

## ***BETTER TOGETHER***

2018 ATSA Conference | Friday October 19 | 1:30 PM – 3:00 PM

**F-30**

### **School Intervention & Prevention**

#### **Coordinating School and Community Based Supervision for Children**

J. Wilson Kenney, PhD  
Cassie Kenney, LMFT  
Center for Integrated Intervention

In the Fall of 2017, the Associated Press developed a series of articles illustrating the many problems associated with sexually assaultive behavior on elementary, middle school and high school campuses in the United States. With a few notable exceptions in Oregon, the AP series pointed to the general lack of any systematic approach among schools and communities for addressing concerning sexual behavior on campuses and highlighted the many ways in which schools are failing to effectively tackle this concerning problem. It is the purpose of this Workshop to: 1) help professionals understand the depth and breadth of the problems schools and communities are facing in attempting to meet federal guidelines by providing free access to public education (FAPE) for children with sexually concerning behavior while also being mindful of Title IX and special education concerns; 2) teach professionals a systematic school-based approach to identifying and addressing sexually concerning behavior in schools that can be applied across rural and urban settings with children K-12; 3) demonstrate to professionals the ways in which implementing this model can improve school and community safety and decrease the burden to juvenile justice with regard to supervising children with concerning sexual behavior.

#### **Learning Goals:**

- Outline the prevalence of childhood trauma and posttraumatic stress in adolescents with illegal sexual behavior.
- Present findings regarding the success of trauma-informed treatment in ABSOP.
- Provide overview of trauma-informed program implementation and integration of TF-CBT into treatment of adolescents with problematic sexual behaviors.

The presentation will be provided by **Wilson Kenney PhD** and **Cassie Kenney, LMFT**. Wilson Kenney is a clinical psychologist with over 15 years of experience evaluating and treating adolescents with sexually concerning behavior. Cassie is a school administrator,

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special education facilitator, and clinical director of a day treatment program for a district in Oregon where she also helps to direct teams for student threat response. The Kenney's developed a system for identifying and supervising students with concerning sexual behavior that has been implemented in several districts around Oregon, and together they have over 30 years of experience working with children.

### **Beyond Referrals: The Levers for Preventing Sexual Violence Between Students in UK Secondary Schools**

Carlene Firmin MBE, ProfDoc, MsC, MA Cantab, BA (Hons)  
University of Bedfordshire

Young people in the UK have told researchers, journalists and professionals about their experiences of sexual harassment and violence in schools. Not only have their accounts alerted us to the prevalence of these issues but they have pointed to the areas in schools where young people feel unsafe and the extent to which these encounters have become a normalised feature of peer-interactions. In response policymakers, school leaders and the police have come under increased pressure to develop effective responses to harmful sexual behaviours in schools. This paper contributes to this burgeoning debate by identifying the levers within both schools and child welfare partnerships (children's services, health, police and community safety etc.) that can enable responses to, and the prevention of, sexual violence and abuse between students.

Presenting the findings from a mixed-methods qualitative study on sexual violence in schools that worked with local authority practitioners, teachers and students across four research sites in England, it: offers a conceptual framework and methodological approaches for exploring the safety of young people in school contexts; identifies that levers for protecting young people when they are at school are held by a range of agencies both within and outside of education, and; provides an evidence base to inform the work of regulators who are charged with inspecting standards of practice within schools, social care and health settings. Cumulatively, the levers of practice presented in this paper demonstrate opportunities for creating school environments where the social conditions challenge, rather than enable, harmful sexual behaviours. In this sense it encourages a shift in practice and debate from the duty that schools have to 'refer' concerns about sexual harm into children welfare systems to considering the role that a range of agencies, including schools, play in creating safe educational settings in which risks associated with harmful sexual behaviours are reduced.

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### **Learning Goals:**

This paper will provide attendees with:

- Information about the structural and practical steps that schools can take to actively prevent, or reduce the risks of, sexual violence and harassment between students
- Access to young people's accounts of the way they have experienced sexual harm in school contexts and factors which would increase their sense of safety in education
- An overview of recent legal and policy developments in the UK which have sought to direct preventative action which reduce sexual violence between students

**Dr Carlene Firmin MBE** is a Principal Research Fellow at the University of Bedfordshire, where she leads their Contextual Safeguarding and peer-on-peer abuse research programmes. Carlene develops knowledge in partnership with practitioners across social care, criminal justice and community safety and has created a national contextual safeguarding network for practitioners concerned with the social and cultural contexts in which violence and abuse occurs. Carlene has spent the past 10 years researching young people's experiences of community and group-based violence and advocated for comprehensive approaches that keep young people safe in public places. Carlene is a board member for NOTA and the Prison Reform Trust, has written on the issues of safeguarding and violence in the national newspaper, the Guardian, since 2010, and is widely published in the area of child welfare. Her work has been used by local and national policymakers to reform their approach to safeguarding adolescents and in 2011 she became the youngest black woman to receive an MBE following a seminal study into gang-associated women and girls in the UK.