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Session 4D: Problem Sexual
Behavior Treatment
Curriculum for Youth

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FACULTY BIOGRAPHIES

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Problem Sexual Behavior Treatment Curriculum for Youth

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I Decide...

Cognitive Behavioral Intervention to Control Impulses
and Create Identity for Adolescents

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Background and Rationale

Gender Identity

Sexual
Orientation

Age-Appropriate Sexual Behaviors

- Avoiding sexual risk altogether is unrealistic.
- Sexuality is a part of life and being human.
- Many adolescents do not have adults who model or teach responsible sexual behavior.
- Strong messages from the media and other influences often encourage unhealthy sexual behavior and attitudes.

Age-Appropriate Sexual Behavior

- The challenge is to identify concerning behaviors that fall outside of the normative range, and then connect individuals and families with appropriate services and/or resources.

What can make it challenging to determine if a specific behavior is age-appropriate?

Age-Appropriate Sexual Behavior

- The impact of online and digital activities on children and adolescents challenges professionals in new ways.
- Adolescents should be educated and assisted to understand how online sexual content and digital activities fit within relationships, romance, and sex. Some restrictions and supervision are necessary for

Age-Appropriate Sexual Behavior

- Problems can arise when adolescents use technology to engage in sexually maladaptive behaviors (e.g., bullying or blackmailing others, transmitting images or videos that are illegal under current legislation, coming into contact with people who seek to exploit them).

AGE-APPROPRIATE SEXUAL BEHAVIORS

Most sexual behavior in children and adolescents falls within the normative range. It is often accompanied by spontaneity, curiosity and experimentation. Children are easily diverted from these behaviors. No intervention is required.

CONCERNING SEXUAL BEHAVIORS

The frequency and persistence of these behaviors should be monitored. Risks related to technology use include less time with peers, grooming and viewing inappropriate content. Intervention might be required.

VERY CONCERNING SEXUAL BEHAVIORS

Seek professional advice, especially if the child or adolescent is secretive, anxious or tense –
or if coercion, compulsion or threats are involved.
Risks related to technology use includes grooming, sexual assault, pornography and

13 to 18 Years

AGE-APPROPRIATE SEXUAL BEHAVIORS

- Need for privacy
- Masturbating in private
- Interactions with peers:
 - Sexually explicit conversations, obscenities or jokes related to own culture
 - Sexual teasing and flirting
 - Kissing, hugging, holding hands
 - Foreplay with mutual consent
- Sexual intercourse plus full range of sexual activity with similar age partner
- Viewing sexual content for arousal (low risk)

13 to 18 Years

CONCERNING SEXUAL BEHAVIORS

- Being pre-occupied with or anxious about sex
- Being promiscuous (not making informed decisions about relationships and/or frequent sexual relationships with feelings of discomfort)
- Being interested in themes or obscenities involving aggression
- Spying on others who are nude and/or engaged in sexual activity
- Engaging in unsafe sexual behavior
- Seeking out sexual pornography
- Having oral sex or intercourse with someone more than 2 years older/younger
- Sending and receiving sexual images to multiple people with their

13 to 18 Years

VERY CONCERNING SEXUAL BEHAVIORS

- Compulsive masturbation (especially in public)*
- Degrading/humiliating self or others with sexual themes
- Preoccupation with sexually aggressive pornography or child pornography
- Touching others without permission
- Making written/verbal sexually explicit threats
- Making obscene phone calls, exhibitionism, voyeurism or sexual harassment
- Sexual contact with younger people
- Sexual contact with animals
- Taking sexual images of others to exploit them

Curriculum Overview

Curriculum Overview

- This intervention is designed to be delivered in a modified closed group format.*
- The curriculum includes 30 group sessions and 3 individual sessions. Each session is designed to be delivered in 60 minutes.

Curriculum Overview

- Supplemental materials are available for use in advanced practice and family interventions.*

Curriculum Overview

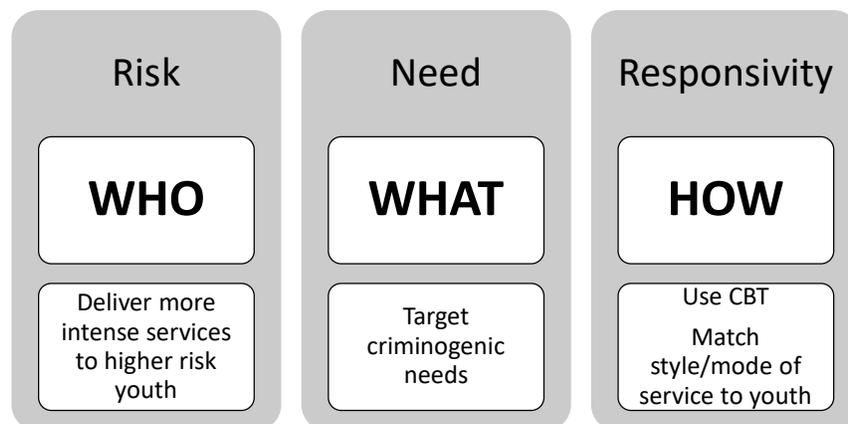
- The recommended number of participants is 8 to 10 per facilitator, and should not exceed 16 participants with two facilitators.
- It is recommended that facilitators arrange seats in a U shape (or circular) configuration, and create teaching space to accommodate the flipchart, demonstrations, role plays, etc.

Curriculum Overview

- Be intentional about designing a program environment that is conducive to learning; minimize disruptions and make it normalized as much as possible.
- Create “moments of mindfulness” in the program whenever possible.

Treatment Model

Principles of Effective Intervention



Eligibility Criteria

- This curriculum is intended for adolescents who have been assessed as moderate to high need for treatment to reduce their risk of sexual recidivism.
- Note that risk assessments for adolescents are not intended to be used in exactly the same way as their adult counterparts.

Criminogenic Needs

General Recidivism

Criminal History

Antisocial Attitudes and Cognitive Emotional States

Antisocial Peers

Temperament and Personality Factors

Family

Education and Employment

Substance Use

Leisure and Recreation

Criminogenic Needs

Sexual Recidivism

Attitudes, Values and Beliefs
Family Instability/Poor Parent-Child Relations
Association with Delinquent Peers
Social Isolation
Antisocial Personality Orientation
Deviant Pattern of Sexual Arousal
Sexual Preoccupation and Compulsive Behaviors
Impulsivity
Treatment Noncompliance

Examples of Assessment Domains

Individual Variables
Risk and Need Levels
Sexual Adjustment
Maltreatment History
Traumatic Experiences
Mental Health Issues
Cognitive Functioning
Substance Use
Educational Performance

Examples of Assessment Domains

Family Variables

Parent/Caregiver Stability

Parental Risk Factors

Family Violence

Environmental Variables

Peer Influences

Community Resources

Victim Access

Examples of Sexual History and Adjustment Factors

Deficits in Knowledge

Sexual Development

Early Sexual Experiences

History of Victimization/Abuse

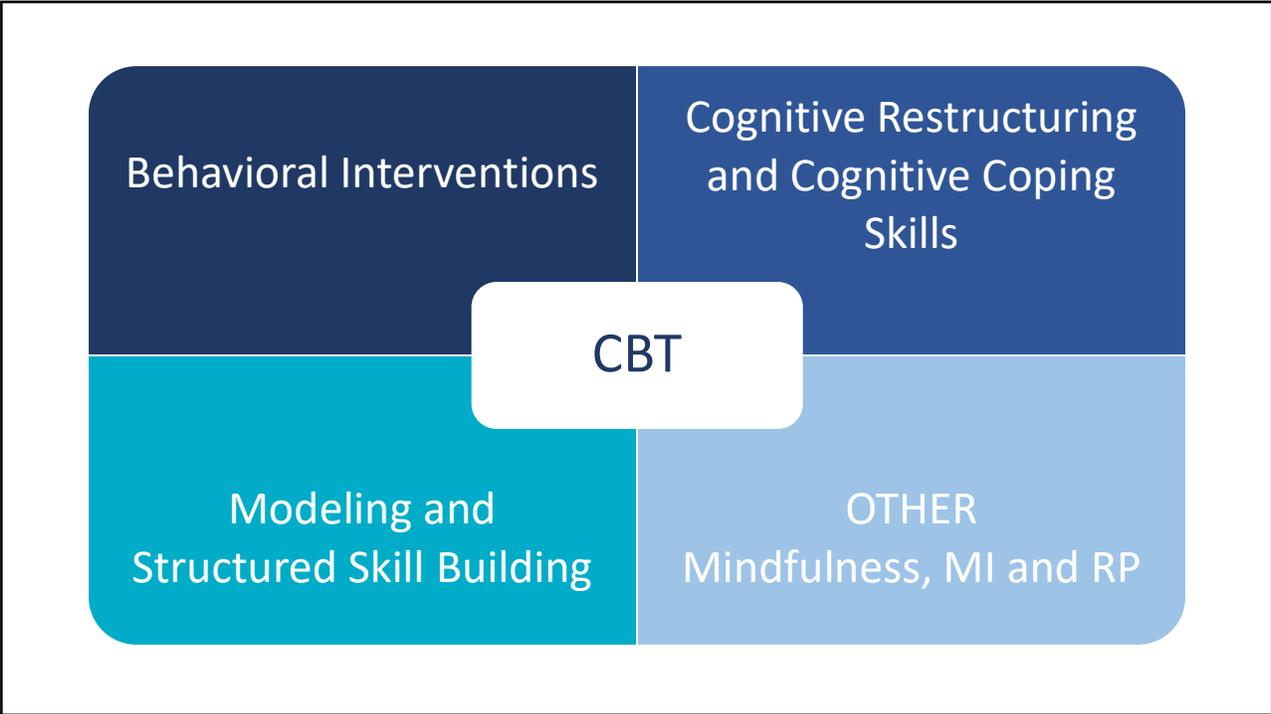
Selection of Partners

Pattern of Sexual Arousal/Content of Fantasies

Exposure to Pornography

Paraphilias

Masturbation as Self-Soothing



Teaching Strategies

- Use age-appropriate language.
- Teach to the risks and needs of group members.
- Model a calm, comfortable, factual approach in discussions.
- Be open and non-judgmental.
- Affirm that some individuals might feel uncomfortable talking about topics related to sex and sexuality.

Sample “Let’s Talk About Sex” Topics

Gender Identity	Masturbation
Sexual Orientation	Safe Sex
Puberty	Pornography
Online Safety	Relationship Boundaries

Session Format



Session Format

Background and Facilitator Notes

Learning Objectives

Materials Needed

Session Outline

Description of Session Activities

Homework

Handouts and Worksheets



Supplemental Resources

Facilitator

Mindfulness Exercises

Therapeutic Games and Activities

Posters

Sample Assignments



Progress Ratings

Session Rating Forms

Pre/Post-tests

In each session...

Open the Session

Estimated Time: 10 minutes

Begin each session as if you are welcoming guests. Use this time to build rapport, and to engage minds for learning. Many different ideas are available in the Supplemental Resource Materials.

In each session...

Let's Get HERE, NOW

Estimated Time: 5 minutes

Guide participants through a short mindfulness exercise to promote a sense of focus and self-awareness. The intent is to expose participants to different techniques, and to experience the benefits of regular practice. Refer to the Supplemental Resource Guide for mindfulness exercises. Facilitators can select any technique that fits the time allotted.

In each session...

Let's Talk About Sex

Estimated Time: VARIES

Most sessions begin with a short discussion about a topic related to sex and/or sexuality. The purpose is to provide accurate knowledge, and to reinforce the idea that it is ok to talk about sex and sexuality within the group setting.

In each session...

Review Homework

Estimated Time: 5 minutes

Homework assignments are intended to encourage the application of skills outside the treatment session.

In each session...

Words of Wisdom

Estimated Time: 10 minutes

Words of wisdom are often included as a way to introduce the topic and stimulate discussion.

In each session...

Session Activities

Estimated Time: VARIES

The main activities for the session include discussions, demonstrations, role plays, and/or participation exercises.

In each session...

Assign Homework

Estimated Time: 2 minutes

Each session includes a short homework assignment to reinforce and extend learning.

In each session...

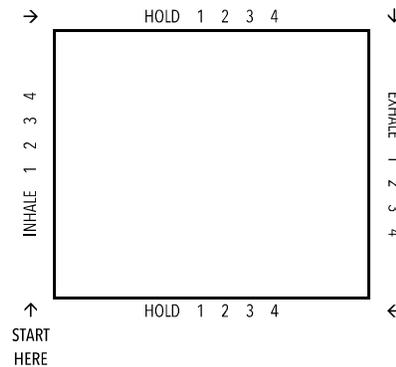
Catch Your Breath

Estimated Time: 3 minutes

Each session ends with the same simple breathing exercise (and the cornerstone of the Breathe ON Purpose skill). It also encourages participants to return to daily activities with a calm mind.

Square Breathing

Start at the bottom left of the square,
and follow the arrows around the whole square
to complete one deep breath.



In each session...

Close the Session

Estimated Time: 10 minutes

Take a few moments to summarize the key points from the session, and invite closing comments. Reinforce program participation by providing specific feedback. This is also the time to complete the Participant Feedback Forms.

Sample Session Content

Table of Contents

Session 1	I Decide...To Keep an Open Mind (and Participate)
Session 2	I Decide...To Build Healthy Relationships
Session 3	I Decide...To Define What Is Important to Me
Session 4	I Decide...To Set Goals and Make a Plan (MAP)
Session 5	I Decide...To Develop a Plan to Control Urges
Session 6	I Decide...To Understand Life History and Lifestyle Factors



My Hands
Hold My
Past and My
Future

Table of Contents

Session 7	I Decide...To Identify Risky Situations
Session 8	I Decide...To Pause and Breathe
Session 9	I Decide...To Observe Thinking
Session 10	I Decide...To Name Feeling
Session 11	I Decide...To Consider Purpose
Session 12	I Decide...To Use Coping Strategies

Breathe ON Purpose

Breathe ON Purpose

Pause and BREATHE.

Pay attention to your body cues.

Inhale through your nose. Exhale through your mouth.

Observe your thinking. Name your feeling.

Consider your PURPOSE.

Pause and Breathe

MINDFULNESS

- Pay attention to body cues.
- Use controlled breathing to prevent an amygdala hijack...and put your cortex back in charge!

Observe Thinking

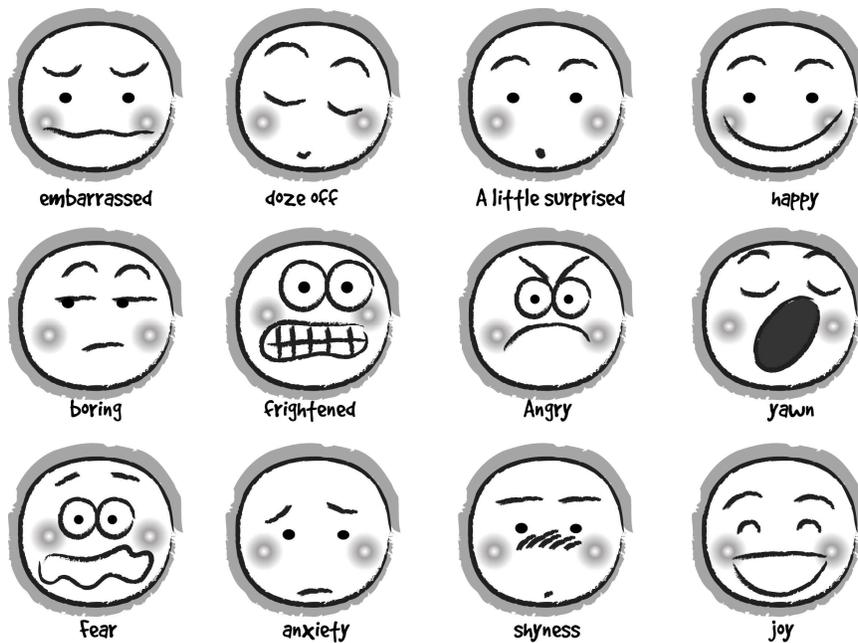
COGNITIVE INTERVENTION

- Teach participants how thoughts (self-talk) influence emotions and behaviors.
- Teach participants how to pay attention to their thinking in risky situations (referred to as *meta-cognition*).
- Explore how participants might view the same situation in a different way to support making different choices.

Name Feelings

EMOTION REGULATION

- Previous research has demonstrated that the simple process of naming your feeling reduces the intensity of it.
- Emotional awareness also supports the ability to manage (or regulate) emotions.



Consider Purpose

What do you want NOW and in the FUTURE?

COST-BENEFIT ANALYSIS, GOAL SETTING

What is within my circle of control?

MINDFULNESS, COGNITIVE INTERVENTION

Who do I want to be?

VALUE CLARIFICATION

Table of Contents

Session 13	I Decide...To Explore Core Beliefs About Relationships
Session 14	I Decide...To Manage Emotions
Session 15	I Decide...To Understand the Perspective of Others
Session 16	I Decide...To Build Trust in Relationships
Session	I Decide...To Set and Respect Boundaries

Table of Contents

Session 19	I Decide...To Resolve Conflict with Others
Session 20	I Decide...To Solve Problems
Session 21	I Decide...To Build Resilience
Session 22	I Decide...To Engage in Healthy Sexual Behaviors
Session	I Decide...To Say No

Table of Contents

Session 25	I Decide...To Be Response-ABLE
Session 26	I Decide...To Embrace a Healthy Identity
Session 27	I Decide...To Identify SUDS
Session 28	I Decide...To Identify Social Supports and Ask for Help
Session	I Decide...To Disclose Personal Information

Certification Requirements



Facilitators must successfully complete all components of the training to receive certification.

Trainees are assessed on both knowledge and skills.



Trainees will receive a certificate after all requirements have been completed.

Program facilitators are also required to sign a Memorandum of Understanding for use of the curriculum and all related materials.

Contact Information

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