

Young Men Who Have Sexually Abused

A Case Study Guide

Andrew Durham

YOUNG MEN WHO HAVE SEXUALLY ABUSED

A Case Study Guide

Andrew Durham



John Wiley & Sons, Ltd

Copyright © 2006 John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester,
West Sussex PO19 8SQ, England

Telephone (+44) 1243 779777

Email (for orders and customer service enquiries): cs-books@wiley.co.uk

Visit our Home Page on www.wiley.com

All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, except under the terms of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency Ltd, 90 Tottenham Court Road, London W1T 4LP, UK, without the permission in writing of the Publisher. Requests to the Publisher should be addressed to the Permissions Department, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England, or emailed to permreq@wiley.co.uk, or faxed to (+44) 1243 770620.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The Publisher is not associated with any product or vendor mentioned in this book.

This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the Publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Other Wiley Editorial Offices

John Wiley & Sons Inc., 111 River Street, Hoboken, NJ 07030, USA

Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741, USA

Wiley-VCH Verlag GmbH, Boschstr. 12, D-69469 Weinheim, Germany

John Wiley & Sons Australia Ltd, 42 McDougall Street, Milton, Queensland 4064, Australia

John Wiley & Sons (Asia) Pte Ltd, 2 Clementi Loop #02-01, Jin Xing Distripark, Singapore 129809

John Wiley & Sons Canada Ltd, 22 Worcester Road, Etobicoke, Ontario, Canada M9W 1L1

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Library of Congress Cataloging-in-Publication Data

Durham, Andrew.

Young men who have sexually abused: a case study guide / Andrew Durham.
p. cm.

Includes bibliographical references and index.

ISBN-13: 978-0-470-02238-2 (ppc) 978-0-470-02239-9 (pbk)

ISBN-10: 0-470-02238-8 (ppc) 0-470-02239-6 (pbk)

1. Teenage sex offenders – Psychology. 2. Teenage sex offenders – Great Britain – Case studies. 3. Teenage child molesters – Great Britain – Case studies. 4. Teenage boys – Great Britain – Sexual behavior – Case studies. 5. Teenage sex offenders – Rehabilitation. 6. Adolescent psychotherapy. I. Title.

HV9067.S48D87 2005

616.85'836–dc22

2005026190

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN-13 978-0-470-02238-2 (ppc) 978-0-470-02239-9 (pbk)

ISBN-10 0-470-02238-8 (ppc) 0-470-02239-6 (pbk)

Typeset in 10/12pt Palatino by SNP Best-set Typesetter Ltd., Hong Kong

Printed and bound in Great Britain by TJ International Ltd, Padstow, Cornwall, UK

This book is printed on acid-free paper responsibly manufactured from sustainable forestry in which at least two trees are planted for each one used for paper production.

YOUNG MEN WHO HAVE
SEXUALLY ABUSED

THE NSPCC/WILEY SERIES in PROTECTING CHILDREN

The multi-professional approach

Series Editors: Christopher Cloke,
NSPCC, 42 Curtain Road,
London EC2A 3NX

Jan Horwath,
Department of Sociological Studies,
University of Sheffield,
Sheffield S10 2TU

Peter Sidebotham,
Warwick Medical School,
University of Warwick,
Coventry CV4 7AL

This NSPCC / Wiley series explores current issues relating to the prevention of child abuse and the protection of children. The series aims to publish titles that focus on professional practice and policy, and the practical application of research. The books are leading edge and innovative and reflect a multi-disciplinary and inter-agency approach to the prevention of child abuse and the protection of children.

All books have a policy or practice orientation with referenced information from theory and research. The series is essential reading for all professionals and researchers concerned with the prevention of child abuse and the protection of children.

ABOUT THE AUTHOR

Andrew Durham has the Advanced Award in Social Work (AASW), and a Ph.D. in Applied Social Studies, from the University of Warwick, which researched into the impact of child sexual abuse. He has over 20 years' experience of providing therapeutic services to children and young people, and is a specialist in post-abuse counselling and interventions for children and young people with sexual behaviour difficulties.

He is currently a consultant practitioner and manages the Sexualised Inappropriate Behaviours Service (SIBS) in Warwickshire. He is a visiting lecturer at the University of Warwick. He also occasionally works as an independent child care consultant, undertaking therapeutic work with children and young people, consultancy, lecturing and training. He is registered with the Law Society as an expert witness, and has been an adviser to the BBC.

He is the author of *Young Men Surviving Child Sexual Abuse – Research Stories and Lessons for Therapeutic Practice* published by John Wiley in 2003. He has also published a range of other papers and chapters on the subject of child sexual abuse.

FOREWORD

One of the most contentious and difficult issues to confront child welfare and criminal justice over recent years has been when and how to work with children and young people with sexual behaviour difficulties or involved in sexual offending, the majority of whom are young men. The complexity and the contentious nature of the issues raised stem from a number of factors that may have seriously impeded the development of practice interventions in this field.

A principal barrier lies in longer-standing and inherent difficulties in recognising and responding appropriately to child sexual abuse. Sexual offending challenges so much of what is taken for granted about the nature of relationships between men, women and children and takes place against a societal context which has mirrored and reinforced the denial and minimisation of offences that is the objective of offenders themselves. This has contributed to an enduring wall of silence that has proved difficult to breach, bringing serious implications for young people affected.

If, despite incontrovertible knowledge about the scale and impact of child sexual abuse, it has proved difficult to break this wall of silence, how much more challenging are the issues posed when those involved in inappropriate or harmful behaviour are themselves young? Where children and young people are concerned, disbelief has been even greater as the harmful or abusive behaviour concerned departs so far from our ideas and images of what childhood and young adulthood should be. This is compounded by the general state of knowledge about, and approaches to, sexual development and behaviour. Historically, professionals involved with children in educational and other settings, as well as parents themselves, have not been confident in understanding and responding to children and young people's developing sexuality. This has resulted in profound uncertainties about how to distinguish or define what is sexually inappropriate or harmful and confused and contradictory approaches to children and young people's sexual development.

There have, as well, been a number of different theoretical approaches attempting to account for sexualised or sexually abusive behaviour, prominent among which are those approaches that aim to identify 'high-risk' individuals. Different theoretical approaches direct the practitioner to what may appear a bewildering array of practice interventions. Again, practitioners in hard-pressed agencies may feel that the ability to evaluate critically such divergent theoretical perspectives and practices lies only with those who are specialists in this field.

Work in any setting with sexual behaviour or sexual offending is challenging. A combination of the factors described above generates particular challenges for practitioners trying to work in a holistic and sensitive way with children and young people, without disregarding the seriousness of the behaviours they have been involved in or overlooking the impact of abuse on their victims. These hurdles are not only being faced by those working in specialist teams established to work with children and young people with inappropriate or harmful sexual behaviours; a detailed understanding is also relevant to residential workers, workers in children and families' teams, family placement workers and, indeed, foster carers, all of whom have a role in contributing to therapeutic work.

This book offers a significant way forward for social work practitioners and others involved in working with, or caring for, boys and young men who have been involved in sexually inappropriate or harmful behaviour and sexual offending. A particular strength is the balance offered between knowledge, research and practice considerations, and the ways in which the interrelationships between these are maintained throughout the book. The approach taken is grounded in a theoretical base that takes full account of the significance and nature of the social context, and the nature of the connections between gender, power and sexuality. This demonstrates how work with young people displaying sexually inappropriate or harmful behaviours can be conceptualised as work with children and young people in need, without minimising the seriousness or harmful nature of sexually inappropriate behaviours. A robust base is established for exploring therapeutic interventions informed by the author's considerable practice and research experiences and illustrated with case study materials.

The issues discussed in this book are not going to go away: as the broader social context shifts and changes, then so does the nature of the issues that have to be confronted. The advent and rapid development of new information and communication technologies mean that the ease with which sexually abusive and demeaning images can be accessed is thought to have contributed to an escalation in sexual offending. Reports from the UK and elsewhere indicate that young men, in particular, form a significant proportion of offenders. Concerns have also arisen about the general desensitising effect of new technologies and how young people's attitudes about sexual-

ity and relationships are likely to be affected by them. That such changes are anticipated by this book emphasises its timeliness and value as a child protection resource aimed at ensuring that children and young men who have been involved in sexually harmful or abusive behaviour receive appropriate help and therapeutic intervention.

Christine Harrison
Senior Lecturer
Applied Social Studies
University of Warwick

CONTENTS

<i>About the Author</i>	vii
<i>Foreword by Christine Harrison</i>	viii
1 Introduction	1
 Part One Theoretical Context and Initial Practice Issues	 15
2 A Practice Framework for Holistic Therapeutic Intervention	17
3 Assessing Sexual Behaviour	33
4 Family Assessment	46
5 Foster Care	55
 Part Two Therapeutic Intervention with Young Men Who Have Sexually Abused	 63
6 Assessment and Initial Engagement	65
Case Study – Neil (15)	78
7 Exploring Patterns of Behaviour	87
Case Study – Tony (14)	97
8 Victim Empathy	111
Case Study – Alan (15)	121

9	Sex and Relationships Education	134
	Case Study – Luke (15) and Jon (15)	142
10	Self-esteem	152
	Case Study – Mark (9)	158
11	Relapse Prevention	168
	Case Study – Stephen (9) and Graham (14)	176
12	Evaluation	189
	Case Study – Carl (14)	198
13	Conclusions	207
<i>Appendix A Details of the Sexualised Inappropriate Behaviours Service (SIBS) in Warwickshire</i>		213
<i>Appendix B Excerpt from Warwickshire Safeguarding Children Board (WSCB) Inter-agency Child Protection Procedures</i>		215
<i>Appendix C Protocol for Referral between YOT, Children's Teams and SIBS in Circumstances When Young People Have Committed Sexual Offences</i>		219
<i>Appendix D Young People Who Display Inappropriate Sexual Behaviours – Issues For Schools</i>		225
<i>Bibliography</i>		227
<i>Index</i>		235

1

INTRODUCTION

The prevalence of children and young people with sexual behaviour difficulties is becoming widely known in the literature. Home Office criminal statistics for England and Wales in 1996 show that 35 per cent (700/2,000) of people cautioned for sexual offences were between the ages of 10 and 17. Of 6,500 people who were cautioned or found guilty of sexual offences, 23 per cent were aged between 10 and 20 (Home Office, 1997). The vast majority of these young people were male (Masson & Morrison, 1999). Children and young people are generally being exposed to increasing amounts of sexual information at an increasingly earlier age (Gil & Johnson, 1993) and are often confronted by complex sexual and social dilemmas before they have the intellectual and emotional maturity to cope (Moore & Rosenthal, 1993; Gil, 1996). It is therefore no surprise that many children and young people are showing increasingly sexualised behaviours and demonstrating, much earlier in their lives, an awareness of sexual matters.

The wide social availability of sexual information serves to emphasise the importance of talking to children and young people about sexual matters, as part of the responsibilities carried by parents and other adults entrusted with their emotional well-being and development (Moore & Rosenthal, 1993; Johnson, 1999). There is also evidence that it is beneficial for children and young people to be encouraged to talk to each other in a more formalised manner, through the use of structured peer support, particularly where there has been sexual abuse (Alaggia & Michalski, 1999). Without this support, children and young people are left to cope with the many confusing and prejudiced messages propagated by the media, popular culture and the fashion industry.

Throughout society, there is a powerful and oppressive social policing and shaping of sexuality and sexual desire (Steinberg, Epstein & Johnson, 1997; Durham, 2003). In particular, young people receive very powerful messages that emphasise the compulsory nature of heterosexism, which in turn leads to circumstances where young people are pressured to demonstrate their heterosexual competencies. This is particularly pertinent for adolescent boys,

where homophobia, characterised by homophobic name-calling and other bullying, becomes a significant feature of day-to-day peer group interaction (Nayak & Kehily, 1997; Durham, 2003). The consequences of being left to cope with these messages, as a predominant – and often the only – source of sexual information, is that children and young people become prey to oppressive images and stereotypes of ‘acceptable’ sexual behaviour. These create anxieties and self-doubt, and oppressively internalised misunderstandings about personal attributes and sexual and social competencies (Jubber, 1991; Bremner & Hillin, 1993). This leads to circumstances where many young people overestimate the sexual knowledge, understanding and competencies of their peers (Moore & Rosenthal, 1993). For some this leads to personal anxieties, retreat and sometimes solitude and depression; adolescence becomes a period of uncertainty and high anxiety. For others, these beliefs can significantly influence decisions to engage in abusive sexual behaviours.

In working with children and young people, Social Work, Health and Education services, and other related professions are charged with the responsibility of challenging these myths and stereotypes, countering them with more thoughtful and appropriate information and providing opportunities for the development of greater insight into how misunderstandings are generated. Working in this way allows children and young people to understand how myths and stereotypes enslave them in self-doubt, create personal anxieties that prevent them from reaching their potential and, for some, contribute to individual decisions to sexually abuse others.

This book will explore critically many of the current theoretical and practice issues involved in working therapeutically with children and young people who have instigated inappropriate or harmful sexual behaviours and will present extensive details of programmes of holistic therapeutic intervention. These programmes have been drawn from my practice and research experience of working as a specialist consultant, in a Social Services Department, dealing with over 500 cases, over the past 10 years. The book will emphasise the importance of approaching this area of practice with a clear understanding of why sexual abuse is widespread in our society, arguing that accurate theorising and effective therapeutic intervention will be based upon recognition of how socially embedded the problem of child sexual abuse is, and that it is in the main perpetrated by men or boys. Alongside these theoretical and practice issues, the book will also explore in detail seven case studies of young men who have committed varying acts of inappropriate or harmful sexual behaviours, analysing the therapeutic intervention that was provided for them, drawing out lessons for sensitive yet challenging practice. The case studies will highlight diversities in the paths that led the young men into committing acts of inappropriate or harmful sexual behaviour, and will identify the need for therapeutic intervention to

be holistic and reach beyond purely offence-specific work, to address the wider needs in the young men's lives, and to be linked to the provision of family support. Whilst each account presents a unique story, the study will identify aspects of commonality, both within the young people's experiences, and in the therapeutic responses they received. To this end, an ecological practice framework will be identified, through which to make sense and gain better understanding of children and young people's experiences, and on which to base future therapeutic practice. This framework will allow us to examine the wider social and cultural influences on children and young people's decisions to behave in a particular way. By looking at the wider social messages a young person receives about how he or she should feel and behave, we can find clues about how a wide range of factors may have intersected and accumulated to precipitate the circumstances, thoughts, feelings, beliefs and power relationships behind the inappropriate or harmful sexual behaviour.

TERMINOLOGY

Throughout the book children and young people will be referred to as 'children and young people'. There will be no references to 'young abusers' or 'young perpetrators', instead the preferred phrase will be 'children and young people who have sexually harmed', or 'children and young people who have committed harmful or inappropriate sexual behaviours'. The extended phrases are considered to be more respectful and convey a reminder that first and foremost we are dealing with children and young people, alongside a positive aspiration that there is hope that they can change and move away from the problematic behaviours in question. A similar approach was taken in my previous study of young men who have been sexually abused (Durham, 2003). In referring to the sexual behaviours, rather than seeking to identify an all-encompassing phrase, the book will use the terms 'harmful', 'inappropriate', 'abusive' and 'aggressive' as appropriate to the context of the circumstances under discussion. Where possible, the book will use the past tense, 'young men who have sexually harmed', rather than the present tense, 'young men who sexually harm'. Throughout most of the text, masculine terminology will be used. However, whilst the book is about 'young men who have sexually harmed', reference to 'children' or 'young people' will be made when the content is applicable to all children or young people, and not just to boys and young men. Indeed, many of the issues to be discussed will be helpful to practitioners involved in working with girls and young women, especially the practice framework presented in Chapter 2, which can be used equally to analyse both the concepts of 'masculinity' and 'femininity'.

ORIGINS OF THE CASE STUDIES

At this stage it is important to note that all of the case studies in this volume are composite studies developed from practice experiences, all the names used are pseudonyms, and the circumstances described bear no direct resemblance to people in real life. Each case study will present an initial synopsis of the circumstances of the young man, and details of the inappropriate or harmful sexual behaviour he has committed. Following this, there will be an initial analysis of the main issues involved in the case, before presenting a 'case plan' that will give the details of therapeutic work undertaken with the young man and members of his family, including details of support provided to carers. Finally, there will be a discussion of the outcome of the work, and the continuing circumstances of the young man. The case studies will, by way of cross-reference, refer to specific intervention issues that will be analysed in the individual chapters of the book. The case studies and intervention issues discussed throughout the book are grounded in the experiences and accounts of the young men in the case studies, and many other children and young people referred to me during the course of my work and research as a specialist consultant working across a shire county, and from additional private practice. By using composites, the identity of the original cases are completely obscured, but behavioural details are real, and should therefore be considered to be the equivalent of qualitative field research, in the sense and spirit of the grounded theory approach (Glaser & Strauss, 1967; Durham, 2003).

HOW TO USE THIS BOOK

Part One of the book provides a theoretical context and discusses initial practice issues. Part Two provides extensive detail of a complete therapeutic intervention programme for young men who have instigated inappropriate or harmful sexual behaviours, containing detailed case studies of its application. The case studies demonstrate that the programme has been applied with significant variation, in accordance with each young person's needs, although having common core components that must be included. By reading the book from cover to cover, the reader will be able to understand the overall links that have been made between research knowledge and theory, and grounded therapeutic practice. Having read through the book, it can be subsequently used as a practice reference manual. The individual case studies will provide additional details and insights for this purpose, and can also be used for training purposes, with students, practitioners or perhaps foster carers being given a copy of the initial synopsis, alongside key questions relating to the training purpose – for example, what are the

therapeutic needs of the young person; what are the support needs of the family; what are the implications of having the young person placed with you in foster care?

STRUCTURE OF THE BOOK

Part One Theoretical Context and Initial Practice Issues

Chapter 2 A Practice Framework for Holistic Therapeutic Intervention

There are many theoretical explanations of how or why children and young people commit harmful or inappropriate sexual behaviours – developmental theories, trauma adaptation theories, preconditions theories, sexual abuse cycles, social learning theories, sociological theories. This chapter will briefly explore some of these explanations and will present an analytical practice framework that is able to accommodate many of their aspects, but with a particular emphasis on the importance and relevance of the social context of young people's experiences as being pivotal to our understanding of their behaviours. The framework emphasises the importance of anti-oppressive and child-centred approaches to the work, overtly modelling an appropriate use of adult power and specifically challenging oppression based on age, 'race', class, gender, ability and sexuality. The chapter will also provide a brief outline of the holistic therapeutic intervention schedule that will be discussed more fully throughout the course book. The chapter will conclude by using the framework to draw together a matrix of the potential influences on a young person's harmful sexual behaviours. Readers will see that many of these influences will be borne out in the case studies that are presented throughout the book.

Chapter 3 Assessing Sexual Behaviour

In working with young people's harmful or inappropriate sexual behaviours, it is important to be very clear about what these behaviours are, and which behaviours are to be considered appropriate and not harmful. It is also important to recognise that there is wide variance of opinion, standards and values within the community and across cultures and religions, about which behaviours are considered to be acceptable. Acceptability of sexual behaviours also has a historical dimension. It has long been recognised in the literature that the context of children and young people's overall

development, including not least their sexual development, is constantly changing (Gil & Johnson, 1993). The changing social context and the wide variation of personal standards and values make it difficult to establish a baseline of acceptable or appropriate sexual behaviours. However, by being clear about what we mean by sexual abuse, it is possible to define those sexual behaviours that are harmful. This chapter will seek to address some of these problems of assessing sexual behaviour by initially setting out a flexible and widely encompassing definition of child sexual abuse and inappropriate and harmful sexual behaviour, followed by materials that will be helpful to practitioners and carers in assessing the appropriateness of sexual behaviours.

Chapter 4 Family Assessment

The responses of parents or carers to their child's inappropriate sexual behaviours may greatly influence the success of any intervention, or alternatively contribute to maintaining those behaviours. Parents and carers have an important role to play in supporting a child or young person to be motivated towards taking responsibility for his behaviours, and attending programmes of therapeutic intervention. They will have an important role in continuing to supervise and monitor the behaviours of their child or young person. Practitioners should therefore make every attempt to work with parents, explain the work being undertaken and to emphasise the positive benefits of their support. This chapter will outline the rationale, process and content of a comprehensive and specialist family assessment, concluding with a discussion of the key issues involved in providing ongoing family support.

Chapter 5 Foster Care

When foster carers provide placements for children or young people who have sexually harmed or who have shown inappropriate sexual behaviours, they are faced with a range of very difficult and challenging tasks. In managing these placements successfully, foster carers are required to deploy a high level of skill and patience, and will require a significant degree of professional support. This chapter will explore many of the difficulties faced by foster carers in these circumstances, and will discuss the necessary arrangements that need to be in place to support them, and to minimise the risk of the young person committing further harmful or inappropriate sexual behaviour. In particular the chapter will provide a template for a written agreement between foster carers and other professionals, which clearly iden-