

## COURSE DESCRIPTION -

### *Children with Problematic Sexual Behavior*

Some sexual play between young children close in age, such as playing doctor or looking at private parts, is considered normal. However, some children display intrusive, aggressive or coercive sexual behaviors. This is inappropriate and potentially harmful to these children and their peers. Any child can be affected. Both boys and girls might display sexual behavior problems and sexual abuse isn't necessarily a factor. Recognizing and responding to sexual behavior problems is important since research suggests a quarter to half of child sexual abuse involves children acting out on other children. We know sexual abuse is devastating for the victim, and, if unchecked, leads to a life of perpetrating for the child exhibiting abusive behavior. This program will provide participants with an understanding of sexual behavior problems versus normal sexual development, and ways to respond.

## PREREQUISITES SKILLS PARTICIPANT NEED

No prerequisite skills are needed. However the training is most appropriate for school teachers, counselors and administrators, as well as others in child-serving organizations.

## THE EVIDENCE-BASED RESEARCH

This 3-hour awareness training was created based on the work of FIU's Maureen C. Kenny, Ph.D., Professor in the Counselor Education Program, and Sandy Kay Wurtele, *Normative Sexuality Development in Childhood: Implications for Developmental Guidance and Prevention of Childhood Sexual Abuse*, and on Kristi House's practice in the evidence-based intervention for children with problematic sexual behavior developed by Dr. Barbara Bonner, Ph.D., Director, and The Center on Child Abuse and Neglect at the University of Oklahoma Children's Physicians Developmental and Behavioral Pediatrics.

## LEARNING FACILITATION

The presentation includes PowerPoint, Audio, Video and Lecture  
Objectives – Pre/Post Knowledge Survey will be given.

1. Participants will understand and be able to identify the difference between normal sexual development and problematic sexual behaviors.
2. Participants will articulate signs and symptoms of problematic behavior.
3. Participants will learn basic skills in creating a positive environment where children understand boundaries, and can promote impulse control, social skills and empathy development.

## STUDENT IMPACT

Students who may be confused about sexual behaviors due to exposure to violence, pornography, abuse or some other reason will find a positive environment in their classroom and schools where they are better able to cope with anxiety, impulses, emotions and empathy.

## CURRICULUM OUTLINE

### I. What is normal vs. problematic sexual behavior in children? How do you know?

#### Normal sexual development

- Limitations of research on sexuality and children
- Human sexual development is conceived as a process, begun at conception and continuing throughout life
- Infants, children, teens, and adults are all sexual beings

#### Conception to Toddlerhood (ages 0-2)

- Conception
- Differentiation of gender beginning in month 3 after conception
- Trust and autonomy development
- Intimacy, emotional attachment development
- Discovering their bodies, curiosity
- Gender identity development

#### Preschool/Early Childhood (ages 3-5)

- Play, curiosity, touching
- Mimicking adult affectionate behaviors
- Curiosity about bodily functions
- Games for sexual exploration
- Sense of modesty development, desire for privacy
- Gender identity developed
- Associate certain behaviors, *gender roles*, with being male or female

#### School Age (ages 6-12)

- Curious about sex and want info
- Some kissing, hugging with peers
- Menstruation for girls

#### Adolescence (13- 18 years)

- Dating decisions
- Adult understanding of sexuality
- Masturbation common among boys

### II. Problematic Sexual Behavior

- Discerning normal vs problematic
- Child Sexual Behavior Inventory (CSBI)
  - Developmentally Related Sexual Behavior (DSRB)

- Sexual Abuse Specific Items (SASI) - samples include:
  - Dresses like opposite sex
  - Draws sex parts
  - Puts mouth on sex parts
  - Pretends toys are having sex
  - Kisses adults not known well
  - Talks flirtatiously
  - Wants to watch nude television
  - Items rated: never, less than 1x/month, 1-3x/month, or at least 1x/week
- Causes – What’s Known
  - Child Sexual Abuse – early vs current understanding
    - Exposure to Domestic Violence
    - Physical Abuse
    - Pornography
    - Sexual environment
    - Traumatic events
- Child Sexual Abuse – Definitions
  - National Data, GAO report on schools
  - Child-on-child abuse
    - Contact/non-contact forms
  - Sexual Behavior Rules
  - Supervision
- What Children are at Risk?

### III. Evidence-Based Treatment for Problematic Sexual Behavior Identification & Response

- Feelings Identification and Expression
- Relaxation Techniques
- Self-Control and Behavior Management
- Effective Commands and Labeled Praise
- Behavior Management Plans and Motivators
- Encouraging Pro-social Peers and Interactions
- Abuse Prevention and Sex Education
- Sexual Education and Development
- Communicating Sex Education Values and Beliefs
- Abuse Prevention
- Behavior Management and Apology
- Selective Attention, Choices, and Consequences
- Strategies for Consequences
- Apology and Praise Letters