



TEXAS
Department of Family
and Protective Services



**Child
Protective Services**

Sexual Incident History Resource Guide

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1. Introduction

The *Sexual Incident History Resource Guide* provides useful information to support Child Protective Services (CPS) and Single Source Continuum Contractor (SSCC) staff in effectively performing their job duties. This information includes reference material, procedures, and guidelines that assist Department of Family and Protective Services (DFPS) and SSCC staff in effectively performing their job tasks required for children in care.

This resource guide provides important information on a range of topics for the purpose of assisting and guiding staff to:

- Make essential decisions;
- Develop strategies to address various issues;
- Perform essential procedures;
- Understand important processes; and
- Identify and apply best practices.

It is important to remember the information in this resource guide does not substitute for DFPS policy. Policy statements may sometimes be included, but only as references. Any policy appearing in this resource guide will be emphasized and include a link to the actual policy in the CPS Handbook or Texas Administrative Code rule.

DFPS policy always takes precedence over any resource guide. DFPS strives to keep both synchronized; however, delays sometimes exist. If questions arise, always follow DFPS policy in the CPS Handbook.

While information in this resource guide is not policy, except where noted, the actions and approaches described here are also not mandates. Staff should adapt their performance of critical tasks to the individual needs and circumstances of the children and families with whom they work.

Combined with clear and concise handbook policy, this resource guide should help staff provide a high level of service to children in Texas.

2. Purpose

Children who exhibit sexually aggressive behavior need special attention, care, and supervision. These children have complex needs which may be challenging to manage. This guide provides a practical approach to identifying the differences between appropriate developmental behavior, problematic sexual behavior, and child sexual aggression (CSA).

An underlying principle of this guide is the importance of caseworkers and caregivers working toward a healthy outcome for a child exhibiting either sexual behavior problems (SBPs) or sexually aggressive behaviors, while also protecting other children they encounter in the foster care system and the community.

If sexually aggressive behavior is identified, it must be indicated in the child's case record by the conservatorship program administrator and reflected in the child's **Application for Placement**, and **Child's Sexual History Report Attachment A**.

This guide is not to be used to determine interventions and supports for children and youth who have been the victim of sexual abuse. While there might be some situations where a child who is the victim of sexual abuse also displays sexually aggressive behavior, do not assume there is a relationship between the two situations. The child's behavior should be assessed to determine if it meets the definition of sexually aggressive behavior. See [Appendix A. Glossary](#).

This guide focuses on how to:

- Identify current behavior;
- Document and communicate that behavior with caregivers and others; and
- Differentiate between appropriate, problematic, and aggressive behaviors.

Additionally, this guide provides conservatorship program administrators with the information needed to identify a child with sexually aggressive behavior in IMPACT.

Finally, while this guide primarily addresses situations in which a child has been sexually aggressive with another child, there may be times when an adult is a victim of sexual aggression by a child.



Note

In Community-Based Care (CBC) catchment areas, caseworkers must follow the placement process outlined in the relevant CBC operations manual. Additionally, the placement summary form may not be used, as the SSCC may utilize its own forms for communication with placements.

3. Sexual Behavior Matrix

Not an exhaustive list, the **Sexual Behavior Matrix** in Table 1 below provides examples of behaviors and/or activities meeting the criteria for normal sexual development, SBP, and sexually aggressive behavior.

If there are questions regarding the behaviors, incident, and/or the criteria outlined on the **Sexual Behavior Matrix**, caseworkers should consult their supervisor to determine the best protocol to follow.



Note

Human trafficking recruitment does not in and of itself meet the guidelines for sexually aggressive behavior unless there are additional behaviors that meet the criteria outlined in Table 1. However, any history of recruitment must be addressed, documented for future placements, and appropriately treated.

Table 1. Sexual Behavior Matrix

Preschool: Less Than 4 Years	
Typical Sexual Development	<ul style="list-style-type: none">• Touches genitals in public and private;• Frequent erections;• Explores one's body;• Enjoys being naked; and• Tries to touch private parts of others and see others naked.
Sexual Behavioral Problem	<ul style="list-style-type: none">• Curiosity about sexual behavior becomes an obsessive preoccupation;• Exploration becomes reenactment of specific adult activity; and• Behavior involves injury to self or others.
Sexually Aggressive Behavior	<ul style="list-style-type: none">• Exploration becomes reenactment of specific adult activity and involves other children; and• Behavior involves injury to self or others.

Young Children: 4 to 6 Years

Typical Sexual Development

- Develops sense of being male and female;
- Explores own body more purposefully;
- Knows touching feels good but not necessarily that it should be done in private;
- Has lots of questions and curiosity;
- “Plays doctor” and shows private parts to others;
- Talks about bodily functions; and
- Touches or tries to view peer/sibling body/genitals.

Sexual Behavioral Problem

- Discusses specific sexual acts or explicit sexual language.

Sexually Aggressive Behavior

- Sexual touching that involves coercion, threats, secrecy, violence, or aggression;
- Anal sex with another child;
- Vaginal sex with another child;
- Oral sex with another child;
- Masturbating another child; and
- Forcing another child to watch masturbation.

School Age Children: 7 to 13 Years

Typical Sexual Development

- Purposefully touches own genitals;
- Plays games (e.g., truth or dare) about/explores sexual behavior with other children;
- Looks at pictures of naked people;
- Wants more privacy;
- Begins sexual attraction to peers; and
- Questions about relationships, sexual behavior and menstruation/pregnancy.

Sexual Behavioral Problem

- Describes aggressive/violent sexual acts;
- Simulates intercourse;
- Masturbates in public; and
- Chronic preoccupation with sex/pornography including online.

Sexually Aggressive Behavior

- Sexual touching that involves coercion, threats, secrecy, violence, or aggression, including but not limited to anal, vaginal, and oral sex;
- Masturbating another child;
- Forcing another child or adult to watch masturbation; and
- Sexual contact with animals.

Teens: 14 to 17 Years

Typical Sexual Development

- Has markedly more sexual interest in others;
- Sexual activity/ experimentation with children of the same age;
- Sexual interaction through technology and social media; and
- Masturbation in private.

Sexual Behavioral Problem

- Sexual interest directed toward much younger children;
- Chronic preoccupation with sex/pornography (including online); and
- Masturbating in public.

Sexually Aggressive Behavior

- Sexual touching that involves coercion, threats, secrecy, violence, or aggression, including but not limited to anal, vaginal, and oral sex;
- Masturbating another child or adult;
- Forcing another child or adult to watch masturbation;
- Forcing another child or adult to watch pornography;
- Sexual contact with animals; and
- Child who traffics another child (child who sets up the dates and collects something in exchange for the act).

4. Sexual Behavior Problems

Identifying Sexual Behavior Problems

The child's caseworker must meet with their supervisor to determine if a child meets the criteria and can be designated as having SBP as outlined above in the [Sexual Behavior Matrix](#). The conservatorship program administrator is not required to participate in this meeting.

See also [Documenting Sexual Incident History](#).

5. Sexual Aggression

Dynamics of a Child with Sexual Aggression

Contributing Factors

There are many possible reasons why children exhibit sexually aggressive behaviors. In general, children's sexual behaviors are rarely about sexual pleasure. In fact, these behaviors are much more likely to be related to the factors listed in Figure 1.

Figure 1. CSA-Related Factors

Child Sexually Aggressive Behaviors May Result From:

- Exposure to traumatic experiences such as abuse, natural disasters, accidents, and/or violence, including domestic violence;
- Excessive exposure to adult sexual activity and/or nudity in the home, including media exposure through television or the Internet;
- Inadequate or inappropriate rules about modesty or privacy in the home; and
- Inadequate or inappropriate supervision in the home, often because of parental factors such as depression, substance use, or frequent absences.

Other Behavioral and Social Difficulties

While the behaviors listed in Figure 2 do not necessarily indicate sexually aggressive behavior, they are examples of behavioral and social difficulties children with sexually aggressive behavior may also exhibit.

Figure 2. Other Difficulties for Children with Sexual Aggression

Other Difficulties Exhibited by Children with Sexual Aggression:

- Impulsiveness and a tendency to act before thinking;
- Difficulty following rules and listening to home, school, and community authority figures;
- Problems making friends their own age and a tendency to play with much younger children; and
- A limited ability to self soothe (calm themselves down), so they may touch their own genitals (masturbate) as a way to release stress.¹

¹ *Understanding and Coping with Sexual Behavior Problems in Children*. (2015). Retrieved June 16, 2016, from http://nctsn.org/nctsn_assets/pdfs/caring/sexualbehaviorproblems.pdf.

For additional information on working with children who have experienced sexual abuse, see [Working with Children with a History of Sexual Victimization, Sexual Aggression, or a Sexual Behavioral Problem Resource Guide](#).

Identifying and Assessing Sexually Aggressive Behavior

If a caseworker suspects a child has sexually aggressive behavior, the caseworker **must** notify the conservatorship program administrator immediately. The notification can be done by email with a copy to the supervisor and program director.

A conservatorship program administrator is the designated person responsible for determining if a child's behavior meets the CSA definition.

To determine if a child's behavior meets the CSA definition, caseworkers must obtain as much information as possible to help inform this decision including the information listed in Figure 3.



Note

In CBC catchment areas, the SSCC must identify the position responsible for making the designation as a part of the protocols developed during the start-up phase. The SSCC will be contractually responsible for ensuring the appropriate implementation of all CSA protocols outlined in this guide.

Figure 3. Information Needed to Determine Sexually Aggressive Behavior

Caseworkers Must Gather the Following Information:

- Age of all children involved at time of incident(s), as well as any developmental delays present in the children;
- The date and location of where the incident(s) occurred;
- A description of the incident;
- Any documented history of sexually aggressive behavior, as defined in this guide; and
- Any child advocacy center forensic interviews of the child in question and any alleged child victims.

6. Protocols

Child with Sexually Aggressive Behaviors Entering Conservatorship

When a child enters DFPS conservatorship and is suspected of having sexually aggressive behavior, the following actions in Figure 4 must be taken **immediately**.

For specific instructions on how to document sexual aggression or sexual victimization incidents, see the [Sexual Incident History in IMPACT 2.0 Job Aid](#).

Figure 4. Protocols for When a Child with Sexual Aggression Enters DFPS Conservatorship



Review and Meeting

Removal Caseworker:

- Meets with the removal supervisor about any sexually aggressive behaviors and/or incidents identified through the course of the investigation, Family Based Safety Services (FBSS) case, and/or child's history; and
- Notifies the conservatorship program administrator if sexually aggressive behaviors are suspected, the conservatorship program.

A CSA meeting is held **as soon as possible but no later than 24 hours** after being made aware of the behaviors.



Determination

Conservatorship Program Administrator:

- Reviews the investigation and/or information from current or past Child Protective Investigations (CPI), Child Care Investigations (CCI), Residential Child Care Investigations (RCCI), FBSS, or conservatorship cases, as well as any other documentation on the child and potential victims, along with the [Sexual Behavior Matrix](#), to determine if the incident meets the definition of sexually aggressive behavior.

Note: If the victim's case is from another region or program administrator area, the program administrator making the decision about CSA must discuss the concerns with the program administrator from the victim's region to address child safety.



Documentation

A. Regardless of whether the incident meets the CSA definition

Conservatorship Program Administrator:

- Documents the CSA meeting* in the narrative of the child's **SUB stage** including the following information at a minimum:
 - ▶ Attendees;
 - ▶ Child victim's name and PID;
 - ▶ Relationship to the alleged aggressor;
 - ▶ Description of the behavior;
 - ▶ Date of the incident;
 - ▶ Placement at the time of the incident; and
 - ▶ If child was in DFPS custody at the time of the incident.

*For multiple staffed incidents, the above must be documented for each.

B. If the incident does meet CSA criteria

Conservatorship Program Administrator:

- Documents the sexual aggression and victimization incidents on both the aggressor and victim's **Sexual Incident History** pages in IMPACT.

*Note: **Reason to Believe for Sexual Abuse** – If a child receives a disposition of a Reason to Believe for Sexual Abuse by CPI, then that child must be designated as having CSA. This means the child must have a corresponding aggression incident added to their **Sexual Incident History** page related to the Reason to Believe.*

***Criminal Conviction for a Sexual Offense** – If a child has a criminal conviction for a sexual offense, then that child must be designated as having CSA. This means the child must have a corresponding aggression incident added to their **Sexual Incident History** page related to the criminal conviction.*



Notification

Within 24 hours of the CSA meeting

Conservatorship Program Administrator:

- Notifies the following people of the decision, including the rationale for the decision:
 - ▶ Removal caseworker and supervisor;
 - ▶ Conservatorship program administrator (from another region or program administrator area), supervisor, and caseworker; and
 - ▶ SSCC staff member assigned, if applicable.

RCCI Investigation of a Licensed Placement

When an investigation is opened involving a child placed in a licensed placement, both RCCI and CPS must work collaboratively to ensure the safety of the child being investigated, as well as any other children at that placement.

See [CPS Policy 4221.1](#).

Figure 5 provides guidance on CPS and RCCI protocols.

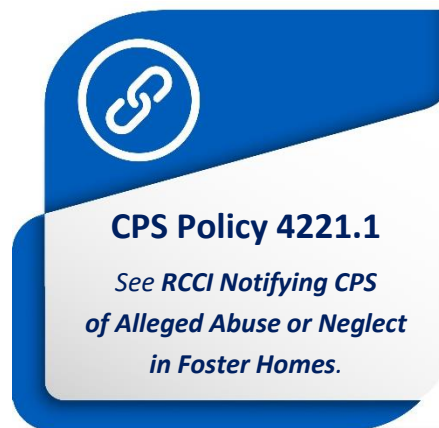
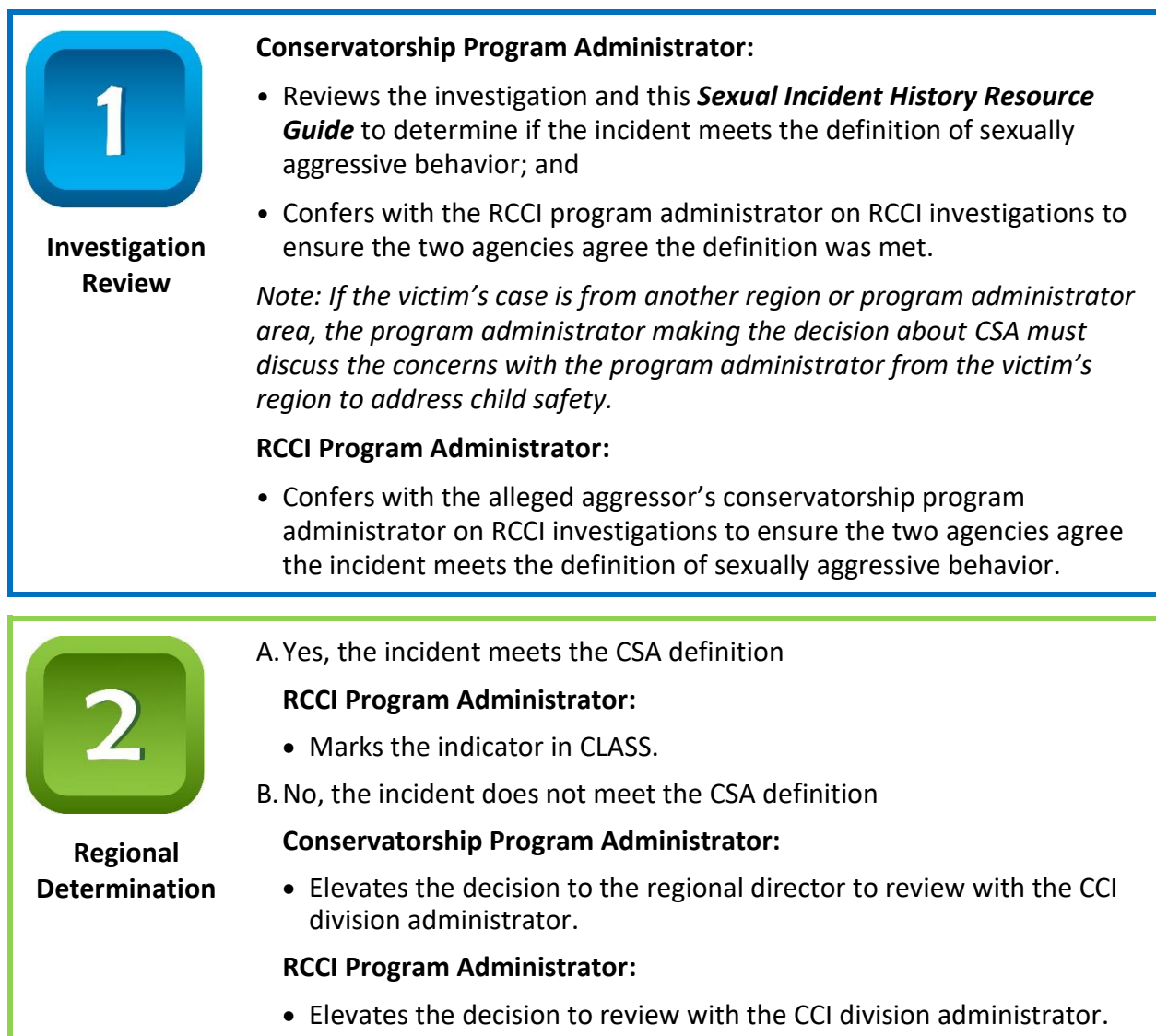


Figure 5. Protocols for a RCCI Investigation in a Licensed Placement





State Office Determination

If no agreement can be made at the regional level

Conservatorship Program Administrator:

- Elevates the decision to the RCCI State Office Director and CPS Director of Field.

RCCI Program Administrator:

- Elevates the decision to the RCCI State Office Director and CPS Director of Field.



Documentation

A. Regardless of whether the incident meets the CSA definition

Conservatorship Program Administrator:

- Documents the CSA meeting* in the narrative of the child's **SUB stage** including the following information at a minimum:
 - ▶ Attendees;
 - ▶ Victim's name and PID;
 - ▶ Relationship to the alleged aggressor;
 - ▶ Description of the behavior;
 - ▶ Date of the incident; and
 - ▶ Placement at the time of the incident; and
 - ▶ If child was in DFPS custody at the time of the incident.

*For multiple staffed incidents, the above must be documented for each.

B. If the incident does meet CSA criteria

Aggressor's Conservatorship Program Administrator:

- Follows the **Child Sexual Aggression in IMPACT 2.0 Job Aid** to enter an aggression and victimization incident on the children's **Sexual Incident History** pages.



Caregiver Notification and New Common Application Launch

Once the incidents are documented on the **Sexual Incident History** page

Aggressor and Victim's Conservatorship Caseworkers:

- Provide the **Child Sexual History Report Attachment A** to the aggressor and victim's caregiver(s); obtains signatures of all required caregivers; and upload the signed document into neuDocs;
- Update the **Child Plan of Service** to include services and supports for both the aggressor and victim; and
- Launch a new **Common Application**.

The new **Application for Placement** will autofill with information from the **Sexual Incident History** and **Trafficking** pages.

*Note: In CBC catchment areas, **Child Sexual History Report Attachment A** must be provided with the **Placement Summary Form**.*

CPS Investigation of a Kinship Home

Figure 6 provides guidance on CPS and CPI protocols for a kinship home investigation.

Figure 6. Protocols for a CPS Investigation of a Kinship Home





4

**Caseworker
Visit**

Alleged Aggressor's Conservatorship Caseworker:

- Visits the alleged aggressor and their caregiver to determine if supportive services are necessary and then arranges services **immediately**.

*Note: The caseworker **does not** interview the child about the allegations nor inform the caregiver of the investigation.*

Victim's Conservatorship Caseworker:

- Visits the victim and their caregiver to see if supportive services are necessary and then arranges services **immediately**.

Note: The caseworker maintains contact with the investigator during the investigation for continuous assessment of child safety.



5

Victim Referral

CPI Investigator and Victim's Conservatorship Caseworker:

- Work together to refer the victim to a child advocacy center for a forensic interview, if necessary.



6

**Investigation
Closed**

A. At the conclusion of the investigation

CPI Investigator:

- Notifies the alleged aggressor and victim's conservatorship caseworkers, local permanency specialists, kinship development workers, and SSCC (if applicable) of the investigation conclusion.

Alleged Aggressor's Conservatorship Caseworker:

- Reviews the investigation findings in IMPACT; and
- Notifies their supervisor and program director about the findings.

B. If the findings include the discovery of sexually aggressive behavior

Aggressor's Conservatorship Caseworker:

- Notifies the aggressor's conservatorship program administrator by email **as soon as possible, but no later than 24 hours** and copies their supervisor and program director.

Note: The caseworker should include the child's name, PID, and date of birth in the email notification.



7

Meeting

Aggressor's Conservatorship Program Administrator:

- Holds a CSA meeting **as soon as possible, but no later than 24 hours** to determine if the child's behavior meets the definition of sexually aggressive behavior.



Documentation

A. Regardless of whether the incident meets the CSA definition

Conservatorship Program Administrator:

- Documents the CSA meeting* in the narrative of the child's **SUB stage** including the following information at a minimum:
 - ▶ Attendees;
 - ▶ Victim's name and Person ID (PID);
 - ▶ Relationship to the alleged aggressor;
 - ▶ Description of the behavior;
 - ▶ Date of the incident; and
 - ▶ Placement at the time of the incident; and
 - ▶ If child was in DFPS custody at the time of the incident.

*For multiple staffed incidents, the above must be documented for each.

B. If the incident does meet CSA criteria

Aggressor's Conservatorship Program Administrator:

- Follows the ***Child Sexual Aggression in IMPACT 2.0 Job Aid*** to enter an aggression and victimization incident on the children's **Sexual Incident History** pages.



Internal Notifications

Within 24 hours of the CSA meeting

Conservatorship Program Administrator:

- Notifies the following people of the decision, including the rationale for the decision:
 - ▶ Investigation supervisor;
 - ▶ Conservatorship program administrator (from another region or program administrator area), supervisor, and caseworker; and
 - ▶ SSCC staff member assigned, if applicable.



Caregiver Notification and New Common Application Launch

Once the incidents are documented on the **Sexual Incident History** page

Aggressor and Victim's Conservatorship Caseworkers:

- Provide the **Child Sexual History Report Attachment A** to the aggressor and victim's caregiver(s); obtain signatures of all required caregivers; and upload the signed document into neuDocs;
- Update the **Child Plan of Service** to include services and supports for both the aggressor and victim; and
- Launch a new **Common Application**.

The new **Application for Placement** will autofill with information from the **Sexual Incident History** and **Trafficking** pages.

*Note: In CBC catchment areas, **Child Sexual History Report Attachment A** must be provided with the **Placement Summary Form**.*



Note

In CBC catchment areas, the SSCC staff will review the applicable forms and IMPACT documentation to recommend the best placement for the child. The caseworker will follow the placement process as outlined in the relevant CBC operations manual.

All CPS Placements

Figure 7 provides guidance on protocols for all CPS placements.

Find placement process detailed in the [**Foster and Licensed Facility Placements Resource Guide**](#).

Figure 7. Protocols for All CPS Placements



Discharge Notification

Caseworker:

- Receives a discharge notice or requests a discharge;
- Reviews the **Child Characteristics** on the child's **Person Detail** page;
- Reviews and updates documentation on the child's **Sexual Incident History** and **Trafficking** pages; and
- Launches a new **Common Application**.

The new **Application for Placement** will autofill with information from the **Sexual Incident History** and **Trafficking** pages.



Placement Packet Submission

Caseworker:

- Follows the placement process provided in the [**Foster and Licensed Facility Placements Resource Guide**](#) including the requirements listed regarding the placement packet; and
- Submits the **Application for Placement**, psychological evaluation, and the Children and Adolescent Needs and Strengths assessment, if applicable, to the Regional Placement Team and residential treatment placement coordinator (RTPC).

3

**Placement
Search**

Regional Placement Team and RTPC:

- Review **Application for Placement** to see if sexual aggression and sexual victimization information is included;
- Review IMPACT child characteristics on the **Sexual Incident History** page to see if any incidents of sexual aggression or victimization are documented;
- Review the **Sexual Incident History** page of all children currently in DFPS custody placed at the facility to ensure appropriate placement decisions are made for both the sexually aggressive child, as well as the child with a history of sexual victimization; and
- Check the placement log to ensure a:
 - ▶ Child with sexually aggressive behavior is not being placed with their victim; and
 - ▶ Victim is not placed with their sexual aggressor.

4

Selection

Regional Placement Team and RTPC:

- Provides list of placement(s) that accepted the youth for the caseworker to consider.

Caseworker:

- Reviews the proposed placement(s) and selects the most appropriate.

5

Documentation

Caseworker:

- Launches the **Child Sexual History Report Attachment A**;
- Reviews and provides **Child Sexual History Report Attachment A** to all caregivers at the time of placement;
- Uploads the signed **Child Sexual History Report Attachment A** into neuDocs;
- Discusses supervision and services for the child while in placement; and
- Documents the plan for supervision in the **Child's Plan of Service**.

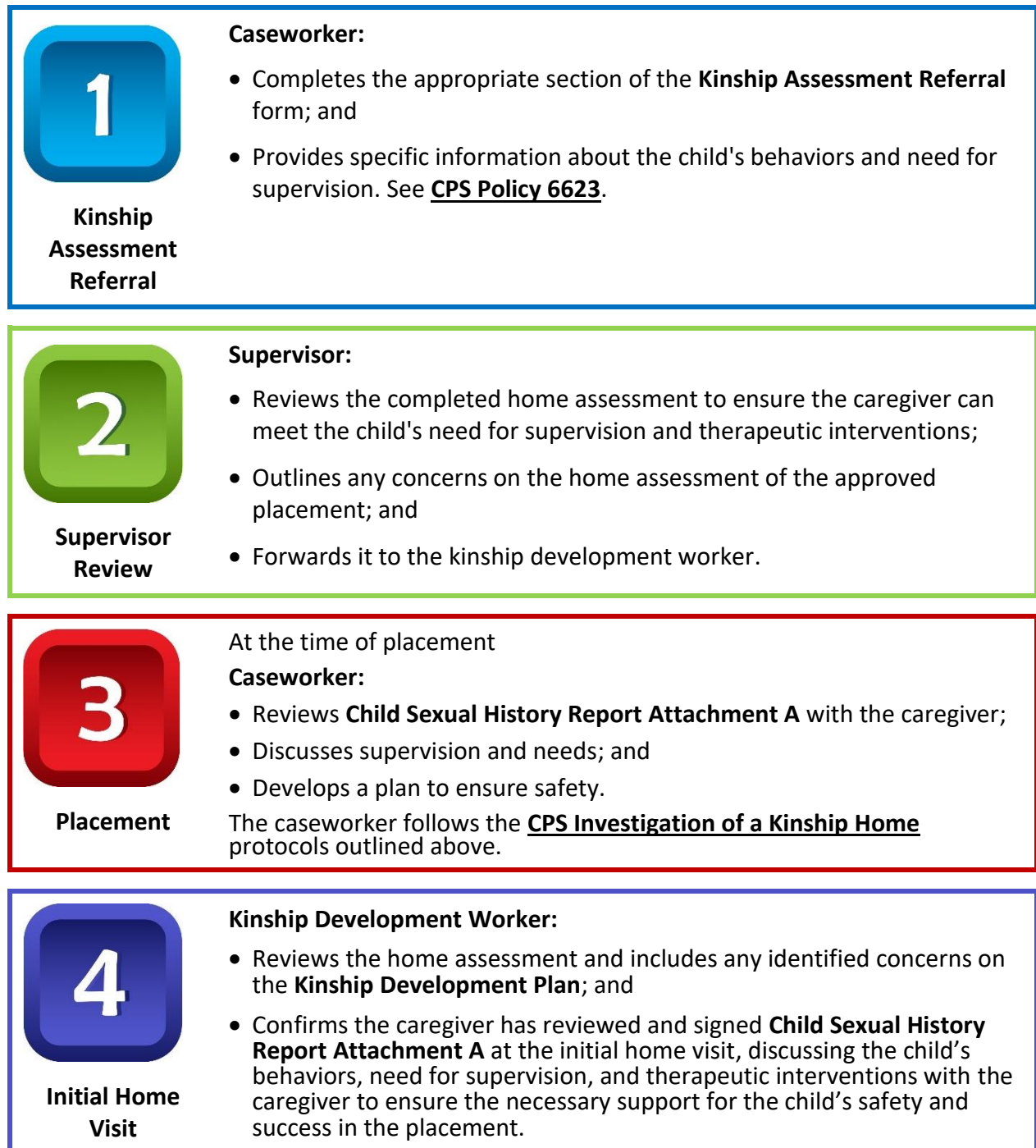
Supervisor:

- Confirms **Child Sexual History Report Attachment A** is signed by the caregiver(s) and uploaded into neuDocs prior to approving a placement entered in IMPACT.

Child with Sexual Aggression Residing in a Kinship Home

Figure 8 provides guidance protocols for when a child with sexual aggression resides in a kinship home.

Figure 8. Protocols for When a Child with Sexual Aggression Resides in a Kinship Home



7. Documenting Sexual Incident History

Sexual Behavior Problem Designation

The meeting between the child's caseworker and their supervisor to determine if a child meets the criteria to be designated as SBP must be documented in the child's **SUB stage** and include the specific details of the behaviors and/or incidents used to determine whether the child meets the SBP criteria or not.

If the child meets the SBP criteria, then the caseworker answers "yes" to the question, "Was this child/youth determined to have a sexual behavior problem?" on the child's **Sexual Incident History** page in IMPACT.

A child marked in IMPACT with SBP may indicate the child should be referred for services but does not require the conservatorship program administrator to designate the child as sexually aggressive. However, if a child is designated as sexually aggressive, then the child is automatically marked with the SBP characteristic in IMPACT.

IMPACT Errors

If the SBP determination characteristic has been marked in error in IMPACT, it can be unmarked. However, a meeting must be documented in the child's **SUB stage** indicating the characteristic was selected in error.



Note

Once child is designated, there will be no end date, as a child will always have a history of this characteristic. The designation cannot be removed based on a long period of time lapsing since the child exhibited behaviors or due to the child receiving services and/or treatment to alleviate the behaviors that led to them being designated SBP.

Sexual Aggression Incident

If a program administrator determines a child demonstrates sexually aggressive behaviors, the program administrator documents the sexually aggressive incident on the child's **Sexual Incident History** page in IMPACT. Each CSA incident must include the following listed in Figure 9.

Figure 9. Information Required for Documenting a Sexual Aggression Incident

Each CSA Incident Must Include:

- The date and location of where the incident(s) occurred;
- A description of the incident; and
- The victim's:
 - ▶ Name;
 - ▶ PID;
 - ▶ Age; and
 - ▶ Relationship to the sexual aggressor.

Sexual Victimization Incident

A child in CPS conservatorship who is a victim of CSA should have the question of *"Does this child/youth have a confirmed history of sexual victimization?"* marked as "Yes" on the **Sexual Incident History** page in IMPACT. Each incident of sexual victimization must include the following listed in Figure 10.

Figure 10. Information Required for Documenting a Sexual Victimization Incident

Each Incident of Sexual Victimization Must Include:

- The date and location of where the incident(s) occurred;
- A description of the incident; and
- The sexual aggressor's:
 - ▶ Name;
 - ▶ PID;
 - ▶ Age; and
 - ▶ Relationship to the victim.

Application for Placement

The **Application for Placement** and **Child Sexual History Report Attachment A** automatically pre-fill with confirmed trafficking and sexual victimization and designated sexual aggression incidents.

However, this only happens when a new **Application for Placement** is launched. Therefore, staff must launch a new **Application for Placement** and **Child Sexual History Report Attachment A** after each new incident has been entered.

List of Acronyms

Acronym	Full Name
CBC	Community-Based Care
CCI	Child Care Investigations
CPI	Child Protective Investigations
CPS	Child Protective Services
CSA	Child Sexual Aggression
DFPS	Department of Family and Protective Services
FBSS	Family Based Safety Services
GRO	General Residential Operation
IQ	Intelligence Quotient
PID	Person Identification
RCCI	Residential Child Care Investigations
RTPC	Residential Treatment Placement Coordinator
SBP	Sexual Behavior Problem
SSCC	Single Source Continuum Contractor

Appendix A. Glossary

Caregiver: Caregivers in a foster home include the individual foster parents. In a general residential operation, the caregiver is the administrator of the operation, the receiving intake staff, if applicable, and the child's case manager.

Child: A child or youth in DFPS conservatorship.

Coercion: The exploitation of authority or the use of bribes, threats, threats of force, and/or intimidation to gain cooperation or compliance.

Force: Threat or use of physical or emotional harm towards a person, and/or someone and/or something a person cares about.

Kinship Home: A placement where a child resides with a relative or fictive kinship caregiver. The caregiver has undergone a background check and a home assessment but is not a verified foster home. Kinship caregivers can include any people who reside in the home and provide unsupervised care of the child.

Kinship Foster Home: Placement where a child resides with a relative or fictive kinship caregiver, and the caregiver is a verified foster home.

Licensed Contracted Placement: A placement that is under a contract with DFPS through Residential Child Care Contracts or with an SSCC as a part of CBC.

Seduction: The use of charm, manipulation, promises, gifts, and flattery to induce a person to engage in sexual behavior.




Sexually Aggressive Behavior: Behavior that occurs when a child takes advantage of another person in a sexual way through seduction, coercion, and/or force.

Sexual Behavior Problem: When a child exhibits sexual activities or actions that are outside the range of those which are developmentally appropriate.

Sexual Incident History Page: All sexual incidents will be entered on the **Sexual Incident History** page in IMPACT regardless of if it is a victimization or aggression incident. There is also a reminder that all sex trafficking incidents are entered on the **Trafficking** page in IMPACT. The **Sexual Incident History** page displays prefilled fields for the child's name and PID and will always display a question asking if the child has a confirmed history of sexual victimization.

Appendix B. Sexual Behavior Problem Documentation Guide

Figure 11. SBP Elements to Document

	<ul style="list-style-type: none"> • Staffing type: SBP; • Meeting date; and • Names and titles of participants.
<p>Meeting Information</p>	<p><i>Note: The program administrator is not required to participate in this meeting.</i></p>
	<ul style="list-style-type: none"> • Name; • Date of birth; • PID; • Intelligence quotient (IQ); • Mental health diagnosis; and • Medical diagnosis.
<p>Alleged Aggressor Information</p>	
	<p>A. Each incident must be staffed and clearly documented with the possible victim (if applicable), a description of the incident, and a determination including:</p> <ul style="list-style-type: none"> • Date; • Location of incident; and • Behavior: Describe and detail. <ul style="list-style-type: none"> ▶ Who was there or witnessed the incident (children home alone, caregiver in another room, other children around, who saw or heard anything)? ▶ What happened, what led up to the incident, what happened after? <ul style="list-style-type: none"> ◇ It is insufficient to say sexually inappropriate behaviors occurred or inappropriate touching. Instead describe what inappropriate means, such as if the child masturbated in private or out in the open. ▶ When did it happen (one-time incident or on-going, time of day or night)? ▶ Where did it happen? Be specific (foster home, general residential operation [GRO], relative placement, school, hospital, while on runaway [list dates, or approximate dates if necessary, when child was absent from placement], as well as information like in a bedroom, a closet, backyard, out of sight of cameras, school, etc.).
<p>Incident Information</p>	

B. List documents and content reviewed such as:

- Case or CLASS ID;
- Therapy notes, including dates and names of therapists;
- Serious incident reports, including dates;
- Foster parent or GRO logs and notes, including dates;
- Children or child advocacy center interviews;
- Aggressor interview; and
- Witness interview, including parents, relatives, GRO staff, other children, etc.

C. Considerations:

- Age difference between the children;
- Developmental delays of the children; and
- **Sexual Behavior Matrix**.

D. Determination: Was the child determined to have SBP? Explain why or why not.



Next Steps




If child was determined to have SBP

Caseworker:

- Selects the SBP indicator on the child's **Person Detail** page under **Person Characteristics**;
- Notifies the child's caregiver via the updated **Child Sexual History Report Attachment A**;
- Updates the child's **Application for Placement**; and
- Updates the **Child's Plan of Service**.

Appendix C. Child Sexual Aggression Documentation Guide

Figure 12. CSA Elements to Document

	<ul style="list-style-type: none">• Staffing type: CSA;• Date of meeting; and• Names and titles of participants.
<p>Meeting Information</p>	<p><i>Note: A program administrator must participate.</i></p>
	<ul style="list-style-type: none">• Name;• Date of birth;• PID;• IQ;• Mental health diagnosis; and• Medical diagnosis.
<p>Alleged Aggressor Information</p>	
	<p>A. Each incident must be staffed and clearly documented with the victim, a description of the incident, and a determination including:</p> <ul style="list-style-type: none">• Name of possible victim:<ul style="list-style-type: none">▶ Name;▶ Date of birth;▶ PID;▶ IQ;▶ Mental health diagnosis;▶ Medical diagnosis; and▶ Relationship to aggressor child. (If no prior relationship until the incident occurred, list how the victim and aggressor met [such as park, gas station, arcade, etc.] If the victim's name is unknown, list documentation reviewed attempting to locate the victim.)• Incident Details:<ul style="list-style-type: none">▶ Date;▶ Location of incident; and▶ Behavior: Describe and detail.
<p>Incident Information</p>	

- ◇ ***Who was there or witnessed the incident*** (children home alone, caregiver in another room, other children around, who saw or heard anything)?
- ◇ ***What happened, what led up to the incident, what happened after?***
 - It is insufficient to say sexually inappropriate behaviors occurred or inappropriate touching. Instead describe what inappropriate means, such as if the child masturbated in private or out in the open.
- ◇ ***When did it happen*** (one-time incident or on-going, time of day or night)?
- ◇ ***Where did it happen?*** Be specific (foster home, GRO, relative placement, school, hospital, while on runaway [list dates, or approximate dates if necessary, when child was absent from placement], as well as information like in a bedroom, a closet, backyard, out of sight of cameras, school, etc.).

B. List documents and content reviewed such as:

- Investigations in IMPACT or CLASS, including case number and detailed content;
- Therapy notes, including dates and names of therapists;
- Serious incident reports, including dates;
- Foster parent or GRO logs and notes, including dates;
- Children or child advocacy center interviews;
- Aggressor interview;
- Witness interview, including parents, relatives, GRO staff, other children, etc.; and
- Law enforcement records.

C. Considerations:

- Age difference between the children;
- Developmental delays of the children;
- **Sexual Behavior Matrix**; and
- Use of force, coercion, threats, secrecy, violence, etc.

D. Determination: Was the child determined to have CSA? Explain why or why not.

E. List services and supports available to address the needs of the aggressor child.



Next Steps

If child was determined to have CSA

Program Administrator immediately enters:

- An aggression incident entry on the aggressor child's **Sexual Incident History** page; and
- A victimization on the victim's **Sexual Incident History** page.

Caseworker:

- Notifies **both** the aggressor and victim's caregivers;
- Generates an updated **Child Sexual History Report Attachment A** capturing the newly added incident;
- Provides a copy of **Child Sexual History Report Attachment A** to all caregivers;
- Ensures the signed **Child Sexual History Report Attachment A** is uploaded in neuDocs; and
- Updates **both** children's:
 - ▶ **Common Application**; and
 - ▶ **Child's Plan of Service**.