

Executive Summary

Course Title: *Sexualized Children and Children who Molest: Causality and Response*

Outline of Training:

This workshop will present information on the problem of children who molest with special attention to assessment to differentiating between normative sexual behavior and problem sexual behaviors; the importance of assessing and engaging the family; the need for specialized services that trigger problem behaviors; and the relevance of utilizing a broad range of approaches to decrease client resistance, maximize safety, and decrease risk factors.

Participants will receive a handout that they can follow while listening to lecture and where they can take notes. The instructor will show slides of art work to illustrate the varied causality that might motivate children to exhibit problem sexual behaviors. Participants will be asked to talk with each other from time to time and/or to process material that they view (eg., videotape or clinical drawings)

Target Audience: The problem of children with problem sexual behaviors has continued to escalate in recent years challenging social services workers, investigators, and clinicians. Training about young sexually aggressive children is not as pervasive as training on adolescent and adult sex offenders. It is likely that both new and veteran staff may benefit from hearing about contemporary views of service delivery for this difficult client population. Line staff, in particular, who are asked to evaluate these children and their families, may benefit from this training.

Outcome Objectives for Participants:

1. Define a range of specific problem sexual behaviors;
2. Define the term "children who molest"
3. List three assessment criteria when evaluating a case of problem sexual behaviors in young children;
4. List two important assessment areas when assessing the family context of the young child with problem sexual behaviors;
5. Name two assessment instruments for children with problem sexual behaviors;
6. Name the type of evidence-based treatment most preferred when working with children with problem sexual behaviors.

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training, supervisors can ask participants to make a list of recent cases involving young children with problem sexual behaviors and list salient issues that seemed of concern. In addition, it might be useful for staff to prepare specific questions about the problems or successes they experienced while working with this population.

AFTER the training, supervisors can review the cases that had been identified along with the issues that were raised, and discuss how new information might have contributed to potential changes in approaches or policies. Supervisors may want to have ongoing monthly meetings focused on these specific cases in order to continue to address difficult areas and gauge progress.