

# A Collaborative Approach To Stop Sexual Harm By Youth

A Training Institute  
of the  
New Mexico Coalition of Sexual Assault Programs, Inc.

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Epidemiology and Response Division, Office of Injury Prevention

In one year's time it is estimated that people remember:  
10% of what they hear,  
15% of what they see,  
20% of what they see and hear,  
40% of what they discuss with others,  
80% of what they directly experience and practice, and  
90% of what they teach to another person.

*-Louisville Science Center  
Louisville, Kentucky*

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Resources for Resolving Violence, Inc.  
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## **A Collaborative Approach To Stop Sexual Harm By Youth Syllabus and Course Requirements**

This course provides an intensive didactic and experiential study of dynamics and intervention with youth who have caused sexual harm and their family members. The content includes a comprehensive overview of a full continuum of care highlighting a clearly defined treatment process.

The course is approved for 60 hours of continuing education credits for qualified mental health providers (QMHP). Specifically, six hours of ethics and six hours of cultural competency are covered through assigned readings and daily discussion of each topic.

### **By the end of this training participants will be able to:**

- Understand the social and cultural context of sexual abuse.
- Collaborate and coordinate services throughout all systems of care.
- Intervene in ways that meet the intellectual level of each client and reduce resistance to change.
- Formulate and conduct a comprehensive, structured evaluation.
- Identify a treatment process and therapeutic tasks associated with each.
- Use educational resources that promote change.
- Facilitate development of social support networks.
- Teach self-intervention techniques to youth and family members.
- Address personal needs for self-care when working with this population.

### **Successful completion of this course requires:**

- Attendance and participation in discussions based upon required readings.
- Completion of written assignments and a final self-evaluation.
- Preparation of daily reading outlines as designated in the course schedule.

**Text Books:** Schladale, J. & Langan, T. (2012). *Stop It! A Practical Guide for Youth Violence Prevention*.  
Naar-King, S. & Suarez, M. (2011). *Motivational Interviewing with Adolescents and Young Adults*. Guilford Press.  
Schladale, J. (2002). *The T.O.P.\* Workbook For Taming Violence and Sexual Aggression*.

### **Professional articles identified throughout the Course Outline**

#### **Computer disc containing resource documents specific to designated topics.**

Association for Treatment of Sexual Abusers (ATSA). (2006). *Report of the Task Force on Children With Sexual Behavior Problems*.  
Schladale, J., Langan, T., Barnett, P., Nunez, J. Fredricks, K., Moylan-Trigiano, J. & Brown, D. (2007). Community-Based Standards For Addressing Sexual Harm By Youth.  
Schladale, J. (2010). *The T.O.P.\* Workbook For Sexual Health Facilitator's Manual*.  
Schladale, J. (2002). *The T.O.P.\* Workbook For Taming Violence and Sexual Aggression Facilitator's Manual*.  
SIECUS. (2002). *On the Right Track*.  
SIECUS. (1996). *Guidelines for Comprehensive Sexuality Education*.  
United Nations Educational, Scientific and Cultural Organization. (2009). *International Guidelines on Sexuality Education*.

<b>Evaluation Scale:</b>	Points
Class Participation	35
Reading Outlines	35
Final Evaluation	<u>30</u>
Total Points	100 (75% required for successful completion)

**Preliminary Readings**  
*(Outlines for this material are due Monday morning)*

Textbooks:

Schladale, J. & Langan, T. (2012).

- Chapter 1: Working together for Community Safety
- Chapter 2: Growing Up Physically, Emotionally and Sexually Healthy
- Chapter 3: The Facts, Ma'am, Just the Facts: Research that Informs Services
- Chapter 4: Connecting with Kids and Families
- Chapter 8: Everyone's Not the Same. Addressing Uniqueness in Families
- Chapter 9: When All Else Fails... Out of Home Placement

Naar-King, S. & Suarez, M. (2011).

- Chapter 3: The Spirit of Motivational Interviewing
- Chapter 11: The Juvenile Justice System
- Chapter 12: Sexual Risk Reduction
- Chapter 20: Family-Based Intervention

Articles:

- Chaffin, M. (2008). Our Minds Are Made Up-Don't Confuse Us With the Facts: Commentary on Policies Concerning Children With Sexual Behavior Problems and Juvenile Sex Offenders.
- Schladale, J. (2010). Enhancing Community Collaboration To Stop Sexual Harm By Youth. Book Chapter in Harrison, K., *Managing Sex Offenders in the Community: Risk Reduction, Risk Management, and Social Responsibilities*. Bristol, U.K.

## Course Outline

### Week One

#### **Monday Morning: *Creating a Foundation For Collaboration***

Participation in this course requires intensive focus on sexual harm by youth. In an effort to maximize learning and memory retention, the course provides an educational experience that parallels the treatment process. It begins with global issues relating to sexual harm by youth and moves into specifics of empirically based interventions.

#### **Monday Afternoon: Values and Beliefs About Sexual Behavior**

Sexuality is a highly charged issue in America and impacts many elements of our social fabric. Sexual issues are prevalent in politics, advertising, religion, television and movies, and human development across the lifespan. Values and beliefs of the youth and families, and those of service providers greatly impact outcomes.

### **Tuesday Morning: *Understanding the Social Context of Sexual Abuse***

Social attitudes regarding sexuality and gender influence attitudes about behavior and the use of violence. Faulty belief systems place a youth at risk for sexual offending. Service provider's belief systems can also influence successful outcome.

Readings: Taffel, R. (2006). The Divided Self. *Family Therapy Magazine*, July/August.  
Cox, A. (2006). Lost in Electronica. *Family Therapy Magazine*, July/August.

### **Tuesday Afternoon: *Culture, Ethnicity and Sexual Abuse***

Ethnic, cultural and family beliefs can contribute to the creation of a high risk setting for sexual abuse. Understanding such influences may decrease risk of harm.

### **Wednesday Morning: *Guiding Principles of Treatment***

Working with this population necessitates interventions based upon the strengths, competencies and resources of each family. A collaborative approach incorporates individual and family therapy, as a means for achieving treatment goals.

Readings: Jenkins, A. (2006). Chapter 5: The Politics of Intervention: Fairness and Ethics.  
Jenkins, A. (2006). Chapter 17: Discovering Integrity: Working With Shame Without Shaming Young people Who Have Abused.

### **Wednesday Afternoon: *Therapeutic Engagement and Inviting Client Responsibility***

The goal for all intervention is to support youth in taking responsibility for their actions in order to prevent future harm. The first priority is to engage all participants so they are motivated to integrate positive change into their lives.

Reference: Schladale, J. & Langan, T. (2012). Chapter 4: Connecting with Kids and Families

Readings: Naar-King, S. & Suarez, M. (2011).  
Chapter 4: Person Centered Guiding Skills  
Chapter 5: Responding to Resistance  
Chapter 6: Change Talk  
Chapter 7: Commitment

### **Thursday: *Evaluation and Assessment***

Assessment is an integral and ongoing process that provides a foundation for intervention. The focus of both evaluation and assessment are to explore how a youth came to cause sexual harm; what family strengths and vulnerabilities can influence outcomes; risk factors for re-offense; and protective factors that mitigate risk.

Readings: Schladale, J. (2007). Empirically Driven Assessment of Juvenile Sex Offenders.  
Schladale, J. & Langan, T. (2012). Chapter 5: Assessing Family Strengths and Needs

### **Friday Morning: *Understanding the Impact of Previous Trauma***

Youth who have caused sexual harm have made perilous choices. They may be an attempt to manage unresolved issues relating to previous trauma. Service providers balance exploration of trauma and accountability for harmful behavior.

Readings: Cook, A., Blaustein, M., Spinazzola, J. & van der Kolk, B. (2003). *Complex Trauma in Children and Adolescents*. White Paper from the National Child Traumatic Stress Network.

### **Friday Afternoon: *Therapists Issues and Self-Care***

Providing services for this population is quite a challenge! Stopping sexual harm by youth often requires extraordinary professional effort. Awareness of how this work impacts personal and professional development can enhance career satisfaction and reduce burnout.

Readings: Schladale, J. & Langan, T. (2012). Chapter 10: Celebrating Ourselves!

## **Week Two**

### **Monday Morning: *Sexual Health and Development***

Understanding human sexual development is a complex, life long journey. Teaching children about sexual health creates a foundation for healing and harm reduction.

Readings: Cohen, K. (2005). Psychotherapy With Same-Sex Attracted Youth. *Family Therapy Magazine*, November/December, 42-45.  
Nolan, T & Nucua, A. (2005). "Throwaways" Lesbian, Gay, Bisexual, and Transgender Youth in Crisis. *Family Therapy Magazine* November/December, 34-37.

### **Monday Afternoon: *Facilitating A Therapeutic Process***

Integrating salient elements from the field of youthful sexual harm requires thoughtful planning, assessment, and implementation. Service providers committed to enhancing successful outcomes can maximize effectiveness through the creation and maintenance of policies and procedures that reflect empirical evidence.

Reading: Schladale, J. & Langan, T. (2012). Chapter 6: Planning for Success with Families  
Schladale, J. (2012). Treatment Process.

### **Tuesday Morning: *Mapping the Trauma Outcome Process***

Understanding the impact of trauma is accomplished through exploring patterns of behavior. This information solidifies knowledge of how they came to respond to difficulties this way and how it affects their victims, others, and themselves.

Readings: Schladale, J. (2002). *The T.O.P.\* Workbook for Taming Violence and Sexual Aggression*.  
Schladale, J. (2007). *The T.O.P.\* Workbook for Taming Violence and Sexual Aggression Facilitator's Manual*.

### **Tuesday Afternoon: *Eliminating Patterns of Abuse***

Affect regulation is the key to stopping sexual abuse. Each youth comes to understand what events, thoughts, feelings, physiological reactions, and behavior led to abusive behavior. These vulnerabilities are defined by high-risk interactions that evolved into violence and abuse. They can learn to identify such patterns and stop them.

Reading: Schladale, J. & Langan, T. (2012). Chapter 7: Stopping Violence for Good

### **Wednesday: *Promoting Ongoing Change***

Youth, and family members are taught how to manage difficult situations without causing harm. Services now focus on practicing self-interventions. This day involves experiential activities created specifically to address sexual harm by youth.

### **Thursday: *Planning for Continued Success***

Each youth develops a detailed plan for self-intervention that promotes harm reduction. This plan for becomes the framework for transition planning and aftercare services.

Readings: Schladale, J. (2007). A Collaborative Approach For Family Reconciliation And Reunification With Youth Who Have Caused Sexual Harm. In Prescott, D. (Ed.). *Knowledge and Practice*.

### **Friday Morning: *Evaluation***

Every service provider working with this population has ethical responsibility to maintain professional competency. Evaluation is reflected through a written exercise that provides a review of the material covered throughout the training institute.