

END SILENCE

YOUTH SPEAKING UP ABOUT SEXUAL ABUSE IN CUSTODY

A Facilitator's Guide

By Caleb Bess,
Brenda V. Smith &
Jaime M. Yarussi



BILLY SPEAKS OUT



SHEILA'S DILEMMA



CARLO'S QUESTION



MARY'S FRIEND



CHARLIE'S REPORT



Created by The Project on Addressing Prison Rape,
September 2013

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The Project on Addressing Prison Rape



End Silence: The Project on Addressing Prison Rape is committed to eliminating sexual abuse of individuals in custodial settings. The Project on Addressing Prison Rape is a respected leader in efforts to implement the Prison Rape Elimination Act of 2003 (PREA) and its national standards. Since 2000, the Project on Addressing Prison Rape has provided training, technical assistance and legal guidance for correctional agencies, advocates and survivors engaged in preventing, responding to and eliminating sexual abuse in custodial settings.

The Project on Addressing Prison Rape provides the following:

- (1) Training
- (2) Technical assistance
- (3) Legal expertise on sexual abuse in custodial settings
- (4) Guidance on emerging issues correctional agencies and advocates face in identifying, preventing and addressing sexual victimization in custodial settings



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The Project on Addressing Prison Rape's (Project) mission is to eliminate the sexual abuse of individuals in custodial settings. The Project engages in this work in the following ways:

1. Training
2. Providing technical assistance to sites across the country
3. Providing legal expertise on sexual abuse in custodial settings.
4. Providing guidance on the emerging issues that correctional agencies and advocates face in identifying, preventing, and addressing sexual victimization in custodial settings.

Overall, the Project works to facilitate the implementation of The Prison Rape Elimination Act (PREA) and the final national standards in juvenile and adult facilities across the nation.

Specifically, these graphic novels stem out of the Project's work to train officials and youth/adult inmates about PREA and assist juvenile justice authorities in educating youth per the national PREA Standards (115.333).

The *End Silence* Graphic Novel Series

The **END SILENCE: Youth Speaking Up About Abuse in Custody** graphic novel series is a tool for educating custodial staff and youthful residents about sexual victimization in custodial settings.

The series contains the following graphic novels, each targeted to different youth demographics:

1. Billy Speaks Out (male youth age 14-18)
2. Sheila's Dilemma (female youth age 14-18)
3. Carlo's Question (focus on LGBTQ youth)
4. Mary's Friend (female youth age 10-13)
5. Charlie's Report (male youth age 10-13)

This guide provides a roadmap for using these graphic novels in juvenile facilities and practice points for introducing them to juvenile staff and youthful residents.



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The END SILENCE: Youth Speaking Up About Abuse in custody series is a tool for educating residents about sexual victimization in custodial settings.

There are five graphic novels in this series targeted to different youth demographics.

1. Billy Speaks Out is for male youth ages 14-18.
2. Sheila's Dilemma is for female youth ages 14-18
3. Carlo's Question is for LGBTQ youth
4. Mary's Friend is for female youth ages 10-13
5. Charlie's Report is for male youth ages 10-13

This Facilitator's Guide provides a roadmap for using the graphic novels to meet resident education requirements under the PREA Standards and address potential questions regarding these novels.

This is a Facilitator's Guide for using the End Silence: Youth Speaking Up About Sexual Abuse in Custody graphic novel series. It is also available in audio/ webinar format at xxxx

DISCLAIMER:

Illustrations found in this guide are from the following resources: (1) Microsoft Clip

Art; (2) the graphic novels; and (3) photographs are from various resources found on the internet.

Resident Education

PRISON RAPE ELIMINATION ACT STANDARDS -- Statute § 115.333 Resident education.

(a) During the intake process, **residents shall receive information** explaining, in an **age appropriate** fashion, the agency's **zero tolerance policy** regarding sexual abuse and sexual harassment and **how to report incidents** or suspicions of sexual abuse or sexual harassment.

(b) Within 10 days of intake, the agency shall provide **comprehensive age appropriate education to residents either in person** or through video regarding their **rights** to be free from sexual abuse and sexual harassment and to be free from retaliation for reporting such incidents, and regarding agency policies and procedures for responding to such incidents.

(c) Current residents who have not received such education shall be educated within one year of the effective date of the PREA standards, and shall receive education upon transfer to a different facility to the extent that the policies and procedures of the resident's new facility differ from those of the previous facility.



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When used properly, the *End Silence* graphic novel series should satisfy part of the Resident Education section of the Prison Rape Elimination Act standards (115.333). The Resident Education standard stipulates that residents should have access to educations regarding victimization in custody at various points throughout their stay.

Resident Education

(d) The agency shall provide resident education in **formats accessible** to all residents, including those who are limited English proficient, deaf, visually impaired, or otherwise disabled, as well as to residents who have limited reading skills.

(e) The agency shall maintain **documentation** of resident participation in these education sessions.

(f) In addition to providing such education, the agency shall ensure that key information is continuously and readily available or visible to residents through posters, resident handbooks, or **other written formats**.



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The Project on Addressing Prison Rape recommends performing a pre-test and a post-test to assess how much residents are learning and what they are taking away from the education. This is not required by the PREA standards, but could be useful to the agency.

Resident Education

Using the comic books properly can help satisfy the Resident Education statute of the PREA Standards.

These comic books should just be *one component* of your agency's comprehensive resident education curriculum on sexual misconduct.



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The *End Silence* series of graphic novels should not comprise your entire resident education training program; it can serve as one component of your comprehensive approach to resident education on issues of sexual misconduct in custody.

Additional training should include formal educational opportunities, such as peer or staff led in-person training that includes information enumerated by the standards (the agency's zero tolerance policy regarding sexual abuse and sexual harassment and how to report incidents or suspicions of sexual abuse or sexual harassment) in a comprehensive age-appropriate manner.

Why Graphic Novels?



The Project created graphic novels for the following reasons:

- Prevalence of sexual assault in juvenile facilities
- Low literacy rates among juvenile inmates
- Scarcity of sexual assault-related educational materials for youth in custody
- Dearth of resources on sexual misconduct for resident youth.



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The Project on Addressing Prison Rape created these graphic novels to increase the capacity of juvenile justice authorities to educate youth about sexual abuse in custody.

The Project also wanted to create more robust discussions on issues of gender expression and sexual orientation in juvenile custodial settings while responding to the following issues specific to juvenile custodial settings:

1. Prevalence of Sexual Assault in Juvenile Facilities
 - According to a Bureau of Justice Statistics report, 9.5% of youth in custody reported experiencing sexual victimization.
2. Low literacy levels among juvenile inmates
 - The novels appeal to youth inmate populations that contain low levels of textual literacy.
3. Scarcity of sexual assault related materials for youth in custody
 - Training materials for youth in custody on how to handle sexual assault and other forms of abuse are scarce.

It is also essential that staff utilizing these materials be aware of and consider the long histories of physical and sexual victimization and/or neglect many youth in custody experience. Because of this, youth often normalize abuse and react in ways adults would not expect. Often youth cannot and do not understand saying no to sex is an option, especially

when the sexual advance being made is by an adult. In these instances, cultural, religious and often gender expectations make it difficult for youth to understand these encounters are harmful– this is particularly true for male youth sexually abused by female staff.

Each of these graphic novels walk youth through a situation they could find themselves in, how to report abuse, how to address possible disbelief by staff, and what the aftermath may consist of, including investigations, keeping safe, and immediate and ongoing medical and mental health care. This content is often overlooked, but is most important because youth need to understand the process and be able to identify what the possible consequences of reporting may be to them– especially given the safety concerns they often have.

Frequently Asked Question:

Why did you choose graphic novels as an educational tool? Are you concerned that the format could be perceived as making light of sexual assault?

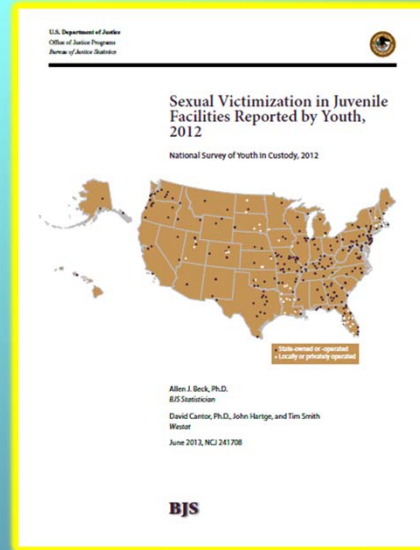
The Project created these graphic novels to meet a need in a developmentally appropriate way, while depicting the realities of the risk of sexual victimization in custodial settings. The Project developed this series of graphic novels by working intensively and collaboratively with juvenile justice agencies and focus groups of youth both in and out of custody for over the course of two years. The Project chose graphic novels as a medium to deliver this message because of their longstanding successful use in community education projects ranging from child abuse to dating violence and HIV/AIDS prevention. Additionally, youth connect with graphic novels and the medium is developmentally appropriate for most youth in custody. These publications are meant to be only one of tools agencies use to prevent prison rape. Obviously, they cannot substitute for well-trained and deployed staff and appropriate policies and procedures that protect youth from abuse. These materials are not meant to be light-hearted. Rather, they intend to address a serious issue in a developmentally and cognitively appropriate way. The Project wants youth to read these books. To that end, they are visually appealing while discussing this serious issue.

Prevalence of Sexual Assault in Juvenile Facilities

- 9.5% of youth in state juvenile facilities and state contract facilities have reported experiencing one or more incidents of sexual victimization by another youth or staff.
- Due to underreporting, the real number of these incidents may be higher.



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The *End Silence* series of graphic novels not only responds to the Resident Education standard, but addresses the need for educational materials for youth targeting specific groups—namely boys and gender non-conforming youth.

According to the most recent 2013 Bureau of Justice Statistics report regarding sexual victimization of youth in custody, 9.5% of youth in state juvenile facilities and state contract facilities reported experiencing one or more incidents of sexual victimization by another youth or staff in 2012. Since we know that incidents of sexual victimization are often underreported, these numbers may be severely underestimated.

Low Literacy Levels in Juvenile Facilities

According to a study from the One World Literacy Foundation:

- 85% of all juveniles who come into contact with the juvenile justice system are functionally illiterate.
- More than 60% of all prison inmates are illiterate.



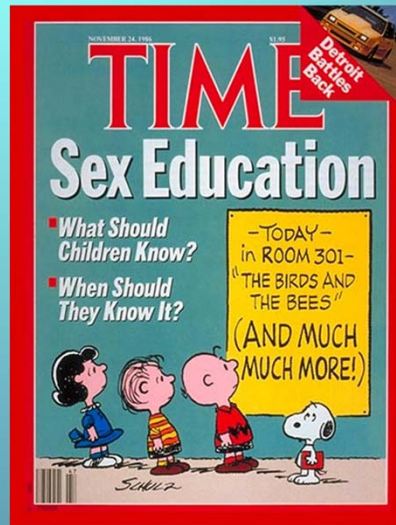
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The *End Silence* series is a way for administrators to educate resident youth with low literacy levels about sexual misconduct in custodial settings. It is important to employ a tool that is visual and has simple language that youth and individuals in custody can understand without having to do a lot of reading.

Scarcity of Sexual Assault Education among Youth in Custody

Generally, American youth do not receive adequate sexual education.

Only 22 states and the District of Columbia require sexual education for public school students.



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There is a lack of education for youth on healthy boundaries and appropriate relationship building for all youth; overall youth do not receive adequate education about development—including sexual development. Only 22 states and the District of Columbia require sex education for public school students.

However, the reality is that youth are bombarded with media images about sex, but no actual guidance about sex or sexuality from reliable sources. It is important to provide youth with accurate information on sexuality, including information about sexual abuse and prevention. These graphic novels can play a large role in that.

SOURCE: <http://www.ncsl.org/issues-research/health/state-policies-on-sex-education-in-schools.aspx>

How did we create these novels?

The Project on Addressing Prison Rape worked with correctional administrators, youth, and graphic designers to depict narratives that mirror the real experiences of youth who have suffered sexual misconduct in custodial settings.

The creation process for the graphic novels involved the followings steps:

1. Research
2. Drafting/Writing
3. Review
4. Pilot Site Testing
5. Revision/Review
6. Final Product



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The Project worked with youth, correctional administrators, and graphic designers to create narratives that mirror the real experiences of youth who have experienced sexual misconduct in custodial settings.

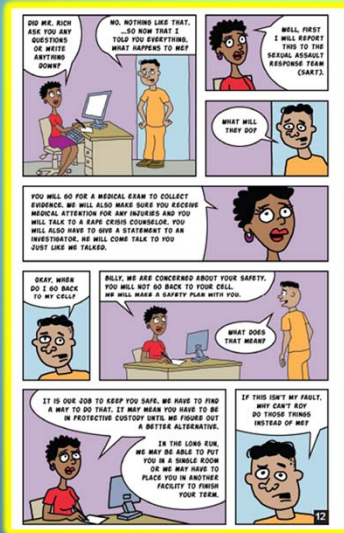
The creation process for each novel contained six major steps:

1. Research
 - The Project researched experiences of youth in custody who suffered sexual abuse in custodial settings. None of the scenarios presented in the graphic novels are fictional; they are all based on actual incidents and present a situation based on correspondence with youth, news articles and accounts from civil litigation.
2. Drafting / Writing
 - The graphic novels were drafted, written and edited by Project staff.
3. Review
 - Project staff reviewed the graphic novels and used field review teams to test for accuracy.
4. Pilot Site Testing
 - The graphic novels were tested at several sites and received feedback from staff and youth.
5. Revision and Review
 - The Project took the feedback we received from the pilot sites and field review teams and incorporated it into the book.
6. Final Product

- The Project passed on the developed texts to a graphic artist who worked with the Project on the visual medium for the books. The Project then made them accessible to juvenile justice administrators.

The graphic novels are all available electronically at www.wcl.american.edu/endsilence.

Using the Graphic Novels



- Group
- Individually
- Intake
- Orientation



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Juvenile justice administrators can choose to use these graphic novels in one or all of the mentioned settings. Some agencies who are already using these are providing group training as well as giving copies to every youth in orientation packets while also leaving these in dorm or facility libraries for youth to read. By providing these books to youth in a number of different ways, agencies can reach a large number of youth in a myriad of ways so that the youth are most comfortable when absorbing this difficult information.

Groups

Group discussions enhance comprehension of the graphic novels.

Both staff and residents will benefit from discussing the novels' content in groups.

These discussions can:

- Open channels of communication
- Enhance comprehension
- Create a sense of ownership
- Initiate a plan of action



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Group discussions of the novels are important for the following reasons:

1. Open Channels of Communication

- Group discussions of the novels provide youth with the opportunity to discuss issues they may have felt uncomfortable bringing up.

2. Enhance Comprehension

- Group discussions of the graphic novels among resident youth and staff enhance understanding of major themes and takeaways.

3. Create a Sense of Ownership

- Group discussions of the novels create a sense of ownership and serve as a launching pad for creating a plan of action for improving practices. You also have the consequence of also identifying gaps in policies and procedures or either generating new ideas for prevention.

Groups: Residents



Group discussions for residents should be led by trusted staff members, preferably a social worker, mental health care, or medical professional. You may also engage external professionals such as victim services professionals.



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The Project recommends that trusted staff members lead group discussions. Social workers and those with backgrounds in mental health and medicine are good candidates for leading group discussions. These graphic novels can also accompany lessons on adolescent development and sexuality, especially to the extent these units are already included in life-skills training for youth.

Bringing external professionals and victims services organizations into the mix may also prove helpful.

Groups: Staff

While staff discussions of the novels are not mandatory, all staff should be familiar with the following:

- The content of the graphic novels
- PREA standards regarding reporting and resident education
- Agency policies regarding staff sexual misconduct and resident-on-resident sexual abuse



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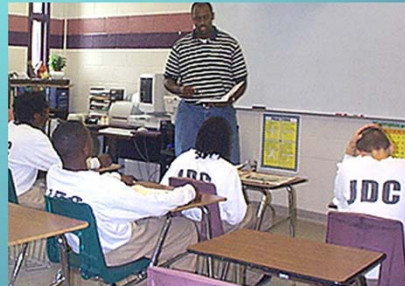
The Project recommends group discussions among staff, even though they are not explicitly required in the standards. If staff are not somewhat familiar with these materials, it could be problematic if youth have questions and address those to staff.

At the very least, staff should be familiar with:

- The content of the graphic novels.
- PREA standards, especially those regarding reporting and resident education and why agencies chose to use these materials
- Agency policy(ies) regarding staff sexual misconduct and resident-on-resident sexual abuse.

Peer Education Model

- Peer Education is a model of instruction that recognizes the important role that peer conversations play in educating youth.
- The Project encourages both staff and resident youth to discuss these novels with each other.
- Peer discussion allow staff and residents to speak freely in a way they couldn't in front of a supervisor.
- For more research on the peer education model, please refer to the sources in the note section for this slide.



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While not specifically called for in the PREA standards, a peer education model could enhance youth understanding about preventing and reporting sexual abuse in custody. Peer education generally facilitates youth learning through conversation and can increase competency and confidence among those youth selected to be peer leaders. Serving as a peer leader increases youth's capacity by providing them with transferable speaking and discussions skills that are useful in other pro-social activities such as talking about HIV/AIDS prevention and crime prevention.

We have provided citations to several articles on peer education programs for youth that may be useful if your agency considers this approach.

<http://www.bacchusnetwork.org/advisor-peer-education-effectiveness.html>

<http://hitops.org/schools-colleges-educators/education-programs/teen-prevention-education-program-pep/>

<http://peereducationinstitute.org/>

<http://www.guttmacher.org/pubs/journals/3408908.html>

<http://her.oxfordjournals.org/content/17/3/327.full.pdf>

Peer Education



Residents may also benefit from peer-led discussions of these graphic novels.

Peer-led discussions open more intimate streams of communication.



However, if you choose to implement peer-led discussions, you must ensure there is:

- Physical safety for all youth
- Training, coaching, and mentoring for peer leaders
- Staff present during each presentation.



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Peer education is a model of teaching that recognizes the important role that peer-to-peer conversations play in educating youth. Peer discussion is a way of allowing residents to speak freely in a way that they may not in front of a staff or supervisor. It can also create good relationships between youth.

If you choose to implement peer-led discussions, you should also implement the following:

- A vetting process for choosing peer leaders.
- Physical safety for all youth involved.
- Training, mentoring, and coaching for peer leaders conducted regularly by staff.
- Peer leaders must be accompanied by a trusted staff member during their discussions and must receive feedback on how they are doing.

Peer Education: Pros

- Provides a chance for youth to identify and address their own personal needs.
- Peer education youth participants have a clearer understanding of discussed subject matter.
- Both peer leaders and those they educate benefit.
- Peer educators can serve as credible role models for youth and influence their behavior.



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Peer education generally gives other youth something to aspire to. Youth may think ‘If I can get myself together, then maybe I can be a leader and do this.’

According to a study from the Guttmacher Institute, peer-led sexual health education was developed on the following observations:

- The health belief and habits formed during childhood and adolescence are carried into adulthood.
- Teenagers influence each other’s behavior and attitudes.

Peer educators may also influence social behavior through their role as credible role models. According to an evaluation from the Planned Parenthood of the Great Northwest, peer education groups on sexual education increased youth knowledge of sexual issues and resulted in safer sex practices among those who participated in the program.

SOURCES:

<http://www.guttmacher.org/pubs/journals/3408908.html>

<http://peereducationinstitute.org/wp-content/uploads/2013/06/TeenCouncilEvaluationSummary2011-2012.pdf> ;

<http://peereducationinstitute.org/>

Peer Education: Cons

- May not work well in short term facilities
- Difficult to find trustworthy group leaders and participants
- Difficult to find appropriate staff member to monitor discussions
- Male groups may have difficulty disclosing personal information



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Peer education may not work in every facility. Generally, it will be much harder to accomplish in facilities that are short-term or who have large staff turn-over.

Agencies may want to consider youth in community settings (probation/parole) to lead discussions in detention settings and/or to serve as peer educators as part of their rehabilitation or condition of probation or parole.

Individual Use

Graphic novels should be readily accessible to resident youth, even after intake and original discussions.

Some residents will want to refer to the graphic novels throughout their stay in your facility.

Youth should know who they can talk to about the content of the graphic novels after any presentation of them including if they receive them individually.



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It's important that graphic novels are available and accessible to youth after intake and initial discussions. Youth may want or need to refer to the novels throughout their stay in the facility, especially if the novels contain important information about facility policies and procedures or reporting and access to outside mental health.

Youth should also know who they can talk to about the content of the novels after the presentation. There should be a designated point person who youth can go to with additional questions.

Staff and youth may take some time to process the information they have heard and may have questions after the fact; follow up with staff and resident youth could be essential in addressing unresolved questions and concerns.

Intake / Orientation

End Silence graphic novels can be used during Intake and New Resident Orientation.

End Silence novels can also be made available to residents after intake and/or orientation.

Please refer to the PREA Resident Education (115.333) for when and how frequently residents should be educated about PREA and your agency's sexual abuse statutes.



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Intake and Orientation are the best times to introduce graphic novels to youth.

Again, the graphic novels should also be available after intake and orientation for constant referral.

PREA Standard 115.333 gives some guidance about how frequently youth should receive education about PREA and your sexual abuse policy, procedures, and statutes. However, agencies should feel free to do it more often if it benefits the youth in its custody.

Main Elements of Each Book

Power dynamics
Reporting and difficulties with making reports
Investigations
Follow-up and personal processing
Discipline and outcomes
Closure



Each graphic novel addresses and explores six major elements:

Power Dynamics

- Illustrates the a possible power dynamic among and or between youth and/or staff and the impact on staff, youth and the custodial setting.

Reporting and the difficulties of making reports

- Discusses the process for reporting including how youth make the choice to report, fear of skepticism from staff and facing possible retaliation from staff and/or other youth.

Investigations

- Demystify the investigations process and identify what may happen to a youth during the investigation.

Follow up and personal processing

- Illustrates possible staff follow up with youth as an important part of the process of responding to sexual abuse in custody and identifies appropriate medical and mental health supports as part of youth's follow up and processing.

Discipline and Outcomes for Youth and Staff

- Discusses possible outcomes, findings and appropriate discipline and/or consequences for staff and youth involved in the abuse, retaliation or lack of

reporting.

- Identifies concepts of progressive and consistent discipline such as warnings, counseling, loss of pay or privileges, documentation in personnel or case files, and referral for termination or prosecution.

Billy Speaks Out (Male Youth ages 10-14)

Synopsis:

After hanging out with the wrong crowd, Billy is placed in a juvenile detention center where he is sexually assaulted by his cellmate. *Billy Speaks Out* follows Billy as he copes with the sexual assault and gathers the courage to report the incident to an administrator.



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The Project chose to depict sexual abuse in this book with words rather than graphics in order to be sensitive to trauma issues of youth and staff. Additionally, the books needed to be used at the national level and choosing to not depict the actual abuse took into account differing cultural and religious beliefs throughout the country.

The Project also wanted to leave room to discuss what kind of behavior might have occurred and what is prohibited conduct.

Objectives

After reading and discussing this novel, youth should understand that:

- Your agency has a zero tolerance policy towards sexual assault
- Power dynamics play a role in sexual misconduct
- Staff are required to document / investigate all allegations of sexual assault
- Staff should serve as allies and create safe, non-retaliatory conditions for reporting
- All incidents of sexual misconduct must be reported



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Discussion Questions

- Do you think Billy should have told someone about Roy's intentions prior to being forced to engage in sex the first time?
- Do you think that Billy should have told someone other than Mr. Rich after the first time he was forced to have sex.
- Who should he have told?
- How would you have handled Billy's report if you were Mr. Rich?
- How should Mr. Rich have handled Billy's report?
- How do you think the female counselor handled Billy's report?
- Do you think that Billy felt safer after he reported the situation to her?
- Do you think it took courage for Billy to report?



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The Project included discussion questions in this book that could be used to provoke conversation with and among youth. However, staff and agencies using these books should feel free to use other questions that are important to youth in their particular setting.

Discussion Questions

- What could Mr. Rich have done to make Billy feel safer?
- What do you think that Roy's consequences should be?
- Should Billy be questioning his sexuality?
- Would Ray's conduct be acceptable if Billy were gay?
- Would your opinion change if you knew that Roy was sexually assault when he first came into custody?
- What would you do if this happened to you?
- Would you report it? If not, how would you protect yourself? If so, who would you report it to?



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Sheila's Dilemma

(Female Youth Ages 14-18)



Synopsis:

After a DUI incident, Sheila is placed under the supervision of a probation officer. After the probation officer sexually abuses Sheila, she is reluctant to report the abuse she experienced.

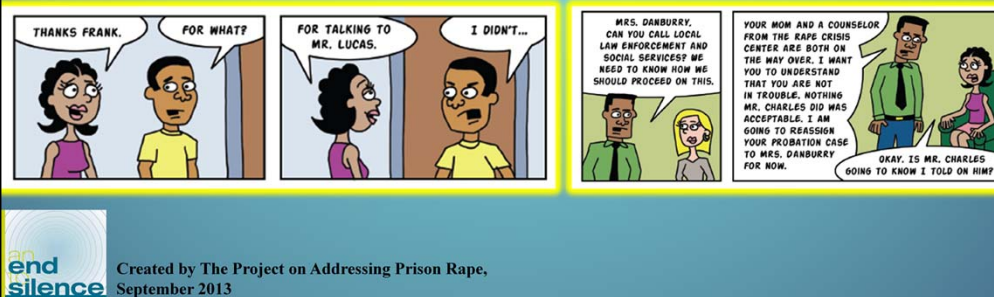


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Objectives

After reading and discussing this novel, staff and youth should understand that:

- Probation staff must exercise professional boundaries
- Sexual abuse does not always involve actual sex
- Reporting can come from a third party
- Fear of retaliation or punishment may hinder youth reporting
- Your agency has a zero tolerance policy towards sexual assault
- Power dynamics play a role in sexual misconduct
- All incidents of sexual misconduct must be reported



It is important to note in this book, that sexual abuse can include not only sexual acts, but inappropriate language, touching, and/or asking a youth to take pictures that are suggestive and then send them to someone.

This should create some discussion with staff and among youth about which types of behaviors are sexually abusive.

Additionally, it is a good place for staff to address that fear of retaliation and punishment often hinder resident youth from reporting and how youth can combat that in your particular setting.

Discussion Questions

- Do you think Sheila should have told someone about Mr. Charles?
- Do you think Frank did the right thing talking to his mom and Mr. Lucas?
- Do you think it took courage for Sheila to talk about what happened to her?
- How do you think Mr. Lucas handled the situation?
- What would you do if this happened to you? Who would you report it to?



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Carlo's Question (Sexual Minority Youth)

Synopsis:

After being caught smoking marijuana in a public place, a judge places Carlo under community supervision. Due to his gender expression, the other youth in the facility make fun of Carlo and question his sexual orientation. The novel follows Carlo as he learns to embrace his gender expression and become more comfortable in the facility.



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This novel focuses on a youth who is questioning his sexuality and gender.

Objectives

After reading and discussing this novel, staff and youth should know that:

- Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth should be provided with extra support and guidance
- Sexual Abuse can be verbal and/or an extension of bullying
- Questioning one's sexual orientation is natural and should not be a source of mockery
- Your agency has a zero tolerance policy towards sexual assault
- Power dynamics play a role in sexual misconduct
- All incidents of sexual misconduct must be reported



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Additional objectives in this book, as well as the others include specifically letting youth know what the agency's zero tolerance policy for abuse and harassment and an overall discussion of what prohibited conduct is.

This would be a good place for staff to ask youth, if training this in a group, to develop the list of prohibited conduct and center a discussion around the list.

Discussion Questions

- What did you think about the way the intake staff treated Carla?
- Would you have handled the situation with the other teens in the group home different than Carla did? How would you act towards Carla?
- How do you think Ms. Smith handled the situation? How do you think Mr. Andrews handled the situation?
- What would you do if this happened to you? Who would you report it to?
- What do you think will happen to Carla for the rest of her stay in the group home?



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Mary's Friend

(For Female Youth Age 10-13)



Synopsis:

After being truant, Mary is assigned to a Day Reporting Center to ensure that she attends school and completes her homework. At the reporting center, an older girl touches Mary inappropriately. This novel follows Mary as she reports the incident to her family and reporting center staff, and confronts her aggressor.

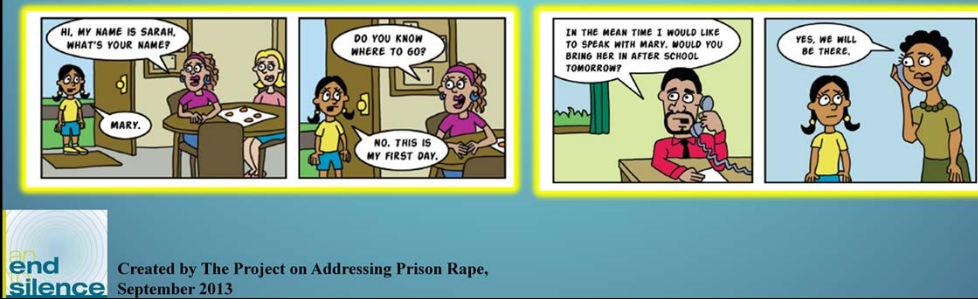


Created by The Project on Addressing Prison Rape,
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Objectives

After reading and discussing this novel, staff and youth should understand that:

- Sexual assault does not have to involve actual sex
- Youth should report to staff when they experience uncomfortable physical interactions
- What might be perceived as sexual to one youth, may not be seem sexual to another youth
- Your agency has a zero tolerance policy towards sexual assault
- Power dynamics play a role in sexual misconduct
- All incidents of sexual misconduct must be reported



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Again, after reading and discussing this novel youth should understand the following:

- Agency zero tolerance policy towards sexual misconduct.
- Sexual abuse does not have to involve intercourse or penetrative sex.
- Youth should be able to report to staff when they experience uncomfortable physical or non-physical interactions with other staff or youth.
- There can be a difference of opinion in what is viewed as sexual to one youth and what is not viewed as sexual to another youth.

Discussion Questions

- Do you think Mary made a good choice telling her mother what Sarah did?
- Would you have told anyone? Who?
- Who else could Mary have told about what happened?
- Do you think the adults would believe Mary or Sarah?
- Do you think Sarah should have gotten in trouble?

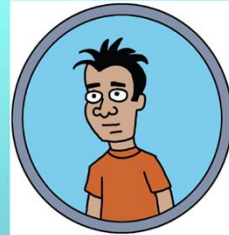


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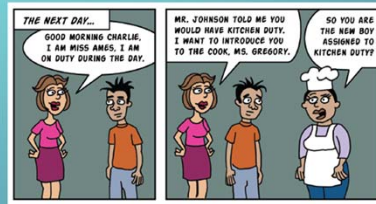
Charlie's Report (Male Youth Age 10-13)

Synopsis:

After having trouble in school, Charlie is assigned to live in a group home. During his stay, he receives inappropriate advances from the kitchen chef. This novel follows Charlie as he decides to report the chef's behavior.



CHARLIE'S REPORT

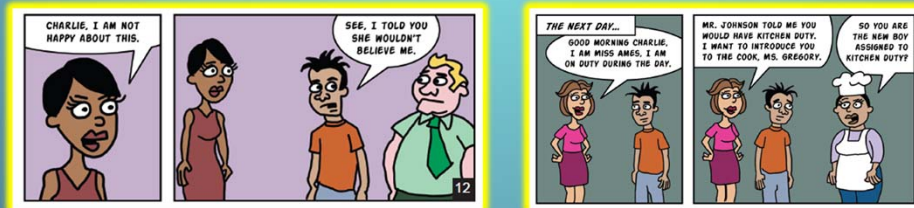


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Objectives

After reading and discussing this novel, staff and youth should understand that:

- Sexual assault does not have to involve actual sex
- Youth should report whenever they have an inappropriate physical interaction with staff
- Staff should serve as allies and create safe, non-retaliatory conditions for reporting
- Your agency has a zero tolerance policy towards sexual assault
- Power dynamics play a role in sexual misconduct
- All incidents of sexual misconduct must be reported



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Discussion Questions

- Do you think Charlie made a good choice telling Mr. Johnson what was going on during his kitchen duties?
- Would you have told anyone? Who?
- Who else could Charlie have told about what happened?
- Did you think the adults would believe Charlie or Ms. Gregory? Why?



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Blank Space

FINISH THE STORY...

18

The End Silence series contains blank spaces at the end of every narrative so that:

- Youth can fill in an appropriate ending to the story
- Agencies can add pertinent information including hot-line #s, key facility staff and procedures for reporting



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There is a blank space at the end of every novel. This invites youth to finish the story and provides a mechanism for youth to talk about what the next step should be.

Agencies can also add pertinent information such as hotline numbers, key facility staff, and procedures for reporting.

Discussion Questions

Each graphic novel also contains discussion questions meant to facilitate conversation.

These questions are a starting point for conversation and agencies should add their own questions as well.



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DISCUSSION QUESTIONS

(Feel free to ask other additional questions)

- What did you think about the way the intake staff treated Carla?
- Would you have handled the situation with the other teens in the group home differently than Carla did?
How would you act towards Carla?
- How do you think Ms. Smith handled the situation?
How do you think Mr. Andrews handled the situation?
- What would you do if this happened to you?
Who would you report it to?
- What do you think will happen to Carla for the rest of her stay in the group home?

DISCUSSION QUESTIONS

(Feel free to ask other additional questions)

- Do you think Sheila should have told someone about Mr. Charles?
- Do you think Frank did the right thing talking to his mom and Mr. Lucas?
- Do you think it took courage for Sheila to talk about what happened to her?
- How do you think Mr. Lucas handled the situation?
- What would you do if this happened to you?
Who would you report it to?
- Do you think this situation would be different if Sheila was in a detention setting instead of on probation?
If so, how?

As you saw during the introduction of each of the graphic novels, there are discussion questions at the end of each book. These questions are a starting point for conversation and agencies can and should add questions and ask youth to add their own questions as well.

The Project recommends that agencies create a running list of the questions developed and asked by youth to develop an FAQ list. This will help staff answer questions according to how questions were answered previously and provide continuity for youth.

Introducing graphic novels to staff / Addressing staff resistance

Many staff members may not be comfortable with using and discussing these graphic novels in your facility.

When introducing the graphic novels to staff, do the following:

- Inform and/or remind staff of their responsibilities to prevent and report sexual misconduct under PREA standards and agency policy
- Emphasize that frank conversations about sexuality are crucial to preventing sexual abuse
- Explain how and why you plan to use the graphic novels in your facility
- Provide a safe space for staff to express their concerns about the graphic novels

When selecting discussion leaders, please choose staff that are comfortable discussing sexual topics AND respected by youth and their peers.



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In the same way that youth receive training, it is also important for staff to receive some training, or at the very least notification that your agency is using these materials and in what capacity.

The Project also understands that due to the sexual content in these graphic novels, there may be some staff resistance. Staff can be resistant because of many reasons, including: (1) belief that the reporting process is a way for youth to manipulate them; (2) belief that it is not appropriate for staff to discuss sexual education or development with youth; or (3) discomfort with the possibility that a child in their custody may be being sexual abused.

When introducing these novels to staff, agencies can do the following to minimize resistance:

1. Inform / remind staff of their responsibility to report staff and youth sexual abuse under the PREA standards and agency policy.
2. Emphasize that these conversations are key to preventing sexual abuse in custody; if staff are not comfortable talking about sexual behavior, it will be difficult for them to talk to youth about preventing and reporting sexual abuse.
3. Explain how and why your agency plans to use the novels in your facility.
4. Provide staff with a safe space to discuss their concerns.

When selecting discussion leaders, choose staff that are comfortable discussing these topics— sexual abuse, harassment, reporting, safety planning and reporting and follow up-- and who is respected by youth and their peers.

Agencies should also remember that staff as well as youth may have past histories of trauma, which may reemerge as a result of talking about these issues.

Introducing material to youth

When introducing this material to youth, please consider the following:

- Sensitivity of material for youth, especially those with histories of sexual abuse.
- Importance of facilitated peer group discussions.
- Peer leaders need training, supervision and mentoring.
- Importance of youth processing the material on their own time and having the opportunity for repeat discussions.



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This material may be uncomfortable material for youth to receive, especially those with histories of sexual abuse. Peer discussions of the graphic novels may help ease youth reception to the novels. Again, youth peer leaders need training, supervision, and mentoring.

During peer discussions, a trusted adult should also be present; this adult can be a staff member, social worker, etc.

FAQs

Why are the glossaries the same in each novel if they are for different ages and genders?

The glossaries adhere to the definitions found in the PREA standards. The Project found it appropriate to use terminology consistent with that found in the standards, rather than using regional or community slang.



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The glossaries provided in each book correspond to the definitions in the PREA standards.

The Project felt, above all else, that use of appropriate terminology rather than regional and community slang in order to create a common vocabulary.

FAQs

Can we use these novels for youth with cognitive or developmental delays?

Yes. Agencies can use these novels with residents of varying mental capabilities. The Project suggests consulting teachers who work with these populations to determine whether/what kind of adjustments should be made to the graphic novels to make them more accessible.



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These novels can also be used with residents of varying mental capabilities.

The Project suggests that agencies consult with special education teachers to determine what kinds of adjustments should be made to the graphic novels to make them more accessible and/or whether they can be used with these special populations.

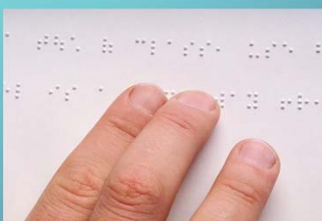
FAQs

Are these books available in other formats?

Unfortunately, resources were only available to provide the novels in English; The Project is happy to work with agencies who have resources to translate the work into other languages.

The Project encourages you to record audio of the novels for those who are visually impaired.

For more information about a Braille version of the graphic novels, please contact us at endsilence@wcl.american.edu.



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The Project has received requests to produce these materials in different languages and to change the graphics so they more closely resemble the ethnic populations of the groups that are being trained.

Although The Project has only had the resources available to provide the novels in English, the Project is happy to work with other agencies that want to modify these materials and translate them into other languages.

The Project has intellectual property claims over graphic novel contents, but is also willing to work with agencies who would like to tailor them to their facility.

The Project encourages facilities to record audio of the novels for youth that are visually impaired. For more information about a Braille version of this novel please e-mail us at endsilence@wcl.american.edu.

FAQs

The staff at our facility are quite conservative. How do you recommend we incorporate the novels into our curriculum?

First we suggest that you emphasize the importance of educating staff and residents about policies regarding sexual misconduct. We also suggest that you recruit appropriate staff for discussions of this novel. Staff must be comfortable discussing issues of a sexual nature. We also recommend involving residents' parents and community advocates.



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The Project suggests agencies emphasize the importance of educating staff and youth about these policies.

The Project also suggests that your facility choose the right staff to discuss the novels. You have to have somebody who is comfortable with talking about issues of a sexual nature. We also suggest that you get parents involved as well.

Testimonials

“One of our transgender youth was able to relate to one of the novels. She discussed how it was difficult for her at first because her mother did not understand about her being transgender; once the mother was educated in regards to the youth’s choices she is now supportive. She stated Carlo’s story can help other kids out. Other youth stated “The stories are realistic and happen in the outside world.” “It is good that they are telling us about this, there is a lot of rape and sexual abuse going on in the world.” “The more people are educated then they will know it is wrong.” “The characters were brave and were able to tell someone, they were strong and that is encouraging to others.”



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The Project has received feedback that the graphic novels are realistic and that youth who use them are receiving important information about preventing and reporting sexual misconduct. The Project has not conducted an official evaluation of graphic novels but encourages facilities to do so. We know that these are being used in several large state juvenile justice facilities and several local detention centers and community probation centers across the country. Staff who use the graphic novels tend to have positive feedback. Although youth feel that the novels are a bit corny, this is a positive thing. The Project wants youth to share their superior knowledge regarding their experiences in custody.

Testimonials

“Overall the novels have been a great learning tool and inspiring for the youth in our care. Although it is difficult for youth to come forward the novels assist in making youth feel they can come forward. A youth stated “I think it is good, the more we learn, the hope is there to eliminate.” The novels are just one of many educational tools we use to educate youth about sexual abuse/sexual harassment. They are age appropriate and cater to the youth we serve. They are realistic and provide a sense of hope for youth as well as a sense of safety while in our institution.”



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Other Links and Resources

Juvenile Justice Information Exchange: <http://jjie.org/>

Campaign For Youth Justice: <http://www.campaignforyouthjustice.org>

Center for Children's Law and Policy: <http://www.cclp.org>

National Center For Youth in Custody: <http://nc4yc.org/>

National Council on Crime and Delinquency: <http://nccd-crc.org>

National Juvenile Defender Center: <http://njdc.info>

National Youth Court Center: <http://www.youthcourt.net>

Office of Juvenile Justice and Delinquency Prevention: <http://ojjdp.gov/>

The National PREA Resource Center: www.prearesourcecenter.org



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The Project has included links for organizations who do work with PREA implementation and juvenile justice.

The Project on Addressing Prison Rape

Home: <http://www.wcl.american.edu/endsilence/>

Twitter: https://twitter.com/EndSilence_WCL

Facebook: <https://www.facebook.com/pages/End-Silence/152413528195301>

“Using Graphic Novels as Educational Tools for Youth Offenders” By Caleb Bess, Program Coordinator, The Project on Addressing Prison Rape:

<http://www.nccdglobal.org/blog/using-graphic-novels-as-educational-tools-for-youth-offenders>



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Please visit our official website, Twitter, and Facebook pages for updates on PREA legislation and implementation as well as new stories from the corrections field.

Questions and/or Feedback

The Project on Addressing Prison Rape:

www.wcl.american.edu/endsilence

Ask questions at endsilence@wcl.american.edu

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Please provide us with your feedback!