

Layered Continuum for Understanding HSB

Descriptor	Developmentally Appropriate	Developmentally Inappropriate	Concerning	Very Concerning	Serious/ Extreme
General Description	<p>The type of behaviour is expected for the child's developmental stage; it is seen as socially acceptable and aligned with community expectations. It is typically considered appropriate sexual expression and/or exploration.</p> <p>Sexual behaviours may be displayed in inappropriate contexts, particularly by younger children.</p>	<p>Sexual Behaviour is developmentally, socially, contextually and/or culturally inappropriate.</p> <p>Considered on the fringe of being developmentally acceptable.</p> <p>May be displayed as a single incident behaviour that is slightly outside the developmental norm or behaviour that may be outside the developmental norm but readily accepted within a social peer group or set context.</p>	<p>Behaviours in this series are considered Harmful Sexual Behaviours. This is because they can cause harm to either the child or young person displaying the behaviours, or any other child or young person involved.</p> <p>Behaviour that is clearly outside developmental expectations. May also include developmentally inappropriate behaviours displayed as part of a pattern of behaviour.</p> <p>Regardless of context, the behaviour is generally socially unacceptable even within diverse peer groups.</p>	<p>This behaviour is clearly outside developmental expectations and is considered socially unacceptable. It is often intrusive and harmful to the child/young person displaying the behaviours and/or others.</p> <p>A child's intent or motivator of the behaviour may also differ markedly from the norm in this group. They may disregard the other child's wishes or resistance over gratification of themselves.</p>	<p>An extension of behaviours that are 'Very Concerning', 'Serious/ Extreme' behaviours may include elements of physical violence, sadism, degradation, and be highly intrusive and harmful to others.</p> <p>Particularly in early adolescence and adolescence, these behaviours may evoke sexual arousal linked to levels of violence and use of power and force.</p>
Persistence and Frequency	<p>Sexual behaviours displayed outside of appropriate contexts are typically one-off play/peer based.</p> <p>Child or young person responds to redirection or explanation about appropriate context as required.</p> <p>Generally seen in early adolescence and adolescence as healthy experimentation or in pre-school aged children exploring their bodies.</p>	<p>Often single incidents that can be shifted with minimal boundary setting, psychoeducation and/or redirection.</p>	<p>May be single incident, but typically repeated and sometimes compulsive/driven behaviour.</p>	<p>Often repeated but not always compulsive, behaviour can sometimes be seen to 'escalate' in level and frequency over time.</p>	<p>Behaviour is often persistent and accompanied by rigid or ingrained patterns of thought that have developed over an extended period.</p> <p>Behaviour is likely to continue without specialised therapeutic intervention.</p>

Layered Continuum for Understanding HSB Cont.

Descriptor	Developmentally Appropriate	Developmentally Inappropriate	Concerning	Very Concerning	Serious/ Extreme
If involving another child or young person	<p>The behaviour is mutual and reciprocal with no power differential or coercion.</p> <p><i>*may not be at the legal age of 'consent'</i></p>	<p>Generally consensual, reciprocal and includes mutuality with no or minimal power differential or coercion. Possible self-induced pressure to fit in with peers</p>	<p>May involve inequity in power, lack of respect or reciprocity for the other and limited mutuality.</p>	<p>Will likely include a lack of respect for the rights of the other child, inequity in power, disregard for the concept of mutuality (particularly in early adolescence and adolescence where sexual gratification is a motivator) and will often involve coercion or force.</p>	<p>Often involves force, coercion, threats, and deception with limited respect for the rights of the other.</p>
Emotional experience	<p>Generally positive, with displayed curiosity, giggling, laughter and joy.</p>	<p>Generally positive and curious although often met with embarrassment if exposed</p>	<p>Often accompanied with complex feelings of guilt, remorse and/or shame*, particularly where the child or young person is aware the behaviour may not be appropriate.</p> <p>May have feelings of confusion if there is a lack of understanding of sexual development for children with disability.</p> <p><i>*shame is an internal expression of humiliation and distress that may manifest in many ways. Particularly for those with a history of childhood trauma, external expression of shame varies and may include anger and hostility.</i></p>	<p>An extension of emotions associated with those in the 'Concerning' group but with greater intensity.</p> <p>May have feelings of confusion if there is a lack of understanding of sexual development for children with disability or special needs.</p>	<p>Varies widely and is often related to the motivating and causal factors of the behaviour, though can include shame, anger and pleasure.</p>

