



Safeguarding young people in care Summer Course: Module Teachers' Guide



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Module ID	
Academic Year	
ECTS	3
Contact hours	..
Self-study hours	..
Course site	

CONTENT

This summer course helps you to understand and react to the needs of young people in care with regard to their sexual health and sexual development. It is based on a rights-based approach to sexuality, which is standard in all sexuality education guidelines of the World Health Organization.

“Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.” (WHO, 2006, p. 10). According to the WHO, Sexual rights embrace human rights that are already recognized in national laws, international human rights documents and other consensus statements. They include the right of all persons, free of coercion, discrimination and violence, to:

1. attain the highest standard of sexual health, including access to sexual and reproductive health care services;
2. seek, receive and impart information related to sexuality;
3. sexuality education;
4. respect for bodily integrity;
5. choose their partner;
6. decide to be sexually active or not;
7. consensual sexual relations;
8. consensual marriage;
9. decide whether or not, and when, to have children; and
10. pursue a satisfying, safe and pleasurable sexual life.

Young people in child care are at an increased risk of sexual abuse, and part of the sexual abuse takes place in child care. This summer course is developed as part of the project “Safeguarding young people in care”. This project consists of a European collaborative partnership between four (applied sciences) universities and three youth care organisations in Belgium, Denmark, the Netherlands, and Scotland. Together these partners develop education and training for (future) professionals, to help them to build competencies to support young people’s healthy sexual development. This also means helping professionals to interact with young people, their (foster) parents, colleagues and other professionals, concerning the topics of intimacy, inter-personal relationships and sexual behaviour. This to prevent for sexual abuse in residential and foster care.

Young people growing up in care can be vulnerable to sexual abuse, and it is therefore essential that professionals feel able to get involved in supporting their healthy sexual development. That’s why we’ve created a summer school program for future professionals who will be working with youth in care.



MODULE OVERVIEW

This guide gives you an overview of the summer course Safeguarding Young People in Care

LEARNING OUTCOMES

	You can:
1.	Identify and describe your personal and professional values regarding sexuality and sexuality education, and describe how they influence your work with young people in child care
2.	Assess the age-appropriateness of sexual development and sexual behaviour of young people in child care, in order to align your interventions to the developmental stage of your clients
3.	Deal with the specific needs and issues of young people with diverse sexual identities and diverse cultural backgrounds
4.	Identify sexual health risks and risk behaviour and can address these issues adequately to prevent young people in child care from sexual abuse
5.	Talk about sexuality and sexual issues with young people in child care, their parents and your colleagues in a respectful, yet clear manner.

LEARNING ACTIVITIES

- ✓ Self-study
- ✓ Classroom activities
- ✓ Field visits
- ✓ Assignment (group and individual)
- ✓ Presentation

TEACHING METHODS

Interactive lectures: teacher presentation and (small group) activities
Web lectures
Group discussion
Creative assignments
Reflection
Role play
Video

STUDY MATERIALS & RECOMMENDED FURTHER READING

REQUIRED READING:

- WHO. (2010) *Standards for Sexuality Education in Europe*. Federal Centre for Health Education, Bzga. Cologne <http://www.amsterdamuas.com/safe/lecturers/literature/standards-for-sexuality-education-in-europe.html?origin=E%2F16jM8pRbS%2F30rACycqDQ>
- Bernaards, C., Walpot, M., Riis Hansen, G., Moentjens, G. (2017) *Core competencies for safeguarding young people in care*. Safeguarding Projectmanagement: AUAS Amsterdam <http://www.amsterdamuas.com/safe/about/research/products/products.html>
- Wiber, S. (2013) *Guidelines for Managing Information Related to the Sexual Orientation & Gender Identity and Expression of Children in Child Welfare Systems* Putting Pride Into Practice Project, Family Builders by Adoption, Oakland, CA <http://cssr.berkeley.edu/cwscmsreports/documents/Information%20Guidelines%20P4.pdf>
- Kaufman, K. & Erooga, M. (2016) *Risk Profiles for Institutional Child Sexual Abuse a literature review*. Royal Commission into Institutional Responses to Child Sexual Abuse, Sydney. <https://www.childabuseroyalcommission.gov.au/sites/default/files/file-list/Research%20Report%20-%20Risk%20profiles%20for%20institutional%20child%20sexual%20abuse%20-%20Causes.pdf>

ASSIGNMENTS & ASSESSMENT

During this summer course, students will have spare time to work on two assignments which will be assessed at the end of the course. Below the text for the assignments as formulated in the students' guide:

1. DEVELOP A TOOL THAT HELPS YOU TO TALK ABOUT SEXUALITY.

This can be a tool to be used in your workplace/ with your target group to encourage discussions about sexuality, relationships and intimacy. You will have to write a theoretical justification for the tool you develop, using the literature provided, sources you find yourselves and the insight you acquire during the lessons, practical sessions and working visits during the summer school.

- The tool is activating, encouraging concrete language, and inclusive
- The theoretical underpinning is based on relevant and recent (>10 years) information;
- The theoretical underpinning is explaining why the tool can be effective

2. MAKE A SHORT VIDEO FOR YOUR PEERS AT HOME ON HOW TO BE AN AMBASSADOR FOR COMPREHENSIVE SEXUALITY EDUCATION.

- The video includes: relevance, goals, possible activities, and your personal motivation.

Assignments / Tests	Weight (%)
<Tool to talk about sexuality>	50%
<Video: how to be an ambassador >	30%
<Reflection>	20%
	100%

LESSON PLANNING

<p>WEEK 1 DAY 1</p>	<p>08:00 - 09:00 Registration 09:00 - 10:00 Opening Summer school 10:00 - 12:00 Introduction to program, each other and meet up with teachers 12:30 - 13:30 Lunch 13:30 - 15:00 Norms and values relating to sexuality 15:00 - 16:00 Rules and Regulations about sexuality 16:00 - 17:00 Dutch Culture 17:00 Welcome drinks</p>
<p>WEEK 1 DAY 2</p>	<p>09:00 - 11:00 Sexual development 11:00 - 12:30 Sexual development and needs of children in residential care 12:30 - 13:30 Lunch 13:30 - 15:30 Field visit to red light district/sex workers information point and observation assignment 15:30 - 16:00 Briefing 16:00 - 16:30 Reflection and evaluation of day 1</p>
<p>WEEK 1 DAY 3</p>	<p>09:00 - 11:30 Assessing young people's sexual behaviour: the Flag System 11:30 - 12:30 The Flag System for residential youth care 12:30 - 13:30 Lunch 13:30 - 16:00 Self-study for final assignment 16:00 - 16:30 Reflection and evaluation of day 3</p>
<p>WEEK 1 DAY 4</p>	<p>09:00 - 11:00 Sexual health and sexual risks: facts you need to know 11:00 - 12:00 Historical sexual abuse and the project Safeguarding (12:30 - 13:30 Lunch 13:00 - 16:00 Field visit to Pretty Women, project for victims of trafficking (Utrecht) 16:00 - 16:30 Reflection and evaluation of day 4</p>
<p>WEEK 1 DAY 5</p>	<p>09:00 - 10:00 Sexual identity 10:00 - 11:00 Sexuality and cultural diversity 11:00 - 12:00 Guest lecture Naima Asbaa 12:00 - 12:30 Reflection and evaluation of week 1 12:30 - 13:30 Lunch 13:30 LGBT Tour</p>

WEEK 2 DAY 1	<p>09:00 - 11:00 Sexuality education</p> <p>11:00 - 12:30 Tools to talk about sexuality</p> <p>12:30 - 13:30 Lunch</p> <p>13:30 - 16:00 How to be an ambassador for sexuality education</p> <p>16:00 - 16.30 Reflection and evaluation of day 6</p>
WEEK 2 DAY 2	<p>09:00 - 11:00 Sexuality education for traumatised children in care</p> <p>11:00 - 12:30 Discussion with expert professional and experience expert</p> <p>12:30 - 13:30 Lunch</p> <p>13:30 - 16:00 Creative assignment</p> <p>16:00 - 16:30 Reflection and evaluation of day 7</p>
WEEK 2 DAY 3	<p>09:00 - 12:30 Field visit / discussion with experts in the field (Qpido)</p> <p>12:30 - 13:30 Lunch</p> <p>13:30 - 14:00 Sexuality and cultural diversity</p> <p>14:00 - 16:00 Field visit: Museum of the Tropics</p> <p>16:00 - 16:30 Reflection and evaluation of day 8</p>
WEEK 2 DAY 4	<p>09:00 - 12:30 Self-study: work on assignment</p> <p>12:30 - 13:30 Lunch</p> <p>13:30 - 17:00 Teacher evaluation of assignments</p>
WEEK 2 DAY 5	<p>09:00 - 12:30 Presentation of the designed tools</p> <p>12:30 - 13:30 Lunch</p> <p>13:30 - 15:30 Short video production activity: ambassadors of sexuality education</p> <p>16:00 Certificate ceremony</p> <p>17:00 Farewell drinks</p>

TEACHER INSTRUCTIONS PER DAY:

MONDAY 2 JULY 2018 (DAY 1)			
TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
08:00-09:00	Registration	<ul style="list-style-type: none"> Arrival & Registration 	
09:00-10:00	Opening summer school	<ul style="list-style-type: none"> Dean of faculty opens the summer school for all courses of Amsterdam University of applied sciences 	<ul style="list-style-type: none"> If possible, be present
10:00-12:30	Meet the lecturers and introduction programme	<ul style="list-style-type: none"> All lecturers teaching at the summer school should -if possible- be present to introduce themselves to the students. Students are told what to expect over the next two weeks Introduction of assignments 	<ul style="list-style-type: none"> Lecturers should prepare what they want to tell the students about themselves. Introduction to the summer school is being devised by Iddegien Mention MijnHva, teaching methods, final assignment, tests, allocation of credits. Provide a paper with tips for the assignments and literature
		<ul style="list-style-type: none"> Icebraker: Sex ABC Getting to know each other more. 	<ul style="list-style-type: none"> Sex ABC: Let students mention sexual related words, starting with an A, followed by a B, then C, etc. Write these words down on a flip over of white board. Students learn by this exercise to mention sexual related words. You could also stimulate students to reflect which words are appropriate to use during conversations with clients. Students make groups of four and discuss work placement experiences, what they have to offer and what they want to learn.

12:30-13:30	Lunch		<ul style="list-style-type: none"> If possible, be present
13:30-14:00	Norms and values relating to sexuality	<ul style="list-style-type: none"> Ice breaker: distance proximity exercise 	<ul style="list-style-type: none"> This exercise can be found on our website
14:00-14:30		<ul style="list-style-type: none"> Appropriate and inappropriate contacts Barbed wire 	<ul style="list-style-type: none"> Appropriate and inappropriate contacts and the barbed wire can be found on our website
14:30-15:00		<ul style="list-style-type: none"> Statement game 	Statement game
15:00-15:30	Rules and regulations concerning sexuality	<ul style="list-style-type: none"> Introduction 	<ul style="list-style-type: none"> Introduce the topic, stress the importance of knowing local sexual climate, apparent in rules and regulations. PPT presentation of this topic can be found on our website (teacher presentation at norms and values) Watch video: Dutch lessons part 1, Observation point for students: What is different/the same compared to sexual climate in your country?
15:30-16:00		<ul style="list-style-type: none"> Group assignment about WHO document and laws and regulations about youth and sexuality in native country 	<ul style="list-style-type: none"> Students work in groups. They try to find out how sex education for children and young people is organised in their countries of origin and which laws and regulations are important. Students discuss differences and communalities in their subgroup
16:00-16:30	Reflection and evaluation	<ul style="list-style-type: none"> Students reflect and evaluate 	<ul style="list-style-type: none"> Teacher: make sure everybody is present Have everybody talk about their experience Encourage students to identify personal and professional values

TUESDAY JULY 3RD (DAY 2)

TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-9:30	Sexual development	<ul style="list-style-type: none"> Introduction to dimensions of sexual development 	<ul style="list-style-type: none"> Tutor introduction: show PowerPoint about sexual development. Can be found on our website Group discussion: let students identify key issues on nine dimensions of sexual development
09:30-10:00		<ul style="list-style-type: none"> Sexual developmental trajectories exercise (preparations necessary, see appendix) 	<ul style="list-style-type: none"> Provide tutor introduction (See appendix 1) Prepare the room and explain the assignment Let students look at the diversity of positions Debriefing: let students reflect on what surprised them and why
10:00-10:30		<ul style="list-style-type: none"> Normal sexual development of young people 	<ul style="list-style-type: none"> Weblecture: open the website and scroll down to the Flagsystem part 1. Click on the weblecture of Erika Frans with the title: what about sexual development? Watch the weblecture
10:30-11:00		<ul style="list-style-type: none"> Sexual development puzzle (preparation necessary, see appendix) 	<ul style="list-style-type: none"> Teacher preparation: Print normal sexual development matrix on A3 for each small group twice; cut one into small cards Print empty framework on A 3 for each subgroup Provide tutor introduction Let students sit in small groups of 3 – 4 Explain the assignment Sexual development matrix provided through website Instruct subgroups to sort the cards on the empty framework When done, provide the correct matrix and discuss results
11:00-11:30		<ul style="list-style-type: none"> Sexual development of children in residential care 	<ul style="list-style-type: none"> Watch first part of weblecture Liesbet Dillen Observation points: What are the sexuality education needs of young people in care?
11:30-12:30		<ul style="list-style-type: none"> Specific sexuality education needs of children in residential care 	<ul style="list-style-type: none"> Teacher: provide short case histories. (to be found via the website) Subgroup assignment: Identify signs of unhealthy development in children with special needs. Present to group. Use the Kuyper & Høing Paper as background material. You can find this paper in appendix 1.
12:30-13.30	Lunch		
13:30-15:30	Field visit	<ul style="list-style-type: none"> Field visit to Amsterdam sex museum and red light district information point 	<ul style="list-style-type: none"> Observation points: How do you feel when confronted with explicit sexual content? What do you think of legalization of sex work?

15:30 – 16:00		<ul style="list-style-type: none"> Debriefing and evaluation 	<ul style="list-style-type: none"> Teacher: make sure everybody is present Have everybody talk about their experience Encourage students to identify personal and professional values
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WEDNESDAY JULY 4 TH (DAY 3)			
TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-10:00	Exercise Jo and Sam	<ul style="list-style-type: none"> Exercise 	<ul style="list-style-type: none"> See website: (scroll down to find the exercise)
10:00-10:30		<ul style="list-style-type: none"> Introduction to Flagsystem 	<ul style="list-style-type: none"> You can use the web Lecture, the Flagsystem part 2
10:30-12:30			<ul style="list-style-type: none"> Students work in groups of 5. Every group gets a set of cards of the Flagsystem and all the group members discuss with each other which flag colour they rate the situation that is drawn on the cards. Students have to explain their answers. In the PowerPoint presentation about the Flag system you can find the cards of the Flag system. You could use them for this assignment. You could also buy a set of cards. We strongly recommend to inform yourself about the flag system. At our online course, scroll down the film The Flag system part 2), you can find a web lecture made by the founder of the Flag system, Erica Frans. In this web lecture she tells what the Flag system is and how you could use it. At this website you find some information in English about the flag system:
12:30-13.30	Lunch		
13:30-16:00	Self-study	<ul style="list-style-type: none"> Students work on their final assignment 	<ul style="list-style-type: none"> Encourage students to search for extra literature
16:00-16:30		<ul style="list-style-type: none"> Reflection and evaluation of day 3 	<ul style="list-style-type: none"> Teacher: make sure everybody is present Have everybody talk about their experience Encourage students to pose questions

THURSDAY JULY 5TH (DAY 4)

TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-12:00	Sexual Health and sexual harmful behaviour	<ul style="list-style-type: none"> • Lecture about on risk • Sexual abuse • On-line sexual abuse 	<ul style="list-style-type: none"> • See our website
12:00-13.00	Lunch		
13:00-16:00	Field trip	<ul style="list-style-type: none"> • Field trip to Pretty Woman in Utrecht; Providing help for young women (at risk of) being forced into prostitution 	
16:00-16:30		<ul style="list-style-type: none"> • Reflection and evaluation of day 4 	<ul style="list-style-type: none"> • Teacher: make sure everybody is present • Have everybody talk about their experience • Encourage students to pose questions

FRIDAY JULY 6 TH (DAY 5)			
TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-10:00	Sexual Identity	<ul style="list-style-type: none"> To be filled in by Anneke Wassink & Students Suggestion: The heterosexual questionnaire 	<ul style="list-style-type: none"> More can be found on our website Prepare: Download and print the questionnaire Let students read and fill in the questionnaire Discuss: How does it feel to answer these questions?
10:00-10:30	Sexuality and cultural diversity	<ul style="list-style-type: none"> Introduction to the topic the role of males/females and How is sexuality defined in different cultures? Private and public sphere Virginity and honour Individuality versus group norms Secrets and honour based violence Talking about sexuality and dealing with taboo Prejudices about religious and cultural minority groups 	<ul style="list-style-type: none"> Group discussion: What is the dominant discourse about sexuality in your culture? In your peer group? In your parents peer group? In your grandparents peer group?
10:30-11:00		<ul style="list-style-type: none"> Comprehensive sexuality education in different cultures 	<ul style="list-style-type: none"> Show video: The importance of comprehensive sexuality education (3:28 minutes) once, then give the assignment. Tutor instruction: View the video again and note the dilemma's you could encounter in your country while educating young people from diverse religious backgrounds about sexuality. Discuss: what dilemmas do you encounter in your country? How can you deal with them? What do you need to know/need to train to be able to provide sexuality education to young people from diverse religious backgrounds?
11:00-12:00	Guest lecture	<ul style="list-style-type: none"> To be provided by Naima Asba 	<ul style="list-style-type: none"> Guest Lecture by Naima Asba
12:00-12.30	Wrap up Week 1	Reflection and evaluation of week 1	<ul style="list-style-type: none"> Teacher: make sure everybody is actively engaged Have everybody talk about their experience of week 1 Encourage students to pose questions
12:30-13:30	Lunch		
13:30-16:00	Field trip and socialize	<ul style="list-style-type: none"> LGBT Tour in Amsterdam 	

WEEK 2

MONDAY JULY 9 TH (DAY 6)			
TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-11:00	Sexuality education	<ul style="list-style-type: none"> Sexuality education Talking about sexuality: it's all about words (20 minutes) 	<ul style="list-style-type: none"> Introduction to the topic based on: WHO. (2010) Standards for Sexuality Education in Europe. Federal Centre for Health Education, BzGA. Cologne Bernaards, C., Walpot, M., Riis Hansen, G., Moentjens, G. (2017) Core competencies for safeguarding young people in care. Safeguarding Projectmanagement: AUAS Amsterdam Exercise talking about sexuality (20 min), which words do you use? Utilities: <ul style="list-style-type: none"> markers or pencils large sheet of paper or flip over tape to fix the paper to the wall make subgroups of 5 students Explain assignment: With about 5 people write on a large sheet of paper (e.g. a flip chart paper) all the words you know for: <ul style="list-style-type: none"> the male- and female genitals having sexual intercourse Note: please also write down slang/ dirty-words Talk to each other and reflect on which words you feel comfortable with and which words you don't. Also talk about which words you would use when talking about sexuality with your clients and take in consideration whether the chosen words would make sense to them. Would your clients understand what you are talking about? Teacher wrap up: be alert that several sexual words may have different meanings/ explanations. What is normal for one person can be shocking to the other. So it could be helpful to discuss with your clients which words you both feel comfortable with. Please check if your client understands the words you use. And also be aware that the words you use aren't too childish. To prevent miscommunication it may be helpful to check what your client means when using certain words (Van Eijk & Kuyper, 2017). If you want to know more about talking about sexuality with children and young people? please take a look on this website.

		<ul style="list-style-type: none"> • Plissit assignments (30 -45 minutes; 	<p>You can find some helpful general tips and instruction videos for talking about sexuality with children and young people.</p> <p>For alternative exercise: see appendix.</p> <p>Plissit assignments:</p> <ul style="list-style-type: none"> • Utilities: Prints of assignment with case histories (see appendix) to be given to subgroups. • Teacher introduction: a lot of (social-) care workers find it hard to discuss sexuality professionally. To discuss sexuality and relationships you need excellent communicational skills. It is important that you find it normal to discuss sexuality and relationships. It could be helpful to apply the PLISSIT approach, take a look at this video and learn more about it. • Explain assignments: • Exercise: how would you react? Purpose: discuss with your co-workers how you would react in these situations Amount of participants: 5 to 6 participants per group • Situation 1: In the living room of a residential group Ahmed finds a magazine with two men kissing on the front page. He says that his religion (Islam) forbids homosexuality, because it is dirty and disgusting. Discuss with each other how you would react to Ahmed in this situation. • Situation 2: Karen, a 13-year-old girl, doesn't want to talk about sexuality. She was raised strictly Christian. How do you explain to her that sexuality is an important subject to talk about? Discuss with each other how you would explain this to Karen • Situation 3: In a residential care setting Donna, a 14 year old girl with a history of sexual abuse by the partner of her alcoholic mother, tells you that she was sexually harassed by two boys in the group. They tried to French kiss and undress her. One boy touched her breasts underneath her bra and her genitals. How do you react to what Donna tells you and what will you discuss with Donna? Discuss with each other how you would react and what you would do? <p>Teacher wrap up:</p> <p>Let the subgroups talk about their solutions; See appendix 2 for possible teacher reactions and good solutions.</p>
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11:00-12:30	Tools to talk about sexuality	<ul style="list-style-type: none"> Girls' Choice 	<ul style="list-style-type: none"> Students practise using the educational material from Rutgers on each other. They reflect on whether they could use these games/methods with their own target group. Where can you find useful tools in your own country? Demonstration of materials, games and tools to talk with clients
12:30-13:30	Lunch		
13:30-16:00	How to be an ambassador for sexuality education	<ul style="list-style-type: none"> Teacher introduction Preparation of video – pitch or poster 	<ul style="list-style-type: none"> Instructions: you can find on our website the workshop How to be an ambassador of sexuality education
16:00-16:30	Reflection and evaluation of	<ul style="list-style-type: none"> Students reflect on and evaluate day 6 	<ul style="list-style-type: none"> Teacher: make sure everybody is actively engaged Have everybody talk about their experience of this day Encourage students to pose questions

TUESDAY JULY 10TH (DAY 7)

TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-11:00	Sexuality education for traumatised children in care	<ul style="list-style-type: none"> Icebreaker Introduction Sexuality education for traumatized children in care: video Lisbeth 	<ul style="list-style-type: none"> Balloon and needle exercise : to be placed on website: Students experience in this exercise how it is to feel fear. Students stand in a circle. The teacher blows up a balloon and holds the balloon in one hand. In the other hand the teacher holds a needle. Students have to close their eyes. Students don't know when the teacher peaks the balloon. Teacher instruction: Watch this weblecture by Lisbeth and answering the following questions: <ul style="list-style-type: none"> Why doesn't correction or punishment work for traumatized young people? Lisbeth talks about 4 challenges, describe these 4 challenges. To educate these young people you might apply the PACE-approach. What is the PACE-approach? Why is it important to focus on healthy sexual relationships according to Lisbeth? Reflect with the class: <ul style="list-style-type: none"> Do you recognize the 4 challenges Lisbeth has talked about in your own work? Share an example.

			<ul style="list-style-type: none"> - Do you already apply PACE or something similar? What goes well and what could use some work?
		<ul style="list-style-type: none"> • Theory on consequences of trauma/sexual abuse: video (15 min) • Two suitcases exercise (20 minutes) 	<ul style="list-style-type: none"> • Watch the video: (TED talk about the impact of trauma on brain development) • Or: complex trauma explained by youth for youth <p>Two suitcases exercise: see appendix</p> <ul style="list-style-type: none"> • Duration including reflections: 15/20 minutes • Amount of participants: groups of 5 people • Utilities: 2 boxes, (like a shoebox). 1 box represents the visible suitcase, the other box represents the invisible suitcase. Small cards to write on Pencils or markers • Teacher explains the assignment: write down on the cards what a child who has experienced trauma brings with him both visibly and invisibly. Empty each box, discuss the outcomes with each other and reflect on what this means for your professional approach of these young people.
10:30-12:30	Discussion with expert professional and experience expert	<ul style="list-style-type: none"> • Expert from Spirit 	<ul style="list-style-type: none"> • Guest lecture
12:30-13:30	Lunch		
13:30-14:30		<ul style="list-style-type: none"> • Experience expert 	<ul style="list-style-type: none"> • Experience expert tells students about her experiences with sexual harmful behaviour and the help she got.
14.30-15.00	Reflection and evaluation of the day	<ul style="list-style-type: none"> • Students reflect and evaluate day 7 	<ul style="list-style-type: none"> • Teacher: make sure everybody is actively engaged • Have everybody talk about their experience of this day • Encourage students to pose questions

WEDNESDAY JULY 11TH (DAY 8)

TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
09:00-12:00	Field visit	<ul style="list-style-type: none"> Field visit to Qpido 	
12:00-13:00	Lunch		
13:00-14:00	Sexuality and cultural diversity	<ul style="list-style-type: none"> Introduction (10 min) 	
		<ul style="list-style-type: none"> Video & assignment (15 min) 	<ul style="list-style-type: none"> Watch the video once; Then give the assignment: watch the video again and note the dilemma's you could encounter in your home country when educating young people from diverse religious backgrounds on sexuality Discuss: What dilemmas do you encounter in your country? How can you deal with them? What do you need to know/train in order to be able to provide sexuality education to young people from diverse religious backgrounds?
		<ul style="list-style-type: none"> Cultural competencies questionnaire (15 min) 	<ul style="list-style-type: none"> Utilities: XX prints of the Cultural competencies questionnaire (see appendix) Let students fill in the questionnaire. In subgroup of 3: discuss your answers with your peers, focusing on the 'always': how do you do that?
		<ul style="list-style-type: none"> Role-play script 	<ul style="list-style-type: none"> In subgroups of 3: Provide the case history (see appendix) Explain the assignment: read the case history. Develop a short role-play script for the first 10 minutes of an intake: how do you obtain permission (P) and give limited information (LI)? Write down the sentences exactly as they should be said. Do the role-play <p>Teacher wrap up: discuss examples of P and LI.</p>
14:00 – 16:00	Field visit	<ul style="list-style-type: none"> Museum of the Tropics 	<ul style="list-style-type: none"> Instructions: to visit the exhibition: love is all around
16:00 – 16:30	Reflection and evaluation of the day	<ul style="list-style-type: none"> Students reflect and evaluate day 7 	<ul style="list-style-type: none"> Teacher: make sure everybody is actively engaged Have everybody talk about their experience of this day Encourage students to pose questions

THURSDAY, JULY 12 TH (DAY 9)			
TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
9:00-12:30	Self-study	<ul style="list-style-type: none"> Students work on their assignments 	<ul style="list-style-type: none"> Students hand in their assignments by 13:00
12:30-13:30	Lunch		
13:30-17:00	Teacher evaluations	<ul style="list-style-type: none"> Teachers evaluate the assignments 	
14:00-16:00	Field visit	<ul style="list-style-type: none"> Museum of the Tropics 	
16:00-16:30	Reflection and evaluation of the day	<ul style="list-style-type: none"> Students reflect and evaluate day 7 	<ul style="list-style-type: none"> Teacher: make sure everybody is actively engaged Have everybody talk about their experience of this day Encourage students to pose questions

FRIDAY, JULY 13 TH (DAY 10)			
TIME SLOT	PROGRAMME COMPONENT	CONTENTS	INSTRUCTION
9:00-12:30	Student presentations	<ul style="list-style-type: none"> Students present their designed tools 	<ul style="list-style-type: none"> Students present their product and pitch it.
12:30-13:30	Lunch		
13:30-15:30	Video production	<ul style="list-style-type: none"> Students produce their video's or posters on how to be an ambassador of sexuality education 	<ul style="list-style-type: none"> Instructions: Students e-mail their video's to someone who combines them into a presentation for fare well drinks
15:30-16:00	Reflection an evaluation the week?	<ul style="list-style-type: none"> Students fill in the questionnaire Verbal evaluation 	<ul style="list-style-type: none"> Teacher: make sure everybody is actively engaged Have everybody talk about their experience of this week
16:00-17.00	Certificate Ceremony	<ul style="list-style-type: none"> Students receive their certificate and personal speech 	<ul style="list-style-type: none"> Personal stories about students
17:00	Farewell drinks	<ul style="list-style-type: none"> Display students' video on background? 	

APPENDIX: EXERCISES

WEEK 1 TUESDAY:

DEVELOPMENTAL TRAJECTORIES EXERCISE

TUTOR INTRODUCTION:

The timing of developmental processes is different for different dimensions, and from person to person. Some developmental steps and experiences are unique to individuals (e.g. losing a parent at a young age), while other steps and experiences are typical for all in a certain stage of life (e.g. reaching puberty). Some experiences are common for a whole generation during a certain time frame and in a certain culture (e.g. mandatory sex education programmes in high school). Individual sexual developmental trajectories can be very diverse because of the complex interplay of biological, psychological and socio-cultural factors. However, 'typical' trajectories can be derived from research (De Graaf & Mouthaan, 2007). The typical trajectories describe the broad range of sexual developmental steps that occur at a certain stage.

ASSIGNMENT: YOUR SEXUAL DEVELOPMENTAL TRAJECTORY (20 MINUTES)

Learning objective:

Professionals know the dimensions of sexual development and the role of sexual development in the psychosocial development of young people, in such a way, that they can describe key issues at the different dimensions.

NECESSARY:

- A room with some open space in the middle, depending on the number of participants (they must be able to walk about).
- A piece of chalk, rope or paper tape.

Tutor: draw a long line (you can either use chalk or a rope/paper tape) on the floor.

Mark numbers 1 – 20 at fixed intervals (these indicate age points). Explain the assignment: the tutor reads questions, and the participants walk to the age point that corresponds with their individual answer. If the answer is 'not applicable' or the participant doesn't want to answer, the participant steps aside.

Offer the opportunity to discuss diversity.

(Alternative in case of lack of space: use a flip over paper in landscape orientation, draw a line, and let participants point with their fingers or put down marks with pencils. Work in subgroups).

QUESTIONS:

1. Body image: At what age were you most insecure about your own body?
2. Gender identity: At what age did you want to be of the opposite sex?
3. Gender –role: At what age did you discuss gender expectations with your parents?
4. Romantic relationships: At what age were you in love for the first time?
5. Sexual orientation: At what age were you insecure about your sexual orientation?
6. Sexual interest and desires: At what age did you first see/watch sexually explicit images?
7. Attitudes, beliefs and emotions: At what age did you develop your present ideas about sexual relationships?
8. Reproductive health: At what age did you learn about menstruation?
9. Sexual function: At what age did you experience physical arousal for the first time?

YOUNG PEOPLE IN RESIDENTIAL CARE: VARIOUS NEEDS FOR SEXUALITY EDUCATION

AUTHORS:

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RESIDENTIAL YOUTH CARE SETTINGS

Residential youth care offers care and treatment for young people ages 0 – 18, who cannot live at home for various reasons (e.g. psycho-social problems, inadequate parenting). In the Netherlands, residential youth care is offered by different types of institutions:

- youth care (for children with mild problems and for parenting support)
- youth care + (closed settings, for youth who need intensive care and protection)

There are also institutions for children with specific needs:

- Youth –Psychiatry (for youth with psychiatric problems)
- Ortho-pedagogical treatment facilities (for youth with mild cognitive impairment)
- Family homes (where youth can be treated in family like homes with professional care takers)
- Juvenile detention facilities (treatment facilities for youth who have committed criminal offences)

WHO ARE THE YOUNG PEOPLE IN THESE FACILITIES?

Based on what is known from research, the following characteristics are typical for these children:

- Age: 0 – 18, but majority is above 10
- Sex: In residential youth care girls and boys are evenly represented, in orthopedagogical settings, the majority is male.
- Background: in residential youth care in the Netherlands, children from a migrant background are over – represented.
- Psycho-social and psychiatric problems: the majority of children is diagnosed with psycho-social or psychiatric problems. The five most prevalent diagnoses are:
 - Conduct disorder (mainly ODD or CD)
 - Emotional problems (anxiety, mood)
 - Trauma – related problems (often sexual abuse)
 - Feelings of incompetence
 - Attachment disorders

ADHD/ADD and autism related disorders are less prevalent but not rare (on average 11-14 % in youth care facilities). Some institutions have specific treatment facilities for these children. The rate is – for obvious reasons- higher in youth psychiatric facilities.

VARIOUS NEEDS FOR SEXUALITY EDUCATION

The sexual development of young people in residential youth care usually is not different from young people who grow up at home. The Dutch report “Sex under the age of 25” (de Graaf et al, 2017)

provides recent information about the sexual behavior of young people in the Netherlands. The 'normative list' of the Flag System is also based on recent research in the Netherlands and Belgium, and helps to decide which behavior is 'normal' at a certain age.

However, when preparing a pedagogical reaction to sexual behavior of young people in residential care, professionals need to be aware that some children and youngsters have specific needs regarding sexuality education. Specific needs can arise from psycho-social and psychiatric problems and traumatic childhood experiences. The needs for sexuality education are specified below for three groups:

- young people who have been sexually traumatized
- young people with psychiatric problems
- young people with mild intellectual disability

In general, sexual behavior should be treated like any other behavior. Discussing behavioral problems should be integrated in the daily professional routine of professionals and in teams, e.g. in treatment planning, client conferences, and team-discussions. In case of sexual transgressive behavior, these behavioral problems should also be dealt with like any other problem behavior, preferably by a multidisciplinary team.

YOUNG PEOPLE WHO HAVE BEEN SEXUALLY TRAUMATIZED

In a Dutch study of eleven youth care institutions, almost half of all children had a history of sexual abuse. A Dutch review (van Zenderen et al, 2017) points out that sexual trauma can induce or increase problems which are more at the forefront, like conduct disorders, emotional disorders and sexually aggressive behavior. Often, such a history of sexual trauma is not known to social workers who work with the children on a day to day basis. Children with sexual trauma therefore often don't get the treatment they need. Professionals in residential youth care should carefully assess any trauma history of their clients and exchange this information with their colleagues who also work with the child.

Sometimes children spontaneously disclose information about sexual abuse. All professionals in youth care should be able to react adequately, since sexual abuse may be part of any child's history. Some tips:

- be open to the child's narrative, do not interfere with your own interpretations and do not pry into details
- adjust your reaction to how the child appraises the situation and to the child's timing and tempo
- offer safety and security
- be transparent about what you are going to do with the information. Never make a promise of confidentiality.
- follow the instructions and policies of your institution

Young people with sexual trauma are at increased risk of re-victimization. Professional care takers should be alert to risk factors for re-victimization.

PERSONAL RISK FACTORS FOR RE-VICTIMIZATION ARE:

- lack of social skills/ not knowing how to talk about sexuality
- low self-efficacy
- negative self-image
- low risk-perception
- gender stereotype attitudes
- lack of hope and perspective for the future
- learning problems/low education level

CONTEXTUAL RISK FACTORS FOR RE-VICTIMIZATION ARE:

- complexity of the setting/situation
- ambiguous communication
- knowing/trusting the offender
- presence of alcohol and/or drugs

BACKGROUND VARIABLES OF INFLUENCE:

- problematic family background

USING THE FLAG SYSTEM FOR RESIDENTIAL CARE (JANSSENS ET AL. 2017) WITH CHILDREN WITH SEXUAL TRAUMA

The sexual behavior of children with sexual trauma can be objectively assessed with the criteria, flags and normative list of the Flag System. However, professionals in youth care will probably be more severe in their judgement because they are alert to potential harm and because of the high risk of re-victimization. Yet, they need to be aware of the importance of an objective assessment of behavior. Problematic sexual behavior should be dealt with in the internal discussions just like any other problematic behavior – preferably it is discussed in a multi-disciplinary team.

In the Netherlands the experience is that professionals in residential youth care often rate all sexual behavior of clients who have been sexually traumatized, as being harmful. They often misjudge the criterion 'self-respect' too negative. Sexual behavior which would be rated as perfectly normal outside the youth care setting, is rated as harmful or even 'very harmful', and often is prohibited and sanctioned in residential youth care. Many institutions have restrictive policies regarding sexual behavior of their clients. Consequently, young people in residential care are denied their natural developmental needs, which are: experimenting with sexual behavior and discovering their sexual desires and identity.

In cases where intensive treatment of sexual trauma is needed, which exceed the pedagogical reactions based on the Flag System, the following should be taken into consideration:

- Let a psychologist do the diagnosis to underpin which treatment is appropriate
- Share tips and advice about a supportive professional approach with all colleagues
- Pay attention to causes for inappropriate sexual behavior and suggest behavioral alternatives (e.g. suggest ways of getting affection in a non-sexual manner)
- Provide information (psycho-education) about sexual healthy behavior
- Provide social skills training aimed at talking about sexuality with a partner
- Provide training aimed at sexual empowerment

YOUNG PEOPLE WITH PSYCHIATRIC PROBLEMS

The most prevalent psychiatric disorders in youth care are conduct disorders (ODD and CD). These result in:

- defiant and anti-social behavior
- over-active and impulsive behavior
- lack of social skills
- problematic sexual behavior, such as:
 - age-inappropriate sexual behavior
 - risk taking behavior (early sexual intercourse, many sexual partners, unprotected sex)
 - sexual transgressive behavior
 - negative/aggressive attitudes towards sex

Conduct disorders are often persistent and clients with conduct disorders need intensive treatment, including interventions which are aimed at healthy sexual behavior. The use of the Flag System with clients who are diagnosed with conduct disorders should be embedded in these therapeutically interventions and approaches.

The sexual development of children with normal intelligence and other more prevalent psychiatric disorders, such as anxiety and mood disorders, ADHD and autism spectrum disorders (ASD), is – as far as we know from research- not different from healthy children. The sexual behavior however can be influenced by the symptoms of the disorder.

The sexual development of young people with normal intelligence and ASD is not different from other youngsters (De Winter, Vermeiren, Vanwesenbeeck, Lobbestael & van Nieuwenhuizen, 2015). They have apposite attitude towards sexuality in general and foster less negative attitudes towards homosexuals than their 'normal' peers. Little is known about their sexual experiences (Beddows & Brooks, 2015). Researchers stress, that the social impairments which result from the disorder (lack of social skills, communication problems and lack of social behavior) are risk factors for sexually transgressive behavior and demand professional attention and adequate intervention. Young people with ASD are less able to take the other person's feelings into account (lack of empathy), and their sexual behavior is motivated primarily by their own needs. They are not aware of the fact that the partner may not find this agreeable. They also are less able to identify negative intentions of others. Therefore they are at increased risk of becoming offender or victim of sexually transgressive behavior. Young people with ADHD show more externalizing problem behavior (aggression, delinquency and drug abuse) than youngsters without the disorder. We know from research that these types of behavior often correlate with early sexual initiation, having unprotected sex, and risk of sexual transgressive behavior. Sexually risky behavior of youngsters with ADHD is also resulting from their tendency to act in an impulse and ignore the consequences of risky behavior. Getting and keeping a stable relationship is more difficult for these youngsters, and they often have more sexual partners than their healthy peers. They are involved in unprotected sex more often and therefore have a higher risk of STD's and unwanted pregnancy (De Graaf & Maris, 2014).

Young people with other psychiatric disorders (such as mood disorders) can also show sexually problematic behavior or have problems with sexual function, which are resulting from their disorder. Some examples are: hyper-sexuality in the manic phase of a bi-polar mood disorder, overtly sexualizing behavior in young people with starting borderline disorder, lack of sexual interest and arousal in young people with depression. Also, professionals should consider and discuss the negative impact of medication on sexual function.

USING THE FLAG SYSTEM WITH CHILDREN WITH PSYCHIATRIC DISORDERS

The pedagogical reaction to sexual behavior of young people with conduct disorders needs to be a concerted team-effort, since these youngsters need clear boundaries and a recognizable approach. Also, the consequences of negative behavior need to be very clear and fixed.

For young people with other disorders, a tailor made approach, fitting the specific vulnerabilities of the youngsters is more appropriate. Such an approach always should encompass a positive labelling of sexuality and offer space for sexual experimenting, which is necessary for a healthy and normal sexual development.

Following activities and interventions which exceed the pedagogical reactions based on the Flag System should be taken into consideration:

- Let a psychologist do a full diagnosis of the psychiatric disorder and it's interaction with sexual behavior and sexual function
- Share tips and advice about a supportive professional approach with all colleagues
- Provide information (psycho-education) about sexual healthy behavior and prevention of sexual risk
- Provide information about effects of medication on sexual function
- Provide social skills training aimed at general and sexual empowerment
- Sometimes it its necessary to monitor the contacts of the child (e.g. in case of being groomed for prostitution)
- Sometimes it is necessary to impose restrictions (forbid certain behavior, install clear rules) if behavior becomes harmful for others.

YOUNG PEOPLE WITH MILD INTELLECTUAL DISABILITY

Young people with a mild intellectual disability (MID) have an IQ between 50/55 and 70/75 and problems in social adjustment (Didden, 2006). In residential youthcare, these problems are not always recognized. Youngsters with MID often are good at disguising their problems. Their language use is often much better than their comprehension of language. Consequently they are overburdened by their environment, which can lead to problematic behavior. They lack problem solving skills due to dysfunctions in the processing of social information and in executive function (Nieuwenhuizen & Elias, 2006), which enable us to regulate our thoughts and actions to be goal directed and efficient. Young people with MID show less adaptive behavior, have problems with remembering instructions and often react on impulses. They detect as much information as others, but:

- tend to focus on less relevant information
- tend to focus on spoken information
- tend to focus on negative information

In social situations they often react emotionally rather than rationally, aggressive or passive rather than assertive. Co-morbidity (additional psychiatric problems) is very common and contributing to problems in social interactions. Characteristic problems, which also tend to have an impact on sexuality are (Didden, 2006):

- negative body –image
- social-emotional development is lagging behind
- difficulties in assessing social situations
- can easily be manipulated
- have difficulties in identity-formation
- difficulties in perspective-taking (lack of empathy)
- weak moral judgement
- lack of impulse-control
- higher prevalence of sexual victimization

Their physical development and their sexual behavior are conform their biological age. However, specific characteristics in sexual development need to be taken into account when working with youngster with MID (Schakenraad & Janssens, 2008):

- They often have little knowledge about sexuality and sexual behavior
- They often have little knowledge of their own body
- They often have difficulties in sexual function and masturbation
- They often have negative sexual experiences
- They often use medication which has a negative impact on sexual function
- They often are not seen as 'a-sexual beings' by their family

Professionals need to take these characteristics into account when addressing sexual behavior of young people with MID. Because of their lack of knowledge, and problems with cognitive and socio-emotional function, information which is given needs to be very clear a concrete, combining verbal and visual information (e.g. using pictograms, using simple words and repeating information often. Young people with MID have difficulties in transferring information from one situation to other situations, therefore the same information needs to be given over and over again in similar, but slightly different situations. Information should be short, simple and practical, but not childish. Young people with MID are very sensitive to being negatively labelled, and therefore empowerment is even more important than in young people without MID.

Following activities and interventions should be taken into consideration:

- Let a psychologist do a full diagnosis of the MID and concurring psychiatric disorders and their interaction with sexual behavior and sexual function
- Let the psychologist give tips and advice about a supportive professional approach
- Provide information (psycho-education) about sexual healthy behavior and prevention of sexual risk with materials which are adjusted to the intellectual abilities of these youngsters
- Provide information about effects of medication on sexual function
- Provide social skills training aimed at improving social skills in general as well as social skills in sexual situation, including sexual empowerment

WEEK 2, MONDAY:

IT'S ALL ABOUT WORDS:

Talking about sex is all about words. Which words do you associate with sexuality?

Write down on a large sheet of paper (e.g. a flip chart paper) all the words you associate with sexuality.

Finished?

Talk to each other and reflect on which words you feel comfortable with and which ones you don't. Also talk about which words you would use when talking about sexuality with your clients. Take into consideration whether the chosen words would make sense to them. Would your clients understand what you are talking about?

The definition of sexuality according to the WHO:

Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors (WHO, 2006, p.10.)

PLISSIT ASSIGNMENT:

Exercise: How would you react?

Purpose: Discuss with your co-workers how you would react in these situations

Amount of participants: 5 to 6 participants per group

Duration: 30 minutes

Situation 1:

In the living room of a residential group Ahmed finds a magazine with two men kissing on the front page. He says that his religion (Islam) forbids homosexuality because it is dirty and disgusting.

A. Discuss with each other how you would react to Ahmed in this situation.

Situation 2:

Karen, a 13 year old girl, doesn't want to talk about sexuality. She was raised strictly Christian. How do you explain to her that sexuality is an important subject to talk about?

B. Discuss with each other how you would explain this to Karen

Situation 3:

In a residential care setting Donna, a 14 year old girl with a history of sexual abuse by the partner of her alcoholic mother, tells you that she is sexually harassed by two boys in the group. They tried to French kiss and undress her. One boy touched her breasts underneath her bra and her genitals. How do you react to what Donna tells you and what will you discuss with Donna?

C. Discuss with each other how you would react and what you would do?

Situation 1:

It is important to have clear rules about respect within the group for each other's religious backgrounds, sexual orientation, etc. It is also important to pay attention to the way the group is decorated. For example: you could hang rainbow flag on the wall. It is also important to understand that personal values always matter when providing sexuality education and that differences in values will always exist when discussing these subjects. But it is your task as residential care worker to provide Ahmed with the correct information. In situations like this it is helpful to have a conversation instead of giving a lecture. You could ask him what he thinks homosexuality means. It is probably important for Ahmed to know that 1 in 10 people have a homosexual orientation.

Ahmed says that homosexuality is dirty and disgusting. It often seems that the idea of sex between two men is the reason that homosexuality is rejected. Emphasize that gay men and women are not only focused on sex. Like everybody else, they can be in love and just want to be together (Ohlrichs & Van der Vlugt, 2013).

Situation 2:

You could explain to Karen that sexuality is a normal part of life and being human. And that she has the right to get sexually educated. It could be helpful to mention that most Christian churches approve of sexuality education. But talking about masturbation and extramarital sex is disapproved of by the Catholic church. It is also important to keep in mind that a lot of deeply religious Christians are ashamed to talk about sexuality. For Karen it could be helpful to get her mother's approval for sexuality education (Ohlrichs & Van der Vlugt, 2013).

Situation 3:

It is important to mention that if you don't consent to sex and someone forces you to do something sexual, this is sexual assault, abuse, and/or rape. Someone hurting you like this is never your fault. It doesn't matter if the person doing these things is a family member, your friend, or even someone you're dating — it's still wrong. Everybody has the right to decide what happens to their bodies. It is important to create a safe place for Donna.

What happened to Donna is illegal, talk to your team members and supervisor about what happened. Create an action plan to ensure Donna's safety and decide who will report the incident to the police.

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