

# Sexual Behaviour Identification Sheet

Child/teen's name:

Date:

Carers, caseworkers and others important to a child/teen should complete this identification sheet, to determine where their behaviours sit on the Sexual Behaviour Spectrum.

Begin by circling the most appropriate words in each category, or write your own in the 'others' section.

## Sexual behaviour(s):

Touching own private parts	Masturbating	Accessing pornography	Touching same aged peer's private parts	Lack of physical boundaries	Drawing sexual pictures
Asking questions about sex and relationships	Performing or receiving oral/ anal/ vaginal penetration	Sharing nude images	Exposing genitals	Using sexually explicit language	Sexualised play with toys
<b>Others:</b>					

## What happens before the behaviour(s)? What is the trigger?

Loss of control (being told to do something or told no)	Being left in charge / control	Bathing / toileting / dressing / self-care	Time spent alone / lack of supervision	Time spent with peers / siblings
Physical needs not met (tired, hungry, poor medical care)	Emotional needs not met (bored, disconnected, lonely)	Specific time of day	Specific place	Seeing someone that reminds them of someone else
Judgemental comments	Holidays / anniversary dates	Hearing /experiencing upsetting news / events	Feeling unheard or misunderstood	Significant life change (school, placement)
Family visits	Watching pornography	Being teased, bullied, or embarrassed	Being corrected / disciplined	Having to say goodbye
<b>Others:</b>				

## Context of behaviour(s):

Directed towards self	Directed towards other/s of same age	Directed towards other/s of significantly different age	Directed towards other/s of same developmental level	Directed towards other/s of significantly different developmental level	Behaviour involves planning
Other/s involved are consenting	Other/s involved are non-consenting	Threats used	Bribes used	Secrecy used	Force or violence used
In public (e.g., shops, school)	With onlookers / audience present	In private (e.g., bedroom, bathroom)	Part of consensual play or sexual exploration	Personal boundaries are not respected	Sexual knowledge inappropriate for age / developmental level
Behaviour results in injury to self or others	Behaviours occur online / via technology	Tricking others into behaviours	Results in exclusion from places/ activities/ people	Other/s involved have a negative emotional reaction	There is a power imbalance (e.g., babysitter, prefect)
<b>Others:</b>					

## Pervasiveness of behaviour(s):

Behaviours continue to occur after redirection/ discipline/ education	Behaviours stop after redirection/ discipline/ education	Behaviours continue to occur after treatment/ support strategies	Behaviours cease after treatment/ support strategies	Behaviours persist until harm/injury occurs
Behaviours occur with one child/teen	Behaviours occur with more than one child/teen	Behaviours directed towards one gender	Behaviours directed towards multiple genders	Frequency or intensity of behaviours is changing
Behaviours occur in one setting / location	Behaviours occur in more than one setting/location	Behaviours directed towards relatives of the child/teen	Behaviours directed towards others known to the child/teen	Behaviours directed towards others unknown to the child/teen
<b>Others:</b>				

## Other behavioural challenges:

Physical aggression	Destruction of property	Verbal threats	Stealing	Running away
Over / under eating	Drug / alcohol use	Dissociation	Self-harming	Suicidal ideation/ attempts
<b>Others:</b>				

## Completing the Sexual behaviour Identification

The Sexual Behaviour Identification Sheet helps you gather information about kids' sexual behaviours, to support conversations with your child support team.

- This worksheet helps all supporting adults to better understand the sexual behaviours that are occurring, and determine where they sit on the spectrum. This will allow for the most appropriate and effective responses to be implemented.
- For each section, circle the term that best describes the child/teen's behaviours or fill in a word that better describes them. The more detail you add, the easier it will be to understand where the sexual behaviours sit on the spectrum.

### The Sexual Behaviour Identification Sheet is divided into five sections:

- Sexual behaviour(s) – in this section you'll record the sexual behaviours a child/teen is displaying. Ensure you note any behaviours you've seen, or those that have been reported to you.
- What happens before the behaviour(s)? What is the trigger? – in this section you'll identify what led up to or triggered the behaviour. Think about what happened directly before, but also any significant events in the hours or days before, the behaviour was displayed.
- Context of behaviour(s) – in this section you'll identify where the behaviours occurred and the specific details relating to them. This section helps consider whether the behaviours were displayed in a public or private space; whether they were directed towards self or others; any age or developmental differences of those involved; and if the behaviours involved consent, reciprocity, threats, bribes or coercion.
- Pervasiveness of behaviour(s) – in this section you'll note how often the behaviours occurred / the frequency of behaviours; how many settings they occurred in; and if they continued after discipline, redirection or correction.
- Other behavioural challenges – in this section you'll identify other behavioural challenges being displayed. Kids often display multiple behaviours of concern alongside sexual behaviours. When all behaviours of concern are identified, the child support team can provide a more effective, holistic response.

### Next steps

Once you have completed the Sexual Behaviour Identification Sheet, discuss it with your child support team. This will ensure the most suitable response is developed.