Recognize Connect Engage

### Identify

Respond

Support

## Recognize: Identify

Are there any indicators or signs of victimization that Ms. Smith could have identified?

What are they?

## Recognize: Identify

### Indicators of possible victimization (physical abuse):

- Existence and nature of the bruising on Jeffrey;
- Changes in behavior; and
- Jeffrey's dismissiveness of the bruising.

## What are some skills that Ms. Smith could draw on to build trust and learn more?

- Follow-up steps to take?
- What questions could she ask to prompt disclosure?
- Is there language she could use to account for trauma and avoid retraumatization?
- 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 do provide reassurance.

### Recognize: Respond

### Recognize: Support

To whom could Ms. Smith have turned for assistance?

How can we make sure that Ms. Smith:

Identifies possible child

Identifies possible child victimization?

Responds appropriately?

### Recognize: Support

How can Ms. Smith feel part of a linked system of care?

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

### Recognize: Support

- Training for school staff on recognizing child victimization, trust-building, trauma-informed response, effective conversations.
- Practice guides, other written guidance, and ongoing trainings.
- Training on mandated reporting.
- Protocols for a coordinated response and the role of the original reporter.

## Connect: Identify

How should Ms. Smith identify any connections to make?

What are they?

# Connect: Identify

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

## What are some skills that Ms. Smith could draw on to help make connections?

- Speaking with school counselor or social worker.
- Finding financial help for other costs.

### Connect: Respond

## What are some skills that Ms. Smith 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: help to reduce, not cause additional trauma.

Any other ideas?

### Connect: Respond

Connect: Support How can we make sure that Ms. Smith:

Identifies the connections to make?

and

Makes the connections appropriately?

# Connect: Support

#### A relational approach:

- Reaching out to the Resource Coordinator.
- Communicating with multidisciplinary 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:

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

For needs assessment and case planning, what strategies might work best?

How can the agency best assess their needs?

What more might they need to know?

What would a trauma-informed response to Jeffrey and his family look like?

- A balance between professional judgment and attention to the specific needs identified by the victim and family themselves.
- Examine child and family ecology;
   what is already in place that is supportive and not supportive.
- Consider professional and natural supports in synergistic combination.

- Consider it a mutual assessment process, which 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; sometimes reassurance that the youth's reaction is okay, whether she wants more services or not.

- 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.

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

How can we make sure that Ms. Dean:

Is aware of the systems and services that are available

and

**Engages with them** effectively?

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

What role can Ms. Smith and her school play as part of a linked system of care?

Are there ways that Ms.
Smith can continue to
support Jeffrey?

A relational approach:

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

Recognize Connect Engage

### Identify

Respond

Support

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