

INCEST: WHAT HAPPENS NOW?
A VIDEOTAPE FOR JUVENILE VICTIMS

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We hereby recommend that the thesis prepared under
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CHAPTER I

INTRODUCTION

The incest taboo is found in all known cultures: ancient, primitive and civilized. Incest rules remain the most sternly enforced regulation for sexual relations and marriage throughout the world. Social scientists generally agree that the essential purpose of the taboo is to optimize the survival and expansion of social systems (Mead, 1968). As social systems differ, so do incest rules. To this day, laws defining and penalizing incestuous relationships vary markedly among nations and among states in the Union. In England, the law regards incest as only a misdemeanor. Penalties for incest in the United States range from a \$50.00 fine and/or 12 months in prison in the state of Virginia, to a prison term of 1-8 years in California (Caprio & Brenner, 1961; West's California Codes, 1980). In most, but not all states, first-cousin marriage is permitted only between Jews (Kling, 1965).

No clear idea of the extent or the dimensions of this serious problem yet exists. Its incidence is difficult to estimate since much of this abuse may go undetected or unreported for a variety of reasons. Furthermore, the available statistics for incest may be highly unreliable;

for example the detected and apprehended suspect is not always convicted (Burgess, 1978). Another variable includes the fact that known instances of sexual assault against children may be prosecuted under a number of different statutes in different areas. (Appendix A includes the legal definitions of incest as provided by the National Center on Child Abuse and Neglect and under the Texas Penal Code.) Estimates are that one out of every ten families in this country has engaged in an incestuous relationship at some time, yet Forward (1978) felt this estimate may be very conservative.

Dread of incest is buried deeply in the unconscious of many men and women and incest evokes emotions that are volatile and unpredictable (McCarty, 1979). This confused state finds expression in obscene comments or nervous disinterest when the subject is brought up in conversation, or quickly erupts into hostile behavior when an incestuous situation is discovered (Giaretto, 1976). Professionals in the helping field are not free of the incest dread. Many react either evasively when a case is referred or irresponsibly by failing to comply with child abuse reporting laws (Zaphiris, 1978). Only in the last five to ten years has there been any significant progress made in dealing with the problems regarding incest (Giaretto, 1976).

Giaretto and Giaretto are two who are directly responsible for much of the progress that has been made in dealing with this sensitive area. In 1976, the Giarettos began one of the first comprehensive treatment programs for incestuous families in Santa Clara, California (Giaretto, 1976). Since then, more and more programs have been established, and more research has been done regarding incest.

Once disclosure of an incestuous act is made, either through a victim's self-reporting the crime or by a referring source, a great sense of relief is usually felt by all members of a family. The most intense feeling experienced is understandably the victim's (Burgess, Holmstrom & McCausland, 1972). The incest acts may have been going on for several months or even several years. After keeping such a secret for so long, when the disclosure is made, the burden and deception often diminish (Browning & Boatman, 1977).

Reporting the crime or admitting it once someone else has reported it, is a very difficult and painful task for the victim (Giaretto, 1976). However, disclosure is usually only the first step in a sequence of many difficult events the victim will encounter. Many uncomfortable and frightening experiences usually lie before the victim.

Usually an investigation by the police and reporting to the Child Welfare Department will follow. The criminal legal system participation usually results in a psychiatric or psychological assessment, often followed by therapeutic intervention with the individual and his or her family.

The victim often finds that there is little support and guidance from his or her family through this whole ordeal (Giaretto, 1976). Because another family member is also involved in these procedures, family loyalties may become divided and strained, thus making conditions even more difficult for the victim.

Programs are presently being developed in several parts of the country to work with these victims to provide help and support through the process (Sumitt & Kryso, 1978; Gutheil & Avery, 1977). Group therapy techniques have been introduced recently as one means of intervention with incestuous families (Giaretto, 1976). Henry Giaretto, who developed the Humanistic Treatment Model utilized by the Child Sexual Abuse Treatment Program of Santa Clara County, California, has been one of these pioneers responsible for the successful use of group treatment with these families.

There are, however, many circumstances in which the group treatment model is not possible or is not able to provide the kind of help some incest victims and their

families need (McCarty, 1979). In some smaller cities and even in larger ones, there are not enough incest victims currently seeking help to warrant forming a treatment group. On occasion, there are victims who, although living in an area where treatment groups exist, are for one reason or another not suitable to participate in such a group. Reasons for a victim not being suitable for group treatment may be due to mental or physical handicaps of the victim, due to a pregnancy resulting from the incestuous relationship, or may stem from a victim's denial of the situation or a family's opposition to treatment (Giaretto, 1976).

Ninety percent of all reported incest cases involve female victims (Forward, 1978). Recent statistics however, have begun to show that there are probably just as many male victims of incest, most of whom remain unreported (Gil, 1970). Because there are often so few cases being reported at any one given time and because the male victims may vary greatly in age, it is often not possible to conduct a group for these victims.

Use of Film Media

Our society is becoming more and more accustomed to audio and visual communications every day. Children of today are generally much more sophisticated and they learn

faster than children of previous generations, not only because of increased educational technology in the schools, but because of all the information children receive through the media (Bugelski, 1971). More than 75% of the children in this country have television sets available to them at home or at school (Dodson, 1975). Television and movies have become an accepted part of life. "The average eight year old devotes many passionate hours a week to watching TV..." (Dodson, 1975). Students also spend many classroom hours viewing movies and/or TV (Dodson, 1975). In light of the great amount of exposure to the media that children are receiving today, it was assumed that children are more receptive to educational material when it is presented on film than when presented in oral or written form.

Statement of the Problem

Of the 10 to 20 films and videotapes currently available on the topic of incest, nearly all were designed for use with various adult populations: law enforcement officers, teachers, counselors, caseworkers, and parents (Cavalcade Productions, 1976, 1979; Film Fair Communications, 1977; Mitchell-Gebhart Film Co., 1976, 1978; Texas Department of Human Resources, 1977). Only one film, Who Do You Tell?, was specifically written for children. This is an animated film concerning any kind of "problem" a

child may have, and it does not deal specifically with incest (Mitchell-Gebhart Film Co., 1978).

Further, there is nothing either written or filmed that helps to prepare and educate young victims of incest regarding what one may expect once a report of incest has been made. The purpose of this project is to prepare such a film.

The videotape entitled "Incest: What Happens Now?" is a short, 18-minute film designed specifically for the juvenile victim of incest. It illustrates the sequence of events that can take place for a victim after a report of incest has been made. A synthesis of the objectives for the film is presented here in an attempt to clarify the main goals and objectives. Specifically, the objectives were as follows:

- A. To produce a film specifically for the child victim of incest.
 - 1. Length to correspond with the attention span of 9-15 year age group.
 - 2. Material level comparable to the comprehension capacity of the specified age group.
 - 3. Terminology utilized familiar to this age audience.

- B. To educate the incest victim as to the procedures which may take place after a report of incest has been made. The videotape will help reduce some of the anxiety often experienced by these victims. Sequentially it includes the following:
1. Interrogation procedures used by the police department,
 2. Interview of a Child Welfare caseworker and a victim,
 3. Actual courtroom scenes to acquaint victims with the setting and environment,
 4. Explanations of the procedures in an incest case to acquaint the victim, both verbally and visually with the specific legal persons involved,
 5. Presentation of two types of therapy used with young incest victims.
- C. To present material in a short and direct way that also is suitable for use with mentally retarded adolescent and adult incest victims.

For the purpose of this project, incest is defined as any sexual activity between a parental figure and child or between siblings of a nuclear family. The primary focus

is on father-daughter and step-father-daughter incest which have been reported to be by far the most common types of incest reported and treated (Giaretto, 1976).

Limitations and Delimitations

The primary limitations encountered with this project were time and money. The availability of funds in the area of incest is severely limited at this time. Several grant possibilities were investigated and sought. After some research into the availability and expense of equipment, it was decided that videotape would be the least expensive and simplest film medium to use.

The subject of incest is broad. The incidence of incest affects all educational, religious, cultural, racial and economic levels of society (Forward, 1978). Victims range in age from one month to 75 years. This project is aimed at a specific population: female victims between the ages of approximately 9-15 years of age. This population was chosen because of the lack of materials available on the subject for this particular group. Other select groups of victims, previously mentioned, will also benefit from viewing the film, "Incest: What Happens Now?". Because the incidence of male victimization being reported and treated is low, the film is designed primarily for the female incest victim although males would also benefit

from viewing it.

The videotape is not intended to serve as a source of public education on the subject of incest because several media sources are already available for this purpose. It is also not intended to be used with children who have not been previously exposed to incest. The videotape approaches the topic of incest assuming the audience has been familiarized with the theme.

The extreme sensitivity of the topic dealt with in the videotape placed several limitations on the final product. Had the film been dealing with the physical abuse of children, rape, or even wife beating, more financial support may have been available (Zaphiris, 1978). There are few professionals trained in working with young victims and their families; therefore, much of the information in this paper and in the videotape came from limited written sources. Also, the taping techniques able to be used were limited because of the victims' feelings about being presented in such a film.

CHAPTER II

REVIEW OF THE LITERATURE

A review of pertinent literature is necessary in any research in that it indicates what has been done within the problem area, provides methodological tools, and relates the present study to previous research. In order to develop a complete understanding of the concepts behind the development of the videotape "Incest: What Happens Now?", literature in the three following areas was reviewed: Incest--the subject in general, the use of film mediums as educational tools, and existing films dealing with incest.

Incest

In reviewing current literature on the topic of incest one finds numerous studies addressing the incidence of incest, characteristics of the sexually abusive family in general and the perpetrators of incest specifically. Very little work, however, has been done concerning the victims of incest. With regard to treatment, most of the research focuses on the perpetrator. Several studies have been done on the intelligence levels and personality characteristics of perpetrators (Maisch, 1973; Summitt & Kryso, 1978; Weinberg, 1972). All the cited studies

reached similar conclusions, stating that sociological factors such as socioeconomic status, education and occupation and organismic factors such as intelligence and mental condition can be at best considered secondary factors in the cause for incestuous activity. Several studies provide evidence that incest is one symptom of a dysfunctional family unit (Cormier et al., 1962; Guthiel & Avery, 1977; Hersko et al., 1961; Lustig, 1966; Maisch, 1973; Shojevas, 1975).

The incidence of incest is a much disputed topic which has received much attention in literature. The estimates range from one case of incest per million population (Weinberg, 1955) to 169,000 children per year in the U.S. (Hinds, 1981; Zaphiris, 1979) with many estimates in between emerging from various research (Forward, 1978; Geiaretto, 1976; Weiner, 1964).

A second aspect of the complex problem of incest that has frequently been looked at by researchers deals with general characteristics of incestuous families as a group. Many of the studies in this area seem to be conducted in an effort to group together and categorize incestuous families by finding similarities among them. A study by Brown and Holder (Holder, 1979) discussed various characteristics found to be common among families

assigned for treatment for incest. Household composition, number of children, marital status of parents, age, sex, ethnicity, educational level and occupations of family members are a few of the aspects investigated in the Holder study. A similar study was done by Julian, Mohr, and Lapp (Holder, 1979) which considered such things as parental composition, socioeconomic status and other related factors found to be present in incestuous and non-incestuous families. From a clinical view, some studies describe the psychological considerations of incestuous families (Cormier, 1973; Molnar and Cameron, 1975; Poznanski and Blos, 1975), while other studies focus on family issues involved (Lustig, 1966; Sloane and Karpinski, 1962).

A third area that has received much attention by researchers is that of the makeup of the perpetrators of incest. Dr. Nicholas Groth and Murray Cohen have done a great deal of work in this area (1976). Other contributions in this area have been made by Holder and Brown (Holder 1979); Julian, Mohr and Lapp (Holder, 1979) as well as many others.

The general consensus of all studies done in an attempt to classify or characterize the "typical" incestuous family, the perpetrator or victim, have reached similar conclusions. This is namely that incest occurs in

families of all socioeconomic, religious, cultural, educational and racial groups. Although a few general characteristics have been found among families and individuals involved in incestuous relationships, for the most part, the conclusions reached indicate that there is no specific type of individual or family that falls victim to this situation.

In further reviewing the current literature on incest, it is interesting to note the extreme shortage of work that has been done regarding treatment for victims and their families. In the area of treatment, most of the research has focused on treatment for the perpetrator (Lanevin & Freeman, 1978; Panton, 1979; Soothill & Gibbens, 1978). Henry Giaretto was one of the first to realize the need for treatment of the entire incestuous family as a group. The establishment of the Incest Treatment Unit in Santa Clara, California, represented a major step forward in the area of treatment (Giaretto, 1976). There has been some work done in an effort to train professionals to effectively deal with incest victims and their families in terms of interviewing them and making recommendations for treatment (American Institute for Research, 1978; Keifer, 1973; Kemp, 1978; Rogers & Thomas, 1977).

Use of Film Media

The past fifteen years have seen an increasing acceptance of the use of videotape as a psychotherapeutic tool (Fryrear, 1981). Videotaping has been used in diverse ways: to assess and document behavioral changes in therapy with children (Cline, 1972); to present new and useful information to clients through taped instructions and modeling (Fisher et al., 1976); to identify and analyze behavioral deficits in social skills training (Hersen and Bellack, 1970); as an adjunct in therapist training and supervision (Ingram, 1974); as a storage and retrieval system whereby a therapy session is recorded and later played back to clients (Bailey, 1970), etc. In marital and family therapy, videotape recorded playback (VTRP) content has ranged from a segment of the therapy session (Alger and Hogan, 1969; Kaswan and Love, 1969) to samples of game playing (Edelson and Seidman, 1975); and role plays of problem solving (Alkire and Brunse, 1974; Jacobson, 1977; Patterson and Hops, 1972); or interpersonal interactions (Bernal, 1969; Duehn and Mayadas, 1975; Durrett and Kelly, 1974; Eisler, Hersen and Agras, 1973). Over 80 percent of the studies used VTRP in conjunction with other treatment (e.g., modeling, role playing, counseling and instructions in behavioral principles, or having

clients rate the playback after they viewed it)(Fryrear, 1981).

Motion pictures, according to Shalock and Edling (1960), allow for a greater range of complexity and subtlety than can be elicited through printed symbols. In studies by Cohen-Seat and Rebeillard (1956), and Zazzo and Zazzo (1951), moving pictures elicited more verbal responses from adults and children than did still pictures. Rabin and Haworth (1960) have stated that subjects made more rapid progression from simple description to a more interpretative approach with motion pictures than with still pictures.

Questions regarding the effectiveness of presenting material in the form of films, visual aids and television programs are of prime importance in nearly all educational circles today (Kumata, 1979). In a study conducted by Stanley in San Diego, California (Fryrear, 1981) regarding the analysis by elementary teachers of the use of television programs in the areas of art, language arts, music, social studies and special observances as part of regular classroom instruction, recorded were the following favorable factors:

1. Pupils are especially interested in the activity of other pupils seen on television.

2. Indirect outcomes of programs (such as development of cooperative working attitudes in pupils) were observed by teachers.
3. Seeing others of one's own age doing a good job can motivate thinking and inspire good work.

From a study done by the Canadian Broadcasting Corporation (Fryrear, 1981) concerning the production of films for elementary aged children, the following items were outlined as necessary to consider when preparing audio visual materials to be used with youngsters:

1. Programs should be closely related to subjects being covered and should present material the teacher cannot easily duplicate.
2. Programs should be personal (e.g. having a narrator speak directly to viewers).
3. Programs should include illustrations and action with a minimum of talking.
4. Minimum length of programs (used in classroom settings) should be twenty minutes.
5. Narrators should have pleasing personalities. Their role should be reduced to a minimum. Narrators familiar with the (audience) grade level should be used.

Ulrich (Fryrear, 1981) found in working with eighth graders that television students did significantly better than a control group which was not exposed to the audio visual materials. In a study comparing learning by television and learning by audial means only, Williams (Fryrear, 1981) found that test scores of television students were significantly higher than those of radio students and lecture students.

Amounts of television viewed by children away from the school setting is also a much-discussed topic. Dodson (1975) reports that on an average, middle-income children spend 35-40 hours per week watching television and movies.

Existing Films Dealing With Incest

The production and use of audio visual materials on the subject of incest and sexual abuse is a fairly new concept. It has only been in the last six years that visual sources of information have been available and there is a limited number in existence even now.

"The 'C' Case" (1977) is a videocassette which presents a fictional account of a counselor's encounter with a case of father-daughter incest in a middle-class family. Feelings of both the daughter and father are depicted and suggestions for possible therapeutic interventions are made (National Center on Child Abuse and Neglect, NCCAN, 1979).

A more clinical view of incest is presented in a videocassette entitled "Child Abuse: Sexual" (1977). Sexual abuse is defined and indicators such as physical evidence, role reversal in which a child assumes an adult role, withdrawal or irrational behavior and adolescent runaways are presented. Guidelines are offered for obtaining the history from a child and the role of a physician in cases of sexual abuse is reviewed (NCCAN, 1979).

Four abused adolescents and a counselor are presented in the film "Abused Adolescents Speak Out" (1977). The four individuals recount their experiences and emphasize the importance of having someone to talk to and a place to go to get away from an abusive home situation. This program has been recognized as suitable for training professionals who deal with abused adolescents (NCCAN, 1979).

Several cases of sexual assault are followed in "Double Jeopardy" (1978). The film illustrates the numerous interviews, disbelief, prolonged adjudication and demeaning cross-examination which child victims are subjected to. Preparation for and techniques of interviewing are reviewed as well as a prosecutor's case preparation and courtroom techniques (NCCAN, 1979).

"We Can Help" (1976) is a 16 mm film available for use in training professionals to identify sexual abuse in children and to deal with their feelings toward both the victims and the perpetrators. Various resource materials are presented as suggested activities to use in counseling situations (NCCAN, 1979).

Another videocassette, available from the Texas State Department of Welfare, entitled "Sexual Abuse of Children" (1976), presents a psychiatrist, attorney, social worker, and pediatrician as they participate in a panel discussion. Professional viewpoints on sexual abuse, decisions in casework and appropriate actions to take in suspected child abuse cases, and rehabilitative roles of each profession in the case management scheme are discussed (NCCAN, 1979).

An overview of intrafamily sexual abuse of children which includes definitions of the problem, common myths, physical and behavioral indicators, family dynamics, and different approaches to the problem are presented in a 16 mm film entitled "Sexual Abuse: The Family" (1976). Several professionals, noted in the field of child sexual abuse, discuss the problem and their approaches to it. Proper interviewing techniques are demonstrated in a simulation of a sexual abuse case (NCCAN, 1979).

"Incest: The Victim Nobody Believes" (1976) presents three women who were victims of incest in their childhoods. They discuss their reactions to the abuse and how they coped with the problem (NCCAN, 1979).

The long-term effects of sexual abuse are illustrated in the film "The Last Taboo" (1977). This film shows the experiences in group therapy of six women who were abused as children. Therapeutic techniques for working with adults who were sexually abused as children are discussed (NCCAN, 1979).

Another film dealing with the experiences of adult women who had been victims of sexual abuse as children is "Childhood Sexual Abuse" (1977). The women describe their abusive experiences during a weekend reality therapy group in an attempt to relive and cope with their feelings about the abuse (NCCAN, 1978).

"Better Safe Than Sorry" (1977), "The Sexually Abused Child" (1979), and "Who Do You Tell" (1978) are three other films available that deal with the problems of incest and sexual abuse. These are geared for young people to inform them about the problems, give them suggestions about what to do if they have such a problem, and to offer them encouragement in telling someone about their problem (NCCAN, 1979).

CHAPTER III

PROCEDURE

Slides, filmstrips, motion pictures, videotapes, and other audiovisual materials have been produced for many years. The audiovisual field rests on the assumptions that people learn primarily from what they perceive and that carefully designed visual experiences can be common experiences and thus influence behavior in a positive way (Kemp, 1980).

In designing audiovisual materials, it is therefore necessary to keep in mind the importance of providing carefully for desirable perceptual experiences in terms of the viewer's experience background and of the present situation. In this way communication will be more effective and learning should be positive (Zettl, 1976).

In planning this project the researcher sought help and information from various outside sources. The first task was to explore possible means of funding for the videotape to determine if such a project could be financed by the researcher. She explored the available organizations offering grant money in the areas of psychology, child abuse, and human service projects: in consequence, letters were sent to 21 private companies. The responses

were unanimous from all of the organizations in that there was no money available for projects concerning child abuse and specifically incest at the present time.

In addition to private organizations, several government grants were also investigated. The government grants available for this type of project were found to require from six months to one year to process and another three to six months before money could be received. Because of the anticipated date of the researcher's graduation, there was a tentative time limit on the project. For this reason the author chose to forego any government grant applications.

Tentative verbal offers of help came from various state agencies such as the Department of Human Resources and the Mental Health Mental Retardation Association. These agencies offered their help in exchange for the rights to the videotape. Since the author was not familiar with such agreements, she consulted the lawyer representing Texas Woman's University concerning legal rights and obligations of a film producer. As these said offers were never formalized by these agencies, the decision was made by the researcher to produce the videotape without the help of such organizations.

Much of the information about the taping procedures came from Rob Lee, a colleague who is a recent graduate of Texas A & M University in the Communications Department. Mr. Lee also did the photographing and some of the editing of the videotape. The remainder of the editing was done by the Media Services Department of Texas Woman's University.

For background information and possible suggestions on content, the author contacted several professionals who are known experts in the field of child abuse and incest. Dr. Janet Overman Cobb, a psychologist in private practice in Dallas, Texas, who is competent and experienced with incest victims and their families in a counseling setting, offered much advice and suggestions regarding this part of the presentation in the videotape. Henry Giaretto, founder of the Incest Treatment Program in Santa Clara, California, and Rita and Justice Blair, who have done some work with abusive families in Houston, Texas, were contacted by mail and gave valuable consultation. Further help and advice came from written communications from Masters and Johnson, sex therapy researchers in St. Louis.

Selection of Videotape Participants

The children used in the videotape were friends of the researcher. The volunteer actors portraying the judge,

lawyers, court personnel, counselors and policemen were authentic professionals and acquaintances of the author. Each participant was contacted by the researcher and informed of the purpose of the videotape and the nature of the scenes he or she would portray. Necessary release forms were secured from all agencies where taping took place and parental consent was obtained for the children. The narration was written by the researcher.

The researcher made arrangements with Judge Craig Penfold of the 304th Family District Court in Dallas; Loretta McCarty of the Department of Human Resources in Dallas; Dr. Janet Overman Cobb, a psychologist practicing in Dallas; Officer Gary Warman of the Humble Police Department; Ray Walls, an officer of the Crystal Beach Police Department; Janet Glesby of Houston's Mental Health Mental Retardation Office; and Allen Labay, Superintendent of Cypress-Fairbanks Independent School District to obtain permission for use of their facilities and to schedule taping dates. The videotaping was done from August, 1981, through the end of November, 1981, in various locations in Dallas, Houston and Austin.

Scene Development

In producing the videotape "Incest: What Happens Now?", it was necessary to identify scenes which would

accurately depict "life-like" situations. Seventeen scenes were developed from the author's knowledge of the subject matter and personal experiences in working with the Dallas Incest Treatment Unit and a psychologist who treats incest victims and their families.

Videotaping

Specialists in the professional fields of audio-visual education, television photography, and technical advisers were consulted for their help and expertise in developing the videotape. After consultation with specialists in audiovisual education and cinematography concerning film production, it was the belief of the researcher that utilizing color, 3/4 inch videotape would be the most feasible technique for a medium of this type.

A graduate from the Communication Department of Texas A & M University assumed the responsibility for all the photographing, editing and technicalities of taping including tape selection, lighting and sound. Staging, selection of actors and props, and direction were the responsibility of the researcher.

Equipment utilized for the project consisted of an Ikegami HL-79 video camera, a JVC 2000 camera, a RCA TK-76 camera, a JVC 4400 and a Sony BVU 50 video recorder. Three Berkey Colortran 600 watt tungsten lights were used for

lighting when taping indoors. Natural light was used when taping outdoors. Sound was picked up on a Sennheiser MK 70 and an Electrovoice RE 50 microphone. Some of the editing was done on a Sony BVU 200 Professional Editing System belonging to Channel 26 in Austin, Texas, and the rest was done on equipment belonging to the Media Services Department at Texas Woman's University.

Under the direction of the researcher, scene action and expected behavioral actions and responses were rehearsed. After completing the videotaping of the 17 scenes, the photographer edited the developed scenes into a running videotape. The editing was completed under the direction and supervision of the researcher.

Each scene is approximately 1 minute in length, making the finished tape run 18.43 minutes. The split screen shots, credits, and title frames were taped, edited and incorporated into the finished videotape by Pearlman Productions of Houston.

CHAPTER IV

VIDEOTAPE CONTENT

The videotape "Incest: What Happens Now?" follows two female victims of incest through the sequential steps that may be encountered investigating and treating a juvenile victim. Because the procedures followed in such cases vary slightly from city to city, county to county, and state to state, the script was written to generalize the procedures in a way that makes the information relevant to all victims. The videotape depicts the victims as they (1) experience talking with the police department, (2) are interviewed with a worker from Child Welfare, (3) go through the possible legal procedures that could result from an incest report, and (4) experience two types of therapeutic intervention often used with incest victims. The complete film narration and shot description are included in Appendix D. The finished videotape is included as Appendix E.

In working with adolescent incest victims, the researcher found that most of the questions and fear on the part of the victims center around the specific situations (1-4) mentioned above. The presentation of these circumstances in a videotape is an attempt to answer some

of the questions victims express and reduce the anxiety experienced by these victims.

Approximately 70 minutes of videotape were shot in a total of six taping sessions. Each scene was taped a minimum of two times to assure for good quality. Various angles were used in taping each scene and were later reviewed by the editor and researcher to choose the best taping sequence. From this raw tape, eighteen minutes of tape were chosen for use and organized into 17 scenes.

The 17 scenes that have been utilized to form the finished videotape were arranged in sequence according to the most likely steps to be followed by an incest victim. The overall tone of each scene and the finished videotape in general is that of seriousness which reflects the subject matter, but it is combined with a note of reassurance and encouragement to the viewer to reduce the anxiety which often results from these procedures.

A rough draft of the narration script was written by the researcher and sent to Channel 6 Television Network in Indiana where it was edited by the station's professional editing staff. Suggested revisions were made and the finished script was rehearsed prior to the actual taping. The narration was written by the researcher. Three separate tapings of the narration were done and the copy with

the best audio quality was selected for use.

Scene I

The first scene shows children playing in a swimming pool as the narrator explains that the film about to be seen concerns a problem which affects many children today. A statement is made regarding the qualifications of the actors in the videotape and the scenes portrayed.

Scene II

The scene opens with a young girl approaching a diving board at a pool. The girl is introduced and the viewer learns her age, where she attends school, what grade she is in, and what her family life is like.

Scene III

Scene III introduces the second main character of the story, Carol. Identifying information is given about her and some insights into her family situation.

Scene IV

A split screen shot of the two main character in the story is presented to introduce incest as the topic of the videotape. A basic definition of incest is provided as a

caseworker is shown filling out a form and labeling it as an "Incest" case. Brief, general statistics regarding incest are presented with some suggestions of what a child who is a victim of incest should do as the viewer sees another scene with children playing around a pool.

Scene V

Ann is focused on again as the particulars of her abuse situation are described. Ann was sexually abused by her step-father and the abuse has been going on for several years.

Scene VI

A second case history is described involving the younger girl in the story, Carol. Carol was abused by an uncle on her mother's side of the family. This was the first time anything like this had happened to Carol.

Scene VII

Once a report of incest has been made, scene VII begins the sequence of events that could take place for a young victim. Ann has been taken to the police department by her grandparents. There, she is interviewed by an officer in a private office. The special techniques used by

the police when interviewing a child are discussed.

Scene VIII

Carol is interviewed by a police officer in her home. Circumstances of this type of meeting are explained.

Scene IX

Ann is shown as she tells her story to a caseworker from Child Welfare. Ann's mother is introduced and the importance of maternal involvement in such cases is stressed.

Scene X

Carol meets with her caseworker at school. Some of the possible questions asked by a caseworker are discussed.

Scene XI

A courthouse is shown as the involvement of the legal system in incest cases is introduced. The point is made that cases are handled differently depending on locale and that the two situations presented in the videotape are only two of several possible ways for handling incest in the courts.

Scene XII

Carol is shown in what is called a Grand Jury Hearing. The purpose of such a hearing is given and the procedures followed and the personnel involved are described.

Scene XIII

A criminal trial is portrayed in which Ann testifies against her accused perpetrator, her step-father. All court personnel are defined and their jobs explained. The victim's part in the trial is described.

Scene XIV

A split screen shot of each girl involved with the legal system is shown as the legal situations are summarized and some advice and reassurance are given to the viewers.

Scene XV

Ann is shown at a psychologist's office for counseling. The purpose of counseling for an incest victim is explained. Ann receives a particular type of therapy often used with children and this is also explained.

Scene XVI

Carol attends group therapy with two other young incest victims. The purpose of group therapy is given and the role of the group leader is explained.

Scene XVII

The last scene of the videotape shows a group of children playing around a swimming pool. A concluding statement about the scenes portrayed is made. The film ends with positive comments about reporting incest and following through with the procedures involved as another split screen shot is shown of the happy faces of our two young victims.

In summary, the finished videotape, "Incest: What Happens Now?" addresses the situations and questions encountered by young incest victims after a report of incest has been made. The intent of the videotape has been to reduce anxiety and provide education to young incest victims between the ages of 9 and 15 years.

CHAPTER V

SUMMARY AND RECOMMENDATION

Incest is a serious social problem that crosses all socioeconomic, educational, racial, religious and cultural barriers (Mead, 1968). The exact dimensions of this problem are difficult to determine due to the differences found in the laws and regulations regarding incest in every city and state (Giaretto, 1976). During 1979 there were 11,306 reported cases of sexual maltreatment of children under the age of 18, according to the Child Protection Division of the American Humane Association (Zaphiris, 1978). Recent estimates state that 2-3 children out of every 1,000 or between 125,000 and 187,000 children are sexually maltreated in the United States each year (Zaphiris, 1978). Incest accounts for 90% of the victims (Hinds, 1981). Conservative estimates are that one out of every ten families in the United States have engaged in an incestuous relationship at some time (Forward, 1978).

Due to new types of treatment being used with incestuous families (i.e., humanistic treatment programs as used in Dallas, Texas, and Santa Clara, California), and increased social awareness in general, there has been a

significant rise in the number of reported cases of incest in the past five to ten years (McCarty, 1980). Although there has been more emphasis placed on the importance of dealing with the problems related in incest and the treatment of incestuous families, there is still an extreme lack of information available and work being done regarding the young victims of incest.

A young child who becomes a victim of incest faces many frightening experiences. Because incest involves two or more members of the same family, a child often is unable to find the help and support within the family structure that is so desperately needed as a victim goes through the processes of reporting the incest and following through with the necessary legal procedures involved. Although there are various treatment programs and facilities available to incest victims, very few are geared toward helping to prepare the young victim for what lies ahead of him or her once a report of incest has been made.

The purpose of this project was to produce an audio-visual medium for young incest victims between the ages of 9 and 15 years of age. "Incest: What Happens Now?" is an 18 minute, 3/4", color videotape that depicts the possible sequence of events that may take place for a young incest victim once the crime is reported to the proper authorities

The tape follows two young female victims as they report the incest to the police; talk with a caseworker from Child Welfare; interact with the legal system as it pertains to incest cases; and are involved with two types of therapeutic intervention often used with young victims of incest and child abuse.

The videotape is intended to help reduce the fear and anxiety often experienced by these young victims as they go through these processes. "Incest: What Happens Now?" will benefit the victims in several ways. It helps clarify the situation for young victims who may not understand what is happening to them now that they have reported the incest. The videotape takes away the feeling of isolation by providing a child with a shared situation group (i.e., other children with similar incestual involvements are portrayed in the tape). More open communication channels can also be provoked by discussing the victim's responses to the video content.

"Incest: What Hapens Now?" is intended to be used with individuals receiving some type of group or individual counseling. Maximum benefit of the material will be gained by using the videotape in conjunction with some type of discussion group led by trained professionals. The videotape could also be used in family therapy and multiple-

group family therapy. Mental health workers, teachers, police and legal personnel and other professionals that deal with incest victims and their families could also benefit from viewing the videotape. It would serve as a presentation of incest from the victim's perspective and could possibly enable these professionals to better understand and help the victims and their families.

The researcher acquired a great deal of knowledge about the film and video industries while working on this project. In addition to researching the necessary detailed information portrayed in each of the taped sequences, the researcher learned to organize and direct the many film participants, consultants and professionals used in the videotape. In an effort to help keep the production costs down and to successfully complete the project within a given time frame, the author was also required to coordinate a variety of activities.

The use of audiovisual materials in the Mental Health field is a fairly new concept but one that is quickly gaining popularity (Fryrear, 1981). It is hoped that this combined project will serve as a guide to stimulate further work to be done along similar lines. Further research is needed in the area of incest and more specifically geared toward the victims. There is a need for additional materials to

be made available to various specialized groups of incest and sexual abuse victims. Some recommendations for further research would include media sources for the older female incest victim and male victims. There is a need to develop materials for use with non-English speaking populations. The researcher is currently working to adapt "Incest: What Happens Now?" for use with deaf children. Additional materials need to be developed for other mental and/or physically handicapped victims. Further research could also be done to test the effectiveness of treatment programs utilizing audiovisual materials as part of treatment.

"Incest: What Happens Now?" has been copyrighted by the researcher. Copies of the videotape are available from the author. The tape sells for \$100.00 per copy plus mailing costs. The mailing address is: "INCEST" Videotape; P.O. Box 70326; Los Angeles, California, 90070.

APPENDIX A

LEGAL DEFINITIONS OF INCEST

APPENDIX A

LEGAL DEFINITIONS OF INCEST

In order to encompass all forms of child sexual abuse and exploitation within its mandate, the National Center on Child Abuse and Neglect has adopted the following tentative definition of child sexual abuse:

contacts or interactions between a child and an adult when the child is being used for the sexual stimulation of the perpetrator or another person. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over another child.

According to this definition, incest is then defined as : contacts or interactions between a child and a parental figure (Child sexual abuse: Incest, assault, and sexual exploitation, 1978).

The Texas penal Code holds "incest", "sexual abuse of a child", and "indecent with a child" to be felony crimes. Incest is defined as "An individual commits an

offense if he engages in sexual intercourse or deviant intercourse (defined as any contact between any part of the genitals of one person and the mouth or anus of another person....) with a person he knows to be, without regard to legitimacy: 1) his ancestor or descendant by blood or adoption; 2) his step-child or step-parent while the marriage creating that relationship exists, 3) his parent's brother or sister of the whole or half blood; 4) his brother or sister of the whole or half blood or by adoption; 5) the children of his brother or sister of the whole or half blood or by adoption" (McCarty, 1980).

APPENDIX B

BUDGET SUMMARY

BUDGET SUMMARY

EXPLANATION	COST
A. Rental/Purchase Equipment	
1. Camera and Video Supplies	
Rental - 1 day	\$ 500.00
2. Videotapes \$30/tape	
Five tapes	150.00
3. Reproduction of tapes	
\$20/tape - 5 tapes	100.00
4. Editing	600.00
 B. Travel	
1. Trips to Dallas \$100/trip -	
3 trips	300.00
2. Trips to Austin	
\$50/trip - 3 trips	150.00
3. Trips to Beaumont	
\$50/trip - 3 trips	150.00
 C. Telephone - Long distance	
calls to Dallas, Austin, Beaumont	<u>200.00</u>
TOTAL	\$2,150.00

APPENDIX C

RELEASE

&

CONSENT FORMS

Supervisory

TEXAS WOMAN'S UNIVERSITY

I, the undersigned, do hereby consent to the recording of my voice and/or image by KAREN EHRLING, acting on this date under the authority of the Texas Woman's University. I understand that the material being recorded may be made available only for educational and supervisory purposes, and I do hereby consent to such use.

I hereby release the Texas Woman's University and the undersigned party acting under the authority of the Texas Woman's University from any and all claims arising out of such taking and recording for supervision purposes only as is authorized by the Texas Woman's University.

Cathy Holden
Signature of participant

Aug. 23, 1981
Date

Patricia S. Holden
Signature of guardian or nearest
relative if participant is a minor

Aug. 23, 1981
Date

* * * * *

The above consent form was read, discussed, and signed in my presence. In my opinion, the person signing said consent form did so freely and with full knowledge and understanding of its contents.

Karen Ehrling
Authorized representative of the
Texas Woman's University

8/23/81
Date

Supervisory

TEXAS WOMAN'S UNIVERSITY

I, the undersigned, do hereby consent to the recording of my voice and/or image by KAREN EHRLING, acting on this date under the authority of the Texas Woman's University. I understand that the material being recorded may be made available only for educational and supervisory purposes, and I do hereby consent to such use.

I hereby release the Texas Woman's University and the undersigned party acting under the authority of the Texas Woman's University from any and all claims arising out of such taking and recording for supervision purposes only as is authorized by the Texas Woman's University.

Jennifer Lambert
Signature of participant

10-31-81
Date

Lysette Crawford
Signature of guardian or nearest
relative if participant is a minor

10-31-81
Date

* * * * *

The above consent form was read, discussed, and signed in my presence. In my opinion, the person signing said consent form did so freely and with full knowledge and understanding of its contents.

Karen Ehrling
Authorized representative of the
Texas Woman's University

10-31-81
Date

Supervisory

TEXAS WOMAN'S UNIVERSITY

I, the undersigned, do hereby consent to the recording of my voice and/or image by KAREN ENRING, acting on this date under the authority of the Texas Woman's University. I understand that the material being recorded may be made available only for educational and supervisory purposes, and I do hereby consent to such use.

I hereby release the Texas Woman's University and the undersigned party acting under the authority of the Texas Woman's University from any and all claims arising out of such taking and recording for supervision purposes only as is authorized by the Texas Woman's University.

Andrea Williams
Signature of participant

7/1/81
Date

Dinda O'Brien
Signature of guardian or nearest
relative if participant is a minor

7/1/81
Date

* * * * *

The above consent form was read, discussed, and signed in my presence. In my opinion, the person signing said consent form did so freely and with full knowledge and understanding of its contents.

Karen Enring
Authorized representative of the
Texas Woman's University

7/1/81
Date

I Janet Overman Cobb hereby give my
permission to allow Karen Ehring, a graduate student of Texas
Woman's University, to use my facility in cooperation with
her project for completion of a Master's degree in Psychology
from said institution.

Janet Overman Cobb
Signature

Licensed Psychologist - Private Practice
Title

8/4/81
Date

I Allen Labrey hereby give my permission to allow Karen Ehring, a graduate student of Texas Woman's University, to use my facility in cooperation with her project for completion of a Master's degree in Psychology from said institution.

Allen Labrey
Signature

Superintendent of Schools
Title Cy-Fair I.S.D.

Aug. 20, 1981
Date

I Craig Pensold hereby give my permission to allow Karen Ehring, a graduate student of Texas Woman's University, to use my facility in cooperation with her project for completion of a Master's degree in Psychology from said institution.

Craig Pensold
Signature

304 - District Court
Title

8/4/81
Date

I John A Thomas hereby give my permission to allow Karen Ehring, a graduate student of Texas Woman's University, to use my facility in cooperation with her project for completion of a Master's degree in Psychology from said institution.

John A Thomas
Signature

Director of Youth Activities & Pool
Title

7-30-81
Date

I RAY E. WALLS hereby give my permission to allow Karen Ehring, a graduate student of Texas Woman's University, to use my facility in cooperation with her project for completion of a Master's degree in Psychology from said institution.

Ray E. Walls
Signature

Peace Officer, Crystal Beach, Tx.
Title

9/5/81
Date

I Jerry Warner hereby give my permission to allow Karen Ehring, a graduate student of Texas Woman's University, to use my facility in cooperation with her project for completion of a Master's degree in Psychology from said institution.

Jerry Warner #117
Signature

Police Officer
Title

8-9-81
Date

APPENDIX D

POSTPRODUCTION

SHOT SHEET

Shot Sheet Abbreviations

CU - Close Up
LS - Long Shot
MS - Medium Shot
OTS - Over The Shoulder
WS - Wide Shot
EST - Establish

Postproduction Shot Sheet

VIDEO

Title and Credits

Form stamped with
"Incest"

Wide shot of pool with
children

AUDIO

Theme music

Theme music continues

The scenes you are going to see concern a problem that affects many children today. The film will explain a little about this problem and some of the things that might happen if you had such a problem. It is intended to assure you that you are not alone and there are people to help you through your experiences.

Postproduction Shot Sheet

VIDEO

Two children in pool

Ann walk to diving
board

CU Ann on board

Ann dives into pool

AUDIO

The characters in the film are actors, not true victims. The scenes have all been staged.

This is Ann Adams. Ann is twelve and a half years old. She goes to John Harris Junior High School and is in the seventh grade.

Ann has several hobbies but her very favorite is swimming. She is thinking of joining the school swim team when she gets to high school

Ann lives at home with her mother and step-father. Her father died when Ann was two.

Postproduction Shot Sheet

VIDEO

Ann swims to ladder and
climbs up ladder

Carol sitting on steps

CU of Carol

Another angle of Carol
playing

AUDIO

She has one brother, Scott
who is eight.

Carol Saunders; the second
girl in our story; is almost
seven.

She attends Elmgrove Elem-
entary School and is in the
second grade. Carol lives
with her mother and father
and younger brother, David.
Carol loves being outdoors.

She plays games outside when-
ever she can.

Postproduction Shot Sheet

VIDEO

Split screen review of
previous scenes

Insert-Incest stamp

Stamping paper

AUDIO

Although these girls are
different ages and come
from different types of
families, they share some-
thing in common. Both girls
have been victims of incest
and have reported the incest
to the proper authorities.

Incest and sexual abuse are
words used to describe any
form of sexual contact be-
tween

members of the same family
who are not married to each
other.

Postproduction Shot Sheet

VIDEOAUDIO

Children playing in
pool

Incest happens to children
of all ages. It happens to
boys and girls, and can
happen almost anywhere.

Second angle of kids
in pool

It is against the law for
any adult to try to touch a
child in sexual ways to make
that adult feel good. Child-
ren that have this happen to
them should tell someone
about it.

WS pool

They can tell an adult friend,
someone else in the family,
a teacher, a policeman, or
anyone they think who could
make the person stop bother-
ing them.

Postproduction Shot Sheet

VIDEO

MS Ann playing game

CU Ann playing

OTS Ann playing

AUDIO

Ann was sexually abused by her step-father. He would come into Ann's bedroom late at night when Ann's mother was at work.

He would make Ann touch his private parts and he would play with her's. This had been going on ever since Ann was four and her mother was pregnant with Scott.

Ann never told anyone about the things her step-father did to her because he threatened

Postproduction Shot Sheet

VIDEOAUDIO

CU Ann

to hurt her mother and Scott if she did. This scared Ann very much because she loves Scott and her mother and would not want anything to happen to them.

Second Angle Ann
playing

Last month, Ann's step-father made her have sex with him and hurt her. This made Ann so mad and upset that she told her grandfather about it. Her grandparents told Ann not to worry because they would see to it that

CU game

Ann's step-father never hurt her again.

Postproduction Shot Sheet

VIDEO

CU Carol zoom out to
reveal activity

Two-shot Carol and
Counselor

CU plant, rack focus
to Carol and Counselor

AUDIO

In Carol's case, the abuse was
done by her uncle when Carol
went to visit him for the
weekend.

This was the first time any-
thing like this had happened
to Carol. When she returned
home, Carol told her mother
about how her uncle made her
take off all her clothes and
put his hands on her.

At first Carol's mother did not
believe her. It wasn't until
the school nurse called her at
home

Postproduction Shot Sheet

VIDEOAUDIO

CU Carol's hands

to report that Carol was not doing very well in school lately and was upset alot, that her mom believed Carol was telling the truth.

Est. shot police station, pan to Ann and grandparents walking

Because incest is against the law and a person who does this should be punished, Ann's grandparents called the police right after Ann told them about what her step-father had been doing to her. The police asked the grandparents if they would bring Ann to the police station to talk to an officer. Her grandparents said they would.

Interior police station with Ann and grandparents

At the police station,

Postproduction Shot Sheet

VIDEOAUDIO

Ann walks to desk

Ann got to talk to a very nice officer.

Policeman greets Ann

He met her at the front desk and then took

Ann and policeman
enter office

Ann to an office where they could talk privately. The policeman had to fill out a report about Ann and

Officer and Ann are
seated

had to ask her alot of questions.

OTS policeman

First he asked her easy questions, like what her name was, where she lived and went to school.

Postproduction Shot Sheet

VIDEOAUDIO

OTS Ann

The he asked Ann to tell him
about the things her step-
father had done to her.

MS policeman and Ann
at desk

That was harder to answer. Ann
was a little scared at first,

Policeman and Ann leave
office

but the policeman was very nice
and helped Ann to not be so
scared. When Ann had finished
talking with the policeman, he
walked Ann and her grandparents
to their car.

Postproduction Shot Sheet

VIDEOAUDIO

Policeman and group
leave building

He told her grandparents that he would be calling them a little later on and that Ann may have to talk to a few other people about the incest. He thanked them for bringing Ann to the station. Ann liked the policeman and was glad she had come to see him.

Car drives up to
house

Things went a little differently for Carol.

Policeman exits car
and approaches house

Her mother called the police station and explained what had happened and that Carol was afraid to come to the police station.

Postproduction Shot Sheet

VIDEO

Carol and Mother open
door

WS living room with
Carol and policeman

OTS Carol

CU Carol

AUDIO

The policeman told Carol's
mother that a policeman could
come to their house to talk
to Carol if that would be
better. Carol said that would
be okay.

When the policeman got to
Carol's house, he and Carol
talked alone in the living
room.

Carol was still very scared
about talking to the policeman.
The officer tried to help Carol
not to be afraid. He found a
toy of Carol's

and began asking her questions
about it.

Postproduction Shot Sheet

AUDIO

Second angle CU Carol

Police officer rises to
leave

Mother enters and Carol
and Mother walk toward
door

AUDIO

The officer asked Carol questions about when she went to spend the weekend with her uncle.

Carol answered as many of the questions as she could remember.

Before she knew it, the policeman had asked all his questions and was ready to leave. Carol was very glad when the interview was over and the policeman was leaving!

Postproduction Shot Sheet

VIDEOAUDIO

Split screen reviews
previous scenes

The police have to ask questions to find out if there really has been a law broken and if they should arrest someone. In this case, they decided to arrest Ann's stepfather and Carol's uncle. The two men would be charged with incest or sexual abuse of a child.

Car approaches Child
Welfare Office

After Ann had been to talk to the police, the officer called the Child Welfare office.

Ann and Mother approach
Child Welfare office

This is a place where people see that children are taken care of properly. If a child is not,

Postproduction Shot Sheet

VIDEOAUDIO

CU car door handle as Ann
gets out of car

the people at Child Welfare
help to get the child better
care.

Ann and Mother walk to
building

The office that was called
about Ann's case called Ann's
mother to explain what was
going on.

Mother and Ann enter
building

They asked her if she would
bring Ann to their office to
talk to a caseworker. Ann's
mother was very upset when she
learned that her husband had
sexually abused Ann.

Postproduction Shot Sheet

VIDEOAUDIO

Mother fills out register

In many incest cases the victim is not always believed by her mother. Ann is very lucky because her mom did believe her story and has promised

Mother and Ann are seated in waiting area

to help Ann through all the things that are ahead.

Caseworker, Janet, enters waiting area

Ann and her mother drove to the Child Welfare office and Ann talked with her caseworker, Janet.

Janet and Ann enter office

Janet asked Ann alot of the same questions the policeman had asked because she also had to fill out a report.

Postproduction Shot Sheet

VIDEOAUDIO

OTS Ann

Ann told her what her full name was, how old she was, where she lived and who lived there with her. Next Janet wanted to know where

OTS Janet

Ann went to school and what grade she was in.

CU Ann

Ann then told Janet about the times her step-father got in bed with her and what he had told her he would do if she told anyone about it.

Insert-Janet writing
with pen and filling
out form

Ann told Janet how scared she was about telling on her step-father.

Postproduction Shot Sheet

VIDEOAUDIO

High angle Janet and
Ann at desk

Janet was very easy to talk to
and told Ann to try to not be
scared. She told Ann that

CU Ann

she would have to go to a court-
room and tell her story one
more time. She explained that
this would make it so her step-
father would stop hurting Ann.

OTS Janet

Janet also told her that if she
ever needed help or someone to
talk to, Ann could call her.

CU Ann

This made Ann feel better. It
means alot to Ann now that her
mother knows about the incest
and is helping her with things
and she has Janet to talk to.

Postproduction Shot Sheet

VIDEOAUDIO

Wide angle school
building

This is where Carol goes to
school. Last week, the nurse
at Carol's school was called
by the policeman Carol talked
to.

Another angle of
school building

He asked the nurse to arrange a
meeting between Carol and a
worker from Child Welfare.

Nurse and Carol walk down
hall and enter office

The nurse arranged for the
meeting to take place at
Carol's school in one of
the school offices.

Caseworker, Sandra,
meets Carol and they
shake hands

The nurse is taking Carol to
an office where she can talk
with her caseworker, Sandra.

Postproduction Shot Sheet

VIDEOAUDIO

OTS Carol

The nurse stayed with Carol
so she would not be so scared.

MS Carol and Sandra
talking

Carol talked with the nurse
for about 30 minutes. She
answered all the questions
Sandra asked her. There were
many of the same questions the
policeman had asked Carol.

Est. Courthouse

Both the girls in our story
have decided to press charges
against the men who sexually
abused them.

Postproduction Shot Sheet

VIDEOAUDIO

Another angle
courthouse

This means that they will go to court and tell their stories to a judge and a jury or just a jury. Incest cases are handled differently by the law in every city because the laws are written a little different in each city. We will see two different ways an incest case could be handled in a court. There are other ways that it could happen but the two we will see are fairly common.

MS Carol at microphone

Carol is involved in what is called a Grand Jury Hearing. This is where twelve adults sit in a

Postproduction Shot Sheet

VIDEOAUDIO

WS jury

large room and ask the victim some questions. Carol must sit in the large room to answer the questions all by herself. This is so no one else can

OTS Carol

hear the questions or Carol's answers to them. It will protect Carol and allow her to not be afraid to give true answers to the questions.

MS Carol

A Grand Jury Hearing is held so that the jury can decide

Another angle of jury

if someone has broken a law.

CU Jurors

In this case, the twelve people must decide if Carol's uncle has broken the law by sexually abusing Carol.

Postproduction Shot Sheet

VIDEOAUDIO

Another angle jury

The twelve people that make up a jury are everyday people like your mothers and fathers. They get a notice in the mail

Lady Jurror writing

asking them to be a member of a jury and to come to listen to different people's stories.

CU Jurror

From the questions that these people ask Carol and other people, like Carol's mother, and her uncle, they will decide.

Zoom out jurrors

what will happen next for Carol.

Postproduction Shot Sheet

VIDEOAUDIO

Ann and mother leave
elevator and enter
courtroom

Since things happened a little
bit different for Ann, and be-
cause she lives in a different
city than Carol,

Zoom into sign on wall
"304th District Court"

she must go to a criminal
trial rather than a Grand
Jury Hearing like Carol. In
a criminal trial, there

Est. Courtroom

are alot of people in the
courtroom during the trial.

MS judge

The man wearing the black robe,
seated at the front of the
courtroom, is the judge.

LS judge

His job is to listen to every-
thing that is said during a
trial and make the final decis-
ions about what should be done.

Postproduction Shot Sheet

VIDEOAUDIO

Back to judge

He is kind of like the umpire at a baseball game. Many judges are not used to having children come to court and therefore

WS courtroom

they may seem a bit unfriendly sometimes. Other judges though, try to make a special effort to help a child not be frightened in a courtroom.

MS judge

This always makes things a little easier in a case like Ann's.

MS lawyer writing

The man seated next to Ann is her lawyer. He is called a prosecuting attorney.

Postproduction Shot Sheet

VIDEOAUDIO

WS jury

His job is to tell the jury
Ann's story

Lawyer talking to
jury

and to make them believe that
Ann's step-father has broken
a law and that he should be
punished for it.

MS defense attorney
writing

The lady seated at the other
end of the long table is also
a lawyer.

Two-shot female lawyer
and defendant

She is Ann's step-father's
lawyer and is called a
defense attorney.

Insert-pen writing

Her job is to make the jury
believe that Ann's

Postproduction Shot Sheet

VIDEOAUDIO

Defense attorney before jury

step-father did not do anything bad or against the law because that is his story. She will try to make the jury believe that Ann is lying about the things her

CU Ann

step-father did to her.

Three-shot Lawyer, DA,
and Defendant

Ann's step-father is seated next to the lady lawyer. He is called the defendant, or the person being accused of breaking a law.

Another angle jury

These people are the jury. Their job will be the same as the jury that asked Carol questions, except that this jury will not get to ask questions.

Postproduction Shot Sheet

VIDEOAUDIO

Lawyer #1 talks to jury

They will sit and listen to both lawyers as they ask the questions. They will ask people like Ann, Ann's mother and her step-father to answer questions. After listening to all the questions and answers, the jury

Reverse angle, lawyer talks to jury

will leave the courtroom and go to another room. There the jury must make a decision from all that they have heard, which person is telling the truth and which one is not.

Back to jury

Once they have all agreed on which one they believe, the jury will come back into the courtroom and read their decision to everyone else.

Postproduction Shot Sheet

VIDEO

AUDIO

CU Ann in witness
stand

Here, Ann is seated in a special chair called the witness stand.

WS Judge and Ann, Lawyer
in foreground

This is where a person sits when it is his or her turn to answer questions.

Judge swearing in Ann

When a person comes up to sit in this chair, they must be sworn in. This means they must raise their hand and promise to tell the truth while they are answering questions.

Postproduction Shot Sheet

VIDEO

Ann seated in witness
stand, pan over to lawyers
and defendant

AUDIO

Once a person is sworn in,
they sit in the witness
stand and must answer questions
from either of the two lawyers.
In an incest case, lawyers will
ask the victim questions that
are very much the same as those
asked by the policeman and the
caseworker. They will ask Ann
to state her full name, tell
how old she is, where she lives
and goes to school.

Back to Ann

Then, they will ask her ques-
tions about the times she spent
with her step-father and what
they did. The lawyer for Ann's
step-father may try to confuse
Ann by asking

Postproduction Shot Sheet

VIDEOAUDIO

A wider angle Ann
and Judge

her alot of questions and
ones that Ann may not know
the answers to.

MS Defense Attorney

This is because the lawyer is
trying to make the jury believe
Ann's step-father and
have Ann look like she is lying.

MS Lawyer #1 writing

Ann's lawyer explained to Ann
that this might happen. He
told her to try very hard to
answer all the questions

Back to Judge pan over
to Ann

the lawyer asks her. He also
told her that if she does not
understand a question, or does
not know the answer, she is to
say "I don't know" or "I don't
understand".

Postproduction Shot Sheet

VIDEOAUDIO

Two-shot Judge and
Ann

Ann is very nervous and scared about being in court but her lawyer has tried hard to explain things to her before they came to the courtroom so

Three-shot Lawyer #1,
Lawyer #2, Defendant

she would not be so frightened. Not all lawyers will take the time to do this with children but it sure helps when they do!

MS Court Reporter

This man is called a court reporter. He sits in the courtroom with a machine and types everything that is said at a trial.

Insert-hands typing

This will provide a complete written record of everything

Postproduction Shot Sheet

VIDEOAUDIO

Wider angle Judge and
Court Reporter.

that is said at a trial. His
job is very important.

Split screen review of
previous scenes

Going to a courtroom can seem
very scary for anyone, but
especially for a child. There
are a lot of strangers in a
courtroom and it is hard to
talk in front of so many people
you do not know. It might help
to remember that everyone is
there to help you. All you
have to do is to remember to
tell the truth at all times.

Est. Courthouse

Besides going to court, there
are other things that can be
done to help a child who has
been a victim of incest.

Postproduction Shot Sheet

VIDEOAUDIO

Sign "Individual &
Family Psychology"

Often times, a worker from
Child Welfare

Ann walking down
hallway and enters
Dr.'s office

or a school nurse or teacher
may suggest that a child have
some type of therapy to help
him or her understand more
about themselves and their
family and the incest.

Ann seated in
waiting area

Ann's caseworker, Janet, arranged for Ann to see a psychologist - someone who is trained in helping people with their problems.

Psychologist enters
waiting area

Janet felt that Ann could use
someone to talk to about her
family and her step-father.

Postproduction Shot Sheet

VIDEOAUDIO

Ann and Psychologist
leave waiting room

This is the psychologist Ann has come to see. Ann comes to her office about once a week. When Ann comes to see her, Ann and the therapist go to a special room where they can talk.

WS therapy playroom

This therapist has a playroom just for the children she sees. The room has lots of toys in it and Ann gets to play with any of them she wants to while she and the therapist talk.

CU Ann playing

Having the toys to play with makes it much easier for Ann to talk with the therapist.

MS dart game

Sometimes Ann talks to the psychologist about her step-father.

Postproduction Shot Sheet

VIDEOAUDIO

CU Ann playing dart
game

Other times, they may not talk about anything special. Ann usually gets to decide what she wants to talk about. Ann really enjoys coming to therapy.

Back to wide shot
playroom

She likes her psychologist and likes to be able to talk to her.

CU Ann playing in
doll house

She also likes to come play with all of her nice toys!

WS group therapy room

Carol attends a different type of therapy. It's called group therapy. This is where several people about the same age that have gone through a similar experience, get together and talk with each other and with a group leader.

Postproduction Shot Sheet

VIDEOAUDIO

Another angle of therapy
group

All of the girls in Carol's
group are victims of incest.
They get together one night
each week to play and talk
together. They talk about
their families,

CU child looking
through magazine

school and about the things
that have happened in their
lives like the incest.

Group leader checks
on girls

The group leader helps the
girls get things started at
their meetings. Sometimes she
brings things for the girls to
play with. She also may ask
the girls questions to get
them started talking.

Postproduction Shot Sheet

VIDEOAUDIO

CU Carol looking on group
activity

Carol also likes coming to her therapy. She was very surprised when she first came to therapy and saw that there were other girls who had gone through what she had.

CU Jennifer back to
WS group

Carol enjoys getting together with these other girls each week and sharing their stories and feelings.

Two girls in pool

Incest is a problem that affects many children. Reporting the incest is probably the hardest step, but once a report has been made the experiences that lay ahead of the victim are just as difficult.

Postproduction Shot Sheet

VIDEO

Split screen review
of previous scenes

AUDIO

Although it was hard to do
and frightening for Ann and
Carol to go through what they
did, both girls are glad that
they reported the incest.
Because they did, the incest
has stopped and the people in-
volved are now receiving the
help they need.

APPENDIX E

INCEST: WHAT HAPPENS NOW?

A COLOR 3/4" VIDEOCASSETTE (18 min.)

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