

# WORKSHOP DIRECTORY PAGE

**TITLE:** Working with Juveniles Who Sexually Offend

**COMP. #:** 203 Remote

**NO. HRS:** 12

**DATE:** February 2021

## **COMPETENCY:**

**110-1: Engagement:** The child welfare professional initiates, interacts, and maintains relationships with children, youth, families, colleagues, and other team members to ensure participation in shaping decisions about needs, goals, supports, and services.

**110-2: Assessment:** The child welfare professional gathers relevant information and engages in critical thinking, utilizing a strength-based perspective and the competency model leading to an ongoing, accurate, and comprehensive assessment process.

**110-3: Teaming:** The child welfare professional assembles teams within and across organizations that are inclusive of family members utilizing and contributing to a collaborative approach throughout all phases of the child welfare process.

**110-4: Planning:** The child welfare professional facilitates the planning, development, and coordination of relevant information to a well-reasoned sequence of strategies and goals to achieve sustainable and beneficial results.

**110-10: Advocacy:** The child welfare professional recognizes and promotes the well-being of individuals, families, and communities and pursues social change on behalf of vulnerable populations.

## **LEARNING OBJECTIVES:** participants will be able to:

- The child welfare professional understands the importance of his/her responsibility to protect the victim(s) from further abuse, to prevent juveniles who sexually offend from re-offending, and knows how to assure that the juvenile is held accountable for his/her behaviors
- The child welfare professional can identify and coordinate multiple services to multiple parties including the victim, the juvenile who sexually offends, the juvenile's parents/caregivers, and siblings

- The child welfare professional knows the components of a comprehensive and individualized psychosexual assessment, how to obtain the assessment, and can use the assessment to plan services for the juvenile and his/her family
- The child welfare professional is familiar with various treatment modalities and understands the complex issues involved in reunification, service termination, and case closure

## **CALENDAR SUMMARY:**

This workshop serves as an overview for child welfare professionals on the topic of working with juveniles who sexually offend. As child welfare professionals come into contact with juveniles who sexually act out and/or offend, it is imperative that they be able to identify and connect issues related to assessment and treatment issues throughout the case planning process. In this workshop, best practices in the areas of collaboration, service planning, permanency planning, and placement will be related to sex offense specific assessment and treatment.

## **TARGET AUDIENCE:**

This training is intended for Pennsylvania child welfare professionals who completed Charting the Course or Foundations, seek to complete the sexual abuse certification series, and are interested in gaining knowledge about and a better understanding of concepts concerning cases involving child sexual abuse.

## **EXPECTATIONS OF THE TRAINER:**

The trainer of this curriculum should possess extensive knowledge and experience in working with juveniles who sexually act out and/or offend to include specific knowledge of psychosexual assessment, risk assessment, treatment approaches, and treatment modalities. The trainer must also have extensive knowledge and experience in working with the Child Welfare System and understand the role of the child welfare professional, the operation of the Child Welfare System in Pennsylvania, and its relationship to sex-offense-specific assessment and treatment services for juveniles. Further, the trainer should also have extensive experience in working with juveniles who sexually act out and/or offend who are involved with the Child Welfare and/or Juvenile Justice System. The trainer should have a clear and working knowledge of ASFA, the PA Standards, Instructional Skills, and all applicable PA Department of Public Welfare Bulletins and Regulations, to include Safety Assessment.

## **PENNSYLVANIA STANDARDS/CFSR:**

Safety:

- IB: Assessment: Conduct Risk Assessment
- ID: Assessment: Complete Safety Assessment
- IG: Assessment: Recognize Assessment as a Basis for Planning
- IID: Service Planning: Build on Continuing Assessments

IIK: Service Delivery: Determine Least-Restrictive Setting  
IVA: Monitoring and Evaluation: Monitor Service Delivery  
IVF: Monitoring/Evaluation: Collaborate with Family

#### Permanence

IE: Assessment: Produce Family Focused Assessment  
IK: Assessment: Review Assessment Tasks of Service Providers  
IIK: Service Delivery: Determine Least-Restrictive Setting  
IVA: Monitoring and Evaluation: Monitor Service Delivery  
IVF: Monitoring/Evaluation: Collaborate with Family

#### Well-Being

IF: Assessment: Assess Interrelationships of Critical Issues  
IJ: Assessment: Complete Full Reassessment  
IID: Service Planning: Build on Continuing Assessments  
IIK: Service Delivery: Determine Least-Restrictive Setting  
IVA: Monitoring and Evaluation: Monitor Service Delivery  
IVF: Monitoring/Evaluation: Collaborate with Family

#### **MATERIALS NEEDED FOR WORKSHOP:**

- Computer/Laptop
- Zoom
- WiFi connection
- Zoom Flow chart
- Managing Zoom Breakout Rooms
- Instructor Guide (96 pages)

#### **RELEVANT LAWS:**

- Child Protective Services Law (CPSL)
- Jacob Wetterling Crimes against Children and Sexually Violent Offender Registration Act
- Federal Violent Crime Control and Law Enforcement Act of 1994
- The Lychner Sexual Offender Tracking and Identification Act of 1996
- Megan's Law
- Adam Walsh Child Protection and Safety Act of 2006
- Act 21 of 2003 (42 Pa. C.S. §6401 – 6409)
- The Juvenile Act

**LIST OF HANDOUTS:** *The following handouts are to be included with the registration letter: #1 and #4-16.*

- 1: PowerPoint Presentation: 203: Working with Juveniles Who Sexually Offend (10 pages)
- 2: What's in it for Children & Families (1 Page)
- 3: Adolescents Who Have Engaged in Sexually Abusive Behavior (1 Page)
- 4: Things to Consider When Working With Children (under 12) (1 Page)
- 5: Special Populations Who Have Engaged in Sexually Abusive Behavior (3 Pages)

- 6: CPSL: Release of Information in Confidential Reports (3 pages)
- 7: Case Scenario: John (3 Pages)
- 8: Assessment Domains (2 Pages)
- 9: Assessment Part I (7 Pages)
- 10: Treatment Targets (9 Pages)
- 11: Federal Legislation Regarding Sex Offender Registration: The Victim's Stories (3 Pages)
- 12: Megan's Law Registration Requirements: Old v. New (1 Page)
- 13: Assessment of Family Dynamics (1 Page)
- 14: Assessment – Part II (4 Pages)
- 15: Process for Reunification (2 Pages)
- 16: Additional Resources (1 Page)
- 17: References (12 Pages)

### **POWERPOINT PRESENTATION:**

- 1: 203 Remote: Working with Juveniles who Sexually Offend (46 slides)

### **TRAINER RESOURCES**

- 1: In the Interest of J.B., J-44A-G-2014 (35 pages)
- 2: Commonwealth of Pennsylvania v. Jose M. Muniz, J-121B-2016 (55 pages)

### **LIST OF APPENDICES**

*Appendix #2 is to be included with the registration letter.*

- 1: True or False Quiz Answers (1 page)
- 2: Pennsylvania's Safety Threats (4 pages)

### **LIST OF DVDs**

- 1: 203: Working with Juveniles Who Sexually Offend (4 clips)

### **CE CREDITS ASSIGNED:**

This training is one of a five-part series for Sexual Abuse Certification. It is eligible for 12 hours of Continuing Education Credits for LSW, LCSW, LPC, and LMFT (12 Hours).