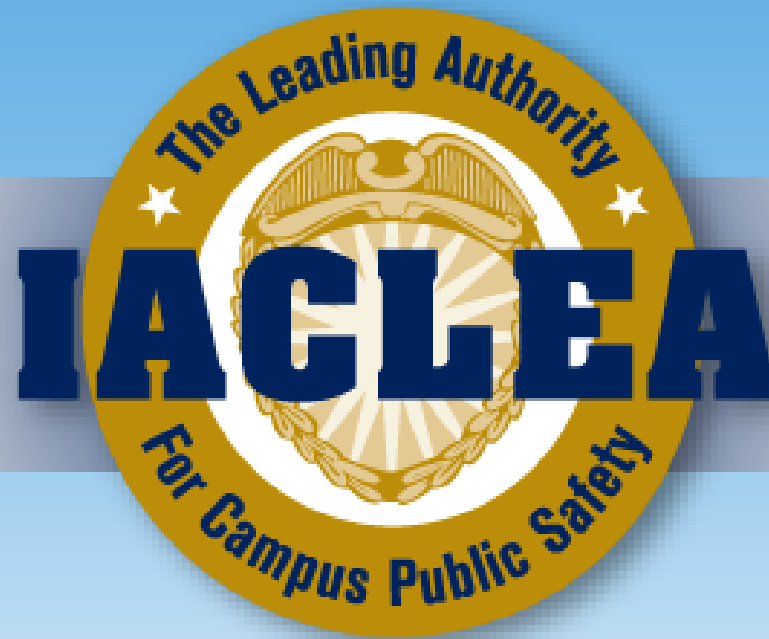
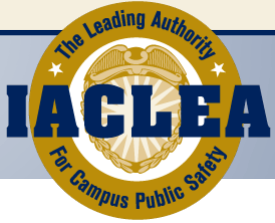


Sexual Assault on Campus: A Trauma Informed Response

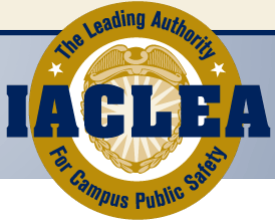


Mary Howell Sirna, JD



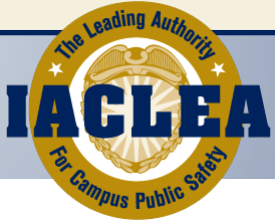
Welcome

- Introductions
- Presenter
- Participants
 - Name, agency/office, current assignment
 - What do you want to take away from the class?



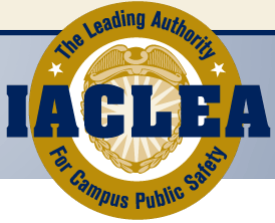
Housekeeping - its virtual

- If you need to mute or turn off screen that's ok
- We will take scheduled breaks
- Faces are good - I like seeing faces



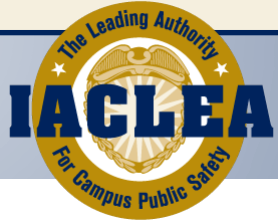
Agenda Day 1

- Welcome and Introductions
- Overview of Sexual Assault on Campus
- Break
- Victim Dynamics
- Break
- Offender Dynamics and Consent
- Wrap up and Q&A



Agenda Day 2

- Welcome and Recap
- Neurobiology of Trauma and the Trauma Informed Response
- (breaks will be built-in as needed)
- Title IX and Working Collaboratively
- Wrap up and Q&A

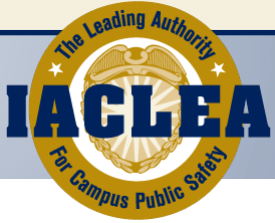


Questions before we get started?

Stay with us...

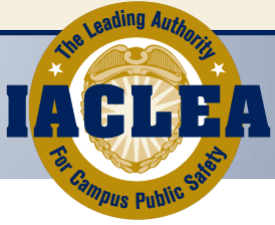
- Our profession is constantly evolving...
- So too should be our response
- to sexual assault



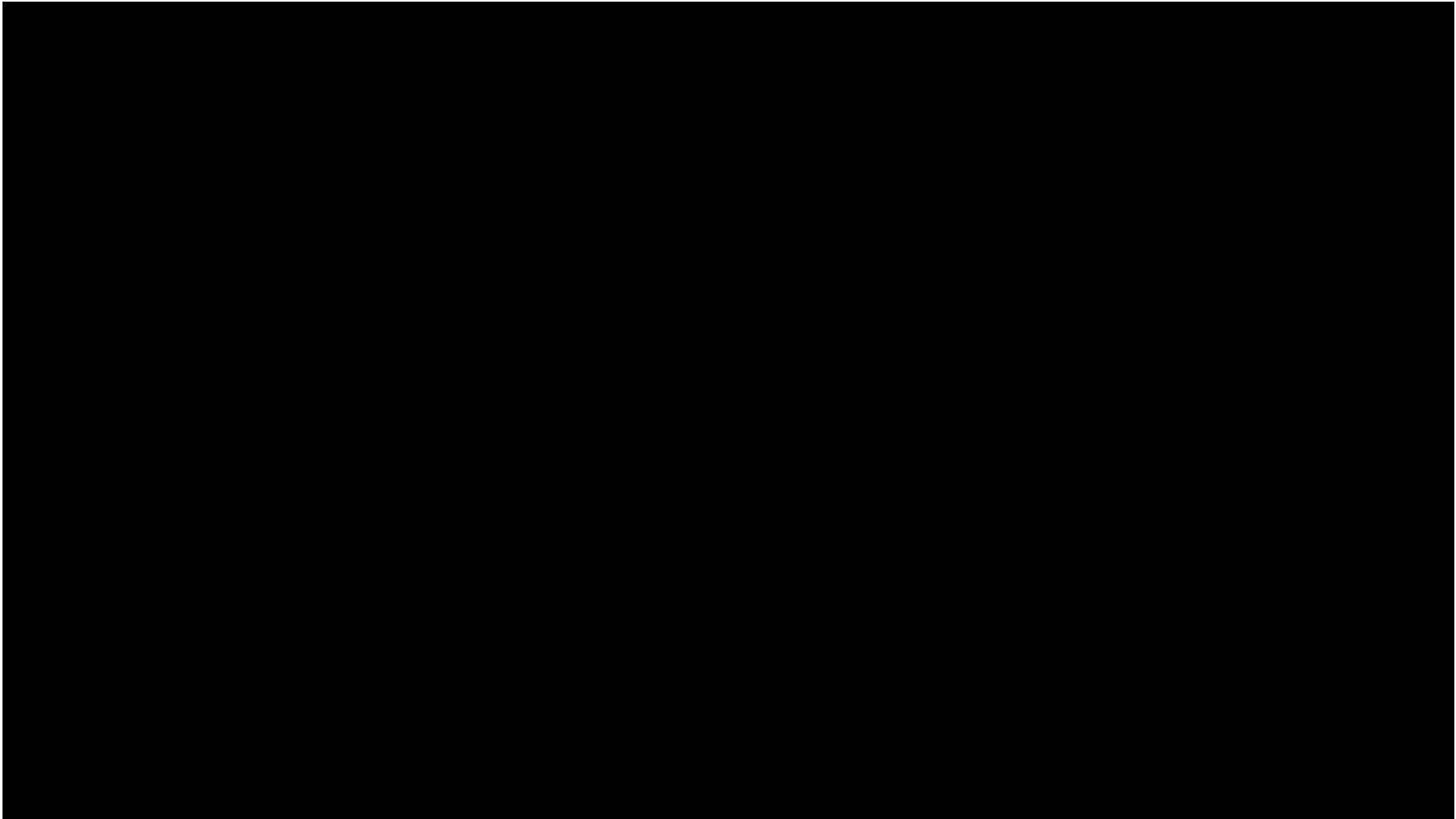
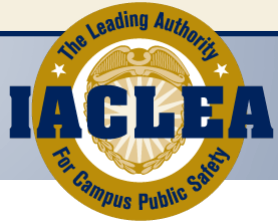


What is Sexual Assault & Violence

- **Sexual Assault** occurs when physical, sexual activity is engaged in without the consent of the other person, or when the other person is unable to consent to the activity.
- The activity or conduct may include physical force, violence, threat, intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation (through the use of drugs or alcohol) or taking advantage of the other person's intoxication (including voluntary intoxication).
- **Sexual Violence** means physical sexual acts without the consent of the other person or when the other person is unable to give consent.
- Sexual violence can include **sexual assault, rape, domestic violence, dating violence and stalking.**



Realities of Sexual Assault on Campus



https://www.youtube.com/watch?time_continue=24&v=RAzNN765cTY

Sexual Assault on Campus



Rape Culture



11th Principle:
Consent!
Start a Conversation about Consent

amazon.com

Hello, Lisa Wade. We have [recommendations](#) for you.
[Lisa's Amazon.com](#) |  [Today's Deals](#)

[Shop All Departments](#) 

Search

[Clothing & Accessories](#) [Women's](#) [Men's](#)



Funny Shirt~
by [pennylanegifts](#)
No customer reviews

Currently unavailable
We don't know when or where this item will be available again.

Rape culture in advertsing



"Well, I don't care if you're just 13, you look too good to be true. I just know that you're probably clean, there's one little thing I got to do to you — jailbait, you look so good to me. Jailbait, won't you set me free."



"I hate these blurred lines — I know you want it, I know you want it. But you're a good girl, the way you grab me, must wanna get nasty."



"I'll scream with you: 'Ah! Somebody help!' Don't you get it, bitch? No one can hear you. Now shut the fuck up, and get what's comin' to you. You were supposed to love me — now"



"Let this be a sermon, I mean everything I've said. Baby, I'm determined, and I'd rather see you dead. You better run for your life if you can, little girl, hide your head in the sand, little girl."



SOME CALL IT
STALKING.
I CALL IT
'LOVE'.

SOME CALL IT
STALKING
I CALL IT LOVE

DON'T WRAP IT AND TAP IT



TAPE HER AND RAPE HER

Like Comment



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Hot, Passed Out Chick

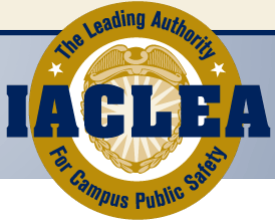
Thy Name of God is Alcohol



DATE RAPE

This Is What Fathers Pay Thousands Of Dollars
To Send Their Daughters Off To College For
- Let The Fun Begin -

MotivatedPhotos.com



- ❖ One in five women and one in 16 men are sexually assaulted while in college.
- ❖ One in every ten women and one in every seventy-one men has been raped.
- ❖ Sixty eight percent (68%) of physically abused women also reported sexual assault.
- ❖ Seventy nine percent (79%) of sexually assaulted women reported repeated episodes of sexual assault.

90%
of campus sexual
assaults
are never reported

40%
of colleges reported
not investigating a
single sexual assault
in five years

Source: The National Center for Transgender Equality and the National Gay and Lesbian Task Force

Source: National Sexual Violence Resource Center

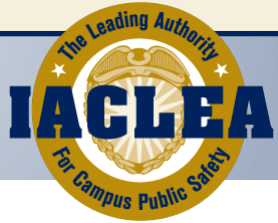
Source: (Sexual Assault Among Intimates: Frequency, Consequences and Treatments, Author(s): Dr. Judith McFarlane, Dr. Ann Malecha)

COLLEGE-AGE WOMEN ARE AT RISK



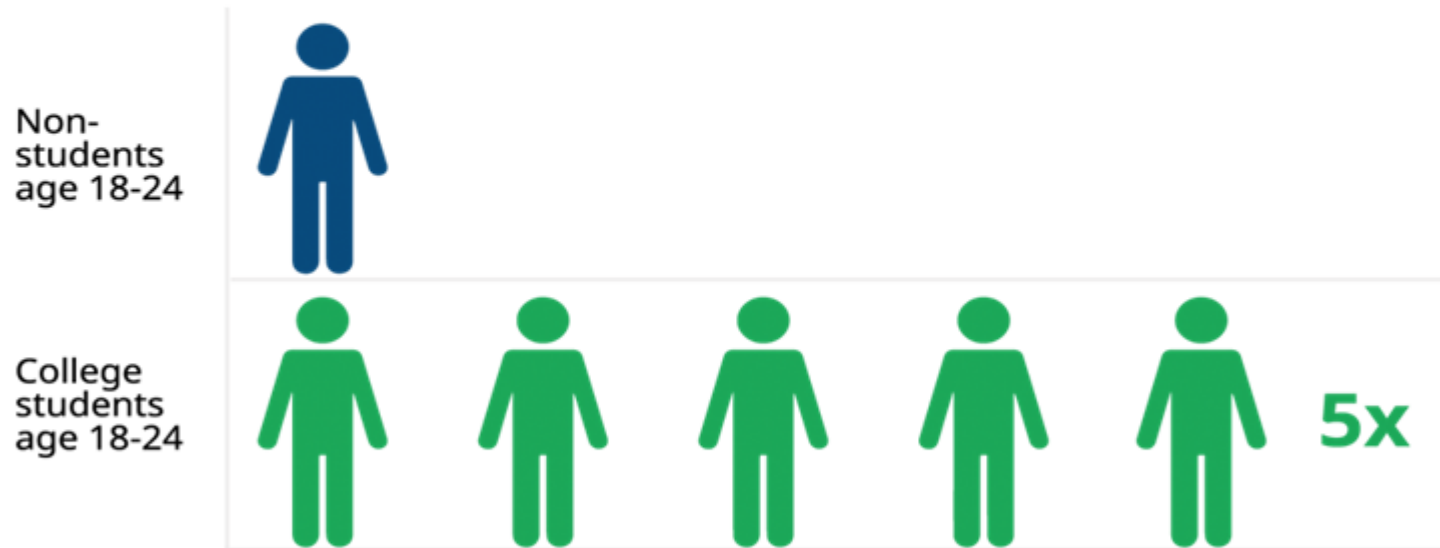
RAINN

National Sexual Assault Hotline | 800.656.HOPE | online.rainn.org
Please visit rainn.org/statistics/campus-sexual-violence for full citation.¹



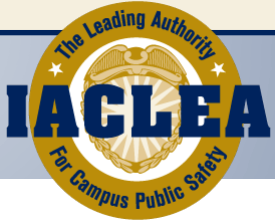
MALE COLLEGE STUDENTS AT RISK

Males ages 18-24 who are college students are approximately 5 times more likely than non-students of the same age to be a victim of rape or sexual assault.



RAINN

National Sexual Assault Hotline | 800.656.HOPE | online.rainn.org
Please visit rainn.org/statistics/victims-sexual-violence for full citation.⁷



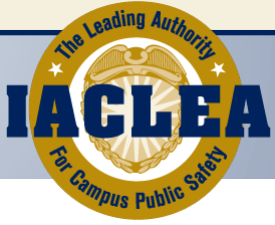
- ❖ Nineteen percent (19%) expressing a transgender identity or gender non-conformity students reported being denied access to gender appropriate college campus housing.
- ❖ Eleven percent (11%) expressing a transgender identity or gender non-conformity students lost or could not get financial aid or scholarships because of gender identity/expression.
- ❖ Seventy eight percent (78%) of transgender or gender non-conforming individuals reported being sexually harassed.

A college's lack of understanding of transgender identity or gender non-conformity means students can be place at risk

Source: The National Center for Transgender Equality and the National Gay and Lesbian Task Force

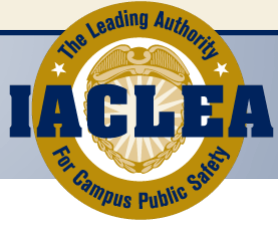
Source: National Sexual Violence Resource Center

Source: (Sexual Assault Among Intimates: Frequency, Consequences and Treatments, Author(s): Dr. Judith McFarlane, Dr. Ann Malecha)

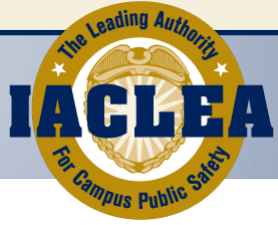


- ❖ Is the a six-to-ten-week time frame between the beginning of Fall semester and Thanksgiving.
- ❖ This is the time period in which statistically 50%+ of college sexual assaults occur.
- ❖ Freshman are particularly vulnerable:
 - increased independence
 - new relationships
 - less accountability
 - alcohol

RED ZONE

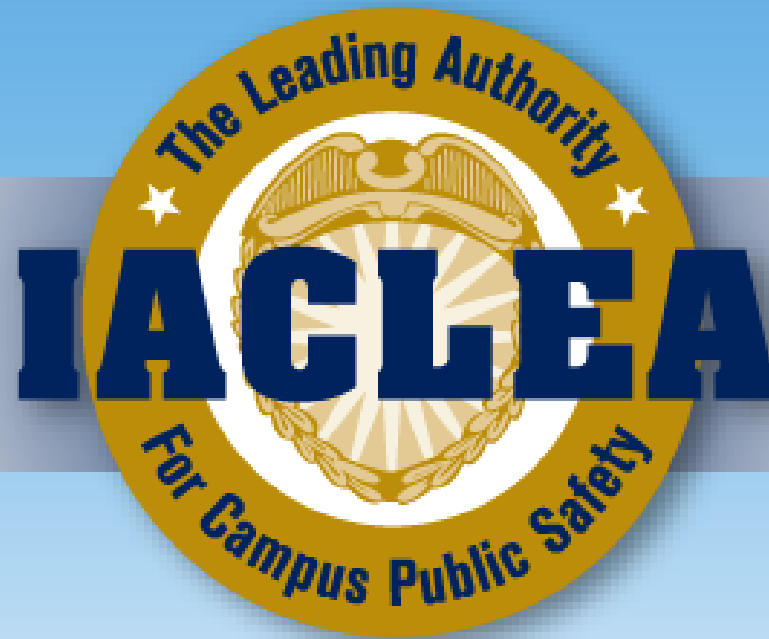


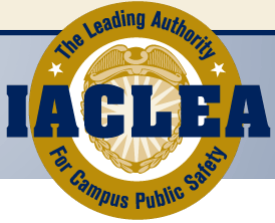
Questions?



BREAK

Victim Dynamics



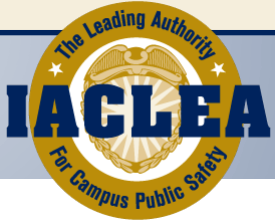


Myths, misconceptions, and victim blaming

REFLECT

In groups of 4-5 people/group ☐

- Discuss what you know or have heard about sexual assault generally / on campus.
- Who are your victims?
- Why are they your victims?



SEXUAL VIOLENCE CONTINUUM

LEAST VIOLENT

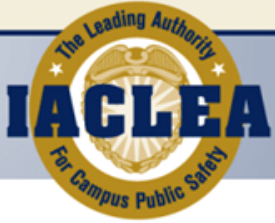


MOST VIOLENT

Sexist jokes
Sexual objectification
Jealousy
Minimizing partner's feelings and needs regarding sex
Criticizing partner sexually
Unwanted touch
Withholding sex and affection
Sexual labels like "whore" or "frigid"
Always demanding sex
Forcing partner to commit humiliating sexual acts
Cheating
Forcing partner to watch sexual acts with others
Demanding sex with threats
Forcing sex
Forcing sex with others
Forcing uncomfortable sex
Forcing sex after beatings
Sadism
Murder



“Why Didn’t You Report?”

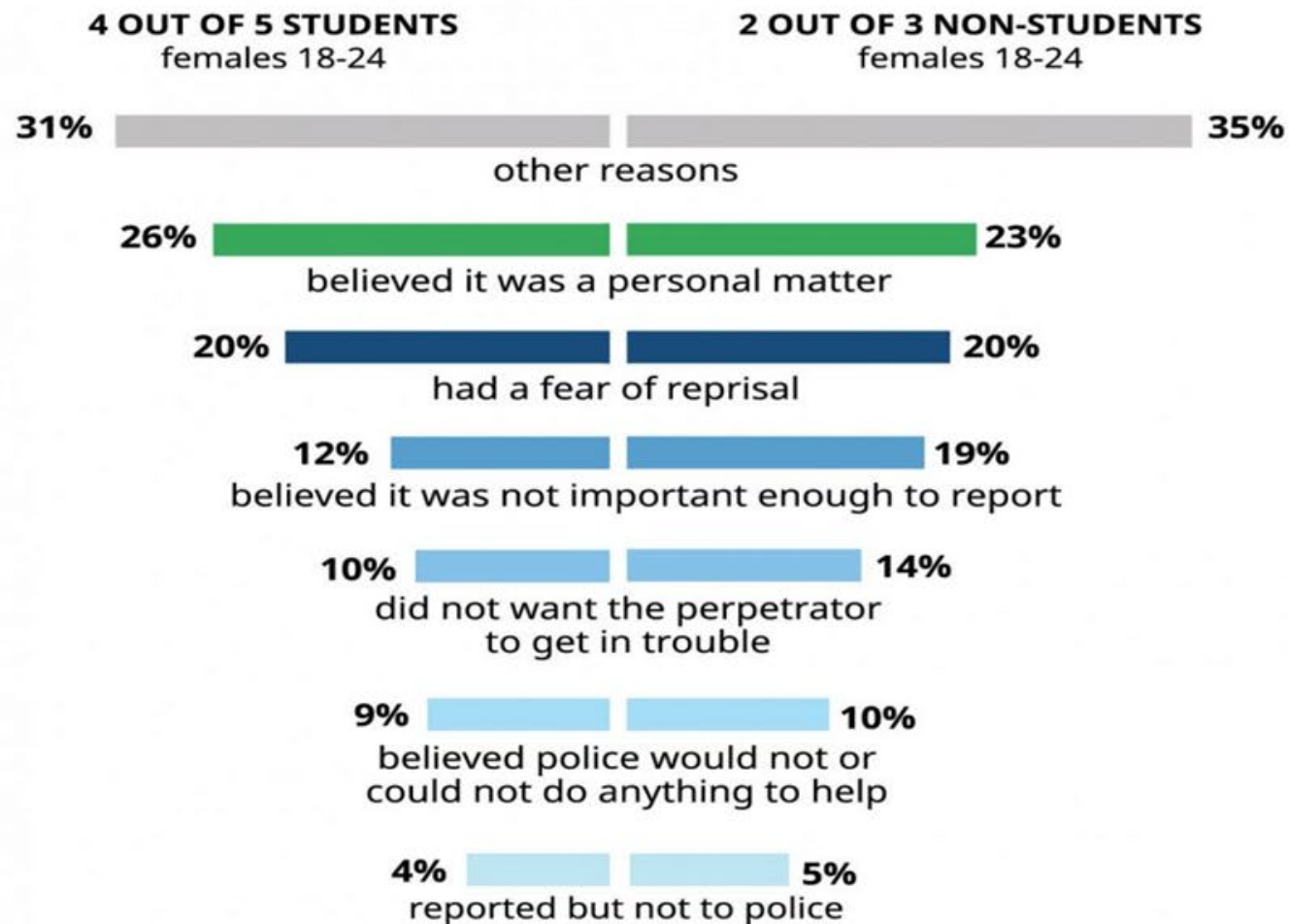


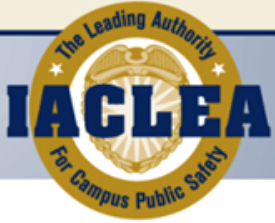
Generally, why DON'T survivors report?

- Fear of being blamed/judged/not believed
- Difficulty acknowledging event/triggering to use labels like “assault”
- No desire to “become a statistic”
- Uncertain of what happened/was it a crime
- Traumatic response (F/F/F)
- Account of event could be “inconsistent”
- The event itself reinforced sense of worthlessness (“I don’t deserve help/support so I won’t try”)
- Immigration or cultural concerns
- Being “outed” or shamed by family/community (faith-based, etc)



REASONS VICTIMS CITED FOR NOT REPORTING

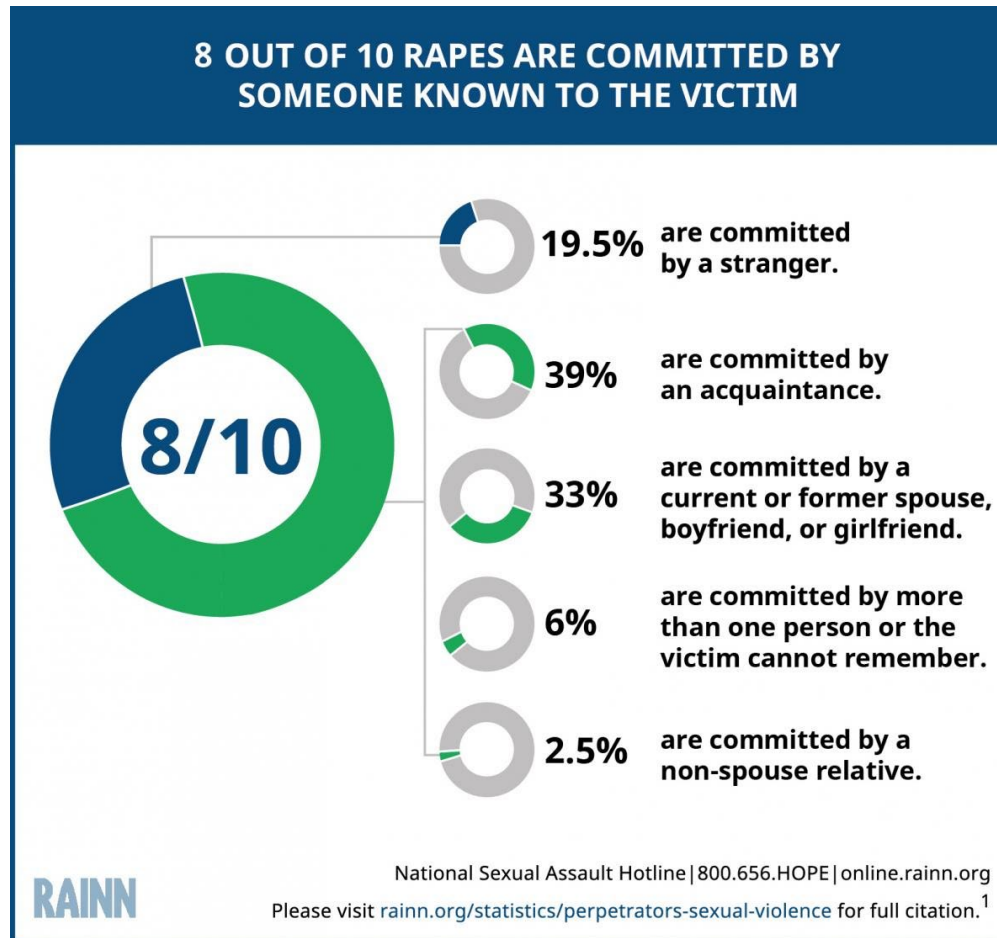




Sexual Assault Stereotypes and their Effects

- “Stranger in the bushes” stereotype
- Avoidance in labeling experience/using different labels (“I didn’t physically struggle, so it wasn’t rape”)
- Result = minimizing own victimization

Relationship to the offender



Victim Realities

I was at a party last night and really liked this one guy. We hung out all night and had a great time.

Later we were kissing and fooling around and he wouldn't stop. We had sex, but I really didn't want to and told him no over and over.

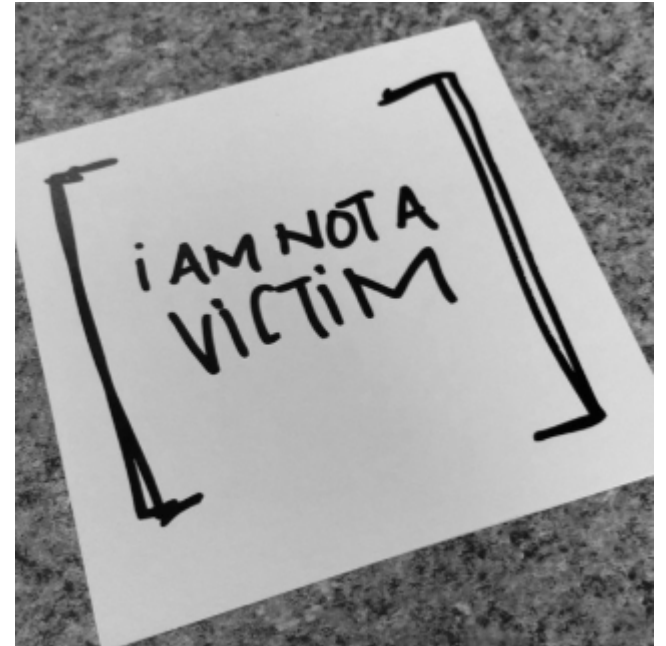
Did I get Raped???

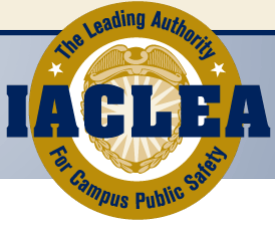


Complexities of Sexual Violence

Sexual violence myths, misconceptions and victim blaming impact the pursuit of justice

- Investigations focused on victim behavior instead of offender behavior
- Barriers to acknowledging experience





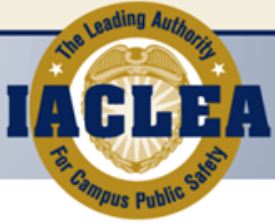
Discussing Sexual Violence

Victims of sex crimes face a prejudice that other crime victims don't often experience: the belief that they contribute to their own victimization.

VICTIM BLAMING – What Is It?

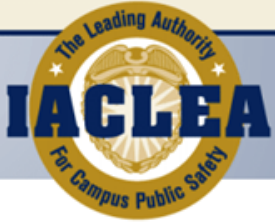
- holding a victim of a crime responsible for the criminal's actions
- Usually this looks like focusing on the victim's choices or behaviors that others see as putting them at a higher risk of being victimized.





Why do people blame victims?

- Victims of sex crimes face a prejudice that other crime victims don't often experience: the belief that they contribute to their own victimization.
- WHY?
 - In groups, discuss reasons why people engage in victim blaming
 - *Consider groups like the criminal justice system, higher ed, family members, friends.*



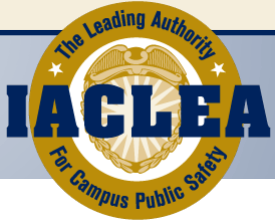
VICTIM BLAMING – Why It's A Problem

- **Self Blame**

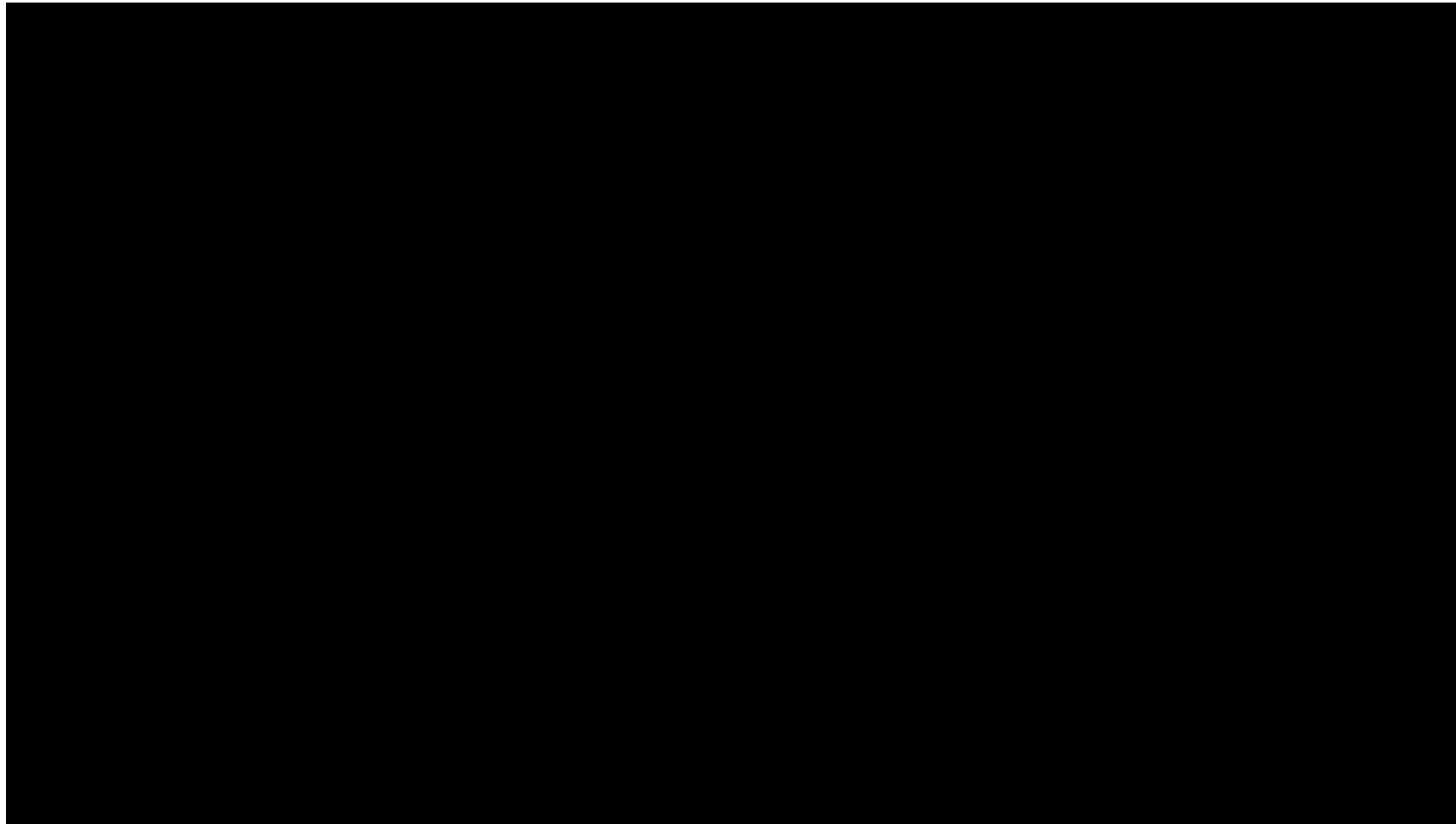
- Consider impact of victim blaming messages that permeate our culture
- Carries immense shame

- **Other (Non Self) Blame**

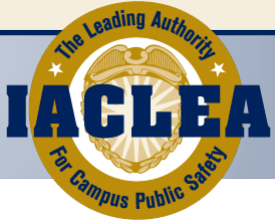
- Creates a false sense of security
 - “[Victim] didn’t do XYZ. That’s why they were raped. If I just do XYZ, I will be safe.”



If a robbery report was treated as a sexual assault

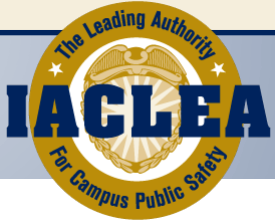


- <https://www.youtube.com/watch?v=AOL4V5BWITM>



Stifling Disclosures

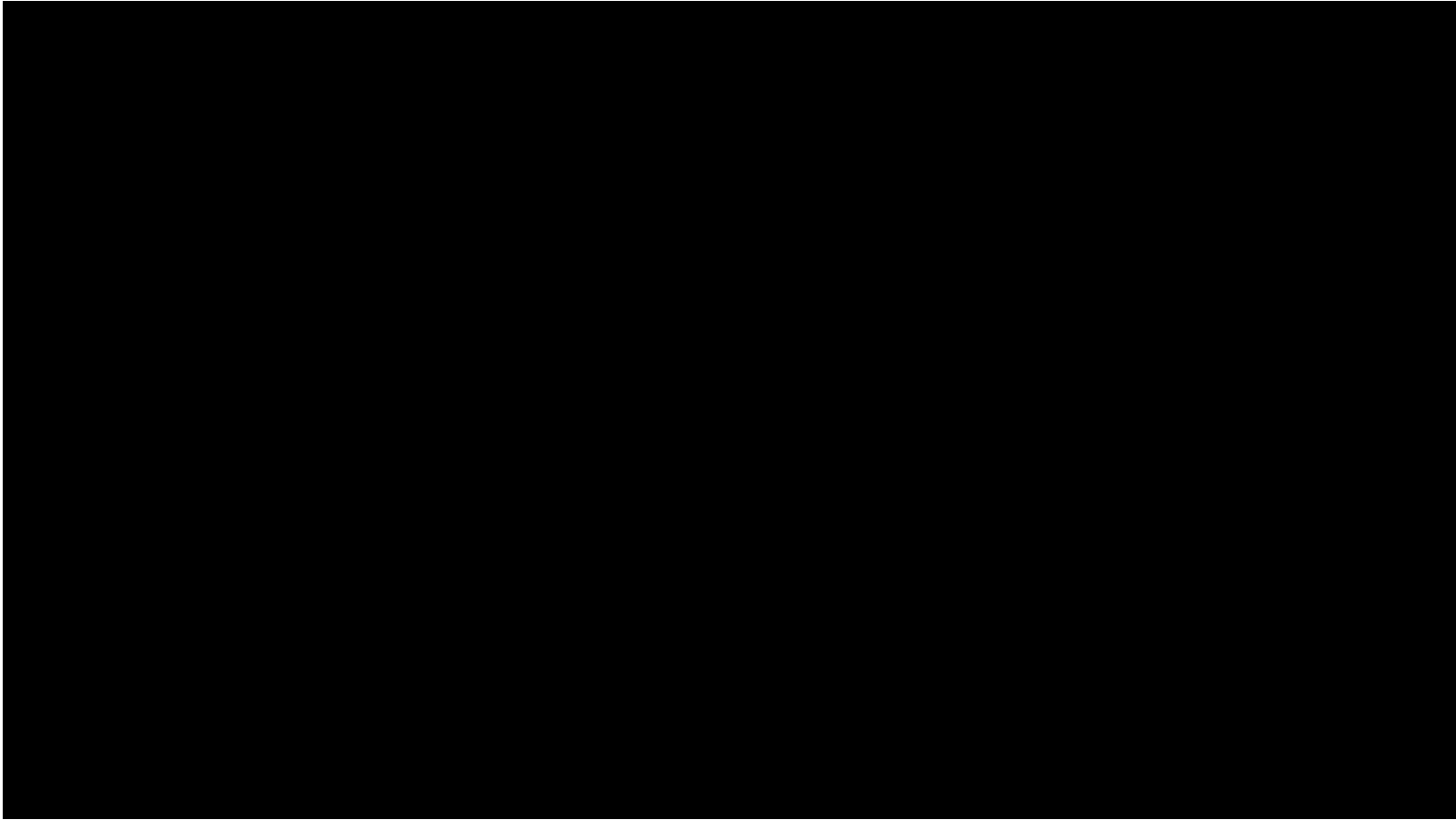
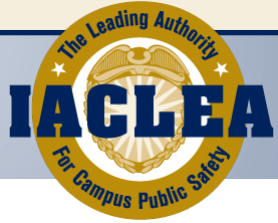
- Far more difficult for victims / survivors to disclose victimization if they feel they will be blamed/judged
- Most likely, whenever we are speaking about sexual violence, a victim / survivor is listening
- How can we demonstrate nonjudgmental attitude to promote more compassionate and safe space and ultimately, more reporting?



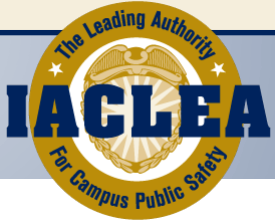
What Is Helpful For Victims / Survivors?

Try to avoid:

- Naming/labeling the experience
 - Allow victims / survivors to define their own experience
 - Trauma survivors face challenges/re-traumatization in acknowledging "label"
- Minimizing emotional and verbal abuse (etc.)
- Victim-blaming messages (direct or indirect)
 - The perpetrator may already be blaming the victim



<https://www.youtube.com/watch?v=rSWwX7lBEGk>

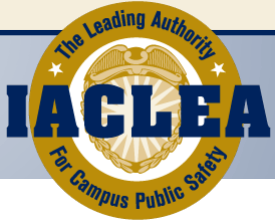


Delayed Reporting

REALITY:

Victims might report days, weeks, months, even years later

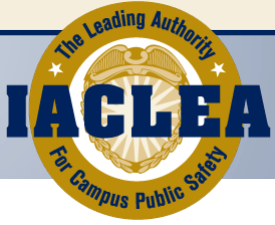
- *Not sure if they were raped*
- *Afraid they won't be believed*
- *Blame themselves*
- *Victims fear re-victimization by Campus/University, Police, Criminal Justice System*



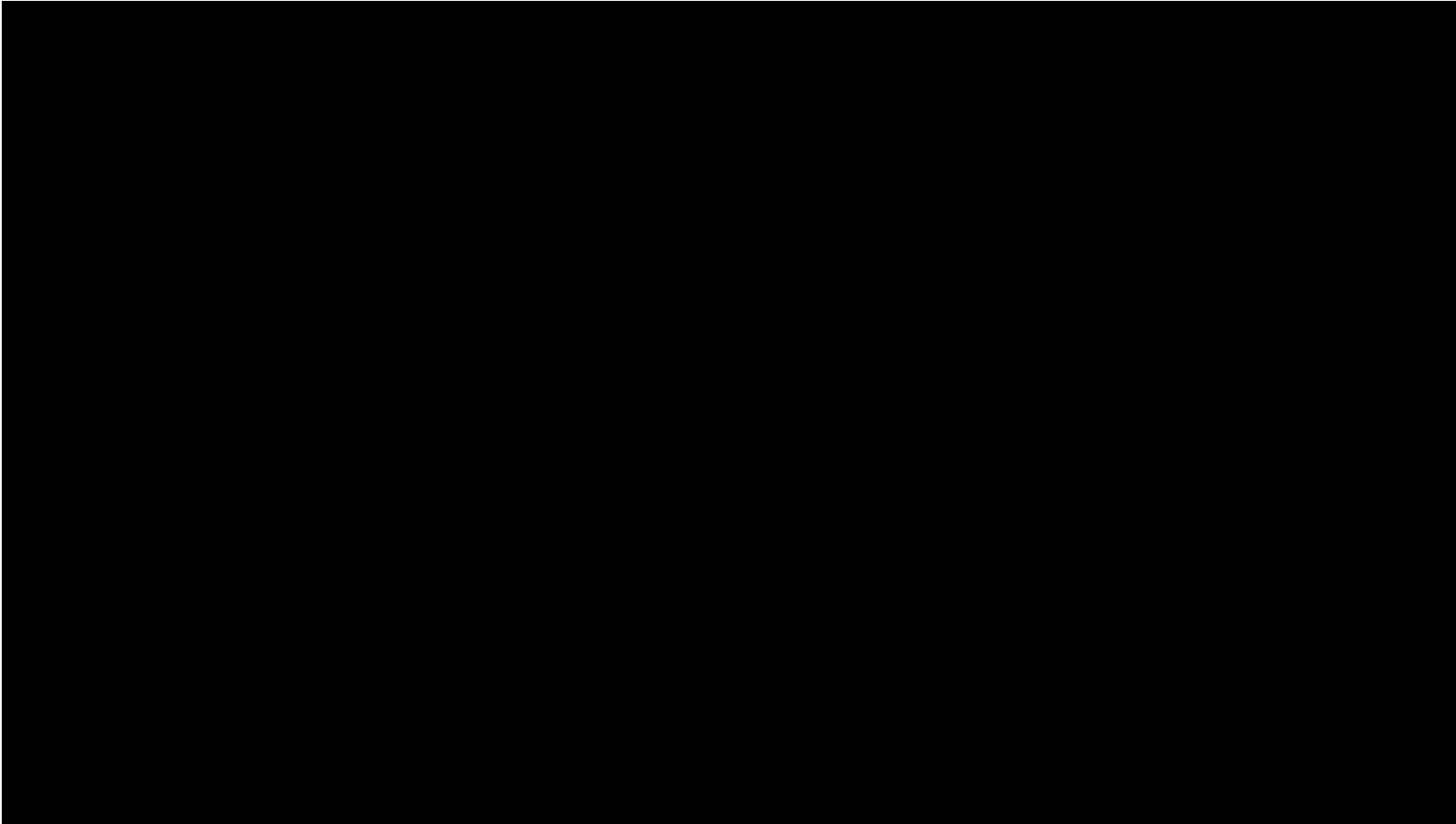
“Inconsistent” Information

REALITY:

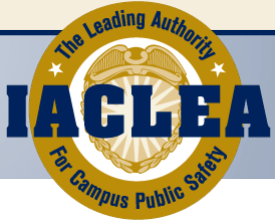
- Trauma can impact the victim’s ability to recall information
- Alcohol and drugs can impair memory
- Victims may be uncomfortable talking about details of the sexual act
- Victims may not want to share details that might affect their credibility
- Victims might have immigration or cultural issues that might lead to some details being omitted
- Afraid of being accused of a false report because there are gaps in memory



Netflix - Unbelievable



- https://www.youtube.com/watch?v=f_Tik3ylyus



The Facts about False Reports

REFLECT:

What is the percentage of sexual assault reports that are found to be “false?”

REALITY:

Research estimates for the percentage of false reports to be around 2% – 7% - *No higher than any other crime*

“False Reports: Moving Beyond the Issue to Successfully Investigate and Prosecute Non-Stranger Sexual Assault”

By Dr. Kimberly A. Lonsway, SGT Joanne Archambault (Ret), Dr. David Lisak

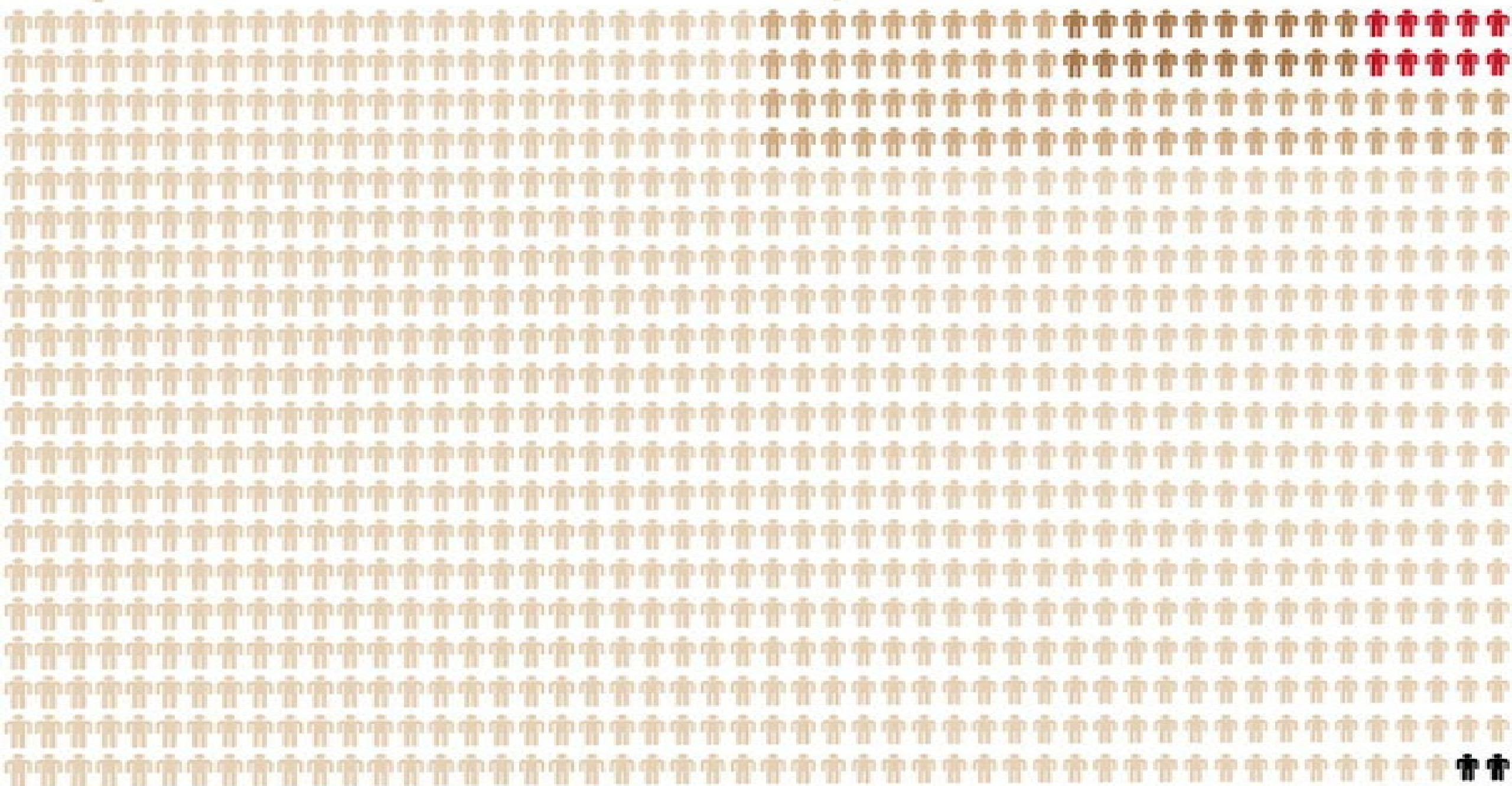
http://ndaa.org/pdf/the_voice_vol_3_no_1_2009.pdf

Rapists

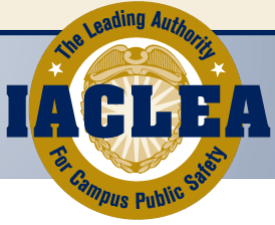
Reported

Faced Trial

Jailed







Alcohol Use: The Double Standard

Drinking is often viewed as an excuse or justification for the perpetrator's behavior

Drinking is held against the victim

Alcohol or drug use cannot be used by the defendant as an excuse for criminal behavior



JUST BECAUSE SHE ISN'T SAYING NO...
DOESN'T MEAN SHE'S SAYING YES.

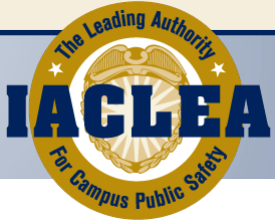


Drinking is not a crime. **Rape is.**



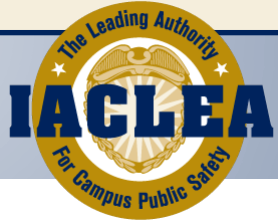
- Alcohol is used as a WEAPON against victims to make them vulnerable AND to diminish their credibility
- Alcohol is used as a SHIELD to prevent offenders from being held accountable. We tend to blame victim behavior and excuse offender behavior when they drink



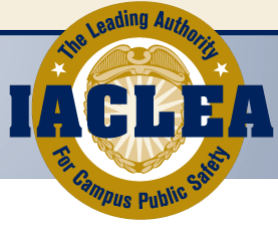


Unique Campus Challenges

- First (serious) romantic relationships
- Closed environment of campus
- First time away from home/isolated personal support network
- Small/limited social network on campus
- Shared spaces (class, dorms/apartments, & social groups)
- Not perceived as relationship violence by student, peers, or administrators
- Campus specific social networking
- Financial constraints
- Easier access for abusers to stalk survivors
 - Rates on college campus are higher than general public (25% of women & 11% of men)
 - 18-24 year olds have the highest rate of stalking victimization (NCVC)

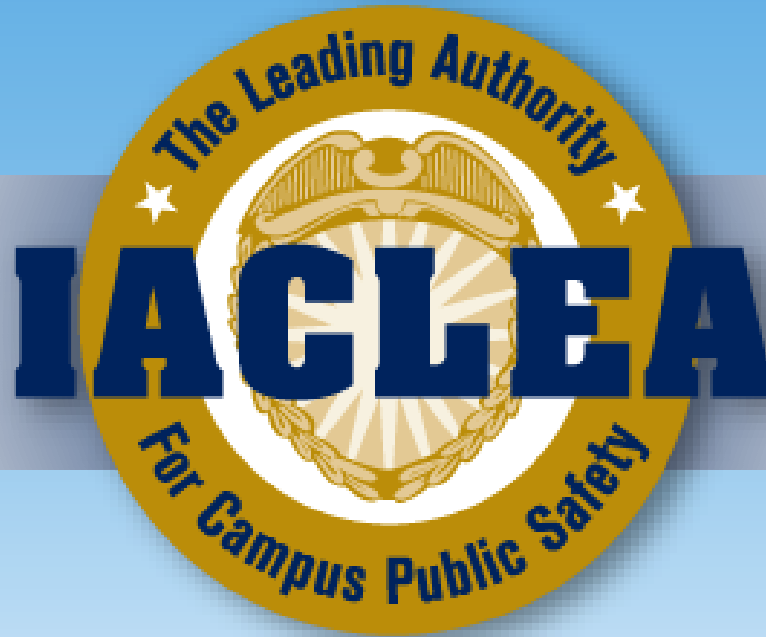


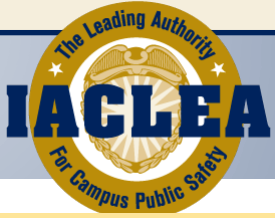
Questions?



Break

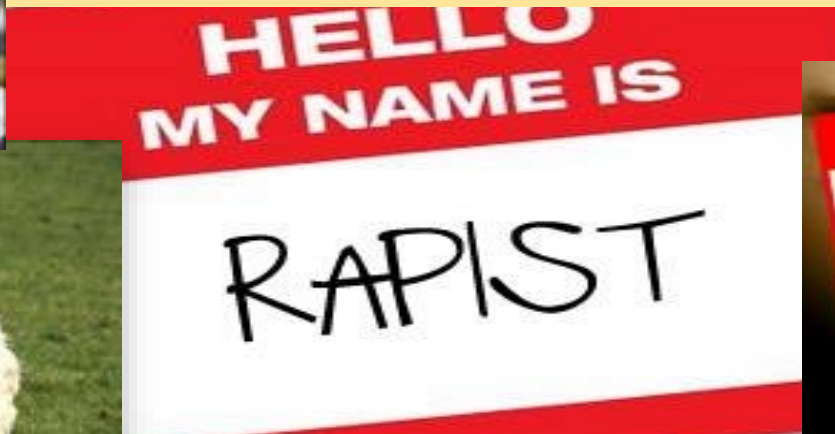
Offender Dynamics and Consent



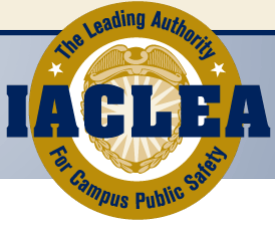


Who is the Sex Offender?

Any age, race, socioeconomic class, status, religion...



“He is such a good guy, he would never do anything like this”



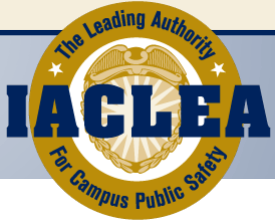
Three Sides to Life

Three sides to everyone's life...

PUBLIC

PRIVATE

SECRET

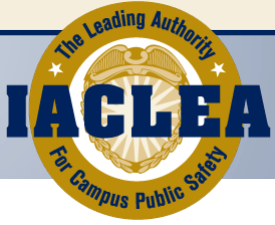


The Secret Side

**Non-deviant
Non-criminal**

**Deviant and/or criminal
fantasy but not acted on**

**Deviant and/or
criminal behavior**

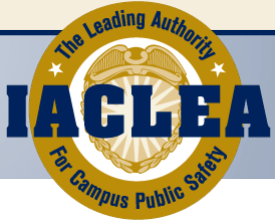


Motivation for Crime

Control

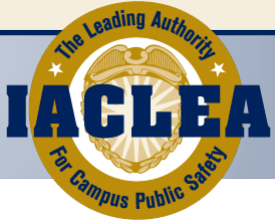
A Venn diagram consisting of two overlapping blue circles. The left circle is labeled "Control" and the right circle is labeled "Power". The circles overlap in the center, creating a shared area.

Power



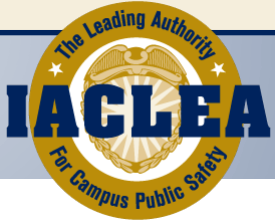
Offenders Have Taught Us...

- Offenders often choose victims they think are less likely to report, or to be believed...
- Offenders are predatory; they target and exploit victims they think are most vulnerable
- Offenders use alcohol/drugs and manipulate other factors to discredit the victim
- Offenders often promote societal myths about crimes and “blame the victim”



Offenders Have Taught Us...

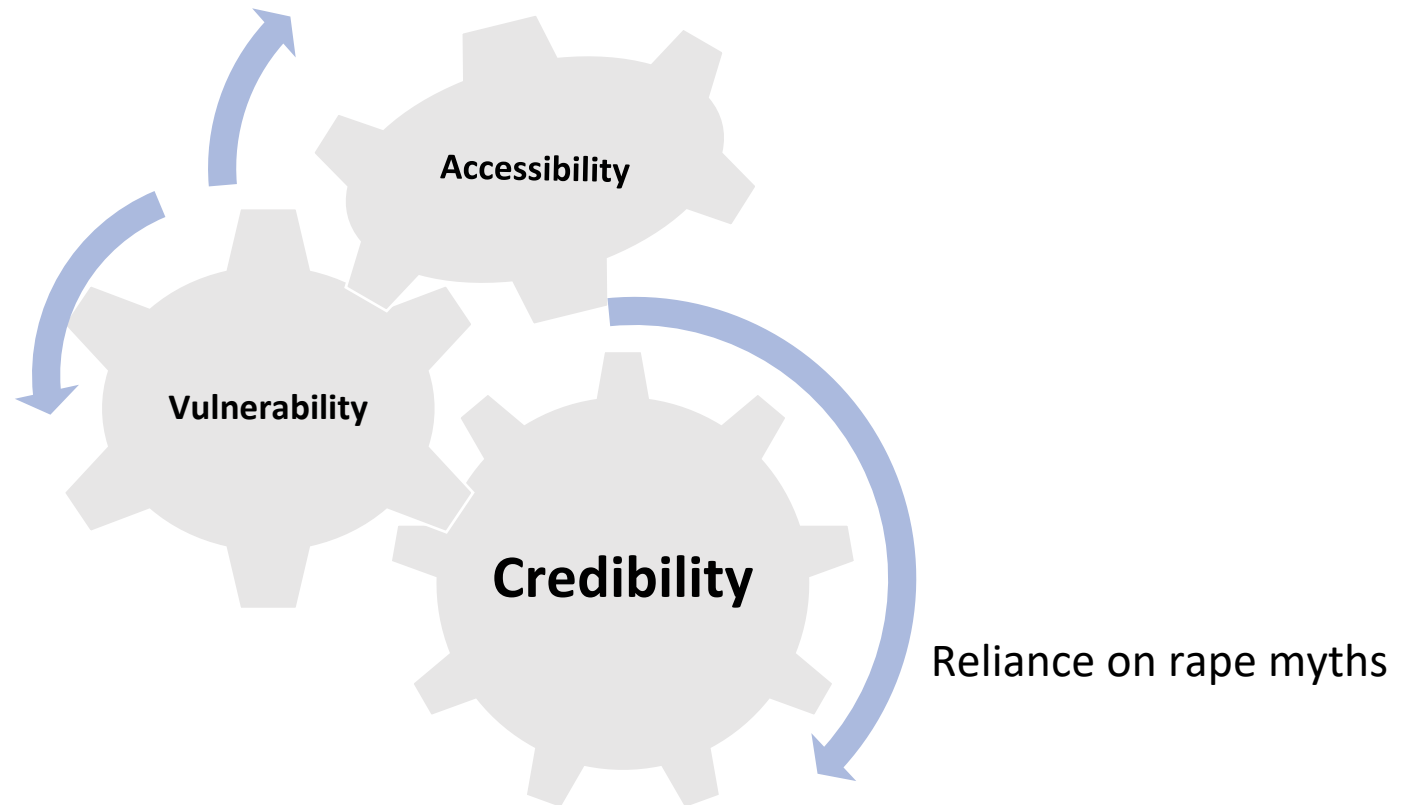
- They count on the system not believing victims, and perpetuate the myths are going to be believed by society
- Power and control to advantage
- Planning of assault: grooming
- Testing of boundaries
- Entitlement and male privilege

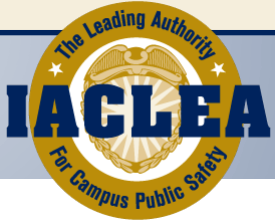


Rape Myths

- They use Rape Myths to distort their perceptions of reality
 - **“Women say no to sex even when they really want it”**
 - **Women want to be secretly “coerced” into sex**
 - **“She got what she deserved”**
 - **“He bought her dinner so she owes him”**

Offenders Target Victims

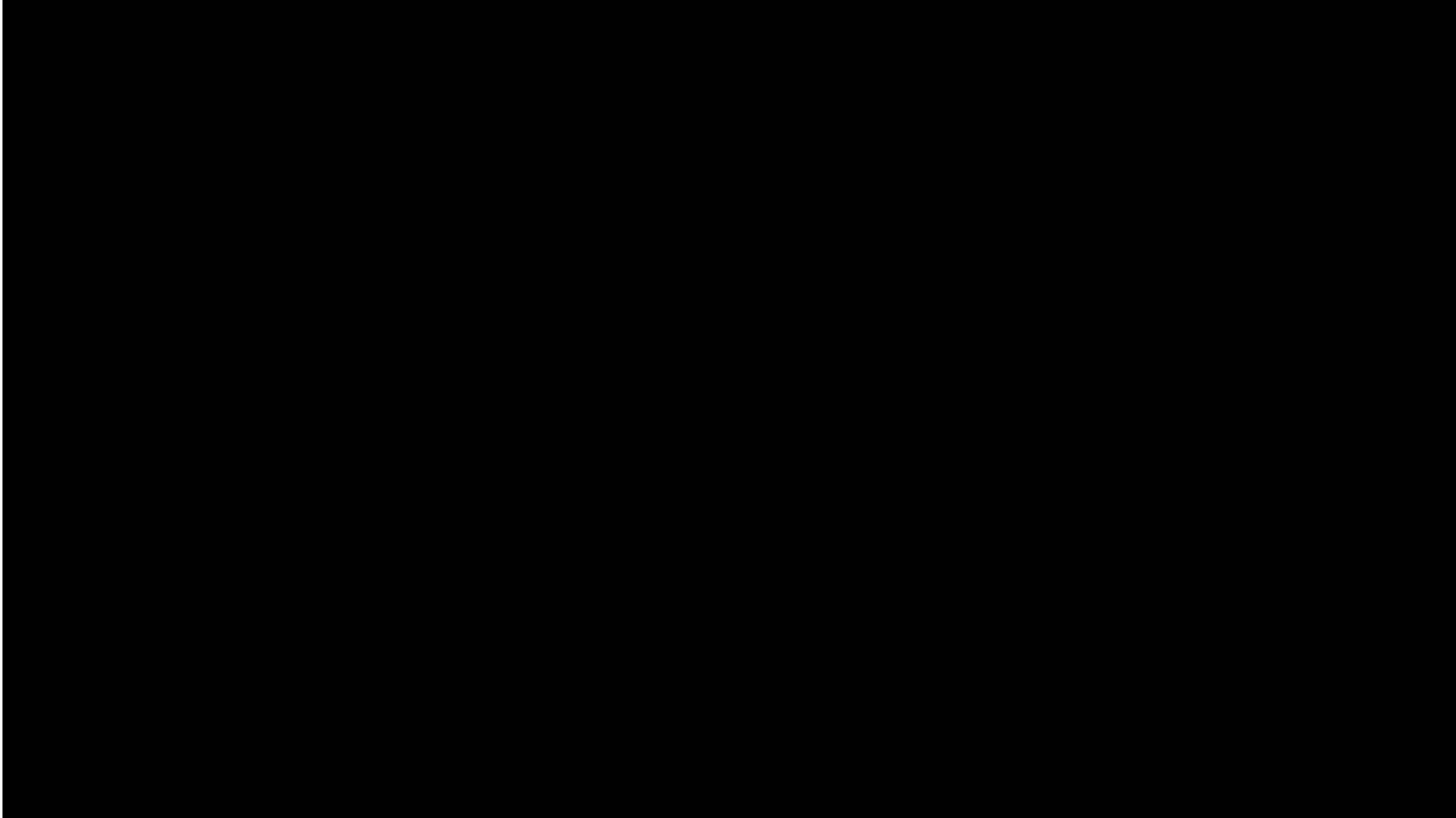
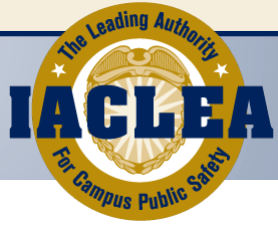


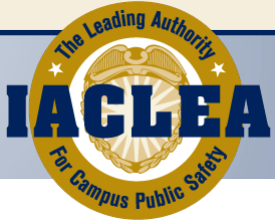


PERPETRATORS OFTEN START OFFENDING TO PRIOR COMING TO CAMPUS

- Surveyed 1,133 male freshman,
- Aged 18-24 years old
- From 30 (4-year colleges and universities) in Georgia between fall 2013 and fall 2014
- 19.3% or approx. 1 in 5 male freshman reporting committing one or more acts of sexual violence prior to starting college

Precollege Sexual Violence
Perpetration and Associated Risk
and Protective Factors Among Male
College Freshmen in Georgia
Salazar, Laura F. et al.
Journal of Adolescent Health ,
Volume 62 , Issue 3 , S51 - S57

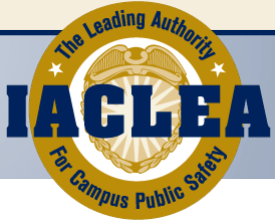




The “Undetected Rapist”

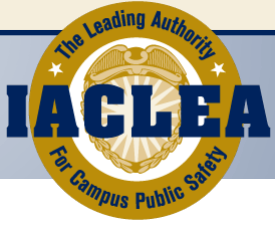
1882 subjects - University men in the Boston Area

- 1,882 men assessed, 120 rapists
- 483 rapes disclosed
- 44 committed a single rape
- 76 men committed 439 rapes (63% of the total rapes)
- Average of four rapes per rapist



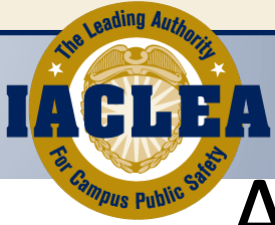
Predatory Behavior of Offenders

- Victim selection
- Grooming
- Testing boundaries
- Prep and planning
- Preying on vulnerability
- Exit strategy



Vulnerability

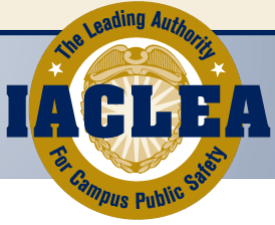
- Offender creates circumstances to diminish/destroy victim credibility
- What does this look like?



Also found: Serial and Cross-Over of Offenders

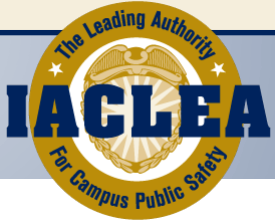
- 72 convicted offenders
 - 367 convictions for sexual assaults
 - 45% adult female victims
 - 23% juveniles
 - 30% both
- Cuyahoga Untested
 - 243 CODIS hits
 - 51% serial sex offender
 - 25% prior rape and 60% rape after
 - 50% victim was stranger
- CROSS-OVER:**
- 1/3 offenders raped both stranger AND acquaintance

Beuaregard, Proulx, Rossmo, Leclerc, et al, 2007



Coercion/Force Used

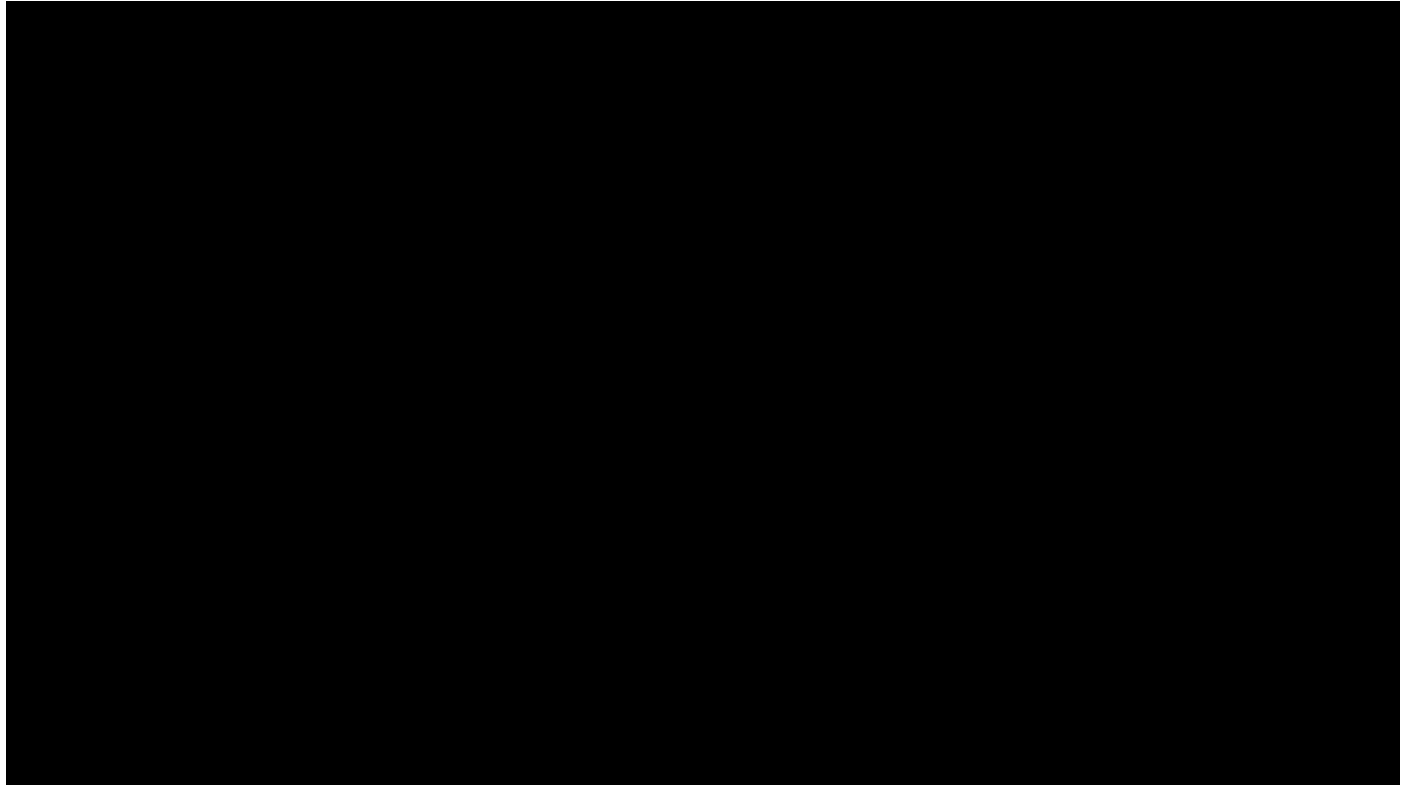
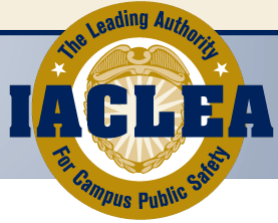
- Threats
- Physical differences
- Restraining
- Incapacitation
- Injuries
- Real or simulated weapons/instruments
- How do we articulate/document this?
- What did you think would happen?



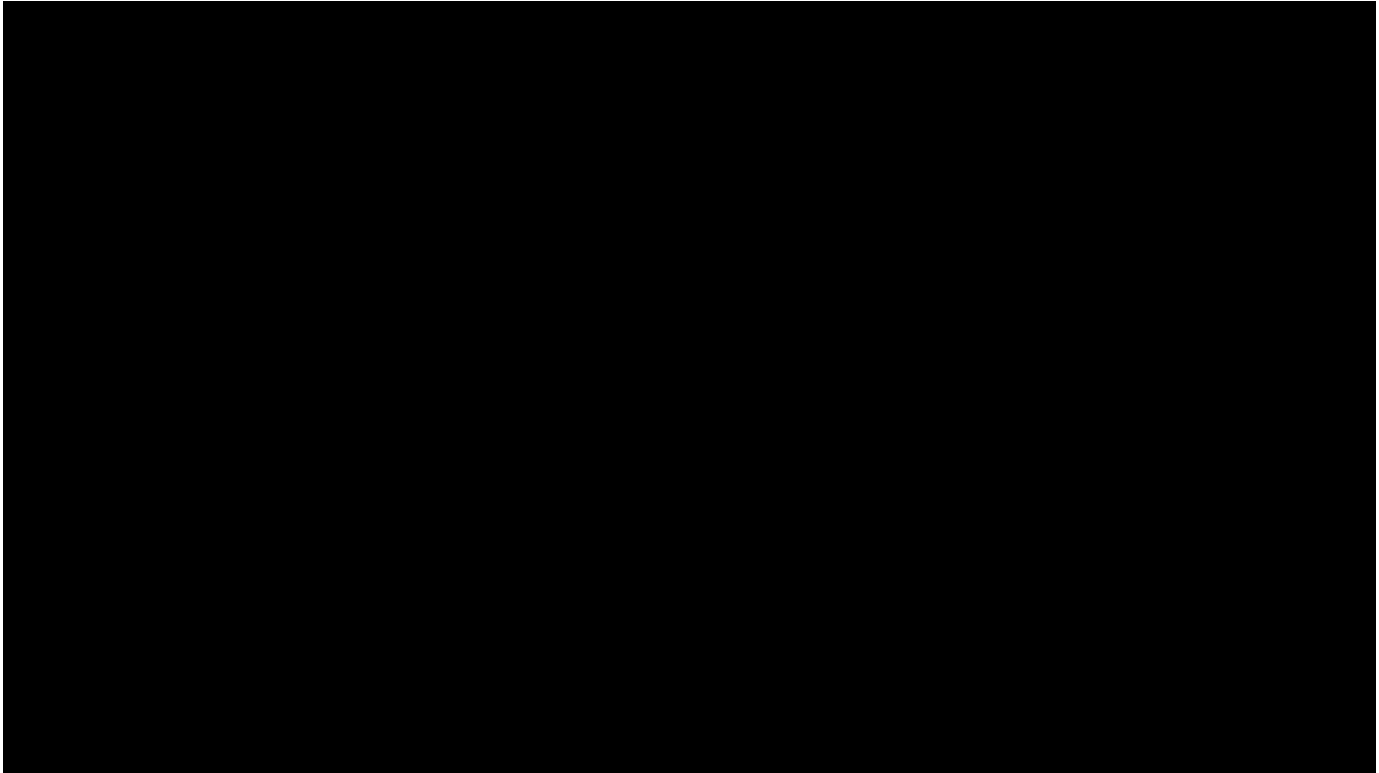
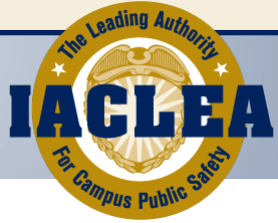
What are Non-physical Tactics?

- Continual arguments or verbal pressure
 - Threats to end the relationship
 - Deceit
 - Emotional manipulation
 - Ignoring requests to stop without physical force
 - Intentional intoxication to reduce inhibitions
- Predatory dating behaviors

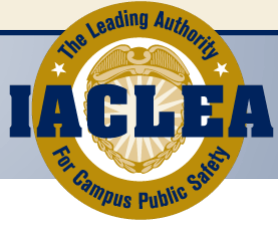
(e.g., Byers & Eno, 1991; Koss et al., 1985; Lyndon, White, & Kadlec, 2007).



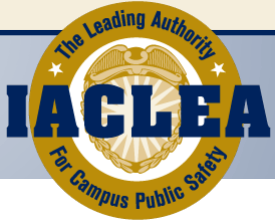
<https://www.youtube.com/watch?v=vec69IFeh70>



<https://www.youtube.com/watch?v=x9fls6P8q3c>



Consent



What is consent?

consent

verb

con·sent | \kən-'sent \

consented; consenting; consents

Definition of *consent*

intransitive verb

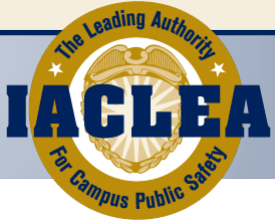
1 : to give assent or approval : AGREE *consent* to being tested Her father *consented* to the marriage.

2 *archaic* : to be in concord in opinion or sentiment

<https://www.merriam-webster.com/dictionary/consent>

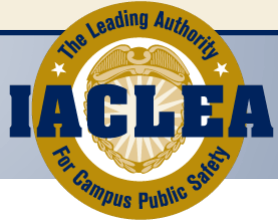
Consent is **an agreement between participants to engage in sexual activity**. There are many ways to give consent, and some of those are discussed below. Consent doesn't have to be verbal, but verbally agreeing to different sexual activities can help both you and your partner respect each other's boundaries.

<https://www.rainn.org/articles/what-is-consent>

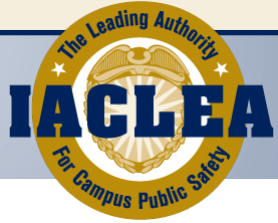


Consent is not

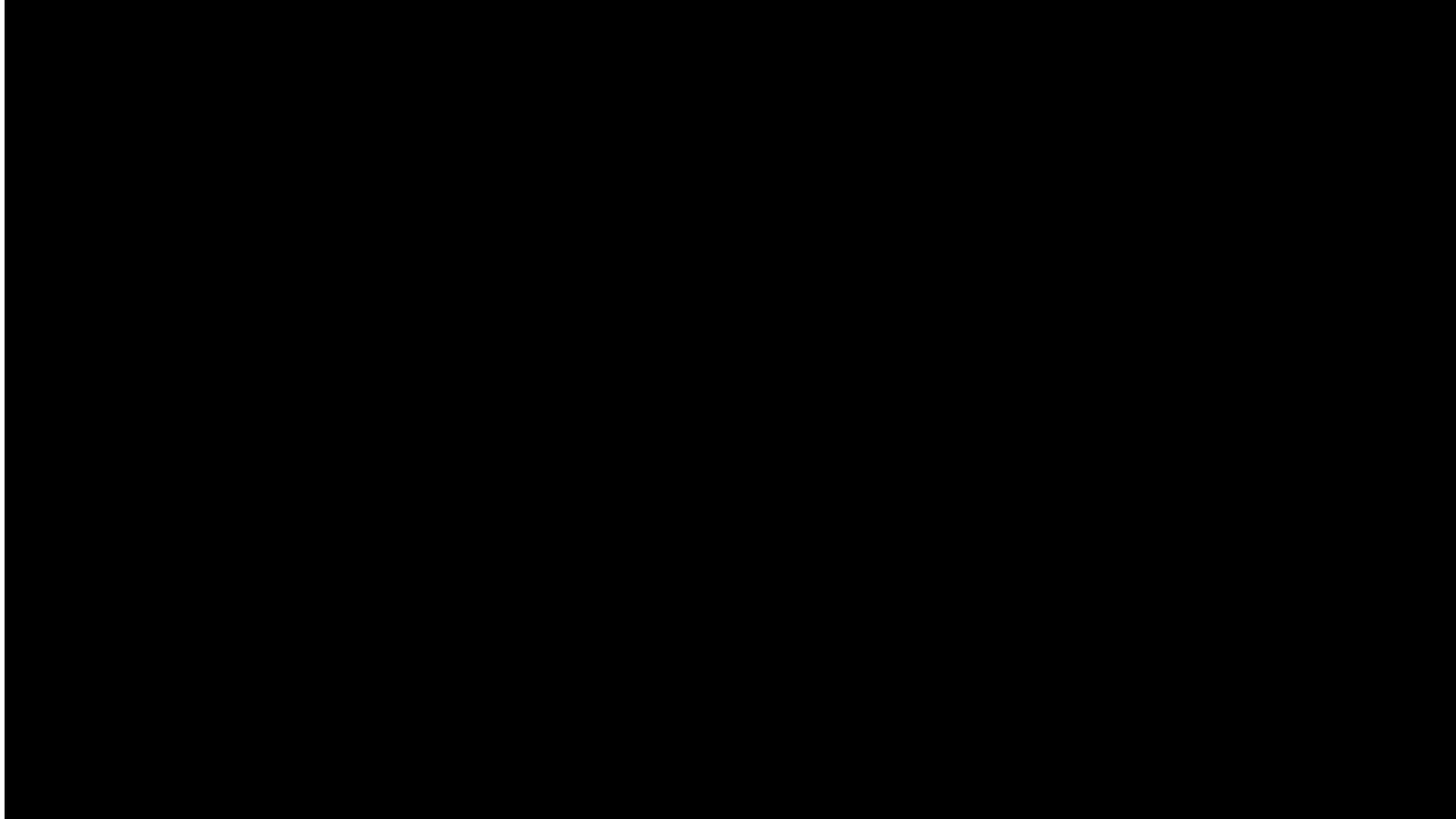
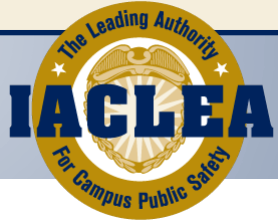
- The victim's flirtatious behavior or dress does not equal consent.
- Intimate contact or a previous sexual relationship does not equal consent.
- Submission does not equal consent.
- Using alcohol or drugs does not equal consent.



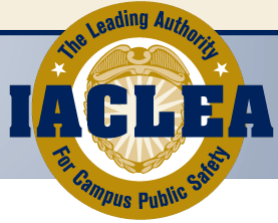
What can
NO
sound like?



What does
NO
look like?

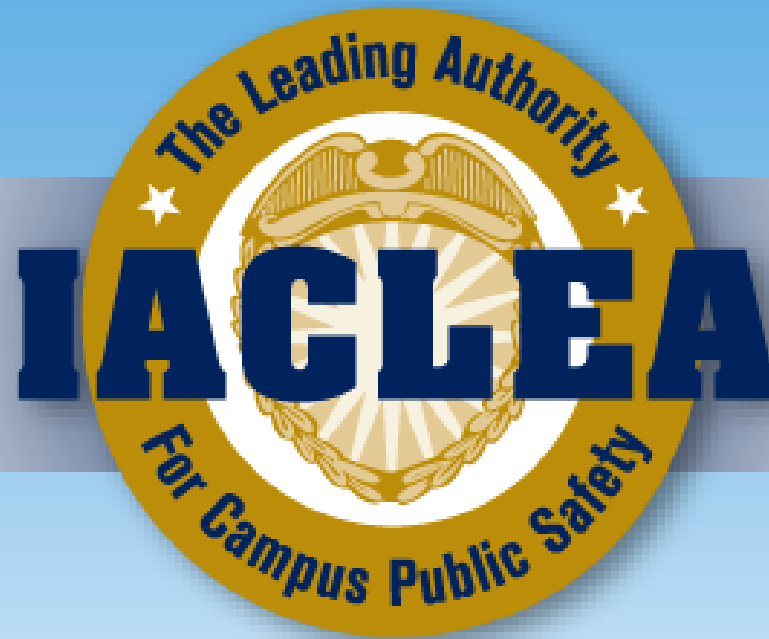


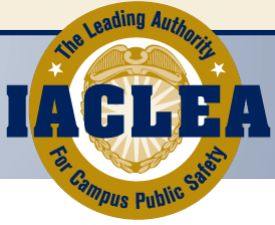
<https://www.youtube.com/watch?v=RMFHXWGX0iM>



See ya tomorrow!

Neurobiology of Trauma





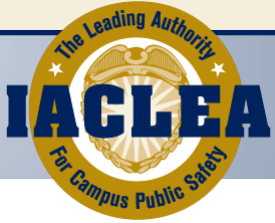
What Is Trauma?

Experiencing too much, too fast, too soon in such a way that one's ability to **cope** is **overwhelmed**.

Leaves one feeling **powerless, out of control** and/or **severely disconnected** from one's self, family, community, and/or beliefs.

Trauma is about experiencing an overwhelming **loss** of:

POWER
CONTROL
CONNECTEDNESS



Defining Trauma

- A traumatic event either witnessed or experienced, representing a fundamental threat to one's physical integrity or survival
- Responses involve intense fear, helplessness or horror
- The meaning of the event may be as important as the actual physical act/experience

Lisa Ferentz, 2017

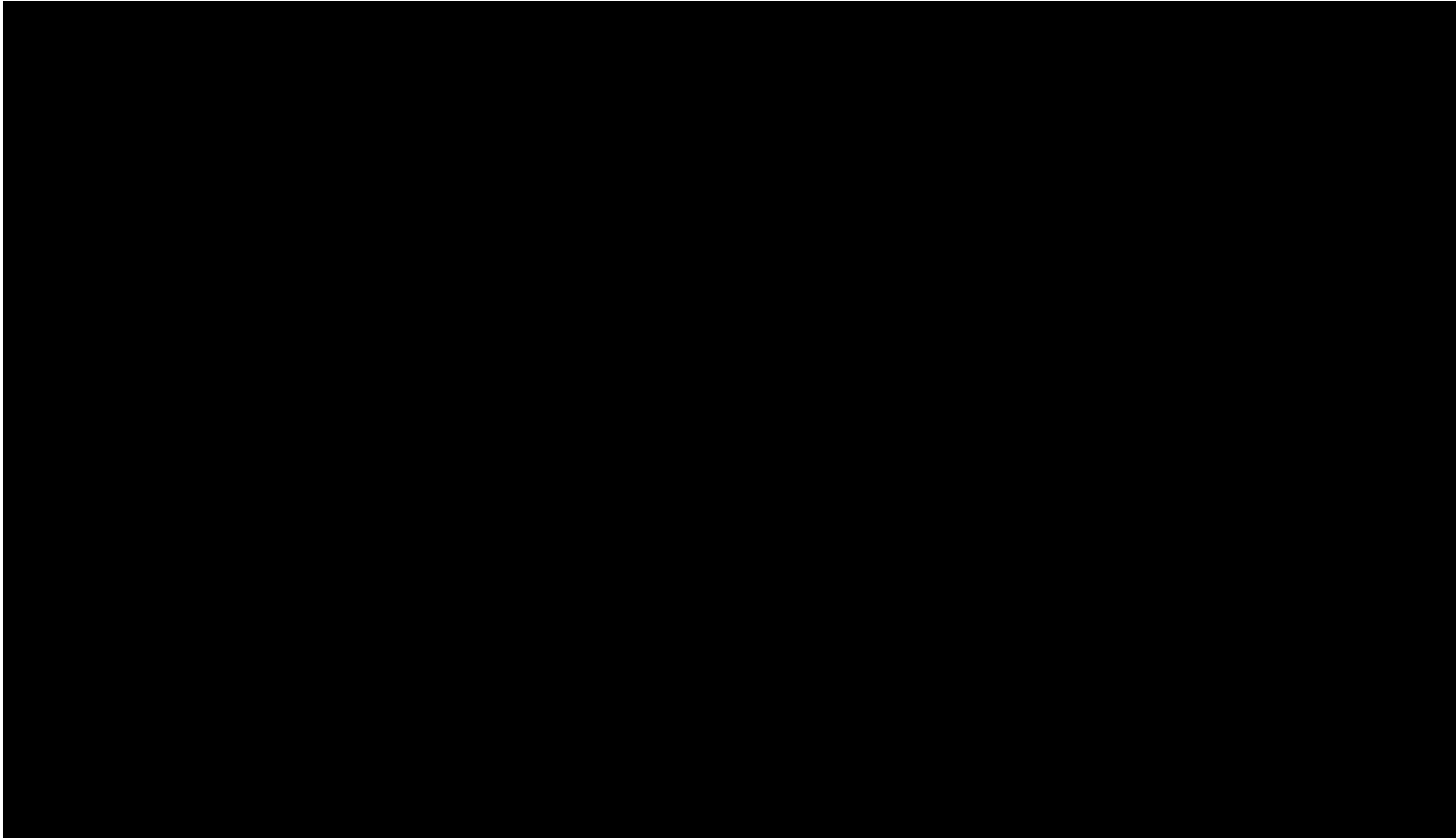
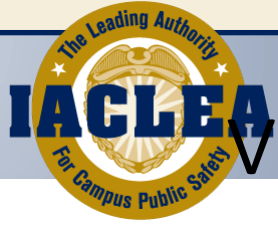
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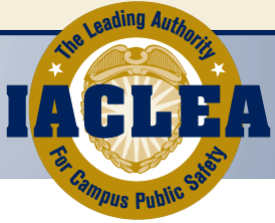
Trauma Informed Approach

- Understand trauma in relationship to victims experience
- What it may look like
 - May not answer all the questions
- Not for diagnosis
- Investigative mindset
 - Objective
 - Impartial
 - Fact finder
 - Understanding and compassionate



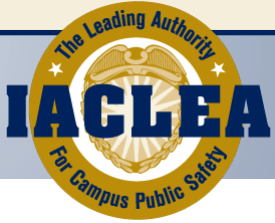


<https://www.youtube.com/watch?v=4-tcKYx24aA>



The Body Responds: Fight-Flight-Freeze

- Preparing for “fight” or “flight”
 - Hormones surge—increased heart rate & blood pressure, hyperventilation, glucose to major muscles
 - Digestive and immune systems shut down to conserve energy for fight or flight
 - **Rational thought impaired**
- **Super-focus on sensory details**, other details ignored
- Opioids released—numbing, spacey effect



Automatic Traumatic Response

- Each person's response to being victimized is unique to them
- Many victims do not physically resist
- Trauma responses are an automatic survival response – **the person has no conscious control** over their response, and responses include:

FIGHT

FLIGHT

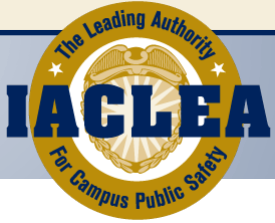
FREEZE

THE BODY RESPONDS: FIGHT





Credit:
Tom
Tremblay



Officer Trauma & Victim Trauma

Officer:

- “I don’t remember pulling my weapon”
- “I don’t remember squeezing off the first 5-6 shots”
- “I had a vision of my wife at my funeral”

Victim / Survivor:

- “Not exactly sure what happened”
- “I don’t really know how long it lasted”
- “I kinda just blanked out / I just went somewhere else”

Credit: Tom Tremblay

The Body Responds: Flight



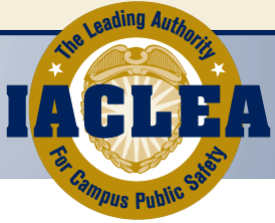
The Body Responds: Freeze



The Body Responds

- Tonic immobility (“frozen fright”)
- Dissociation

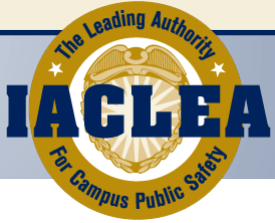




What is encoded and remembered?

- Fragments/Islands of memory
- Peripheral details
- No time sequences
- Few words/story narrative
- Victim “***central focus***” details
- Sensory memories: taste, touch, smell, sight, hearing





Defining Trauma

Sexual Assault Survivor:

*“There was no instant where someone grabbed my arm or threatened me. There was no moment in time when I could recognize any of these men as a threat. They didn’t just flip from friend to foe by putting on a mask and breaking into my window. **It was silent. It was slow.** Sometimes it was subtle, but I still couldn’t scream.”*



Defining Trauma

Sexual Assault Survivor:

“There was no violence in any of it. It was all very slow and confusing.”

“I felt like I was lying in a pool slowly filling with water, and I didn’t know I was drowning until I couldn’t breathe... As the pool began to rise, I realized I was in over my head, I choked on the water, but I never screamed.”





The Body Responds: Submit

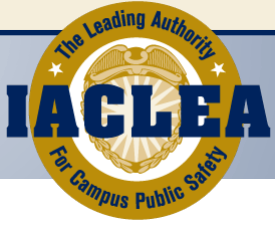




The Body Responds: Negotiate

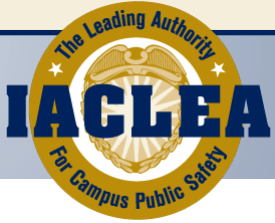
- Talk way out
- Stall
- Scream
- Bargain
- Joke
- Feign illness
- Threaten
- Flatter





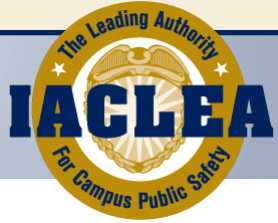
Vs. PERPETRATOR

- Not in danger, traumatized or stressed?
 - victim fights fiercely or possibility of being caught
- Prefrontal cortex in control
 - Plan of action, with practiced strategies and tactics
- Thoughts and actions may be planned, practiced and even habitual
 - Studies show majority are repeat offenders

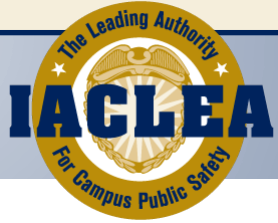


Take home lessons

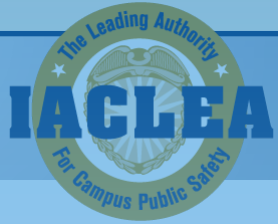
- Traumatic memory vs deception
- Sensory memories are primarily recorded
 - Victim central focus
- Victims response can be instinctive/survival
 - Look for self protection habits
- Recall is a process and may take time
 - Patience



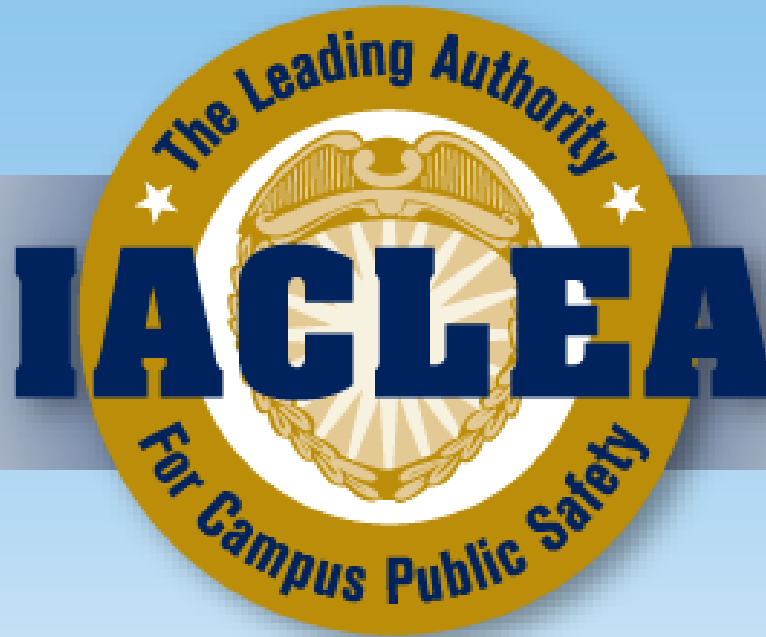
Questions?

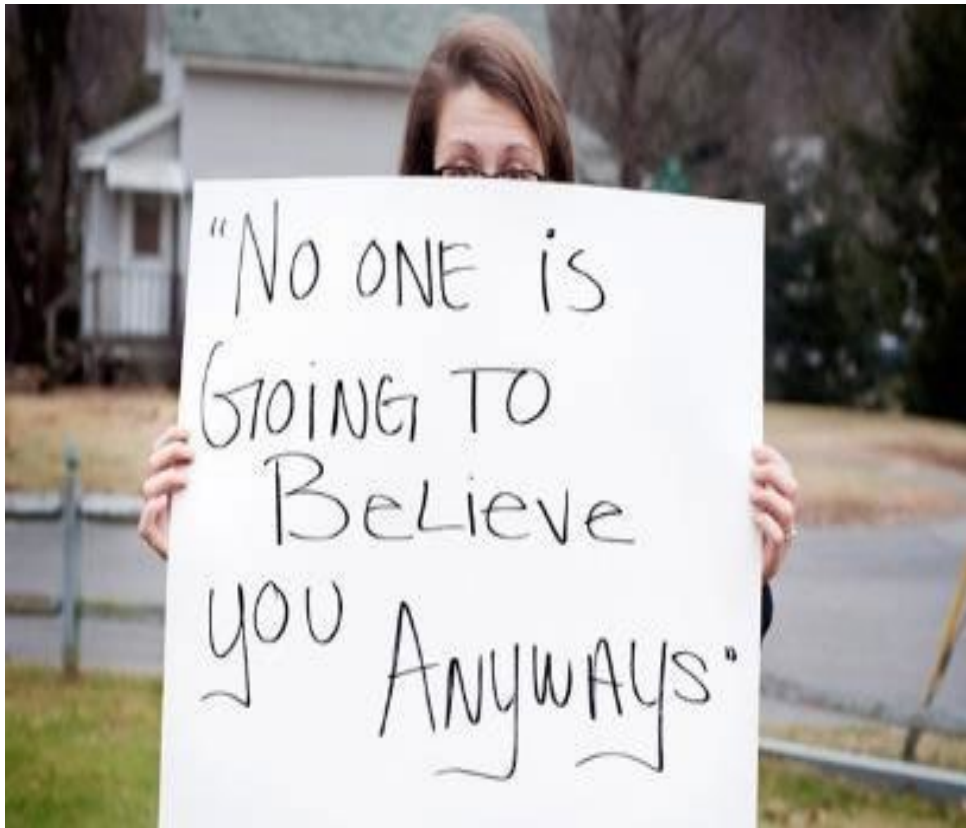


Break



Trauma Informed Response





“She can’t get her story straight...”

“It sounds like he is making it up...”

“She didn’t scream, fight, or run away...”

“They aren’t acting the way I would expect...”

Trauma and “Credibility”

Victims may experience certain responses during and after the assault:

- Traumatic Memory is fragmented, can't provide narrative – misinterpreted as lying
- Demeanor: Lack of emotion, or odd or inappropriate affect – misinterpreted as lying or “not being upset”
- Sensory memories may be more detailed

Traumatic Memories

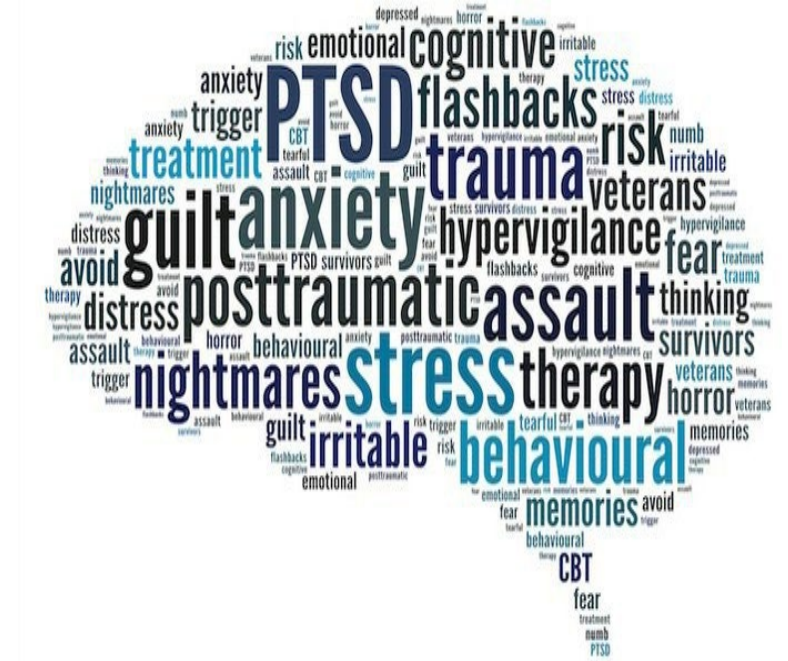
Stress hormones activate a structure on each side of the brain called the amygdala. Each amygdala plays a crucial role in storing memories of emotional events, primarily by influencing another brain structure called the hippocampus.





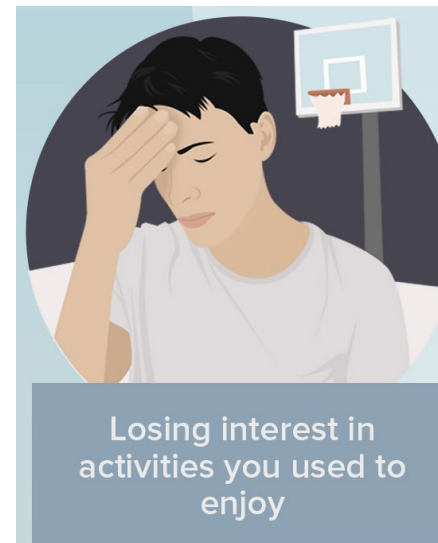
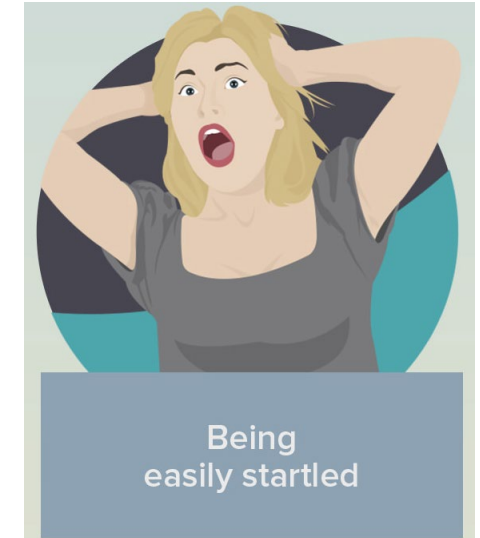
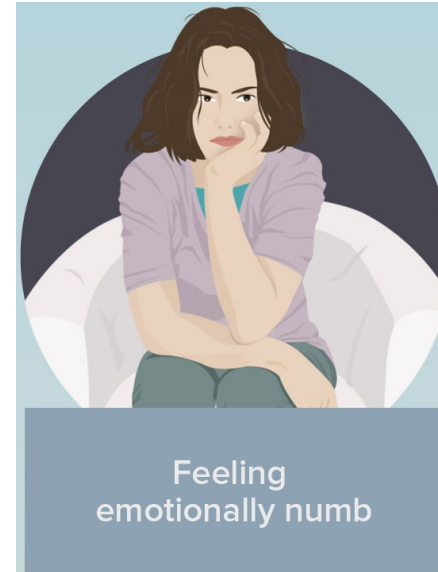
Why does understanding trauma matter?

- The victim/survivor's first impression matters
- Understanding the impact of victim trauma promotes:
 - victim healing ☐ more reporting
 - better interviews & investigations
 - greater offender accountability ☐ public safety
- Not understanding leads to bad outcomes and potentially long-term, devastating consequences for victim and community



Byproducts of Trauma

- Numbness
- Detachment
- Absence of emotional responsiveness
- Reduced awareness of surroundings
- Dissociation
- Increased anxiety/arousal
- Triggers



What does it look like?

“She didn’t scream”

“She didn’t run out”

“He just laid there, and acted like he wanted it”

“She didn’t call right away”

They can’t recall “facts”

“He didn’t say anything to anyone who was there”

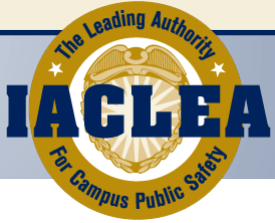
“She has no injuries, and didn’t fight back”

“She stayed with him afterwards”

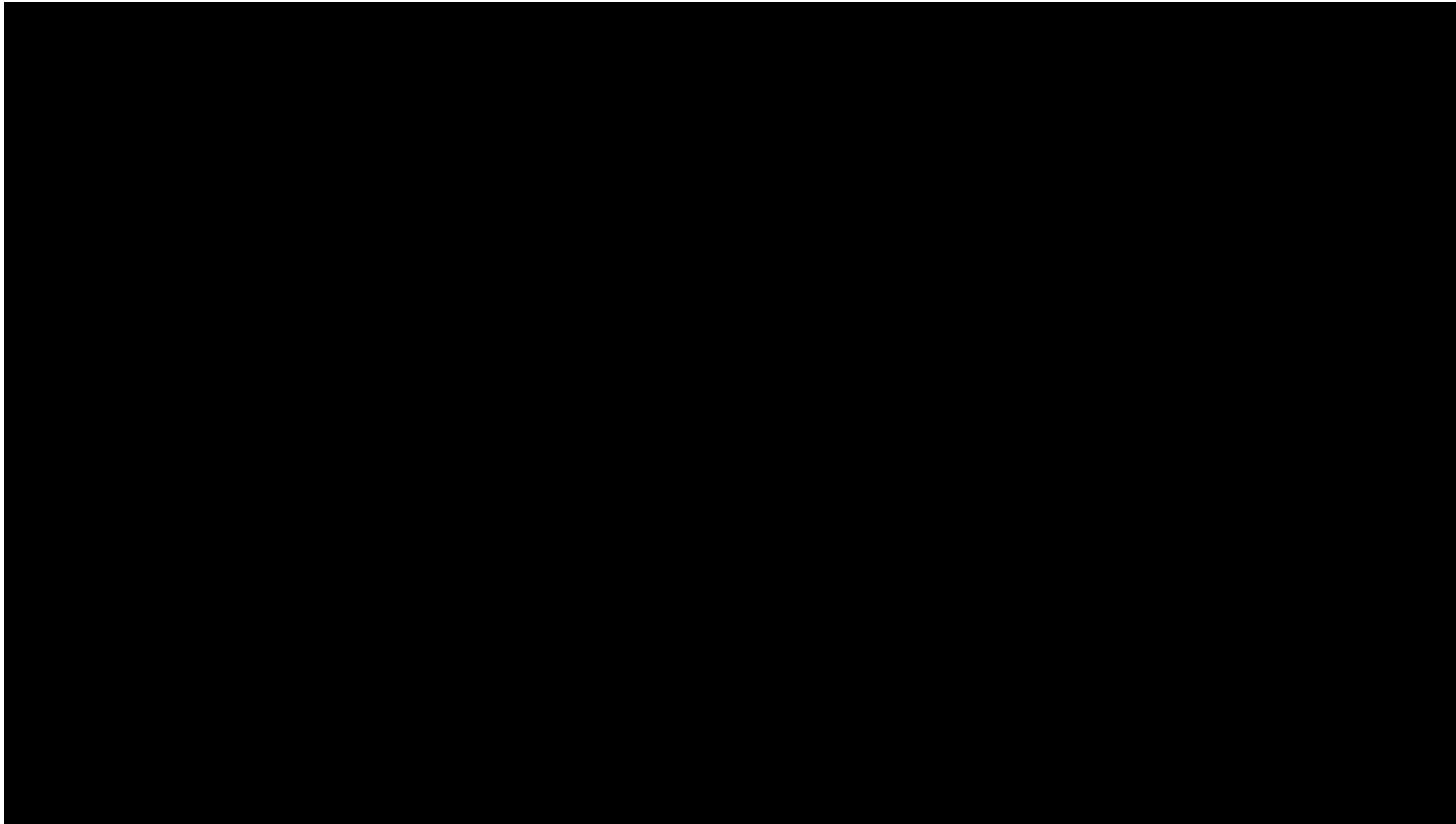
“She’s really hot. How could he not have wanted to have sex with her?”

**** Counter intuitive behaviors****

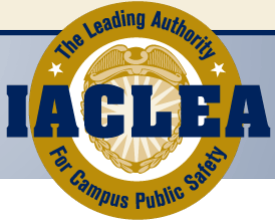




How not to do an interview



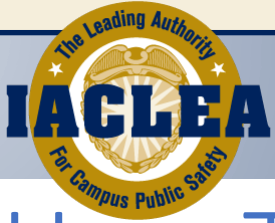
- https://www.youtube.com/watch?v=p196J_c31dA



How Trauma Impacts Investigations

Failure to understand trauma can lead to disastrous results.

- Traumatic Memory is fragmented, can't provide narrative – misinterpreted as lying
- Demeanor: lack of emotion or odd or inappropriate affect –misinterpreted as lying or “not being upset”.
- Conducting a “traditional” interview does not support Victims.



How Trauma Impacts Investigations

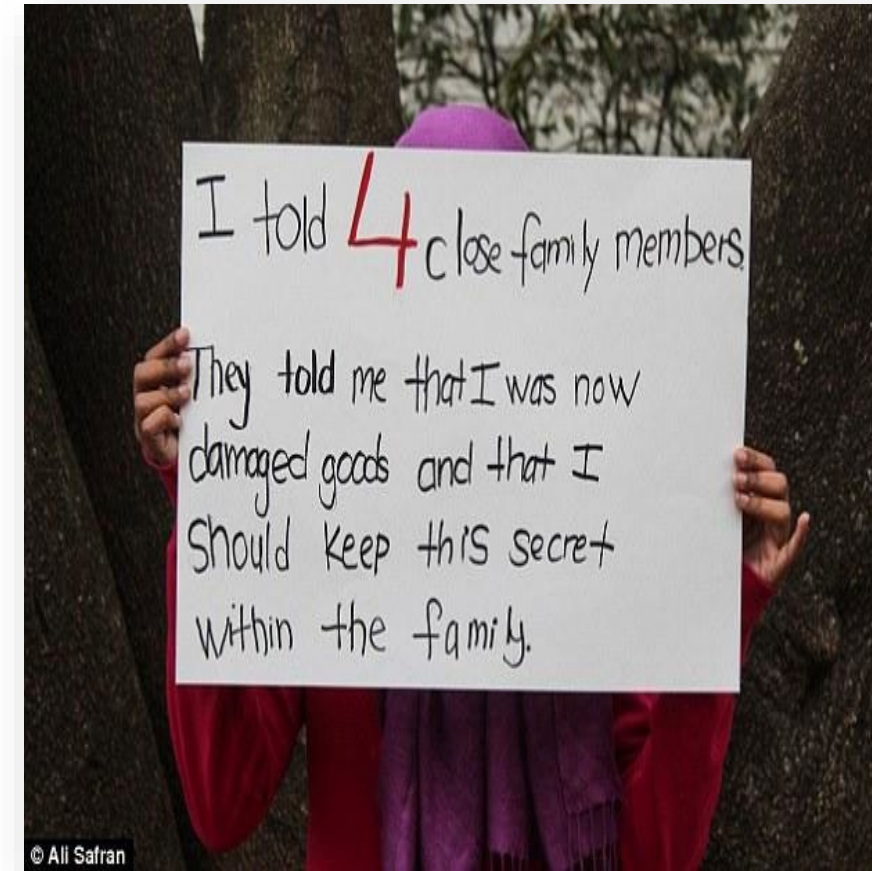
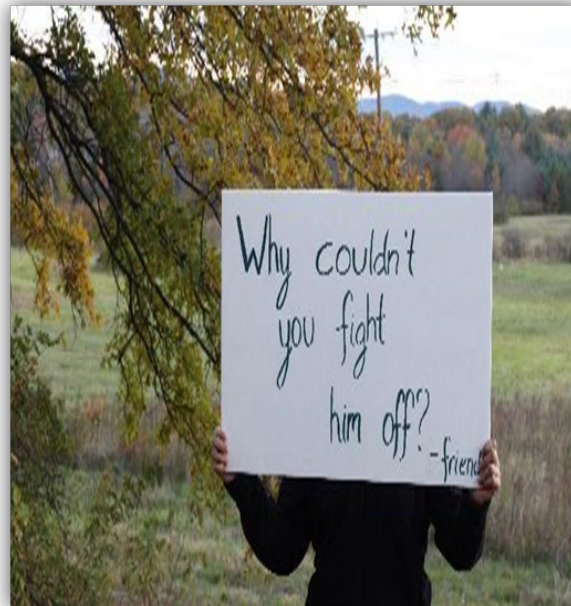
Remember Victims may experience certain responses during and after the assault:

- A range of emotions - fear, self blame, shame
- Exacerbated by alcohol/drug use
- Disastrous disclosures and victim blaming - why did you/didn't you?
- Embarrassment/blame may lead to initial statements not complete

How Trauma Impacts Investigations

Remember Victims may experience negative responses during and after the assault from:

- Police
- Courts
- Family
- Friends
- Society



Trauma and “Credibility”

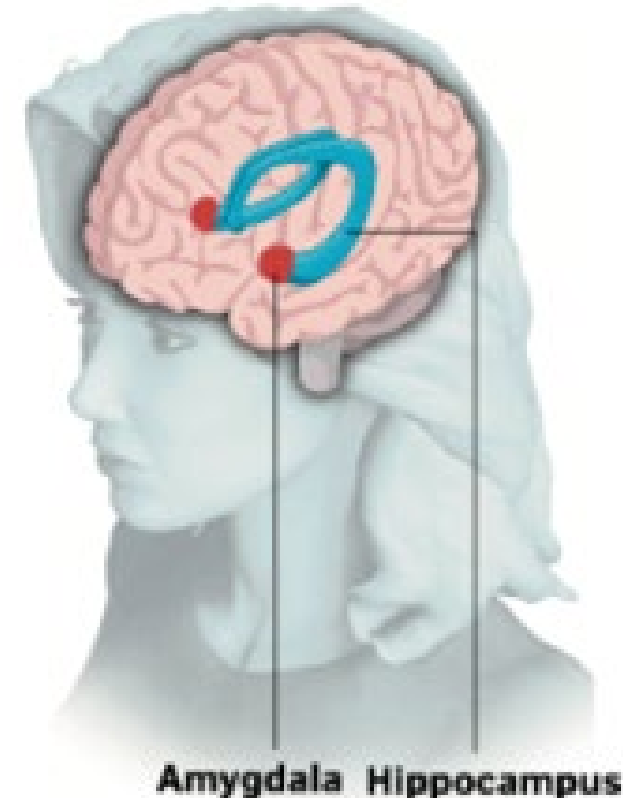
Applying what we have learned:

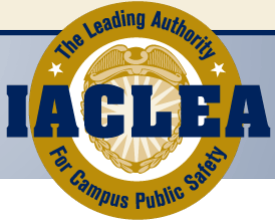
- Sensory memories may be more detailed



Traumatic Memories

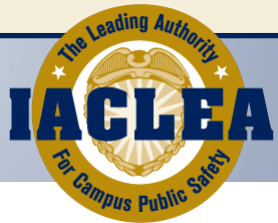
Stress hormones activate a structure on each side of the brain called the amygdala. Each amygdala plays a crucial role in storing memories of emotional events, primarily by influencing another brain structure called the hippocampus.





Speaking with the Victim/Survivor

- Can I get you something to eat or drink?
- Empower them to make decisions
- I know this must be difficult, please bear with me as I ask you some questions about what happened to you...
- Tell me more about...
- What are you able to tell me about your experience? Where would you like to begin?
- Allow victim to give statement in their own words
- Why questions = do not ask



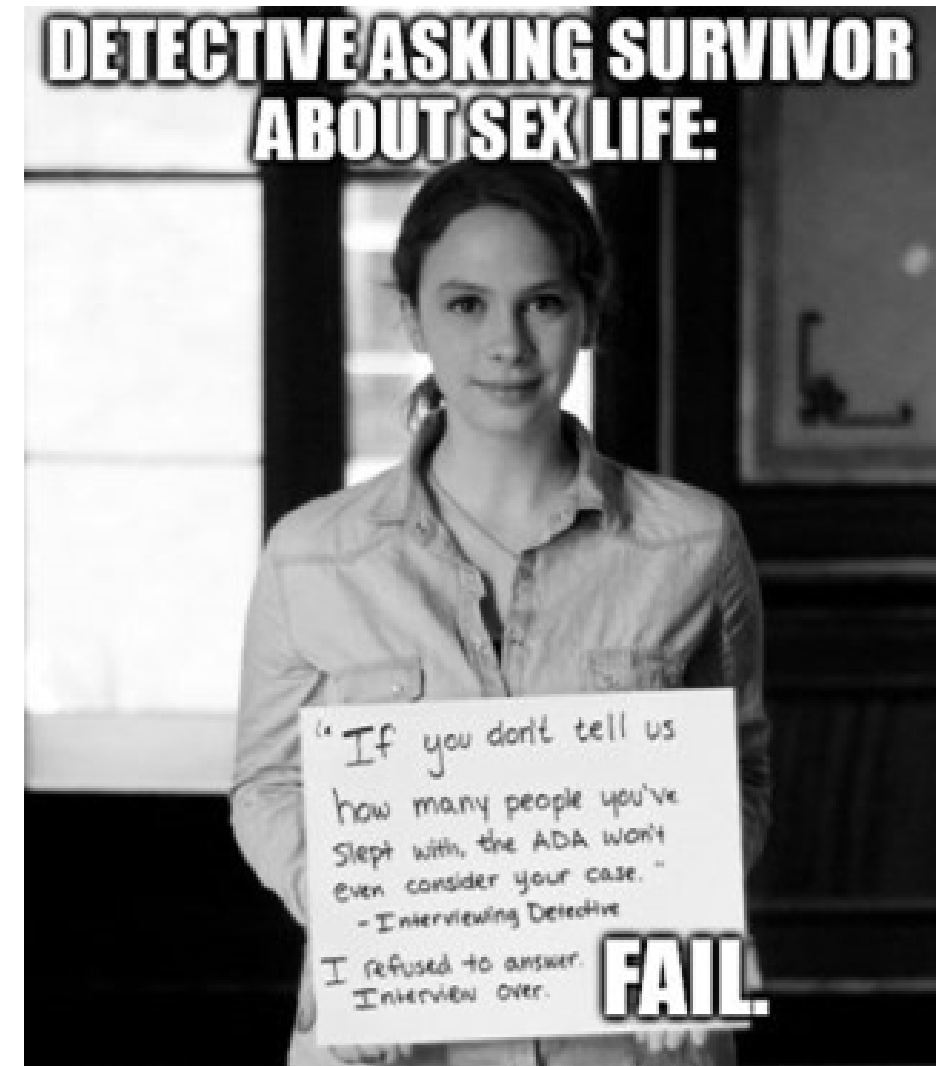
Avoid "Victim Blaming"

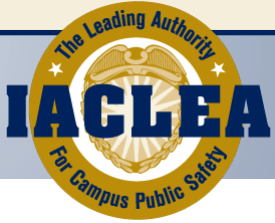
WHY...

Why did you...?

Why didn't you...?

If you need an answer to a particular question, first ask yourself if you really need the answer and if you do, make sure you ask it in a trauma informed way.

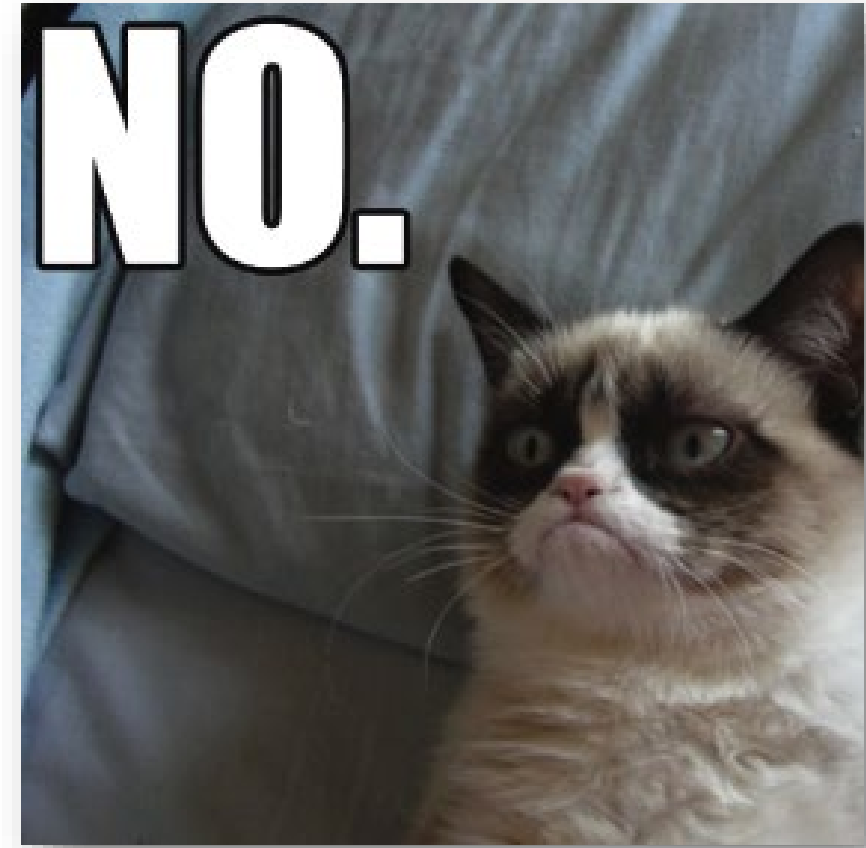


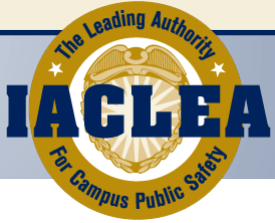


Trauma-Informed Interview

Documenting the victim's experience through open-ended questions:

- What did “no” look like? (absence of yes)
- What did fear feel like? (paint the picture)
- How did it make you feel when...?
- What did you think was going to happen when...?
- What was your thought process...?





Trauma-Informed Approach

- Remember - people; don't experience trauma as a result of consensual sex.
- Common traumatic responses - change in routine, behavior, appearance.
- A trauma informed approach changes the ways we respond, investigate and interview.

Victim Interview

- Quote complainant's exact words on key elements
- Establish elements of offenses; consider trauma, crime scene, evidence, injuries
- Identify witnesses: who was there (before and after), who else knows anything about the assault
- Expect fragmented memory



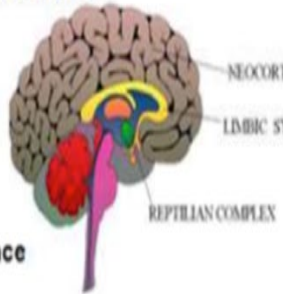
Trauma Informed Interview

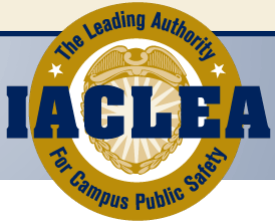
- Documenting the victims **experience**
- Interviewing for sensory and peripheral details
- What did you see, hear, smell, taste, touch
- What were your reactions to this experience?
- Physically & emotionally
- Documenting the psychological aftereffects of trauma...
- What has changed / family & friends observations?

A Paradigm Shift...

Forensic Experiential Trauma Interview

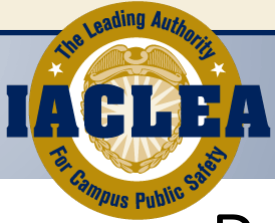
- Acknowledge their trauma/pain/difficult situation
 - What are you **able** to tell me about your **experience**?
 - Tell me more about ... or that...
 - What was your thought process during this experience?
 - What were your reactions to this experience
 - Physically
 - Emotionally
 - What are you **able** to remember about...the 5 senses
 - What was the most difficult part of this experience for you?
 - Clarify other information and details...after you **facilitate** all you can about the "**experience**"





REMEMBER The interview is a way to allow the victim to express what their experience was rather than just what they remember or don't remember. Capturing the **trauma** and the **sensory and peripheral details** of the event is **compelling evidence**.





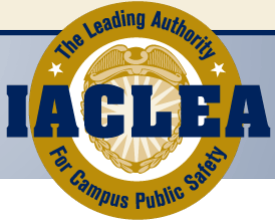
Reflect & Remember- How brain responses differ in...

VICTIMS / SURVIVORS

- Under threat / in danger
- Amygdala in control
 - Lacks insight
 - Survival oriented (F/F/F)
 - Involuntary control
- Thoughts and actions may be...
 - Survival-oriented
 - Confusing to "self" when regaining rational insight

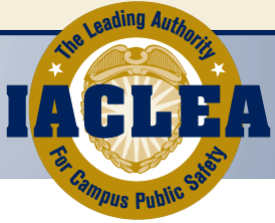
PERPETRATORS

- Not in danger / stressed, unless victim fights fiercely, or possibility of being caught
- Prefrontal cortex in control
 - Rational thought
 - Plan of action, with practiced strategies and tactics
 - Conscious/voluntary control
- Thoughts and actions may be...
 - planned, practiced and even habitual
- Vast majority are repeat offenders



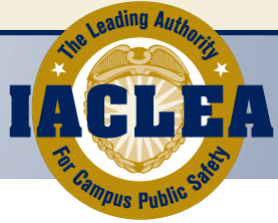
Victim Centered & Offender Focused

- Ask questions focus on the offender's behavior...
 - Offender demeanor, tone, facial expression, posture, statements...
 - Look for interconnected and co-occurring offenses/violations
 - Look for serial nature of offenders (are there other complainants?)
 - Consent?

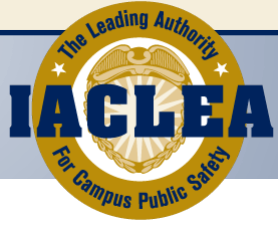


Take aways:

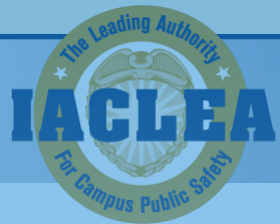
- Understand trauma in relationship to the experience
- How trauma manifests (Victim)
 - May not answer all the questions
 - No “right way” to present as a trauma victim/survivor
- Investigative mindset (LE)
 - Objective
 - Impartial
 - Compassionate fact finder
 - Prioritizing need for safety, power, and control
 - Aware of own (normal) bias



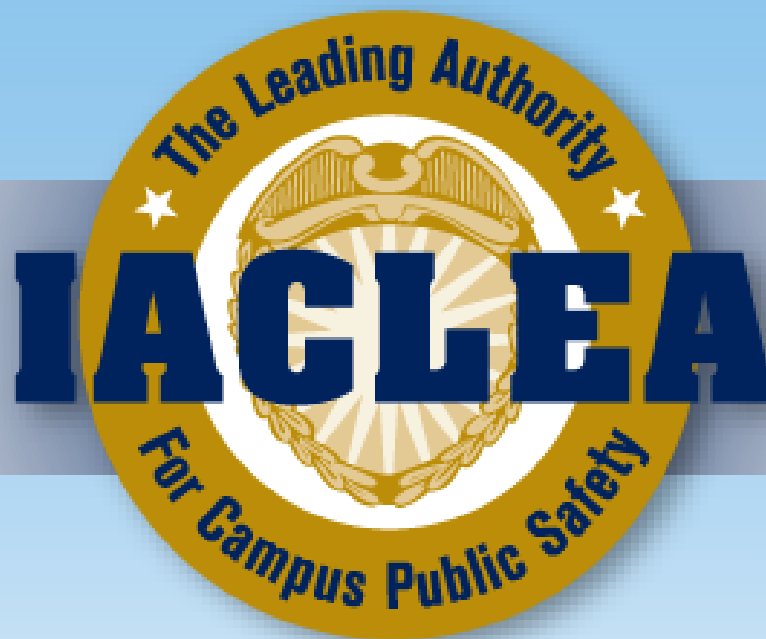
QUESTIONS?

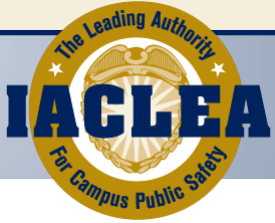


Break



Title IX and Working Collaboratively





TITLE IX

OF THE EDUCATION AMENDMENTS OF 1972

- Title IX of the Education Amendments Act of 1972 protects people from discrimination based on sex in education and activities that receive federal financial assistance.

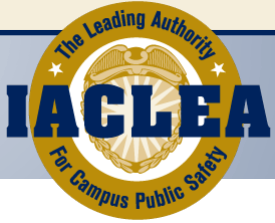
•

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

•

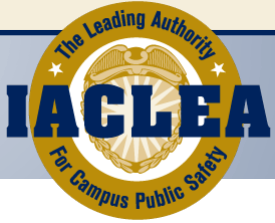
Title IX of the Education Amendments of 1972 **prohibits sexual discrimination in any form; to include any form of sexual harassment and gender discrimination.**

•



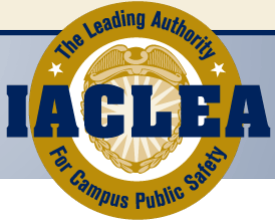
Delaware Valley University Policy

- One of our University's values is to respect all people. Individuals participating in or attempting to participate in a University program or activity have the right to be free from all forms of gender and sex-based misconduct. This Title IX Policy (the "Policy") specifically prohibits gender and sex-based misconduct in the form of sexual harassment, sexual violence, domestic violence, dating violence and stalking, as described in Section V of this Policy. Conduct that does not implicate this Policy might fall under other University policies, such as the Student Code of Conduct.
- The University is committed to eliminating sexual misconduct, preventing its recurrence and addressing its effects to ensure that all individuals have equal opportunity to be engaged in campus life and benefit from the University's education programs and activities.



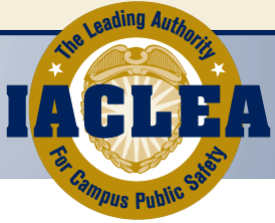
Delaware Valley University Title IX training

- Contains a comprehensive overview of Title IX/VAWA and Clery
- Presented 8/4/2020
- Located on your website
- Can be accessed through your Sexual Misconduct Policy



Formal Title IX Complaint

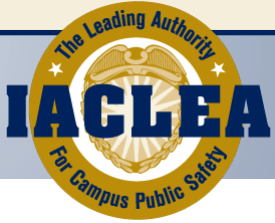
- Schools must investigate every formal complaint (which may be filed by a complainant or *signed* by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's own code of conduct and provide supportive measures.
 - Of note: when a Title IX Coordinator "signs" a complaint, they do not become the complainant and must remain neutral regarding the investigation/outcome
 - Schools may decide to set-up two processes under this guidance.
 - Title IX Coordinators are required to dismiss complaints that do not meet the definition of Title IX (a dismissal is still distinct from an "unfounded" complaint)
- The complainant must be participating in or attempting to participate in an educational program or activity of the school in order to file a complaint.



Considerations with the new changes

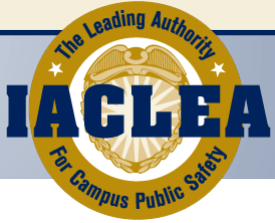
- Attempts to parallel key aspects of the criminal court system run by those in many cases, without criminal justice experience
- Increased opportunity for involvement of attorneys, within cases, but also in litigation related to compliance
- Safety during the live hearings
- Right to cross examination Complainants
- Required in person witnesses
- Decreased trust in the system for real or perceived reasons
- Remember things have changed and will likely change again





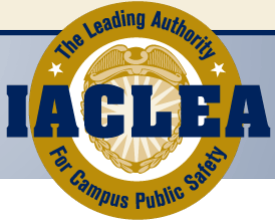
Key points to remember re: Title IX Process

- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public
- Document and keep records of all sexual harassment reports and investigations for seven years (including supportive measures)



Overview of the Title IX Process -Conclusion

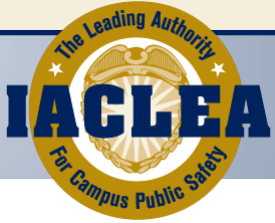
- Send both parties a written determination regarding responsibility explaining how and why the decisionmaker reached conclusions
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment
- Offer both parties an equal opportunity to appeal
 - Required grounds for appeal (schools may add more):
 - Procedural irregularity that affected the outcome
 - Newly discovered evidence that could affect the outcome
 - Bias or conflict of interest of TIX coordinator, investigator, or decision-maker



Effective Collaboration

- Collaboration involves people or agencies having interests that can be shared, different, or even conflicting
- If they are going to reach agreement there will be concessions which have to be made
- Keys things to success are:
 - Identifying what are the things that really matter
 - Where can there be some flexibility

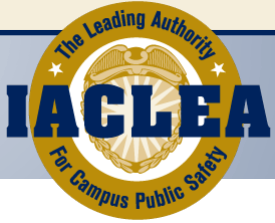
[Citation - Notini, J. (2018, October). Let's negotiate. *Costco Connection*, p.24.]



Collaboration

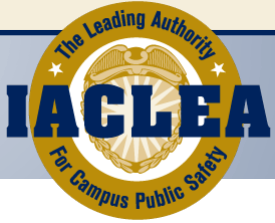
- More important than anything else is having the right people involved
 - They have to take the collaboration seriously
 - They have to respect the other parties
- Key words for successful collaborations
 - Relationship
 - Rapport
 - Trust

[Citation - Notini, J. (2018, October). Let's negotiate. *Costco Connection*, p.24.]



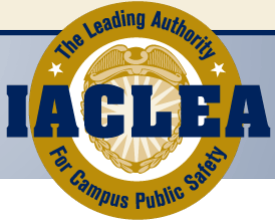
Vision

- What are the best aspects of a highly functioning team formed to address incidents of sexual violence?
 - **Who** would you include on the team?
 - **What** would the team be trying to accomplish (goals)?
 - **Where** would this team be housed, or meet?
 - **When** would the team gather, how often, under what circumstances?
 - **Why** would the team exist in the first place (mission)?
 - **How** would the team measure progress or success in relation to the established goals and **how** will conflict be resolved?



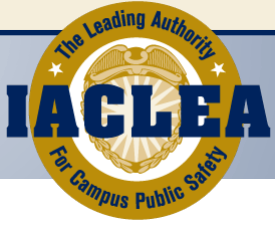
In groups...

- Discuss:
 - Who are you collaborating with?
 - Who should you be?
 - Action items
 - Improvements
 - What you are doing well
 - How often do you meet?



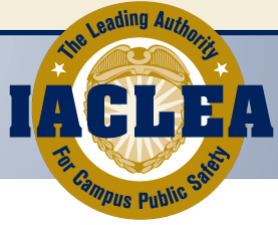
Additional Thoughts

- Military (ROTC, active duty/reservists)
- Evidence collection, particularly for delayed reporting to law enforcement
- Level of security for records that are being shared
- Clery requirements
 - Timely warnings
 - Statistic collection
- Build Rapport- Building a team
 - Effective collaboration, communication, and coordination among partners and stakeholders is essential.
- Build Knowledge & Expertise
 - Consider crossing-training with other police departments, advocates, conduct, TIX, national trainings, skill development webinars/workshops, etc. Learning should be continuous.



References

- <https://www2.ed.gov/about/offices/list/ocr/docs/titleix-overview.pdf>
- <https://www2.ed.gov/about/offices/list/ocr/docs/titleix-regs-unofficial.pdf>



Thank you, for attending!

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marycsirna@gmail.com