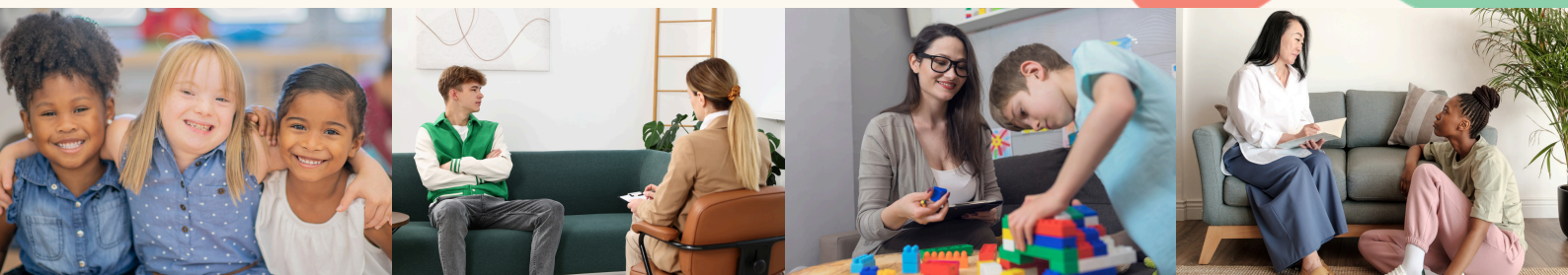


Working with children and young people with disabilities who are displaying harmful sexual behaviours



Course overview

The course provides a clear, trauma-informed, and developmentally appropriate framework for understanding and responding to harmful sexual behaviours (HSB) in ways that prioritise safety, dignity, and wellbeing.

Children and young people with disabilities may experience unique vulnerabilities, communication differences, sensory needs, and environmental factors that shape how behaviours develop and are expressed. This course helps practitioners distinguish between typical, concerning, and harmful behaviours; understand contributing factors; and implement interventions that are safe, ethical, and supportive.

Who is it for?

This specialised training program is designed for counsellors, psychologists, behaviour support practitioners, disability workers, and other professionals who support children and young people with disabilities.

Course outline

1. Understanding Harmful Sexual Behaviours (HSB)

Learning Focus:

Build a shared, clear, non-judgmental understanding of harmful sexual behaviours in the context of disability.

- What is developmentally typical, concerning, and harmful sexual behaviour
- How disability, communication needs, cognitive differences, trauma, and environment influence behaviour

2. What the Research Says

Learning Focus:

Ground practice in contemporary, disability informed evidence.

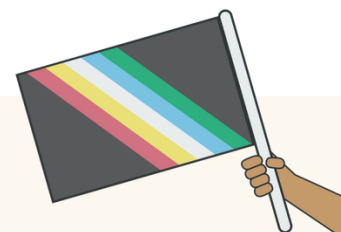
- Evidence on prevalence, vulnerability, and contributing factors
- Common myths and misconceptions
- What research tells us about effective intervention and prevention



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Course outline

3. Statistics & Context

Learning Focus:

Help participants contextualise behaviour patterns while recognising the limitations of available data.

- Current national and international statistics on harmful sexual behaviours
- Disability specific data where available

4. What Behaviours Are Considered Harmful?

Learning Focus:

Equip clinicians to identify risk in a balanced, clinically sound, disability affirming way.

- Developmental norms vs. concerning vs. harmful
- Impact of intent, frequency, coercion, power differences, and contextual factors

5. Consequences of Harmful Sexual Behaviour

Learning Focus:

Understand impacts without pathologising the young person; emphasise early and compassionate intervention.

- Potential involvement of statutory services
- Risks of punitive responses and the importance of trauma informed care

6. Counselling Methods

Learning Focus:

Provide clinicians with practical intervention tools tailored to disability and communication needs.

- Therapeutic approaches (e.g., strengths based, trauma informed, CBT adaptations, narrative approaches)
- Disability affirming and neurodiversity affirming therapy

7. Limitations, Boundaries & Ethical Practice

Learning Focus:

Ensure practitioners understand their scope, responsibilities, and when to involve other agencies.

- Limits of counselling in isolation
- Supporting families and workers safely

8. Case Application & Practice Integration

Learning Focus:

Support participants to translate knowledge into practical, everyday work.