, a breach of a moral or social norm

Defendant: A person required to answer in a legal action

Forcible: Characterized by force; powerful

Deviate: To go out of the way; to turn aside from a course or a method, to stray or go astray

Statutory: Required or authorized by law. An offense declared by law to be punishable

Misdemeanor: A minor crime (as opposed to a felony). A crime less serious than a felony which is punishable by fine or imprisonment in a city or county jail rather than a penitentiary

Felony: A serious crime, usually punishable by a prison term of more than one year, or in some cases by death

Sex crimes are very disturbing and can have devastating effects on victims.

According to the Rape, Abuse and Incest National Network (RAINN), common reactions to sexual assault include shock, numbness, loss of control, disorientation, helplessness, sense of vulnerability, fear, self-blame and guilt for “allowing the crime to happen,” and a feeling that these reactions are a sign of weakness.

Keeping it Real: Sex Crimes and the Law

According to the Pennsylvania Board of Probation and Parole, the word “sex offender” is a generic term for all persons convicted of crimes of a sexual nature, for example: sexual assault, statutory rape, molestation, sexual harassment and certain forms of pornography production or distribution.

Sex crimes vary in type and can be misdemeanors or felonies; distribution of obscene material is a misdemeanor and rape is a felony sex offense. Current laws define the penalties for conviction of sex related crimes, with the punishment depending primarily on the type and severity of the specific offense. Conviction of a misdemeanor sex offense is punishable by up to one year in a county jail, probation, fines or a combination of the three.

Conviction of a felony sex offense can result in the same penalties as a misdemeanor or a sentence to state prison for up to a life term.

If you were given the power to write laws outlining prosecution for sex crimes, how would you structure a sex offender's punishment?

According to Pennsylvania law, a "sex offender" is an individual who is required to register under "Megan's Law." Have you ever heard of Megan's Law before?

Megan's Law is a registry of sex offenders and sexually violent predators living throughout the state – the list is maintained by the Pennsylvania State Police. Megan's Law exists to provide an additional safeguard to protect the public, particularly children, from victimization by sex offenders. Local police provide notification to the public of the presence of a sexually violent predator in their community. They also disclose the offender's place of employment and education. Do you believe Megan's Law is an effective law enforcement strategy for keeping the public safe from sex offenders?

The Megan's Law registry process allows law enforcement and private citizens to develop constructive plans, safety programs and victimization prevention strategies to prepare for the presence of sex offenders in their neighborhoods. Would you want to be notified if a sex offender moved into a home in your neighborhood?

Stretching Your Mind

Thinking about a specific individual or group can sometimes make the concept more understandable, while it can also enhance your ability to connect with the feelings of those affected. The following questions will help you to challenge your comfort level and re-frame your thoughts around the issue:

Do you know anyone who was the victim of a sex crime?

- Did they report the crime?
- Did they have to go to court?
- Did they testify? How do you think testifying impacted their mental, emotional and social well-being? Can you understand why some victims may choose not to testify?
- Was the perpetrator convicted? Do you believe this provided comfort or closure to the victim and/or their family?
- Did the perpetrator serve any time in jail or prison?

Just the Facts

There are commonly-held beliefs and misconceptions regarding issues of sexual violence and rape that shape the ways we react. It is important to find the truth and work toward educating others – share your reactions to the facts listed below and discuss stereotypes you held as true.

- Sexual assault is one of the most underreported crimes, with 60 percent still being left unreported
- One of every four rapes takes place in a public area
- Seventy-five percent of female rape victims require medical care after the attack
- 68 percent of rapes occur between the hours of 6 p.m. and 6 a.m.
- Almost two-thirds of rapes are committed by someone known to the victim. Seventy-three percent of sexual assaults were perpetrated by a non-stranger. Thirty-eight percent of rapists are a friend or acquaintance. Twenty-eight percent are an intimate. Seven percent are a relative.

Looking From the Outside In

It is important to think critically about issues and discuss how complex situations can be. The following scenarios are designed to help you think about what may be the best solution or reaction. There are a variety of ways to respond to these scenarios – each person will have their own ideas about what to do next. If you have any questions about the scenarios or any topic covered in this chapter, please do not hesitate to talk to the facilitator.

Nicole was almost finished serving her six-month sentence when she received a letter from her husband informing her that her next door neighbor was arrested for “indecent contact.” The U.S. Department of Justice defines indecent contact as “any touching of sexual or other intimate parts of the person for the purpose of rousing or gratifying sexual desire.” Nicole was shocked! Her neighbor was a nice looking man with a wife and three children. He had a great job, drove a nice car and provided a nice home for his family. How could someone like him be guilty of touching someone inappropriately? Nicole wondered how her neighbor’s wife was handling her husband’s criminal activity.

In the above example, Nicole had an “image” or people who commit sex offenses – many people often have stereotypes and preconceived notions about who can and cannot be a sex offender. What do you think a sex offender looks like/act like/sounds like?

What do you think the family of a sex offender goes through when the offender is arrested?

Sandy’s brother, Warren, was arrested last week and charged with statutory rape. Warren was 20 years old and had been dating Austa for about five months. Austa was only 15 years old. Austa’s mother abused drugs and alcohol and was rarely home for Austa. Austa was drawn to Warren because he seemed very strong and caring. One evening during an argument, Austa’s mother hit her. Austa called the police. When the police arrived, Austa’s mother told the police that her daughter had been sexually involved with a man who was 20 years old. Warren was arrested and charged with a Felony 2 statutory sexual assault.

Do you think Warren was guilty of the crime he was charged with? Why?

What do you think should happen to Warren?

What do you think should happen to Austa?

How do you feel about Austa's mother's actions?

Wrapping It Up

Victims of sexual abuse can contact their local crisis intervention center for help and support. These centers provide individual counseling, support groups, medical advocacy and justice system advocacy. Victims of sexual abuse do not have to deal with their ordeal alone. Crisis intervention centers have 24-hour hotlines available for information and support.

PART 2:

EVALUATION MATERIALS & RESOURCES

This section contains notes for program facilitators and resources to share with participants regarding the material covered in each chapter of the workbook. The resources may provide additional clarification for interested group members – and can also be used to supplement program handouts.

Please share any helpful comments or changes with PCAR’s Education & Resource Coordinator to ensure other program facilitators can be made aware.

This section also contains evaluation tools to be used in order to measure the effectiveness of the S.A.I.Z program and gather feedback from facilitators and participants:

- Bystander Attitudes Scale
- Rape Myth Acceptance Scale
- Readiness to Change Scale
- Understanding Consent Scale
- Facilitator Satisfaction Survey
- Participant Satisfaction Survey

Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale:

1	2	3	4	5
Not at all likely				Extremely likely

Consider the “pros” and “cons” of different way I might help if I see an instance of sexual violence or assault	1	2	3	4	5
Express concern to a friend if I see her/his partner exhibiting very jealous behavior and/or trying to control my friend.	1	2	3	4	5
If an acquaintance drank too much, I ask her/him if s/he needs a ride home or someone to walk with them.	1	2	3	4	5
Refuse to remain silent when I hear instances of sexual violence I may know about.	1	2	3	4	5
If an acquaintance is being yelled at or shoved by her/his partner, I will ask if they would like help.	1	2	3	4	5
Express disappointment and/or disagreement when a friend jokes about sexual violence or sexual assault (e.g. joking about rape or “No means yes...” when it comes to sex)	1	2	3	4	5
If I saw a friend leaving with someone who was obviously intoxicated, I would say something to them.	1	2	3	4	5
Go with a friend to talk to someone (e.g. police, counselor, crisis center etc.) about an unwanted sexual experience.	1	2	3	4	5
Call 911 if an acquaintance needs help because s/he has been hurt physically and/or sexually.	1	2	3	4	5

Please read the following statements and rate at what degree you agree with them using the following scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

Women tend to exaggerate how much rape affect them	1	2	3	4	5
All women should have access to self-defense classes	1	2	3	4	5
Many women secretly desire to be raped	1	2	3	4	5
Most rapist are not caught by the police	1	2	3	4	5
If a woman does not fight back, it is not really rape	1	2	3	4	5
When women are raped, it's often because they did not clearly say "No."	1	2	3	4	5
It is preferable that a female police officer conduct the questioning when a woman reports a rape	1	2	3	4	5
Rape accusations are often used as a way of getting back at men	1	2	3	4	5
Men from nice, middle-class homes almost never rape	1	2	3	4	5
It is usually only women who dress suggestively who are raped	1	2	3	4	5
If the rapist doesn't use a weapon, it is not really rape	1	2	3	4	5
Rape is unlikely to happen in a woman's neighborhood	1	2	3	4	5
Men don't usually intend to force sexual activity, but sometimes they get carried away	1	2	3	4	5
A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex	1	2	3	4	5
Rape happens when a man's sex drive is out of control	1	2	3	4	5
A woman who "teases" a man deserves what might happen	1	2	3	4	5
Although most women wouldn't admit it, they generally find being physically forced into sex a real "turn on"	1	2	3	4	5
If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control	1	2	3	4	5
If a woman is willing to participate in certain sexual activity, then it's not a big deal if her partner goes a little further and has sex.	1	2	3	4	5

Please read the following statements and rate at what degree you agree with them using the following scale:

1	2	3	4	5
Strongly Disagree/ Not at all true				Strongly Agree/ Very much true

I don't think sexual assault is a big problem in my neighborhood	1	2	3	4	5
I don't think sexual assault is a problem at all	1	2	3	4	5
I don't think intimate partner/domestic violence is a problem in my neighborhood	1	2	3	4	5
I don't think there is much I can do about sexual assault in my neighborhood	1	2	3	4	5
I don't think there is much I can do about intimate partner/domestic violence in my neighborhood	1	2	3	4	5
There isn't much need for me to think about sexual assault	1	2	3	4	5
There isn't much need for me to think about intimate partner/domestic violence	1	2	3	4	5
Doing something about sexual assault is solely the job of the crisis center	1	2	3	4	5
Doing something about intimate partner/domestic violence is solely the job of the crisis center	1	2	3	4	5
Sometimes I think I should learn more about sexual assault	1	2	3	4	5
Sometimes I think I should learn more about intimate partner/ domestic violence	1	2	3	4	5
I think I can do something about sexual assault in my neighborhood	1	2	3	4	5
I think I can do something about intimate partner/domestic violence in my neighborhood	1	2	3	4	5
I have taken part in activities or projects dealing with sexual assault	1	2	3	4	5
I have taken part in activities or project dealing with intimate partner/ domestic violence	1	2	3	4	5

What do you think should count as consent to sexual activity? What do you think should indicate that a person does not want to engage in sexual activity?

Read each statement and rate the degree to which you feel the person has given consent by using the following scale:

1	2	3	4	5
A Sign of Consent				NOT a Sign of Consent

A person says “No” to sexual advances	1	2	3	4	5
A person says “No” repeatedly to sexual advances	1	2	3	4	5
A person sends a non-verbal message of “No” to sexual advances	1	2	3	4	5
A person send repeated non-verbal messages of “No” to sexual advances	1	2	3	4	5
A person physically resists sexual advances	1	2	3	4	5
A person repeatedly physically resists sexual advances	1	2	3	4	5
A person is intoxicated and cannot speak clearly to respond to sexual advances	1	2	3	4	5
A person is intoxicated and passed out	1	2	3	4	5
A person is high on drugs and cannot speak clearly to respond to sexual advances	1	2	3	4	5
A person is high on drugs and passed out	1	2	3	4	5

Please read the following statements and rate at what degree you agree with them using the following scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

Overall, I thought the program was effective	1	2	3	4	5
The material was well organized	1	2	3	4	5
The program was appropriate for the intended audience	1	2	3	4	5
The program pace was appropriate for the intended audience and allotted time	1	2	3	4	5
The content encouraged participants to ask questions and engage in discussion	1	2	3	4	5
The content used language participants could understand and apply practically	1	2	3	4	5
I would recommend this program to other centers	1	2	3	4	5
I feel it is important for the intended audience to learn about the topic(s) discussed in this program	1	2	3	4	5

Please answer the following questions in the space provided:

What did you find most effective or interesting about the program?

What did you find the least effective or interesting about the program?

Was there anything not covered in the program that you think would be useful and/or relevant for the intended audience?

Do you have any suggestions or ideas for improving this program?

Please read the following statements and rate at what degree you agree with them using the following scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

I learned a great deal from the program	1	2	3	4	5
What I learned was valuable and will help me in my life	1	2	3	4	5
The material presented was well organized (e.g. the presentations moved along well, the length of time was good)	1	2	3	4	5
I understand what the program was trying to get across	1	2	3	4	5
I feel as though it was important for me to learn about this topic	1	2	3	4	5
My questions were answered well	1	2	3	4	5
The presenter encouraged the group to ask questions	1	2	3	4	5
I felt comfortable asking questions	1	2	3	4	5
The materials/handouts were informative and clear	1	2	3	4	5
The presenter seemed to know a lot about the topics	1	2	3	4	5
The presenter used language I could easily understand	1	2	3	4	5
I would definitely like to learn more about the topics discussed	1	2	3	4	5

Please answer the following questions in the space provided:

What did you find the most interesting about the program?

What did you find least interesting about the program?

Was there anything not covered in the program that you think would be useful and/or interesting?

Do you have any suggestions or ideas for improving this program?

Evaluation: Determining Program Objectives and Measuring Effectiveness

When trying to create change, it is important to ensure the tools we are using are addressing the problem or issue we want it to, and effectively changing behaviors, attitudes and engagement. There are some steps to evaluation – they are listed below.

Step 1: State Program Goals

Step 2: Choose an Evaluation Design

Step 3: Gather Feedback

Step 4: Interpret Feedback and Implement Necessary Changes

This section includes a number of different evaluation tools you can use when presenting the S.A.I.Z program. Please note: Be sure to use tools consistently! In other words, if you use one scale as a “pre-test,” you must also use it as a “post-test.”

A. Bystander Attitudes: This tool is designed to measure an individual’s willingness to intervene during situations that perpetuate socially-held myths around sexual assault, rape, sexual harassment, sexism, etc. Before distributing the scale, make sure all participants understand the questions – question can also be changed for cultural sensitivity.

B. Rape Myth Acceptance Scale: This tool is designed to measure an individual’s beliefs regarding sexual assault and rape, as well as general attitudes toward these issues. Before distributing the scale, make sure all participants understand the questions – questions can also be changed for cultural sensitivity.

C. Readiness to Change Scale: This tool is designed to measure individual readiness to become involved in sexual assault prevention and intervention. Before distributing the scale, make sure all participants understand the questions – questions can also be changed for cultural sensitivity.

D. Understanding Consent Scale: This tool measures an individual’s level of understanding regarding consent to sexual activities, as well as ways in which consent can be violated. Before distributing the scale, make sure all participants understand the questions – questions can also be changed for cultural sensitivity.

The following measures are intended to be used to gather feedback at the end of the program. In other words, these surveys should be used in addition to the above listed measures.

E. Facilitator Satisfaction Survey: Gathering feedback regarding participant engagement and the “flow” of the program throughout each session, as well as any suggestions for future presentations and program development.

F. Participant Satisfaction Survey: Gathering feedback regarding comprehension of topics discussed, the value of the program overall, the importance of the topics discussed, as well as any suggestions for future presentations and program development.

Please share any and all data gathered through these tools with the Pennsylvania Coalition Against Rape (PCAR) Training & Technical Assistance Team.

If you have any questions, comments or concerns please contact the Education & Resource Coordinator at 717-728-9740 ex. 115.

RESOURCES

Sexual Assault, Sexual Violence & Rape

National Sexual Violence Resource Center
www.nsvrc.org

Pennsylvania Coalition Against Rape (PCAR)
www.pcar.org

Rape, Abuse & Incest National Network (RAINN)
www.rainn.org

Sexual Assault Training & Investigations (SATI)
www.mysati.com

Sexual Assault Report
www.civicrosearchinstitute.com

V-Day: Until the Violence Stops
www.vday.org

Speaking Out Against Rape (SOAR)
www.SOAR99.org

Survivors Art Foundation
<http://www.survivorsartfoundation.org/index.html>

Intimate Partner Violence/Domestic Violence

Web Resources

Family Violence Prevention Fund
<http://endabuse.org/>

National Coalition Against Domestic Violence
(NCADV)
www.ncadv.org

Books

Domestic Violence Sourcebook
by Berry

To Be An Anchor in the Storm: A Guide for
Families and Friends of Abused Women
By S. Brewster

Stalking

Stalking Resource Center
www.ncvc.org/src

Safe Horizon
(Contains information in English-Spanish)
www.safehorizon.org

Child Sexual Abuse

Web Resources

International Society for Prevention of Child
Abuse and Neglect (ISPCANS)
www.ispcan.org

National Center for Missing & Exploited
Children
(Contains information in English-Spanish)
www.missingkids.com

National Youth Violence Prevention Resource
Center (NYVPRC)
www.safeyouth.org

Office Of Juvenile Justice & Delinquency
Prevention (OJJDP)
www.ojjdp.ncjrs.org

Prevent Child Abuse America
(Contains information in English-Spanish)
www.preventchildabuse.org

STOP IT NOW!
www.stopitnow.com

Books

(Books for Adults)

Child Lures: What Every Parent and Child
Should Know About Preventing Sexual Abuse
and Abduction
by Kenneth Wooden

The Courage to Heal: A Guide for Women
Survivors of Child Sexual Abuse
by Ellen Bass & Laura Davis

When Your Child Has Been Molested: A
Parent's Guide to Healing and Recovery
by Kathryn Hagans

(Books for Children)

My Body is Private
by Linda Walvoord Girard

The Right Touch: A Read-aloud Story to Help
Prevent Child Sexual Abuse
by Sandy Kleven et. al.

Your Body Belongs to You
By Spelman & Weidner

Elder Sexual Abuse

Web Resources

Administration on Aging (U.S. Department
of Health & Human Services)
<http://www.aoa.gov/>

Commission on Legal Problems of the
Elderly
www.abanet.org

National Committee for the Prevention of
Elder Abuse
www.preventelderabuse.org

Readings

Citizen's Guide to Preventing & Reporting
Elder Abuse (California Department of
Justice)
[http://www.caag.state.ca.us/bmfea/pdfs/
citizens_guide.pdf](http://www.caag.state.ca.us/bmfea/pdfs/citizens_guide.pdf)

Sexual Assault in Prison

American Civil Liberties Union National Prison Project
<http://www.aclu.org/prisoners-rights1>

Stop Prisoner Rape
www.spr.org

Legal

Anti-Defamation League
www.adl.org

Legal Aid Society Employment Law Center
(Contains information in English-Spanish)
<http://www.las-elc.org/ourwork1.html>

Institute for Law and Justice
www.ilj.org

National Women's Law Center
www.nwlc.org

Prostitution & Pornography

Escape Prostitution

<http://www.escapeprostitution.com/>

Prostitution Research and Education

<http://mfarley@prostitutionresearch.com/index.html#basic>

Drugs & Alcohol

The Great American Chemical Chase (Trinka D. Porrata)

<http://www.trendydrugs.org/>

Higher Education Center for Alcohol and Other Drug Prevention

www.edc.org/hec/

National Institute on Drug Abuse: Club Drugs

www.clubdrugs.org

Substance Abuse & Mental Health Services Administration

<http://www.samhsa.gov/index.html>

Faith & Spirituality

Center for the Prevention of Sexual & Domestic Violence

www.cpsdv.org

Interfaith Sexual Trauma Institute

<http://www.csbsju.edu/isti/>



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