

# ASSESSMENT CONSULTATION THERAPY

## Checklist for evaluating sexual behaviour - nursery and primary settings

This checklist can help staff in nursery and primary educational settings make decisions about the sexual behaviour of a specific child or children. It is adapted from the AIM Project guidance document produced by Carol Carson.

### 1. Type of sexual behaviour

Healthy	Age appropriate, mutual and exploratory
Problematic	Not age appropriate or has some adult knowledge or language
Abusive	Adult sexual activity, e.g. intercourse, oral sex

### 2. Context of behaviour

Healthy	Open, light hearted, spontaneous
Problematic	No secrecy or force, but children involved seem uncomfortable
Abusive	Behaviour is planned or secretive, there are elements of threat, force or coercion. The children targeted seem anxious, fearful, uncomfortable

### 3. Response of other children

Healthy	Engaging freely, happy
Problematic	Uncomfortable or unhappy with behaviour but not fearful or anxious. If behaviour is directed at adults, they feel uncomfortable
Abusive	Uncomfortable, unhappy, fearful, anxious. Could be physically hurt. Could be trying to avoid the other child

### 4. Relationship between the children

Healthy	Similar age and ability, would normally play together. There are no factors to suggest a power imbalance
Problematic	Children would not normally play together or there may be some factors which suggest one child is more in control than the other
Abusive	Children would not normally play together or there are clear power differences due to age, size, status, ability, strength etc.

### 5. Frequency of the behaviour

Healthy	Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things
Problematic	Some inappropriate sexual behaviour for age, however child also has interest in other things. Behaviour is intermittent
Abusive	Frequent incidents and child seems focused on behaviour. It is disproportionate

	to other aspects of their life. They seem to seek comfort, reassurance or control from the behaviour
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## 6. Persistence of the behaviour

Healthy	Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things
Problematic	Behaviour is recurring and there are some difficulties in distracting and redirecting the behaviour. However child is responsive to some intervention
Abusive	Child cannot be distracted from the behaviour easily and returns to the behaviour. Focus on the behaviour is disproportionate to other aspects of their life. It appears to be the main way they seek comfort, attention or control

## 7. Child's emotional response

Healthy	Happy, embarrassed, able to take responsibility for their behaviour and its effects on others (dependent on their age and understanding)
Problematic	Child unresponsive, ashamed, struggles to take responsibility for their behaviour or to show empathy
Abusive	Child angry, fearful, aggressive, distressed, or conversely passive and lacks an understanding of why people are worried. Cannot take responsibility for their behaviour or show any empathy for others