

Teen Dating Violence and LGBTQIA+ Youth:

Information to Support Judges and Other
Professionals Interacting with Teen Victims
and Offenders

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NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES

Disclaimer

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Introductions

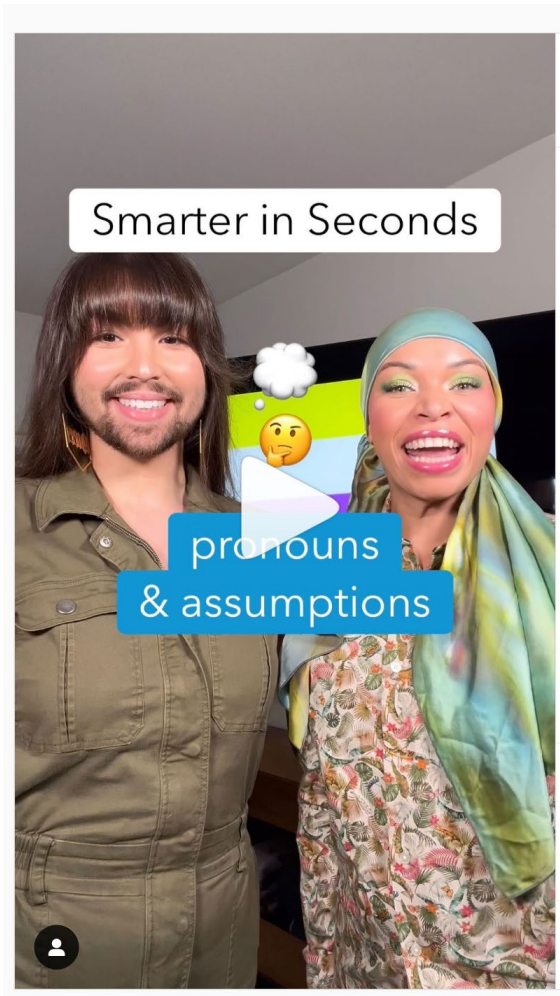


MEET YOUR PRESENTERS



ICE BREAKER

Icebreaker Video – Pronouns



Webinar Objectives

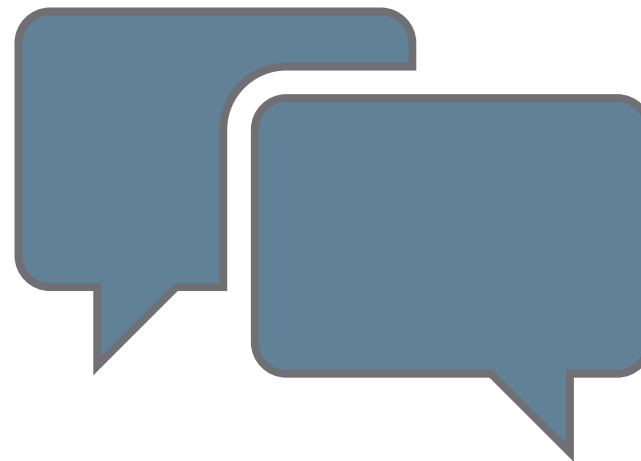
- Review the basic concepts of teen dating violence and its impact on LGBTQIA+ youth.
- Address the realities of LGBTQIA+ relationships, identities and sexual orientation.
- Discuss opportunities to build inclusive practices to best support LGBTQIA+ youth.



Centering our Conversation

As we discuss LGBTQIA+ youth consider...

- People have a wide range of beliefs and values.
- Every person's opinion is worthy of respect.
- The ability to acknowledge and honor differences promotes personal growth and knowledge.
- Honest participation creates opportunity for dialogue.



Ethical Responsibilities

A Judge Shall Perform the Duties of Judicial Office Impartially and Diligently

- A judge shall perform judicial duties without bias or prejudice. A judge shall not, in the performance of judicial duties, by words or conduct manifest bias or prejudice, including but not limited to bias or prejudice based on race, sex, ...sexual orientation or socioeconomic status, and shall not permit staff, court officials and others subject to the judge's direction and control to do so.

It is professional misconduct for a lawyer to: “engage in conduct that is prejudicial to the administration of justice.”

- Lawyers and judges may think and believe what they want, but those thoughts may not impact the treatment clients and litigants receive.

Teen Dating Violence

What comes to mind when you hear the words Teen Dating Violence?

Teen Dating Violence

Often referred to as...

- Dating Violence
- Dating Abuse
- Intimate Partner Violence
- Relationship Violence
- Teen Domestic Violence

Defined as ...

“A pattern of unwanted abusive behaviors that occurs over time and is used to exert power and control over a partner in a relationship.”

Examples of Dating Violence

Extreme jealousy
and/or controlling
behaviors

Sexual coercion,
pressure, and lack
of consent

Not respecting
and/or ignoring
boundaries

Verbal threats,
yelling and
intimidation,
outing

Use of
technology/online
harassment

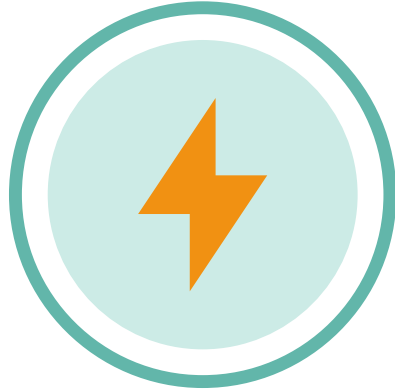
Physical harm or
endangerment,
human trafficking

Distribution of
non-consensual
intimate images

Shame,
embarrassment,
and victim-blaming

Isolation and
purposely causing
distance between
family and friends

Types of Abuse



PHYSICAL

Any intentional use of physical contact to cause fear, injure, such as hitting, shoving, strangling.



EMOTIONAL

Non-physical damaging behaviors like threats, insults, screaming, and isolation.



SEXUAL

Sexual contact that happens without willing, active, unimpaired consent, such as rape, unwanted sexual gestures, sexual assault, manipulating contraceptives.

Types of Abuse - Continued



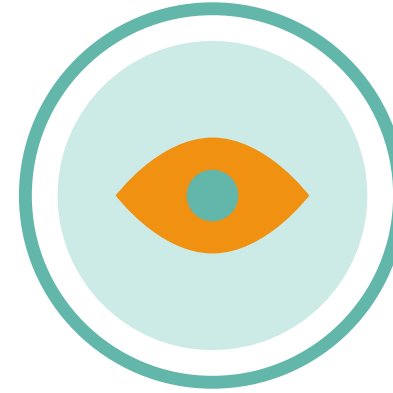
FINANCIAL

Exerting power & control over a partner through their finances. Such as taking or hiding money, not allowing a partner to earn money, use without permission, credit fraud/identify theft.



CYBER/TECH

Use of technology to threaten, intimidate, harm or control a partner. Such as harmful communication via text, social media apps, or GPS tracking and digital monitoring.



STALKING

Repetitive monitoring, tracking, and harassment of a partner. Includes unwanted or unsolicited gifts.

LGBTQIA+ Youth & Dating Violence

43 % of LGBTQIA+ teen participants reported being victims of physical dating violence, compared to 29% of heterosexual youth

59 % reported emotional abuse, compared to 46 % of heterosexual youth

37 % reported digital/technology abuse and harassment, compared to 26 % of heterosexual youth

Impact of Stigma and Social Isolation on LGBTQIA+ Youth

High rates of substance use due to stigmatization

60% of gay and bisexual young men are substance abusers, compared with less than 4% of youth population as a whole

Between 30% and 40% of LGBTQ youth report recurring suicidal ideation and a significant number made attempts

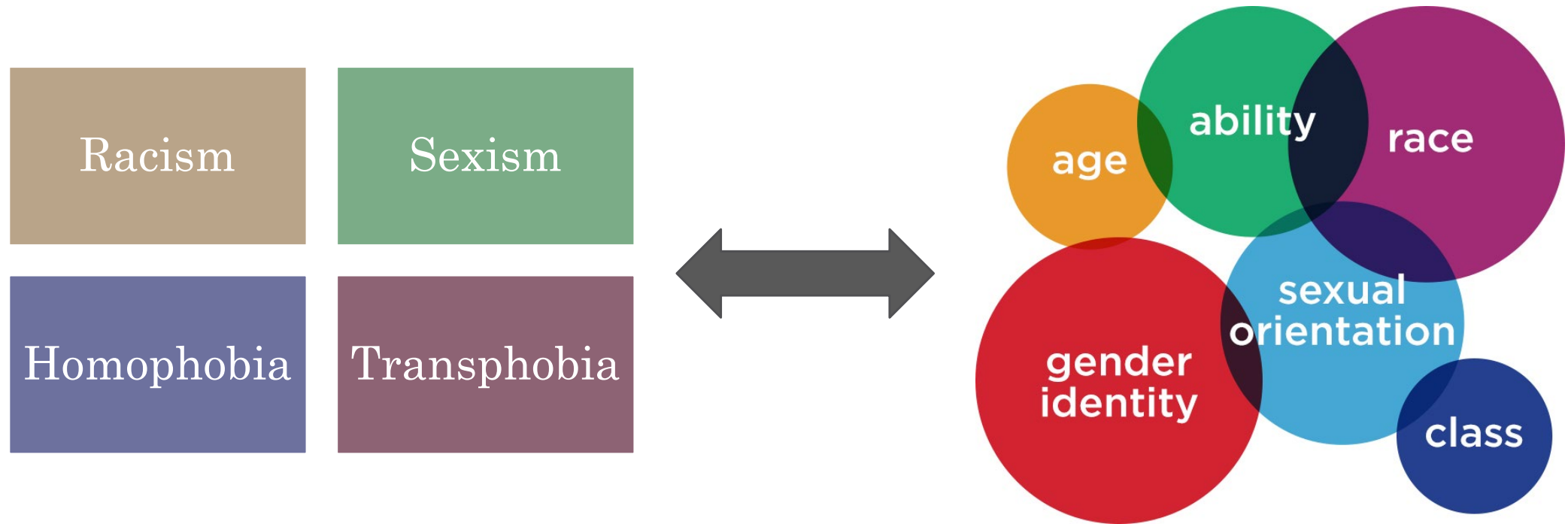
Higher levels of harassment result in higher levels of risky behaviors

Secrecy and concealment is extremely stressful for young adults

LGBTQIA+ Youth Realities

How have you engaged with LGBTQIA+ youth? In what settings? How have those experiences been?

Intersectional Needs



How do “intersecting” social identities relate to systems of inequity and discrimination of LGBTQIA+ Youth?

Other systems that Impact LGBTQIA+ Youth

Schools

Homelessness

Child Protection System

Juvenile Justice/Detention

What other systems should be added to this list? Where have you engaged with LGBTQIA+ youth the most?

Building Inclusive Practices

What steps are needed to build a culture of inclusivity for LGBTQIA+ youth?

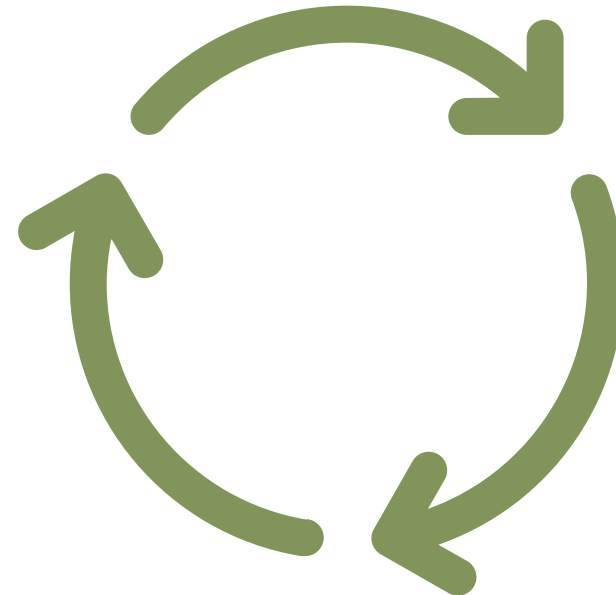
Creating an Inclusive Culture

AGENCIES

- Provide comprehensive ongoing training
- Enact non-discrimination policies
- Prohibit slurs and jokes
- Provide appropriate supervision
- Encourage dialogue

INDIVIDUALS

- Use respectful and inclusive terminology
- Display inclusive symbols
- Make LGBTQIA+ resources available
- Promptly intervene
- Be fair and avoid double standards



Best Practices to Support LGBTQIA+ Youth

Acknowledge your own perceptions of gender and sexual orientation and how they may affect your language, behavior, and advocacy

- Examine your own bias or misconceptions of LGBTQIA+ relationships

Use gender neutral language when talking with youth

- Ask about the youth's "partners" or "important relationships" in the youth's life, romantic and otherwise.

Best Practices to Support LGBTQIA+ Youth

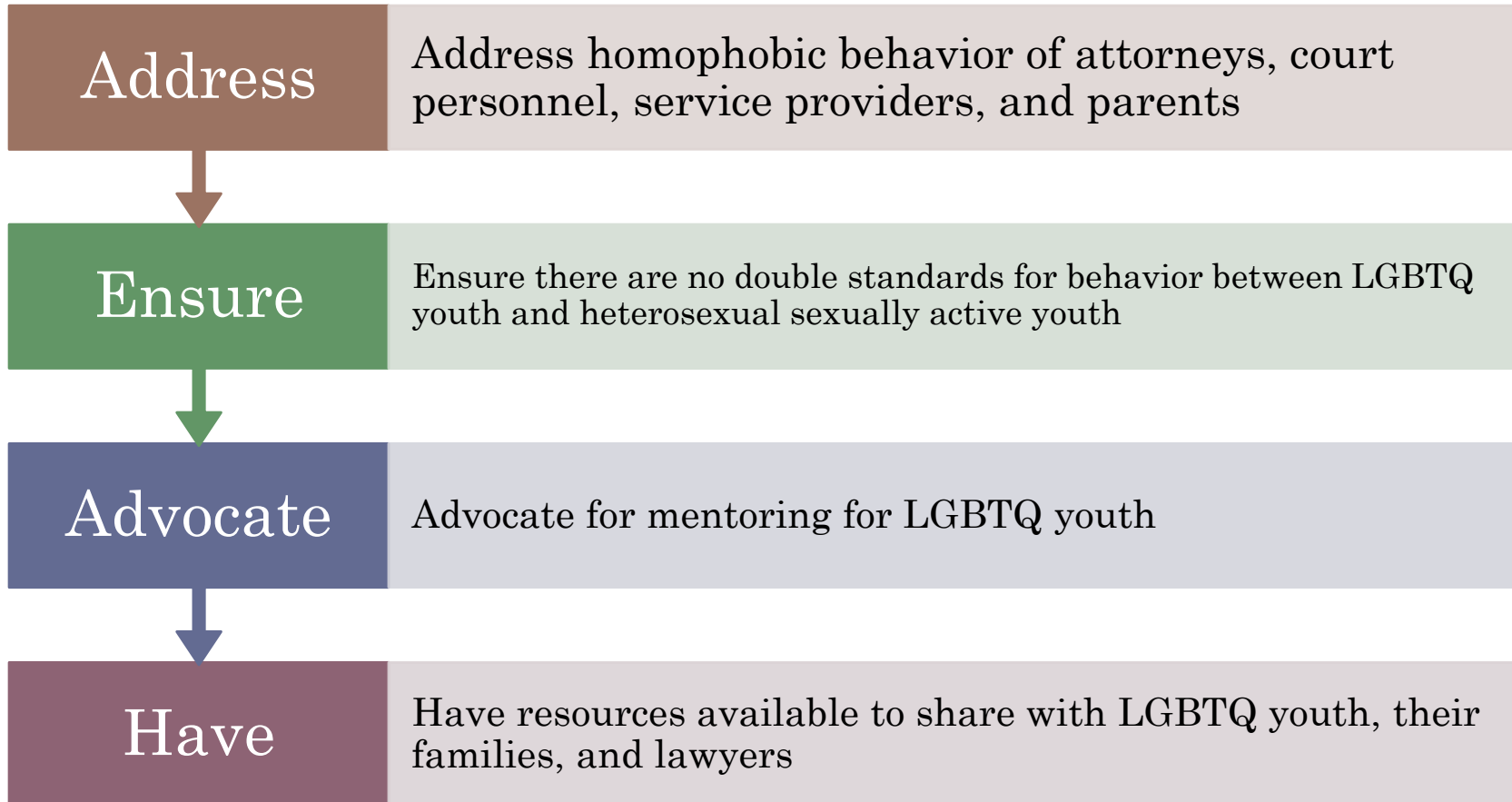
Use the youth's name and pronoun(s) of choice and encourage the youth to dress in ways that align with their gender identity

- There are no laws preventing use of “nicknames” or names of choice

Avoid labeling youth because of unisex clothing, hairstyles or androgynous appearance

- Create safe spaces whenever possible that avoid gender bias

Supporting LGBTQIA+ Youth in Court



Practical Tips to Consider

For Supporting Victims

- Familiarize yourself with typical help seeking behaviors.
- Don't accidentally "out" the victims in court or in front of their parents.
- Identify LGBTQIA+ inclusive services that are teen specific.
- Use restorative justice practices when appropriate and available.

For Supporting Offenders

- Programs should be transformative, not punitive.
- Consider: adolescent brain development, ACE's and trauma, and learned behaviors.
- Identify existing programs and services; if necessary, encourage providers to seek LGBTQIA+ and teen specific training; include family counselling.
- Use online resources, local college clinical services.
- Don't "out" the offender to parents.

Scenario Discussions

(15 minutes)

- Breakout into your virtual room
- Each group will get a scenario prompt to discuss
- Group discussion upon return

Group 1 Scenario: Isabella & Rachel

“At first, I thought it was cool to finally meet a girl I liked, who liked me back. My family is very conservative, so keeping this relationship a secret was a must. The first time we kissed was the first day we started going out. I was not ready, but she told me we needed to make our relationship official. The abuse eventually escalated. “When I told her I wasn’t ready to have sex she asked me, “Well don’t you love me?” I said, “Yes of course,” but she wanted me to prove it. For the next four months, Rachel continued to coerce Isabella into sexual acts. After it happened the first time, and every time after that, I’d take a shower and scrub myself clean. Then I would cut myself and try to get her out of me.”

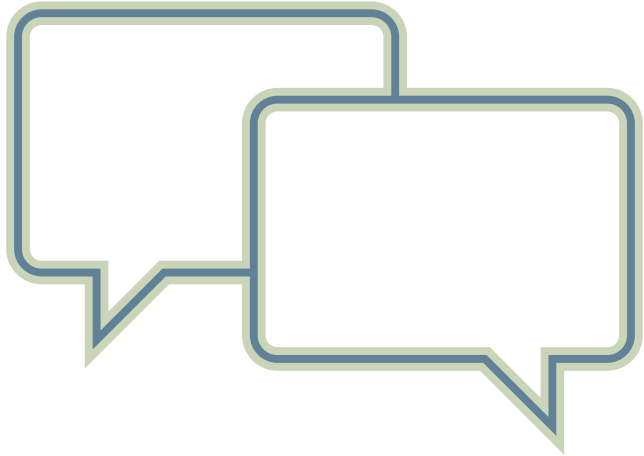
- What examples of abuse exist in this scenario?
- If Isabella came to you for help, what steps would you take to ensure his safety?
- What resources or information do you need to best support Isabella seek justice?

Scenario adapted from rainn.org

Group 2 Scenario: John & Lemont

John and Lemont have been dating for 9 months. They are both 17 and have had consensual sex on several occasions. John's parents know he is gay, but Lemont's parents don't know. John smokes pot occasionally, but Lemont does not. Today, they are at John's parents' house and no one else is at home. John knows his father keeps pot brownies in the freezer, but John is not allowed to eat them. John and Lemont go to John's bedroom and engage in sexual activity, but John is tired and can't fully perform. He suggests they go downstairs and get a brownie. Lemont resists, but John talks him into eating one. They go upstairs and start to watch a movie, but Lemont falls asleep. After a little while, Lemont wakes up very groggy, and thinks John is removing his clothes, but is so sleepy he falls back to sleep. Lemont wakes up again and believes that John is having sex with him. Lemont is still groggy and takes a few minutes to clear his head. Lemont gets dressed, accuses John of raping him, calls a friend and leaves. John begs him not to go and says that if Lemont tells anyone, John will tell everyone they are in a gay relationship and that the sex was consensual.

- Is there evidence of teen dating violence?
- Are there possible criminal charges that could lead to a juvenile petition?
- If convicted, what probation conditions or services should be put in place for John? Can the court or related staff provide services for Lemont? Are there alternatives to formal prosecution?



Group Discussion

- What were the challenges faced by the LGBTQIA+ teen in your group scenario?
- What suggestions did you have to best support this LGBTQIA+ teen?
- Was there any info that stood out to you? Key takeaways or learnings?

Wrap up & Reflection

Highlights from today's session

Opportunities for ongoing learning
and training

Resource Alert! Teen Dating
Violence Technical Assistance Brief

Questions?

Thank you!

- We look forward to receiving your feedback, please complete the evaluation form for this webinar.
- NCJFCJ Technical Assistance Brief: “Teen Dating Violence and LGBTQIA+ Youth: A Resource to Support Judges and Other Professionals Interacting with Teen Victims and Offenders”

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