Current Approaches to Treatment of Children and Adolescents with Sexual Behaviors

- Keri Pierce, MPH, LCSW

- Center on Child Abuse and Neglect
- University of Oklahoma Health Sciences Center

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- August 31, 2010
Contact Information and Acknowledgements

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Module: Using Oklahoma Laws in Treatment with Adolescents
Presentation Overview

- Implementation of Treatment Modules:
  - Sex Laws Module
  - CBT Module
  - Setting Rules Module

- Including Caregivers
A full third of my life has been dedicated to providing for you, planning for your future, and saving for your education through an infinite number of small personal sacrifices. That doesn't mean I have to touch you, does it?
Goals of Treatment Module

- To educate adolescents and their caregivers about definitions of illegal sexual behavior, so that they can distinguish legal from illegal sexual behavior.

- Adolescents should be able to distinguish examples of legal from illegal sexual behavior, know what types of behavior constitute which crimes (e.g. rape, statutory rape, lewd molestation, etc.), and understand something about the range of punishments.
Goals cont…

- It is important for AISB to understand the law both in order avoid subsequent (and potentially highly consequential) offense.

- AISBs typically understand that some sexual behaviors can lead to trouble, but often lack an appreciation of how much trouble.
Laws Defined
Rape

- Involves force, violence, or threats used to have sexual intercourse or sexual penetration
- Consent
- Age
- Any degree of penetration, even just a little, is enough for it to be rape
- The relationship to the victim does not matter
# Age of Consent

- 14 – 17
- 16 and over

<table>
<thead>
<tr>
<th></th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
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<th>19 AND OVER</th>
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Lewd and Indecent Proposals or Acts

The actions can include:

- Making sexual proposals to a child
- Touching, feeling, or fondling a child
- Having children perform sexual acts with each other
- Having children touch someone in a sexual way
- Masturbating in front of a child or having a child view sex acts
Sexual Battery

- This law applies to cases where the victim is over 16 years old

- It involves touching or feeling the person sexually without their consent
Forcible Sodomy

- This statute addresses oral sex without consent
- Anal penetration
Other Sex Crimes

- Indecent exposure
- Solicitation of a minor
- Obscene phone calls
Using with Cognitively Delayed Adolescents

- Consider the cognitive functioning of the youth
  - For some may want to consider use of SBRs
  - For others combination of SBRs and consent
  - For others only use summary paragraph
Sexual Behavior Rules

- It is not okay to touch other people’s private parts
- It is not okay to look at other people’s private parts
- It is not okay to show your private parts to other people
- It is okay to touch your own private parts in private
- It is not okay to use sexual language or make other people uncomfortable with your sexual behavior
<table>
<thead>
<tr>
<th>Legal</th>
<th>Illegal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate</td>
<td>Inappropriate</td>
</tr>
</tbody>
</table>
Typical Questions

- Consent
- Age
- Decisions about sexual behavior
Including Caregivers

- Caregiver’s group
- Discussion in joint session
- Difficult caregivers
Post test
It takes a while for most teens to fully understand the consequences of their actions...

“I knew it was wrong, but I didn’t know how wrong…”
MODULE: CBT – ABC’s of Behavior
Theoretical Principles of CBT

- In *cognitive therapy*, people learn how to change thoughts.
  - The most common cognitive techniques include: identifying, stopping, and changing irrational or negative thoughts.

- In *behavioral therapy*, people learn how to change behavior & regulate physiology.
  - The most common behavioral techniques include: desensitization, imagery, exposure, relaxation and breathing exercises.
Primary CBT Assumption:

Thoughts, feelings, actions are interconnected

Thoughts  |  Feelings  |  Actions
Jeremy, you can't go out with wet hair!
I'll be fine.
You'll freeze!
I'll be fine.
But--
I'll be fine.
You look cold.
I can't believe my mom sent me out with wet hair!
Module Goals

- Educate youth and caregivers about ABC model for understanding behavior;

- Provide youth with experience in generating alternative ways of thinking; and

- Encourage caregivers to apply and reinforce the ABC principles at home
The Cognitive Triangle

Situation

Think (Cognitions)

Do (Behavior)

Feel (Affect)
Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences.

**Situation**
A boy is in line at school. Another boy in line bumps into him.

**Thoughts**
He thinks: “He did that on purpose. He’s trying to start something with me. I’ll show him I’m not weak.”

**Feelings**
He feels angry.

**Behaviors**
He pushes him back. A fight starts.

**Consequences**
He gets sent to office and suspended from school. He ends up in trouble with his parents and probation officer.

**Thoughts**
He thinks: “It’s pretty crowded—could be an accident. I’m not going to get pulled into doing something stupid.”

**Feelings**
He feels normal.

**Behaviors**
He ignores it.

**Consequences**
He goes on waiting in line.
A boy is watching TV after school. His mother comes in and tells him that he can’t watch TV until all his homework is done.

He thinks: “The sooner I get it done, the sooner I’ll be free.”

He feels bored with the homework, but he also feels good when it thinks about it being finished.

He does his homework.

It’s not fair. I should be able to watch TV when I want to.

He feels irritated and defensive.

He decides to ignore his mother and blow off his homework until later.

ABC’s of Behavior

Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences. You fill in the most likely consequences.
A boy is watching TV after school. His mother comes in and tells him that he can’t watch TV until all his homework is done. He thinks: “The sooner I get it done, the sooner I’ll be free.” He feels bored with the homework, but he also feels good when it thinks about it being finished. He does his homework.

ABC’s of Behavior-Example

Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences. You fill in the most likely consequences.
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He feels bored with the homework, but he also feels good when it thinks about it being finished.

He decides to ignore his mother and blow off his homework until later.

He is grounded and can’t watch TV for two weeks.

Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences. You fill in the most likely consequences.

Thoughts | Feelings | Behaviors | Consequences
---|---|---|---
He thinks: “It’s not fair. I should be able to watch TV when I want to.” | He feels irritated and defensive. | He decides to ignore his mother and blow off his homework until later. | He is grounded and can’t watch TV for two weeks.

Situation

A boy is watching TV after school. His mother comes in and tells him that he can’t watch TV until all his homework is done.

Thoughts

He thinks: “The sooner I get it done, the sooner I’ll be free.”

He feels bored with the homework, but he also feels good when it thinks about it being finished.

He decides to ignore his mother and blow off his homework until later.

He gets a good grade on his homework and is not grounded.
A boy is watching TV after school. His mother comes in and tells him that he can’t watch TV until all his homework is done. He thinks: “The sooner I get it done, the sooner I’ll be free.” He feels bored with the homework, but he also feels good when it thinks about it being finished. He decides to ignore his mother and blow off his homework until later. He does his homework. His homework doesn’t get done.

ABC’s of Behavior-Example

Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences. You fill in the most likely consequences.

Thoughts -> Feelings -> Behaviors -> Consequences
A boy is in math class. He isn’t paying attention. The teacher asks him a question and he doesn’t understand it. He thinks: “I know I could do this. I just need to work on paying attention. I need to have it explained to me.” He feels a little embarrassed.

He thinks: “I’m stupid. I’ll never be able to understand math. There is no use in trying.” He feels awful and ashamed.

**ABC’s of Behavior-Example**

*Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences. You fill in the most likely behaviors and their consequences.*

<table>
<thead>
<tr>
<th>Thoughts</th>
<th>Feelings</th>
<th>Behaviors</th>
<th>Consequences</th>
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A boy is in math class. He isn’t paying attention. The teacher asks him a question and he doesn’t understand it.

He thinks: “I know I could do this. I just need to work on paying attention. I need to have it explained to me.”

He feels a little embarrassed.

He is honest with teacher. Says he wasn’t paying attention.

He learns how to work problem and gains confidence. The teacher gains trust in him.

He is forced to drop out and can’t graduate.

ABC’s of Behavior-Example

Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences.
You fill in the most likely behaviors and their consequences.
ABC’s of Behavior-Example

Instructions: This is an example of how different thoughts can lead to different feelings, behaviors and consequences. You fill in the most likely behaviors and their consequences.

Situation
A boy is in math class. He isn’t paying attention. The teacher asks him a question and he doesn’t understand it.

Thoughts
He thinks: “I’m stupid. I’ll never be able to understand math. There is no use in trying.”

Feelings
He feels awful and ashamed.

Behaviors
He tells the teacher that he does not get the question.

Consequences
His classmates think he is stupid and makes fun of him.

Thoughts
He thinks: “I know I could do this. I just need to work on paying attention. I need to have it explained to me.”

Feelings
He feels a little embarrassed.

Behaviors
He would write a note to the teacher asking for help.

Consequences
He would get the help he needs from the teacher after all.
ABC’s of Behavior-Example

*Instructions: This example shows different thoughts. You fill in the feelings, behaviors, and consequences.*

**Situation**
A friend calls. He has sneaked out of his house and taken his mom’s car. He has beer and wants you to go riding around with him.

**Thoughts**
- I don’t want him to think I’m not cool. It could be fun. I deserve some excitement.
- It might be exciting, but it’s really stupid. Sounds like he’s headed into serious trouble.

**Feelings**
- Who cares about beer or car. We won’t get caught. Excited, but slightly doubtful.
- Alert.

**Behaviors**
- Goes out with friend.
- Doesn’t go. Doesn’t drink.

**Consequences**
- Cop pulls them over for speeding and both get arrested because their age and beer. Moms lose trust.
- Invites friend over to watch movie and hang out at his house. No trouble. Has good time. Gains trust & possibly gets to do it again.
A boy is in a situation where he is tempted to do something sexual that would be illegal or inappropriate.

He thinks: “I won’t get caught. I’ll be smart enough to get away with it.”

---

**Situation**
A boy is in a situation where he is tempted to do something sexual that would be illegal or inappropriate.

---

**Thoughts**
He thinks: “I won’t get caught. I’ll be smart enough to get away with it.”

---

**Feelings**

---

**Behaviors**

---

**Consequences**

---

Instructions: This example shows one thought. You fill in a better alternative thought, and fill in the feelings, behaviors and likely consequences for each.
ABC’s of Behavior-Example

Instructions: This example shows one thought. You fill in a better alternative thought, and fill in the feelings, behaviors and likely consequences for each.

Situation
A boy is in a situation where he is tempted to do something sexual that would be illegal or inappropriate.

Thoughts
I might get caught. Should I risk it for a little sexual pleasure?

Feelings
Mixed with doubt and fear and lust.

Behaviors
Doesn’t do crime.

Consequences
Doesn’t go to jail and gets to live a free life with family without loss of trust. Not going to jail. How to deal with those urges.

Thoughts
He thinks: “I won’t get caught. I’ll be smart enough to get away with it.”

Feelings
Confident, excited.

Behaviors
Commits crime.

Consequences
Goes to jail and can’t live with family for over a year & goes to treatment program. Loses family trust. Prison, class, mental institute.

Thoughts
I might get caught. I should not do this.

Feelings
Relaxed, calm nerves

Behaviors
No doing it. Doing something else.

Consequences
Not going to jail.
ABC’s of Behavior-Example

Instructions: Now pick a situation of your own and fill in a negative chain of thoughts, feelings, behaviors and consequences, then fill in a positive chain of thoughts, feelings, behaviors and consequences.
Being asked to do too many things at one time by mom.

If I get it done then she will leave me alone. Realize she’s not asking me to do them at the same time.

Happy, excited, & hopeful.

Wants to move out. Why are they always bugging me? Need to do it themselves.

Frustrated, annoyed, angry, bored, hopeful.

Arguing with mom and ignore her.

Get more to do.

Allowed to do more.

ABC’s of Behavior - Example

Instructions: Now pick a situation of your own and fill in a negative chain of thoughts, feelings, behaviors and consequences, then fill in a positive chain of thoughts, feelings, behaviors and consequences.

Situation

Thoughts

Feelings

Behaviors

Consequences

Want to move out. Why are they always bugging me? Need to do it themselves.

Frustrated, annoyed, angry, bored, hopeful.

Arguing with mom and ignore her.

Get more to do.

If I get it done then she will leave me alone. Realize she’s not asking me to do them at the same time.

Happy, excited, & hopeful.

Walk off and get them done.

Allowed to do more.
ABC’s of Behavior

*Instructions:* Now think about your illegal sexual behavior. Fill in the situation and the negative chain of thoughts, feelings, behaviors and consequences, then fill in a positive chain of thoughts, feelings, behaviors and consequences.
ABC’s of Behavior

*Instructions:* Now think about your illegal sexual behavior. Fill in the situation and the negative chain of thoughts, feelings, behaviors and consequences, then fill in a positive chain of thoughts, feelings, behaviors and consequences.

**Situation**
Babysitting sister.

**Thoughts**
- Started thinking about porn. Thinking about trying those things with sister.
- Start thinking about porn. Tell myself that's not OK. I need to do something else to get my mind off of it. Think of a game we can play outside.

**Feelings**
- Aroused, excited.
- Confused at first. Then, normal.

**Behaviors**
- Do sexual things with sister.
- Go outside and play PIG with sister.

**Consequences**
- Had to move out of home, on probation, parents lost trust, sister in therapy.
- Do not get in trouble, don’t hurt sister, don't lose trust. Sister and I had a good time.
Caregiver Session

- Explain purpose of exercise;
- Explain ABC model for understanding behavior;
- Have caregivers practice
- Review ABC’s of Behavior– Tips for Parents handout
Caregiver/Youth Joint Session Time

- Have group leader explain session activities;

- Have group members share their preselected examples with the caregivers;

- Therapists and caregivers provide reinforcement
I'm going to Pierce's house. Have fun.

It's nice to see you enjoying your independence, Jeremy.

Just be sure to text me if you go anywhere else.

KA-CHUNK!
MODULE: WHAT RULES SHOULD PARENTS SET (BOYS) / RULE SETTING AND USING OPTIONAL PRIVILEGES AS REWARDS AND CONSEQUENCES (PARENTS)
Module Goals

- Encourage effective and appropriate rule setting (caregivers);
- Encourage effective use of rewards and consequences (caregivers); and
- Promote youth’s input into rule setting and use of rewards/consequences (boys)
Just text me if you go anywhere besides Pierce's house.

Mom, that is so totally unreasonable!

How would you like to text me every time you went someplace?

Good idea. I'll start tomorrow.

That was sarcasm, not a suggestion!
Module: What Rules Should Parents Set (Boys)

Steps:

- Explanation of exercise
- Distribute handout
- Discussion of rules, rewards and consequences
Module: What Rules Should Parents Set (Boys)

- Review example problems and identify rules, rewards and consequences as a group

- Each group member identifies 3 problems and a set of rules, rewards and consequences to be discussed with the group
### Example

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>WHAT HELPFUL RULES COULD PARENTS SET?</th>
<th>WHAT ARE REASONABLE REWARDS AND CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 14 year-old avoids doing his homework. He puts it off until the last minute, then can’t get it finished. He feels bad about turning in unfinished work, so he “forgets” to take it to school.</td>
<td>1) Complete homework when you first get home.</td>
<td>1) Cannot talk on the phone, watch TV, etc. until homework is complete.</td>
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<tr>
<td></td>
<td>2) Do homework.</td>
<td>2) Grounded.</td>
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<tr>
<td></td>
<td>3) Turn in all homework, even if it is not complete.</td>
<td>3) When you have turned in all homework for a week, then you can have 30 minutes extended curfew.</td>
</tr>
</tbody>
</table>
Mom, if I'm old enough to drive, why do I have to tell you every single place I'm going?

Because it makes me feel better.

Oh! So it's okay for me to look like a total dork as long as it makes you feel better??

Yes.

Well, at least this explainsdad.

Have a nice drive!
Module: Rule Setting and Using Optional Privileges as Rewards and Consequences (Caregivers)

Steps:

- Distribute the Rules Handout-Parents
- Explanation of exercise
- Parents complete examples and discuss with group
### Examples

<table>
<thead>
<tr>
<th>Clear Rules, Not Negotiable</th>
<th>Open for Negotiation, Within Limits</th>
<th>Freedom Within Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Going to school</td>
<td>1. Curfew on special occasions</td>
<td>1. Where to work</td>
</tr>
<tr>
<td>2. Homework is done when you first get home.</td>
<td>2. Bedtime</td>
<td>2. Choosing school electives</td>
</tr>
</tbody>
</table>
Module: Rule Setting and Using Optional Privileges as Rewards and Consequences (Caregivers)

Steps:

- Distribute the Rules Setting Exercise-Parents
- Explanation of exercise
- Parents complete examples and discuss with group
## Examples

<table>
<thead>
<tr>
<th>Problem Needing a Rule</th>
<th>Possible Rule</th>
<th>Evaluate the Rule</th>
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</thead>
<tbody>
<tr>
<td>Not doing his chores</td>
<td>Do your chores when you get home</td>
<td>□ Clear and specific?</td>
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<td>□ Addresses a serious problem?</td>
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<td>□ Enforceable?</td>
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<tr>
<td></td>
<td></td>
<td>□ Feasible for him to really do it?</td>
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<td></td>
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<td>□ Adults in charge agree?</td>
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<td></td>
<td></td>
<td>□ You can enforce it consistently and unemotionally?</td>
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<tr>
<td></td>
<td></td>
<td>□ Did you get his input?</td>
</tr>
</tbody>
</table>
Module: Rule Setting and Using Optional Privileges as Rewards and Consequences (Caregivers)

Steps:

- Distribute the Rewards and Consequences Exercise - Parents
- Explanation of exercise
- Parents complete examples and discuss with group
## Examples

<table>
<thead>
<tr>
<th>Growth Privileges</th>
<th>Optional Privileges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Church youth group</td>
<td>1. Time with girlfriend</td>
</tr>
<tr>
<td>2. Football team</td>
<td>2. Going out to eat</td>
</tr>
</tbody>
</table>

Module: Rule Setting and Using Optional Privileges as Rewards and Consequences (Caregivers)

Steps:
- Distribute the Using Praise Exercise
- Explanation of exercise
- Parents complete examples and discuss with group
## Examples

<table>
<thead>
<tr>
<th>Positive Behavior</th>
<th>Labeled Praise</th>
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</thead>
<tbody>
<tr>
<td>1. Made a good grade on a test</td>
<td>1. I noticed you studied really hard for that test. It paid off- well done!</td>
</tr>
<tr>
<td>2. Got a job</td>
<td>2. I’m proud that you finally found a job. Now, make sure that your friends don’t get you fired.</td>
</tr>
</tbody>
</table>
Caregiver/Youth Joint Session Time

- Have group leader explain session activities;
- Have group members share their preselected examples from sample problems with the caregivers;
- Volunteers share the rules and rewards/consequences for their problems either to group or with their caregiver;
- Response from caregivers
Questions