



Problematic Sexual Behavior in Schools

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Who Am I?

- ▶ Licensed Clinical Psychologist
- ▶ Certified Forensic Evaluator
 - ▶ Adolescents and Adults
- ▶ Independent Evaluator for PSRB
- ▶ Former Forensic Panel Member
- ▶ SIRC
- ▶ Center for Integrated Intervention
- ▶ Foresight Security Consultant
- ▶ JVD Consulting



Trigger Warnings

- ▶ I'm going to be referring to sex, sexual assault, sexual trauma, physical/sexual abuse and sexual anatomy
- ▶ I'm going to be discussing different sexual scenarios that commonly arise with children and adults who exhibit problematic sexual behavior for the purpose of teaching others how to address these concerns

Disclosures and Comments

- ▶ I wrote a book about providing supervision for problematic sexual behavior in schools... I tell you about that later
- ▶ I provide consultation to schools and other agencies about problematic sexual behavior

A few examples

- ▶ Franklin, age 6
- ▶ Peeing in the bark dust/mulch
- ▶ Talk with parents
- ▶ Check with physician
- ▶ Frotteurism
- ▶ Tried to touch a girl's butt during circle time
- ▶ Unresponsive to intervention



A few examples

- ▶ Justin, age 16
- ▶ Teacher discovered a journal in which Justin describes his plan for kidnapping and raping a classmate
- ▶ SPED identified Autism Spectrum Disorder



A few examples

- ▶ Eric and Charles (both 16) were found naked and engaged in oral sexual contact in the locker room by a teacher.
- ▶ Eric, who was receiving oral sexual contact from Charles at the time, reported that he was the victim.
- ▶ Eric comes from a religious household.



How is PSB in schools relevant to sexual health and health in general?

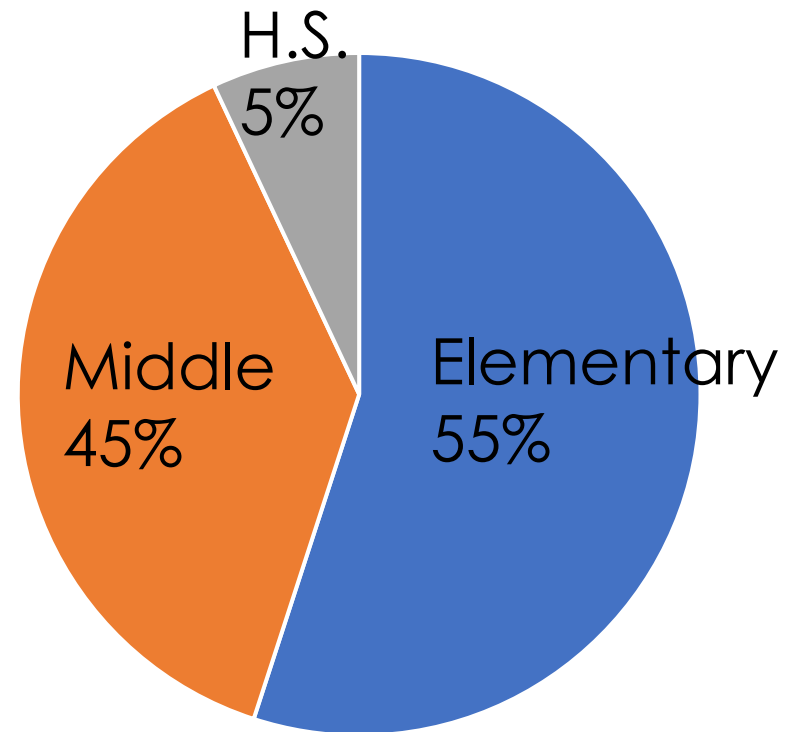
- ▶ Most adults with PSB struggled with PSB in childhood
- ▶ PSB is more common in children who have been mistreated
- ▶ Kids with PSB are more likely to become adults with mental health and substance use issues
- ▶ Kids with PSB who receive treatment are at no greater risk than typical adults to harm others sexually later in life
- ▶ Early identification/intervention is the key to sexual health
- ▶ Plus... anecdotally...

Why “in schools”?

- ▶ Go where the kids are: Almost all kids attend school
- ▶ Close to half of a child’s day is spent in school
- ▶ Schools need a means of addressing PSB because of Free Access to Public Education (FAPE)
- ▶ Schools are consistent providers of oversight and supervision
- ▶ More likely to capture early indicators of PSB
- ▶ Schools have preexisting systems and means of communication

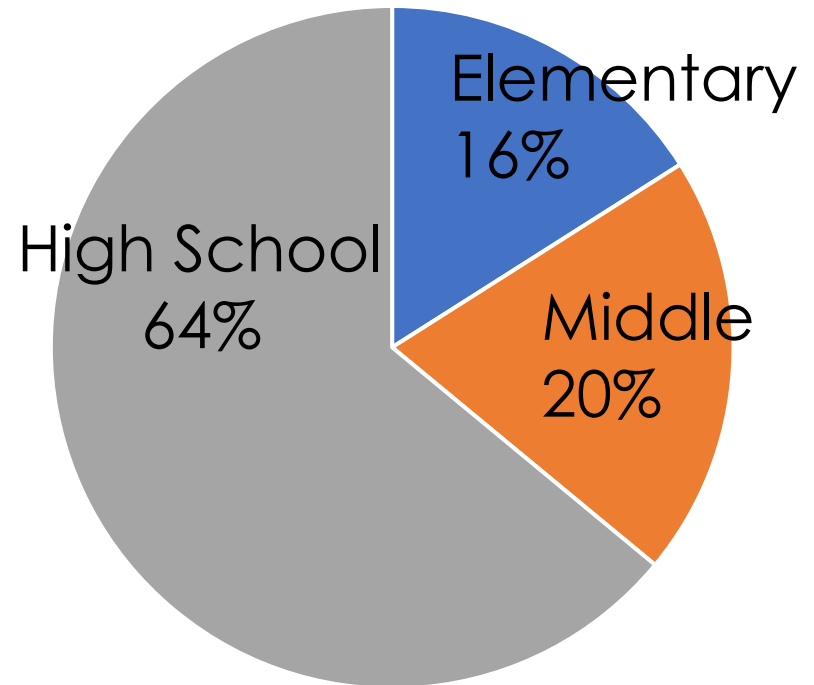
How prevalent is PSB in schools

- ▶ District of 40k experiences about 200-250 reported incidents of PSB over the course of the school year



How serious is the concern?

- ▶ Approximately 70-80 of the 200-250 cases were considered serious enough that consultation was required to address the concern



When problematic sexual behavior arises, schools need to...

1. Protect community
 2. Help kids access the curriculum
 3. Protect reputations
 4. Manage liability
- ▶ In order to meet these goals, schools need an unbiased and equity based mechanism to identify and manage PSB

When do schools have an obligation to act?

- ▶ PSB occurs at school.
- ▶ Physical Evidence (sexting, porn, etc.)
- ▶ School staff is informed about PSB/threats occurring in school or community.
- ▶ PSB is causing disruption to school activity.
- ▶ There is a history of PSB/threatening behavior.
- ▶ Staff, parent, or students perceive the PSB/threatening behavior as unusual, odd, or inappropriate.
- ▶ Administrator is unable to assert that the concern is unfounded.



If you have knowledge...
you also have liability

How does Problematic Sexual Behavior present in school?

- ▶ Unusual bathroom behavior
- ▶ Persistent curiosity about sex
- ▶ Frotteurism
- ▶ Touching other students sexually
- ▶ Mature sexual talk
- ▶ Grooming behavior
- ▶ Sexually aggressive behavior
- ▶ Sexual Threats
- ▶ Public Masturbation
- ▶ Exposing self to others
- ▶ Behavior continues in spite of intervention

Why context & development are important when thinking about PSB

- ▶ Exposing genitals
 - ▶ Public masturbation
 - ▶ Frotteurism
 - ▶ Sexual touching of peers
 - ▶ Penetrative sexual contact
- ▶ These boys are both 16 but are they peers?



Current state of the art for addressing PSB in most places

- ▶ Significant problematic sexual behavior occurs
- ▶ Law Enforcement & DHS swoop in
- ▶ Child is evaluated by mental health professional
- ▶ Planning and disposition



Why being reliant on authorities is problematic

- ▶ Lots of problematic sexual behavior is not illegal
- ▶ System doesn't help young kids
- ▶ Unpredictable response
- ▶ Limited tools for addressing concern
- ▶ School to prison pipeline



Why waiting for significant problematic behavior stinks

- ▶ Ignores antecedents
- ▶ Reactive rather than proactive
- ▶ Serious harm has already occurred (Right of bang)



What's wrong with psychosexual assessment

- ▶ Pathology based
- ▶ Slow
- ▶ Evaluator dependent
- ▶ Expensive
- ▶ Quality and content varies
- ▶ Not responsive to change
- ▶ Not always very helpful
- ▶ Expertise is costly, limited and hard to access
- ▶ Did I mention slow?



Why planning and disposition are not enough

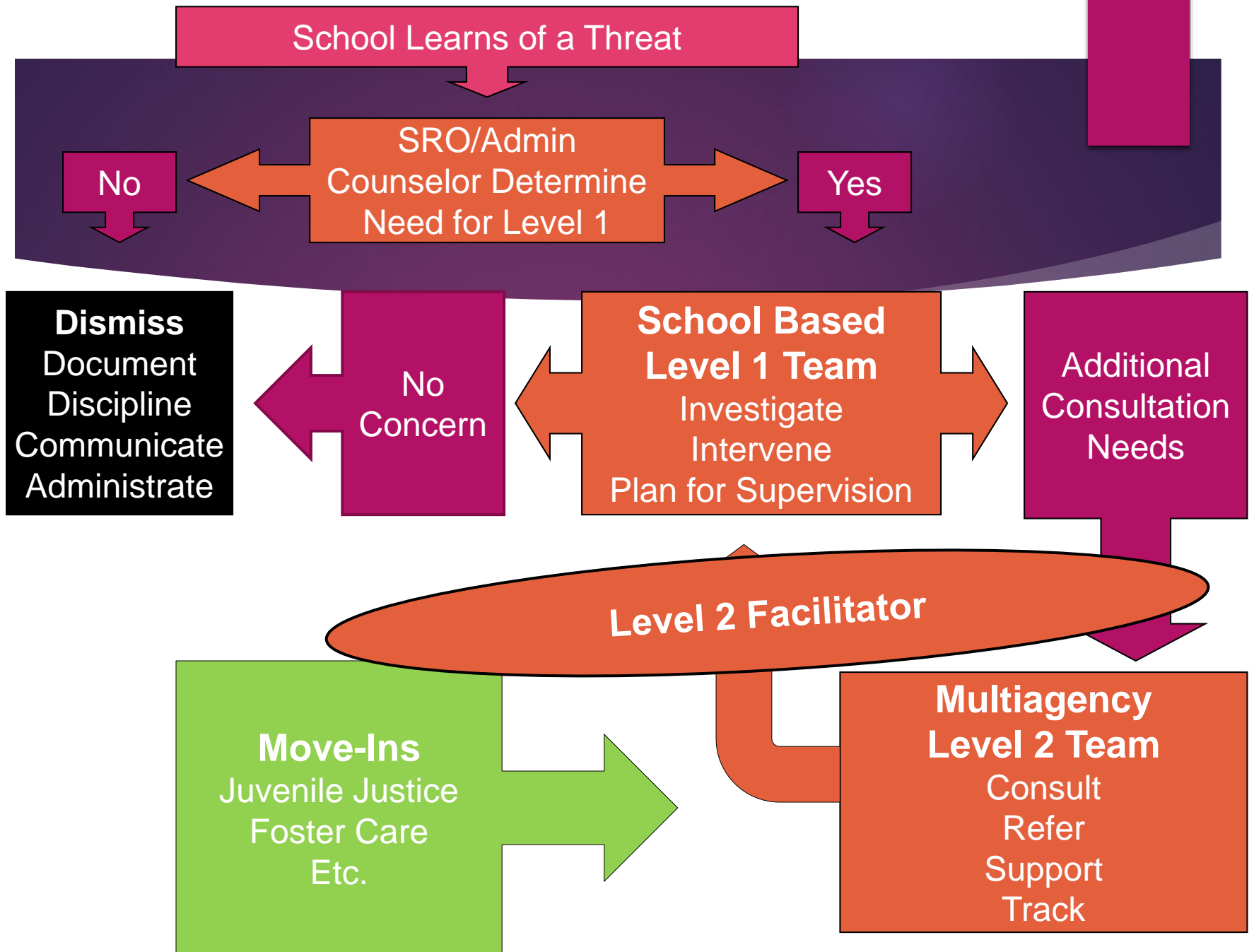
- ▶ Does not consider passage of time
- ▶ Does not respond to contextual changes
- ▶ Often not comprehensive
- ▶ Not clear who is in charge of making sure plans are followed
- ▶ Unclear who is liable when plans fail

What is needed?

- ▶ A centralized, equitable and unbiased mechanism for quickly identifying children with varying degrees of problematic sexual behavior, that is immediately responsive, safety focused, easy to implement and clearly distributes liability.

The Leveled Approach

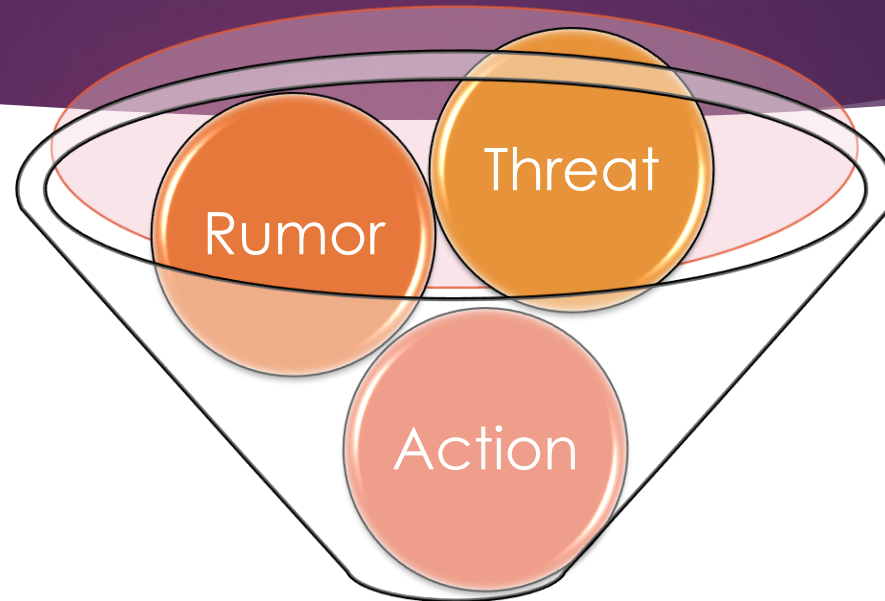
- ▶ Public Education is well designed to capture PSB provided all staff are educated about capturing and funneling leakage
- ▶ Systematic and unbiased method for immediate initial evaluation of leakage, supervision planning, and distributing liability (Level 1)
- ▶ Mechanism for accessing expertise when needed (Level 2)
- ▶ Means of tracking concern until threat is successfully mitigated.



School Learns of Threat

- ▶ Potentially Harmful Touching
- ▶ Violent Threat
 - ▶ Reactive
 - ▶ Targeted
- ▶ Sexual Threat
 - ▶ Normative
 - ▶ Non-Normative
- ▶ If you have knowledge you also have liability
- ▶ Inside or outside of school

Capturing Leakage



School Counselor/Administrator

Level-1

Determining the need for a Level 1

▶ Law Enforcement/SRO

- ▶ interviews students & witnesses
- ▶ Gathers material evidence
- ▶ Determines if a criminal offense was committed
- ▶ Conducts arrests and/or refers to Level 1 Team

▶ Counselor & Admin

- ▶ Gather School Information
 - ▶ Discipline
 - ▶ Academics
 - ▶ Special Needs
- ▶ Confer with SRO
- ▶ Consider Safety and Liability

Level 1 Team

▶ Level 1 Team

▶ Administrator

- ▶ Shares disciplinary data

▶ Counselor

- ▶ Shares relevant academic and historical data

▶ SRO

- ▶ Shares investigative information

▶ Parents (via participation or interview)

▶ Other relevant parties are included as needed

- ▶ Probation, therapist, DHS, SPED Case Manager, etc...

The Level 1 Protocol

1. Safety/Security
2. Demographic Data
3. Screening
4. Supervision Plan
5. Activate Level-2
6. Sign, Send & File

Screening

▶ Peer to peer

- ▶ Mixed aged
- ▶ Gender
- ▶ Cognitive ability
- ▶ Developmental ability
- ▶ Social Status

▶ Incident Details

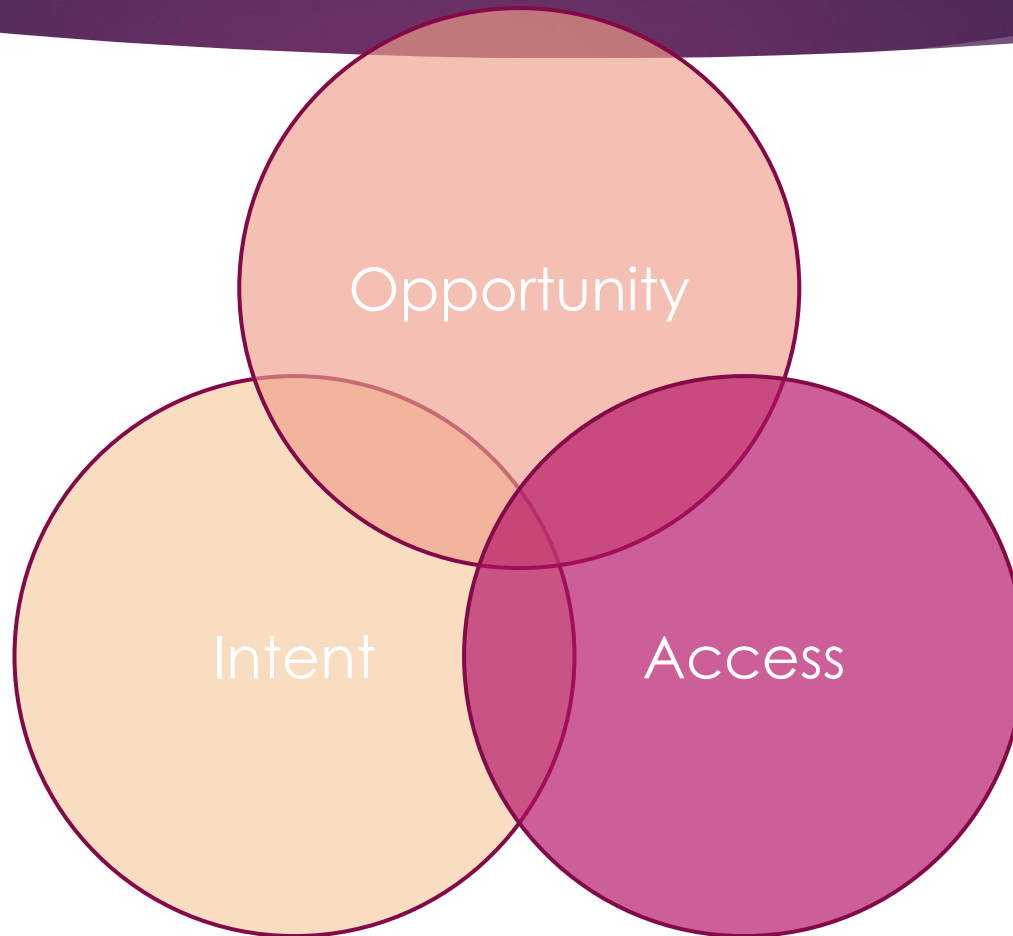
- ▶ Coercive
- ▶ Isolated event or pattern
- ▶ Impulsive v planful
- ▶ Non-normative vs normative sexual behavior
- ▶ Confusion
- ▶ Power Imbalance
- ▶ Use of a weapon
- ▶ Discomfort
- ▶ Grooming



If there is no concern...
Dismiss!!!

- ▶ Document
- ▶ Discipline
- ▶ Communicate
- ▶ Administrate

Thinking about supervision



Supervision Planning Managing Liability

- ▶ Protecting the Target
 - ▶ Duty to Warn
 - ▶ Protecting the Target
- ▶ Individual Options
 - ▶ Accountability Plan
- ▶ School Options
 - ▶ Level of Supervision
 - ▶ Areas of Supervision
 - ▶ Knowledgeable Supervisors
 - ▶ Special Considerations
- ▶ Family Options
 - ▶ Parental Responsibility
 - ▶ Home Safety
- ▶ Community Options
 - ▶ Mental Health
 - ▶ Faith-Based
 - ▶ Other Community Org.



Level-2

You'll go to a Level-2 if...

- ▶ Situation is Intense
 - ▶ Threat is Targeted
 - ▶ Sex incident is non-normative
- ▶ You have concerns even after setting up supervision
- ▶ Need additional support



MOU's

Multiagency Approach

- ▶ School District Staff
 - ▶ Level-2 Facilitator
 - ▶ SPED Representative
 - ▶ Administrator
 - ▶ School Counselor
- ▶ Law Enforcement
- ▶ Juvenile Justice
- ▶ Community Mental Health
- ▶ Court Authority
- ▶ Department of Human Services

Level 2 Jobs

- ▶ Consultation!!!
 - ▶ Supervision
 - ▶ Intervention
- ▶ Referral
 - ▶ Mental Health
 - ▶ DHS
 - ▶ Juvenile Justice
- ▶ Resources
 - ▶ Community Partners
 - ▶ Funding
- ▶ Tracking
 - ▶ Follows case until threat is resolved
- ▶ Manage Liability

How this approach solves the problem

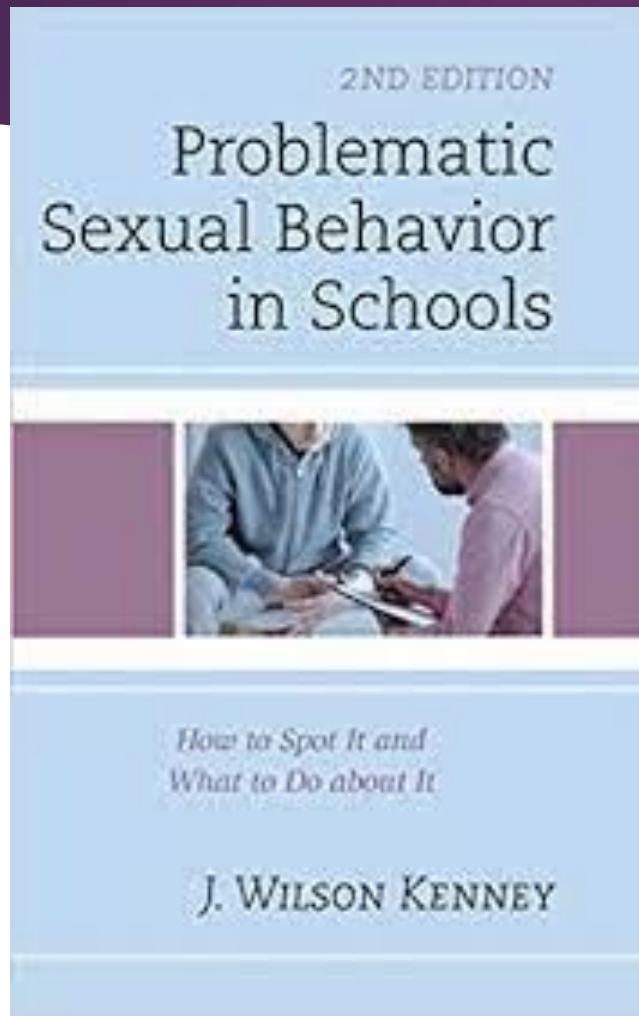
- ▶ Even subclinical problems are identified, considered and catalogued
- ▶ Supervision is immediately responsive and flexible
- ▶ Expertise accessible when needed
- ▶ Liability is transparently assigned
- ▶ Case is tracked until threat is mitigated

Other benefits

- ▶ Creates a common language across multiple disciplines
- ▶ Allows for interagency collaboration
- ▶ Helps cops think more like teachers... helps teachers think more like cops



Resources



Contact Information

- ▶ Center for Integrated Intervention
971.258.7993
dr.wkenney@integratedintervention.org
- ▶ www.integratedintervention.org