

Case Study 2: Drew Barnes (Teacher) and Lila



Recognize
Connect
Engage

Identify

Respond

Support

Recognize:
Identify

Are there any indicators
or signs of victimization
that Mr. Barnes could
have identified?

What are they?

Recognize: Identify

Indicators of possible victimization (sexual assault):

- Social withdrawal;
- Change in usual behavior;
- Isolation from her peers,
- Bullying; and
- Signs of depression, stress, or anxiety.

What are some skills that Mr. Barnes could draw on to build trust and learn more?

- Follow-up steps to take?
- What questions could he ask to prompt a disclosure?
- Is there language he could use to account for trauma and avoid re-traumatization?
- To be empathetic? Avoid victim blaming?

Recognize:
Respond

Skills to build trust and prompt disclosure:

- A quiet and neutral setting.
- No leading questions.
- Respond calmly and matter-of-factly.
- No comments about abuser.
- If the youth tries to “swear you to secrecy,” explain that it is not possible in some cases.
- Do not promise that things will get better but provide reassurance.

Recognize:
Respond

Recognize: Support

**Where could Mr. Barnes
have turned for assistance?**

**How can we make sure that
Mr. Barnes:**

**Identifies possible child
victimization?**

and

Responds appropriately?

Recognize:
Support

**How can Mr. Barnes feel
part of a linked system of
care?**

**Improved communication,
coordination, and
information sharing
(within ethical standards)
among agencies.**

Recognize: Support

Suggested approaches:

- State and local mandatory reporting requirements.
- Protocols on response to sexual assault.
- Training on recognizing child victimization, trust-building, trauma-informed response, and effective conversations.
- Practice guides, other written guidance and ongoing trainings.

Connect:
Identify

**How should Mr. Barnes
identify any
connections to make?**

What are they?

Connect: Identify

- IL HEALS Resource Coordinator for assistance.
- IL Heals Roster.
- IRIS: referral and case management system.

What are some skills that Mr. Barnes could draw on to help make connections?

- Accompanying victim/family to any connection made or available.
- Speaking with school counselor, social worker, or parents.
- Finding financial support for other costs (such as transportation).

Connect:
Respond

What are some skills that Mr. Barnes could draw on to help make connections?

- Develop plans or guidance.
- Using personal connections.
- Helping normalize seeking support.
- A warm hand off and following up.
- Use of a harm-reduction approach.

Any other ideas?

Connect:
Respond

Connect: Support

**How can we make sure that
Mr. Barnes:
Identifies the connections
to make?
and
Makes the connections
appropriately?**

Connect: Support

A relational approach:

- Reaching out to the Resource Coordinator.
- Communicating with multi-disciplinary teams.
- IL Heals Roster.
- IRIS: referral and case management system.

Engage:
Identify

What are some of the
components of effective
engagement that might
help?

Engage: Identify

Key components include:

- Needs assessment (victim and family) and case planning.
- Program strategies for provision of services.
- Trauma-informed response.
- Cultural humility.

What strategies might work best?

How can Lila best assess Skye's
needs?

What more might Lila need to know?

What would a trauma-informed
response to Skye's case look like?

Engage:
Respond

- Consider it a mutual assessment process that promotes agreement/buy-in.
- Use “side notes” to ensure focus is on person and not paperwork.
- In some cases, that listening ear is all that the client needs.
- Reassurance that the youth’s reaction is okay, whether she wants more services or not.

Engage:
Respond

- Implementation of ongoing trainings.
- Development of policies and protocols for:
 - ✓ Trauma-informed response and services
 - ✓ Cultural humility/minimization of bias
 - ✓ Development and use of EBPs

Engage: Respond

- Making spaces more culturally sensitive, inviting and attractive, such as furniture arrangement and lighting.
- Consider making one of the spaces a “comfort/healing/meditation” area for youth and families.

Engage: Respond

Engage:
Support

**How can we make sure that
Lila:
Is aware of the systems
and services that are
available
and
Engages with them
effectively?**

Engage: Support

- Protocols on identification and response to trafficking.
- Training on recognizing child victimization, including trafficking, trust-building, trauma-informed response, effective conversations.
- Practice guides, other written guidance and ongoing trainings.

Engage: Support

What role can Mr. Barnes and his school play as part of a linked system of care?

Are there ways that Mr. Barnes can continue to support Skye?

Engage:
Support

A relational approach:

Improved communication,
coordination, and
information sharing (within
ethical standards) among
agencies.

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Engage

Identify

Respond

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