

Helping adolescents develop into sexually healthy adults

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This is us.




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### Learning Objectives

- As a result of this training, participants will be better able to:
1. Explain the importance of teaching healthy sexuality in a strengths-based manner.
  2. Identify how sex and sexuality influences child and adolescent development.
  3. Create a program that breaks down the essential components of healthy sexuality into concrete skills.
  4. Create safe and inclusive sexual education and treatment.
  5. Use activities and media to maximize the effectiveness of treatment lessons.
  6. Help clients develop core skills in building relationships, making choices and connections, expressing themselves, and regulating their emotions.

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### Topics Covered

- Sexuality’s place in child and adolescent development
- Teaching and practicing appropriate sexual language
- Teaching and practicing boundaries
- Talking about sex: pitfalls and best practices
- Normalizing sex and sexuality instead of oversexualizing and pathologizing
- Relationship skills and building healthy relationships
- How to put the material covered into practice

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### Activity

Check in  
 – first sexual word that comes to your mind

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### Who are we working with

- Socially isolated
- Struggle with building and maintaining relationships
- Have a hard time figuring out their identity
- Have difficulties reading social cues
- Are often concrete/rigid thinkers
- Have difficulties with language
- Are often victims of trauma/abuse/neglect
- Often learn best by doing
- Often have several other diagnosis

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### The Wizard Skills Program

-  Building on strengths and validation
-  Body, emotion, thought and urge awareness
-  Focus on concrete skills

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### DBT and Recreational therapy

- Dialectical Behavioral Therapy – Marsha Linehan 1980s – Personality disorders to improve skills within, mindfulness, distress tolerance, relationship skills, emotional regulation.
- Recreational Therapy - interventions to improve a patient’s functioning physically, emotionally, socially, cognitively, spiritually primarily through sensory and body-based interventions.

Swales, 2009

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### The Foundation - Validation

- Interventions should meet clients where they are, in that moment
- Clients want to do well and to succeed
- Validation needs to be real and honest
- Validating language is important
  - Verbal and non-verbal
  - Non-judgmental
- Recognizing that clients will react to and have different experiences with activities
- A seemingly easy task may prove difficult for some clients

Carson-Wong et al, 2018, Mehlum, 2021

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How do we validate harmful behavior?

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Non - judgmental approach

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Showing interest

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Wait with correcting ...

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### Activity

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- Take a moment and think about your last sexual experience
- Think about how it was initiated, how you felt and how you experienced it

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### Talking about sex

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- Therapeutic approach - Normalise, educate, investigate, practice
- What's normal today?
- Oversexualising normal behavior
- Sexual anamnesis lifesline style – the best start
- What do they already know?
- What are they curious about?
- Games, draw, watch, role play

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Herbenick et al, 2020, Roberts et al, 2021, Svedin et al, 2021

Working with individuals or groups

- Individual or group or both?
- Intellectual and developmental level
- Age
- Gender
- Social grouping
- Programmatic/agency possibilities, requirements
- Clinical possibilities, requirements

Soorya et al, 2015 13

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Talk about sex in groups?



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Wizard skills – How do we do that?

- What are they good at already? How can we use that to build and practice good skills?
- Can you learn relationship skills by cooking, playing basketball, or playing games?
- How do we make it concrete and on the right level?
- How do we get “buy in” and how do we keep them interested?
- What are the skills that would be necessary not to get “in trouble” again? How do we practice that in a safe way?
- Is touch allowed? How can we practice safe touch in an often closed environment in a realistic way?
- Focus on relationship skills rather than emotional regulation
- How do we engage families, staff, teachers other support persons?
- How do we avoid the “dead man’s rule”?

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MINDFULNESS: BE MINDFUL

Barnert et al, 2013; Simpson et al, 2018, 2019

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Vulnerabilities/Take Care of Yourself

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The sexual brain



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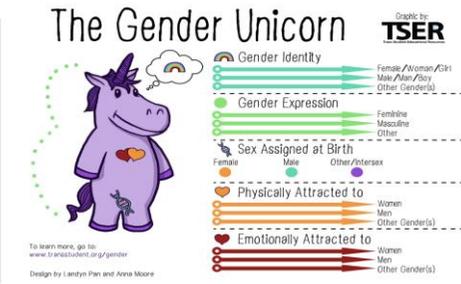
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How to address the sexuality spectrum



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Activity

- Sex words – Intercourse and genital game
- Sort the words – Which are appropriate in what setting.

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Sort problem behaviors

- Age appropriate behaviors
- Trauma symptoms
- Symptoms of other diagnosis (Autism, ADHD ...)
- Strengths
- Skills deficits
- What do we need to practice?

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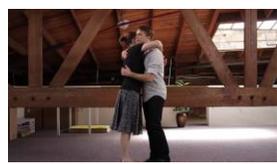
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How do we learn relationship skills?



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RELATIONSHIP SKILLS



MAKE CHOICES

- Make a goal
- Wizard, lizard, robot brain
- Get info/ask questions
- Negotiate/compromise
- +/- consequences

MAKE CONNECTIONS

- Be friendly
- Listen
- Be interested
- Be honest
- Reach out

EXPRESS YOURSELF

- Stand up for your values
- Say what is going on
- Ask/tell what you want
- Say how you feel
- Be fair
- apologize

EMOTIONAL REGULATION

- Warning signs
- Climbing the ladder
- Be mindful
- Use your skills

Faniff et al., 2017

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Safe touch

- Why
- How
- Practice



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Relationship Skills

- Check in
- Today's theme: Flirting in real life and on-line
- Activities and role play
- Check out - Activity to leave the group mindful

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### Activity – Flirt school

**Making contact.**

- 2 s rule
- Holding eye contact
- Start talking – How/About what

Video clip

**Suggest a date**

- Be specific – Coffee, lunch, Walk
- Start with weekday – give options
- If the person don't agree fast leave it.

Video clip

**Showing interest**

- Eye contact
- How close do you stand/sit
- How do you show interest in how you speak and ask questions

Video clip

- First date ...
- First touch ...
- First kiss ...
- Next level ...

Video clip

Consent

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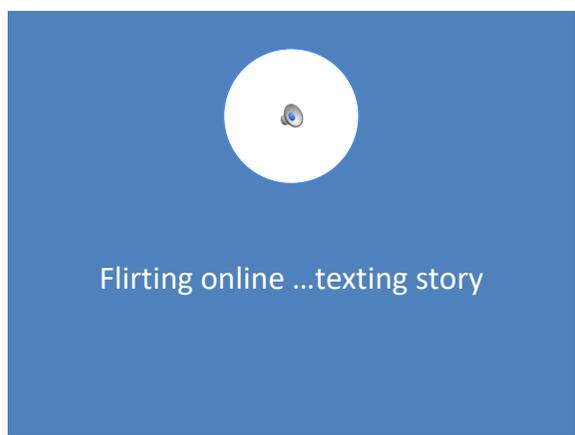
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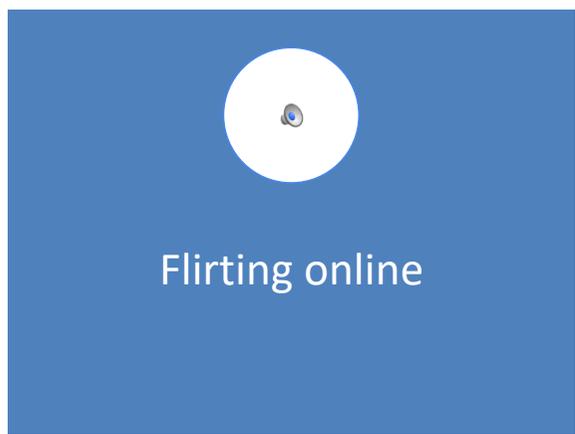
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### Flirting online Dos and Don'ts

**Do:**

- Start the conversation casually
- Start small talk
- Joke and tease playfully
- Use cheeky emoticons
- Keep going if you are getting good response (back off if not)
- Be the person to end the conversation

**Don't:**

- Be too self deprecating
- Be too sappy
- Be too clingy
- Be vulgar

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### Group Work: Sexuality

- Check in
- Today's theme: Sex words
- Activities and role play
- Check out: Activity to leave the group mindful

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What do you take home?

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Total Team Training

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