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Effective Practices for working with Children with Problem Sexual Behaviors Part II The Family System Support & Group Treatment

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❖ Initial Intake Session with the Family

Specific issues that pertain to the family may include:

Sexual abuse between siblings in the same household -has this been reported

One or more parents having a strong history of sexual abuse themselves

A history of an offender parent
Is there a safety plan in place
Parents live in separate households, and the child goes in between

❖ Reporting, Supervision, Education

- ❖ Has the sexual behavior been reported to Child Protective Services and or Law Enforcement
- ❖ If the children are in the same family is there a solid safety plan in place and or a plan for the child who has acted out -could mean having to go to another placement
- ❖ Support the parent in being protective and responsive to both children-does this parent have support? (i.e., a partner, service provider, etc.)
- ❖ Provide education to the parent on the behaviors-and help them understand this does not mean their child is a monster, predator, etc. They are your child

❖ Reporting issues

Parents may be hesitant to report due to history - report with them

Depending on the ages of the children law enforcement may be contacted prepare that family for police interview possibly

Assist the family in education about child services that they are trying to help and give resources not take your child away

Educate about Child Advocacy and their role in the child's or children's lives

Transparency is key and scary

❖ Safety Planning When one Sibling Sexually Touches Another

- ❖ If the sibling lives in the same house (depending on circumstances)
- ❖ If the child who has sexually acted out is older may consider having them stay with family if needed-if this can happen
- ❖ If that child is to remain in the home extra supervision needs to be in place and parents must commit fully to a safety plan with line of sight -this is crucial
- ❖ Help the family problem solve situations of when supervision could be difficult (i.e., bathroom breaks or parents needing to use bathroom and there is line of sight, having other family help like grandparents, going on trips together how to maintain supervision)

❖ Safety Planning for Siblings Continued

If two children are in the home-family meetings to make a detailed plan-sleeping arrangements, line of sight supervision, open doors, supervised play, no bath times together, no changing of diapers, no tickling, wrestling

Include all members of the family that will be supervising that child -grandparents, aunts, uncles, etc.

If necessary, help plan respite for the family

Make sure everyone has a copy of the plan-make follow up meetings to review the plan

❖ Supervision Issues with Children Who have Two homes

Any time there are advances or changes to plan both parents need to be in attendance and agree

Both parents must follow the plan and agree on how to manage situations

Reporting lapses in supervision -let parents know ahead of time this could occur address prior to reporting

Additional meetings with parents are planned when there are discrepancies and or disagreements



❖ Education of the Parents

Provide

- ❖ Provide handouts of behaviors –**See handout**

Provide

- ❖ Provide resources on information about online sexuality

Help

- ❖ Help them become gatekeepers

Assist in

- ❖ Assist in coaching them how to talk with their children about sexuality at whatever ages they are that is appropriate and accurate

Let them know you will be giving homework

- ❖ Educate them that old family patterns will return, that children cannot employ changes into behavior easily, need repetition and reminders-every time this happens it is an opportunity for teaching

❖ Parent Education Considerations and Co-Parenting

Parents in denial of what has happened -educate and reiterate what that child has already told you

Parent has a strong history of victimization -assist the parent in gaining their own help in this area and how to give to their child the support and protection that they may have not gotten as a child

If the child is in a shared custody arrangement the plan must include all parents, and all must meet to review and understand the plan

Follow up meetings can also occur if there are issues

❖ Specific Considerations with Co-parenting

Assess parent relationship

Gain a commitment toward working together for the child (children)

NO room for blaming there is no time-admit mistakes

The child will thrive if they witness them working together

Provide examples of how conflict and mixed messages may impact the behaviors of their children and how it does not promote safety

❖ Supporting Parents When their Child has been Victimized

- ❖ Assess parent's ability to believe and support their child
- ❖ Assess the parent's own sense of protection and victimization issues-does this interfere
- ❖ Help parents be able to hear their child and educate them on their child's emotions of protecting them
- ❖ May not get all the information right away this may come in chapters (chapter work) **the child will only tell you what you can handle**



❖ Group Treatment for Children

Research indicates that group treatment can be much more effective in building confidence, accountability, and support for the child

How to set up a group 6 years and up

Groups must be short and active

Very basic group material definitions and feelings

❖ Group Skills

- ❖ Introductions-name, how old are you, what do you like to do, why are you here?
- ❖ Feeling ball-feelings about talking about touching trouble
- ❖ Truth hats and thinking hats
- ❖ What is a boundary? Group guidelines
- ❖ Knowing what touching trouble is
- ❖ Stink in Think in and examples "The Story of the Three Little Pigs" as told by the wolf (role plays)
- ❖ What did you tell yourself to do touching - look out for the shame monster
- ❖ Define things like grooming as "talking someone into it" -Who's idea was it?
- ❖ Social skill training as well

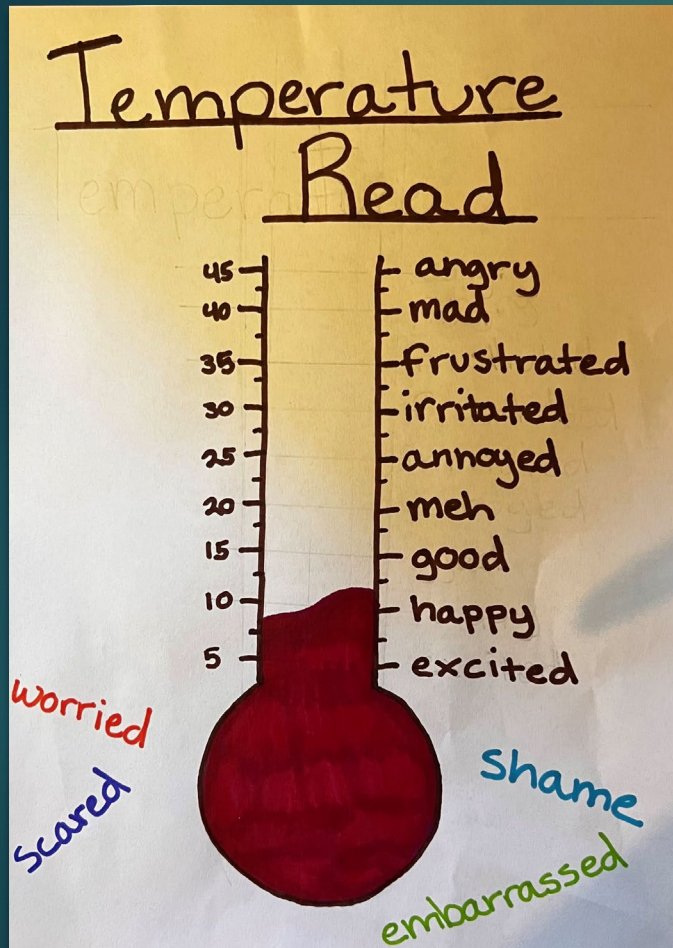
Moral Development Special Considerations on Competency

- ▶ Age specific strategies and group activities
- ▶ Goals: recognition of emotions, learn simple right vs. wrong, begin empathy and sharing for 3-5 years old-perspective taking in 10-12 years, fairness and justice, and accountability
- ▶ Strategies-ask "why questions" discuss intentions vs. outcomes
- ▶ Encourage Problem solving and mistakes rather than punishment only

Activities to build Moral Reasoning

- ▶ Scenarios- you see someone being left out what do you do? Act scenarios out
- ▶ Present situations and have kids sort them out
- ▶ Taking turns, saying 'stop' apologizing
- ▶ Asking what they did right and what could they do different
- ▶ Acknowledge, apologize, and make it better
- ▶ Give children the opportunity to compliment each other and let them see you do this as well
- ▶ Use immediate feedback
- ▶ Be clear, consistent, and predictable
- ▶ Repeat skill builds often

❖ Temperature Read



- ❖ During check in time what is your temperature today?
- ❖ Teaches children about feelings and escalations of feelings
- ❖ Check in questions ask about what caused the feeling, what will help with the feeling?

Dirty and Clean Anger



- ▶ "Dirty Anger" includes bullying, harassing, being angry at someone or acting out on someone for no reason. "I don't like the way you laugh" or "You had a turn before me that's not fair!"
- ▶ "Clean Anger" anger that is justified and is caused by someone doing something wrong to you. Being hit, being called names, etc.
- ▶ Being safe and asking for help when you feel confused or don't know how you feel-talking to someone safe

Additional Thought Stopping Skills

In a group setting it is not uncommon for younger kids to get sexually stimulated during group when talking sometimes

It is ok to define sexual feelings and if they are occurring what they can do-many times it is get up and move your body, take a deep breath.

Use "Change the Channel" pretend your brain has a television screen in it and change the channel to something else. Practice this as a group.

Check in with the child and see if they can manage

❖ Grooming Exercise - Talking Someone into Sexual Touching

Have the children pair off one child being 1 and the other 2

Have all the 2"s (depending on the size of your group) sit in a chair

Have all the 1's try and get the 2's to stand up

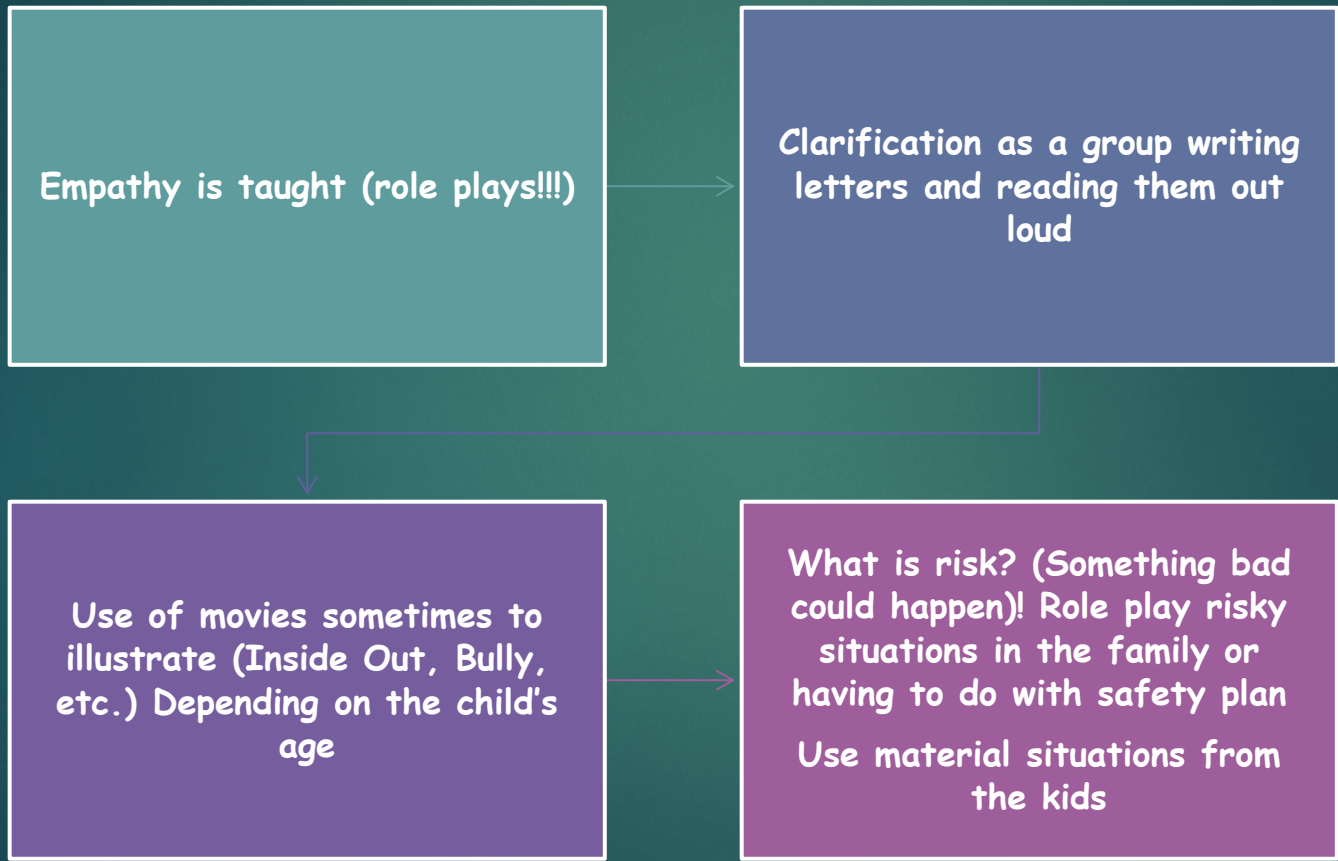
Tell all the 2's no matter what **do not stand up**

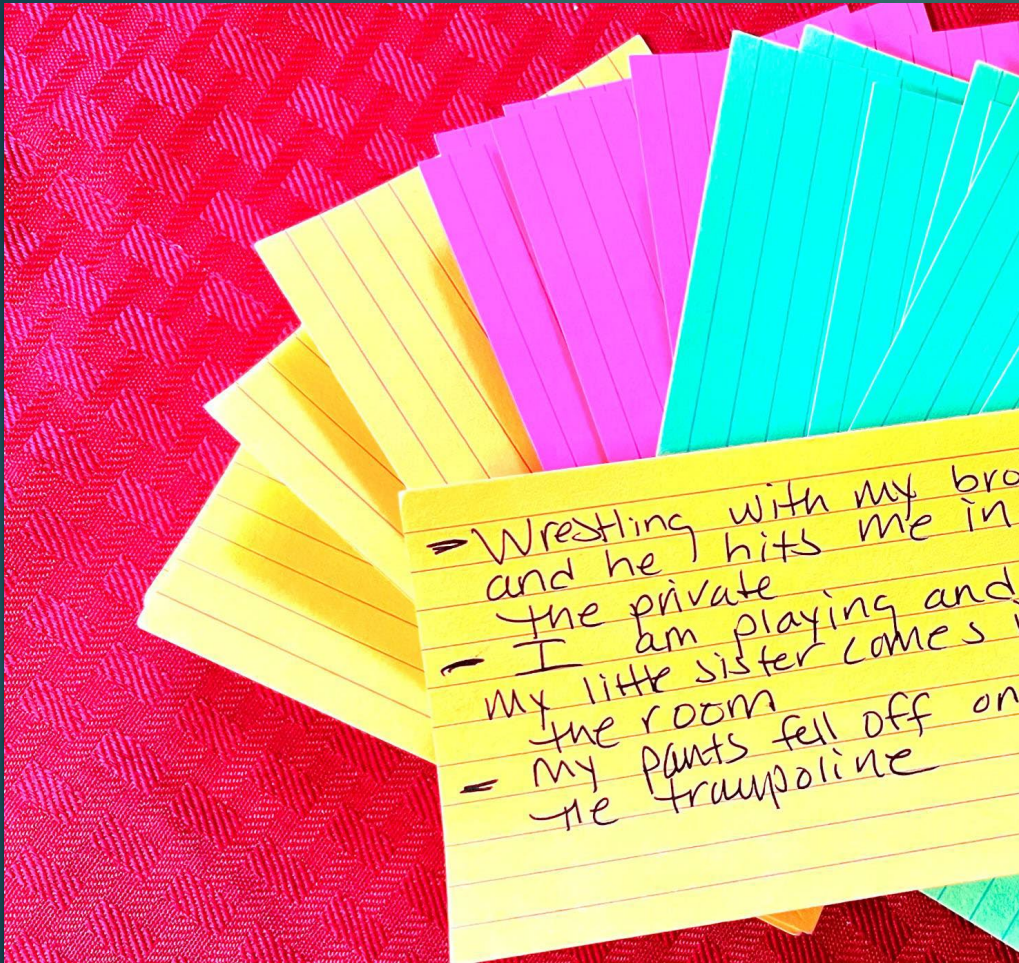
Have them switch places

Process with each pair what happened, so what does this mean, what now?

Assessment exercise into how the children think and revealing on how they were able to get another child to engage in touching trouble.

❖ Empathy Building, Clarification, Building the Wall to Stop





❖ Use Ideas From the Children's Lives

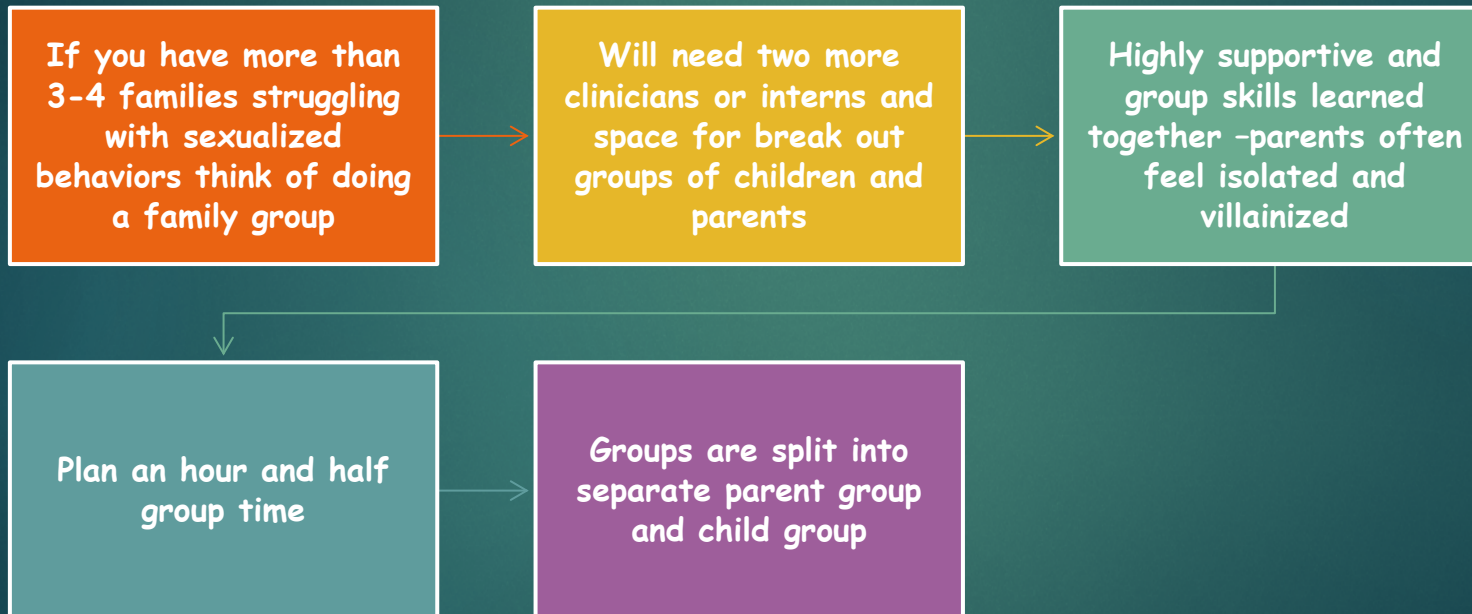
Index Cards!



Role Plays!!!!

- ❖ Role play risk situations with the children and be the director
- ❖ Can role play social situations, assertiveness, saying no, asking for help, telling a grown up, etc.
- ❖ Interrupt as the director and ask the group for help

Family Group





❖ Parent Groups

- ❖ Provide enormous support to parents
- ❖ Address the feelings of being judged, looked at as bad parents, blame, and guilt
- ❖ Provide a place for supervision questions and frustrations and problem solving
- ❖ Build a supportive network for parents
- ❖ Have the parents build the agenda on what they want to get from coming
- ❖ Give them information about what is happening with their children and things to practice at home

❖ Special Considerations for Family Groups



- ❖ Over fill your groups 60% show rate
- ❖ Get a full commitment from parents
- ❖ Provide food (snacks for kids and parents) coffee something to drink
- ❖ Schedule when they can attend -for a lot it is evening due to work schedules
- ❖ Plan on weekly or bi-monthly -depending on the need
- ❖ Depending on circumstances and parenting may consider some time after break out groups for parents to hear what their children have learned (solidifies learning)

Resources for Parents

▶ Video

- [Growing up in a Pornified Culture](https://www.youtube.com/watch?v=_YpHNIImNsx8) (video) Gail Dines
https://www.youtube.com/watch?v=_YpHNIImNsx8

▶ Articles

- Overexposed and Under-Prepared: The Effects of Early Exposure to Sexual Content, [Carolyn C. Ross M.D., M.P.H.](#)
<https://www.psychologytoday.com/us/experts/carolyn-c-ross-md-mp>

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- [A Developmental Perspective on the Meaning of Problematic Sexual Behavior in Children and Adolescents](#), Craig Latham & Robert Kinscherff
- [Sexually aggressive children: Coming to understand them.](#), SK Araji - 1997 - psycnet.apa.org

▶ Websites

- Culture Reframed Building Resilience and Resistance to Hypersexualized Media & Porn
<http://culturereframed.org>
- Fight the New Drug <https://fightthenewdrug.org>

Even More Resources

- ▶ Two articles/webinars **Culture Reframed: Parenting in the Pandemic**
- ▶ **Facts Every Parent Should Know about electronics and online use**
- ▶ **Boys, Porn, and Masculinity** by Gail Dines
- ▶ **"The Great Porn Experiment"** TED talk Gary Wilson 2012
- ▶ **"Your Brain on Porn"** [#NOFap #FreeMedicalEducation](#)
- ▶ **NCAEngage** - includes resources for CACs, partners and caregivers including fact sheets on effective treatment, best practices, and webinars on addressing sexual behavior in trauma treatment.
- ▶ **Sexual Content in Video Games: An Analysis of the Entertainment Software Rating Board Classification From 1994 to 2013-June 15th 2018**, [Dèsirée Vidaña-Pérez](#) Games rated 'Mature' had the highest prevalence of sexual content (34.5%) followed by 'Teen' (30.7%) and 'E10+' (21.3%).
- ▶ **Impact of pornography consumption on children and adolescents-A trauma - informed approach.** Mar Alvarez-Segura^{1,2,3*}, Ines Fernández², Yusra El Kasmy⁴, Esther Francisco^{1,3}, Sonsoles Gallo Martínez⁵, Eva Maria Ortiz Jiménez^{1,3} and Anna Butjosa¹.
<https://www.frontiersin.org/journals/child-and-adolescent-psychiatry/9/2025>.