Establishing & Providing Informed Supervision for Youth with Problem Sexual Behaviors

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Informed Supervision

The Rationale of Informed Supervision:

• It is the responsibility of adults to provide children and youth with supervision, guidance, and support to meet the child’s needs.

• Children known to have a history of harmful behaviors, which pose a risk to themselves, others, or property, need “informed supervision.”

• Adults must have knowledge about the problem and the youth in order to monitor and intervene in specific risks.
An “Informed Supervisor” is an adult who:

1. Is aware of the youth’s history of abusive and high risk behaviors.

2. Does not deny or minimize responsibility for, or the seriousness of, the abusive behaviors.

3. Does not allow the youth to be in situations where the behaviors could occur again.

4. Monitors all contact between the youth and “vulnerable persons.”

5. Can define and recognize all types of abusive behaviors in daily functioning and in the environment. (Abuse is Abuse Concept)

6. Is aware of the patterns associated with the abusive behaviors.
   (Cycle of Unwanted Behaviors)
An “Informed Supervisor” is an adult who:

7. Has the skills to intervene and interrupt the cycle.

8. Can design, implement, and monitor safety plans for daily activities.

9. Follows the laws that relate to the youth and holds the youth accountable for these laws.

10. Clearly understands and follows the rules governing the youth’s behavior in their daily lives, and holds the youth accountable.

11. Communicates openly with the youth, and other adults involved in the youth’s life, making accurate observations in the youth’s daily functioning.
Abuse is Abuse Model

Lane, Leversee, Ryan (2010)
Defining Behaviors

Behaviors exist to move us closer or farther away from something.

Is it a Problem?

If so . . . . .

What Kind of Problem?
Behaviors might be a problem for many reasons:

It might be a problem for the youth who is doing it...

because it puts the youth or others at risk in some way.

It might be a problem for others...

because it makes them uncomfortable; violates norms, standards, or values; breaks rules or regulations.

OR, it might be a problem because it is abusive and/or illegal...

These are very different problems

.....but knowing the kind of problem helps identify reasonable interventions.
Cycle of Unwanted Behavior

Triggering Events
- Early Build Up
  - Negative Thoughts
  - "Poor Me"
  - Blaming Others
- Late Build Up
  - Physical Signs
  - Using Compensatory Fantasy
  - Building Excuses

Patterned Behavior in High Risk Situations
- Justification
  - Denial
  - Guilt and Shame
  - Wild Promises
- Harmful Incident
  - Physical/Self Abuse
  - Sexual Abuse
  - Substance Use
  - Lack of Action
- Late Escape
- Early Escape

Scaling From 0 - 10

Patterns of Behavior/Relapse Prevention

• How was I/am I Feeling?

• What were my/are my Thoughts?

• What were my/are my Behaviors?
Patterns of Behavior/Relapse Prevention

I am more likely to struggle when I am feeling....

• Hungry
• Angry
• Lonely
• Tired
• Stressed
Patterns of Behavior

Sexually Abusive Behaviors

Trauma

Little or No Intervention

Future Sexual Relationships

Current View of Sexuality & Self
Safety Planning

1. What are the risks? (Each situation is unique)

2. What would need to happen to moderate those risks?

3. It is possible to do the things described above.
Factors in Safety Planning

• Community

• Past and potential victims

• View of self

• Who is there to support

• Developmental level of the youth

• Communication of feelings, thoughts, and behaviors
Establishing A Relapse Prevention Plan

• A clear understanding of their feelings/thoughts/behaviors
• The ability to communicate challenges and needs
• An understanding of high risk situations and how to manage them
• An understanding of patterns of behavior
• A plan of action to deal with current and future risks
• Pillars of support (Family or not)
• Expectations they will struggle
• A commitment / desire to change
• An absence of abusive behaviors
Overcoming Common Challenges to Treatment

• Denial of abusive behavior / admission of further abusive behavior
• Building self-esteem
• Developing a road to empathy
• A lack of motivation
• Shame and guilt or a lack of shame and guilt
• A youth’s own trauma history (Context of Fairness)
• Begin with the end in mind (Future Focused)
The Challenge of Transition

- Developing a good safety plan / relapse prevention plan
- Legal status (Safe Schools Act / conditions of probation)
- Families or lack of family
- Victims in the home, within the family, within the community
- Community support or lack of support
- Where to go when there is no family options
- How do we really truly know a youth is safe (ambiguity)
References
