

BREAKING THE TABOO: LEARNING FROM RESEARCH WITH CHILDREN AFFECTED BY SEXUAL VIOLENCE

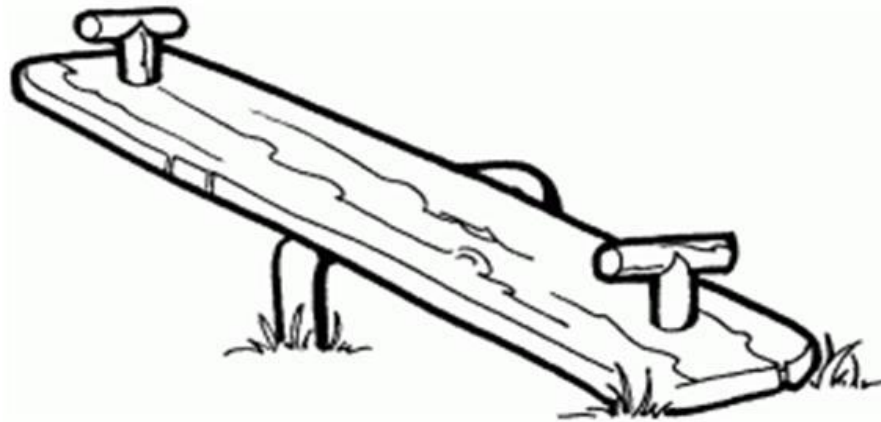
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The International Centre: Researching child sexual exploitation,
violence and trafficking

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Balancing protection and participation rights

In theory: mutually dependent and indivisible



In reality....clear evidence of a ‘hierarchy of rights’

Reasons for avoidance

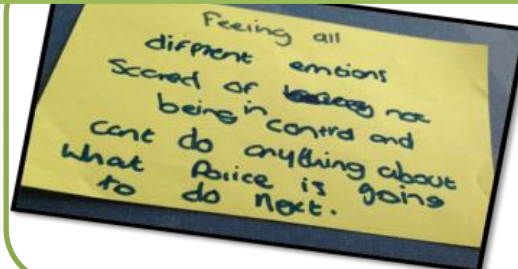
- Child is too vulnerable
- Topic is too sensitive
- Potential negative impacts on child
- Impact on therapeutic/legal processes etc
- Researcher discomfort
- Impact on researcher
- Time consuming/hard to do well
- Risk-adverse governance processes

Reasons for engagement

- Key stakeholders
- Article 12 right
- Challenges cultures of silence and stigma
- Distinct insight and expertise (pragmatic)
- Redressing inequality within research (political/collective)
- Promoting participant wellbeing (personal/individual)

Engagement in what?

Setting the research agenda



Planning and design



Data collection



Governance



Analysis



Dissemination and influencing

Focus on fieldwork: guiding principles and priorities

- Rights based and child centred
- Trauma-informed approach
- Risk-assessed involvement
- Support pre, during and post engagement
- Promoting choice and control
- Recognising and minimising power differentials
- Promoting comfort and safety
- Active and on-going voluntary informed consent
- Supporting a diversity of communication styles and engagement techniques

Applying principles in practice: Researching gang-associated sexual violence

- Facilitating agencies
- Anonymous pre-engagement risk assessment
- Meaningful terminology - 'sex and relationships in gangs – the good and the bad'
- Avoidance of labelling – knowledge of issues
- Co-designed with youth advisors
- Researcher preparation

Applying principles in practice: Researching gang-associated sexual violence

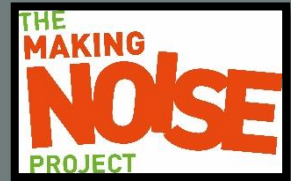
- Third person lens
- How to talk about illegal activity without disclosures
- Prioritising participant welfare/control – conversational/open-ended/space for participant direction
- ‘Checking in’ at end – welfare and control of information
- Active follow up support
- Feedback

Applying principles in practice: Researching familial sexual abuse

- Building on learning from previous projects – risk assessment/ facilitating agencies/ third person lens/ youth advisory input
- Therapeutic worker as part of research team
- Creating safety – thinking about space; supporters and physical needs
- Warming up/warming down: rapport building and grounding techniques
- Monitoring wellbeing – using scaling exercises
- Adaptation for younger children and those with learning disabilities
- Third person scenarios (vignettes) - pre-selected
- Maximising choice in topic and expression ‘guided conversation’s: mapping processes and creative methodologies

Tools

Researching familial sexual abuse



How are you doing?

Starting out

Not okay 1 2 3 4 5 6 7 8 9 10 Okay

Finishing off

Not okay 1 2 3 4 5 6 7 8 9 10 Okay

Tick or cross any faces that show how you feel!

<input checked="" type="checkbox"/> Happy	<input type="checkbox"/> Scared
<input type="checkbox"/> Worried	<input type="checkbox"/> Embarrassed
<input type="checkbox"/> Angry	<input type="checkbox"/> Relaxed
<input type="checkbox"/> Excited	<input type="checkbox"/> Sad
<input type="checkbox"/> Sleepy	<input type="checkbox"/> Nervous
<input type="checkbox"/> Confident	<input checked="" type="checkbox"/> Confused
<input type="checkbox"/> Nothing	<input type="checkbox"/> ? Something else

Nothing ? Something else

Nothing ? Something else

Any other comments

For more information and resources visit
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