

They did what?
Now what do we
do?

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Objectives

Participants will learn to identify sexual behaviors on a spectrum of normal – problematic- maladaptive

Participants will learn to identify sexual behaviors on a spectrum of normal – problematic- maladaptive

Participants will learn how to write a safety plan for sexual behaviors to utilize in their own practice with adolescents

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Definition of Sexual Abuse

“**Sexual abuse** is unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent. Most victims and perpetrators know each other. Immediate reactions to sexual abuse include shock, fear or disbelief. Long-term symptoms include anxiety, fear or post-traumatic stress disorder.”

—American Psychological Association
Retrieved on November 3, 2019
www.apa.org

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NCTSN Definition:

"Child sexual abuse is any interaction between a child and an adult (or another child) in which the child is used for the sexual stimulation of the perpetrator or an observer. Sexual abuse can include both touching and non-touching behaviors. Touching behaviors may involve touching of the vagina, penis, breasts or buttocks, oral-genital contact, or sexual intercourse. Non-touching behaviors can include voyeurism (trying to look at a child's naked body), exhibitionism, or exposing the child to pornography. Abusers often do not use physical force, but may use play, deception, threats, or other forms of coercion to engage children and maintain their silence. Abusers frequently employ persuasive and manipulative tactics to keep the child engaged. These tactics—referred to as "grooming"—may include buying gifts or arranging special activities, which can further confuse the victim."

The National Child Trauma Stress Network. "Child Sexual Abuse Fact Sheet."
April 2009, p. 1.

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Sexual Interest and Development over a Child's Life Span

- In Utero**—Self-stimulation of sexual organs has been observed.
- 0-5 years**—High levels of sexual behavior as children gather information about body function, gender identity and social cues.
- 6-8 years**—Start of latency stage. A reduction in sexual behavior and interest. Development of gender identity and consolidation of information gathered in early stages.
- 9-11 years**—Continued focus on gender identity. Start of group affiliation. Texting the opposite sex generally starts during this time. Exposure to sex on the internet is a strong probability. Using Google to get information.
- 12-18 years**—Increase in sexual interest with the onset of puberty. Dating behavior emerges. Relationships range from simple to complex. Social media is an avenue to experiment with sexuality and relationships which adds risk, pressure and consequence.

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Sexual Abuse Defined by DCS

Sexual Abuse: According to the Child Abuse Prevention and Treatment Act (CAPTA), the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.

<https://www.in.gov/dcs/policies/administrative-policies/common-terms/>

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Step 1- Don't Freak Out!

No need for Alarm- we can plan for any behavior
Adapt the safety plan as needed



Sexual behaviors do NOT define who the youth is
Children are NOT mini adults – sex is a developmental stage

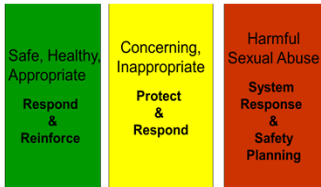
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But, what is the behavior – really?

Understanding Developmental stages vs trauma vs abusive behaviors

Prevention is Key
◦ Stop it Now.org



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Green = Reinforce

Children

- Seeking information regarding sexuality
- Looking – touching
- Show me yours – you see mine
- Exploring gender roles and behaviors

Adolescents

- Mutual – Consent
- Exploration –
- Connected to Relationships
- Respectful

Similar in size, status, age



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Green is easy....??

But what we know is that the children and youth we work with do not always fit into the green

What we do know

- Abuse by an adult is abuse
- All sexual activity between an adult and child is sexual abuse

Examples 

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Things to consider:

Do not overreact as most sexual behaviors in children are within the typical or expected range. Inappropriate or problematic sexual behavior in children is not a clear indicator that a child has been sexually abused.

Most children will stop the behavior if they are told the rules, mildly restricted, well supervised, and praised for appropriate behavior.

If the sexual behavior is problematic as defined above, referral for mental health services is recommended.

It is important to remember that children with problematic sexual behavior are significantly different from adolescent and adult sex offenders.

A report to Child Protective Services (CPS) and/or law enforcement may be required by law for certain behaviors such as aggressive or forced sexual behavior.

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Yellow Category- Thoughts.. Questions

<ul style="list-style-type: none"> • Unexplained changes in routines and habits • Regressive behaviors • Unexplained fears, mood swings • Risky behavior • Secrets • Leaves "clues" • Unexplained money or gifts 	<ul style="list-style-type: none"> • Abuse or • Reacting to something they have seen • Sexual behaviors for comfort due to life stressors • Pornography • Peer stress
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❖ Sexualized behavior 

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Yellow Category- Thoughts.. Questions

- Unexplained changes in routines and habits
- Regressive behaviors
- Unexplained fears, mood swings
- Risky behavior
- Secrets
- Leaves "clues"
- Unexplained money or gifts
- ❖ Sexualized behavior

- Abuse or
- Reacting to something they have seen
- Sexual behaviors for comfort due to life stressors
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- Peer stress



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Problematic Sexually Behavior

Sexual promiscuity meaning multiple partners in a few months or many partners over a period of time.

Excessive masturbation - Poor boundaries

Noncompliance with family values -- Seeking inappropriate partners

Sexual talk

Sexual behaviors at the wrong time

Others?

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Safety Plan for once Yellow Behaviors are known

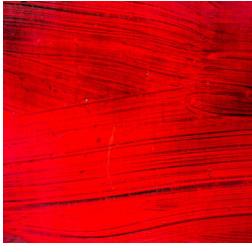
1. Trust yourself- GUTS do work!
2. Have supports – Staff the case with others
3. Review safety plan – treatment goals – etc
4. Make sure you act – document, update safety plans, notify as necessary
5. Follow up – what needs to happened – consistency is key!

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Red behaviors - What do we do....

1. Safety First
2. Know your state and agency order on how to report

Indiana- mandated reporters- must report what you hear/see



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Harmful Sexual Risk Signs

- Uses force, bribes, and tricks
- Lacks self-control
- Behavior elicits complaints
- Takes vulnerable children to secret places to play "special" games
- Links sexuality and aggression
- Sexually harassing behavior
- Offers alcohol/drugs, sexual materials or inappropriate "privileges" to a young child


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Safety Plan for once Red Behaviors are known

Be aware of the non direct way of sharing the abuse

Disclosures – We **DO NOT** investigate

- We support
- We document
- We address safety
- We let the authorities know



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Context – can tell us

Variables

- Motivation
- Dynamic
- Activity
- Affect

Questions to ask?

- Is this within normal development?
- Have you seen this before?
- Does this violate a rule/law/safety plan?

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Denial – I did not do it!

We all deny- it is a safety mechanism

Denial is not a risk factor that impacts recidivism

Denial does not mean guilty

Denial does not mean they will do it again

Denial means- We safety plan! More on this in a minute.....

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What to do first?

1. Ensure safety for all
2. Notify FCM/LCPA
3. Notify CPS

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But, if we plan for safety, we will know what to do? Just like in our every day lives....

- Why did you put your seatbelt on when driving?
- Why do we wear football pads and helmets?
- Coffee in am before talking to others?
- Others in normal day?

- Do we call them safety plans?
- Formal? Informal? Written and signed?
- Why do we have them- based on what?

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Why- because planning WORKS

- Reduces recidivism
 - Sexual recidivism upon completion of treatment-
 - meta-analysis of 106 studies (N=33,783; approx. 5 yr. follow-up; 1938-2014)

4.92% SO recidivism rate

- Criminal recidivism
 - 30-40% General recidivism

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Telling the youth to “Stop it”– does not always work

<https://www.youtube.com/watch?v=Ow0lr63y4Mw>

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Back to WHY to safety plan

- Helps in treatment, clarification, and reunification within a family
- Helps to reduce recidivism upon successful treatment completion
- Brain can be rewired – youth are in a state of development, what can we work with to help them change



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DCS safety plan

- Lists out members of the home
- Protective Factors
- Identified Safety Concerns
- Safety Plan- includes what will be done by whom, who will monitor the activity; all settings for youth must be considered
- Signatures
- Updates as changes in safety, risk, or protective factors warrant a revision

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What is the best safety plan?

- Includes Components of the following:
- Dynamic – fluid- adaptive
 - Reviewed -- updated -- always changing
 - Normal – healthy expectations
 - All parties must be in agreement that safety is a necessity
 - Community safety is a client

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Sexual Behavior Rules

- It's NOT OK to look at other people's private parts.
- It's NOT OK to show your private parts to other people.
- It's NOT OK to touch other people's private parts.
- It's OK to touch your private parts as long as you are in private and do not take too much time.
- It's NOT OK to touch your private parts in public.
- It's NOT OK to use sexual language.
- It's NOT OK to make other people feel uncomfortable with your sexual behavior.

Benjamin A. Sigel, PhD. *Children with Problematic Sexual Behavior: Current Findings and Implications for Community Response and Treatment*. The Board of Regents of the University of Oklahoma. 2018. As presented at IN-AJSOP on 8/16/2019.

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Technology safety?

Live like it is 1980 - All technology plugged into a wall in a central location of home

Studies show it is more dangerous to take it away as they will find another phone/computer to use- then we have NO knowledge of what they are doing

CommonSenseMedia.org -- Great resource to check what the app is and does

- Safety technology in modems, cell phones, I pads
- School blocks only work when on school internets

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Pass it on.....

How do we teach the parents what we know about green- yellow – red

- Have conversations with relatives, bio parents, respite, etc about the child
 - Pass on safety planning rules
 - Pass on knowledge of youth's trauma and how it impacts behaviors

Converse with other parents –

- What is normal now days?
- How are they managing sexual behaviors?

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Resources for sexual health services for youth and families

Trainings available for all levels

Monthly Newsletter

Directory of Providers
<https://www.inajsopdirectory.com/>



Advancing The Outcomes for Youth With Sexual Behavior Problems and Their Families

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Resources for sexual health services for youth and families

National Center on the Sexual Behavior of Youth
<http://www.ncsby.org/resources>

ATSA - Association of Treatment of Sexual Abusers
<http://www.atsa.com/juvenilepractice>

Safer Society Press <https://safersocietypress.org/>

Stop it Now! <https://www.stopitnow.org/>
 Anonymous Hotline to ask questions to knowledgeable individuals

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Resources & References

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