

A Collaborative Approach To Stop Sexual Harm By Youth

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.

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Syllabus and Course Requirements

This course has been created to provide an intensive didactic and experiential study of the dynamics and treatment 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 process of treatment.

The course has been approved for continuing education credits for qualified mental health providers (QMHP). Specifically, six hours of ethics are covered through daily discussion during each topic, and six hours of cultural diversity on Day Two, are included.

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

- Understand the social and cultural context of the abuse.
- Coordinate treatment within all systems of care.
- Practice therapeutic engagement techniques that may reduce resistance to treatment.
- Formulate and conduct a comprehensive, structured approach for assessment.
- Identify the process of treatment and therapeutic tasks associated with each.
- Utilize a multi-systems approach that involves public and private service agencies.
- Provide interventions that meet the intellectual level of each client.
- Recognize psychoeducational resources for enhancing harm reduction.
- Coordinate the development of each youth's social support network.
- Teach each youth self-intervention techniques.
- Address personal needs for self-care when working with this population.

Successful completion of this course requires:

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

Text Books: Harris, R. & Emberly, M. (1994). *It's Perfectly Normal*. Cambridge, MA: Candlewick Press.
Longo, R. & Prescott, D. (2006). *Current Perspectives: Working With Sexually Aggressive Youth and Youth With Sexual Behavior Problems*. Miller, W. & Rollnick, S. (2002). *Motivational Interviewing*. Guilford Press.
Schladale, J. (2002). *The T.O.P.* Workbook For Taming Violence and Sexual Aggression*.

A reading packet of relevant professional articles are also required reading. They are identified throughout the Course Outline

Specific reading outlines are assigned for each day and are turned in for credit.

Evaluation Scale: Points

Class Participation 30

Reading Outlines	35	
Group Exercises	5	
Final Evaluation	<u>30</u>	
Total Points	100	(75% required for successful completion)

Preliminary Readings

(Outlines for this material are due Monday morning)

Text Books:

Longo, R. & Prescott, D. (2005).

Chapter 1: Current perspectives: Working With Young People Who Sexually Abuse

Chapter 4: Developmental Considerations In Working With Juvenile Sexual Offenders

Chapter 13: Building A Holistic Approach In The Treatment Of Young People

Who

Sexually Abuse

Chapter 20: Family Matters: The Importance of Engaging Families In Treatment

With Youth Who Have Caused Sexual Harm.

Chapter 26: Words From The Heart: The Process Of Change With Sexually Abusive Youth

Chapter 28: Can We Develop Evidence-Based Practice With Adolescent Sex Offenders

Chapter 29: Young People Who Sexually Abuse: Celebrating Progress And Looking Towards The Futures

Miller, W. & Rollnick, S. (2002).

Chapter 1: Why Do People Change?

Chapter 2: Ambivalence: The Dilemma of Change

Chapter 3: Facilitating Change

Chapter 4: What Is Motivational Interviewing?

Chapter 13: Reflections on Learning

Binder:

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. (2006). Process of Treatment.

Course Outline

Week One

Monday Morning: *Creating a Foundation For Collaboration*

Participation in this course requires intensive submersion into the topic of youthful sexual harm. In an effort to maximize learning and memory retention, this course provides an educational experience that parallels the treatment process. It begins with global issues relating to youthful sexual harm and moves into specifics of evidence-based best practice interventions.

Monday Afternoon: Values and Beliefs About Sexual Behavior

The topic of sexuality in the United States is a highly charged issue that 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 we serve greatly impact intervention. Treatment provider's belief systems can also influence successful outcome.

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. Treatment 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.

Readings: Hunter, J. (2005). Chapter 2: Understanding Diversity In Juvenile Sexual Offenders: Implications For Assessment, Treatment, And Legal Management.

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, group 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 therapy with sexually aggressive youth and their families is to support them in assuming responsibility for their actions in order to prevent future harm. The first priority is to engage all participants in such a way that they are motivated to integrate positive change into their lives.

Reference: Miller, W. & Rollnick, S. (2002).
Chapter 5: Change and Resistance: Opposite Sides of a Coin
Chapter 6: Phase 1: Building Motivation for Change
Chapter 7: Responding to Change Talk
Chapter 8: Responding to Resistance

Chapter 9: Enhancing Confidence
Chapter 10: Phase 2: Strengthening Commitment to Change

Thursday: *Psychosocial Assessment*

Assessment is an integral and ongoing process that provides a foundation for treatment. The initial focus of assessment is to determine how a youth has come to cause sexual harm; what family strengths and vulnerabilities can influence outcomes; static and dynamic risk factors for re-offense; and protective factors that mitigate risk.

Readings: Schladale, J. (In Press). Empirically Driven Assessment of Juvenile Sex Offenders.

Friday Morning: *Understanding Histories of Previous Trauma*

Sexually aggressive youth have a history of pain in their lives that led them to make perilous choices in an attempt to manage unresolved issues relating to previous trauma. Treatment providers balance exploration of past victimization while maintaining a focus on accountability for the youth's harmful behavior.

Readings: Friedrich, W. & Sim, L. (2006). Chapter 14: Attachment Styles And Sexual Abuse.
Rothschild, B. (2004). Applying the Brakes. *Psychotherapy Networker*,
Wylie, M. (2004). The Limits of Talk. *Psychotherapy Networker*.

Friday Afternoon: *Therapists Issues and Self-Care*

Providing treatment for this population is a quite a challenge! Inviting client responsibility often requires extraordinary professional effort. Awareness of how this work impacts personal and professional development can enhance career satisfaction and reduce burnout.

Readings: Wylie, M. & Markowitz, L. (1992). Walking the Wire. *The Family Therapy Networker*, 16:5,18-31.

Week Two

Monday Morning: *Sexual Health and Development*

Understanding human sexual development is a complex, life long journey. Teaching children about sexual expression that does not cause harm creates a foundation for healing and harm reduction.

Readings: Brown, S. & Schwartz, C. (2005). Chapter 7: Promoting Healthy Sexuality In Sexually Abusive Youth
Cohen, K. (2005). Psychotherapy With Same-Sex Attracted Youth. *Family Therapy Magazine*, November/December, 42-45.
Harris, R. & Emberly, M. (1994). *It's Perfectly Normal*.
Nolan, T & Nucua, A. (2005). "Throwaways"
Lesbian/Gay/Bisexual/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 treatment outcomes can maximize effectiveness through the creation and maintenance of policies and procedures that reflect evidence-based practice.

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 in this manner and how it affects their victims, others and themselves.

Readings: Schladale, J. (2002). *The T.O.P.* Workbook for Taming Violence and Sexual Aggression.*

Tuesday Afternoon: *Eliminating Patterns of Abuse*

In order to resign from an abusive lifestyle, each youth must understand what events, thoughts, feelings and beliefs lead to harmful responses. These sequential patterns are defined by high risk interactions that evolved into a cycle of violence and abuse. Adolescents can learn to identify such patterns and intervene to reduce harm.

Wednesday: *Promoting Ongoing Change*

Once they are able to discern pattern of abuse youth are supported in experimenting with new, ways to manage difficult experiences without causing harm. Treatment now focuses on a broad range of situations in order to practice self-interventions. This day involves participation in experiential activities created specifically for sexually aggressive youth and their family members.

Thursday: *Planning for Continued Success*

Each youth develops a detailed plan for self-intervention to decrease the likelihood of continued harm. This plan for continued success 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.*

Friday Morning: *Evaluation*

Every treatment provider who works with this population has ethical considerations for maintaining professional competency. Evaluation and self-assessment are reflected through the completion of a written exercise that provides a review of the material covered throughout the training institute.