



Ministry of
Children and Youth Services



Ministère des
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Seeing Beyond
the Challenges

Child and Parent Resource Institute

Au-delà
des défis

Making a
Difference

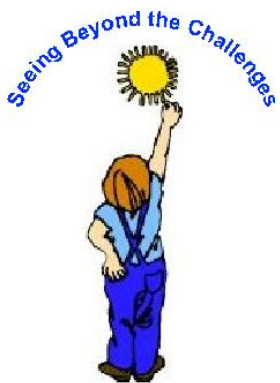
Une contribution
déterminante



Sexual Behaviour Problems in Children and Youth with Developmental Disabilities

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Child and Parent Resource Institute Catchment and Mission

Our mission is to enhance the quality of life of children and youth with complex mental health or developmental challenges and to assist their families so these children can reach their full potential.



Seeing Beyond the Challenges



Objectives of this presentation

- Discuss sexual behaviour in children/youth and describe the development of sexual behaviour problems
- Discuss some of the issues/problems that interfere with sexual development in a young person with developmental challenges
- Learn that there are many functions of sexual behaviour and it is very important to understand the function
- Discuss some ways in which to respond to sexually inappropriate behaviour
- Discuss some of the ways to prevent sexual behaviour problems



Who are we? Who do we Serve?

- Sexual Behaviour Team
- Children and youth up to 18 years
- Varied developmental levels
- Clinically driven



Sexually related legal matters must be resolved.

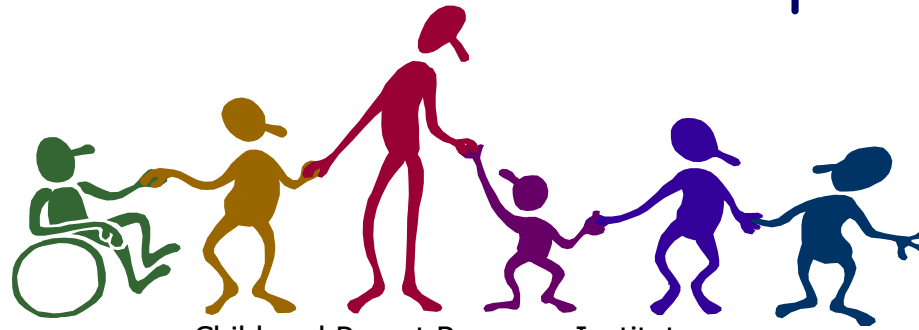


CPRI- Sexual Behaviour Team Services offered

- Consultation
- Assessment
- Intervention services
- Education

Children with a Developmental Disability have....

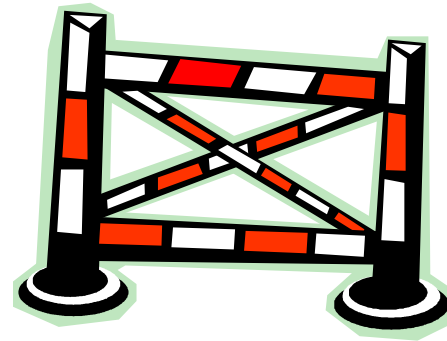
- Normal interests in body parts
- Innate sexual drive
- Hormonal changes with growth
- Desire for love and affection
- Interest in discovering sexual identity
- Desire for intimate relationships



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Obstacles that Impact Positive Sexual Development

- Lack of experience
- Difficulty with psycho/social/sexual rules
- Impairments in self regulation, inhibitory controls, and general impulse control
- Vulnerability
- Limited sexual education



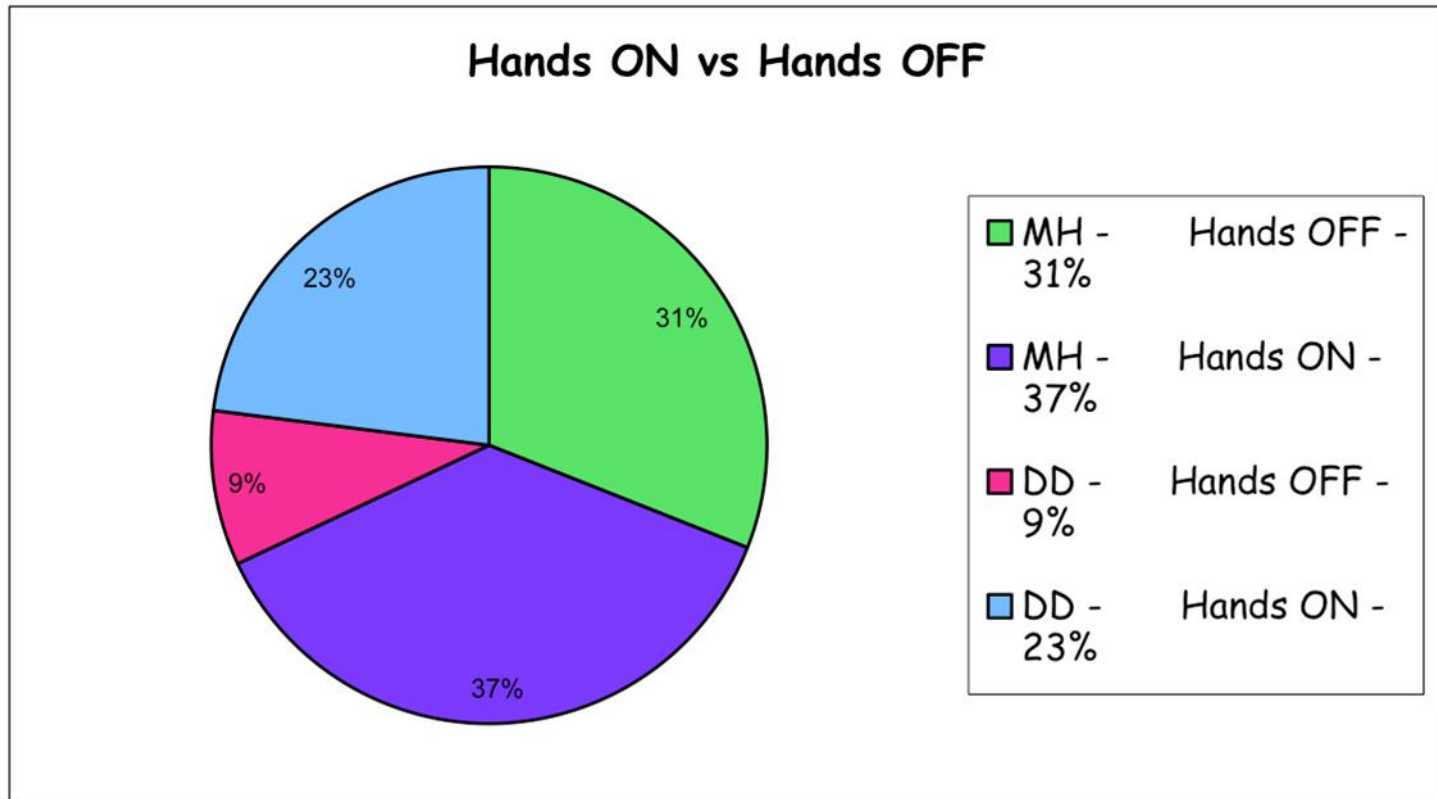
When is sexual behaviour a problem?

- Divergent ages/developmental abilities
- A single incident or pattern
- Pre-occupation
- Harmful
- Coercive
- Interferes with typical activities
- Outside expected Developmental Stage
- Not decreased with redirection or correction

Masturbation

- Underlying medical/medication problem
- Poor coping skills
- Predispositions
- Poor self awareness
- Poor self control
- Lack of other outlets for sexual tension

Sexual Behaviour Team Clients Mental Health vs Developmentally Disabled

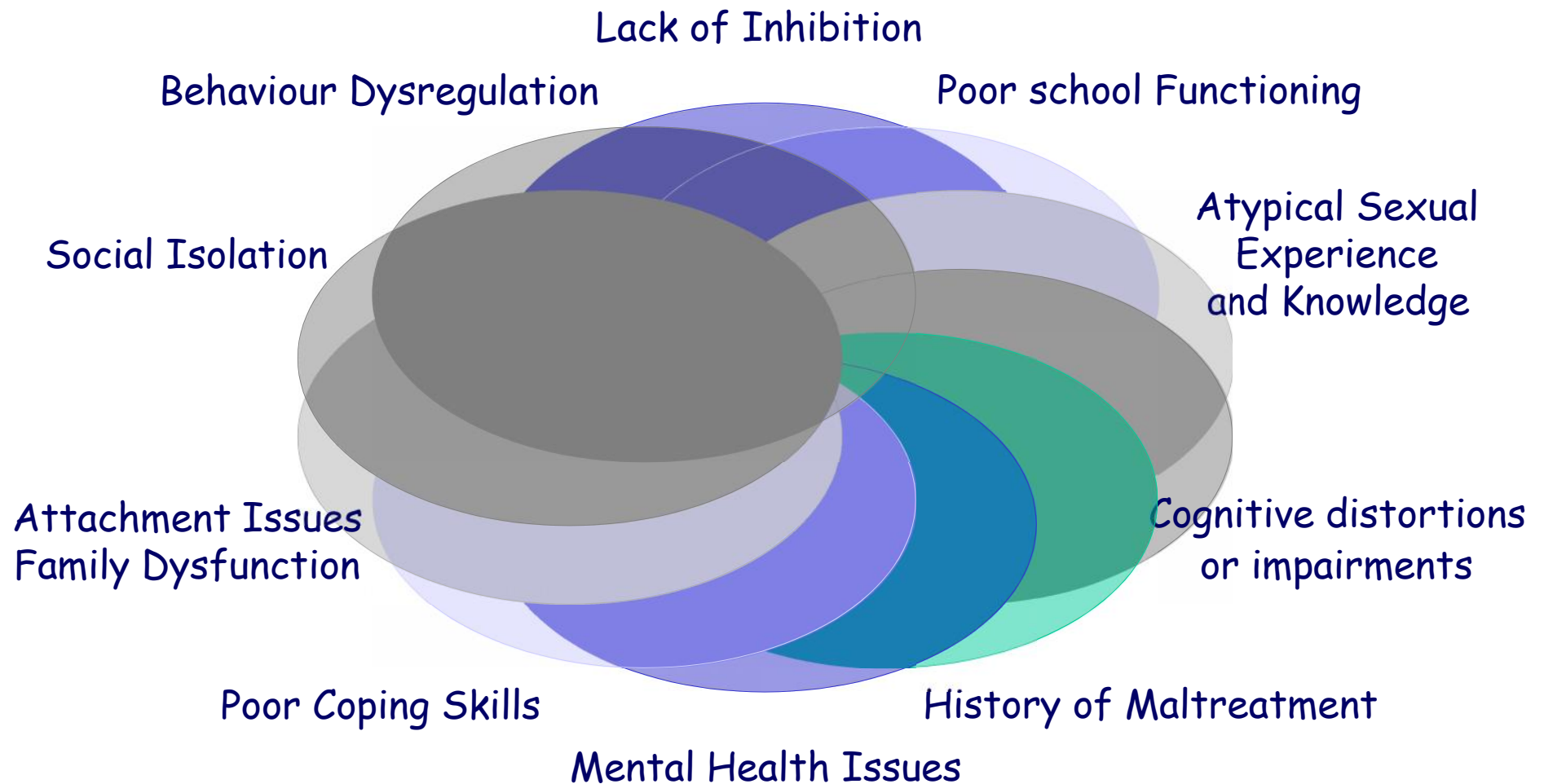


Objectives of Assessment



- Focus in developmental processes
- Consider environmental, biological, neurological, familial, and cultural factors
- Malleability and strength of behaviour
- High risk situations and key stresses
- Protective factors

Understanding the behaviour - How do problems develop?



Understanding Sexual Behaviour

Although the term sexual is used, the intentions and motivations for these behaviours may or may not be related to sexual gratification or sexual stimulation.

The behaviours may be related to curiosity, anxiety, imitation, attention-seeking, self-calming, or others reasons.

Silovsky, J. & Bonner, B.L.(2003). Sexual Behaviour Problems. In T.H. Ollendick & C.S. Schroeder (Eds.) Encyclopedia of Clinical and Pediatric Psychology (p 589-591). New York: Kluwer Press.

Understanding the Function of the Sexual Behaviour

Think about inherent challenges in the child/youth

Are there aspects of functioning that impact the behaviour?



Case: Adrian 16 years

- Moderate range of Intellectual Disability, Autistic, echolalic
- Rubs groin against the floor at school; becomes aggressive when redirected
- At home is directed to his room to masturbate
- Likes to have Barbie dolls in front of him - will sneak them into his room
- Very sneaky at respite home - they remove dolls, magazines, flyers.

Case - David age 14 years

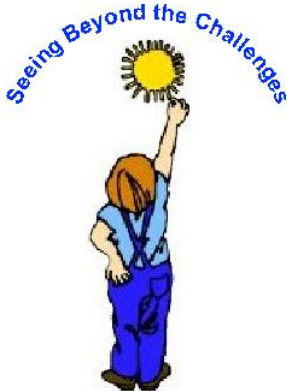
- Diagnosis of High functioning Autism
- Borderline cognitive functioning
- "obsessed" with pornography depicting bondage;
- Likes wrestling - Aroused by restraints
- Very aggressive at home
- Forcibly tied peer in sweater like straightjacket

David's history

- Very difficult behaviour from young age
- Dad held him tight to control
- Witness to domestic arguing
- Suspected sexual abuse
- Spends a lot of time on computer and watching wrestling
- Very reactive - interferes with business of peers

Accountability

Assigning responsibility is not the same as Blaming/shaming/punishment.



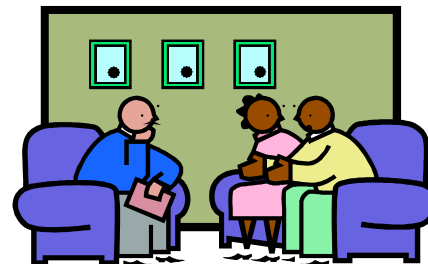
RESPONDING TO THE BEHAVIOUR

Consider 3 goals:

1) Encourage communication

2) Develop empathy

3) Promote accountability



Responding to the sexual behaviour

- Describe the behaviour in terms that are clear and direct :

“You brought a younger boy into the bathroom and asked him to touch you in a sexual way”

- Help the youth understand the impact of the behaviour on others - encouraging empathy

“It is very harmful to children when they are touched by adults or teenagers in a sexual way.”

- Teach about social rules and concepts of private/public-

“Even though you may want to touch someone else in a sexual way, the other person has to be old enough and has to give permission”

- Let them know that the rules apply to everyone

“The law protects children from this type of behaviour. It is against the law for adults or teens to touch children sexually. Everyone has to follow the rules”

Addressing the problem behaviour...

General principles

Body privacy - public vs private behaviour

Adult behaviour vs behaviour appropriate for children

Boundaries

Respect for others

Consent/permission

Managing thoughts/feelings

Motivations to deal with problem

Strategies to deal with urges - alternate behaviours
- competing behaviours - delaying gratification

Consideration of Risk and Protective Factors

- Functioning Abilities & Disabilities
- Impulse control and strategy
- Use of coercion
- Number of victims
- Parental Involvement
- Influences and activities

Working collaboratively with parents

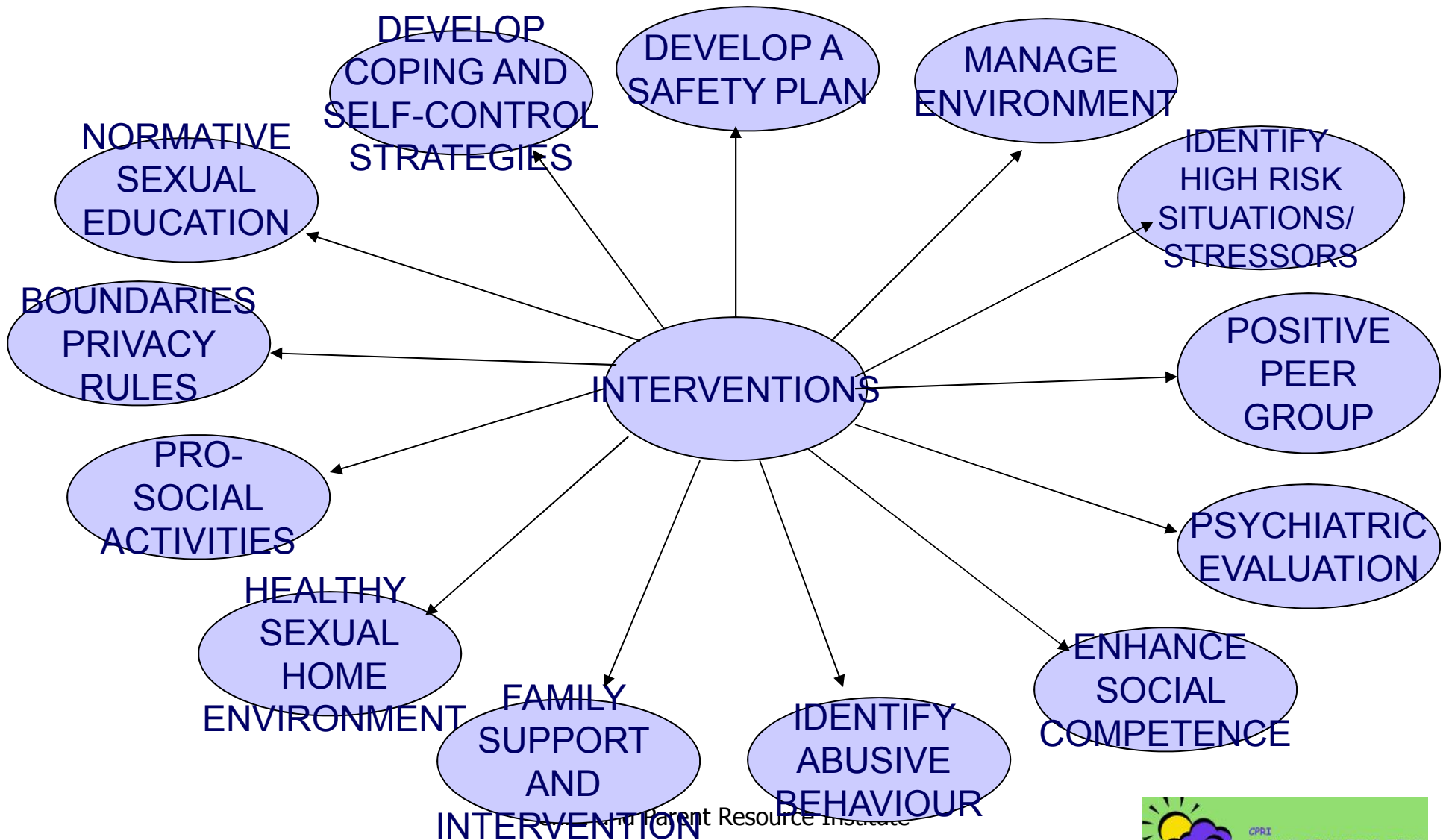
- Non-judgemental
- Open and honest
- Acknowledge their worry
- Concern for safety
- Consistent approach and response
- Include and Involve



Guiding Intervention- Why do Sexual Behaviour Problems Develop?

- Limited opportunity
- Reaction to abuse
- Chance to be noticed
- Inability to cope with other stressors
- Impulsivity or presentation of opportunity
- Identification with children
- Heightened sexuality with exposure to sexualized media
- Other??

INTERVENTIONS



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Case: Carl - Age 15

- Carl accessed pornography on the family computer and at co-op work placement.
- In Carl's room, Mom found many drawings of sexually graphic pictures
- While at scouts Carl invited younger peer to sexual touching
- No police involvement
- On his way to (segregated) bathroom at community centre Carl talked 2X younger boys into the washroom to play a game. One boy complied and touching occurred. Boy told his parents later that night.
- At home during family event, Carl tried to coerce a young cousin to go with him downstairs; parents noticed and intervened.
- Charges laid in sexual touching incident

Carl's History

- Carl was adopted at birth in a kinship arrangement.
- Happy and sociable youngster - very busy and required constant supervision.
- Diagnosed with an Intellectual Disability in grade 6. - good support in school.
- talkative and well liked in his community by adults. As he got older he had more difficulty getting along with same aged peers.
- Carl cut up art books, - nude pictures - accessed pornography
- Untrustworthy, sneaks, challenges rules
- In assessment Carl expressed intention to marry and have family. Believes that concerning behaviour has nothing to do with marital relationships.

Issues to consider - where should intervention begin?

Carl:

- Explanation about Laws
- Sex Offence Specific Treatment
 - correct cognitive distortions;
 - understanding significance of behaviour/harm;
 - responsibility for behaviour;
- Clear rules about interactions with others
- Healthy Sexuality Education
- Pro social and safe recreational activities
- Supervised activities with age appropriate peers
- Volunteer or job opportunity

Intervention



- Method
- Environment
- Tailored to the needs of the situation and all involved

Supporting Youth with Developmental Disability - consider

Cognitive Limitations

Communication Issues

Limitations in Social Functioning

Impulsivity, Urges, Obsessions and Fixations

Behaviour Dysregulation

External Influences

A Safety Plan Includes...

- a) Child/Youth & caregivers in development
- b) Supervision and monitoring
- c) Attention to the type of activity
- d) Dynamic variables - with activity
- e) Modifications - over time
- f) Concrete and visual cues
- g) Supervision of child/youth during less structured activity time (use of washrooms, arrival, departure from school, library, play day, field trips, etc).

Be aware of Media influences - TV, movies, internet, magazines, video games



The Importance of Healthy Sexuality Education

- Correct distortions
- Teach appropriate ways to express identity
- Return youth to appropriate sexual developmental trajectory
- Teach more appropriate ways to interact with others

Next Steps

When can you relax the rules?
Will the youth always need a safety
plan?



Sexual Behaviour Team Program Evaluation

Preliminary outcomes

Of DD clients demonstrating contact offences at time of assessment -

63% showed no offences at Time 2

Time 1 = assessment

Time 2 = Sexual Behaviour Problem at 6 months

Ultimate Goal

is not to prevent and prohibit sexuality but define and develop the capacity, skills, knowledge, and motivation for healthy, non-abusive, sexuality as the youth becomes an adult (Ryan et al. 2010).

Resources

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