CREATING A SAFE SPACE TO GROW

A Guide for Tribal Child and Youth Advocacy

Red Wind Consulting, Inc.

Envisioning a World without Violence

Creating a Safe Space to Grow

A Guide for Child and Youth Advocacy

Developed by Red Wind Consulting, Inc.

in partnership with the Office on Violence Against Women, U.S. Department of Justice.

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INTRODUCTION

"Whatever the future holds, do not forget who you are. Teach your children, teach your children's children, and then teach their children also. Teach them the pride of a great people ... A time will come again when they will celebrate together with joy. When that happens, my spirit will be there with you."

~ Chief Leschi, Nisqually

In a lot of ways, Tribal Advocates are teachers. You teach individuals how to cope with trauma and access resources. You educate communities about the impact of violence. You show institutions problematic practices that create barriers. Advocacy is a multitude of activities that show support. This guidebook is intended to help Advocates in tribal communities with supportive responses to young victims of Domestic Violence, Teen Dating Violence, Sexual Assault, Stalking, and Sex Trafficking. Effective child and youth advocacy must include education and support for their unique needs. Young victims need safety, understanding, strategies to decrease the negative impact, offender accountability, and a safe space to grow.

HISTORY

Traditionally, American Indian and Alaska Natives (AI/AN) enjoyed tribal and self-sovereignty in land, governance, resources, language, cultural identity, speaking freely, and defining self-reality. Prevention was used, so current systems of punishment were less necessary. Children were regarded as sacred gifts from the Creator. Violence against

women and children was not legally sanctioned and tribal communities had the freedom to address violence in their own ways. Then government policies impacted tribal autonomy, by eroding:

- Land based sovereignty though The Indian Removal Act;
- Language and cultural sovereignty through The Boarding School Era and Policy of Termination; and
- Economic and resource sovereignty through The Reservation Period.

More recently, government policies such as The Indian Child Welfare Act and The Religious Freedom Act have been moves towards restoring indigenous rights and autonomy. As indigenous people, our lives are intertwined with intergenerational trauma; therefore, survivors bring with them the history of their relatives. Tribal Advocates have an exceptional opportunity to help the healing and recovery process to return individuals and communities to harmony. The balance that tribal Advocates offer to survivors, improves lives now and in the future.

Our people have a lot of grieving to do as a result of: historical trauma, family trauma, intergenerational trauma, individual trauma, and community trauma. We mourn for the future as well while thinking about the potential of what could have been, lost friendships, lost family members, and lost opportunities. Because there are typical feelings around grief (denial, anger, bartering, depression, and acceptance), our experiences of mourning may be similar. There's no one "right" way to grieve, but the complexity of feelings need to be felt. Returning to traditional practices when it comes to grieving and healing is a return to sovereignty.

RIGHTS

Infrequently considered are the rights and autonomy of children and youth. Individuals under the age of 18 are usually considered by mainstream society as property or objects instead of as human beings with rights. The United Nations created the "Rights of the Child" during a convention in 1989 and it is the most rapidly and widely ratified

international human rights treaty in history (United Nations, 2016). There are general principles in the list of children's rights, including: non-discrimination, the best interest of the child, survival, and the child's input. The full list details the civil, political, economic, social, health, and cultural rights of children and therefore tends to be too lengthy and comprehensive for advocacy programs. A shortened list that can be hung on display is helpful for staff and participants as a reminder and the list is able to be used in policy development. It can be empowering for youth to see their rights, as a recognition of their autonomy.

The following is an example of an abbreviated list:

Children's Rights

1. Enjoy freedom of thought, conscience, cultural and ethnic practice, and religion;
2. Have a reasonable amount of privacy;

3. Have your opinions heard and considered, to the greatest extent possible, when any decisions are being made affecting your life;
4. Receive appropriate and reasonable adult guidance, support, and supervision;
5. Be free from physical abuse or neglect and inhumane treatment;
6. Be protected from all forms of sexual exploitation;
7. Receive adequate, appropriate, and timely emergency medical care;
8. Receive adequate and appropriate food, clothing, and housing;
9. Live in clean, safe surroundings;
10. Participate in an educational program that will maximize your potential in accordance with existing laws;
11. Communicate with others; and
12. Access writing materials and assistance with sending correspondence.

Educating children and youth about their rights opens their minds to possibilities and options. When they have been victims of crime, knowing options and making choices is a part of the healing process. Victims of crime have rights within the justice system that can guide their choices for justice and available services. The justice system is a maze that Tribal Advocates help navigate.

Regardless of age, victims of crime have the following rights:

Victim's Rights

1. Attend criminal justice proceedings
2. Apply for compensation
3. Be heard and participate in criminal justice proceedings
4. Be informed of proceedings and events in the criminal justice process, of legal rights and remedies, and of available services
5. Have protection from intimidation and harassment
6. Receive restitution from the offender
7. Obtain prompt return of personal property seized as evidence

8. A speedy trial
9. Enforcement of these rights.

As a tribal Advocate for victims of physical and sexual crimes, it is important to educate about rights; both that their rights exist and what their rights mean. American Indians and Alaskan Natives also have communal or collective rights as tribal nations and communities, some that mirror individual rights such as sovereignty and self-governance.

Quick Tips for Working with Children and Youth

For the purposes of this guidebook and the Violence Against Women Act regulations, children are defined as being under the age of 13 and a youth as being under the age of 25.

Children

- **Get on their level**: because size can be interpreted as threatening, sit or kneel when talking to children so that your appearance is not looming and large. Be their supporter instead of the authority figure.
- **Use play and humor**: color with them while they talk about hard stuff, tell jokes with them, play a board game, etc. Play isn't a four-letter word; it's necessary for development.
- **Meet them where they're at**: go at their pace and notice when they need breaks.
- **Notice them**: try to find little things to give positive feedback on so that when you have to correct a negative behavior then they have already heard positive things. Lots of positive attention prevents them from seeking negative attention.
- **Listen**: it's extremely difficult for a child to report or talk about being exposed to violence. If they feel safe enough that they are willing to open up, honor that trust by being fully involved. Don't take it personal when they "shut down" or aren't ready to talk through something. Experiencing violence affects children on a deep level, so be available and ready for when they let you in. Healing takes time and work. Tribal Advocates are an important and valuable step in the journey.

Youth

- **Get on their level**: it's important with youth to get out from behind your desk. They will be more comfortable, in general, with less formality.
- **Use play and humor**: ask what activities the youth likes to do and do it with them. If they don't tell you a certain activity, then you can pick one that you'd like to try or that you know how to do. Youth want to learn skills and you can teach them while you're doing advocacy. If you're good at beading, then teach them. If you're skilled on the basketball court, shoot hoops with them. You're teaching resiliency skills and coping skills with the activities, while you teach about things like control tactics, safety, boundaries, and relationships. Feel free to tell uncool jokes because a moment of rolling eyes and smiling at the joke is a moment of connecting. Youth may feel that being tough is their only way to survive and humor is a way to be vulnerable. Opening yourself up with humor and being vulnerable can help them break out of their tough exterior. Tribal Advocates are healthy adults, role models, and mentors; time spent with a youth can be positive-growth for them. Create time and space for them to heal.

Youth, continued

- **Meet them where they're at**: youth may start conversations about unrelated topics, but these are interests or concerns that are weighing on their minds. Seemingly irrelevant conversations can be times to build connections as an Advocate and to insert your knowledge and expertise. They are learning so much from observing unhealthy role models in life and media, that conversations with an Advocate are learning opportunities. For example, a young girl talking about her low self-esteem can lead to talking about images in the media, messages she's getting from friends and family, body positivity, and empowerment. Surviving violence takes work, so take the time to acknowledge and praise youth for whatever kept them surviving. If their survival skills are ultimately unhealthy, slowly start to integrate other coping skills and work with youth towards healthier alternatives. Keep in mind that coping is actions taken to avoid or control distress, pain, and grief. The youth you interact with are coping in the best way they know how and it's a blessing that they have found ways to cope.
- **Notice them**: it is ok to notice even without giving compliments, to let them know you see them and acknowledge them. Try, "I noticed that you like ____" or "I noticed that you were wearing ____". It's not even necessary to elaborate and say you like it as well. You're noticing them and starting positive interactions without forcing a relationship.
- **Listen**: start where they are comfortable and use silences strategically. Let the silences stay unfilled and just wait. You can let them know that you are listening with tiny verbal feedback like interjections, or with body language such as nodding or raising your eyebrows. Don't get caught up in the trap of losing focus because you are thinking about what your response will be. You are not obligated to have an immediate response and it's perfectly ok to say that you need to think about it before you'll have an answer. Let them make as many choices as possible and know that empathy is not the same as agreeing. Tribal Advocates can be empathetic towards what a youth is experiencing or has experienced without agreeing with harmful choices they may have made.

Trauma can be defined as “an exceptional experience in which powerful and dangerous stimuli overwhelm the child’ capacity to regulate his or her affective state” (Marans & Adelman, 1997).

create space to talk about traumatic experiences

At any age, create space to talk about traumatic experiences and for them to ask questions. You can ask questions, such as, “How do you feel about what’s happened?” or “What kind of things are you worrying about?”. Children and youth are aware of the violence in their lives. They’re afraid, they are blaming themselves, and they want to talk about violence but feel like they can’t or are not allowed to. Help them during the journey to learn that talking can help, adults can handle their feelings, and that it’s not their fault.

DOMESTIC VIOLENCE

Domestic Violence (DV) is a pattern of behaviors and tactics used to obtain power and control. DV is a gender-based crime with women being more likely to experience Domestic Violence than men. The Bureau of Justice found that 85% of DV victims are female (Catalano, 2012). Among AI/AN women, 55.5% have experienced physical violence by an intimate partner in their lifetime and 8.6% have experienced it in the past year (Rosay, 2016). While male victims do exist, responses to their needs may be somewhat different. Programs are encouraged to develop responses for male victims within their work. Children and youth are typically called "secondary victims" in DV, while their mothers are the "primary victims".

The following page is a Native specific graphic of the Power and Control Wheel, modified to include more culturally relevant abuse tactics while also avoiding the use of a circle in a negative way because the circle traditionally represents balance, equality, closeness, and protection. These tactics are used consistently to gain and maintain control. A victim may not recognize experiencing Domestic Violence without the physical violence, and may need education around the tactics to fully understand her situation.


PUNCHING - KICKING - CHOKING PHYSICAL VIOLENCE PUSHING - SLAPPING - PULLING HAIR
PHYSICALLY ATTACKING THE SEXUAL PARTS OF HER BODY SEXUAL VIOLENCE TREATING HER LIKE A SEX OBJECT
MALE PRIVILEGE
Treats her like a servant. Makes all the big decisions. Acts like the "king of the castle." Defines men's and women's roles.
ISOLATION
Controls what she does, who she sees and talks to, what she reads. Limits her outside involvement. Uses jealousy to justify actions.
INTIMIDATION
Makes her afraid by using looks, actions, gestures. Smashes things. Destroys her property. Abuses pets. Displays weapons.
EMOTIONAL ABUSE
Puts her down. Makes her feel bad about herself. Calls her names. Makes her think she's crazy. Plays mind games. Humiliates her. Makes her feel guilty.
MINIMIZE, LIE AND BLAME
Makes light of the abuse and doesn't take her concerns seriously. Says the abuse didn't happen. Shifts responsibility for abusive behavior. Says she caused it.
USING CHILDREN
Makes her feel guilty about the children. Uses the children to relay messages. Uses visitation to harass her. Threatens to take away the children.
ECONOMIC ABUSE
Prevents her from working. Makes her ask for money. Gives her an allowance. Takes her money. Doesn't let her know about or access family income.
COERCION AND THREATS
Makes and/or carries out threats to do something to hurt her. Threatens to leave her, to commit suicide, to report her to welfare. Makes her drop charges. Makes her do illegal things.
CULTURAL ABUSE
Competes over "Indianness." Misinterprets culture to prove male superiority/female submission. Uses relatives to beat her up. Buys into "blood quantum" competitions.
RITUAL ABUSE
Prays against her. Defines spirituality as masculine. Stops her from practicing her ways. Uses religion as a threat. "God doesn't allow divorce." Says her period makes her "dirty."
UNNATURAL POWER & CONTROL
Produced by Sacred Circle - Natural Resource Center to End Violence Against Native Women
Revised 5/00

Domestic Violence is often minimized and not very well understood, especially when thinking about the harm caused to children and youth as the secondary victims. Accountability is often misplaced and focus gets shifted away from the batterer when service providers attempt to address the issue. Interventions can create barriers and unintended consequences, and policies lean toward mainstream over traditional values. The backlash of speaking about how children and youth are impacted by Domestic Violence, is that non-offending mothers are held responsible for batterers' actions and children are removed due to accusations of her "failure to protect". Service plans tend to focus on the non-offending mother fixing the violence that she is not perpetrating. She's expected to follow a case plan, remove the batterer from the home or go to a shelter, get an Order for Protection, get therapy, go to support groups, go to parenting classes, etc. As Tribal Advocates, our focus is supporting victims and keeping accountability where it belongs.

Accurate statistics are deficient regarding how many children and youth are living in homes where DV is occurring. At least 7 million children are exposed to Domestic Violence each year (Bancroft et al., 2012) and there is a higher rate of DV for women who have children. In fact, "children are present in the households experiencing domestic violence at more than twice the rate they are present in similar homes in the general population" (Fantuzzo & Mohr, 1999).

According to the United States Department of Justice, **American Indian and Alaska Native (AI/AN) children suffer exposure to violence at rates higher than any other race in the United States**, and violent crime rates in Indian Country are more than 2.5 times the national rate while some reservations see more than 20 times the national rate (2014).

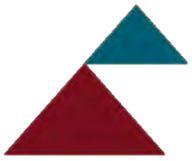
The limited data that is available shows a troubling level of violence in the lives of AI/AN children and youth. Large numbers of children are being exposed to DV, and it is likely present over the course of their childhood as opposed to a one-time event.

Because the typical expectation of a child being exposed to DV is through watching or seeing a violent event in the home, other experiences can be missed. Similar to an automobile collision, there are multiple ways to be involved, both directly and indirectly. In a collision, we may be in the car when it happens, see the car damage afterwards, hear others talk about the incident, have people ask us about it, have to handle the car repairs, and call insurance companies. Children may indeed be in the room when an incident happens, witness the aftermath, hear the incident from another room, hear yelling, banging, crying, or hear siblings talk about what happened. They may have family members ask them questions, they may have to call 911 or help clean up afterwards. Children are also exposed to Power and Control tactics, for example: hearing the threats, blame, and name calling, seeing and feeling the intimidation, knowing that their mother is limited on who she can interact with or how she spends money. Many batterers use children by threatening to cause harm to them or threatening to take them away.

Children and youth will likely have the power and control tactics directed at them as well as their mother. Children may be punished by threatening to call the police about their non-compliance. Native children then come to fear being placed in foster care, with relatives, or in juvenile detention when these type of threats are implemented. Youth can be isolated from their peers, friends, siblings, and other family members. They can be emotionally hurt by being asked to give information about other family members or being used as a confidant. Since children should not be used as substitutes for friends or partners, this confidant relationship is called emotionally “enmeshed”. Batterers may withhold basic needs such as school supplies, clothing, and food to control behaviors. Child support money may be withheld so that their mother is less able to provide for basic needs. It is frightening when anyone close to a child threatens to commit suicide, so batterers may use this tactic or threaten to harm family members or pets to instill fear. Children and youth may be treated as servants, be denied any input in their lives, or be constantly interrupted to create silence in and outside of the home. Batterers will be

easily able to instill fear and intimidation through their actions, gestures, property destruction, or through their bigger adult size. Children are brought up to honor and obey their parents, so resistance to power and control tactics can be met with misunderstandings and encouragement to yield.

Community members and parents are underestimating the degree that children are exposed to Domestic Violence. When asked, many parents will report that their children were not aware of the abuse transpiring in the home. However, when the children are asked, they can recount details to events they were not supposed to have experienced. In a 2011 study on DV, it was found that 61% of the children on location during DV incidents directly witnessed them and another 33% were in another room, asleep, or at the location and could overhear or be aware of the events (Stanley et al., 2011). Both boys and girls are affected and research shows that the impact can be seen at as little as 2 years old (Grych & Fincham, 1990).



Elizabeth came in to our program for DV Advocacy services with her son, Kyle. Elizabeth did not want to leave her husband but was worried that Kyle had started calling her names and "taking his dad's side" when she was being degraded. Kyle was starting to have problems at school, especially being verbally aggressive to his teachers. Their Advocate created a safety plan for them both and worked with them on de-normalizing the abusive tactics. Kyle was eventually able to open-up about his feelings and has an action plan of coping skills for when he's angry, sad, and frustrated. Elizabeth set aside time each week for them to do an activity together and Kyle has been more respectful at both home and school.

IMPACT OF DOMESTIC VIOLENCE

There are short and long term affects from children and youth being exposed to Domestic Violence. Behavioral and emotional affects may be internalized with depression, anxiety, and decreased self-esteem; or externalized with aggressive and antisocial behaviors. Some children who witness violence start learning to use it on others. Youth may show regressive type behaviors such as thumb sucking, bed wetting, being clingy, or having extremes in behaviors. There may be sleeping or eating changes, either more or less. Children may stop wanting to go to school, possibly fearing that something "bad" will happen while they are gone. Or children may want to be out of the house as much as possible to avoid being home when those "bad" things do happen. Learning is impacted when youth are out of school frequently and if their grades start to fall, it can lead to youth dropping out of school in later years.

Tribal Advocates may see cognitive or attitude disturbances and mood disorders in children and youth who come in for Advocacy with their battered mothers. Children may have lower skill levels or difficulties in school. They may show immaturity and have lower conflict resolution skills. They may not trust others or indicate that they are afraid of social interactions. Attitude changes can include justification of violence and the use of violence to increase self-image. "Youth ages 10 to 17 who had engaged in delinquent behavior in the past year reported higher rates of exposure to violence than their peers who reported little or no delinquent behavior. Youth who have been exposed to violence are at a higher risk to engage in criminal behavior as adolescents" (Cuevas et al, 2013).

There may be physical indicators of Domestic Violence exposure through increased doctor visits or through somatic (physical) complaints. Somatic symptoms tend to be chronic or frequent pain with no known origin or medical condition causing it, such as frequent head or stomach aches. Somatic complaints are usually accompanied by excessive worry and anxiety about the symptoms. Teachers may express concerns with a child missing class for illnesses.

Long term affects can linger into adulthood, which is why it is best to not "close" cases so that survivors are able to come in years later for help with these outcomes. Behavioral problems can increase or remain, impacting school, jobs, or social functioning. Long term emotional disturbances can lead to self-injurious behaviors, and unhealthy coping skills (drug and alcohol abuse, risky behaviors, binge eating). Attitudinal impacts can be seen later in dating violence, Domestic Violence, or other criminal activities. Cognitive affects can have long term impact on skill and social development. Physical impacts can be seen in chronic illnesses stretching into adulthood.

It's important to recognize that Native survivors are not trying to be difficult or combative, but that they are displaying their survival mechanisms. Trauma symptoms are indications of survival.

For example:

- Anger helped survival by helping feel more in control;
- Anxiety helped survival by staying alert and thinking ahead;
- Self-injury helped survival because sometimes physical pain hurts less than mental pain;
- Lack of trust helped survival because the more people you trust, the more chances of being hurt and betrayed.

They are adaptive and become rooted, so Tribal Advocates can educate on healthier adaptations and uprooting problematic coping abilities and behaviors. These manifestations will become logical as you build relationships, and they make sense once the survivor shares their history. Survival takes work and tribal communities see all too often that not everyone survives trauma.

Observing symptoms of trauma in children and youth does not inevitably indicate violence in their lives, but these symptoms are an indication to look closer and pay

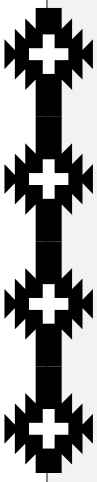
these symptoms are an indication to look closer and pay attention

attention. There will also be children and youth who show no outward signs of trauma. They may be good at masking the trauma or they have coping skills that have helped them stay "under the radar". It's an automatic reaction to help the child who is obviously struggling, but stay aware that the perfect student, son/daughter, athlete, artist still needs help with healing from trauma. Trauma impacts everyone in different ways and some need more help than others; however, everyone needs healing, balance, harmony, and connections to thrive.

Sex Trafficking

Sex Trafficking (per 22 USC § 7102; 8 CFR § 214.11(a)) is the recruitment, harboring, transportation, provision, or obtaining of a person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age. From this definition, it is clear that no one under the age of 18 is able to legally consent to commercial sex acts. Commercial sex acts include prostitution, pornography, and sexual performance. Exposure to Domestic Violence puts young girls at risk for Sex Trafficking and other types of violence due to the normalization of violence that occurs in the home. Trauma impacts developing brains and after prolonged exposure to violence, brains start to become de-sensitized to the violence and control tactics so that they become normal. Red flags will no longer go up in a de-sensitized brain to indicate problems and warnings, and youth are easily targeted because of their vulnerability.

The Garden of Truth found that 65% of the women interviewed used Domestic Violence services (Minnesota Indian Women's Sexual Assault Coalition, 2011). Sex Trafficking mirrors Domestic Violence in the way that power and control is used by batterers and "pimps"/traffickers. Both of these perpetrators use isolation, intimidation, threats, physical violence, sexual violence, emotional, and verbal abuse. Look for warning signs in youth, such as: running away, personality changes, older boyfriend, rehearsed answers, new clothes/shoes/jewelry, new friends, and isolation.



Many Sex Trafficking survivors do not view themselves as victims because of their label as a criminal and belief that they were able to consent.

- Use active listening skills when survivors are telling their stories so that you don't miss hints or indirect disclosures of trafficking.
- For example, a homeless teen may say that she has been raped many times while living with her boyfriend on the streets instead of directly saying that her boyfriend was her pimp.

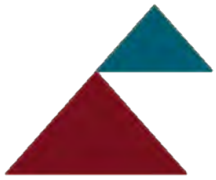
Programs may miss these indirect disclosures and provide assistance around drug and alcohol abuse, Domestic Violence, delinquency, teen pregnancy, Sexually Transmitted Infections (STI), or Sexual Assault instead of trafficking (Shared Hope International, 2016).

You may advocate for victims of:

- Gang trafficking – the victim is recruited and controlled by gang members
- Family trafficking – the victim is controlled by family members
- Survival sex – the victim is forced to perform sexual acts in exchange for basic needs for survival (shelter, food, clothes, etc)

Your patience is desperately needed to help victims of Sex Trafficking. Victims will be slow to trust, may still be in danger, feel loyalty towards the trafficker(s), have mental health issues due to the trauma, and have alcohol or substance abuse problems. They need holistic services and social supports for successful futures.

A ripple rolls through the entire family when living with a batterer and batterers typically have certain parenting styles. They tend to be authoritarian, under involved, neglectful, irresponsible, undermining of the mother, self-centered, permissive, and manipulative (Bancroft et al., 2012). Batterers are very good at their ability to perform under observation as well to remain undetected by those outside of the home. The batterer considers the children to be the mother's responsibility but they are under his authority. Undermining the non-offending mother occurs by overruling her parenting decisions, ridiculing her in front of the children, or telling the children that she is incompetent or unsafe (Bancroft et al., 2012). In a direct way, preventing a mother from providing parental care or comfort interferes with parenting. Indirectly, a batterer causes harm to the mother/child relationship simply because a mother enduring Domestic Violence is not as able to be energetic, engaged, focused, or organized as a result of the violence. Isolation is the glue that holds abuse together; therefore, a batterer will purposefully cause rifts between family members so that they are not able to rely on each other for support or to form an alliance. Because it is such a successful tactic to gain and remain in control, the batterer will attempt to isolate and pit family members against each other. Siblings may be put in situations where they are purposely in competition with each other. Children may not be allowed to see their grandparents. The mother may be strategically estranged from friends. The National Child Traumatic Stress Network (NCTSN) reported that some children may be protective of the abused caregiver, or try to fix their family, or take sides with the abuser and join in abusive behaviors (2016). Regardless of how the children and youth try to cope, recognize that they are coping in the best way that they can considering the devastating ripple that battering has created.



Cindy was 18 when she entered the shelter. During intake, she described being raped hundreds of times. Her Advocate started asking open-ended questions and found out that Cindy had been sold monthly by her parents to pay the rent. She was provided with economic advocacy to assist with applying for food stamps and financial aid for her to get her GED. Her Advocate worked with her on creating a safety plan and helped her form new social supports on her reservation. Her Advocate helped Cindy with writing her first résumé and practicing interview questions. She found a part-time job, that turned into full-time work once she finished her GED. Cindy moved in with another youth from the shelter and continues bead work that she learned while in the shelter and still participates in the Talking Circle.

PROGRAM RESPONSES

There are three levels of advocacy: individual, community, and institutional. Individual advocacy is all of the activities that help an individual survivor and her children. Community advocacy involves changing the community's culture to one that does not tolerate abuse and is educated on power and control. Institutional advocacy addresses problematic practices in the systems that survivors have to navigate.

> Being on the victim's side means that a victim centered approach is used in advocacy.

At the center of the three advocacy layers is biased support; prejudiced towards supporting the victim. As Tribal Advocates, the focus is on believing the survivor, raising awareness, providing expertise, and helping navigate the systems involved. Tribal Advocates are not judges or juries, so they do not investigate or analyze

cases. Tribal Advocates are on the victim's side, always. Being on the victim's side means that a victim centered approach is used in advocacy. Victim centering is a focus on the needs and concerns of the survivor to ensure compassionate, non-judgmental, and culturally appropriate services. These appropriate services can come from other service providers also, via the other levels of advocacy. Education for family members, community members, tribal leadership, and community practitioners should include focusing accountability on the one who caused harm, the power differential between victims and abusers, how children are drawn into the dynamics, and that battering occurs in an intimate relationship and therefore tactics and barriers may be difficult to see as an observer (Davidson, 2015).

Tribal Advocates will want to work in a way that decolonizes and educates. Decolonizing your work includes honoring the spirit, building relationships, teaching,

Decolonizing your work includes honoring the spirit, building relationships, teaching, respecting other views, and establishing interconnectedness.

respecting other views, and establishing interconnectedness. Our tribal communities have traditional ways to bring about wellness and balance; ways that comfort trauma survivors. Decolonization work can be done at each of the three levels of advocacy, and this type of work benefits individuals, communities, and institutions.

POLICY DEVELOPMENT

Within advocacy policies, it is encouraged to have information available to staff on general ethics and professionalism as well as including a code of standards. Some examples follow:

General Ethics and Professionalism

- Maintain a cooperative and harmonious environment;
- Encourage feedback and criticism;
- Air concerns and problems, notify manager of unprofessionalism;
- No sexual, physical, romantic, intimate relationships with those seeking/receiving services (professional boundaries);
- No secrets, seclusion, touching/kissing/holding/fondling;
- Wear appropriate clothing;
- No toleration of sexual harassment;
- Inclusive atmosphere;
- Respectful of cultural and traditional beliefs and practices;
- Accountability of behavior.

Code of Standards

- Respect integrity and promote welfare of children;
- Protect children and youth from physical and psychological trauma;
- Document accurate and factual data;
- Maintain confidentiality;
- Promote a positive environment and reward children/youth for:
    - becoming active learners,
    - thinking critically and creatively,
    - developing communication skills (logic and persuasive),
    - using intellectual and creative potential,

- accepting responsibility for self,
- developing a positive self-concept,
- connecting to their tribal identity,
- increased independence,
- making realistic and reasonable decisions,
- contributing to society.

There may be generalized guidelines on interacting with children and youth, but more specific training is helpful for Tribal Advocates on implementation on the guidelines. For example:

<u>General site rules</u>

- Supervise/watch,
- Listen,
- Lead by example,
- Enforce rules,
- Be kind,
- Point out positives,
- Correct errors,
- Be involved,
- Be consistent.

Child and youth specific programs can avoid unexpected glitches by detailing specifics for staff such as:

<u>Children (Elementary age)</u>

- Staff to child ratio;
- Bathroom policy (for younger child or child with disabilities who needs help from adults);
- Separate areas per activity (snack, art, reading, etc);

- Be at the child's eye level when talking;
- Schedule/structured activities;
- De-escalation procedures;
- Post practices (avoid using "Do Not");
- Be fair and consistent;
- Use a positive reinforcement system;
- Have a suggestion box;
- Check in/out procedures for the children;
- Staff must interact with children;
- Consent forms from parents (including who is allowed to do pick-ups);
- Emergency procedures and drills.

Other things to consider:

- Staff rights (training, procedure manual, etc);
- Contraband (illegal items) list;
- "House" rules (limit these for independence, autonomy, and empowerment);
- Incident reporting;
- Suicide/Homicide Assessments;
- Runaway precautions and actions.

Safety Planning

Since there is no guarantee of safety until the perpetrator stops using violence, an integral aspect of advocacy is doing safety planning with survivors and their children. Children and youth often get left out of the safety plan and the planning process; however, safety planning should incorporate helping children and youth respond to harmful exposure to DV, accidental harm during DV incidents, harm to their relationships, and triggers. With all safety plans, the goal should be to balance safety and freedom. Victims have already been isolated, so further isolation is impractical and disempowering.

The plans should be regularly practiced and reviewed to stay current and adapt to changing needs. Every plan will be different because every life is different and survivors are experts in their own lives. Tribal Advocates can offer resources and options to expand safety networks and support systems, but ultimately the survivors are in the driver's seat and are the experts of their own lives.

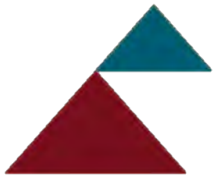
Consider, what is safety to indigenous children and youth? What does it mean to them and what steps can be taken for them to feel safe? Their mental and physical safety are both essential in their overall wellbeing, and their mental welfare can be impacted by triggers. Triggers are things that set off memories or flashbacks that transport a survivor back to the original trauma. They are typically sensory type stimuli, such as certain smells, sights, or touches. (Sexual Assault Center, 2016). Triggers can affect overall anxiety, causing survivors to feel unsafe even in safe situations. Grounding techniques can be a helpful tool when feeling triggered or while talking about difficult things. Grounding involves mentally coming back to the current time and reality. It's one of several ways to address triggers, so explore options with survivors until they find whatever helps. Give information on what to expect while talking through a safety plan. For example, you can say, "It's typical when people go through trauma to do _____." Normalizing trauma responses helps survivors feel less out of control when things like triggers come up. When doing safety planning with children and youth, remember to be age appropriate and get their input. Safety planning is already done with children, so a DV safety plan will be an extension of their learning process.

what is safety to indigenous children and youth?

Younger children can start with learning how to make emergency calls and memorizing the information needed for these calls. They can learn which neighbors to go to for help and what routes in the neighborhood are best. They can be taught what community helpers can be approached for help (store clerks, mail delivery people, security guards, etc). Home safety is important for them to start learning and will benefit them during their whole lives. Their safety plans can include practicing keeping the house doors locked, not answering the door for people they don't know, and gradually learning

to use kitchen appliances. Emergency preparations can be practiced, such as: what to do if the power goes out, if there's a storm, if there's a fire, or if there's other situations (depending on the family's geography/location).

An example of getting "buy-in" from children during safety planning, is the American Red Cross' "Pillow Case Project" and "Monster Guard" phone application. The Pillow Case Project is intended for children to have an interactive learning experience by preparing their own emergency kits. Children pack a pillow case with things that they'll need and things that will bring comfort during emergencies. The Monster Guard app. is an example of a game that children can play to learn about preparing for and responding to emergencies (American Red Cross, 2016). As children get comfortable with basic safety skills, they can move towards higher level safety in Domestic Violence situations. Allow them enough time to practice a variety of different situations so they feel comfortable and confident.



Anne came in to the advocacy center with her two children. She reported that her boyfriend was becoming increasingly violent, so she wanted to be prepared if she needed to leave quickly with her children. Her Advocate helped with planning what needed to be prepared and who needed to be notified in emergencies. Anne's daughter had Fetal Alcohol Syndrome (FAS) and Cerebral Palsy, so she spoke with her family's doctor about securing extra medications and alternative assisted technology (wheelchair and prosthetic devices) in case they had to leave without them. Anne's mother kept the extra supplies at her home, along with copies of important documents so that they were available if Anne needed them.

Page 32 and 33 is a safety planning guide that can be used with the non-offending caregiver and children. The first page of the guide is used when planning for the family to stay in the home with the batterer. The second page is used if the caregiver chooses to relocate with the children. Keep in mind that separating from a batterer will be an

extremely dangerous time and is often a time when lethality increases. Relocation can also be triggering for Native people due to tribal history of relocation. The safety plan guide should not be a piece of paper that victims carry around and look at for reference during dangerous times. It should be practiced for appropriate readiness. Safety planning does not necessarily need to be written down, but discussions need to occur regarding the nature and scope of violence historically and currently. Among other topics, ask about threats, stalking, destruction of property, and involvement of the offender's family and friends.

Children and Youth Domestic Violence Safety Planning Worksheet

Red Wind Consulting, Inc. | www.red-wind.net | Tel (866) 599-9650

The following is a Domestic Violence Safety Planning Guide for children and youth. If you decide to stay in a relationship that has been violent in the past, chances are it will happen again. While it is difficult to think about, for your own safety and the safety of your children, it's important to be prepared. You do not have control over your partner's behavior, but you do have control over how you prepare for it and respond to it. Take a few minutes to answer these questions and prepare your safety plan. Every situation is different, so modify the plan as needed.

If you stay:	**You**	**Children/Youth**
Signals/cues seen in the past before violent episodes:		
These are things that have worked in the past to stay safe:		
These are things that did not work in the past:		
These are safe places in the house to go:		
These are safe people to call for help:		
This is a code word to use to let people know that help is needed:		
These are safe places to go outside of the house:		
These are ways to address emotional or behavioral concerns in the children:		

This project is supported by Grant No. 2014-TA-AX-K047 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in any of this program are those of the author(s)/presenter(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Children and Youth Domestic Violence Safety Planning Worksheet

Red Wind Consulting, Inc. | www.red-wind.net | Tel (866) 599-9650

If you stay:	You	Children/Youth
This is the evacuation plan:		
These are things to pack in the escape bag:		
This is where the escape bag will be kept:		
These are safe places to stay (list at least 2 places):		
These are phone numbers needed:		
These are documents to make copies of for the escape bag:		
These are ways to feel better emotionally or to deal with triggers:		
These are safety and emergency skills to teach the children:		
These are routines that may need to change:		
This is what to do when the ex-partner calls or shows up:		

**Special considerations: pets, special supplies, medications, special needs/disabilities, LGBT needs…*

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Facility safety planning

Safety at your program's location needs to be considered for survivors accessing services and for Advocates in tribal communities. Safety can be improved by taking some basic steps, such as increased lighting, removing hiding places around the building, and creating ways for alternative escape routes if one is blocked. A "code" word could be created during different emergency situations. For example, the whole staff knows a word indicating that 911 dispatch needs to be called. Building a relationship with the tribal police department is beneficial, and they may be able to do regular check-ins by driving by the facility. Contemplate the location of your program and its access to local help or cell phone services. Be alert of multiple ways that people can access the building. Ideally the parking lot should be visible inside of the building to watch for offenders possibly violating Orders for Protection and not visible from the road so that victims' identities are protected.

Tribal Advocates should create a system of checking in and out when coming and going from the office. Advocates in tribal communities are safer when they let someone else know where they are going and when to expect them back. Cell phone service can be "spotty" or non-existent in rural/reservation areas; therefore, considering alternative methods of communication is important.

CONFIDENTIALITY

In terms of confidentiality, the strongest and most protective law is what should be followed. So, if you are in a state with strong confidentiality or privilege laws that are more protective than VAWA, then your state laws should be followed. If you are in a state that has weak or not as strong confidentiality provisions as VAWA, then VAWA protections should be followed.

Confidentiality is fundamental in keeping survivors safe and in successful advocacy. Breaches of confidentiality can alert the offender of how to access the victim, or give offenders information that would obstruct justice. Breaches create untrusting environments for survivors, who will not seek services knowing or hearing that their information will not stay safe. Because the survivor's information belongs to them and them alone, any disclosure would require consent from the survivor.

When considering confidentiality policies, deliberate about what information is protected and how. Information should only be disclosed when absolutely necessary, even within your program. Conversations can be overheard. Emails are not confidential. People can break into offices. Information can be communicated in a variety of ways, and should be protected in each way.

Your program's confidentiality policy may use this basic information to start:

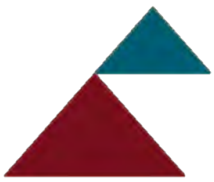
During your employment with _____, you will have access to information that is considered confidential. This information includes all survivor information: files, documents, statistical summaries, statements, or other program materials. Survivor information may not be disclosed to any individual or agency unless an appropriate Release of Information is on file. This includes talking about survivors in public areas and in your personal life. Client information may not be removed from the facility or copied. When communicating about a survivor, use _____ (code). There are certain times when a signed Release of Information is not required. These situations include: mandatory reporting details _____."

Mandatory reporting

There are times when a tribal Advocate will be required to disclose confidential information. It is best to let survivors know up front about your Mandated Reporting requirements so that they do not find out *after* disclosing something that needs to be reported. When information is given to an Advocate that must be reported, strongly encourage that survivors make the reports themselves. When reports must be made, it can be empowering for survivors to be the ones to do it. If they decline, make the report in front of them and with them.

Laws vary in each jurisdiction for who is required to make a report and what is to be reported; consequently, it is important to know tribal/state/federal laws that govern your agency as well as partnering agencies where you may make referrals. Programmatic policies should indicate who is a mandatory reporter, what is required to report, who makes the report, how the report is made (verbally or in writing), and what agency receives the report. Do not report more than what is required.

In a majority of situations and jurisdictions, an Advocate will be required to report when there is an imminent threat to the victim or others. Natives are at a high risk of suicide due to Domestic Violence exposure (Brockie et al., 2015), so it is common when working with survivors to encounter individuals with various levels of suicidal ideation. When a survivor discloses suicidal ideation, it is essential to assess the level and whether or not the threat is imminent. A policy on assessing suicide risk will guide Tribal Advocates on how to proceed and assess for risk. Risk assessments would include information on their suicidal thoughts, intent, plan, and the means by which they plan to act. Tribal Advocates should know from the policy what to do as risk levels increase, perhaps beginning with a "Safety Contract" and escalating to calling emergency dispatch. Safety Contracts are a specific type of safety plan that details what an individual is going to do and what support network is in place order to stay safe. The participant would agree upon what safety measures will work and to call either the advocacy center or an emergency suicide hotline if the plan was not working. A note on self-injurious behaviors or self-harm: these are not typically considered suicidal ideation and they are instead coping skills. These behaviors *may* indicate suicidal ideation, but should not be used alone to assess suicide risk. Homicide risk should be assessed similarly to suicide risk to discover if there is actual imminent threat before a report is made.



Tyler was sent to the school counselor after his teacher overheard him say that he was going to kill his grandfather. The counselor talked with him in her office and found out that he lives with his grandparents and his grandfather has been physically abusive towards his grandmother. The counselor called the tribal advocacy program and an Advocate came to the school to talk with Tyler as well. After processing his emotions, the Advocate did not think he posed a credible or imminent threat to his grandfather so she did not have to make a report to the tribal police department. After the Advocate reached out to his grandmother, she worked with Tyler on learning

new coping skills and linked him with community members who ran a sweat lodge. Tyler discovered that sweats helped him stay balanced and cope with the violence he was witnessing.

Imminent threat may also come in the form of suspected child abuse or neglect, which would fall under mandatory reporting requirements. Page 39 is the Federal statute on child abuse reporting. Page 40 is a Mandatory Reporting Flow Chart for OVW Funded Tribal Advocates.

18 USC 1169: Reporting of child abuse
Text contains those laws in effect on November 8, 2015

From Title 18-CRIMES AND CRIMINAL PROCEDURE
PART I-CRIMES
CHAPTER 53-INDIANS
Jump To:
Source Credit
Amendments
Effective Date

§1169. Reporting of child abuse

(a) Any person who-
(1) is a-
(A) physician, surgeon, dentist, podiatrist, chiropractor, nurse, dental hygienist, optometrist, medical examiner, emergency medical technician, paramedic, or health care provider,
(B) teacher, school counselor, instructional aide, teacher's aide, teacher's assistant, or bus driver employed by any tribal, Federal, public or private school,
(C) administrative officer, supervisor of child welfare and attendance, or truancy officer of any tribal, Federal, public or private school,
(D) child day care worker, headstart teacher, public assistance worker, worker in a group home or residential or day care facility, or social worker,
(E) psychiatrist, psychologist, or psychological assistant,
(F) licensed or unlicensed marriage, family, or child counselor,
(G) person employed in the mental health profession, or
(H) law enforcement officer, probation officer, worker in a juvenile rehabilitation or detention facility, or person employed in a public agency who is responsible for enforcing statutes and judicial orders;

(2) knows, or has reasonable suspicion, that-
(A) a child was abused in Indian country, or
(B) actions are being taken, or are going to be taken, that would reasonably be expected to result in abuse of a child in Indian country; and

(3) fails to immediately report such abuse or actions described in paragraph (2) to the local child protective services agency or local law enforcement agency,

shall be fined under this title or imprisoned for not more than 6 months or both.
(b) Any person who-
(1) supervises, or has authority over, a person described in subsection (a)(1), and
(2) inhibits or prevents that person from making the report described in subsection (a),

shall be fined under this title or imprisoned for not more than 6 months or both.
(c) For purposes of this section, the term-
(1) "abuse" includes-
(A) any case in which-
(i) a child is dead or exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling, and
(ii) such condition is not justifiably explained or may not be the product of an accidental occurrence; and

(B) any case in which a child is subjected to sexual assault, sexual molestation, sexual exploitation, sexual contact, or prostitution;

(2) "child" means an individual who-
(A) is not married, and
(B) has not attained 18 years of age;

Mandatory Reporting of Child Abuse: A Flow Chart for OVW-funded Advocates

Are you a "mandatory reporter?"
Review your statute to determine who must report child abuse in your jurisdiction. Pay attention to the particular requirements. Be sure to inform the victim at the outset -before the victim makes any disclosures- if you are a mandatory reporter.

No →

Yes ↓

Is the victim someone whose abuse must be reported?
Is the victim a minor about whom abuse must be reported?
For example, a minor may not be subject to the mandatory child abuse reporting laws if the minor is emancipated, in the military, or a parent.

No →

Yes ↓

Has the victim experienced "child abuse" as your statute defines it?

No →

Yes ↓

Are you exempt from reporting in this case?

For example is the disclosure protected by a victim-advocate, therapist-patient, attorney-client or other privilege that prohibits disclosure without victim consent?

Yes →

No ↓

Report Must Be Made
Make the report to the appropriate agency.
If there is a choice between agencies, discuss the options with the victim.
Ensure you are reporting only what is required, and that you are complying with VAWA or other funders' confidentiality requirements.
You may report only the information required by the mandatory reporting statute unless the victim gives informed consent, in writing, for you to release additional information.
Remember to safety plan and offer the victim ongoing support!

You may not report the abuse or otherwise breach a victim's confidentiality without the victim's written and informed consent.

No →

VICTIM RIGHTS LAW CENTER

For more information, contact the VRLC at 503-274-5477 or email us at TA@victimrights.org. Visit us on the web at www.victimrights.org.

This chart does not constitute legal advice. If you need guidance on a specific mandatory reporting matter consult with a legal or other expert.

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DOCUMENTATION

Tribal advocacy programs tend to keep documentation for a few reasons, which can include: meeting funding requirements, meeting survivors' immediate and long term needs, statistical purposes for evaluating services, maintaining program functions, or protecting the program from potential liability. Keep in mind that documentation can cause harm to children and their non-offending caregivers and that our goal is to keep them as safe as possible. When thinking about what is required for programmatic documentation, ask the following questions:

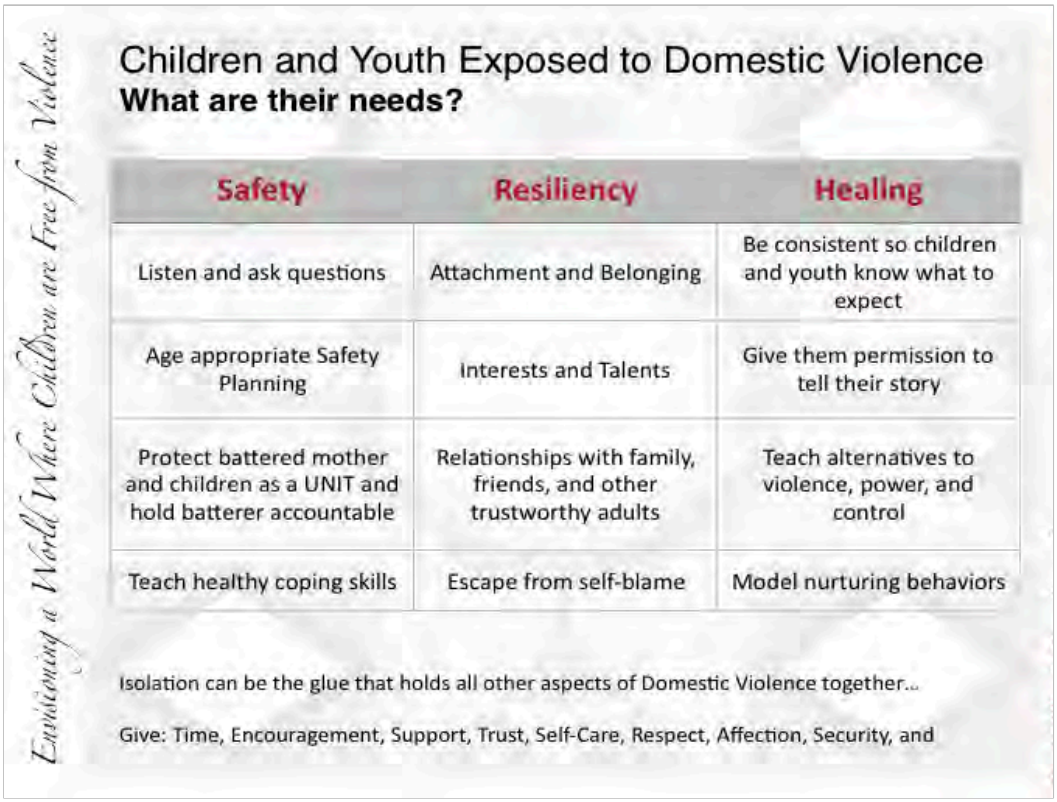
- What is the purpose of writing down this information?
- Can that purpose be addressed in another way?
- Is recording this information essential to meet survivors' and their children's needs?
- Does recording this information enable program staff to do their jobs?
- Is a written record required by a funding agency, and if so, how much information is absolutely required?
- Is a written record of this information necessary to protect the program or staff from liability?
- Is there a way to record the information without including identifying information?
- What is the potential harm if this information is released?
- How would a survivor react if she read these written notes about herself or her children?
- How would other survivors react to knowing that disclosure of this kind of information is possible?

Create policies around documentation, confidentiality, and Waivers/Releases of Information based on the answers to the above questions. The policies should include how survivors are informed of these practices. Incorporate what information is to be documented in survivors' records and files. Because the potential benefits of adding

details does not outweigh the risks, “less is best” when it comes to documentation. Therefore, include the least amount of information that is absolutely necessary. Do not include information on types of services that were provided, comments on alcohol or drug use, parenting skills, diagnoses, opinions, or evaluations. Keep in mind that documentation can be subpoenaed, so advocacy documentation can be used against the survivor in court.

Waivers and Releases of Information (ROI) should only be used after discussing the potential consequences of releasing the information. Talk with survivors about what is being released and why. Waivers and ROIs are used when sharing information outside of your agency, typically another agency where a survivor is currently obtaining services. They should be specific and time limited.

HARM REDUCTION



Some factors that can influence the severity of Domestic Violence's impact and a child's ability to heal, include: if there is abuse in the home as well, the child's personal characteristics, the amount of time that has passed since the events, and bonds with non-offending caregivers (Mending the Sacred Hoop, 2001). Other factors that can impact a child's response to DV are the child's immediacy to violence, their age, their disposition, other stressors in their lives, positive activities and relationships, and their coping skills (NCTSN, 2016). More and more research is becoming available on Adverse Childhood Experiences (ACE) and the significant link between child trauma and later impacts on health. ACE categories include: physical abuse, sexual abuse, emotional abuse, physical neglect, emotional neglect, substance misuse in the household, household mental illness,

parental separation and divorce, and incarceration of a household member. ACE studies indicate that there is a greater impact when there are more categories of experiences that a child goes through rather than the frequency and severity of experiences (BigFoot, 2013). For example, if a child is exposed to Domestic Violence, economic hardships, and has a parent who abuses drugs then the child has additional categories and will therefore be impacted more than another child who is only exposed to Domestic Violence for a longer amount of time. What the ACE studies have made clear is that addressing trauma early can lead to healthier lives mentally and physically.

Bond with caregiver

The protection and healing process of children is linked to their mother's safety in Domestic Violence situations. Children benefit from stable living situations and staying with their mothers. At the same time, mothers benefit from staying with their children. Children are greatly helped when their parents are being helped and supported.

In *The Batterer as Parent* (Bancroft, 2012), improving the outcome for children involves Tribal Advocates and mothers working together to help children heal by giving, teaching, and modeling:

- basic needs,
- safety/protection,
- appropriate decision making,
- active parenting,
- instrumental support,
- availability,
- sensitivity,
- affirmation,
- time,
- support,
- encouragement,
- affection,
- trust,
- respect,
- boundaries,
- structure,
- limits,
- predictability,
- bonding with non-offending mother,
- freedom from responsibility for adults,
- safe contact with the battering father if possible,
- bond with siblings.

Consistency and predictability are advantageous in healing so that children know what to expect. Both the mother and Advocate can listen to children talk about traumatic experiences to process through difficult emotions. Their mother can help them practice healthy coping skills at home and do them with the children as a bonding activity. They can participate in traditional activities in the community together to build skills and social connections. She can help them feel physically and mentally safe with simple things like letting them sleep with a nightlight, letting them cry when they need to, and showing them safety precautions taken around the house. Emotions are normal, so let children and youth know that. When they can put a name on the emotion, it encourages them to express that emotion in appropriate ways. Grief is a particularly powerful emotion that can lead to harmful behaviors if not expressed. Let them grieve for the past, present, and future. For instance, a child may grieve for the loss of a pet from a batterer's violence in the past, the loss of living with both parents if they separate, and the loss of a potential future that could have been. It can be difficult to see positives while healing, so find and show them their strengths, and praise their survival through trauma.

RESILIENCY

Resiliency is the ability to recover or "bounce back" from difficulties. Resiliency factors contribute to the ways that Native children and youth learn to protect themselves. Because it is essential in recovery, building resiliency skills is very valuable for survival and healing. Some resiliency skills may be innate inside of children and youth, such as a personality that can escape self-blame or that can build strong peer relationships. Some skills can be learned and practiced, such as talents, interests, and

> Connecting to traditional activities and strengthening their tribal identity improves resiliency

creativity. Connecting to traditional activities and strengthening their tribal identity improves resiliency on many levels. Culture is profoundly beneficial in recovery. Helping

children and youth learn and use these protective skills helps them not only during a crisis, but for their whole lives. They may have capabilities or talents, a sense of belonging in school or the community, a great sense of humor, independence, or initiative and drive. Build relationships with children and youth so that advocacy can include fostering these skills, and so that you can strengthen one resiliency skill that is particularly helpful, which is trustworthy adults. Trustworthy adults are safe, they provide acceptance, they make children and youth feel valued, and they provide encouragement and support. Isolation is the glue that holds all the aspects of abuse together, so breaking the isolation and helping survivors form bonds with others is incredibly healing. Tribal Advocates can help reintegrate by linking children with community or family support networks and by helping strengthen their bond with their non-offending mother.

Building support networks may not be easy if the family is not connected to the tribal community and community activities. Tribal Advocates can help survivors discover or re-discover activities that are of interest, including traditional and cultural activities that take place in the community. Survivors may feel hesitant to join in local cultural activities if they have not joined before or if they have not participated in a long time. By making survivors feel welcome at ceremonies, Talking Circles, Pow Wows, and arts and crafts activities, they build a social network of support while coming back to harmony. Traditional healing is beneficial for indigenous survivors and brings balance on their healing journey back to the circle. Let survivors know about tribal language, beading, or pottery classes that are offered. If you know the class facilitator, then you can introduce them beforehand to make the first class seem less unfamiliar. If you don't know about resources in your community, start with who/what you have, ask questions, and start building a community map. Encourage more than just one method of healing because a holistic and long term approach will be more beneficial.

We are all interconnected so we feel trauma from many sources, just as we heal from many sources.

"We all have sacred places within ourselves and wherever we might be."

~ Mona Polacca, Hopi/Tewa/Havasupai

CHALLENGING ISSUES

As an Advocate in your tribal community, you will certainly run into challenging situations with survivors. These challenges are a part of working with human beings and humans are complicated because everyone is different. Every situation will be different too and planning ahead for significant challenges will be advantageous. You will encounter parents who use alcohol and other substances as coping skills. You will see how trauma bonds create confusing loyalties. You will have to help victims overcome barriers. Challenges are opportunities.

Utilizing alcohol and drugs as a coping skill has likely kept survivors alive, but Tribal Advocates can educate about alternatives that are healthier for the individual, their families, and the community. Alcohol and drug use does not cause violence, but it may facilitate the violence by lowering inhibition, or become a scapegoat for perpetrators to minimize or deny abuse. Similarly, alcohol and drug use does not automatically cause someone to be a poor parent. As survivors start to stabilize and feel safe, they will be better able to try out alternative coping mechanisms and to recognize any possible impacts that alcohol or drugs are making in their lives. You will be in a better position to approach them and have a gentle, yet direct conversation about their use of alcohol and drugs if you have built a relationship first. It's likely to be a difficult conversation, so stay calm even if survivors' emotions rise. They may not be able to go "cold turkey" and completely stop all at once, but a decrease is progress and can be built upon. Treatment is a long course, so be there for them along the road to recovery.

Trauma bonds are created during abuse and they create powerful emotions that are difficult to change. A family going through trauma may feel very close because of what they have endured as a family, even when one member is causing the pain. Bonds are typically thought of as being good or positive, but sometimes the bonding can be toxic when it is with someone who is abusive. Many people who survive Domestic Violence struggle with bonds that are rooted in unhealthy experiences. Trauma bonds include situations of high intensity, importance, or both and involves exploitation of trust, power, or both (Carnes, 1997). Stress becomes traumatic when danger, risk, fear or anxiety is present. Because the relationship has involved betrayal, trauma bonds can also be called "betrayal bonds". These negative bonds impact relationships inside and outside of the family and can lead to intense loyalty to an abuser, repeated abusive relationships, and as a magnitude of relational difficulties. As an Advocate, recognize that Trauma Bonds do not go away but that you can help with patience, understanding, and helping survivors become aware of these bonds that are negatively impacting their lives.

Trauma Bonds can be a barrier for survivors to report violence and seek services. Survivors may feel fear, shame, self-blame, protective of the offender, loyalty or admiration towards the offender, and love towards the offender. Chronic violence becomes normalized, so individuals may have to first recognize that they have been victimized before they seek help. For example, parents who were sent to bed without dinner when they were children may not realize that refusal to provide food for children is abusive, so they continue the practice with their own children. The violence has likely been minimized by the perpetrator; consequently, survivors think services are for others who endured "more". Many victims do not think they will be believed, and have witnessed victim blaming in their community so are less likely to come forward to report. They may not know about resources or feel unsafe accessing resources. Mothers may not seek help in fear of their children being taken away, which is a reality historically and continues today. Reaching out for help is difficult when the whole family has likely been isolated from support networks or told not to trust others. All of the power and control tactics come together to create barriers for victims to seek help;

therefore, community outreach and accessibility are necessary to let victims know where to go and who to call to get help. Overcoming barriers is possible with patience and persistence by Tribal Advocates.

SPECIAL POPULATIONS AND THEIR BARRIERS

Special populations, that you will encounter less frequently, will have their own unique set of barriers for accessing services. If the offender or victim are members of the LGBT or Two Spirit community, then there is a communal interest in not coming forward when victimized because of the backlash that could occur for the whole community. Traditionally, Two Spirit individuals were treated equally in tribal communities but they now face discrimination and barriers. Fearing that members will be "outed" to those they have not personally "come out" to is a barrier to reporting and accessing services as well. Individuals chose how they "come out" and to who on their own time and preferences, so being "outed" can be violating and put someone at risk for hate crimes due to the discrimination faced by the LGBT community.

Disabled victims may have difficulties seeking services if there is a communication impairment that makes disclosures difficult. Cognitive disabilities can make understanding abuse difficult as well as reporting it. Since there is a stereotype of what disabilities entail, some victims are not believed or taken seriously. Oftentimes, a victim with a disability relies on the perpetrator for certain activities of daily living so reporting violence would deprive them of the help that they legitimately need. Perpetrators

Disabled victims may have difficulties seeking services

without disabilities are able to defend themselves by lying and making the victim seem unstable and unappreciative of the help. Because advocacy centers may not be accessible for disabled victims, it is essential to victim safety to think about what steps are available to take to make the program more accessible. If your program is not seeing

victims with disabilities come forward, it is likely that they do not feel safe or able to do so. According to the Centers for Disease Control and Prevention (CDC), 1 in 5 adults have a disability and 1 in 6 children has a developmental disability (2015). It's vital to plan and think about ways to aid them now because they are a part of our tribal communities and often get overlooked.

"I like to inspire kids that you can set your mind to whatever you want to do, and physical handicaps are not really debilitating obstacles. You can work with whatever the Creator has given you and make a good life."

~ Wayne Newell, Passamaquoddy and legally blind

Advocacy programs should be prepared and accessible for male victims of Domestic Violence to come forward, either as the primary or secondary victim. Adult males who are victims lack services and supports, so be prepared and coordinate with local resources. The restriction of services to the sons of battered mothers is extremely harmful, as children and youth are so greatly impacted. Some programs, including shelters and housing, refuse services to the children of the battered mother. Adolescent/teen boys should be allowed to participate in services and not be exempt from housing assistance. Mothers should not have to choose between living with her son and the batterer, or living in a safe home. Keeping the non-offending family members together is meaningful for healing. Always keep the accountability on the one who perpetrated violence, not the ones who endured it.

Domestic Violence Conclusion

Indigenous children and youth are being negatively impacted by exposure to Domestic Violence in their homes. There's many ways that they can experience this violence and many ways that they can heal to avoid the lasting and detrimental impact. Advocacy programs can reduce the effects of DV exposure through safety plans, building resilience, and using traditional healing. Provide advocacy to the battered caregiver and the children as a unit, to bring them together in safety and resistance against the offender. Prepare for challenges and unique situations so that you can help as many survivors as possible. Acknowledging and addressing the impact on children and youth now creates a better future for our whole community.

"I love when people that have been through hell walk out of the flames carrying buckets of water for those still consumed by the fire."

– Stephanie Sparkles

Tribal Advocates are in a unique position, one that can create change and bring everyone together. Enduring trauma is not a prerequisite for advocacy, but it is true that many Advocates are drawn to this work because of trauma they have endured themselves. As you engage in the different levels of advocacy, remember to take care of yourself. Work on your own continued healing, use those positive coping skills that you teach, and keep your life in balance. Because survivors let Advocates into their lives and place a tremendous amount of trust in you, advocacy is beautiful and honorable work. Trust yourself on the path that you walk, and reach out when you need support. We want to send a message to ourselves and others that there is no shame in asking for help. You are a leader in your community, and the community needs you.

TEEN DATING VIOLENCE

Teen Dating Violence (TDV) is a pattern of controlling or abusive behavior that is used to obtain and maintain power over a boyfriend or girlfriend. One in three teens report being abused physically, sexually, verbally, or emotionally by a dating partner (Davis, 2008). TDV is not an argument every once in a while, or a bad mood after a bad day. It is a cycle of control to gain power.

TDV is often minimized as something that all teens go through, as "puppy love", as just part of growing up

TDV is often minimized as something that all teens go through, as "puppy love", as just part of growing up, and as a phase. Because of this minimization, youth are not getting the help that they need. Girls and young women between the ages of 16 and 24 experience the highest rates of intimate partner violence and only 33% of teens that have experienced dating violence have told anyone (Institute for Native Justice, 2013). When they do report, these young victims describe incidents such as being threatened into performing sexual acts, being called names, being prevented to see or talk with friends, and even being strangled by perpetrators. These control tactics and abuse result in victims having short and long term emotional and behavioral problems, social problems, poor coping skills, and other issues. Experiencing dating violence increases risky behaviors like drug use, promiscuity, reckless driving, and self-harm. Dating violence also leaves youth at risk for future abusive relationships.

Some common warning signs of Teen Dating Violence include: extreme jealousy, constant put-downs, telling the other person what to do, explosive temper, threats, possessiveness, preventing the other person from doing what they want, severe mood

swings, making false accusations, a history of violence, isolating the other person from family and friends, and seeking financial control over the other person. Ask if teens are increasingly changing their behavior as a way to avoid conflict with their boyfriend or girlfriend. These changes result from power and control; therefore, changes can indicate abuse.

POWER AND CONTROL

When talking with Tribal Advocates and teens around Indian Country, some of the examples of power and control tactics that they have seen include:

- **Anger/Emotional Abuse**: Name calling, making her feel bad about herself, and giving the "silent treatment". Cussing at her. Yelling and screaming. Intentionally embarrassing her. Telling her what to wear. Accusing her of cheating.
- **Using social status**: Treating her "like a dog". Bragging to friends about how she does what he wants. Treating her like a servant. Purposefully giving her a "hicky" or "love bite" to show that she's taken.
- **Intimidation**: Hitting her when she tries to break up with him. Getting in her face. Pulling his fist back or raising his hand to show that he could hit her. Leaning over her at her locker.
- **Minimize/Deny/Blame**: Telling her that if she loved him then she wouldn't do things to make him mad. Saying that he doesn't even hit her or that nothing happened.
- **Threats**: Saying that he feels like hitting her or "don't do that or else". Telling her to wait and see what will happen. Threatening to hurt self or others. Threatening to tell people her secrets. Threatening to take child away from teen mom.

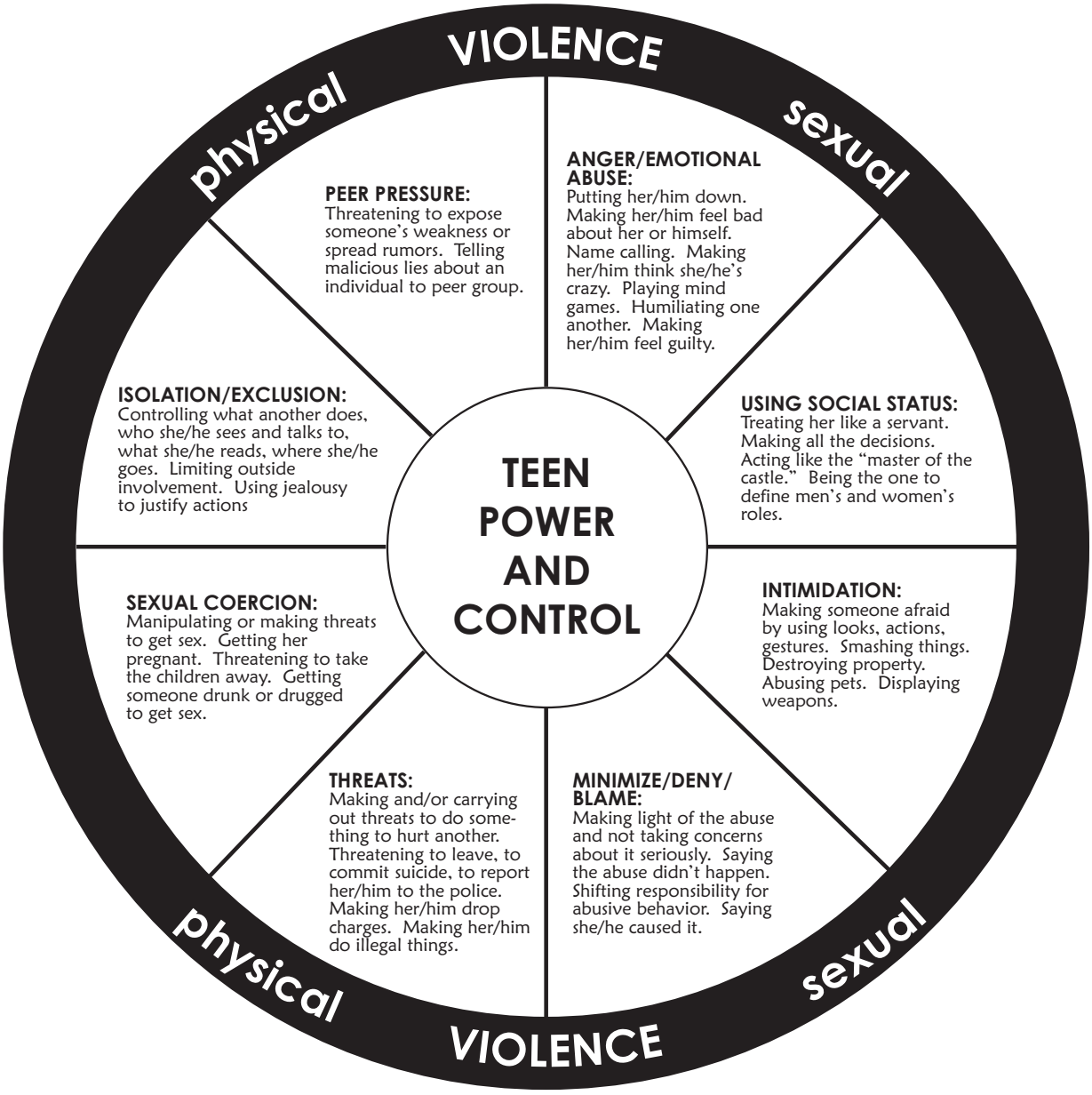
- **Sexual Coercion**: Sexting (sex-texting) then threatening to release explicit photos when she wants to end the relationship (revenge porn). Purposefully getting her pregnant. Threatening to leave her if she doesn't comply with unwanted sexual activity. Telling her that she must not be a "real" lesbian if she doesn't consent to sexual acts with girlfriend.

- **Isolation/Exclusion**: Isolating her from loved ones. Limiting her friends and freedom. Choosing her friends for her. Calling a lot to check up. Buying her a phone to control her. Telling her that he is her top priority.

- **Peer Pressure**: Posting about their relationship on social media. Two-spirit (LGBTIQ) teens are threatened that mutual friends will pick sides if they break up.

The following page shows a Teen Power and Control Wheel with more examples of abusive tactics.

Teen Power and Control Wheel



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There are similarities between Teen Dating Violence and adult Domestic Violence, as seen in power and control wheels, but some major differences as well.

- Teens are more heavily influenced by their peers and social media.
- They are still learning and growing, and this holds true for their relationships as well. Because of their lack of experience, they may not recognize signs of relationship violence or think that controlling behaviors are “normal”.
- Jealous and domineering behaviors are seen as signs of love, and their friends aren’t able to give appropriate advice because of their own lack of experience.
- Friends might think it’s “sweet” that her boyfriend is always with her, picks her up, and drops her off.
- The perpetrator is not typically with the victim all day for teenage relationships and economics/finances tend to be less of a factor.
- Perpetrators are less sophisticated because they are trying out power and control, and they’re inclined to be more honest because they don’t have years of practicing deceit yet.
- Consequently, age differences when victims of TDV are much younger than the perpetrators put victims at a disadvantage automatically.
- Since most states do not have specific Teen Dating Violence laws, youth are less protected legally.

In contrast to power and control tactics, healthy teen relationships would include negotiation, non-threatening behaviors, respect, trust, support, honesty, accountability, personal growth, shared power, and communication. Sadly, adults are not teaching Native youth about healthy relationships and sexuality. Because so many parents themselves were not taught, they're not able or willing to teach future generations. School systems, similarly, are often unwilling or unable to increase education and awareness and they aren't set up to look for warning signs to know that violence is starting early. Youth are getting educated by what is available through their friends and media. Mainstream society sees it as a rite of passage for boys to have sex and watch pornography. These rites of passages are played out in movies and television shows, which are guiding teens on how to interact with each other.

Today we are fighting a great battle against the popular culture that surrounds [our children]. It's a battle for their hearts and minds. We need to work to inspire them to embrace their own history and culture. Without them, we Indians have no future."

- Floyd Crow Westerman, Sisseton-Wahpeton Dakota

There is a certain amount of "social norm" when it comes to dating violence; an acceptance of violence in our communities. Teens are taught how to use violence. Since they are not born knowing violence, there's an opportunity to reverse it. The patterns of coercion and violence are learned behaviors. Getting to the root of violence requires that communities address tolerance and normalization of violence. Community healing and education is essential in preventing teens from repeating the violence that they learn.

Sexual Assault

Sexual assault, which can occur within Teen Dating Violence, includes sexual contact or behaviors that occur without explicit consent. Some forms include penetration, forcing someone to perform sexual acts, fondling, or unwanted sexual touching. Most sexual assaults are not reported to law enforcement and most are committed by someone known to the victim.

It's beneficial to find professionals trained to work with youth, who understand their unique physical and emotional needs.

When thinking about your community, where can you refer adolescents for Forensic medical examinations? Do you know reporting requirements and confidentiality laws regarding teens who obtain care at rape crisis centers? Youth will be looking towards you for the best options. Medical practitioners should still be screening for STIs, and offering prophylaxis when teens are seen for sexual assault examinations. Psychological and emotional support is especially important after a sexual assault, as affects can be life altering and lifelong.

The National Indian Country Clearinghouse on Sexual Assault reported:

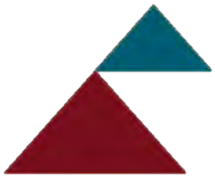
Native teens are three times more likely to be sexually assaulted than any other demographic and a teen in Indian Country is more likely to be sexually assaulted via drug facilitation, such as using alcohol to incapacitate the victim (2011).

"An estimated 60% of teen girls' first pregnancies are preceded by experiences of molestation, rape, or attempted rape. In one study, between 30 and 44 percent of teen mothers were victims of rape or attempted rape. Up to 20 percent of girls become pregnant as the direct result of rape" (Feministe, 2008).

Tribal Advocates can help ensure the survivor's choices are respected and that she is receiving culturally appropriate care. Because of stereotypes and stigmas, if the victim was under the influence of drugs or alcohol around the time of the assault, she will likely need help overcoming victim blaming. Common comments include that the victim should not have drank or that she should have expected bad things to happen as a result of her intoxication. Redirect and correct those who would confuse alcohol and drug use with liability instead of vulnerability. A victim's intoxication should not be the focus of the criminal investigation.

Victims need to know their options.
What medical options does she have? What legal (civil and criminal) options does she have? What resources are available? What are her rights? Tribal Advocates can help in asserting a victim's rights, in filing police reports, in accompanying during various steps in the justice system process, in understanding the procedures of the systems involved, and in accessing remedies and resources. Help victims prepare for the worst, but avoid making predictions. It's not necessary to know everything, but find out how and where to get the answers. Because the goal is to move beyond the immediate crisis, help them find appropriate coping skills and safety plan as necessary so that they are able to thrive.

Thriving is linked to empowerment.
Victims may feel empowered by paying attention to their feelings, creating a safe social network, engaging in activities that restore their focus, attending support groups/talking circles, seeking counseling, obtaining spiritual support, and learning more about sexual assault and its impact. Talk with youth about their personal sovereignty: their unique path in life, the right to make their own decisions, the resources they need to walk their path in the way they want, respectful and non-judgmental support, to speak freely in their own way, define their own reality, and experience their identity (Mending the Sacred Hoop, 1995).



Rose said she was relieved when the Advocate showed up at the IHS clinic when she was getting ready for her SANE exam. The Advocate helped her understand all of her medical options and the positives and negatives of each option. The Advocate helped Rose call her parents and advocated for her to get appropriate prophylactics to prevent possible STIs or pregnancy. Rose was later introduced to traditional healers who helped her with healing ceremonies and learning to smudge.

STALKING

Stalking is a course of conduct directed at a specific person that would cause a reasonable person to feel fear. It's not just a repetitive behavior or an unwanted behavior. Stalking causes fear and sometimes behaviors need to be put into context to be able to see why the victim feels fear. Tribal Advocates may need to ask leading questions for more information or ask about risk reduction to get an accurate picture of what is happening. For example, "Do you feel like you are at risk for harm? If so, why and what steps are you taking to stay safe?"

Stalking is a crime in all 50 states, but many tribes lack stalking codes or protocols to respond to stalking. Despite evidence showing that the risk for attacks is higher for youth than in adult stalking cases, Orders for Protection are difficult for young stalking victims to obtain.

Youth ages 18-24 have the highest rates of stalking (Breiding et al.,2014). Almost half (48.8%) of American Indian and Alaska Native women have experienced stalking in their lifetime, and 1 in 9 have experienced stalking in the past year (Rosay, 2016). Most victims know their perpetrator and in a majority of cases, the perpetrator is a current or former intimate partner.

Common tactics:

- Threatening items;
- Unwanted gifts, notes, flowers;
- Break-ins;
- Surveillance;
- Showing up at sporting events or practices, after school job;
- Constant texts, calls, voicemails;
- Property damage;
- Taking pictures or videos;
- Approaching, following, waiting;
- Computer monitoring;
- Intimidation;
- Calling friends, family, employers, teachers;
- Verbal threats;
- Physical assaults.

Some of the above stalking tactics are not illegal and without fear would not be considered stalking, which is why context is so important. The tactics can also be seen in the media as being comical or romantic. Media plays a big role in teens' ideas around social interactions and, unfortunately, many movies portray that persistence pays off and that stalkers are misunderstood. Stalking is normalized and minimized as flattery. The idea that boys are supposed to show interest in girls through pursuit is permeated through mainstream society. Teens lack education on what healthy relationships look

like, so it's difficult to know what amount of texting is normal or how many check-ins are part of building relationships.

When a teen has become aware that she is being stalked, it can be difficult to prove and a lot of stalking behaviors are not illegal when seen individually instead of as the whole behavioral pattern. Sometimes events look coincidental or unbelievable. It could be argued that the stalker was at a certain location for another reason or that he couldn't have possibly done what he did. Technology can mask identity as it is extremely easy to make fake accounts on social media, which further distorts the truth. When stalking does involve technology, teens may be especially reluctant to report out of fear that their parents will blame them and take their phones or computers away. It's important to note, however, that technology is a tool for stalking and does not cause stalking.

Victims make large and small changes in their lives to cope and try to avoid stalkers. They may alter their routines, avoid going out, and give up activities that they love. Work and school performance suffers and teens may drop out of school if they are not protected there. They may stop going to traditional activities like Pow Wows or feasts to avoid the perpetrator. Tribal Advocates can help re-establish a victim's life activities through creating a support network, with safety planning, and documentation. Always encourage no contact because even negative contact is reinforcing.

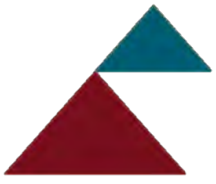
Impact of Teen Dating Violence

Our youth are already dealing with the many barriers that tribal teens face on a daily basis, including discrimination and oppression. American Indian and Alaska Native youth have a lot on their shoulders. The addition of enduring Teen Dating Violence can leave long lasting affects in many ways. Victims may have to deal with ongoing fear that persists past the relationship. They can become adults and be in a current healthy relationship, but still triggered by past dating violence. They may sustain injuries that never fully heal. They may continue to doubt their abilities and feelings because they were discounted and made to feel "crazy" by the perpetrator. They may second guess

their decisions or have difficulties making decisions. Isolation continues until the survivor can create and maintain a stable social network, and she may always feel like no one really understands which is emotionally isolating. She may feel shame for being in the relationship, guilt, and depression. She may have a short or long term Sexually Transmitted Infection (STI) or an unwanted pregnancy. She may be raising a child from the relationship, and be at risk for dropping out of school due to lack of support and opportunities. Youth in general can have school and work problems resulting from the abusive relationship. When youth are being hurt, and threatened at school then it's no longer a learning environment because it's not safe.

ADVOCACY

Youth will be more likely to come in for advocacy when they feel welcome at your program. Therefore, make your program inclusive and welcoming for young survivors, including LGBTIQ youth and youth with disabilities. Use youth accessible language in your outreach and advertisements so that they are clear on what your program can offer and that they are able to access services even when they are under age. Think about your tone, word choice, and jargon (terms you use as an Advocate that others will not know) to create youth accessible materials. Avoid or explain conceptual words or acronyms, and make your designs easy to read and navigate. They might automatically assume that the program is for only adults otherwise. Teens use social media, so a program's online posts can include articles and relevant information for a younger audience.



Almost everyone in the shelter had seen Jason get physically and emotionally hurt by his girlfriend, but they thought he was fine since he was so much bigger than her. His girlfriend was arrested when she assaulted him in public and a bystander called the police. She wrote to him every day telling him not to testify against her and asking for another chance. Advocates

in the shelter took the opportunity to provide group education around healthy relationships and bystander intervention. Jason's Advocate worked with him one-on-one with his legal options and healing.

Youth may be in crisis when they come in for advocacy. They are dealing with all of the negative impacts of dating violence and crisis interventions are opportunities to teach. Teach de-escalation and coping skills so that they can learn to problem solve. Some common coping skills for teens, include:

- Journaling, poetry, writing stories;
- Listening to music;
- Exercising;
- Doing arts and crafts;
- Calling a friend;
- Taking a nap;
- Playing with a pet;
- Reading;
- Dancing; and
- Spending time outside.

Tribal Advocates can talk through potential options to situations that youth are facing by processing through the pros and cons of each path. It's important to let them make mistakes that are not life altering so that they can learn. Making these decisions and learning from mistakes is empowering because they are establishing their own autonomy. Try to avoid just giving advice because we want Native youth to develop creative and critical thinking skills. Point out the strength it took to survive when they are doubting themselves. Young survivors will have physical, mental, spiritual, and emotional needs, so help them find healing strategies, supports, and coping skills to address each need. When you find that youth are utilizing unhealthy coping skills, talk through how the skills have helped them survive and how they now have healthier options to try, then help them practice because replacements take time. Healing is work. It's a process and young survivors will need to embrace the process and give it their full attention. They'll have to struggle with emotions and work through them. Resist minimizing the process and their emotions because minimization is undermining and can make youth feel powerless.

we want Native youth to develop creative and critical thinking skills

Talk through processes that they will go through as a victim including any legal, medical, and healing. If you're referring to another agency, check that agency out first because you don't want to send them to a place where they'll be treated poorly. Young victims need to re-establish trust with someone after betrayals and abuse, and Advocates can lose trust with hasty referrals. Because trust is so critical, put energy into building relationships. Retelling their stories can be traumatic when they are not being supported, but Tribal Advocates can make it easier through relationships and trust. Interactions should reflect sincerity and keep in mind that your assumptions will come through. Teens will be able to see through you, so stay aware and work through your own biases. If you're struggling with a particular teen, it might be you not the youth. Some personality types clash and you might feel certain triggers working with a

particular youth. Know your limitations and accept that limitations are not bad; they are part of life.

Be a safe space for them. Believe the survivors and avoid victim blaming questions and statements. Let the community know that you believe them too. Consider what actions can you take to show that you believe survivors. How do victims know you are sincere? Compassionate responses. Survivors and community members will notice if Tribal Advocates are disconnected, checking their watch, looking at their phones, and distracted. They are paying attention to Tribal Advocates to see if you are engaged and present; therefore, your body language has to mirror what you're saying.

We must listen to children to improve the future. We must know our communities' needs, recognize our students' strengths, and listen to their answers.

- Robert Cook (Oglala Lakota Tribe), NIEA president

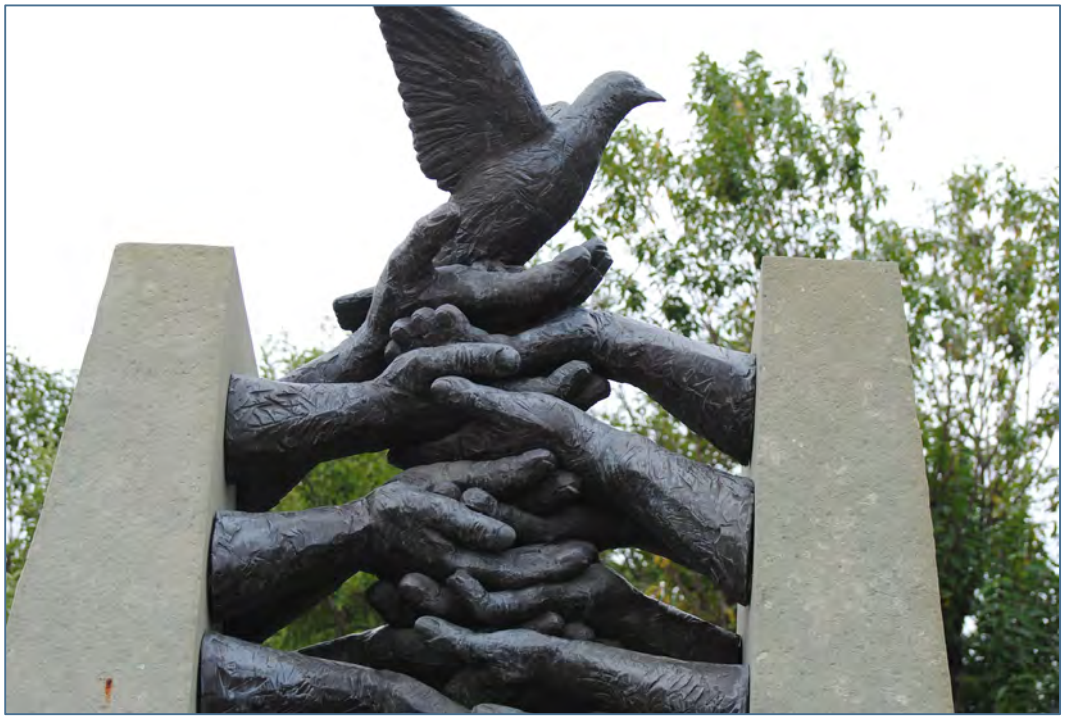
Advocate policies should center around victims making their own choices in order for your program to be a safe space for them. A victim-centered response creates the best outcome possible for those seeking advocacy. Acknowledge the strength of relationships within program practices. Because so many communities in Indian Country are close knit and small, a victim will have relationships throughout the community. For example, a victim may not want a certain judge on their case because of a marriage or clanship relationship the judge has with the perpetrator or his family. Because relationships can create support systems as well as barriers, survivors have reasons to be fearful when seeking services, including confidentiality and retribution. Understand these relationships and systems to avoid policies with unintended consequences. When

there is a conflict of interest with one Advocate working with a certain youth, it's good to recognize that so another tribal Advocate can step in. If it's not possible to avoid these conflicts, you can convey that this is now a time for your "professional hat" despite your relationships elsewhere. Let everyone know where you stand when you are doing advocacy and the victim will be assured. Clear boundaries are necessary as an Advocate working through the relationships you have with others and the victim has with others.

Education for parents, family, community members, and practitioners should include de-normalizing dating violence to build a community that is intolerant to abuse. Most adults either think that dating violence isn't a problem or they aren't sure if it's a problem. Even community practitioners aren't taking the issue seriously or offering services and supports that are critical to teens. Because schools fear parental backlash, they don't typically cover what teens need to know. Schools may feel it's not their "place" since they aren't parents, or retreat from education around healthy relationships when parents say that their children are too young for the curriculum. Some programs find that building in fun activities, creating opportunities for questions, building relationships so that the students are comfortable with the facilitator, and having education continue for as long as possible are factors that create more positive and long lasting outcomes in education.

SAFETY PLANNING

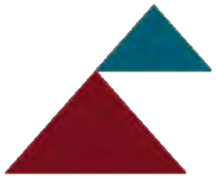
Tribal Advocates won't have all the answers; therefore, it's necessary to acknowledge that teens are the experts in their own lives. Tribal Advocates are essential in helping victims of Teen Dating Violence come up with safety plans that respond to the violence, meet their needs, and adapt to their lives. Proactively offering options during safety planning creates different paths for emotional and physical safety measures that are tailored for each youth. Where do teens go during a typical day? A typical teen may go to school, after school activities, community events, community centers, and home. But they also go online. Some Tribal Advocates are reluctant to learn more about social media or technology in general, but in order to be the best Advocate possible it is critical to learn about how technology is involved in survivor's lives. If an Advocate does not know about GPS (Global Positioning System) locators in phones, then safety planning around disabling the GPS will not happen. Lack of knowledge produces gaps in safety.



Conversely, when Advocates in tribal communities know helpful phone applications to use when in danger, that information can be passed along to not only help one victim but likely many more because of word-of-mouth at school. Teens tell each other about apps., and they are able to help their peers when they have more information. There are teens who enjoy leadership roles, who would pass along the positive safety measures. Some current and helpful phone applications include: Circle of 6, bSafe, TD411, Love is Not Abuse (LINA), Document It!, Stop a Stalker, and One Love My Plan.

Pay attention to transition times such as in the hallways at school or on the school bus. Those in-between times can be vulnerable because they aren't a "scheduled activity", so it's a time that gets overlooked. Other situations that may be overlooked include teen moms, who need more detailed safety planning to keep them and their child(ren) safe or victims with disabilities who may have specialized equipment or need their safety plans included in their Individualized Education Plans (IEP).

When working with stalking victims, look for high risk times: after separation, after a protection order is served, if the offender has a loss (think broadly), escalated behaviors, and behavior bursts. Offender losses can be a job loss, a friendship that ended, a pet passing away, failing a test, not making a sports team, etc. Also, monitor for high risk offender traits: history of substance abuse, history of violence and threats, mental health issues, actual pursuit, weapons, vandalism, arson, history of violating protection orders, and emotional outbursts. When victims are at an increased risk, make sure to safety plan accordingly.



Mary was very active on social media. When she wasn't in class, she was posting and chatting online. When she broke up with her girlfriend, Katie, she noticed that Katie was using social media posts to find out where Mary was and what she was doing. Katie would show up wherever Mary was in the

community. Some members of her school's Gay Straight Alliance (GSA) club told her to just ignore it because Katie just wanted her back. The president of the club told her about the tribal advocacy program and Mary decided to check it out. Her Advocate helped with technological safety planning, including showing her how to set her Facebook profile to private, and requiring "followers" to request access before they could see her Instagram pictures. Mary talked to everyone at GSA about not giving Katie any information about her and not posting about her on their social media profiles either. Mary said that she noticed that Katie wasn't able to find her very often afterwards.

On pages 74 and 75 are Teen Dating Violence Safety Plan Guide sheets.

My Safety Plan

If you decided to stay in a relationship that has been violent in the past, chances are it will happen again—even if your partner has promised that it won't. While it's hard to think about, for your own safety, it's important to be prepared just in case. Remember, you do not have any control over your boyfriend/girlfriend's behavior (physical violence **or** emotional abuse). You do have control over how you prepare for it and respond to it.

Take a few minutes to answer these questions and prepare your safety plan.

1. These are the **'cues'** I have seen in the past before my boyfriend/girlfriend has been violent: When I see these things in the future I will **know it is time to take action** to keep myself safe:

2. These are some things that **have kept me safe in the past**:

3. These are some things that I tried that didn't keep me safe. I will **know not to use these things** in the future:

4. If I believe there is going to be an argument, I will try to go to a place where other people might hear and/or a place where there is less chance of getting hurt (avoid kitchens, bathrooms, garage, anywhere near weapons or without a way out).

5. These are some people **I can call for help**:

6. This is a **code word** I can use to let people know I'm scared or need help and the people I will tell this code word to:

7. These are some safe places for me to go if I'm not feeling safe:

adapted from Liz Claiborne's Teen Dating Violence Safety Plan

No one deserves to be abused. This is not my fault.
Safety Plan For Breaking Up

If you have decided to break up with an abusive boyfriend/girlfriend it is important to have a well planned safety plan before trying to end the relationship. Sometimes the breakup period is the most dangerous in the relationship.

- I will plan the breakup carefully with the help of people I trust. If I don't have friends I can trust, I can talk to a trusted teacher or adult or call my local abuse hotline. The more people who know what's going on and the more people who can look out for me and support me-the safer I am.
    - **These are the people I will tell and/or ask for help:**

- It is not safe to break up with my boyfriend/girlfriend in an isolated place. I will try to do it in public with people nearby who are parts of my safety plan. If necessary, I will do it by phone or letter.
    - **This is where and when I will break up with my boyfriend/girlfriend:**

    - **This is who I will ask to be near:**

- I will be very clear with my boyfriend/girlfriend that I am ending the relationship and that my mind is made up.
    - **These are the words I will use:**

- I will try to be prepared for my boyfriend/girlfriend 's reaction. It could be violent, or my boyfriend/girlfriend may be very sad and cry, or may try to be very sweet and win me back.

- After breaking up, I will avoid being alone with my ex-partner or being in a situation where s/he might try to corner near me or "talk me out of" the break –up.

    - **I may need to change these routines:**

    - **These are my support people:**

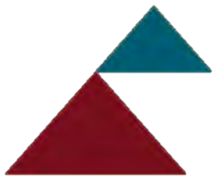
    - **This is what I will say when my ex calls me:**

    - **This is what I will do if my ex shows up at my home:**

MANDATORY REPORTING AND CONFIDENTIALITY

Minors do not always have clear protections or rights when it comes to confidentiality. Depending on their age, parental notification may be necessary for youth to receive advocacy services. There is no language in the Violence Against Women Act that identifies a specific age where a parent or guardian's consent is no longer needed. Tribal codes and program policies will contain regulations to follow. If your tribal codes allow programs to provide services to a teenager without a parent or guardian's consent, then the teenager may be allowed to sign her or his own release without a parent or guardian's approval. Check your state laws for additional regulations. If you are unsure of your state laws, a good place to start is by contacting your state coalition. Remember that the Release of Information/Waiver is not to provide services, but to share the survivor's information with other agencies when necessary. Teens who are emancipated will have a different set of protections and rights than most teenagers. Emancipation is the court process required, after a youth has met certain requirements, to be considered an adult who is legally responsible for his or her own care. Emancipation is determined by state law, and teens can be emancipated for different purposes.

A sexual assault examination of a minor may require parent/guardian consent, but some jurisdictions recognize situations where it may not be required, such as in an emergency or when a practitioner suspects child abuse. A minor may obtain a medical exam without contacting a parent to diagnose or treat for STI/STDs or pregnancy. A minor who was sexually assaulted or received injuries that risk their life or health also does not need parental consent for emergency medical treatment.



Shauna came into the tribal Advocacy program three months after being sexually assaulted. She reported that she was feeling suicidal and had a history of past attempts. Her Advocate assessed her risk and found that Shauna had the means to carry out her plan. She talked with Shauna

about getting help and encouraged Shauna to call the behavioral health clinic for a "Well Check". Shauna agreed and made a call to her parents, then the clinic. She was placed on a 72 hour hold at the clinic. Her Advocate worked with her on safety planning for her triggers and talked with her about Safety Contracts. Shauna started to carry sage and lavender with her because they helped her stay grounded when she was feeling triggered. She also started learning how to do bead work and was able to bead as a distraction when she was thinking about hurting herself.

DOCUMENTATION

Documentation for Teen Dating Violence will have similar parameters as documentation for Domestic Violence. Always consider why you are documenting and if it is absolutely necessary. One difference that is important to recognize, is in Stalking cases. It is actually important to document when working with Stalking victims, or at least to help them document then with secure storage of the documentation. Help them keep accurate and full documentation of: date of incident, time, description, location of incident (not an addresses), witnesses, if the police were called, and the responding officer's name. Keep the documentation in chronological order and organized. Document abusive texts so teens have them as evidence for Orders for Protection or criminal charges. Phone companies do not keep text messages, so youth can take "screen shots" of texts and instant messages, or write down the exact contents and have someone witness the messages. There are phone applications to help with the documentation, but make sure to disable the GPS locator when using those apps. If the youth gets a new phone to avoid receiving calls from a perpetrator, keep the old phone on so that the perpetrator does not suspect there's a new phone and then try to find out the new number. If the perpetrator leaves physical evidence, such as a note or gift,

have the victim put the item in a paper bag without touching it. Keep the sealed bag in a safe location. Documenting and tracking Stalking incidents can help you and the victim look for patterns so that on-going safety planning is appropriate.

HARM REDUCTION

Safety planning is going to keep victims in the best physical and mental state as possible to start offsetting the negative impact through harm reduction techniques. By using Trauma Informed Care, enhancing resiliency, and Strengths Based Practices we can reduce the harm done by abuse and violence. Using multiple approaches enhances holistic healing.

The opposite of risk factors are protective factors, such as: culture, school involvement, coping skills, connections with family and the community, and education. These protective factors can work as prevention and intervention of violence. Tribal programs have found positive results by applying heritage/identity, mentoring, traditional practices, positive coping skills, academic support, and goal setting when working with young victims. The DY-MESA (Developing Youth: Mentoring, Empowerment, Self-Expression, and Achievement) Model successfully uses the following components: education, self-expression, lifetime individual sports, jobs club, mental health power, family life/sex education, medical and dental care (Hoover, 2014). They added cultural education around language acquisition, Native youth empowerment, and self-expression of traditional Zuni arts. Using this model, they found that programs work best with a comprehensive approach, cultural adaptations, community collaboration, parental support, and staff commitment.

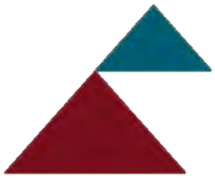
the opposite of risk factors are protective factors

Trauma Informed Care (TIC) takes all forms of trauma into consideration, understands how trauma affects others, and develops responses that do no harm. TIC has five basic principles of time, encouragement, attention, security, and boundaries. Creating a TIC environment means giving these five principles to all those who you

interact with. Because there is no way to know who has been through trauma, practice Universal Precautions and use TIC with everyone you interact with. Universal Precautions means assuming that everyone has been through trauma and treating them accordingly. There's a widespread impact of trauma and so no two individual's experience or healing process will be the same. Because the impact is so widespread, we use holistic measures to heal and bring balance. The response to trauma is complex, so we need to recognize signs and symptoms of trauma to avoid accidentally engaging in victim blaming. Ask, "What happened to you?" when youth are displaying negative behaviors instead of, "Why are you doing this?" or "What's wrong with you?". There's a relationship between symptoms and trauma and when we understand trauma's impact in context then we can respond in more supportive and compassionate ways. Trauma can impact willingness to seek services, decision making, and responses to service providers. Trust is broken oftentimes during trauma, so it can be difficult for survivors to trust themselves or others. Having this information, integrate knowledge about trauma into policies and practices. Build trust by making advocacy relationship focused. Programs can successfully avoid re-traumatization or secondary trauma through TIC practices. Ensure that the survivors are respected, informed, connected, and hopeful. Instead of being the one in power, collaborate to empower victims. To honor the healing process, make advocacy mutual and inclusive. Remember that "hurt people hurt people" so you shouldn't take things personally. You may be the only safe space that they have; therefore, you might see more of the hurt because they are safe enough to be that way in front of you. Be consistent, predictable, but also flexible. Victims need to know that you can be relied upon, and that you are giving them individualized advocacy.

Individualized advocacy involves taking the time to tell them what they've been doing right. How did they survive to get to you? Validate their survival and acknowledge what worked for them. Strengths Based Practices put an emphasis on self-determination and strengths. It recognizes that survivors are resourceful and resilient in the face of all the adversity that they have endured. Survivors resist in a variety of ways. They may work around the abuse, attempt to leave, challenge power and control, comply to stay safe, reason with the abuser, or ask for help and interventions. Focus on

the survivor's skills, interest, and support systems. Do a strengths assessment and use it instead of just filing it away. Whatever is going well in their lives, they should do more of that and then build on it. Strengths Based Practices don't ignore the challenges, but they also don't focus on challenges. You can make their plans goal oriented instead of needs oriented. It's a shift in approach. For example, instead of advising a victim to stop negative coping skills, we find out what healthy activities they enjoy doing and advise them to do more of those coping skills. We want to induce hope and help make meaningful choices with the survivor, not for the survivor. Shift from a checklist to a collaboration. You're standing by their side, instead of in front of them.



Ashelyn kept showing up to school with bruises. Her teacher reached out to the tribal advocacy program to see if an Advocate could talk with her about it. Ashelyn told the Advocate for months that her and her boyfriend just "liked it rough" and would laugh it off. During the holidays, her boyfriend went to go visit family and she decided that she was safe enough to talk about what was really going on. She reported that her boyfriend would hurt her when she said she didn't want to have sex. Her Advocate helped with legal and medical options, and with talking to her teacher about measures to keep her safe before, during, and after school.

CHALLENGING ISSUES

Youth have their own set of challenges based on where they are in their lives. They experience heightened peer pressure, they don't have the skill level to engage in bystander interventions, their school culture may be one that is toxic, part of their lives are lived on-line, and they are not given the same legal protections as adults. Expect and prepare for their unique challenges and address them through exceptional advocacy.

A five-point formula intervention strategy, from the *Step Up! Program* gives guidance to peers and bystanders (2016). The strategy consists of: I care, I see, I feel, I want, and I will. Bystanders, family, and friends can all use the formula to express care, tell the victim what they are seeing, how they feel about what is happening, what they want for the victim, and what they are willing to do or not do. This strategy is easy to use by bystanders of any age, and shows an easy way to connect. Bystanders can also be

shown how they can help by immediate intervention or by getting help from others during dangerous situations. Bystanders are those people who are present during an incident but not directly involved. They have the ability to get involved, and for a variety of reasons (including fear, avoidance, and not paying attention) they typically don't engage. Reinforce being respectful and letting the victim make their own choices, even if friends don't agree. Educating Native teens on intervention strategies helps de-normalize abuse in the peer culture at school. When teens know how to respond then they can respond and others see them do it. Teach leadership skills, create mentoring programs, and peer mediation programs. Mentoring programs typically pair older teens or adults with younger teens for mentoring activities. Schools, in particular, may use peer mediation, when one teen mediates a problem between two others. Get teens involved in as many ways as possible and let students become the teachers. Peer pressure creates conformity, so we usually think of peer pressure as a negative. However, peers can pressure each other to do positive things as well, including helping others and standing up against violence. Once we help create positive leadership in the schools and our communities, we create influential teens who can mobilize more youth through activities, relationships, and social media. Teens want to be a part of the solution and they can dynamically change the school culture into one of non-violence and equality. Teens can help their peers in a variety of ways, including with safety planning by being part of their support network and continuing to be there even after the relationship and perceived danger ends. Youth can help each other constantly by being more aware of on-line habits. For example, teach peers not to post online about their relationships. Even if there seems like nothing can be done, being supportive and caring helps (Love Is Respect, 2016).

Native youth are in a better position to help when they know what healthy and abusive relationships look like. As adults, we must set positive examples for youth and teach them that they are sacred. Think about what "sacred" means to you and how you

Native youth are in a better position to help when they know what healthy and abusive relationships look like

can show someone that they are sacred. There are many ways to show someone that they are respected, honored, and special. Bring your ideas to advocacy and be persistent. Because there's a disconnect between what teens think and what they do, they need support and safety to act on what they learn and know. We don't want them to attend Talking Circles about healthy relationships and see that they can talk about it, but then be unable to follow through. Violence gets accepted in community and youth see it all the time. The community sends messages that the abuse is her problem and her fault because we're living individually, not as a group. Most people also think that abuse is only physical and they don't recognize the other tactics or the tactics are minimized because it "could be worse" or it's "not that bad". Since there is so much unhelpful information floating around the community, advocacy must consistently educate as much as possible to reduce harm.

Try to seize any opportunity to collaborate with schools because that's where you'll find youth and because school teachers and administration can be helpful with educating about and eliminating violence. It can be challenging to work within the school system, but it's worth the time and effort. Tribal Advocates can provide help to schools with policies, parental education, prevention programs, victims' groups, education around laws, and creating leadership groups. Policies do not have to be around dating violence specifically, but advocate for policies around the school culture in general. There are behaviors and communication happening in the hallways that are indicative to the school's culture. Walking through, you'll be able to tell how tolerant

teachers and students are to violence. Because teens are living their relationships at school, the school's culture is influential on dating violence. Along with policy changes, education can occur through school newspapers or newsletters for students and parents. Tribal Advocates may want to pull in leaders from multiple schools to educate them so they are able to go back to their schools and bring the information with them. Teen leaders are beneficial in outreach. Positive leaders impact younger students coming into the schools, so that the younger students understand from the beginning that the school is intolerant to violence.

Technology

Technology does not cause Teen Dating Violence, but can be a tool used and can create its own set of challenges. Teens can keep in constant contact by using the technology in their pockets. Phones can be used for texting or social media during the days, and it can be difficult to know how much is too much when everyone is using the technology. A good indicator of controlling behaviors, is if a teen's boyfriend or girlfriend is using the phone or internet to find out where they are going and who they are with. A recent survey found that 17% of teens reported that a boyfriend or girlfriend has made them afraid to not respond to a call, email, Instant Message (IM), or text because of what they might do (Picard 2007). Smart phones are typically enabled with GPS locators, which can be used to track someone or to "check in" to locations on social media. Because it's so unsafe, help victims disable their GPS and educate them to not share their locations online. Victims will need to tell their friends and family to also not share their location, because offenders can check on the victim's support team to monitor the victim. Abusive partners may demand that they share passwords to be able to constantly check their phone or online accounts. Teens may think it's romantic to share everything, and not understand that healthy relationships are built on trust, not jealousy. Sexually explicit pictures may also be demanded from a victim. Sometimes the offender will either threaten to send the explicit pictures to others if the victim does not comply, or violate trust and show them to friends to embarrass the victim. Teens don't recognize the legal implications of "sexting" (sex-texting). Education must occur so that

teens understand that nude photos of anyone under 18 is child pornography, which is illegal to own or distribute. Teens think they are invincible but they will be severely limited on future options with sex offender charges resulting from sexting.

Social media creates false ideas about other people's lives. Because teens are able to post whatever they want, they can paint a picture of their lives in any way they choose. Native youth may feel pressured to have "perfect" lives like what they see posted and they are learning from each other based on posts. Safety limits should be placed on social media: only post things you want the public to see, protect your personal information, set boundaries, keep passwords private, and don't say anything online that you wouldn't say in person. Reports show that 40% of teens make their online profile visible to anyone (Macgill et al., 2007) and 21% of teens do not restrict access to their photos (Lenhart et al., 2007). Teens reported the following responses as to why social media was used in Teen Dating Violence: people normally update where they are, it's easy to hack into, you see what they're doing, they usually give their companions passwords, they're always on and not all of them are careful, it's easy to pass as someone else, it's safer, easiest and quickest way of contact, it can be used to watch someone, everyone has it, texting is quick, the victim always has their cell, and because you can track who the person interacts with (Red Wind Consulting, 2010).

Children learn from what they see. We need to set an example of truth and action.

~ Howard Rainer, Taos Pueblo-Creek

Technology has the ability to make us both present and absent at the same time. We can make plans with friends using our phones and ignore our families at dinner using our phones. Because youth will learn quickly that adults are not available, it's important to set a positive example with technology. When we don't give them attention because we're distracted by technology, they will stop seeking attention or start seeking it in negative ways. So, look for ways to turn technology from a challenge into an opportunity. Technology is a resource that can make it easier to access help. There are phone applications that call for help, document, and give local resources. Online access helps stay connected to family, friends, and social supports. The internet creates easy access to interactive education, discussion boards, and advice. Our indigenous teens will look for your program's social media pages, so use technology to reach out and educate.

Technology has the ability to make us both present and absent at the same time

Legal

The maze of jurisdiction in Indian County makes for a challenging journey with survivors, and youth typically do not have the same protections and options as adults in the legal system. For example, make sure that you know your tribal laws around ages that an Order for Protection (OFP) can be filed for and against, if OFPs can be filed against a same sex offender, and what parental involvement is required for filing. Tribal codes, state laws, federal laws all need to be taken into consideration when navigating through the legal system. Because youth are so lacking in protections, advocate for more local laws, and tribal codes to protect them.

Equity is a mandate but will be treated as an option until it is demanded.

– Battered Women's Justice Project

There are existing federal mandates and educational amendments for young victims of sexual harassment, sexual assault, dating violence, and in some circumstances stalking. To begin, Title IV authorizes federal funding for public schools and is linked to other educational acts. The Clery Act requires Title IV schools to report on crime statistics, to give timely waning to ongoing campus threats, to report on campus safety policies, to provide education and awareness programs, and to have disciplinary policies and procedural rights in place. The Campus SaVE Act updated the Clery Act, during the 2013 VAWA reauthorization, to offer more resources and added reporting requirements. The SaVE Act added a complaint process, increased reporting range, required an equitable disciplinary procedure, and campus educational programs. "Equitable" procedures require that the process mirrors however situations are handled in other cases to be the same across the board. Title IX is the anti-discrimination policy and applies to all schools receiving federal financial aid. Title IX cases are investigated as the school vs. the offender, while the victim is the witness in the school's case. A "Dear Colleague Letter" was distributed in 2010 and 2011 to give schools guidance with compliance. Cybercrimes can apply under Title IX as long as they affect the campus. According to Title IX, once a school knows or reasonably should know of possible sexual violence, it must take immediate and appropriate actions to investigate what occurred. Then the school must take prompt and effective steps to end the sexual violence, eliminate hostile environments, and prevent reoccurrence. The specific steps can vary, but the school's investigation must be adequate, reliable, and impartial. A preponderance-of-evidence (evidence shows probable truth) is used for Title IX investigations and both parties must have an opportunity to present witnesses and

other evidence. Appeals processes and allowances of lawyers must be extended to both parties if it's allowed by the school. And both parties must be notified in writing about the outcome.

Pages 89 and 90 give more information on Title IX.

Know Your Rights: Title IX Prohibits Sexual Harassment[1] and Sexual Violence Where You Go to School

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

Below is additional information regarding the specific requirements of Title IX as they pertain to sexual harassment and sexual violence.

What are a school's responsibilities to address sexual harassment and sexual violence?

- A school has a responsibility to respond promptly and effectively. If a school knows or reasonably should know about sexual harassment or sexual violence that creates a hostile environment, the school must take immediate action to eliminate the sexual harassment or sexual violence, prevent its recurrence, and address its effects.
- Even if a student or his or her parent does not want to file a complaint or does not request that the school take any action on the student's behalf, if a school knows or reasonably should know about possible sexual harassment or sexual violence, it must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.
- A criminal investigation into allegations of sexual harassment or sexual violence does not relive the school of its duty under Title IX to resolve complaints promptly and equitably.

What procedures must a school have in place to prevent sexual harassment and sexual violence and resolve complaints?

- **Every School Must Have And Distribute A Policy Against Sex Discrimination**
  - Title IX requires that each school publish a policy that it does not discriminate on the basis of sex in its education programs and activities. This notice must be widely distributed and available on an on-going basis.
  - The policy must state that inquiries concerning Title IX may be referred to the school's Title IX coordinator or to OCR.
- **Every School Must Have A Title IX Coordinator**
  - Every school must designate at least one employee who is responsible for coordinating the school's compliance with Title IX. This person is sometimes referred to as the Title IX coordinator. Schools must notify all students and employees of the name or title and contact information of the Title IX coordinator.
  - The coordinator's responsibilities include overseeing all complaints of sex discrimination and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

[1] Use of the term "sexual harassment" throughout this document includes sexual violence unless otherwise noted.

- **Every School Must Have And Make Known Procedures For Students To File Complaints Of Sex Discrimination.**

  - Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination. But all procedures must provide for prompt and equitable resolution of sex discrimination complaints.

  - Every complainant has the right to present his or her case. This includes the right to adequate, reliable, and impartial investigation of complaints, the right to have an equal opportunity to present witnesses and other evidence, and the right to the same appeal processes, for both parties.

  - Every complainant has the right to be notified of the time frame within which: (a) the school will conduct a full investigation of the complaint; (b) the parties will be notified of the outcome of the complaint; and (c) the parties may file an appeal, if applicable.

  - Every complainant has the right for the complaint to be decided using a preponderance of the evidence standard (*i.e.*, it is more likely than not that sexual harassment or violence occurred).

  - Every complainant has the right to be notified, in writing, of the outcome of the complaint. Even though federal privacy laws limit disclosure of certain information in disciplinary proceedings:
    - Schools must disclose to the complainant information about the sanction imposed on the perpetrator *when the sanction directly relates to the harassed student*. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall.
    - Additionally, the Clery Act (20 U.S.C. §1092(f)), which only applies to postsecondary institutions, requires that both parties be informed of the outcome, including sanction information, of any institutional proceeding alleging a sex offense. Therefore, colleges and universities may not require a complainant to abide by a non-disclosure agreement, in writing or otherwise.

  - The grievance procedures may include voluntary informal methods (e.g., mediation) for resolving some types of sexual harassment complaints. However, the complainant must be notified of the right to end the informal process at any time and begin the formal stage of the complaint process. In cases involving allegations of sexual assault, mediation is not appropriate.

If you want to learn more about your rights, or if you believe that a school district, college, or university is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html.

SPECIAL POPULATIONS

Special populations are those victims that Tribal Advocates may see less frequently, but that does not mean that those victims are any less important or that they don't need the same quality of intervention. Be prepared and map out community resources so that you are not caught off guard with a victim who has unusual requirements. Educate yourself so that you are not relying on the victim to teach you when they are in need of services.

Young members of the LGBTIQ/Two Spirit community have their own barriers for seeking help when they are victims of Teen Dating Violence. Middle and high schools can be incredibly isolating for any teen, but due to discrimination, LGBTIQ youth may feel incredibly alienated from others and face bullying in school. Homophobia (a range of negative attitudes and feelings towards the LGBTIQ community) leads to hate crimes, and LGBTIQ youth may have multiple or repeat victimizations. Because of the levels of discrimination, there is a fear that reporting crimes where the perpetrator is a member of the LGBT community will increase prejudiced thinking and excuses for victimization. Victim blaming increases for LGBTIQ youth who get blamed because of their identities and sexual orientation. Reporting Teen Dating Violence also forces a member of the LGBTIQ community to "come out" when they may not be ready to or when it is not safe to do so. They may feel a disconnect from their cultural identity since they are often unwelcome in community activities by certain community members, and breaking free of isolation is so important for healing. They may have mental health concerns, drug and alcohol usage as a coping skill, suicidal ideation, and Sexually Transmitted Infections (STIs) that they won't disclose out of fear of rejection and further discrimination. Be aware of how you talk about relationships to be inclusive and welcoming for LGBTIQ youth at all times.

LGBTIQ youth may feel incredibly alienated from others and face bullying

Young victims of Teen Dating Violence who have disabilities are not likely to report, so look for unexplained injuries, unlikely explanations for injuries, torn or missing clothing, Sexually Transmitted Infections (STIs), unexplained chronic illnesses, seemingly irrational fears, behavioral changes, sleep changes, and suicidal ideation. Individuals with disabilities are simply not given the information that they need in the way that they need it on healthy boundaries and sex education. There is a stereotype that people with disabilities do not have sexual relationships, and this unrealistic stereotype puts them at risk for victimization. Prevention programs need to be tailored and modified for their understanding and Tribal Advocates need to be accommodating to meet them where they are physically and cognitively (mentally). Youth with disabilities are often in more touch related situations and have less privacy due to their need of help for activities of daily living, so when a perpetrator crosses a boundary it may seem like caregiving. For example, a caregiver may help with getting dressed and undressed or with hygiene. Because of discrimination and feeling more welcomed by others with disabilities, they may have smaller social circles; therefore, less people to rely on for help. Tribal Advocates should ask what support the victim wants, use simple language and break down complicated instructions, get an unbiased interpreter, be respectful, creative, open, and do your homework. Victims with disabilities will need extra considerations in safety planning to plan for all of their needs.

When a teen male comes forward to report being a victim of Teen Dating Violence, he may be met with victim blaming, disbelief, and a lack of support. Jokes are widespread in media of boys who are victims. These victims are laughed at for being "weak" and are called a variety of names that indicate a lack of masculinity for "allowing" themselves to be victimized by another male or a female. Sometimes, people are very aware and have witnessed violent incidents and power and control tactics and will not help the victim get help because it's just not taken seriously. A teen boy's size or popularity do not determine whether or not he will experience dating violence. It's often shameful for young males to come forward to report and seek services, so Tribal Advocates should be prepared with relevant supports and referrals.

TEEN DATING VIOLENCE CONCLUSION

As one might expect, the results of the Needs Assessment clearly show that many factors influence high-risk decision making among Zuni youth, but salient among these are feelings of hopelessness, low self-esteem, difficult home environments, and lack of positive activities to which youth might dedicate out of school time.

– Executive Summary of the Zuni Youth Enrichment Project (ZYEP)

Our tribal youth are struggling with so much trauma, and there's a general lack of intimacy with the earth, so youth don't have an identity with their surroundings. They need connections to the earth and with their people. Families don't teach enough about how to deal with emotions, so youth have to learn from their peers. We need to understand them on their level instead of just expecting healthy behaviors. There's a lot on their shoulders, feelings they don't know how to handle, and not a lot of places for them to turn to for help. During the Tribal Youth Leadership Summit, teens requested TDV courses, programs at the schools, speakers with true stories, more youth gatherings, a place to counsel and console, community family events, a teen center, more information for parents to inform their children, outreach on respect and relationships, sex education, and youth groups (Red Wind Consulting, 2010).

When looking at a timeline of the continuation of violence, we can start to see a pattern of lifetime violence emerge:

Age 10 – Exposure to Domestic Violence at home

Age 14 – Teen Dating Violence relationship starts, victim is dating an older boy

Age 16 – Sexual Assault by boyfriend

Age 17 – Sex trafficking victim, whose boyfriend is acting as pimp

Age 19 – Escapes trafficking but does not receive services

Age 20 – Intimate partner violence after moving in with new boyfriend

Age 21 – Stalking by former boyfriend after repeated sexual assaults

Age 30 – Husband is a batterer, victim and children experiencing Domestic Violence

As Tribal Advocates, we have a unique opportunity to get involved at any step in the timeline and thereby changing the course of many lives. We can help the mothers being battered, their children witnessing it, the teens going through dating violence, the victim of sexual assault, the young woman being trafficked, and the youth being stalked. When Tribal Advocates help one, they help many. We have no idea how many lives we affect every day through positive steps taken to educate individuals, families, community members, and others working in the system.

We may be the products of a hurt people in history but we are the seeds of restoration for today and many years to come. We can be the generation to defeat those hardships.

~ Graham Beyale (Quote from NDYC, Northern Dine Youth Committee.)

The earth and our culture has given us the answers. We've always known about a culture of nonviolence, holistic healing, and balance but they eroded through the colonization process. Sometimes we don't teach or model in the best ways, but we are trying to recreate our culture and roles. Youth should be involved as much as possible and have active roles in the movement to end violence. For example, provide advocacy trainings for indigenous youth because youth are the ones who are really on the front lines. Friends will ask each other for advice before they go to an Advocate and youth are our tribal communities' future Advocates. Teaching youth is empowering them to be future leaders. Teen Dating Violence is a problematic issue for our whole community, not just the ones enduring the abuse, so we need to get the whole community involved.

APPENDIX

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RESOURCE CENTERS

Red Wind Consulting
www.red-wind.net

Mending the Sacred Hoop
www.mshoop.org

Minnesota Indian Women's Sexual Assault Coalition
www.miwsac.org

National Indian Country Clearinghouse on Sexual Assault
www.niccsa.org

National Indigenous Women's Resource Center
www.niwrc.org

Southwest Center for Law and Policy
www.swclap.org

American Indian Resource Center, Inc
www.aircinc.org

Tribal Law and Policy Institute
www.home.tlpi.org

Institute for Native Justice
www.institutefornativejustice.org

National Congress of American Indians
www.ncai.org

First Nations Development Institute
www.firstnations.org

Native Youth Sexual Health Network
www.nativeyouthsexualhealth.com

Indian Country Child Trauma Center
www.icctc.org

National Indian Child Welfare Association
www.nicwa.org

Native OUT
www.nativeout.com

We R Native
www.wernative.org

Love is Respect
www.loveisrespect.org

Childhood Domestic Violence Association
www.cdv.org

American Red Cross
www.redcross.org

Office of Adolescent Health
www.hhs.gov/ash/oah

Youth.Gov
www.youth.gov

SCENARIOS

To raise awareness and think about different viewpoints about Domestic Violence and Teen Dating Violence, feel free to use the following scenarios to start conversations. The scenarios describe a range of experiences. Consider discussing the following questions in small or large groups:

1) Is the child/youth safe?
2) What other information would you need to determine your Mandatory Reporting requirements?
3) What services and supports would be helpful to the child/youth?
4) How could the community's current response help the child/youth? And how could the community's current response bring about unintended consequences for the child/youth?
5) How can you educate in each situation in a way that honors traditional values and beliefs?

Domestic Violence

- Paul is in 4th grade and has started "acting out" at school. His teachers have expressed concerns for himself and others in the classroom.
- Claire, a 10-year-old girl, called 911 after hearing yelling and banging downstairs one night.
- JD has started physically assaulting his younger siblings and calling his mother names.
- Erica told her Advocate that she is receiving toys and candy in return for telling her father about what her mother does during the day.
- You are visiting a friend and when her baby cries, you see that she is not allowed to comfort the baby after being told that she is spoiling it and being a poor mother.

- Tania's mother is Native and her father is Caucasian. Her father calls her mother "crazy" when she tries to practice her traditional activities, and he calls Tania a "half breed".
- Nicole has been missing school a lot. She said that her mom isn't able to use the car, so if she misses the bus then she has to stay home for the day. She frequently complains of headaches.
- Mark was seen walking to school during cold weather in shorts. When you asked him about being cold, he said that his mom slept in today because she was awake late "fighting" with his dad so she couldn't get his clothes ready for him.
- Toby was excited to go to his grandmother's house over the weekend but wasn't able because his mother burnt breakfast on Saturday morning.
- Matthew and Alisha are not allowed to use the phone at home and they recently found out that their father was reading their personal notebooks and journals.
- Maddy came in with her mother for Advocacy services. When you talked with her, she said she didn't want to tell you anything because she was told that her father would hurt their dog if she told people their business. She said he has threatened to leave and never come back, and told her that if he ever went to jail that he would kill himself.

Teen Dating Violence

- Natalie admits that sometimes Josh grabs her arm, but insists that he's never hurt her.
- Ben has insisted that Desiree share her passwords because he wants to protect her and make sure she's being safe. He sends her texts during the day to see where she is and if she's alone. Ben says that he's just checking in.

- Lisa was denied an Order for Protection against her girlfriend because of her age and because she is not able to file against another girl.
- Melissa wants the best for her baby, so she complies with Alex hoping that he'll stop threatening to try to take the baby away.
- Mike got an OFP against Andrew, but Andrew's friends have been showing up at his after-school job and telling him that he'll "regret" what he's done to Andrewl.
- Jessica isn't ready to have sex with her boyfriend yet, but has been told that he'll find someone else if she doesn't.
- Friends overhear Helen's boyfriend calling her names when he was talks about her. They told her about it and she said it wasn't a big deal because he says the same things to her face.
- Bianca is getting tired of feeling like she's being pulled around by her hair or clothes when her girlfriend wants attention.
- Blake has been asking his girlfriend to re-enact a porn that he saw on the internet.
- Things are usually good, but when Dustin gets mad he blocks Sasha's path of escape by pinning her against the wall or standing in her way.
- Brenda cannot believe that the most popular athlete at school asked her out. A friend asked about the bruise on her arm and she knows that no one will believer her that the popular boy was the one who caused it. Plus, the team is going to the finals next week so things should get better after the competitive pressure is over for the season.
- Connor is always showing off his knife collection. His dad taught him how to shoot when he was little. He told his girlfriend that if she ever left that he wouldn't "miss" her.

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Native Children and Youth Exposed to Violence

Fact Sheet

"Native children and youth, like their ancestors, continue to be resilient in the face of extreme adversity." – United States Department of Justice

United States Department of Justice Statistics

- American Indian and Alaska Native children suffer exposure to violence at rates higher than any other race in the United States.
- Reports for substance abuse related to child abuse and neglect is more likely to be reported for American Indian and Alaska Native families.
- Violence, including intentional injuries, homicide and suicide, accounts for 75% of deaths of American Indian and Alaska Native youth ages 12-20.
- Violent crime rates in Indian Country are more than 2.5 times the national rate and some reservations see more than 20 times the national rate.
- An average of 4.1 lifetime traumas have been reported, with threat of injury and witnessing injury being the most common form of trauma exposure for American Indian and Alaska Native youth.

Native children and youth who are exposed to violence face obstacles that effect their health and wellbeing. Alarmingly Native children and youth experience posttraumatic stress disorder three times the rate of the general U.S. population (United States Department of Justice).

Long and Short Term Effects of Exposure to Violence

- Immediate effects of exposure to violence according to the United States Department of Justice (USDOJ) include:
  - *Increased rates of altered neurological development*
  - *Poor physical and mental health*
  - *Poor school performance*
  - *Substance abuse*
  - *Overrepresentation in the juvenile justice system*
- Chronic exposure to violence often leads to toxic stress reactions and severe trauma, which is compounded with historical trauma (United States Department of Justice, P. 6).
- Children are among those seriously affected by exposure to violence (USDOJ).
- Frequent exposure not only predisposes children to the numerous social and physical problems, but it also normalizes violence, increasing their risk of turning to violence as they become older (USDOJ).

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Behaviors to watch for in children who may be exposed to violence, according to the American Academy of Child and Adolescent Psychiatry:

- In young children there may be: an increased fear or anxiety; depression; loss of interest in school, friends or other things they enjoyed in the past; sleep problems, including nightmares and bedwetting; increased aggression; anger; spending more time alone; fighting at home or at school; bullying or being bullied; and changes in appetite.
- In adolescents, there may be: drug or alcohol abuse; skipping school; changes in peer groups; new rebellious or oppositional behavior; declining grades; social withdrawal; depression or anxiety; loss of interest in school, friends or other things they enjoyed in the past.

» Attorney general's advisory committee on American Indian/Alaska native children exposed to violence: Ending violence so children can thrive (2014, November). In *United States Department of Justice*. Retrieved from http://www.justice.gov/sites/default/files/defendingchildhood/pages/attachments/2015/03/23/ending_violence_so_children_can_thrive.pdf

» *The United States Department of Justice* Web. 2 July 2015. http://www.justice.gov/ovw/domestic-violence.

» Facts for families: Helping children exposed to domestic violence (2013, April). In *American Academy of Child & Adolescent Psychiatry* . Retrieved from

» http://www.aacap.org/aacap/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Helping_Children_Exposed_to_Domestic_Violence_109.aspx

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Teen Dating Violence

Fact Sheet

"It's time to bring this very topic out from behind closed doors and into the classroom so that our young people can learn about this issue as a social issue." ~ Charon Asetoyer, Director of the Native American Women's Health Education Resource Center.

Teen Dating Violence is the physical, sexual, psychological, or emotional violence within a dating relationship, including stalking (CDC, 2014).

Teen Dating Violence Statistics

- Violent behavior typically starts between the ages of 12-18 (Institute for Native Justice, 2015).
- 1 in 3 teens experience dating violence (CDC, 2014).
- 23% of females and 14% of males have experienced partner violence between 11 and 17 years old. (CDC, 2014).
- Teen girls who are sexually and physically abused are six times more likely to become pregnant and twice as likely to get a Sexually Transmitted Infection (loveisrespect, 2014).
- Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence, almost tripling the national average for women over 24 (Institute for Native Justice, 2015).
- Suicide attempt rates are much higher for teens that experience violence: 50% of teens that were abused compared to 12.5% non-abused girls and 5.4% of non-abused boys (loveisrespect, 2015).
- Teen victims tend to minimize the seriousness of the situation (Foshee & Langwick, 2010).
- 81% of parents do not consider teen dating violence an issue or do not know if it is an issue (loveisrepsect, 2015).
- Only 33% of teens that have experienced dating violence have told someone about it (Institute for Native Justice, 2015).
- Teen victims lack the many needed resources such as shelters, money and transportation (Break the Cycle, 2008). Most shelters for battered women are not able to house teens and the housing that is specifically for teens are not as prepared to handle teen dating violence (Praxis International, 2006).
- There can be limited options for safety if the victim attends school with the perpetrator (Praxis International, 2006).
- Even though there is a lack of data, rates of dating violence is comparable if not higher for *Two Spirited** youth than heterosexual youth (O'Keefe, P. 2, 2005).
- Violent relationships in adolescence places the victim at higher risk for participating in risky behaviors such as substance abuse, risky sexual behavior as well as experiencing domestic violence in the future (Institute of Native Justice, 2015).

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Where Teen Victims of Dating Violence Can Find Help

- Guidance counselors at school
- Domestic Violence Programs
- Call the Loveisrespect peer advocate hotline
  1-866-331-9474 or text loveis to 22522

* "Two Spirited" or "Two Spirit" is a Native person who defines or identifies as having both a feminine and a masculine spirit. Scott Laura Morgensen quotes from an artcle: ' " We use this term because it is culturally relevant to us. As Two Spirits, we are members of our Tribes, families and communities. We prefer to use this term because the titles 'lesbian' and 'gay' mean belonging to a white segment of white culture.'" (Morgensen, 2011).

- Get the Facts! Dating Violence In *Institute for Native Justice*. Retrieved July 1, 2015, from http://institutefornativejustice.org/wp-content/uploads/2013/12/Dating_Violence_Fact_Sheet.pdf
- Understanding Teen Dating Violence (2014). In *Center for Disease and Control*. Retrieved May 6, 2015, from http://www.cdc.gov/violenceprevention/pdf/teen-dating-violence-factsheet-a.pdf
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Sexual Assault and Native Youth Fact Sheet

Fact Sheet

" These lives given to us, we must value and honor -- honor each other, together as one." ~ Anonymous

Sexual Assault refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include: penetration of the victim's body, forcing a victim to perform sexual acts such as oral sex or penetrating the perpetrator's body, fondling or unwanted sexual touching or contact. (Rape, Abuse & Incest National Network or RAINN, 2015).

Sexual Assault Facts

- 44% of victims are under the age of 18 and 80% are under 30 (RAINN, 2015).
- 68% of sexual assaults are not reported to the police (RAINN, 2015).
- 2/3 of Sexual Assaults committed are by someone known to the victim, with 38% of perpetrators being a friend or acquaintance (Strong Hearted Native Women's Coalition, 2015).
- Girls and women ages 12-34 have the highest risk of being sexually assaulted (Strong Hearted Native Women's Coalition, 2015).
- Social norms that continue to place blame on the victim, as well as social policies that fail to protect women continue to make women more vulnerable to sexual violence (The Advocates for Human Rights, 2015).
- Sexual violence against Native women is more likely to include higher levels of physical violence (Amnesty International, 2007).

Sexual Assault and Native Youth

- One in three American Indian and Alaska Native women will be raped in her lifetime (Institute for Native Justice, 2015).
- 88% of offenders of all violent crimes against Indian women are Non-Indian (Institute for Native Justice, 2015).
- Native teens are three times more likely to be sexually assaulted than any other demographic (National Indian Country Clearinghouse on Sexual Assault or NICCSA, 2015).
- 51% of reported cases of sexual violence are teenage victims (NICCSA, 2015).
- A teen in Indian Country is more likely to be sexually assaulted facilitated by drugs. This is when the perpetrator used drugs such as GHB (Gamma-Hydroxybutyrate), rohypnol (roofies), ketamine, and/or alcohol to physically incapacitate the victim (NICCSA, 2015).
- Native youth who have been sexually assaulted are more likely to engage in risky behavior, drop out of high school, are suicidal, and suffer from teen pregnancy (NICCSA, 2015).
- A teenaged victim is more likely to be a victim of sexual violence again in the future (NICCSA, 2015).

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Long Term Effects of Sexual Violence (RAINN, 2015)

- Post-traumatic Stress Disorder
- Sexually Transmitted Infections
- Self-harm
- Depression
- Flashbacks
- Substance abuse
- Dissociation
- Eating disorders
- Pregnancy
- Sleep disorders
- Suicide

Where Sexual Assault Victims Can Find Support

- Tribal Sexual Assault Program
- Non-native Sexual Assault Program
- Indian Health Service - Behavioral health services
- Guidance counselor or teacher at school
- Sexual Assault Nurse Examiner (SANE) nurses in a hospital
- School Title IX Coordinator

» Sexual Assault In *RAINN: Rape Abuse and Incest National Network*. Retrieved July 2, 2015, from https://www.rainn.org/get-information/types-of-sexual-assault/sexual-assault

» Sexual Assault Statistics In *Strong Hearted Native Women's Coalition, Inc.* . Retrieved July 2, 2015, from http://www.strongheartedwomen.org/home/statistics

» Sexual Assault In *The Advocates for Human Rights: Stop Violence Against Women*. Retrieved July 2, 2015, from http://www.stopvaw.org/Sexual_Assault.html

» Get the Facts! Sexual Assault (n.d.). In Institute for Native Justice . Retrieved July 2, 2015, from http://institutefornativejustice.org/wp-content/uploads/2013/12/Sexual_Assault_Fact_Sheet.pdf

» Victims with Unique Consideration (n.d.). In *National Indian Country Clearinghouse on Sexual Assault* . Retrieved July 2, 2015, from http://niccsa.org/teens/

» *Maze of injustice: The Failure to protect indigenous women from sexual violence in the USA* (p. 5). (2007). New York, NY: Amnesty International USA.

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Human Trafficking of Native Youth

Fact Sheet

" 'I am doing what I can do to survive, just the way Native Americans did what they could to survive with what was given to them by the government: disease, alcohol, violence.' " – From Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota

Native Youth and Human Trafficking

American Indian reservations and Alaska Native Communities are major centers for sex trafficking (Pierce & Koepplinger). There are many social issues and conditions that perpetuate this fact.

- The lack of housing on reservations and in urban Indian areas influence the vulnerability of Native youth to traffickers as the traffickers/pimps will provide housing in exchange for prostitution (Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota).
- Native youth who are at risk/vulnerable of being recruited by pimps are: youth in desperate situations such as homelessness, extreme poverty; vulnerability due to disabilities, substance addictions, and marginalized gender identity (Pierce & Koepplinger; Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota). Because homelessness and poverty effects Native youth at a high rate, this vulnerability/risk heavily impacts them.
- Native youth are often recruited by pimps on reservations but can and often are relocated to urban cities to be sold for sex (Pierce & Koepplinger).
- Native women are specifically targeted due to being seen as versatile: they can pass as other ethnicities: such as Hawaiian, Asian etc. (Pierce & Koepplinger).
- "[Inter]generational trauma in combination with prior physical and/or sexual victimization can further intensify Native women's and youth's vulnerability to traffickers especially traffickers that portray the sex trade as a quick path to empowerment and financial independence." (Pierce & Koepplonger, P.3).
- Recruitment is being done at schools, parties, youth programs and at the homes of relatives (Pierce & Kopplinger). Shopping malls may also be a place where Native youth are being recruited.
- 39% of the Native women interviewed for Garden of Truth study were prostituted when they were minors.
- In this same study, 75% of the women engaged in prostitution for an exchange in food, shelter or drugs.
- LGBTIQ youth who have run away from home due to the lack of support or acceptance by parents and family as well as violence and homophobic abuse may often be victims of violence when on the streets and are therefore more vulnerable to pimps who claim to offer protection (Pierce & Koepplinger, P. 3).
- Native women and girls are disproportionately impacted by prostitution. (Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota, P. 17).
- The oil booms near reservations also pose more of a risk for Native women becoming victims of human trafficking (Dalrymple and Lymn, 2015).

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- Urgent needs of Native women seeking help to escape prostitution are: individual counseling and peer support, vocational training and housing, substance abuse treatment, self defense training, health care, legal assistance, physical protection and child care (Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota, P. 48).

Long Term Effects of Human Trafficking according to Stop Violence Against Women:

- Sexually Transmitted Infections
- Unwanted pregnancies or miscarriages
- Severe mental/emotional health consequences such as: feelings of extreme guilt, posttraumatic stress disorder, depression, anxiety, substance abuse, and thoughts of suicide and self-harm.

Where to turn to for help:

- Domestic Violence Program
- Sexual Assault Program
- Substance Abuse program
- Local Shelter or Housing Program
- Counseling/therapy programs
- Local and State Human Trafficking Task Forces
- The National Human Trafficking Resource Center for resources such as: crisis intervention, urgent and non-urgent referrals.
  1-888-373-7888 or email them at NHTRC@PolarisProject.org
- The U.S. Department of Justice's Office of Victims of Crime website for local organizations: http://ovc.ncjrs.gov/humantrafficking/traffickingmatrix.html
- National Runaway Safeline
  1-800-RUNAWAY

» Pierce, A., & Koepplinger, S. (2011, October). New language, old problem: Sex trafficking of American Indian women and children. In *Vawnet.org: National Online Resource Center on Violence Against Women* . Retrieved from http://www.vawnet.org/Assoc_Files_VAWnet/AR_NativeSexTrafficking.pdf

» Farley, M., Matthews, N., Deer, S., Lopez, G., Stark, C., & Hudon, E. (2011). *Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota.*

» Dalrymple, A., & Lynn, K. (2015, January). Native American populations 'hugely at risk' to sex trafficking . In *Bismarck Tribune* . Retrieved from http://bismarcktribune.com/bakken/native-american-populations-hugely-at-risk-to-sex-trafficking/article_46511e48-92c5-11e4-b040-c7db843de94f.html

» *Stop Violence Against Women: A Project of the Advocates for Human Rights* . The Advocates for Human Rights , n.d. Web. 2 July 2015. <http://www1.umn.edu/humanrts/svaw/trafficking/explore/4effects.htm>.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

April 24, 2015

Dear Colleague:

I write to remind you that all school districts, colleges, and universities receiving Federal financial assistance must designate at least one employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX of the Education Amendments of 1972 (Title IX), which prohibits sex discrimination in education programs and activities.[1] These designated employees are generally referred to as Title IX coordinators.

Your Title IX coordinator plays an essential role in helping you ensure that every person affected by the operations of your educational institution—including students, their parents or guardians, employees, and applicants for admission and employment—is aware of the legal rights Title IX affords and that your institution and its officials comply with their legal obligations under Title IX. To be effective, a Title IX coordinator must have the full support of your institution. It is therefore critical that all institutions provide their Title IX coordinators with the appropriate authority and support necessary for them to carry out their duties and use their expertise to help their institutions comply with Title IX.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX for institutions that receive funds from the Department (recipients).[2] In our enforcement work, OCR has found that some of the most egregious and harmful Title IX violations occur when a recipient fails to designate a Title IX coordinator or when a Title IX coordinator has not been sufficiently trained or given the appropriate level of authority to oversee the recipient's compliance with Title IX. By contrast, OCR has found that an effective Title IX coordinator often helps a recipient provide equal educational opportunities to all students.

OCR has previously issued guidance documents that include discussions of the responsibilities of a Title IX coordinator, and those documents remain in full force. This letter incorporates that existing OCR guidance on Title IX coordinators and provides additional clarification and recommendations

[1] 34 C.F.R. § 106.8(a). Although Title IX applies to any recipient that offers education programs or activities, this letter focuses on Title IX coordinators designated by local educational agencies, schools, colleges, and universities.

[2] 20 U.S.C. §§ 1681–1688. The Department of Justice shares enforcement authority over Title IX with OCR.

as appropriate. This letter outlines the factors a recipient should consider when designating a Title IX coordinator, then describes the Title IX coordinator's responsibilities and authority. Next, this letter reminds recipients of the importance of supporting Title IX coordinators by ensuring that the coordinators are visible in their school communities and have the appropriate training.

Also attached is a letter directed to Title IX coordinators that provides more information about their responsibilities and a Title IX resource guide. The resource guide includes an overview of the scope of Title IX, a discussion about Title IX's administrative requirements, as well as a discussion of other key Title IX issues and references to Federal resources. The discussion of each Title IX issue includes recommended best practices for the Title IX coordinator to help your institution meet its obligations under Title IX. The resource guide also explains your institution's obligation to report information to the Department that could be relevant to Title IX. The enclosed letter to Title IX coordinators and the resource guide may be useful for you to understand your institution's obligations under Title IX.

Designation of a Title IX Coordinator

Educational institutions that receive Federal financial assistance are prohibited under Title IX from subjecting any person to discrimination on the basis of sex. Title IX authorizes the Department of Education to issue regulations to effectuate Title IX.[3] Under those regulations, a recipient must designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the Department's implementing regulations.[4] This position may not be left vacant; a recipient must have at least one person designated and actually serving as the Title IX coordinator at all times.

In deciding to which senior school official the Title IX coordinator should report and what other functions (if any) that person should perform, recipients are urged to consider the following:[5]

A. Independence

The Title IX coordinator's role should be independent to avoid any potential conflicts of interest and the Title IX coordinator should report directly to the recipient's senior leadership, such as the district superintendent or the college or university president. Granting the Title IX coordinator this

[3] The Department's Title IX regulations, 34 C.F.R. Part 106, are available at http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html.

[4] 34 C.F.R. § 106.8(a).

[5] Many of the principles in this document also apply generally to employees required to be designated to coordinate compliance with other civil rights laws enforced by OCR against educational institutions, such as Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; 34 C.F.R. § 104.7(a), and Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12131–12134; 28 C.F.R. § 35.107(a).

independence also ensures that senior school officials are fully informed of any Title IX issues that arise and that the Title IX coordinator has the appropriate authority, both formal and informal, to effectively coordinate the recipient's compliance with Title IX. Title IX does not categorically exclude particular employees from serving as Title IX coordinators. However, when designating a Title IX coordinator, a recipient should be careful to avoid designating an employee whose other job responsibilities may create a conflict of interest. For example, designating a disciplinary board member, general counsel, dean of students, superintendent, principal, or athletics director as the Title IX coordinator may pose a conflict of interest.

B. Full-Time Title IX Coordinator

Designating a full-time Title IX coordinator will minimize the risk of a conflict of interest and in many cases ensure sufficient time is available to perform all the role's responsibilities. If a recipient designates one employee to coordinate the recipient's compliance with Title IX and other related laws, it is critical that the employee has the qualifications, training, authority, and time to address all complaints throughout the institution, including those raising Title IX issues.

C. Multiple Coordinators

Although not required by Title IX, it may be a good practice for some recipients, particularly larger school districts, colleges, and universities, to designate multiple Title IX coordinators. For example, some recipients have found that designating a Title IX coordinator for each building, school, or campus provides students and staff with more familiarity with the Title IX coordinator. This familiarity may result in more effective training of the school community on their rights and obligations under Title IX and improved reporting of incidents under Title IX. A recipient that designates multiple coordinators should designate one lead Title IX coordinator who has ultimate oversight responsibility. A recipient should encourage all of its Title IX coordinators to work together to ensure consistent enforcement of its policies and Title IX.

Responsibilities and Authority of a Title IX Coordinator

The Title IX coordinator's primary responsibility is to coordinate the recipient's compliance with Title IX, including the recipient's grievance procedures for resolving Title IX complaints. Therefore, the Title IX coordinator must have the authority necessary to fulfill this coordination responsibility. The recipient must inform the Title IX coordinator of all reports and complaints raising Title IX issues, even if the complaint was initially filed with another individual or office or the investigation will be conducted by another individual or office. The Title IX coordinator is responsible for coordinating the recipient's responses to all complaints involving possible sex discrimination. This responsibility includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate. Such coordination can help the recipient avoid Title IX violations, particularly violations involving sexual harassment and violence, by preventing incidents

from recurring or becoming systemic problems that affect the wider school community. Title IX does not specify who should determine the outcome of Title IX complaints or the actions the school will take in response to such complaints. The Title IX coordinator could play this role, provided there are no conflicts of interest, but does not have to.

The Title IX coordinator must have knowledge of the recipient's policies and procedures on sex discrimination and should be involved in the drafting and revision of such policies and procedures to help ensure that they comply with the requirements of Title IX. The Title IX coordinator should also coordinate the collection and analysis of information from an annual climate survey if, as OCR recommends, the school conducts such a survey. In addition, a recipient should provide Title IX coordinators with access to information regarding enrollment in particular subject areas, participation in athletics, administration of school discipline, and incidents of sex-based harassment. Granting Title IX coordinators the appropriate authority will allow them to identify and proactively address issues related to possible sex discrimination as they arise.

Title IX makes it unlawful to retaliate against individuals—including Title IX coordinators—not just when they file a complaint alleging a violation of Title IX, but also when they participate in a Title IX investigation, hearing, or proceeding, or advocate for others' Title IX rights.[6] Title IX's broad anti-retaliation provision protects Title IX coordinators from discrimination, intimidation, threats, and coercion for the purpose of interfering with the performance of their job responsibilities. A recipient, therefore, must not interfere with the Title IX coordinator's participation in complaint investigations and monitoring of the recipient's efforts to comply with and carry out its responsibilities under Title IX. Rather, a recipient should encourage its Title IX coordinator to help it comply with Title IX and promote gender equity in education.

Support for Title IX Coordinators

Title IX coordinators must have the full support of their institutions to be able to effectively coordinate the recipient's compliance with Title IX. Such support includes making the role of the Title IX coordinator visible in the school community and ensuring that the Title IX coordinator is sufficiently knowledgeable about Title IX and the recipient's policies and procedures. Because educational institutions vary in size and educational level, there are a variety of ways in which recipients can ensure that their Title IX coordinators have community-wide visibility and comprehensive knowledge and training.

[6] 34 C.F.R. § 106.71 (incorporating by reference 34 C.F.R. § 100.7(e)).

A. Visibility of Title IX Coordinators

Under the Department's Title IX regulations, a recipient has specific obligations to make the role of its Title IX coordinator visible to the school community. A recipient must post a notice of nondiscrimination stating that it does not discriminate on the basis of sex and that questions regarding Title IX may be referred to the recipient's Title IX coordinator or to OCR. The notice must be included in any bulletins, announcements, publications, catalogs, application forms, or recruitment materials distributed to the school community, including all applicants for admission and employment, students and parents or guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient.[7]

In addition, the recipient must always notify students and employees of the name, office address, telephone number, and email address of the Title IX coordinator, including in its notice of nondiscrimination.[8] Because it may be unduly burdensome for a recipient to republish printed materials that include the Title IX coordinator's name and individual information each time a person leaves the Title IX coordinator position, a recipient may identify its coordinator only through a position title in printed materials and may provide an email address established for the position of the Title IX coordinator, such as TitleIXCoordinator@school.edu, so long as the email is immediately redirected to the employee serving as the Title IX coordinator. However, the recipient's website must reflect complete and current information about the Title IX coordinator.

Recipients with more than one Title IX coordinator must notify students and employees of the lead Title IX coordinator's contact information in its notice of nondiscrimination, and should make available the contact information for its other Title IX coordinators as well. In doing so, recipients should include any additional information that would help students and employees identify which Title IX coordinator to contact, such as each Title IX coordinator's specific geographic region (*e.g.*, a particular elementary school or part of a college campus) or Title IX area of specialization (*e.g.*, gender equity in academic programs or athletics, harassment, or complaints from employees).

The Title IX coordinator's contact information must be widely distributed and should be easily found on the recipient's website and in various publications.[9] By publicizing the functions and responsibilities of the Title IX coordinator, the recipient demonstrates to the school community its commitment to complying with Title IX and its support of the Title IX coordinator's efforts.

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[7] 34 C.F.R. § 106.9.

[8] 34 C.F.R. § 106.8(a).

[9] 34 C.F.R. § 106.9.

Supporting the Title IX coordinator in the establishment and maintenance of a strong and visible role in the community helps to ensure that members of the school community know and trust that they can reach out to the Title IX coordinator for assistance. OCR encourages recipients to create a page on the recipient's website that includes the name and contact information of its Title IX coordinator(s), relevant Title IX policies and grievance procedures, and other resources related to Title IX compliance and gender equity. A link to this page should be prominently displayed on the recipient's homepage.

To supplement the recipient's notification obligations, the Department collects and publishes information from educational institutions about the employees they designate as Title IX coordinators. OCR's Civil Rights Data Collection (CRDC) collects information from the nation's public school districts and elementary and secondary schools, including whether they have civil rights coordinators for discrimination on the basis of sex, race, and disability, and the coordinators' contact information.[10] The Department's Office of Postsecondary Education collects information about Title IX coordinators from postsecondary institutions in reports required under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act.[11]

B. Training of Title IX Coordinators

Recipients must ensure that their Title IX coordinators are appropriately trained and possess comprehensive knowledge in all areas over which they have responsibility in order to effectively carry out those responsibilities, including the recipients' policies and procedures on sex discrimination and all complaints raising Title IX issues throughout the institution. The resource guide accompanying this letter outlines some of the key issues covered by Title IX and provides references to Federal resources related to those issues. In addition, the coordinators should be knowledgeable about other applicable Federal and State laws, regulations, and policies that overlap with Title IX.[12] In most cases, the recipient will need to provide an employee with training to act as its Title IX coordinator. The training should explain the different facets of Title IX, including regulatory provisions, applicable OCR guidance, and the recipient's Title IX policies and grievance procedures. Because these laws, regulations, and OCR guidance may be updated, and

[10] OCR began collecting this information through the CRDC for the 2013-2014 school year. More information about the CRDC is available at http://www.ed.gov/ocr/data.html.

[11] The Department will begin collecting this information in 2015. More information about the Clery Act data collection is available at http://www.ed.gov/admins/lead/safety/campus.html.

[12] *See, e.g.*, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, and its implementing regulations, 34 C.F.R. Part 99; and the Clery Act, 20 U.S.C. § 1092(f), and its implementing regulations, 34 C.F.R. Part 668. These documents only address an institution's compliance with Title IX and do not address its obligations under other Federal laws, such as the Clery Act.

recipient policies and procedures may be revised, the best way to ensure Title IX coordinators have the most current knowledge of Federal and State laws, regulations, and policies relating to Title IX and gender equity is for a recipient to provide regular training to the Title IX coordinator, as well as to all employees whose responsibilities may relate to the recipient's obligations under Title IX. OCR's regional offices can provide technical assistance, and opportunities for training may be available through Equity Assistance Centers, State educational agencies, private organizations, advocacy groups, and community colleges. A Title IX coordinator may also find it helpful to seek mentorship from a more experienced Title IX coordinator and to collaborate with other Title IX coordinators in the region (or who serve similar institutions) to share information, knowledge, and expertise.

In rare circumstances, an employee's prior training and experience may sufficiently prepare that employee to act as the recipient's Title IX coordinator. For example, the combination of effective prior training and experience investigating complaints of sex discrimination, together with training on current Title IX regulations, OCR guidance, and the recipient institution's policies and grievance procedures may be sufficient preparation for that employee to effectively carry out the responsibilities of the Title IX coordinator.

Conclusion

Title IX coordinators are invaluable resources to recipients and students at all educational levels. OCR is committed to helping recipients and Title IX coordinators understand and comply with their legal obligations under Title IX. If you need technical assistance, please contact the OCR regional office serving your State or territory by visiting http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call OCR's Customer Service Team at 1-800-421-3481; TDD 1-800-877-8339.

Thank you for supporting your Title IX coordinators to help ensure that all students have equal access to educational opportunities, regardless of sex. I look forward to continuing to work with recipients nationwide to help ensure that each and every recipient has at least one knowledgeable Title IX coordinator with the authority and support needed to prevent and address sex discrimination in our nation's schools.

Sincerely,

/s/
Catherine E. Lhamon
Assistant Secretary for Civil Rights

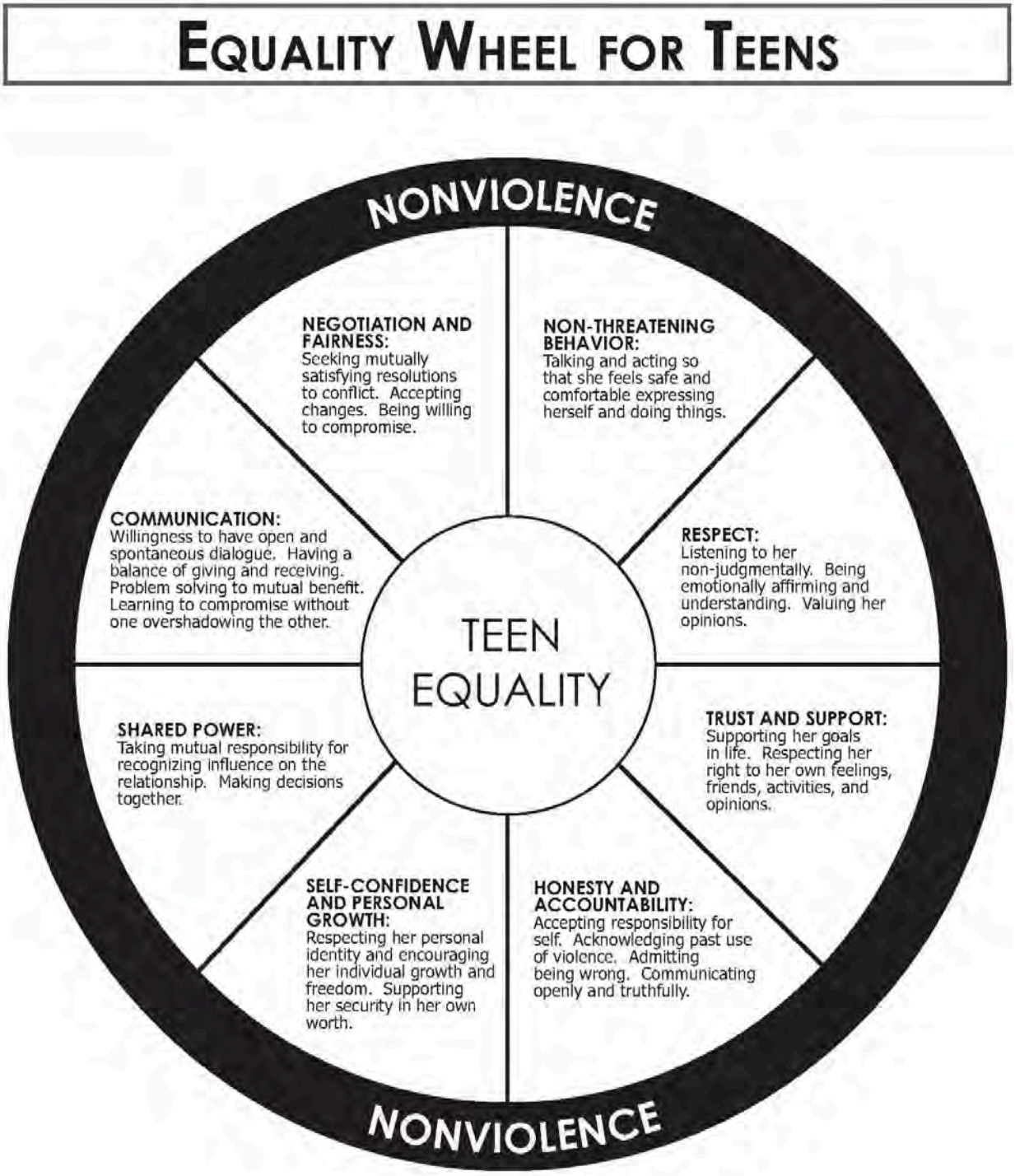
CHILDREN'S DOMESTIC ABUSE WHEEL

Adapted from:
Domestic Abuse
Intervention Project
Duluth, MN 218/722-4134

NURTURING CHILDREN'S WHEEL

DOMESTIC ABUSE INTERVENTION PROJECT
202 East Superior Street
Duluth, Minnesota 55802
218-722-2781
www.duluth-model.org

EQUALITY WHEEL FOR TEENS



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EFFECTS OF DOMESTIC VIOLENCE ON CHILDREN ESSAY

Effects of Domestic Violence on Children

By Don Chapin, Crossroads: Lincoln County Community Nonviolence Program
and Wyanet Tasker, Red Wind Consulting, Inc

Myth: Children are not affected by Domestic Violence if they are not physically injured.

Millions of American families live with the pain and terror caused by Domestic Violence. These alarming numbers lead to endless discussions about the effects on the survivor as well as the responsibility of the perpetrator. However, the life-altering impacts on children being raised in violent environments is often lost in the debate. Many people believe that children who routinely watch their mothers being battered can emerge unscathed if they are not abused directly. This belief is not true. If our children are to heal from these traumas, we as a society must move beyond denial and into a place where these issues can be addressed realistically.

Masked by resilience

By nature, some children are resilient. This outward appearance helps perpetuate the myth that they are not affected by violence in their homes. The surface behavior of these children may seem appropriate for their individual maturity levels. However, they often harbor considerable underlying feelings of fear, confusion, hurt, anger, and conflicted loyalties toward the people they have been taught to love, honor, and respect. Children learn to cope with traumatic issues in their own unique ways. Unfortunately, some of these coping skills may lead to self-harm, engaging in risky behaviors, problems in school, drug and alcohol use.

The result of being raised in a home with a batterer may be apparent immediately or may lie dormant until later in life when it manifests itself as:

- Depression
- Eating and sleeping disorders
- Inability to develop healthy relationships
- Addiction
- Controlling and/or violent behaviors
- Suicide ideation and attempts

Some children may be aggressive, have low tolerance for frustration, become easily discouraged or upset, or be overly involved in school and civic activities to minimize the time they spend at home. Others may reject school and have truancy problems because they want to be home protecting or caring for the abused family member, which is usually mom.

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An unhealthy education

If children are like sponges, absorbing attitudes, belief systems, and behaviors from the environment, then they learn destructive information and incorporate it as part of their world view. Children living with a batterer unfortunately learn that:

- It is okay to hurt others and there are no consequences for their actions.
- The person with the most power wins.
- It is acceptable to use violence to resolve conflicts.

A legacy of violence

Most people who are violent towards their partners, report that they were primary or secondary victims of Domestic Violence as a child. National statistics reveal that a woman is more likely to be injured in her home by a family member, usually a partner, than in any other place or by any other means. Batterers directly and indirectly interfere with parenting by undermining, overruling, ridiculing, telling lies to the children, and preventing appropriate caregiving. Severely stressful situations result in limited energy to provide engagement and attention to children. As a result, these children need stress free bonding time for healthy development.

How can you help?

It is essential that children receive help dealing with the realities of their perpetrators' behaviors. Unfortunately, many victims hide the violence out of fear, shame, love, loyalty, lack of options, and not being believed. Survivors need space, understanding, and compassion to discuss Domestic Violence issues openly and honestly.

If you know someone who is living with Domestic Violence, you can help by doing the following:

- Take time to listen, believe them, and stay confidential.
- Encourage conversations about safety planning.
- Suggest the development of a support system, which can include trusted family, friends, elders, and community members.
- Provide information about local advocacy programs and support groups.
- Make them feel welcome at Traditional activities and community events.
- Assist with child care and model nurturing behaviors.
- Respect their choices and tell them the violence is not their fault.
- Be patient.

Given in a non-judgmental way to both primary and secondary victims, your support can help decrease the isolation they suffer. It can also help build an atmosphere in which children can openly express the painful feelings they are experiencing as a result of Domestic Violence.

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CONTRACT FOR SAFETY

HS 1

CONTRACT FOR SAFETY

NAME_____ DATE_____

Today, I have said some things about death or about hurting myself that have made others concerned about my safety. Others have told me how valuable my life is, but they want to make sure that I know how valuable my life is. I will complete this contract with a caring adult in order for us both to feel comfortable that I value my life and that I know what to do if I start feeling like I could harm myself again.

THINGS I CAN DO OR TELL MYSELF TO MAKE MYSELF FEEL BETTER: *clinician can assist*

PEOPLE WHO CARE ABOUT ME THAT I CAN CALL WHEN I FEEL OVERWHELMED:

NAME	RELATIONSHIP	NUMBER

HOTLINE NUMBER/S I CAN CALL:

AGENCY	NUMBER	HOURS OF OPERATION
National Suicide Prevention Lifeline (www.suicidepreventionlifeline.org)	1-800-273-TALK (1-800-273-8255)	24 hours/7 days per week
National Hopeline Network (www.hopeline.com)	1-800-SUICIDE (1-800-784-2433)	24 hours/7 days per week

* *You can always call **911** to ask for help. Tell the operator you are in suicidal danger.*

ONLINE RESOURCES:

AGENCY	WEBSITE ADDRESS

Developed by the University of Maryland – School Mental Health Program 2008

National Suicide Hotlines	http://suicidehotlines.com/
National Suicide Prevention Resource Center	http://www.sprc.org/
Yellow Ribbon	http://www.yellowribbon.org/
Department of Health & Human Services National Strategy for Suicide Prevention	http://mentalhealth.samhsa.gov/suicideprevention/
Department of Health & Human Services Center for Disease Control & Prevention	http://www.cdc.gov/ncipc/dvp/Suicide/
US Department of Health & Human Services Substance Abuse & Mental Health Services Administration	http://family.samhsa.gov/get/suicidewarn.aspx

I WILL NOT HURT MYSELF.

I WILL DO ONE OR MORE OF THE FOLLOWING INSTEAD OF HURTING MYSELF:

1) I can come to _____'s office in _____ to talk about my feelings.

2) I can talk to a teacher, family member, or other trusted adult about my feelings (see List).

3) I can do or tell myself some of the things I wrote down on the first page.

4) I can call one of the hotline numbers listed on page 1 or can call 911.

5) I can ask someone to take me to the hospital. If no one is around, I can call 911. The hospital is a safe place where I can get help and can be safe from hurting myself.

BY SIGNING THIS SAFETY CONTRACT IN THE PRESENCE OF A COUNSELOR, I AGREE TO TAKE POSITIVE ACTIONS WHENEVER I FEEL LIKE HURTING MYSELF. I WILL NOT HURT MYSELF OR TRY TO KILL MYSELF. I WILL BE NEAR PEOPLE WHO CAN HELP ME OR WILL BE ABLE TO MAKE A PHONE CALL IF I NEED TO CONTACT PEOPLE WHO CAN HELP ME.

_____ _____

Student Date

_____ _____

WITNESS/SCHOOL MENTAL HEALTH CLINICIAN DATE

Developed by the University of Maryland – School Mental Health Program 2008