8.14.a Problematic Sexual Behaviour for Students Over 12 Response Plan

Knowledge of this response plan should be determined on a "need-to-know" basis ensuring protection of privacy for the student(s). This plan should be completed for level 2 or level 3 behaviours as outlined on the "Levels of Sexual Behaviour" guide.

Name:		School Name:	
Date of Birth:		Indigenous:	☐ Yes ☐ No
Grade:		Category:	
Age:		Date of Incident:	
Gender:		Incident Location:	
Parent/Guardian:		Parent/Guardian:	
Address:		Address:	
Phone #:		Phone #:	

HISTORICAL DATA (from file review and/or community partners):

Previous Incidents	☐ Yes ☐ No
If yes, provide details including who/where the information was gathered	

KEY UNDERSTANDINGS ABOUT THIS STUDENT (Consider the following: cognitive and academic ability, developmental level, behaviour and triggers, medical diagnoses, strengths/challenges, peer/adult/community connections, prior trauma, etc.)

SUMMARY OF PROBLEMATIC SEXUALIZED BEHAVIOUR:

Part 1: Skill Development Plan

Skills must be explicitly taught to address a lack of ability to discern appropriate behaviour, to engage in appropriate social interactions, to appropriately express anger/frustration, and to recognize the impact of behaviour on others. Given that children who demonstrate problematic sexualized behaviour may lack social skills, be impulsive, and/or may have been exposed to sexual material, consider the following interventions as an essential part of your response plan.

Considerations for Skill Instructions

See Responding to Children's Problem Sexual Behaviour in Elementary Schools: A Resource for Teachers for additional suggestions/resources.

	INTERVENTIONS:		PERSONNEL RESPONSIBLE:
	Class wide instruction/discussion re: safe boundaries, healthy relationships, consent		
	Give accurate facts and information about sexuality, emphasizing privacy		
	Teach social skills (i.e., groups and individually) on personal boundaries, safety, healthy relationships, personal safety, types of touch, privacy, etc.		
	Social stories		
	Scheduled Sensory breaks		
	Self-regulation skills (e.g., Zones of Regulation, MindUp, Executive Function)		
	Emotional Literacy (i.e., 5 Point Scale)		
	Reward system for expected behaviour, monitor behaviour and review strategies		
	Social behaviour mapping		
	Identify lagging skills and unsolved problems		
	Plan for positive, monitored peer interactions. Encourage healthy relationships and friendships		
	Assign a trusted adult for student to access at times of difficulty (i.e., Check-In Check-Out)		
	OTHER:		

Specifics of the Skill Development Plan

Part 2: School and Community Action Plan

Considerations for Safety, Adaptations, and Interventions

☐	Notify parent/guardian(s) of all students involved (mandatory)		Develop an FBA with a plan
☐	Liaise with SBT. Consult with DBT if needed		Referral to school counsellor or external counsellor
☐	Notify school staff directly involved with plan implementation		Social-emotional assessment (e.g., BASC, Connors)
☐	Alternate pick-up/drop off times or locations, recess, lunch times or locations		Informed consent to share this plan with involved professionals as parent/guardian deems necessary and appropriate
☐	Restrict access to previous victims or vulnerable others and explain why		Monitor online activity and access to sexual content at home and at school
☐	Supervision plan for unstructured time (e.g., recess, lunch, bathroom use, etc.)		If student meets criteria for ministry of education designation, develop an IEP
☐	Assign seating and have student line up in proximity to teacher/EA		Counselling: Child and Youth Mental Health, Community Services, Ktunaxa Kinbasket
☐	Adjust schedule		Referral to MCFD, Child and Family Services, Ktunaxa Kinbasket
☐	Alternate classroom environment		Referral to DBT
☐	Relationship building – increase connectedness at school		Referral to physician
☐	Consult with Police		Referral to pediatrician
☐	If appropriate connect student with Police		Parent information

Specifics of the School and Community Plan:

Date of Plan: _____

INDIVIDUALS INVOLVED IN DEVELOPING RESPONSE PLAN

Principal or Vice Principal Name:
Classroom Teacher Name:
School Counsellor Name:
Parent/Guardian Name:
Parent/Guardian Name:
Other/Agency Name:
Other/Agency Name:
Other/Agency Name:

List other staff/positions who may need to participate in the implementation of this response plan:

Response Plan review date/time/location: _____ _____ _____

Response Plan removal date: _____

Removal of a response plan may be considered once the student demonstrates expected behaviour with the absence of all levels 2 and 3 behaviours for at least one year.

There should be no duplicate copies of this document kept at the school. This document should be stored in a secure location designated by the principal. One copy must be sent to the Assistant Superintendent, Inclusive Education.