

Let's Talk

Addressing Sibling Sexual Harm Within the Sibling Relationship

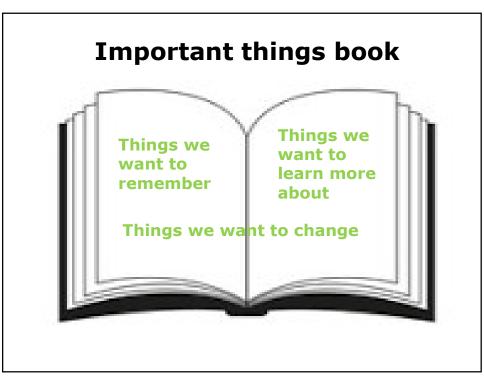
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NSSBY 2025

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"Maybe they think they'll never see their brother again"

Brooke, 8 years old

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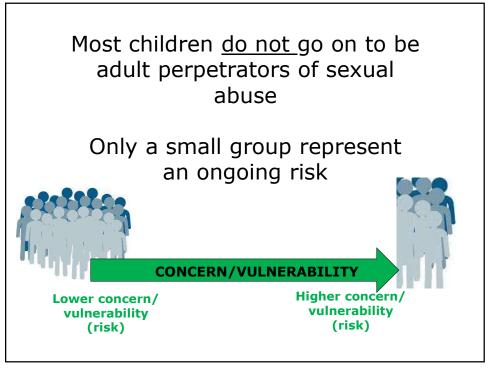
What do the words of these children tell us?

- We need to make sure that in our attempts to "protect" victims that we don't inadvertently contribute to additional harm
- ☐ Most children <u>can</u> and <u>want</u> to talk about and understand what happened.
- □ We don't want children who are victimised or children who cause harm to carry this template into their future relationships



Treatment Interventions Court, Evaluation, and Initial Reactions Kahn, T (1994) Your Treatment Goals and Becoming a Group Member .. Disclosing: How Do I Explain What I've Done? .. Learning About Victims . Why Did I Do It? Understanding How I Committed My Sexual Offenses Identifying My Grooming and Maintenance Behaviors ... Understanding My Pre-offense Pattern and My Offense and Maintenance Cycl Controlling My Urge to Offend Creating My Offense Prevention Plan.... What if I Was Abused? Clarification: Making Things Clear Steps to Sex-offender Accountability 12 How Am I Doing? A New Attitude

Chapter 1	Getting Started 1	Chapter 5 Chapter 6 Chapter 7	Anger Management 73 Healthy Sexuality 105 Healthy Masculinity II
Chapter 2 Chapter 3	Social Skills 5 Sexual Impulse Control and Judgment 51	Chapter 8	Empathy Enhancement Relapse Prevention 171



Risk and outcomes

- ☐Greater understanding of the factors (individual and familial) that appear to increase vulnerability
- □ Family support/involvement enhances the likelihood of successful outcomes in treatment

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Impact on interventions Less intrusive, Less intensive INTERVENTIONS CONCERN/VULNERABILITY Lower concern/ vulnerability (risk) Higher concern/ vulnerability (risk)

Victim impact and outcomes

- □ Impact of sexual abuse can be considerable if not addressed properly (and promptly)
- □ Parental belief and support is associated with positive outcomes for child victims of sexual abuse.
- □ Families who do not acknowledge the abuse or misplace responsibility can significantly amplify the abuse's impact (on both children)
- ☐ The two outcomes child victims talk of wanting are (1) acknowledgment and (2) for the behaviour to stop

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Families

- ☐ Sibling sexual harm occurs in a family context.
- ☐ Family and relationship dynamics contribute to the development of sexual harm and
- ☐ Are relevant to health, functioning and recovery
- ☐ Sexual harm commonly takes place within the context of other familial difficulties
- ☐ These other difficulties can also contribute to trauma for the child who has engaged in the behaviour and the sibling victim

Child/adolescent development

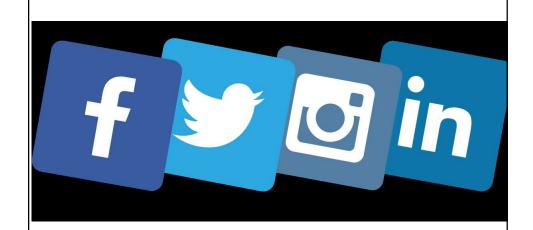
- □Children aren't little adults
- □Children are highly influenced and impacted upon by circumstances and experiences around them.
- □ Developmental limitations regulation, risk taking, consequential thinking and their reliance on adults

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Sibling relationship

- ☐ The sibling relationship is critical in children's development
- the sibling relationship is one template for the other, parallel relationships
- ☐ Risk that children repeat dysfunctional patterns and roles in other relationships over their lives
- □ Recognition that sibling relationships are enduring and long lasting





Who controls contact now?

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Social media

☐ Contact is no longer controlled and facilitated by adults, children now have access to the means to initiate and maintain communication without adult monitoring or input

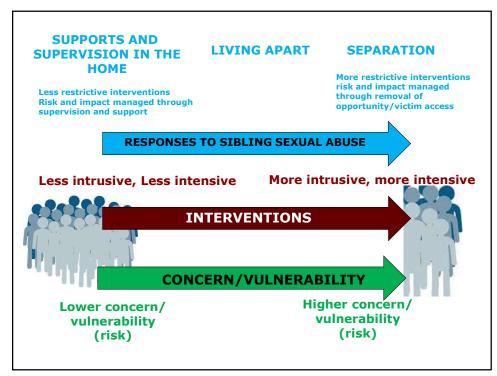
Clinical experience

- ☐ Most parents love and want what is best for their children
- Most families want to remain together
- ☐ Most families don't want the sexual harm to continue
- Most parents want to be competent and effective
- ☐ Most siblings who have experienced harm (and the children who have harmed) want to have a positive and healthy relationship with one another
- Most siblings who have experienced harm (and the siblings who have harmed) are curious about the abuse and want to understand what happened
- ☐ Most children can and do cope with sexual harm being talked about

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How might this information impact the way we think about and respond to sibling sexual abuse?

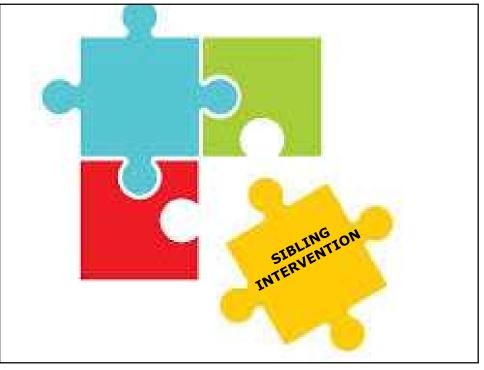


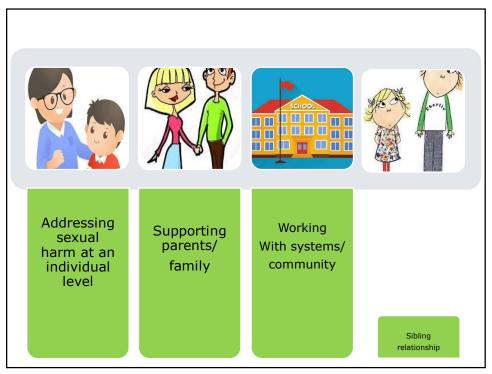


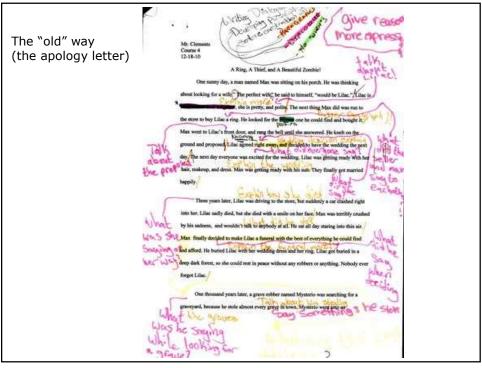


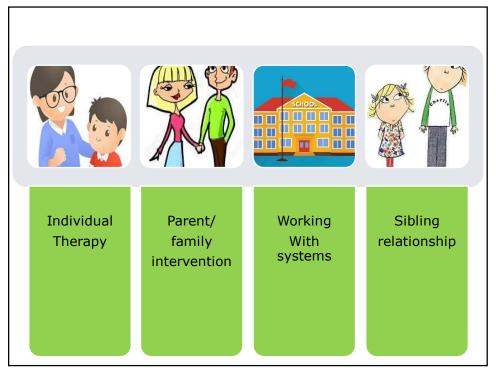




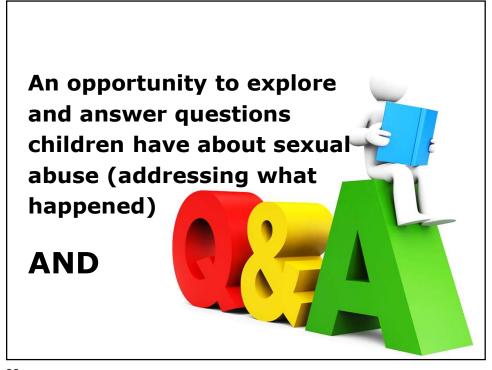








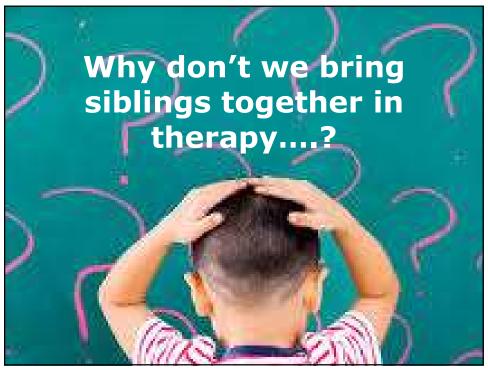




Identify what needs to be different for home to be safe, happy and healthy (change and growth)













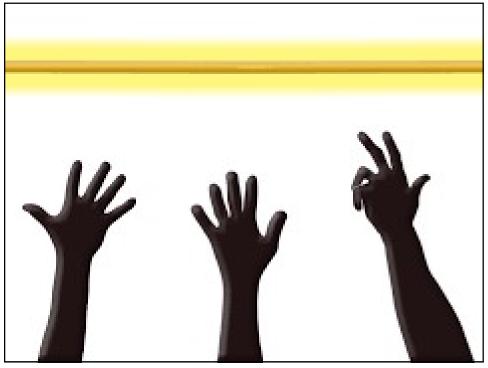
Continuum of parent responses

Supportive ambivalent rejection

service Continuum of parate responses

Supportive ambivalent rejection

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- ☐ Early as possible following disclosure and/or separation
- ☐ Before commencement of social contact
- ☐ Continue throughout the intervention/reunification process
- □ Occur after assessment (and reassessment of readiness of the family)

Considerations for the sibling who was harmed

- ☑ Can talk about the harmful sexual behaviour (or manage it being talked about)
- ☑ Reduction of acute symptoms
- ✓ Able to manage their own emotional reactions "well enough"
- Expresses a willingness for contact to occur (or acknowledgement of ambivalence/uncertainty)
- ✓ Feels safe "enough"

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Considerations for parents/caregiver

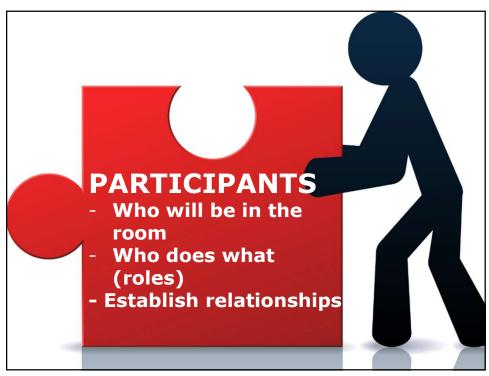
- Acknowledgement of the harmful behaviour and that it has an impact (or recognition of their ambivalence)
- ✓ Places appropriate responsibility onto the child who has harmed (or able to recognise & manage ambivalence)
- ☑ Capacity to be supportive to each child
- ✓ Able to manage their own emotional responses to the detection of the harmful behaviour

Considerations for the sibling who has harmed

- Acknowledges the harmful sexual behaviour (but doesn't need to have described in detail)
- Acknowledges that the behaviour has had an impact (but doesn't need to understand what that impact is)
- Acknowledges a need to change/keep the behaviour stopped
- ✓ Demonstrates an ability to consider the feelings/needs of their sibling

- ☑ They can manage their own emotional reactions to the disclosure/detection of the sexual harm (especially anger at disclosure)
- ☑ Demonstrates a willingness to accept the direction of parents/other adults
- ☑ Capacity to abide by safeguards/rules















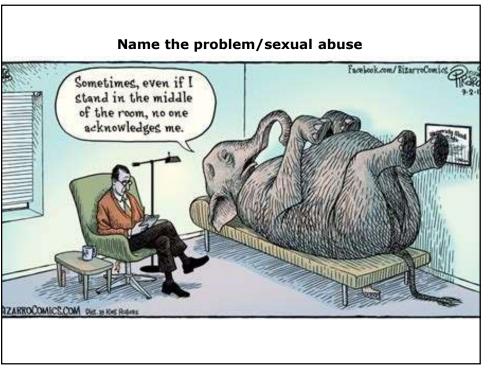


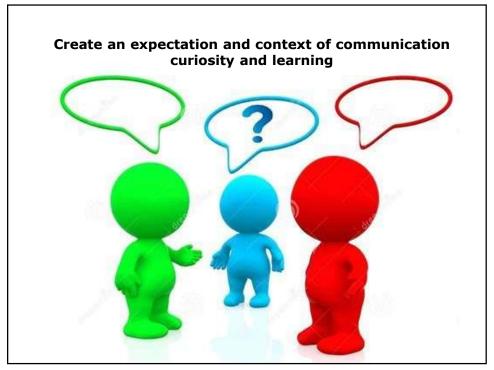


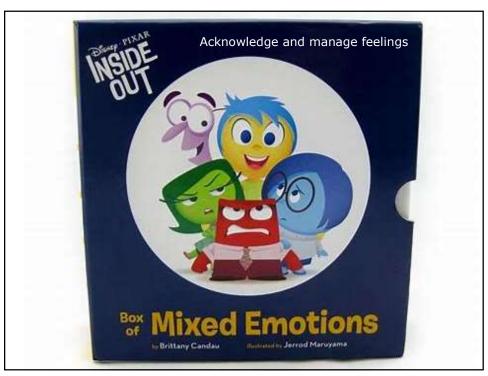
3 stages (goals) of joint therapy

- 1. Naming the problem (acknowledgements)
- 2. Learning about the problem (clarification)
- 3. Being healthy and safe (change & consolidation)





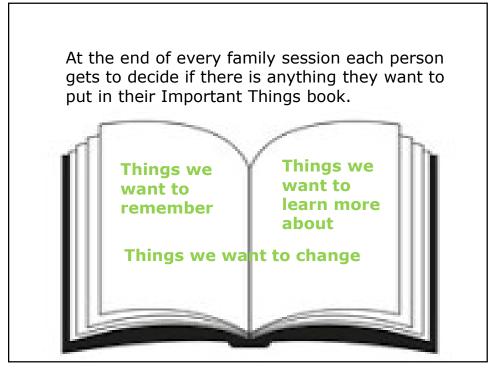












INITIAL ACKNOWLEDGEMENTS

What do we want parents to be able to say/communicate to their children?

What do we want children to communicate about their behaviour?

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"This is what I've learnt about your family so far"



What do we want parents to be able to say/communicate to their children? (acknowledgements)

"what are the most important things you want to say to Chris and Harry.....

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INITIAL ACKNOWLEDGEMENTS (parents)

What are the most important things you want to say to your children about what happened?

Acknowledgements can include statements about

- □ Telling/disclosing
- Impact
- Responsibility
- □ Facing up
- Understanding
- ☐ What they are going to do to address what happened
- □ Safety
- □ Future relationships
- □ And......

Children's Acknowledgments

(child who has engaged in the sexual harm)



Recognition of the need to change

What I did was wrong and hurtful..... It should not have happened..... I'm now going to work on making sure it doesn't happen again and to become a better person.

Steps towards change

I'm going to achieve these things by... Remembering & talking about what happened, Figuring out what went wrong and working out what needs to be going right Practicing at behaving in a safe and responsible way Teaching the important people in my life the important things I learn



What about apology?



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How do children best communicate that they are sorry

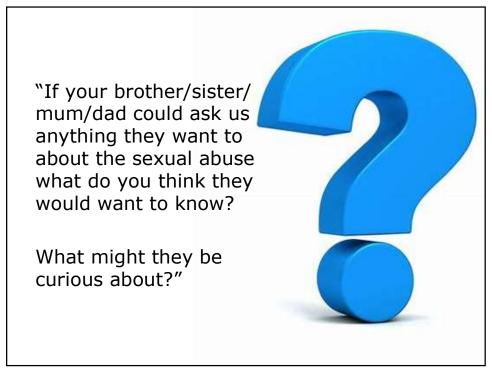
- Words AND Action
- Acknowledging
- Understanding
- Demonstrating

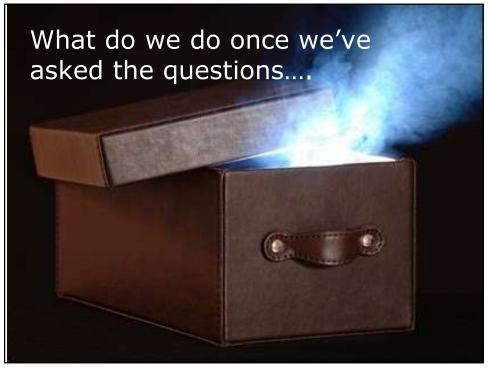


Answering the questions children and parents have about sexual abuse ?

and

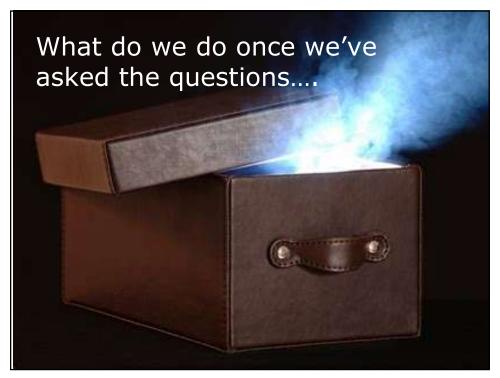
Sharing important things that I've learnt?







Clarification – Issues to explore Behaviour Secrecy Impact Responsibility Why? Apology Forgiveness Safety And......





Stage 3: Being healthy and safe (change and consolidation)

Helping children and their families create and maintain safe homes and healthy relationships

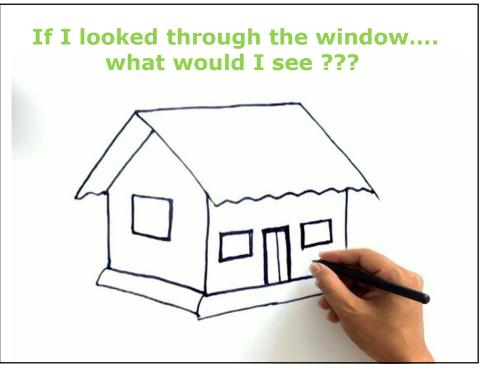


Safe/Unsafe house

Exploring sibling and family dynamics

Understand contributing factors to the unsafe sexual behaviour

Identify potentially problematic / possibly protective factors



What are we interested in learning about....?

- □ Communication styles
- □ Warmth/Affection/ closeness
- Emotional climate
- □ Sexual climate
- secrecy
- Coping styles
- □ Roles and responsibilities
- □ Family rules

- privacy
- □ Differential treatment
- □ Gender roles
- □ Rivalry and conflict
- □ Coercion
- □ play
- □ Sibling/parent coalitions
- ☐ Discipline and limit setting
- ☐ Capacity to empathise
- □ and.....



Talking about safety with children

<u>Precursor</u> to contact (for children separated)

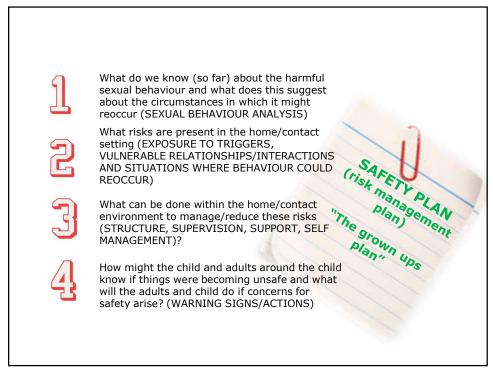
Necessity for children who live together

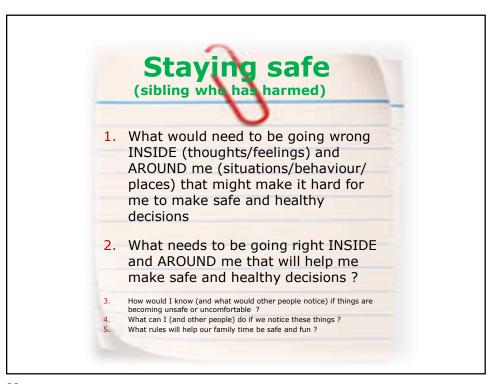
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Talking about safety with children

Safety is first and foremost the job of adults BUT......

Kids need to know what adults are doing and eventually learn how to be safe and keep safe

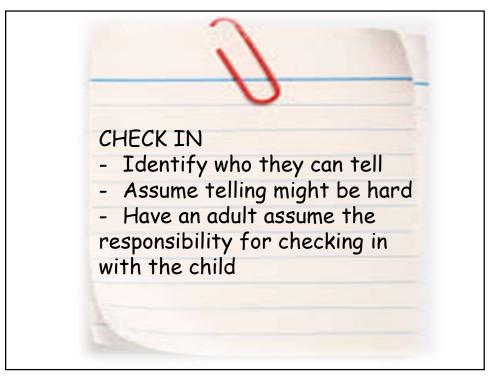




Safety Plan (sibling who has engaged in the HSB) 1. What would need to be going wrong INSIDE (thoughts/feelings) and AROUND me (situations/behaviour/places) that might make it hard for me to make safe and healthy decisions 2. How would I know (and what would other people notice) if things are becoming unsafe or uncomfortable? 3. What can I (and other people) do if we notice these things? 4. What needs to be going right INSIDE and AROUND me that will help me make safe and healthy decisions? 5. What rules will help our family time be safe and fun?

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Safety Plan (sibling who has been victimised) 1. What would I notice INSIDE (thoughts/feelings) and AROUND me (situations/places) that might make me feel or tell me that things are unsafe/uncomfortable? 2. How would I know (and what would other people notice) if things are becoming unsafe or uncomfortable ? 3. What can I (and other people) do if we notice these things? 4. What needs to be going right INSIDE and AROUND me that will help me be safe and comfortable? What rules will help our family time be safe and fun?

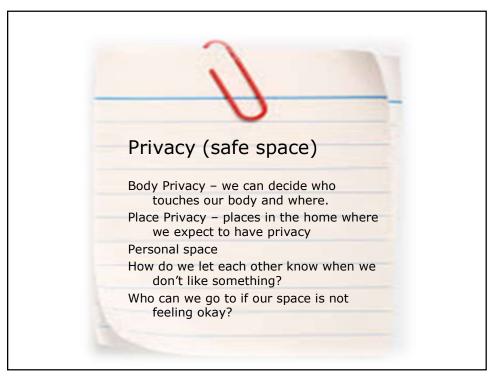


staying safe (sibling who has been harmed) 1. What would I notice INSIDE (thoughts/feelings) and AROUND me (situations/places) that might make me feel or tell me that things are unsafe/uncomfortable? 2. How would I know (and what would other people notice) if things are becoming unsafe or uncomfortable ? 3. What can I (and other people) do if we notice these things? 4. What needs to be going right INSIDE and AROUND me that will help me be safe and comfortable? What rules will help our family time be safe and fun?











FINAL WORD or two





