

Breaking Silence. Building Trust.

Helping Teenage Victims of Crime

A Training for Victim Service Providers

THE NATIONAL CENTER FOR
Victims of Crime

Helping Victims of Crime Rebuild Their Lives

Who We Are

The Teen Victim Project, part of the National Center for Victims of Crime, was established in 2001 to develop a coordinated, national response to teen victimization. The project aims to:

- ✦ Sponsor a nationwide educational campaign to build public awareness about the pervasiveness and effects of teen victimization; and
- ✦ Build the capacity of national youth development and victim service organizations to serve teenage victims of crime through formal partnerships, hands-on training, and technical assistance.

For more information, contact the Teen Victim Project, National Center for Victims of Crime, at 202-467-8700, or visit our website at www.ncvc.org.

The National Center for Victims of Crime is the nation's leading resource and advocacy organization for victims of crime. Founded in 1985, our mission is to forge a national commitment to help victims of crime rebuild their lives. Through collaboration with local, state, and federal partners, the National Center:

- ✦ Provides direct services and resources to victims of crime across the country;
- ✦ Advocates for public policies that secure rights, resources, and protections for crime victims;
- ✦ Delivers training and technical assistance to victim service organizations, counselors, attorneys, criminal justice agencies, and allied professionals serving victims of crime; and
- ✦ Fosters cutting-edge thinking about the impact of crime and the ways each of us can help victims of crime rebuild their lives.



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For the Trainer: Training Overview

The National Center for Victims of Crime developed this training to help victim service providers address the needs of teenage crime victims. It is designed to be given *by* victim service providers *to* victim service providers. This training was developed by the National Center's Teen Victim Project and is part of our commitment to ensure every victim has a place to turn for help.

Who Should Attend this Training?

System-based and community-based victim service providers—such as advocates in a prosecutor's office, or sexual assault and domestic violence counselors—will benefit from this training. Other training materials tailored to the needs of law enforcement officers and youth development workers also are available. For more information on other training materials, or for technical assistance in conducting a training, contact the National Center for Victims of Crime at 202-467-8700.

Training Elements

This training program includes a warm-up exercise, presentation of substantive material, and group discussion and exercises. The training can be easily modified to fit the needs of victim service providers in many settings. We encourage you to make the training appropriate for the skill and experience levels of your group and the needs of the community it serves.

The training program includes:

This written guide, which provides step-by-step training on adolescent development and victimization. Each section of the guide includes **goals** for that section, a **setting-the-stage** discussion, and a review of the **presentation points** covered in the slides. Scattered throughout the guide you will find **trainer tips** that can guide you in presenting the training, and **practice points** that can help you make the training relevant for participants.

Slides that accompany the presentation. These slides are available as a PowerPoint presentation; they can be printed out onto transparencies and used as overheads or printed out on paper and used as handouts. The slides can be found at www.ncvc.org/providers/curricula.

The entire training program takes approximately four hours to present. As the presenter, you can deliver it in one session or in two or three installments. Every training environment is different, and the amount of time available for training can differ. If you can't present the whole training program, pick the elements that are best suited to your audience based on their skill level and knowledge.

Ideally, group size should not go over 30 to allow for conversation and input from participants.

Trainer Tips

- ✦ This training is designed to be presented by people who have worked in victim services. We suggest that you make yourself familiar with the issue of teen victimization (you'll find current statistics in Section 4, *Teen Victimization: The Scope of the Problem*) and the audience before presenting the training.
- ✦ Look to your community for examples of statistics, programs that serve teens well, crimes in which teens were victimized, and so on. Anytime you can include a real-life example, do so. Encourage participation; ask those who haven't spoken up much if they have any thoughts on the subject.
- ✦ Push people to think hard about these issues. When they give answers, ask them follow-up questions that require them to elaborate on their ideas.
- ✦ Seek out common practices. When someone raises an interesting or provocative idea or talks about practice issues, ask the group to react (for example, "Would that work in your community?").
- ✦ Stay sensitive to the energy and attention level of your group. If people seem to be getting tired or distracted, take a brief break.
- ✦ Build time into your training to allow people to talk with one another.

As you begin to describe the effects of victimization on teens, participants will have stories of teenagers with whom they have worked. Draw out these experiences from the audience, including how participants have helped teen victims. This helps make the training relevant and encourages the consideration of creative approaches, especially in environments with limited resources.

Finally, give participants at least one telephone number where service providers and victims can seek help. Offer the National Center for Victims of Crime's national Helpline, 1-800-FYI-CALL, where victims can receive support and referrals to local services. The Teen Victim Project at the National Center for Victims of Crime can help you develop programs for teens. Call 202-467-8700 for more information.

Getting Ready

Resources, Equipment and Materials

To present this program, you will need:

- ✦ Overhead slides and projector if you do not use PowerPoint
- ✦ Laptop computer, PowerPoint projector, and screen if you use PowerPoint
- ✦ Flip chart and markers for writing down participant responses
- ✦ Sticky notes in three colors
- ✦ Handouts (copies of the slides or overheads with room for participants to take notes on)

Room Setup

The room set up will depend on the number of participants and the size of the room. Both theater style (chairs in rows) and classroom style (chairs with tables) work fine. If space permits, consider setting up chairs in a “U” shape to promote discussion. Seating people at round tables can make it difficult for the trainer to keep all the participants in focus. Get an estimate of the number of participants and set the room up to accommodate that number plus a few extras. This encourages people not to spread out but to sit and work together.

If you are using PowerPoint slides or overheads, make sure that the image on the screen is in focus and can be seen from any seat in the room. Adjust lighting to ensure participants can read the slides, but not so dark that they can't see each other. If you are using a projector for the first time, give yourself ample time to be sure you know how to hook up your computer and use it.

The slides will help you guide the discussion and keep the training on track. Avoid using the slides as a script—where you are reading the slides to participants and saying nothing else. The slides mostly contain key words. You will need to familiarize yourself with the material to successfully use the slides as a part of your presentation. You should also feel free to customize your presentation and the slides to fit your style and the needs of the audience.

Place flip charts where everyone can see what you write; remember to write with large and clear print.

Leave space so you can move around the front of the room. If the room is large and you need to amplify your voice, see if you can get a wireless microphone that attaches to your collar. This will give you freedom to be anywhere in the room and still be heard.

The Big Picture: Why Teens and Victimization?

Section Goals

- To give the training a context by showing the parallels between the fields of victim services and youth development.
- To encourage members of each discipline to consider the strengths they bring to this work.
- To foster thinking about collaboration between the fields.

Suggested time: 10 minutes

Slides: 4

Setting the Stage

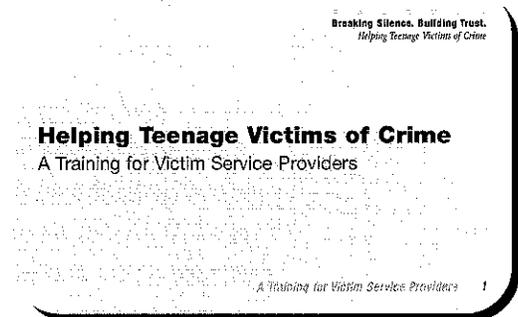
Young people are especially vulnerable to crime, yet few victim assistance organizations are adequately equipped to help teens who are harmed by crime.

Drawing from their extensive experience working with adults and children, victim service providers can be a critical resource for teenage victims. Armed with a greater understanding of adolescent development, victim service providers are uniquely positioned to apply their knowledge of trauma and crisis intervention to serving teens.

Fundamental elements of victim assistance—educating about options, empowering victims by supporting their choices, helping victims navigate complex criminal justice systems—can be adapted to working with teenagers. Recognizing and gaining a deeper understanding of how teens differ from adults will also be essential to developing strategies encouraging teens to come forward and seek help and to providing services appropriate to the developmental stages of adolescence.

This training—part of a national initiative to build upon the experience and creativity of those who work in youth development organizations, victim service agencies, and law enforcement—is designed to help those who work with young people ages 11 to 17 understand teen victimization and its effects on adolescent development. The initiative challenges practitioners to embrace a new mission: working together to help adolescents harmed by crime.

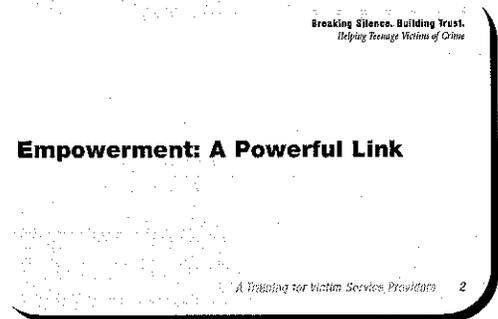
The National Center for Victims of Crime envisions a multidisciplinary collaboration that builds on specific strengths of each discipline as well as many shared values. Each discipline brings a specific set of skills to the work, and collaboration should be a natural extension of what each is already doing. Those who work in victim services and in youth development have a natural



connection in the way we help those we serve. The parallels in these two disciplines provide a lens through which to view the work of identifying and helping teenaged victims of crime.

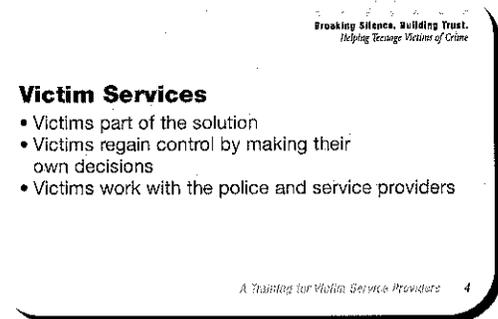
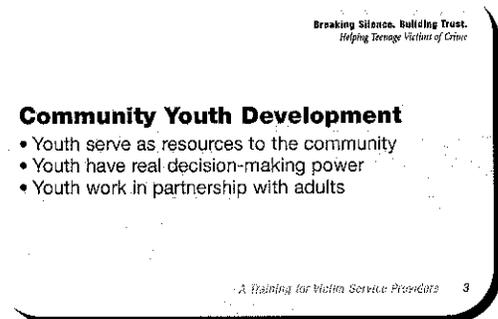
Empowerment is fundamental to helping victims to regain a sense of control and overcome the feelings of powerlessness that so often accompany victimization. After a crime, victims are encouraged to make their own decisions, including whether to participate in criminal proceedings, pursue civil justice, seek counseling, move, or make other lifestyle changes. It is the role of victim service providers to support victims' choices, even if they do not agree with them. For example, if a victim of relationship violence chooses to return to her batterer, the victim service provider will explore ways for her to keep herself safe within the surroundings she has chosen. This sensitivity to victims' needs and respect for their choices that is second nature to victim service providers should resonate with teenage victims struggling to be treated as adults.

In the field of youth work, the tenets of community youth development are closely linked to the concept and practice of empowerment. Victim service providers can bring the strengths of their own discipline to the development of healthy adolescents.



Presentation Points

Victims (of all ages) and adolescents (regardless of whether they have been victimized) often feel powerless. Community youth development and victim services encourage people to move beyond these feelings, regain a sense of their personal power, and apply it for their own benefit and the benefit of the community.



Principles: COMMUNITY YOUTH DEVELOPMENT

Youth are seen as resources of the community.

Youth are not seen as troublemakers but rather as resources to their communities, capable of exercising leadership and taking action for positive change.

Youth are given real decision-making power.

They are given real (not symbolic) power by sitting on boards, city councils, and leadership committees. Their voices are accorded the same respect as adult voices at the table.

Youth and adults work in partnership. Youth and adults are on equal footing, with each exercising leadership and contributing their strengths to solutions that benefit the community as well as its individual members, both young and old.

Principles: VICTIM SERVICES

Victims are part of the solution. Victims are not blamed or seen as the problem, but are part of the solution. Victim participation in community policing, prosecution, and activism are common ways victims play a solution-oriented role.

Victims regain control by making their own decisions. The power to make choices is fundamental for victims, who often feel that power has been stripped from them. The decisions they make are respected.

Victims work in partnership with police and providers. Victims are brought to the table as equal partners with those whose job it is to help them: primarily law enforcement and victim service providers.

Adults tend to take control of situations or “parent” the teens they work with. By keeping in mind the principles of victim empowerment and community youth development, victim assistance professionals can play a pivotal role in providing appropriate and needed assistance to teenaged victims, thus helping them regain self-esteem, a sense of personal power, and faith in their abilities to paint themselves a brighter future.

Opening the Training: Ice Breakers

Section Goal

- To help focus the group's attention on the issue of teen victimization and encourage participation.

Suggested time: 20 minutes

Slides: 2

Setting the Stage

First, ask people to introduce themselves, say what they expect from the training and why they chose to attend (if it's an optional training). This can help you focus on the issues that are most important to your audience.

Then, select from one of the following two ice breakers:

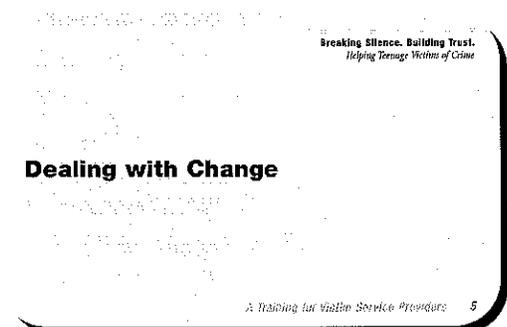
- Dealing with Change
- What We Think

If you are working with a group that you think might resist change or for whom teen victimization is a new topic, *Dealing with Change* might be more useful. If the group is familiar with the subject of teen victimization or receptive to reaching out to teen victims of crime, *What We Think* helps group members begin to think about how preconceptions might influence support efforts.

Ice Breaker: Dealing with Change

Introduction

For many groups, learning about teenage victimization will involve change—change in thinking, change in agency policies and procedures, and change in personal biases. This exercise can help participants recognize their own resistance to change, identify resistant behavior in others, and discuss ways to overcome this resistance.



Exercise

1. Ask participants to stand and get a partner, preferably someone they don't know. Ask the partners to spend a few minutes getting to know one another. They should
 - ⊗ Introduce themselves,
 - ⊗ Identify their agency affiliation/position, and
 - ⊗ Discuss their reasons for attending this training.
2. Then ask the partners to turn away from one another and change two things about their appearance (for example, loosen a tie, roll up a pant leg, remove a watch, etc.). Once changes have been made, tell the partners to face one another and identify the changes the other has made.
3. Next, ask the partners to turn and change two more things about themselves and repeat the process in Step 2.
4. After everyone has completed the second round of changes, ask if they would like to repeat this exercise one more time. You should hear much resistance to going one more round. Ask them to return to their seats.

Discussion

As a group, discuss the idea of organizational or personal change. Ask the participants the following questions, and write their responses on the flip chart:

- 1. How do you feel about the exercise you just completed?** Look for responses such as awkward, uncomfortable, ill at ease, confused, unable to find that many things to change. Discuss the broader application of their feelings to any type of change, whether organizational or personal. Most change involves some sense of awkwardness, feeling ill at ease, or fear of losing control.
- 2. During the exercise, what did you think of first—things to take off or things to put on?** Did you automatically verbalize how you felt? Change often causes people to think first of what they will lose or how the change is negative. People will often feel alone and reluctant to communicate with others even if those around them are going through the same experience.
- 3. What happened when I asked you if you wanted to repeat the process a third time?** Most people will be reluctant to continue the exercise. People can usually handle only so much change at a time, and it is good to recognize that sometimes slow change is best.
- 4. How many people felt this was fun? How many people had some anxiety while doing it?** How many people wanted to quit and walk out? People experience different levels of engagement with change, from full participation and acceptance to refusal to participate.
- 5. How many people weren't able to make the changes?** Change will often cause people to feel that they lack the needed resources to make a positive, effective change.

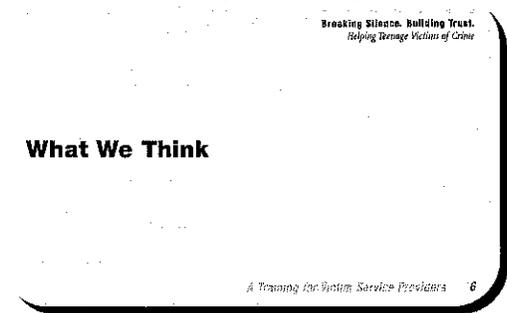
6. What happened when I asked you to return to your seats? Most people immediately alter their changes and return to their original appearance. When the pressure is off, people revert to old habits. Often, agencies and individuals feel motivation and desire to change in an atmosphere such as this, but when they return to their daily grind, they lose sight of their goals or face obstacles that leave them feeling defeated.

Finally, take a few minutes to discuss change in general. Ask the group what their agencies and organizations might need to do to incorporate teen victims into their programs and services.

Ice Breaker: What We Think

Introduction

Preconceptions—beliefs we hold, often without realizing—can influence the way we work with teens. The purpose of this exercise is to identify adults’ preconceptions about teens, teens’ preconceptions about adults, and how we can bridge the gap between them. Many of the answers that participants will give will become themes of the training.



Exercise

1. Take one color of sticky notes or index cards and distribute several to each member of your group. Ask everyone to think of words or phrases that come to mind when they think of teenagers, and have them write them down, one per note. Collect the notes as they complete them, read each one aloud, and stick them on a wall. Common answers include: loud, interested in friends not parents, defiant, contrary, dramatic, egocentric, think they know everything. While many responses might be negative, some will be positive or more compassionate and may include such phrases as struggling, hurting, confused, seeking acceptance, and smart.

Ask the group to identify recurring themes. If any answer catches your attention, especially the positive and compassionate ones, ask the writer to elaborate. Do the same with any you don’t understand. Encourage brief discussion by asking for people’s reactions to the words and phrases.

2. Distribute another set of notes (use a different color) and ask participants to write down words or phrases that describe how teenagers think of adults. You will see answers such as bossy, strict, don't know anything, and never understand. Take all these answers and put them on the wall to the right of the first set of notes, leaving a space in between wide enough for more notes. Discuss the answers as you did above, looking for themes and probing for further thoughts on particular comments.
3. Distribute a final set of notes (in a third color) and ask group members to answer the question: How do we bridge the gap? Place the answers between the first two sets of comments. Answers will range from communicate, listen, and be respectful, to praise them and spend time with them. Discuss the answers, looking for themes and delving into participants' responses.
4. Finish the exercise by asking people to keep two things in mind:
 - ✦ First, some of the way teens behave is based on adolescent development (that fact should become clearer as the training progresses).
 - ✦ Second, participants should be aware how quick we are to judge teens. As the training continues, ask them to think how that fact might affect the way we serve teens when they need our help. We need to be especially cautious about judging teens who become victims of crime because being judgmental can lead these teens to withdraw from the very people who are trying to help them.

Teen Victimization: The Scope of the Problem

Section Goals

- To understand the prevalence of teen victimization.
- To understand the types of victimization.
- To learn where and when teens are victimized.
- To understand the effects of gender and race.

Suggested time: 15 minutes

Slides: 8

Setting the Stage¹

Adolescent victimization has significant psychological, cognitive, behavioral, and physical consequences. Low self-esteem, self-destructive behavior, poor peer relations, physical aggression, violence, social isolation, and poor school performance are among the many effects of victimization of teens. Whether the perpetrators are family members, peers, strangers or other adults, victimized teens are more likely to suffer from physical and emotional problems than non-victimized youth. They are at higher risk for teen pregnancy, drug use, serious and violent delinquency, and mental health problems. A history of victimization nearly doubles the risk of multiple problems during adolescence.

Teens who are victimized are more likely to take risks with their health and safety and to suffer adverse health outcomes. Adolescents who feel connected to home, family, and school gain protection against a range of risky behaviors; those who lack this sense of connection, or feel out of synch with their peers, are more likely to use drugs, attempt or commit suicide, engage in early sex, and participate in violence. These problems can be even worse for teen victims who have yet to reach full maturity and who know or are related to the perpetrators. Quite apart from any other trauma it may inflict, adolescent victimization typically undermines the trust and confidence that holds together positive family and social relationships.

After reviewing the data, ask group members if they are surprised by any statistics and if so, discuss the reasons.

TRAINER TIP
For this section of the training, we suggest that you prepare and distribute handouts with national and local statistics on teen victimization. You can use some of the national statistics provided below. Contact your local police department, school district, or child protective services agency for local statistics. Also check www.ncvc.org, the website of the National Center for Victims of Crime, for additional information.

Presentation Points

General Incidence

- Each year, nearly 2 million people between the ages of 12 and 19 are victims of violent crimes such as rape, sexual assault, robbery, and aggravated or simple assault.²
- Teens make up approximately 14 percent of the general population, but about 32 percent of victims of violent crime.³
- In a national survey, one in five teenagers reported being the victim of a violent crime in the previous year.⁴
- Teens are twice as likely as other age groups to become victims of violent crime.⁵

Teen Victimization by Violent Crime

- Nearly 2 million teen victims each year
- Teens: -14% of general population
-32% of victims
- Teens twice as likely as other age groups to become victims of violent crime

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Where Teens Become Victims

Home⁶

- 25 percent of neglect cases.
- 40 percent of sexual abuse cases.
- 35 percent of physical abuse cases.

Teens Victimized at Home

- 25% of neglect cases
- 40% of sexual abuse cases
- 35% of physical abuse cases

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School

- One in three violent crimes (includes rape, sexual assault, robbery, aggravated assault) against teens happens on school property.
- Expelled youths are three times more likely to be victimized than nonexpelled youth (30 percent vs. 9 percent).⁷
- Ten percent of students surveyed in 2000 reported being the victim of violent or property crime on school property.⁸

Teens Victimized at School

- One in three violent crimes occur on school property
- Expelled youths three times more likely than other youths to be victimized
- Ten percent of students report being victimized at school

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Community

- Thefts and other property crimes are fairly evenly distributed throughout the country.⁹
- Violent crimes against adolescents are concentrated in high-poverty, high crime areas.¹⁰
- In 1997, murders of juveniles were concentrated in only 15 percent of U.S. counties.¹¹

Teen Victims in the Community

- Thefts and other property crimes evenly distributed
- Violent crimes concentrated in high-poverty, high-crime areas
- Juvenile homicide concentrated in 15% of U.S. counties

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When Teens Become Victims

Teens are most likely to be the victim of a crime after school, between 3:00 p.m. and 7:00 p.m. (Adults are victimized most often after 9:00 p.m.)¹²

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Teens Most Likely to Become Victims Between 3 p.m. and 7 p.m.

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Gender

- Teen boys are seven times more likely than teen girls to be victims of homicide.¹³
- Teen boys are more likely than teen girls to be victims of serious assault and robbery.¹⁴
- Almost as many girls report being raped as boys report being robbed.¹⁵
- Teenage girls are seven times more likely than boys to be a victim of rape.¹⁶
- Approximately 20 percent of teen girls report having been victims of dating violence.¹⁷

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Teen Boys vs. Teen Girls

- Boys seven times more likely to be murdered
- Boys more likely to be victims of serious assault and robbery
- Girls seven times more likely to be rape victims
- One in five girls reports being a victim of dating violence

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Race¹⁸

- The juvenile homicide rate for African American youth is five times the rate for Whites.
- African American youth are twice as likely as White youth to be victims of aggravated assault.
- African American girls ages 12 to 18 are more likely than all other youth to be victims of violence. African American girls ages 12 to 15 experience 30 percent more violent victimization than African American girls ages 16 to 19.
- Native American youth are more likely than any other minority group to be victims of violent crime.
- Twenty-eight percent of Hispanic and 25 percent of African American high school students reported being a crime victim; 11 percent of Asian American and 16 percent of White students reported being a crime victim.

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Violent Victimization of Youth by Race

- Juvenile homicide rate for African American youth five times that of Whites
- African American youth twice as likely as White youth to be victims of aggravated assault
- African American girls ages 12 to 18 more likely than all other youth to be victims of violence

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Violent Victimization of Youth by Race (cont.)

- 49% of Native Americans
- 28% of Hispanic youth
- 25% of African Americans
- 16% of Whites
- 11% of Asian American students

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Adolescent Development

Section Goals

- To review the basics of adolescent development, including the differences between early and middle adolescence.

Suggested time: 30 minutes

Slides: 5

Setting the Stage

A basic understanding of adolescent development is needed for understanding the effects of victimization on teens. Here, the needs of early (ages 11 to 14) and middle (15 to 17) adolescents are reviewed (this training focuses on the needs of adolescents in middle and high schools, not on youth 18 years of age and older).

Presentation Points

Adolescence—the transition from childhood to adulthood—involves tremendous physical, emotional, cognitive, and social change. Each teenager has unique strengths, weaknesses, and personality traits. Everyone, however, faces certain common developmental issues during the adolescent years.¹⁹

Adolescent Development Themes

- Autonomy
- Identity
- Independence
- Body image
- Peer group involvement
- Achievement
- Communication
- Intimacy

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Movement Toward Independence

- ≡ **Autonomy:** breaking away from parents and establishing their own value system
- ≡ **Identity:** figuring out who they are and what they are becoming
- ≡ **Independence:** making their own decisions
- ≡ **Body image:** concern about how they look

TRAINER TIP
How much detail you cover with your group is up to you. It's a good idea to discuss the basics of adolescent development if only to refresh participants' understanding before they turn their attention to the effects of victimization.

- **Peer group involvement:** increased interest in relationships with peers more than family (although this may change later in adolescence when many teens strengthen their relationship with their parents)
- **Achievement:** a growing desire to succeed at the efforts they undertake
- **Communication:** improved ability to use speech to express oneself
- **Intimacy:** beginning to explore intimate relationships and sex

General Principles of Adolescent Development

Principle 1: The transition from adolescence into adulthood is generally smooth. Although normal adolescent experiences can be emotionally painful, adolescence should not be filled with turmoil and strife. Adolescence can be seen as a growth curve that can have ups and downs along the way. When a teenager becomes a crime victim, this curve is often interrupted and sometimes stopped completely.

Principle 2: While family conflict and tension is normal, it is not normally debilitating. This is not to say that parents and teens don't experience tension, disagree, or get frustrated with one another. But most teens live in families without violence.

Principle 3: Abstract thinking skills develop during adolescence. Children and early adolescents think literally or concretely. Sometimes adults misinterpret adolescent concrete thinking as belligerence or surliness. During adolescence, teens make the transition to abstract thinking. Again, victimization can interrupt this growth.

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Adolescent Development

- Transition into adulthood generally smooth
- Family conflict and tension normal but not normally debilitating
- Abstract thinking skills develop

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TRAINER TIP
To demonstrate the concept of abstract v. concrete thinking, ask the audience what brought them to the training today. Most will respond that they came because they are interested in the topic or want to help teenage victims of crime. If you ask a teenager the same question you might get the response "the bus." This is not a coy response; it reflects the concrete manner in which younger teens think.

Phases of Adolescent Development

Some experts disagree about the ages at which the psychosocial developmental phases of adolescence occur, but most agree on the essential elements of each stage.

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Phases of Adolescent Development

- Early (11-14 years)
- Middle (15-17 years)
- Late (18-21 years)

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Early Adolescence (ages 11 to 14)

Autonomy

- ☛ Early adolescents may experience loneliness before they are embraced by the adolescent culture. During this time, they may renegotiate relationships with parents and other adults.
- ☛ They prefer to spend more time with friends than family, especially their parents, to whom they show less overt affection.
- ☛ They frequently and persistently challenge parental authority as a way of demonstrating independence.

Early Adolescence

- Autonomy
- Identity
- Body and body image
- Peer group involvement
- Sexuality

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Identity Development

- ☛ Early adolescents tend to daydream frequently.
- ☛ They set idealistic vocational goals that change frequently.
- ☛ They desire greater privacy. They may spend more time in their room alone listening to music or talking on the telephone.
- ☛ Early adolescents magnify their own problems and believe no one could possibly understand what they are feeling.
- ☛ At this age, adolescents begin to experiment with value systems that differ from the ones learned from their families.

Body and Body Image

- ☛ Early adolescents become extremely conscious of their bodies as they adjust to physical changes. Clothes and appearance become important. The question most on the early adolescent's mind is, "Am I normal?" They don't want to stand out among their peers.
- ☛ They experience rapid and often uncomfortable physical changes, leaving them feeling awkward or strange.
- ☛ They often use their friends as a yardstick for determining the standard for normal appearance. They can tend to be overly critical of, and sensitive about, their appearance.
- ☛ They can experience wide mood swings—from euphoria to sadness—in a matter of minutes.

Peer Group Involvement

- ❖ Early adolescents value same-sex friendships and usually have one or two “best friends.” These friendships can be intense.
- ❖ Contact with the opposite sex is usually in groups.
- ❖ Peer group involvement aids continued identity development.

Sexuality

- ❖ Early adolescents are beginning to be aware of their own sexuality. As their bodies begin to mature, they often feel discomfort and anxiety.
- ❖ They often feel stress about developing faster or slower than peers.
- ❖ They have little control over their responses to sexual stimuli.
- ❖ Teen pregnancy and sexually transmitted diseases can become issues.

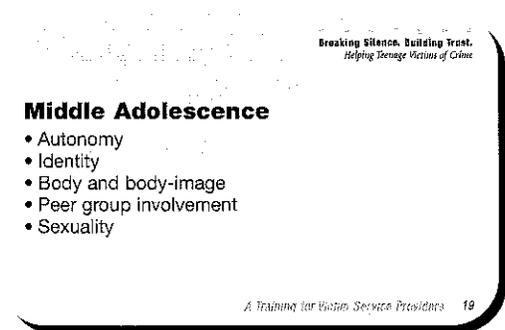
Middle Adolescence (ages 15 to 17)

Autonomy

- ❖ Middle adolescents often have conflicts with their parents as they argue and renegotiate independence issues such as curfews, allowances, party and event attendance, and dating.
- ❖ Middle adolescents may display overt rebellion or sulky withdrawal.
- ❖ Middle adolescents test limits.

Identity Development

- ❖ In middle adolescence, intellectual interests, ability, and creativity expand.
- ❖ In middle adolescence, developing egocentrism and feelings of invulnerability and immortality can result in risk-taking and behavioral experimentation. This may include smoking, use of alcohol, sexual activity, and drinking before or while driving.
- ❖ Middle adolescents develop more realistic vocational goals. They begin to recognize their strengths and limitations.



Body and Body Image

- ✦ In middle adolescence, physical development is nearing completion. Teens are concerned less about bodily changes, but are more interested in making their bodies more attractive.
- ✦ Middle adolescents may have periods of excessive physical activity followed by periods of lethargy.

Peer Group Involvement

- ✦ Many middle adolescents are confused about self-image and seek a group identity.
- ✦ Middle adolescent peer groups establish a dress code, communication style, and code of conduct.

Sexuality

- ✦ In middle adolescence, sexual drives emerge more strongly and teenagers begin to explore their ability to attract a partner. Physical urges tend to precede emotional maturity.
- ✦ Middle adolescents explore sexuality in relationships with members of the same or opposite sex.
- ✦ Middle adolescents use sexuality as a tool to gain or maintain peer status—or harm or harass others.
- ✦ Teen pregnancy and sexually transmitted diseases become more likely to become issues.
- ✦ Gender roles become more central to day-to-day life as males and females interact more.

The Victimization Experience

Section Goals

- To understand the different types of victims.
- To understand the types of harm that crime can cause.
- To understand the trauma of victimization.

Suggested time: 30 minutes

Slides: 7

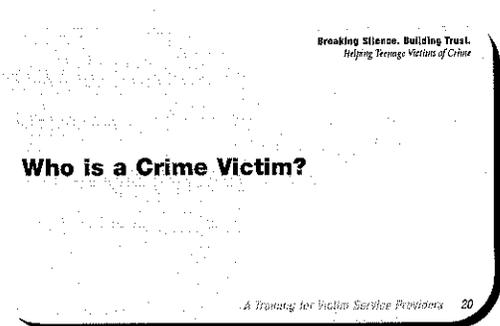
Setting the Stage

Crime affects individuals in different ways, depending on their life experiences, the level of personal violation they feel when victimized, and their support system at the time of the victimization. Victims of nonviolent crimes, such as fraud or burglary, sometimes experience less of a personal violation than victims of violent crimes, such as assault or rape, but that is not always the case. The experience of victimization is individual.²⁰

Presentation Points

Who is a crime victim?

States vary in their definitions of “crime victim,” but tend to include similar elements, such as “one who suffers direct or threatened physical, emotional or financial harm as a result of crime.” Victimization and harm can be real or perceived and can affect both immediate (primary) and secondary victims.



TRAINER TIP

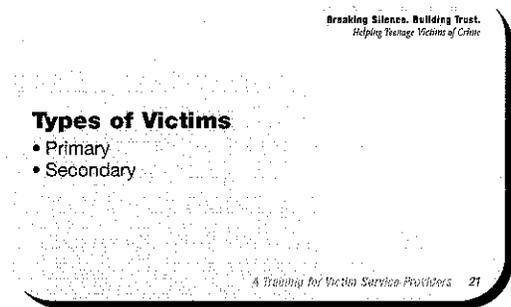
How much detail you cover with your group is entirely up to you. Many experienced victim service providers will be very familiar with this material. It's a good idea to discuss the basics of victimization if only to refresh each participant's understanding before they turn their attention to its effects on adolescent development.

Types of Victims²¹

Victimization rarely, if ever, affects only the primary victim. Crime can have a profound effect on individuals, families, friends, and even the larger community.

Primary victim: A primary victim is the person who is immediately affected by the threat or act of crime. This may include a person who has witnessed a crime, such as direct witnesses of the September 11 terrorist attacks. Victims may not suffer any physical injuries, but may be frightened or harmed in other ways. Victims, whether or not they are physically injured, may display the same reactions and should be treated in the same manner.

Secondary victim: Secondary victims can be families, friends, co-workers, neighbors, even communities who have also been harmed by the crime. Like the ripples caused by throwing a stone in a still body of water, victimization has far-reaching effects.

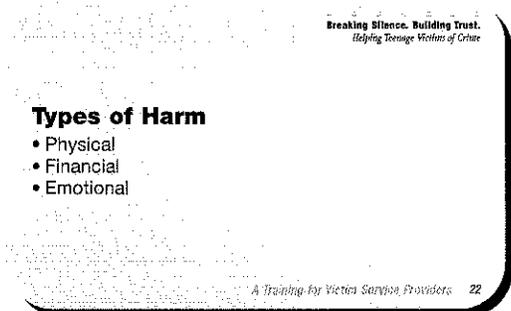


Types of Harm²²

All victims, primary and secondary, may be harmed in a wide variety of ways, some immediate and obvious. Other harmful effects may be less apparent and may last a long time.

Physical Harm: May include cuts, bruises, scrapes, and/or broken bones. Some crime victims, such as sexual assault victims who suffer internal trauma, may be unaware of their physical injuries. Victims' appearance may be deceiving, and should not be the only basis for assessing physical harm.

Financial Harm: Includes destruction of property or loss of money through robbery, burglary, or vandalism. Financial harm can also include lost wages, medical bills, funeral expenses, and increased insurance premiums resulting from the crime. The loss of a parent or wage earner can dramatically alter a family member's lifestyle. Property loss can have a particularly severe emotional effect on adolescents. Adults typically have many material possessions, most of which can be replaced if they have insurance. Teens generally have fewer possessions and may place greater sentimental value on them, so they can be greatly affected by their destruction or loss. Financial harm may be more severe for those who are poor, who have limited income, or whose property was of sentimental value or irreplaceable.



Emotional Harm: Individuals' emotional responses to traumatic events will vary. Immediately during and after the event victims may appear to be in shock, express disbelief, deny that anything happened at all. They may experience debilitating fear, rage, frustration, powerlessness, confusion, guilt, and grief. Victims can re-experience these reactions over long periods, usually in response to "triggers," such as:

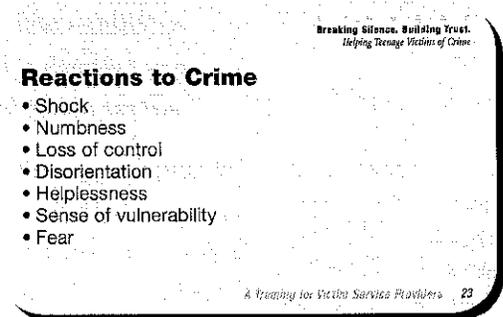
- ❖ identification of an assailant
- ❖ sensing something that reminds them of the event
- ❖ anniversaries of the crime
- ❖ holidays, birthdays, and significant life events
- ❖ hearings, trials, appeals, or
- ❖ media stories about the event or similar events.

If the reactions last, they may be identified as posttraumatic stress disorder (PTSD), a mental illness characterized by repeated intrusive memories of traumatic events and other symptoms over a period longer than three months. Crime victims who experience persistent problems and PTSD symptoms can be helped with counseling, support groups, and medications.

The Trauma of Victimization: Understanding Reactions to Crime

During the actual victimization, victims will do whatever they believe will keep them safe.

- ❖ Rape victims may, at the command of an armed rapist, disrobe, fearing that if they do not follow the rapists' commands they will be injured or killed.
- ❖ Robbery victims may not yell for help if they believe that submitting to the assault may enable them to survive.
- ❖ Teens victimized at home may not tell anyone for years, believing the abusers' threats to murder them if they report the abuse.



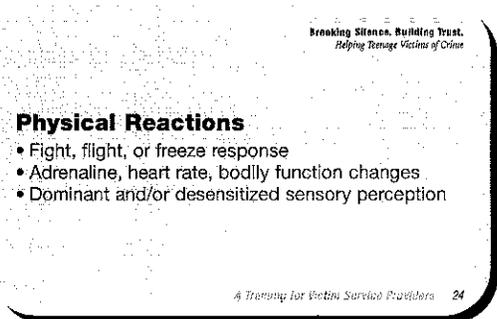
During and immediately after a crime, shock and numbness are common.²³ Victims have experienced a situation totally beyond their control, and some may almost immediately go into shock and become disoriented. Most crime victims will feel helpless, vulnerable, and frightened.

Questions such as, *Why didn't you yell for help?*, *Why did you take your clothes off?*, *What were you doing at that bar by yourself?*, and *Why didn't you tell anybody what was happening to you?* may make victims second-guess their decision to report the victimization, causing even greater long-term emotional harm.

Physical Reactions²⁴

Fight, flight, or freeze? Victims' physical responses can vary greatly. While some will fight off an attacker, others will flee for their lives. Still others will experience a paralyzing fear or numbness and an inability to do anything. The following scenario is an example of this type of reaction:

As Chaz tugged at Amy's shirt, thoughts raced through her mind, but she was unable to move. She wanted to push him off of her, she wanted to scream for help, she wanted to be anywhere but there—with him. They had been dating for seven months and she couldn't believe that this was happening. Why couldn't she scream? She wanted to, but when she opened her mouth, nothing came out. She lay there as he raped her, unable to move, unable to fight him off.



PRACTICE TIP
When talking to teens who have been victimized, be sure to let them know that these reactions are a perfectly normal response to fear.

Changes to adrenaline, heart rate, and other bodily functions. During an attack, adrenaline pumps through the body and the heart rate increases. It is not uncommon for the body to relieve itself through vomiting, defecation, or urination. Victims are likely to feel embarrassed by these reactions.

Sensory perception. One of the five senses often will dominate the other senses as a crime occurs, sometimes even completely shutting off or desensitizing the others. This primary sense may be a trigger in the future. Victims of the same event may remember completely different aspects of the crime because different senses were active. The following scenario illustrates this phenomenon:

As the shooting started, Neisha could hear the screams of her peers as they fled the library. The noise was deafening. In the same library, Tim could only see the chaos of kids trying to find cover, looking for any route to escape. To him, they looked like ants scurrying for a safe place to hide. Robert could only remember the smell of the gunpowder and smoke the shooters used to kill his classmates. Those smells will never be erased from his memory.

All three students are recalling the same event, but from different sensory vantage points. Many victims will not be able to remember key the details of a crime, but only bits and pieces, guided by the primary sense that was engaged at the time.

Emotional Responses²⁵

The following emotional responses are common, although they may not appear in all victims and they may not happen in any particular order. How victims respond can be based on previous life experience, including prior victimization or trauma. There is no right or wrong way to respond to trauma. Emotional responses may first occur at the time of the crime, in the immediate aftermath of the crime, or may be triggered weeks, months, even years after the crime.

Emotional Responses

- Shock and disbelief
- Denial and minimization
- Anger
- Fear
- Guilt and self-blame
- Confusion
- Frustration/unrealistic expectations

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PRACTICE TIP
In working with victims, it's important to reassure them that their responses are common and that many other victims have felt as they are now feeling. Be careful not to generalize, but remind them that they are not alone.

Shock and Disbelief. In the immediate aftermath victims often find the events unbelievable, having had no previous experience to compare with.

Kerry and James were standing on the corner, unsure of what was happening to them—in fact, they couldn't believe what was happening to them. They had walked home from the bus stop a million times before, but this time was different. A man approached them, grabbed Kerry's arm and put a gun to James's head. For a few minutes neither of them could move a muscle, nor could they scream, run, or think. What was happening? A gun? None of it made sense.

Denial and Minimization. Victims often can't accept what happened, or they downplay the impact it had on them, making the event seem less traumatic than it was.

The next thing she knew she was lying on a table in a hospital room. Doctors and nurses were staring at her. "What happened?" they asked. She was having trouble making sense of it all. She remembered a gunshot and James lying on the ground, but Kerry was alive and maybe he was too. "Please don't tell me he is dead, because he can't be. We had homework to do and a school picnic to plan for. He can't be dead, he just can't be." Things like this don't happen in her community.

Later, Kerry says "I'm fine. I'm alive. I don't need help. It's not so bad."

Anger. Many victims experience intense anger following a crime.

After learning of James's death, Kerry became angry with everyone, including her friends, family, and teachers. She was also angry at the man who took the life of her best friend. She was angry that this person violated the safety and sanctity of her community. Most of all, Kerry was angry with herself for allowing this to happen.

Fear. Fear can take many forms, including intimidation and fear of retaliation.

As days passed and the offender was not caught, Kerry became afraid that he might come looking for her. She saw his face. She gave a description to the police...what if he wanted her dead? Not only was she now afraid of the offender, but she no longer walked to and from the bus stop alone, she slept with a light on and never stayed home alone, even during the day, something she used to enjoy. She became more fearful and distrusting of strangers.

Guilt and Self Blame. Many victims blame themselves for what happened, as if they were somehow responsible. They re-live the events and ask “what if?” “What if I didn’t walk home that way?” “What if I dressed differently?” Victims can also feel that they are responsible for what happened. Some also experience survivor guilt, thinking that they should have been the one injured or killed.

Kerry knew for sure that what had happened was her fault. After all, if not for her, James would have gone home a different way.

Kerry continued to search for answers and this search compounded the guilt she felt over “allowing” James to die. She felt guilty that she couldn’t have saved him, but even guiltier that she survived. Why him? Why not her? Why didn’t they stay after school that night for tutoring like they usually did? Her answer confirmed for her that it was her fault James died, because she wanted to get home and go online on her new computer—that’s why James died.

Confusion. Sometimes victims cannot put all the pieces together, which leaves them questioning what actually took place.

For months, Kerry tried to figure out what happened that day after school. She tried to piece the story together, but her memory played tricks on her and she couldn’t remember every detail. She talked about the crime a lot to her family and friends but just couldn’t make sense of why it happened. She also tried to replay it in her mind with a different ending—what could she have done differently? Why them?

Frustration. Victims are often thrust into systems—criminal justice, social services—that they don’t understand. They also may have unrealistic expectations about how things are supposed to work.

Kerry didn’t understand why the police were taking so long to catch James’s murderer. It seemed to her that that should be their top priority and that other cases just weren’t as important.

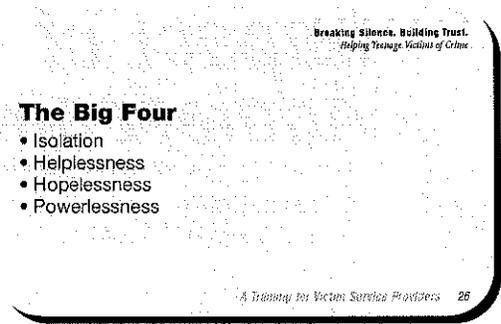
The Big Four

Four reactions to crime and violence are particularly harmful to teens: isolation, helplessness, hopelessness, and powerlessness.

What makes these reactions so potentially destructive is that they are also common experiences during adolescence. Many teens already experience feelings of isolation,

helplessness, hopelessness, and powerlessness. They are caught in the world between childhood and adulthood. They are often at odds with parents about rules or other aspects of their life, and may feel that they don't have any personal power—that other people control their lives more than they do.

Victimization often exacerbates these responses, leaving teens feeling even more alone and out of control. It is often that sense of being alone—being the only one ever to face such victimization—that prevents teens from coming forward. They believe that nobody has ever experienced what they have.



TRAINER TIP
Ask group members how a teen who feels isolated, hopeless, helpless, and powerless might behave. Someone will probably say that you have described a suicidal teen. Though not all teen victims are suicidal, this answer emphasizes how deep and significant the response to crime and violence can be.

1. **Isolation:** Victims often feel isolated from the rest of the community. They can have feelings of being different; they may believe no one will understand what has happened to them. Feelings such as self-blame and guilt can cause victims to feel cut off from community, family, and friends.
2. **Helplessness:** Victims may believe that nothing can be done to change the situation and that no one else can or will help them.
3. **Hopelessness:** Victims may lose hope that life will ever go back to the way it was, or that life will become better at all.
4. **Loss of Control, Powerlessness:** Victims can lose any sense of control of the world and feel that they have no personal power. These feelings get reinforced by the systems victims come in contact with, such as law enforcement and social services. For example, if a child reveals sexual abuse by a parent, an investigation by child protective workers could culminate in the removal of the child, arrest of a parent, or other events that are out of the child's control (and that the child believes is his or her fault).

Impact of Victimization on Adolescent Development

Section Goals

- To understand the effects of violence and victimization on teens.
- To explore behaviors associated with responses to victimization.

Suggested time: 30 minutes

Slides: 2

Setting the Stage

Victim service providers can work more effectively with teen victims if they combine their knowledge of victimization with a broader understanding of adolescent development.

Victimization affects teens differently than it does either children or adults because of the developmental work of adolescence.

Presentation Points

Early Adolescence (ages 11-14)

Developmental Issue: Concrete Thinking

Teens at this stage are concrete thinkers. They take comments literally. To them, what happens now will happen forever, and the feelings they have today will last the rest of their lives. They have not yet developed the perspective that things will change. This is why many middle and early high school students expect their friendships to last a lifetime. This is also why pain from ending a friendship or relationship seems so traumatic.

Effects of Victimization

Victimization during the concrete thinking stage can cause serious and lasting emotional trauma. Teens are unable to imagine a future or see beyond current circumstances. Victimization is the center of their world. They can't think beyond it and can't make their world safe again. People of all ages have psychological responses to victimization: including self-blame, doubt, anger, fear, and depression. Adolescents often fear these responses will be experienced forever. Feelings of hopelessness, helplessness, and powerlessness can overwhelm a teen victim at this developmental stage.

TRAINER TIP
Encourage group members to discuss the impact of victimization on teens in greater depth. Ask them to recount any experiences they have had working with teen victims, or how their knowledge of the effects of victimization on adults might apply to teens.

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Early Adolescence	Impact of Victimization
Concrete Thinking	<ul style="list-style-type: none">• Sense of permanent victimization• Self-blame
Puberty	<ul style="list-style-type: none">• Doubts about normalcy• Low self-esteem
Sexuality	<ul style="list-style-type: none">• Body devalued
Peer Relationships	<ul style="list-style-type: none">• Inability to form friendships

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Developmental Issue: Puberty

Early adolescence is characterized by rapid physical changes (such as growth spurts, acne, hair growth, and the onset of menstruation) and emotional changes (such as mood swings caused by hormonal changes), making this a difficult time for any teenager. Most teenagers feel awkward and embarrassed and often ask the question, “Am I normal?” They need to focus on the changes and become accustomed to them before feeling at ease with themselves.

Effects of Victimization

Victimization intensifies the normal feelings associated with puberty. Teens who are victimized at this developmental stage are likely to have extremely low self-esteem. Victimization makes teens feel even more awkward and different and produces an additional, seemingly insurmountable, barrier to feeling equal to peers.

Developmental Issue: Developing Sexuality

Early adolescents begin to become more aware of their own sexuality, and start to explore their sexual orientation and identity. They experience unpredictable sexual reactions and feel unable to control their own bodies. They may mature early or late—and either can be a source of anxiety or stress. They may anticipate these changes positively or negatively. Teens often focus on romantic relationships and connect self-esteem to attractiveness.

Effects of Victimization

When early adolescents are sexually assaulted, they may feel as though they have been devalued. They may put great emphasis on no longer being a virgin, and feel violated. They often experience lower levels of self-esteem and self-worth than other victimized teens. Early adolescent victims of sexual assault may also experience self-loathing—associating the sexual assault with a new physical development, compounded by intensified feelings of isolation, hopelessness, helplessness, and powerlessness. The belief that these feelings will never change makes them feel even worse.

Developmental Issue: Influence of Peers

Early adolescents usually spend increasing amounts of time with friends rather than with family. Their peer relationships become increasingly important as they challenge parental authority; they often become anti-parent, even anti-adult. It is important that early adolescents forge peer relationships to develop independence.

Effects of Victimization

Victimization often leaves teens feeling isolated and unwilling or unable to bond with peers. While many early adolescents wonder if they are normal, those who have been victimized believe they aren't. Believing that nobody could understand their experiences as victims, early adolescents often isolate themselves, limiting their peer relationships. During this vulnerable time, crime victims may bond with a dangerous and unhealthy crowd—one that is accepting and makes the early adolescent victim feel welcome and secure. Such peer groups may introduce them to numbing agents like drugs and alcohol.

Middle Adolescence (ages 15 - 17)

Developmental Issue: Increased Abstract Thinking

During middle adolescence, teenagers begin to develop the ability to think abstractly. Their intellectual world expands. They distinguish literal and figurative language, connect actions to consequences, and are able to predict responses and reactions. They begin to develop their own value systems and morals.

Effects of Victimization

Victimization and teens' comparative lack of life experiences can lead a middle adolescent to tumble down a spiral of self-doubt and blame. Teenaged abstract thinkers are plagued with questions like, "What did I do to deserve this?" and "Why didn't I prevent this [rape, murder, robbery, etc.] from happening?"

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Middle Adolescence	Impact of Victimization
Abstract Thinking	<ul style="list-style-type: none">• Self-doubt• Self-blame
Peer Relationships	<ul style="list-style-type: none">• Isolation• Drug or alcohol use
Imaginary Audiences	<ul style="list-style-type: none">• Feel judged or embarrassed
Personal Fables and Invulnerability	<ul style="list-style-type: none">• Reinforce negative thinking• Powerlessness

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PRACTICE TIP

It's important to reassure victims that the crime was not their fault.

Developmental Issue: Peer Group

Middle adolescents are deeply embedded in their peer groups, and may focus on romantic relationships. Relationships are intense and volatile. At this time, parental conflicts often peak.

Effects of Victimization

Just as in early adolescence, the lack of an appropriate peer group and the inability to form close relationships can inhibit a middle adolescent's successful transition into adulthood. Victimized teens may isolate themselves or get involved with groups that appear more accepting of differences. They may explore drug or alcohol use, or find ways to externally show their feelings of difference, such as coloring hair, tattoos, or body piercings.

Developmental Issue: Imaginary Audiences

Middle adolescents believe that the world revolves around them and that others know what they are thinking and feeling. They develop an imaginary "audience" that is constantly watching and judging everything they say, do, think, and feel. They feel on display and are easily embarrassed by their parents or any other people who appear to reflect on them negatively.

Effects of Victimization

Because middle adolescents believe that everyone knows everything about them, those who have been victimized believe that everyone knows what happened to them. Because of feelings of self-blame and shame associated with victimization, teens may try desperately to hide their feelings, and possibly the crime, from the imaginary audience. Very few will be able to disguise these feelings and act as though everything is normal.

PRACTICE TIP
Look for changes in teens' attitudes and social interactions. Teens who believe that everyone knows about the victimization and no one has addressed it may see the lack of help as approval of the crime. Youth-oriented programs should clearly define criminal acts as wrong. Let all teenagers know that crime is not condoned in any setting.

Developmental Issue: Personal Fables and Invulnerability

During middle adolescence, teens develop personal fables—stories built on the possibility of an unlikely event happening, the construction of an imaginary world. They see themselves as unique individuals, imagine outcomes to different scenarios, create possible futures, and construct a world where they can imagine the best—or the worst—of all possible worlds. At the same time these teens are developing the ability to predict consequences, they are less likely to use this information in regard to their own behavior. Teen pregnancy, drunk driving crashes, injury, and death are all things that can happen to other people—but not to them.

Effects of Victimization

Teens who are victimized tend to develop personal fables in which all possible consequences are going to be negative. Teen victims learn that they have no control over their lives, no personal power, and no way to change the situation. Teens go from feeling invulnerable and having many possible futures to feeling utterly vulnerable and having no future. These teens need to recognize things they can control, and things they can't, and be empowered to make good decisions and take appropriate action.

Reactions to and Consequences of Victimization

Section Goals

- To understand the broader, longer-term consequences of victimization.
- To recognize risk behaviors that might result from victimization.

Suggested time: 25 minutes

Slides: 4

Setting the Stage

The victimization of adolescents can damage their physical and mental health, school performance, social relationships, and future earning potential. Adolescents who have been victimized show a wider variety of symptoms than those victimized either during childhood or adulthood, making victimization during adolescence more harmful than at other times.²⁶

Although not all teens who engage in risky or harmful behaviors have been victimized, teens who have been victimized are more likely to do so. Victim service providers can learn to recognize the connection between teen victimization and harmful behavior. For example, for teens who abuse narcotics or alcohol to numb the pain resulting from a sexual assault, stopping use of the substance is not going to erase the emotional pain of the assault, especially if they haven't learned other coping skills.

Presentation Points

The following reactions to victimization illustrate the potential problems teen victims may exhibit.

School Performance

- Victimization often results in problems with academic performance,²⁷ increased truancy,²⁸ and increased negative contact with teachers.²⁹ Teens who have been victimized are more likely than other teens to skip school.³⁰
- Victimization puts limits on teens' career prospects and earning potential (because of disrupted education).³¹

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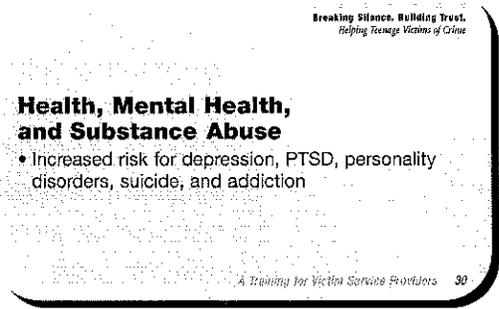
School Performance

- Problems with academic performance
- Truancy
- Negative interactions with teachers
- Disrupted education
- Limited career prospects
- Decreased earning potential

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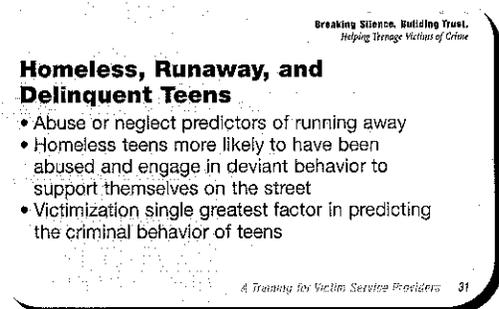
Health, Mental Health, and Substance Abuse

- ☞ Victimized teens are more likely than nonvictimized youths to suffer from physical and emotional problems, including increased risk for major depression, posttraumatic stress disorder, personality disorders, suicide, and drug and alcohol addiction.³²
- ☞ Teens who have been victimized are more likely to use a greater variety of drugs than are drug-using teenagers who were not victimized.³³
- ☞ Sexually abused adolescent girls are more likely to suffer from impaired social functioning and bulimia.³⁴
- ☞ Teen girls who have been sexually abused are also more likely to become pregnant and to engage in prostitution.³⁵



Effects on Homelessness and Running Away

- ☞ Teens who have been abused or neglected are much more likely than other teens to run away.³⁶
- ☞ Homeless adolescents are more likely to have been abused previously, have run away, associate with deviant peers, and engage in deviant behavior to support themselves on the street.³⁷
- ☞ Homeless adolescents, many of whom have already been victimized, have high rates of revictimization while living on the streets.³⁸



Delinquent Behavior

- ☞ The single greatest factor in predicting criminal behavior on the part of teenagers is prior victimization.³⁹

Behaviors in Response to Victimization

Teens who have been victimized often display rapid changes in behavior. Not all teens who have these symptoms have been victimized, but drastic changes in behavior are often red flags pointing to victimization. For example, a teen who used to care deeply about appearance but now doesn't; a formerly good student who now has deteriorating grades and has lost interest in school; and the active teen who now stays home alone—all could be teens who have been victims of crimes.

TRAINER TIP
Ask the group if they have any examples from their own experience or work where they have seen behavior changes associated with victimization.

The following behaviors are commonly seen among teens who have been victimized.

- ❖ *Sleep disturbances*—A teen either can't sleep or sleeps all of the time. Sleep is often disrupted by nightmares. (Changing sleep patterns are common among teens, so it's important to try to determine if the problem is normal or related to victimization.)
- ❖ *Aggression and acting out behaviors*—Like younger children, teens can turn their experience of violence into attempts to harm others, or act aggressively, or acting out to draw attention to themselves.
- ❖ *Withdrawal*—Not associating with friends or wanting to get involved in activities.
- ❖ *Poor peer relations*—No longer being able to associate with peers. This poses serious problems for teens as adolescence is a key time for developing peer relationships.
- ❖ *High-risk behaviors*—Teens who have been victimized may devalue their bodies or their lives. They may express those feelings by having many sexual partners or unprotected sex, by drinking and driving, or by not using seatbelts.
- ❖ *Regression/delayed development*—This can be either going backwards developmentally, such as reverting to more childish behavior or having difficulty continuing the normal development process. This is especially likely with child physical and sexual abuse.
- ❖ *Unhealthy weight management*—Teens who have been victimized may starve themselves (anorexia), alternate starving and binging (bulimia), or compulsively overeat.
- ❖ *Suicide attempts*—Trauma reactions—such as isolation, hopelessness, helplessness, and powerlessness—are powerful emotions that can lead to severe depression and suicide attempts.

Behavioral Responses

- Sleep disturbances
- Aggression and acting out
- Withdrawal
- Poor peer relations
- High-risk behaviors, including sexual promiscuity
- Regression/delayed development
- Unhealthy weight management
- Suicide attempts

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Obstacles to Reporting Crime

Section Goal

- To understand the reasons and obstacles to teens reporting crime.

Suggested time: 20 minutes

Slides: 2

Setting the Stage

Although all crime victims face many of the same hurdles to reporting crime, teen victims may be more likely to view these hurdles as insurmountable. Understanding the obstacles teens face is critical to finding ways to help them.

Presentation Points

More than 24 million Americans become victims of crime each year. Sixty percent of these crimes are never reported to law enforcement. Whether or not a crime is reported depends largely on the nature of the crime:⁴⁰

- Violent crimes are somewhat more likely to be reported (49 percent) than property crimes (37 percent).⁴¹
- Robbery is most likely of all violent crimes to be reported (61 percent of all robberies are reported) and rape and sexual assault are least likely to be reported (39 percent).⁴²
- Of property crimes, motor vehicle theft is the most likely to be reported (82 percent); petty theft is least likely to be reported (30 percent).⁴³

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Reporting Crime

- Violent crime reported more (49%) than property crime (37%)
- Of violent crimes, robbery most reported (61%), and sexual assault least (39%)
- Of property crimes, motor vehicle theft is most reported (82%), and petty theft least reported (30%)

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Obstacles to reporting crime

No one will believe them—Teens are more likely than adults to lack the confidence to report a crime. Teens may lack the ability to verbalize the event clearly and believably. Many have tried and were ignored. Like all victims, teens who come forward and are not believed are less likely to disclose victimization in the future. This may be even more true for teens, because they may see the person who rejected them as an authority figure.

Haven't identified themselves as victims—Victim is an adult word and can be misunderstood by teens, preventing them from labeling what happened as bad or wrong. Adolescents may not be aware that what has happened (sexual assault, physical abuse, dating violence, or stalking) is a crime. For example, young women may not recognize the signs of dating violence—such as jealous rages or forced sex—and may see those actions as signs of love.

Guilt/Shame/Self-Blame—It is common for adult victims to feel responsible for their victimization, but it is even more so for teens. Teens, like adults, frequently believe that they could have or should have prevented their victimization. They may fear being blamed by an adult because when the crime occurred they were already participating in prohibited behavior. For example, a girl who is raped at a party her parents told her not attend may believe she can't reveal the attack because it happened while she was disobeying her parents.

No one to trust—Reporting of any crime is based on the belief that the person the crime is revealed to will respond supportively. Teenagers who have no one to trust, including close friends who just won't understand or "get it," are unlikely to report victimization.

Fear of retaliation—Retaliation and intimidation are inherent in many kinds of victimization. For example, perpetrators of dating violence, child abuse, and sexual abuse often threaten to harm the victim or themselves if the victim tells anyone. Bullying and gang violence frequently involve threats, intimidation, and retaliation. Victims may be afraid that friends will ostracize them if the victimization is disclosed and action against the perpetrator is pursued. This is especially true in situations such as date rape, where the offender is a popular member of the teen's peer group. Even if additional physical harm is not threatened, the possibility of losing one's friends may be even more threatening to a teenager.

No perceived services—Teens often don't know that services are available or see the ones that they do know about as for adults. For example, teens may view programs for domestic violence victims (shelters and court-based) as being for people their parents' age, which may be true in cases where teen-specific programs do not exist.

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Obstacles to Reporting

- Fear that no one will believe them
- Haven't identified themselves as victims
- Guilt/shame/self-blame
- Mistrust of others
- Fear of retaliation
- Not aware of services
- Difficult-to-access services

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PRACTICE TIP
Encourage teens to establish positive relationships with adults who can be trusted to look out for their welfare in times of trouble. Remind adults how important it is to believe teen victims when they first come forward in order to reinforce that reporting the crime was a good decision.

Difficult to access services—Teenagers can't use services they can't access. Services for victims are often based in difficult to access locations, such as courts, police precincts, or adult-oriented community programs. They may be open hours when teenagers are in schools or not accessible by public transportation. These are all significant hurdles for teenagers who often must ask for a ride from an adult to use services. In cases where teen victims require adult help to access services, they are forced to report to another person. Adults have any more options for seeking services and maintaining privacy.

Addressing Crime Victims' Needs

Section Goals

- To understand the needs of teen victims.
- To learn strategies for working with teen victims.

Suggested time: 20 minutes

Slides: 6

Setting the Stage

The challenges that crime victims face—physical, financial and emotional—can affect them profoundly for the rest of their lives. Successful interventions must respect varying coping methods and address individual needs.

Presentation Points

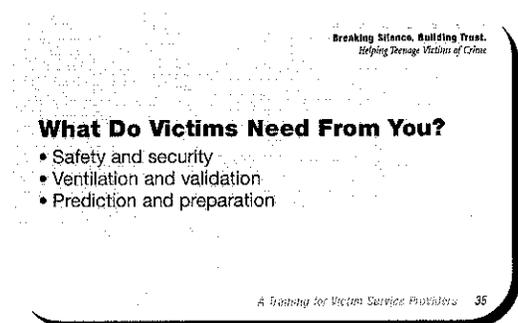
What Victims Need

Safety and Security—Victims, especially adolescents, need to feel safe—whether safe from further harm or safe in speaking with you—before they will disclose information. There are some simple things you can do: meet

with them in private, offer them a seat and glass of water, sit down to talk with them at their eye level. Most victims will talk in great detail about the loss of control they experience. Responders should give victims a sense of control by allowing them to make choices, including “Would you like to sit down?” “Would you like something to drink?” Remember to discuss victims’ immediate safety needs. Consider who may be able to help keep the victim safer (school staff, parents, other adults, friends), what they can do, and what other options may be available (such as protective orders).

Ventilation and Validation—When victims feel comfortable with you, they will want to tell their story. It is important for victims to talk about what happened without interruption. Although they may not tell you the story in a logical chronological way, they will be able to give you a more thorough and complete account of the incident if left to talk it through. Be patient and remember the emotional turbulence that the victim is probably experiencing while talking with you.

TRAINER TIP
Ask participants to suggest ways to meet the victims’ needs as you discuss them.



Prediction and Preparation—To the best of your ability, let victims know what steps you will be taking next. Tell them who you will talk to about what has happened. Let victims know that although the details of the crime will be discussed, their reactions will remain confidential. Victim advocates and crisis responders have found that knowing even the tiniest detail can help victims cope with the long road of recovery, from telling them who you must speak to and why, to telling them that in a court of law it is procedure to stand when a judge enters a room. Do not assume that victims—especially teens—are aware of the workings of the criminal justice system. Many people have a false impression of the criminal justice system and expect it to move quickly and achieve an outcome they desire. It doesn't work the way it does on television, and teens need to be aware of that fact.

Talking with Teenage Victims of Crime

There are certain things you can say to teen victims to help them feel at ease and increase their sense of safety and security. There are also certain things you could say that would be likely to distress victims and possibly prevent them from talking with you—or anyone else—about the crime in the future.

Things to Avoid Saying

- ❖ **I understand how you feel.** Although this seems like a natural and comforting thing to say, no one can fully understand how a victim feels, even if they have lived through a similar event.

For example, a woman in Ohio was abducted by a stranger, taken to his apartment, and brutally raped and tortured. After hours of physical and psychological pain, she escaped and went to the hospital for treatment. She spoke with a social worker while waiting for her rape kit to be administered. The social worker said, "I understand how you feel." The victim felt a sense of relief that someone else knew what she was going through. The social worker had to explain that she did not, in fact, know what the victim had experienced or was experiencing. That admission shattered the hope the victim felt after hearing that someone understood what was happening to her.

- ❖ **I'm glad you can share those feelings.** Sharing implies that we have had a common experience. Even if you are speaking with a rape victim and are a rape survivor yourself, you still are not "sharing" feelings, as circumstances are different in all crimes.

Avoid Saying...

- I understand how you feel.
- I'm glad you can share those feelings.
- You're lucky that...
- Get over it.
- Don't worry, it will be all right.
- Try to be strong for...
- Calm down and try to relax.
- It was God's will.

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- ☛ **You're lucky that...** To any particular victim, what happened might be the worst thing that has ever occurred. Be careful not to minimize victims' experience by telling them how much worse off they could have been.

For example, a rape victim was told by the examining doctor, "Boy, you are sure lucky he didn't kill you," to which she replied, "I wish he had."

- ☛ **Get over it.** Some victims may never recover from the trauma. Still, words of encouragement can include, "It can get better."
- ☛ **Don't worry, it will be all right.** This is something that you can't guarantee, because you just don't know if it will be all right for a particular victim.
- ☛ **Try to be strong for...** Avoid telling victims how to feel, react, or respond. Also, victims need to take care of themselves and shouldn't be burdened by having to lessen a crime's effect on others.
- ☛ **Calm down and try to relax.** Again, victims' responses vary and they should never be told how to feel, how to react, or how to respond.
- ☛ **It was God's will.** Some victims may not believe in God, and some may be quite angry at God for what has happened and can't believe that it is God's will. Victimization can both challenge and affirm faith. Victims need to explore this in a way consistent with their own faith and practices.

Tips for Working with Teen Victims

Good Things to Do

TRAINER TIP
Encourage group members to draw from their life experiences and talk about the following suggestions (some of them may not yet have worked with teens as victims). Ask for examples of things they have said to teens that they think have been helpful and why. Give them some brief scenarios appropriate to their jobs. Have participants share effective methods for working with teens.

- ☛ **Believe.** Believe what victims tell you. Believe that they can regain a sense of control. Believe that you can help them.
- ☛ **Listen.** Let victims tell their story uninterrupted. This will enable them to discuss everything that happened and will strengthen their feelings of safety and security.
- ☛ **Be honest.** Tell victims what steps you will have to take. Let them know everyone you will talk with about the crime. This is especially important in cases where child abuse has to be reported to authorities and an investigation may follow. Let victims know that their reactions and feelings will remain

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Good Things to Do

- Believe the victim.
- Listen
- Be honest
- Remain nonjudgmental

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Good Things to Do (cont.)

- Talk about reactions, not feelings
- Ask the victim to tell—rather than share—what happened
- Call what happened a crime, not an event
- Talk in a private location

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confidential. Explain any limits to your confidentiality clearly. Let them know if you don't know what steps will be taken next or who will be told about the crime. If you are asked a question you don't know the answer to, don't make up information. Find out and give an answer when you know one.

- ☛ **Remain nonjudgmental.** Don't judge victims, even if you don't agree with or understand their actions or feelings. Teens get judged by adults all the time; be careful not to make them feel guilty or to blame for the violence.
- ☛ **Ask about reactions instead of feelings.** Although these words can be used interchangeably, more people will feel comfortable discussing their emotional reactions instead of their feelings.
- ☛ **Ask victims to *tell* you what happened, instead of *sharing* what happened.** "Sharing" connotes an agreeable interaction, an exchange of pleasantries and actions. What happened to them was not pleasant, and you will not be able to share in the events of the crime with victims. Asking victims to tell you what happened will avoid any offensive connotations.
- ☛ **Call what happened a crime, not an event.** Discussing the victimization as a crime will let victims know the seriousness of what happened. Sometimes, victims feel they should "get over" an attack, and teens' friends try to convince them that what happened was not that bad. Let victims know that what happened was bad and wrong by referring to the incident as a crime.
- ☛ **Talk with victims in a private location.** Privacy and confidentiality are critical to victims seeking help. In many cases victims expose criminal acts that could involve respected adults or that they feel ashamed about. Respect that victims may not want anyone else to know what happened to them. In some cases, this may even mean meeting in a different location than normal. For example, teenagers seen leaving a counselor's office may not want to be put in the situation of lying about why they came to see you if they don't want to reveal the abuse.

Good Things to Say

Some things you can say when talking to teen victims can help them feel at ease and encourage a sense of safety and security.

- ☛ **I'm sorry this happened to you.** This is a simple thing to say but it means something to victims and conveys compassion and caring.
- ☛ **You are not alone.** Many victims need to hear that they are not the first person this has happened to. Hearing they are not alone can help eliminate isolation and allow victims to get strength from others.

- ☛ **You're not crazy; these reactions are common** (or your reaction is not uncommon). Many victims feel like they are crazy or out of control. Letting them know that their responses are common is extremely helpful.

- ☛ **It's not your fault.** Help victims see that they are not to blame.

- ☛ **I'm glad you're talking with me now.** Saying this allows any lingering feelings about not coming forward sooner to report to dissipate.

- ☛ **You're safe now.** Only say this if it is true. Concerns about safety are often first in a victim's mind, so reassurances can be helpful.

- ☛ **My biggest concern is your safety.** Victim advocates are first concerned about ongoing safety so no additional trauma happens. Additionally, addressing safety issues for some victims—especially in cases of relationship violence—is the first step before other kinds of services become useful.

- ☛ **It must've been really upsetting to (experience, see, hear, touch, smell, taste) that.** Validates victims' experience and lets them know you care about what happened to them.

- ☛ **How can I help?** This may seem a simple overture, but asking what you can do to help and what victims need gives some power back to victims to direct the help they need.

TRAINER TIP
Ask the group to identify additional phrases that might help teens after being victimized.

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Good Things to Say

- I'm sorry this happened to you
- You are not alone
- You're not crazy—these reactions are common
- It's not your fault
- I'm glad you're talking with me now

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Good Things to Say (cont.)

- You're safe now (if true)
- My biggest concern is your safety
- It must have been really upsetting to (see, hear, touch, smell, taste) that
- How can I help?

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Putting It to Work: Group Exercises

Section Goals

- To encourage participants to begin to apply their new knowledge.
- To challenge group members to think about change.
- To promote networking and group problem solving.

Suggested time: 25 minutes each exercise

Slides: 4

Setting the Stage

Choose the exercise most relevant to your participants from the two that follow. The first involves breaking into small groups to address the issues of what kinds of changes we can make to better serve teen victims. The second is a role-play giving an opportunity to try to intervene with a teen who has been the victim of a crime.

Presentation Points

Group Exercise: Changing How We Help

Divide the group into four small groups (or three if your group is smaller than 15 people). Assign each group to take one form of victimization: dating violence, sexual assault, bullying, and child sexual abuse. Ask them to brainstorm answers to the following questions based on the crime they are assigned (this should take about 15 minutes). When they come back together, ask them to report on their answers (this should take about 10 minutes).

How would you assess teen victimization in your community?

Answers might include: Hold focus groups with teens to explore their exposure to crime and violence, conduct surveys of teens, teachers, and others working with teens. Meet and interview school resource officers and principals. Analyze local crime statistics.

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Questions for Putting it to Work

- How would you assess teen victimization in your community?
- What community organization/agency concerns need to be considered to address the issue?
- What outreach strategies could be used to encourage victims to seek help?

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Questions for Putting it to Work (cont.)

- How could you make it easier for teens to get services in your community?
- What groups should be working together to address the issue?

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What community organization/agency issues need to be considered to address the issue?

Answers might include: Add teens as a priority for services and outreach; train staff on adolescent development and victimization. Appraise your teen accessibility practices—hours of operation, location, reputation in the community (are you viewed as being adult oriented?), and staff capacity to assist teens. Develop a teen advisory committee. Hire staff with adolescent development expertise.

What outreach strategies could be used to encourage victims to seek help?

Answers might include: Develop new materials that are designed and written specifically for teens; then distribute where teens assemble (schools, malls, recreation programs). Hold a poster contest and have teens create artwork and messages to encourage teen victims to seek help. Create a teen victim speakers bureau using teens to speak out on the issue. Get local celebrities who appeal to teens—such as athletes or musicians—to speak out or make a public service announcement on the issue. Get teens to write articles for the school or local newspaper.

How could you make it easier for teens to get services in your community?

Answers might include: Change hours of operation to fit teens' after-school and weekend availability. Encourage victim service providers to co-locate with youth programs. Develop specific teen programs such as a helpline staffed by teens, peer-to-peer assistance programs, and support groups aimed at specific stages of adolescent development. Provide transportation to and from hard-to-reach services. Train police officers to understand the needs of teen victims and to refer teens to help.

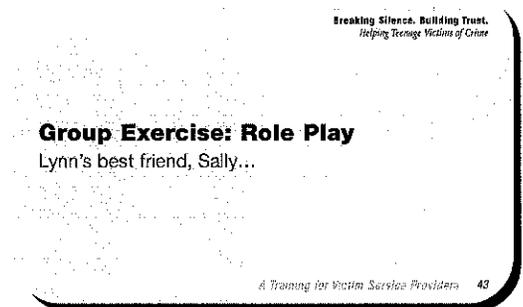
What groups should be working together to address the issue?

Answers should include: Police, victim service providers, youth programs of all types, school and after school programs, hospitals and other medical professionals, prosecutors, and churches, synagogues, mosques and other religious groups. The answer should also include teens.

Group Exercise: Role Play

The following role-play, in which a group member tries to encourage someone playing a teen to disclose victimization, allows participants to apply some of the things they have learned in the training. This will probably work best if you, the trainer, play the victim and solicit a volunteer from the group to play the staff person of a victim service organization.

Place two chairs facing each other. Have the volunteer sit in one chair. Start the role-play by pretending to knock on the office door. In playing the victim, respond to questions with caution



and some hesitation; do be forthcoming with information when responding to well-asked questions and real expressions for your concern. Remember that teens think concretely and can view the current situation as everlasting.

Background: Lynn’s best friend, Sally, confides in you, the victim services professional, that something bad happened to Lynn. She won’t tell you what but she is clearly worried about her. Lynn’s behavior has changed. She seems less interested in activities and shows up for her youth group less often. Her appearance has changed as well. Lynn used to be concerned that she looked good. Now sometimes she appears unkempt. You get Lynn to agree to come in and talk with you.

As the teen who was victimized, recount the following experience:

You went to a party your mother told you not to attend—because there were many older boys there—and you were raped by two of the boys after drinking too much. Let this story out slowly. Express a great deal of self-blame and guilt (my mother told me not attend, I was drinking, and so on), be confused about what actually happened, be afraid to tell your boyfriend because you feel he won’t want to touch you anymore, act depressed and hopeless.

When you feel the volunteer has gotten you to reveal the rape, end the role-play.

Discussion

Take the group through the following questions. Probe their answers. Have the volunteer stay at the front of the room and periodically ask him or her to comment as well about the answers and their own impressions. Also interject your own feelings and thoughts. If something “worked” for you in your role as a teen, let the group know. Point out things the volunteer did well.

- What went well?
- What could have been done differently?
- What is the same or different than the way you currently talk to teens?
- Is this hard or easy?
- What does it take to communicate well with teen victims?

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Role Play: Discussion

- What went well?
- What could have been done differently?
- What is the same or different from the way you currently talk to teens?
- Is this hard or easy?
- What does it take to communicate well with victims?

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Collaboration

Section Goal

- To identify how victim service providers and youth development workers can benefit from working together

Suggested time: 10 minutes

Slides: 4

Setting the Stage

Victim service providers can work with teen development professionals to identify victims, build trust, and get them the help provided by victim service providers. This is a quick review of the roles, responsibilities, and assets of each discipline.

Presentation Points

What Youth Development Professionals Do

- Interact with teens regularly while doing planned activities.
- Assist with social and educational development of youth.

What Youth Development Professionals Bring to the Table

- Strong knowledge of teens in the community
- Knowledge of adolescent development
- Trusting relationships with teens developed over long periods
- Opportunities to identify teen victims through observations of changes in behavior
- Opportunities to educate teens about violence and victimization and send the message you are willing to help
- Access to services that can help teens
- Capacity to support teens seeking help

What Youth Development Professionals Do

- Interact regularly with teens
- Assist with the social and educational development of youth

What Youth Development Professionals Bring to the Table

- Knowledge of teens in the community
- Knowledge of adolescent development
- Trusting relationships with teens
- Opportunities to observe teen behavior and identify victims

What Youth Development Professionals Bring to the Table (cont.)

- Opportunities to educate teens
- Ability to communicate with and engage teens
- Capacity to identify services and support teen decision-making

What Victim Service Providers Do

- Support victims before, during, and after the criminal justice process—or even if the criminal justice process is not involved.
- Provide information about the effect of crime, the criminal justice process, and decisions that victims of crime need to make.
- Provide emotional support—crisis intervention, support groups, counseling, therapy.
- Make referrals to other supportive organizations (within the criminal justice system, children’s protective services, victim compensation, or medical treatment).
- Advocate for victims’ needs and desires through the criminal justice process.
- Provide information and support to family members, school, and the community on particular topics or events.
- Safety plan with teens and responsible adults to reduce chances of future victimization.

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What Victim Service Providers Do

- Support victims
- Provide information about the impact of crime, the criminal justice process, and decisions crime victims need to make
- Provide crisis intervention, support groups, counseling, and therapy

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What Victim Service Providers Do (cont.)

- Make referrals
- Advocate for victims’ needs
- Provide information and education to the community
- Create safety plan to reduce risk

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What Victim Service Providers Bring to the Table

- Knowledge about the ways crime and violence affects victims.
- Experience working with a wide range of reactions to trauma.
- Knowledge about laws, policies, and victims’ rights.
- A commitment to victim safety and ideas for maintaining it.
- Techniques for empowering victims to make their own choices.
- Advocacy skills.
- A commitment to confidentiality where they can legally maintain it (child abuse may be an exception).
- Access to additional resources such as victims compensation programs and counseling.

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What Victim Service Providers Bring to the Table

- Knowledge of the effects of crime and violence
- Experience with victims and their reactions to trauma
- Understanding of laws and policies
- Commitment to victim safety and empowerment
- Advocacy skills
- Access to additional resources (e.g. victim compensation programs, counseling)

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How to collaborate with youth development professionals

- Connect with local groups and educate them on the effects of teen victimization.
- Work with local schools to provide services and education on-site.
- Make educational presentations at community organizations such as religious groups, camps, libraries, and health services.
- Create teen-friendly brochures and materials for distribution by teen development organizations.
- Identify staff and volunteers to be teen victim specialists.

Closing

Section Goals

- To encourage a commitment to change practices.
- To learn from each other how group members have started to integrate this new information.
- To provide a sense of closure to the training.

Suggested time: 10 minutes

Slides: 1

One More Thing

Go around the room and ask each person to name one thing they are going to change when they get back to their jobs or one thing they have learned that is new.

Closing

Name one thing you are going to change or one new thing you learned today

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Resources

Helpful Organizations

National Center for Victims of Crime

Teen Victim Project
2000 M Street, NW, Suite 480
Washington, DC 20036
202-467-8700 (office)
1-800-FYI-CALL Helpline
1-800-211-7996 TTY
www.ncvc.org
gethelp@ncvc.org

Bullying Online

www.bullying.co.uk/

Crimes Against Children Research Center

University of New Hampshire
126 Horton Social Science Center
Durham, NH 03824
603-862-1888
www.unh.edu/ccrc/

The Empower Program

1312 8th Street, NW
Washington, DC 20001
202-232-8200
www.empowerprogram.org

Fight Crime: Invest In Kids

2000 P Street, NW, Suite 240
Washington, DC 20036
www.fightcrime.org

The John W. Gardner Center for Youth and Their Communities

CERAS Building, Room 402
520 Galvez Mall
Stanford, CA 94305-3084
650-723-1137
<http://gardnercenter.stanford.edu/>

MADD – National Chapter

P.O. Box 541688
Dallas, TX 75354
1-800-GET-MADD
www.madd.org

National Center for Missing and Exploited Children

699 Prince Street
Alexandria, VA 22314
703-274-3900
1-800-THE-LOST
www.missingkids.org

National Crime Prevention Council

1000 Connecticut Avenue, NW, 13th Floor
Washington, DC 20036
202-466-6272
www.ncpc.org

National Domestic Violence Hotline

800-799-SAFE
800-787-3224 (TTY)
PO Box 161810, Austin, TX 78716
www.ndvh.org

National Network for Youth

1319 F Street NW
4th Floor
Washington, DC 20004-1106
202-783-7949
www.nn4youth.org

Pennsylvania Coalition Against Rape

125 N. Enola Drive
Enola, PA 17025
1-800-692-7445
Teen website: www.teenpcar.org

RAINN (Rape, Abuse, and Incest National Network)

635-B Pennsylvania Avenue, SE
Washington, DC 20003
1-800-656-HOPE
www.rainn.org

Rape 101

www.rape101.com

Search Institute

The Banks Building
615 First Avenue NE, Suite 125
Minneapolis, MN 55413
1-800-888-7828
www.search-institute.org

Youth Crime Watch of America

9200 South Dadeland Blvd., Suite 417
Miami, FL 33156
305-670-2409
www.ycwa.org

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Title: Breaking Silence. Building Trust. Helping Teenage Victims of Crime: A Training for Victim Service Providers

Year: 2003

Format: Training Curriculum

Language: English

Organization: National Center for Victims of Crime, Teen Victim Project

Source: National Center for Victims of Crime

Abstract: The National Center for Victims of Crime developed this training to help victim service providers address the needs of teenage crime victims. Slides that accompany the training are available as a PowerPoint presentation at www.ncvc.org/providers/curricula. These can be printed out onto transparencies and used as overheads, or printed out on paper and used as handouts. The entire training program takes approximately four hours to present; it can be delivered in a single session or in two or three installments. The guide is organized into 15 sections: (1) trainer overview, (2) background on law enforcement and teen victims, (3) ice breakers (to open the training), (4) the scope of the problem of teen victimization, (5) adolescent development, (6) the victimization experience, (7) the impact of victimization on adolescent development, (8) reactions to and consequences of victimization, (9) obstacles to reporting crime, (10) addressing crime victims' needs, (11) group exercises (learning to apply new knowledge), (12) collaboration with youth development workers, (13) closing, (14) resources, and (15) references.

Availability: National Center for Victims of Crime, 2000 M Street, NW, Suite 480, Washington, DC 20036; Telephone: 202-467-8700, TTY: 800-211-7996, Fax: 202-467-8701, Web site: www.ncvc.org (Teen Victim Project)

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