



ASSESSMENT
INTERVENTION
MOVING ON



AIM3 v2 Model of Assessment

Trainer Name

Date

Course Overview

01 Overview of AIM3 v2 Model of Assessment

02 Assessment Process

03 Domains, Factors & Items

04 Course Competency

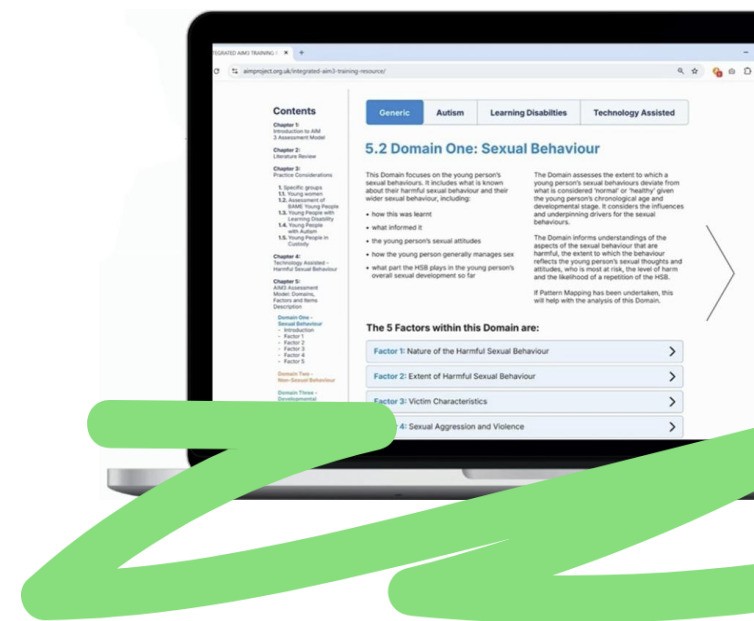
05 Case Formulation

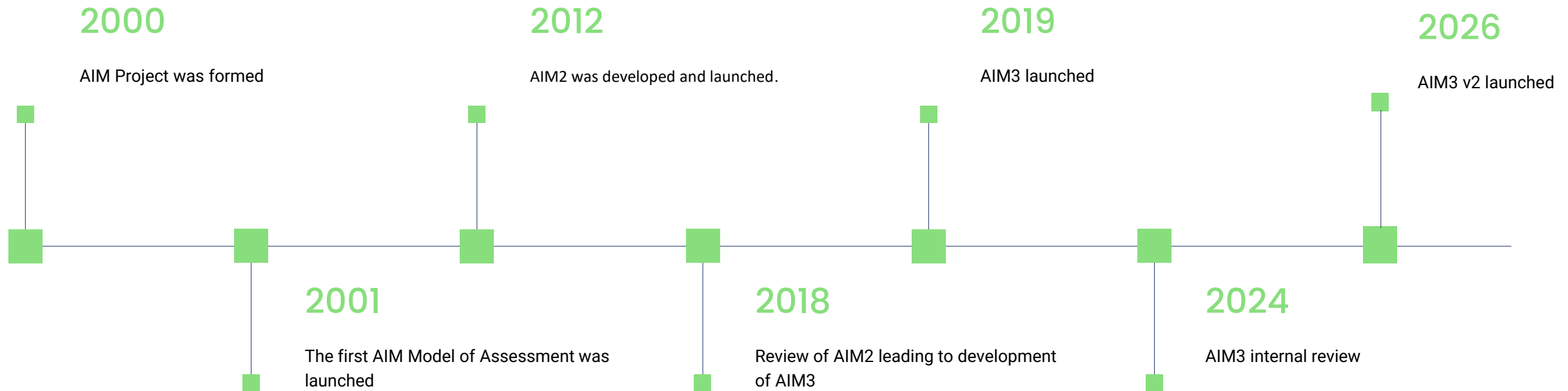
06 Safety Planning & Interventions

AIM (Assessment, Intervention, Moving On) a national charity established by professionals for professionals in 2000, specialising in evidence-based and trauma-informed training, assessments and intervention for Harmful Sexual Behaviour (HSB) in children.

Our Values

AIM works to improve outcomes for children and young people impacted by harmful sexual behaviour by championing child centred, ethical, and evidence informed practice. We strive to demystify complexity, amplify shared expertise, and influence systems to work holistically, compassionately, and effectively for children, families, and communities.





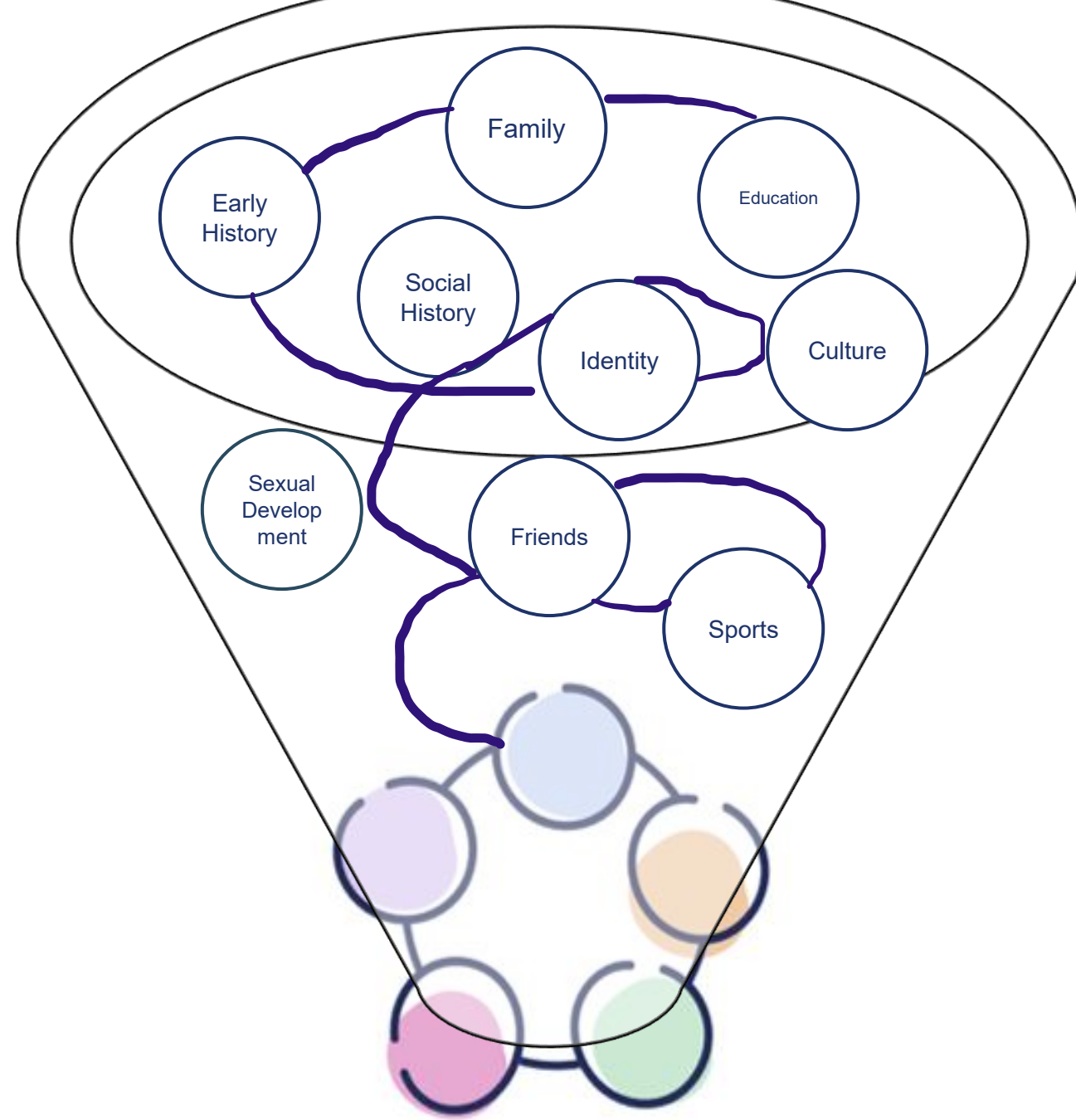


What are we assessing & why?

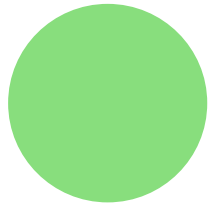
Who does young person pose a risk to?

When is this more likely?

What can assist in reducing this likelihood?

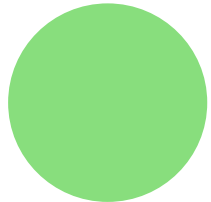


Pathways to Harmful Sexual Behaviour



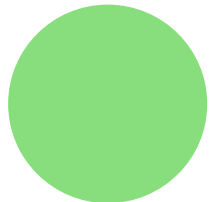
TRAUMA & ADVERSITY

Experiences of abuse, neglect, domestic abuse and cumulative adversity are over-represented among children displaying HSB - risk factors rather than direct causes.



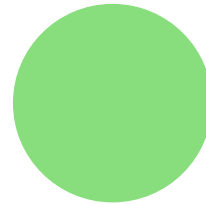
FAMILY & ATTACHMENT

Disrupted relationships, inconsistent parenting, poor supervision and unclear boundaries can influence how children understand relationships, intimacy and sexual boundaries.



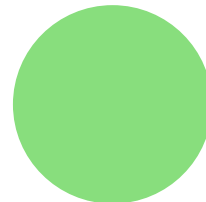
NEURODEVELOPMENTAL & REGULATION

Developmental needs, social understanding, impulsivity and emotional regulation difficulties may contribute to HSB, particularly when combined with other vulnerabilities.



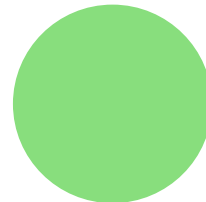
PORNOGRAPHY & ONLINE EXPERIENCES

Exposure to pornography and sexualised online environments can influence sexual scripts, expectations and understanding of consent and relationships.



PEERS GENDER AND CULTURE

Peer dynamics, social norms, misogynistic attitudes and beliefs about masculinity, status or sexual entitlement can normalise or reinforce harmful behaviour.



ANTISOCIALITY & SEXUAL INTERESTS

For some young people, HSB forms part of broader **aggressive or antisocial behaviour**; for a smaller group, persistent or atypical sexual interests may be relevant.

What is Harmful Sexual behaviour?

“Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.” (Hackett, 2014)

Terminology & Language

“The most important thing about terminology is that accurate descriptions of the physical acts committed are used, rather than any euphemistic or jargon-ridden phrases”

Hackett, 2014

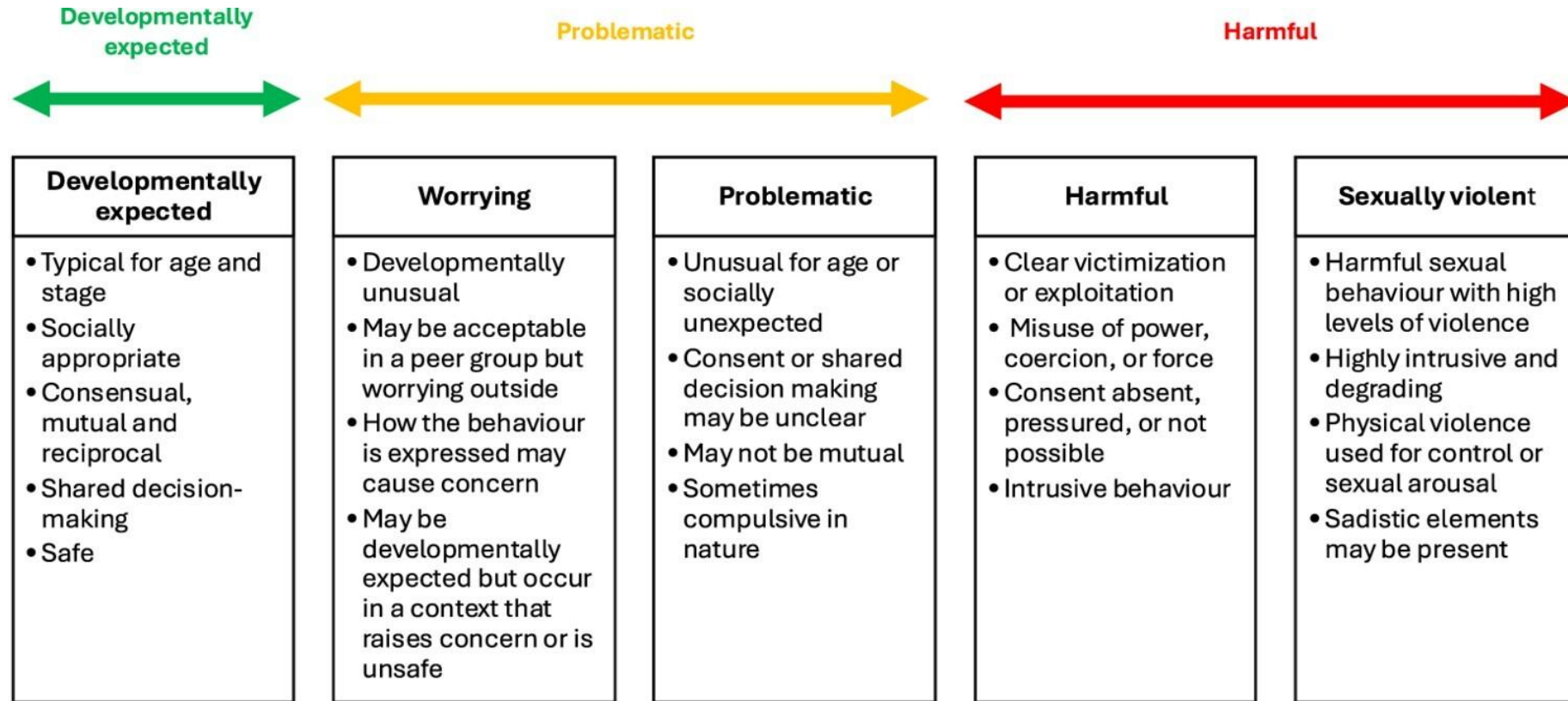
“language in this field functions as an intervention in its own right, shaping professional responses, expectations and thresholds”

Cairns et al, 2026



Hackett's Continuum of Sexual Behaviour

(<https://www.tandfonline.com/doi/full/10.1080/13552600.2026.2723345#d1e174>)



Developmental and contextual lens across all strands:

Child/development: age and developmental capacity · neurodevelopmental profile · understanding

Relationship/context: consent and reciprocity · equality and power · relational and peer context · culture, gender and identity · digital context · location

Pattern/impact: frequency and persistence · emotional tone · intrusiveness · impact, harm and safety

H-Cart Pilot (2026)

Developmental and Contextual Lens Across All Strands:

- Child Development - age and developmental capacity, neurodevelopmental profile, understanding
- Relationship Context – consent and reciprocity, equality & power, relational and peer context, culture, gender & identity, digital context, location
- Pattern Impact – frequency and persistence, emotional tone, intrusiveness, impact, harm & safety

Developmentally Informed Assessment must Integrate:

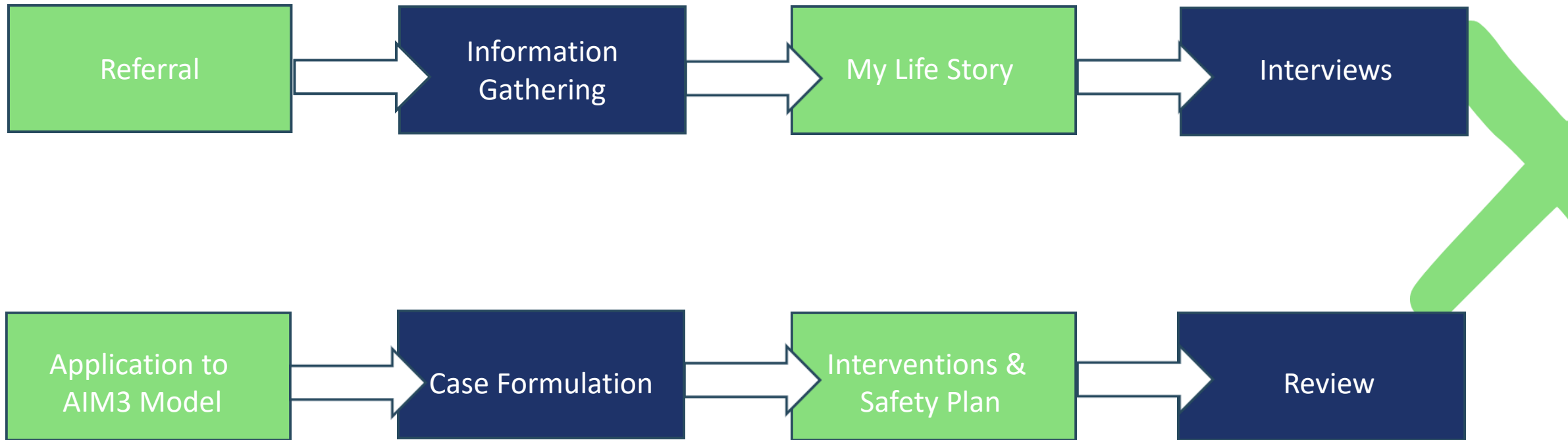
- patterns and meaning of sexual behaviour
- broader behavioural presentation
- cognitive, emotional and neurodevelopmental functioning
- caregiving relationships, family ecology and environmental conditions
- self-regulation capacities, emotional processes, beliefs and readiness to engage
- strengths, protective factors and the child's voice



Undertaking an AIM3 Assessment



Assessment Process



My Life Journey

A worksheet template for a "My Life Journey" project. It features a large, light gray wavy line that curves across the page, serving as a timeline. On the left, a green speech bubble contains the text "My Life Journey" in white and green. Below it, a location pin icon is connected to the wavy line. Further along the line, there is an icon of a family (two adults and two children). Below the line, there is a lightbulb icon. On the right side, there are two sets of horizontal dotted lines for text entry, labeled "Completed by:" and "Date". At the bottom right, there are three small circular icons: a plus sign, a minus sign, and a magnifying glass.

My Life Journey

Completed by:

.....

Date

Core Principles

Understanding HSB within the wider functioning of the young person

Create an individual profile of the young person considering all their life domains

Inform meaningful safety plans & interventions

Review the AIM3 profile after intervention to assess progress and continue to target specific areas through bespoke , individualised interventions

Gender neutral and able to be used with race / culture allowing for unique considerations within items

Can be completed when there is an ongoing police investigation



Domains

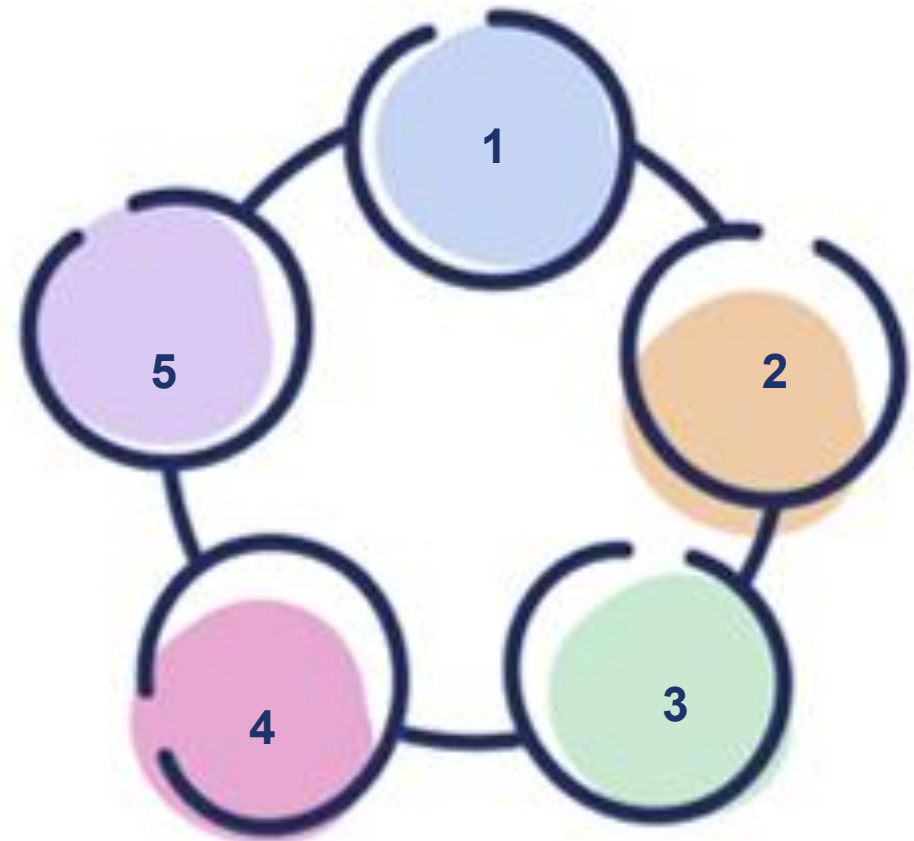
Domain 1- Sexual Behaviour

Domain 2 – Non-Sexual Behaviour

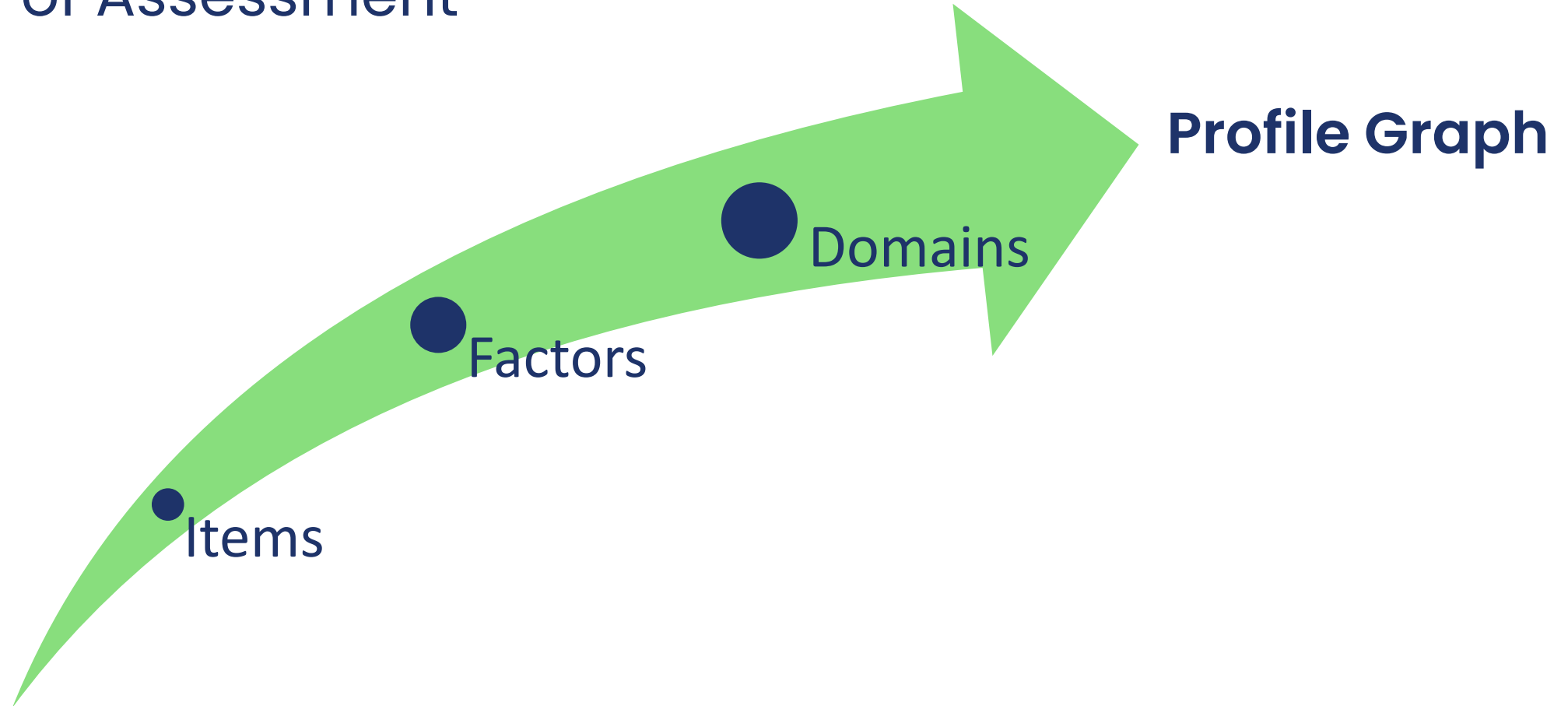
Domain 3 – Developmental

Domain 4 – Family & Environmental

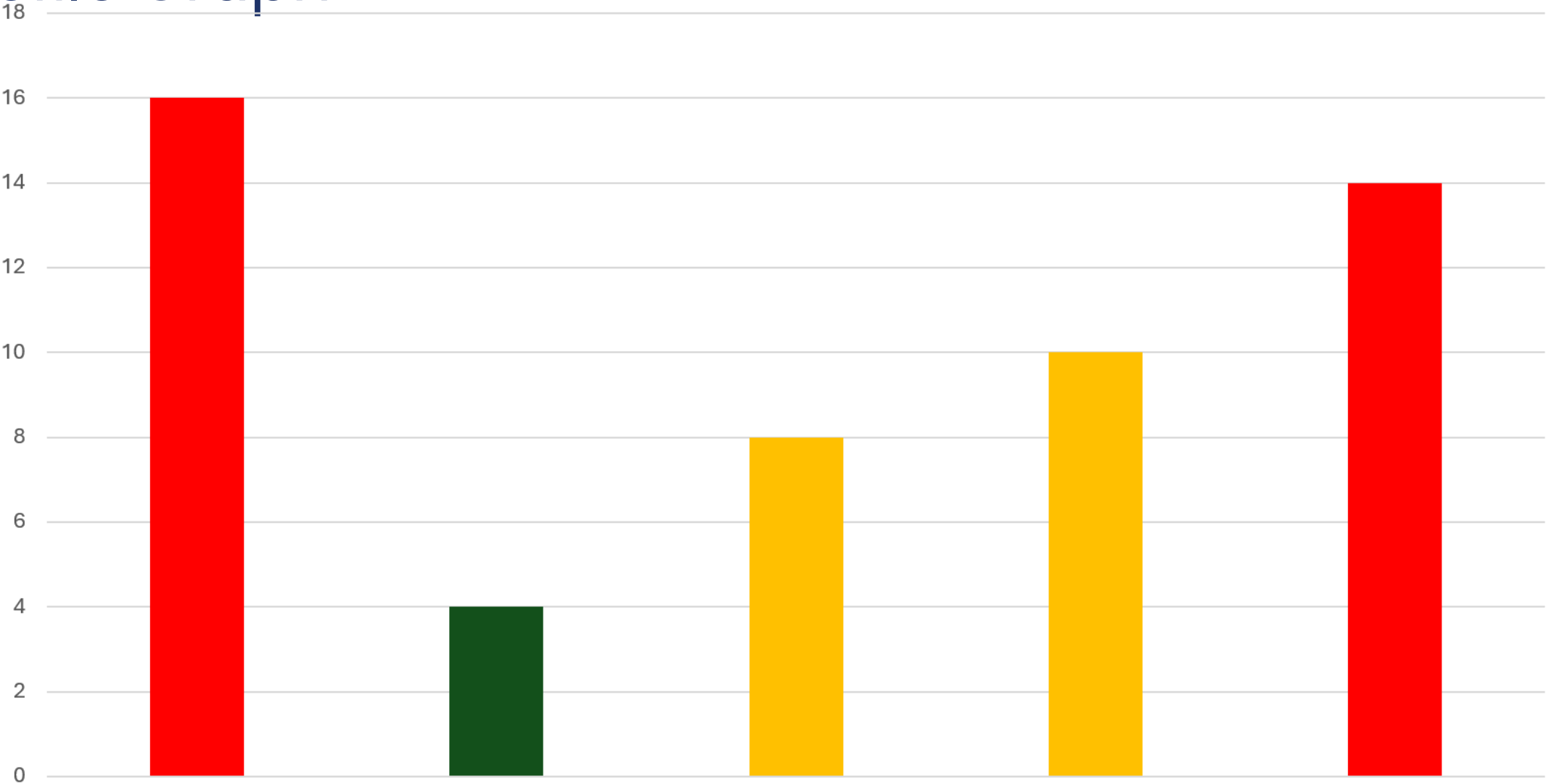
Domain 5 – Self Regulation



AIM3 Model of Assessment



Profile Graph



AIM3 Domains & Factors

Domain 1 Sexual Behaviour	Domain 2 Non-Sexual Behaviour	Domain 3 Developmental	Domain 4 Environmental	Domain 5 Self Regulation
• Factor 1: Nature of the Harmful Sexual Behaviour • Factor 2: Extent of Harmful Sexual Behaviour • Factor 3: Victim Characteristics • Factor 4: Sexual Aggression and Violence • Factor 5: Sexual Knowledge, Attitudes and Interests	• Factor 1: Non-Sexual Criminality • Factor 2: Non – Sexual Aggression and Anti – Social Behaviour • Factor 3: Alcohol and Drugs • Factor 4: General Behaviour • Factor 5: Mental health and Well-being	• Factor 1: Trauma and Victimization • Factor 2: Childhood and Adolescent Adversity • Factor 3: Attachment • Factor 4: Family Functioning • Factor 5: Intellectual and Emotional Functioning	• Factor 1: Stability and Safety • Factor 2: Parental / Carer Supervision • Factor 3: Relationships • Factor 4: Peer Group • Factor 5: Education, Employment and Leisure	• Factor 1: Responsibility • Factor 2: Motivation and Engagement • Factor 3: Future Perspective • Factor 4: Problem Solving • Factor 5: Social Competence

AIM3 Items

Items are
guidance to
support thinking

Score the factor
not the item

Total score 0/20

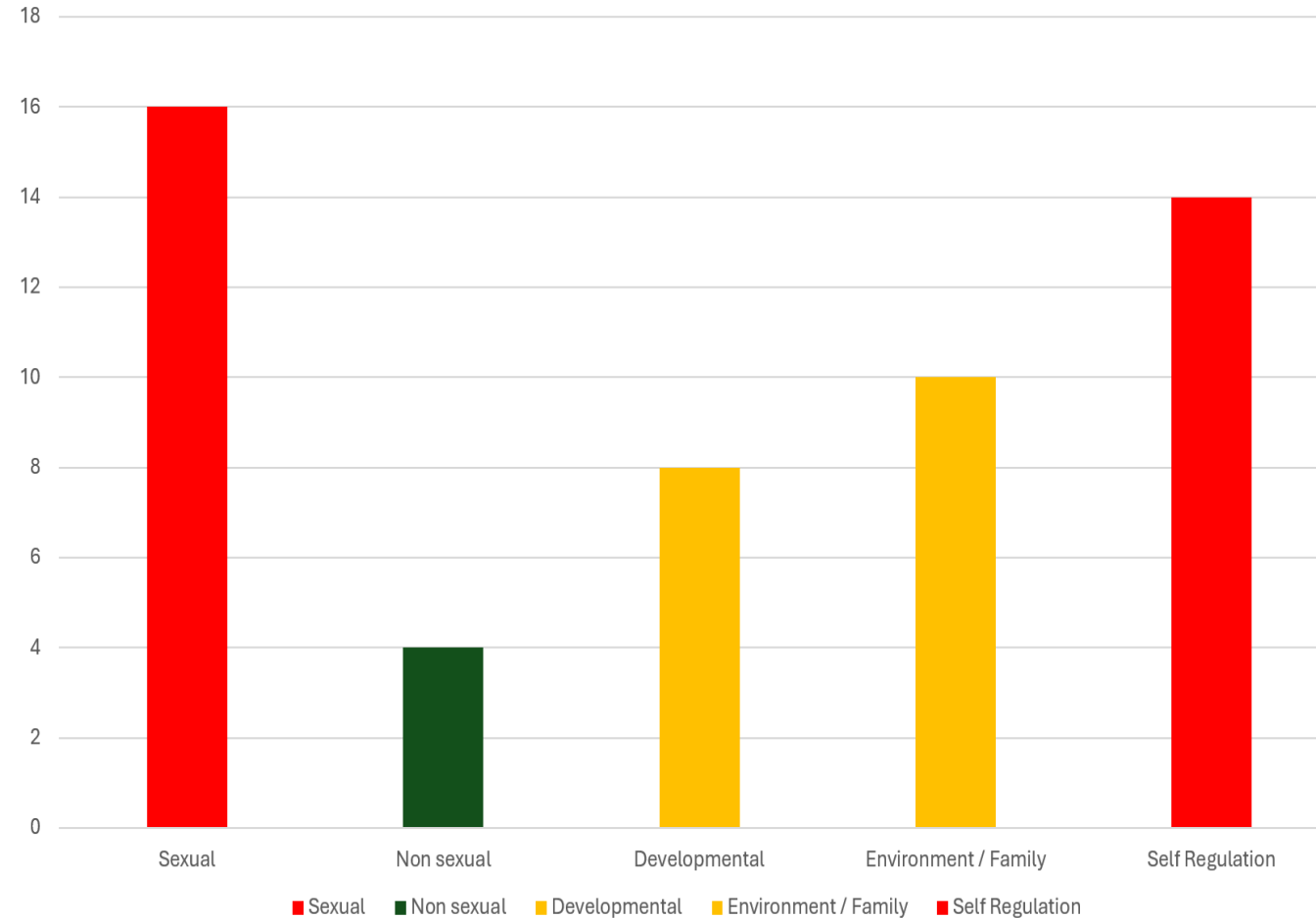
Domain 1	Sexual Behaviour
1. Nature of the Harmful Sexual Behaviour	a) HSB includes penetration or attempted penetration b) The young person displays HSB towards another person in their current living environment c) Sexual behaviour includes unusual sexual activities d) The HSB includes technology based sexual behaviour
2. Extent of Harmful Sexual Behaviour	a) Previous HSB b) Previously been sanctioned for HSB c) HSB began pre-puberty and continues in adolescence d) Repeated HSB towards a victim e) Duration of HSB
3. Victim Characteristics	a) Harmful sexual behaviours towards strangers b) HSB towards multiple victims c) Age and Development d) Relationship to victim e) Unique characteristics
4. Sexual Aggression and Violence	a) The use of aggression or violence as part of HSB b) HSB continued when victim demonstrated non-consent / distress c) HSB based on grievance thinking/revenge
5. Sexual Knowledge, Attitudes and Interests	a) The level and appropriateness of sexual knowledge b) Sexual regulation and preoccupation c) Use of pornography d) Sadistic/violent sexual thoughts e) Sexual abusive attitudes including towards victims of HSB

AIM3 Scoring

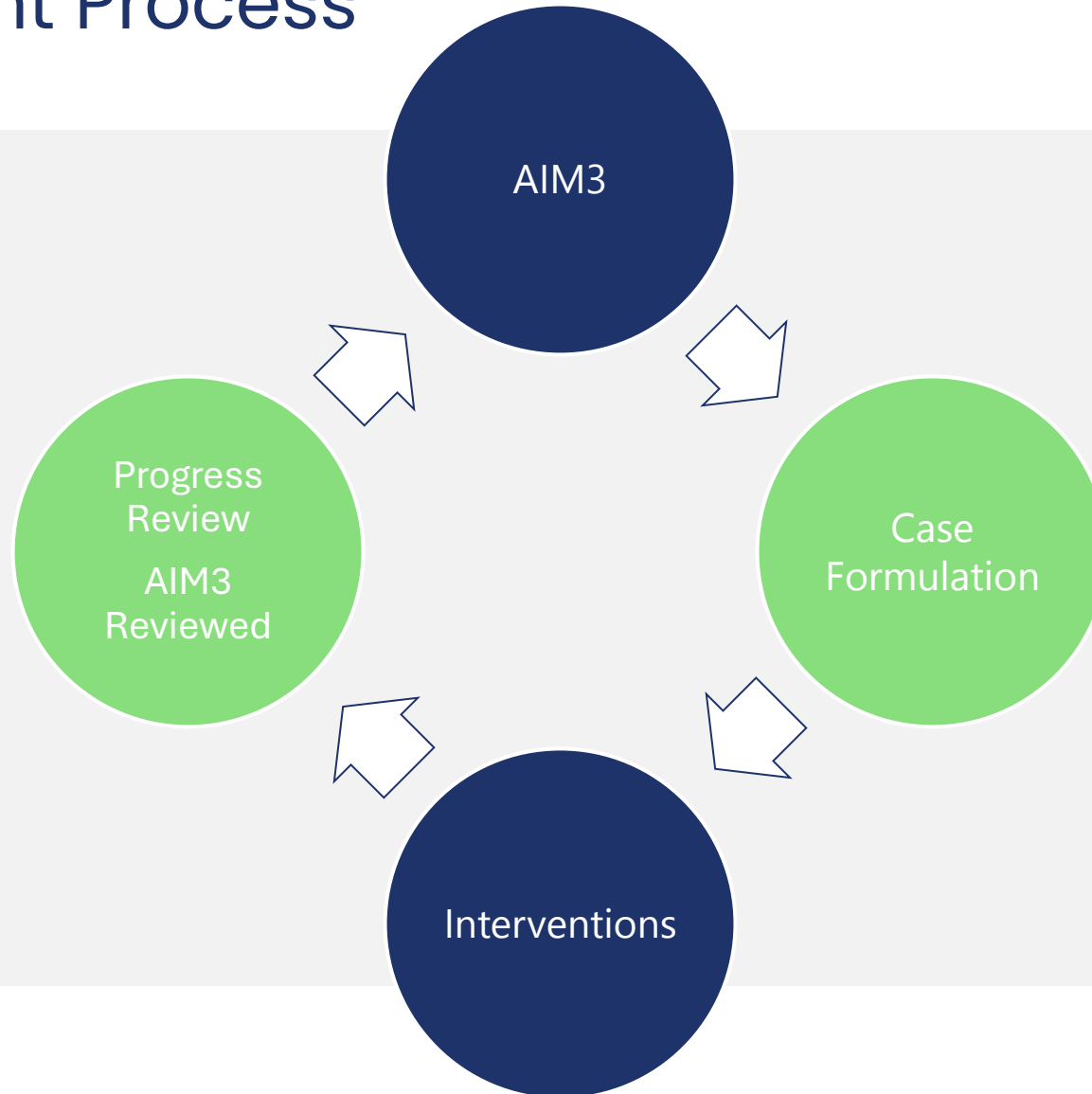
4	Indicates a significant concern in the factor
2	Indicates some concern in the factor
0	Indicates no general concern in the factor or where appropriate may indicate a strength in the factor

AIM3 Profile Graph

- Scores 0-4. **Green** Indicate an area of relative strength which may be harnessed to support interventions with the young person
- Scores 6-12 **Amber** Indicates work is required to lower risk and meet needs requiring attention intervention in the medium term
- Scores 14-20 **Red** Indicate an area of relative need or risk requiring specific or immediate intervention, risk management and safeguarding



AIM3 Assessment Process



AIM3 Digital

Spend 10 minutes familiarising yourself with your AIM3 Account

- Login
- Navigate through the contents
- Have a look at AIM3 Chapter 4:
 - Each **Domain** has
 - a colour
 - 5 factors
 - Each **Factor** has
 - Rationale
 - A summary of items to consider
 - All **Items** have
 - Description
 - Analysis

Appendix

Where you will find downloadable:

- Scoring and Analysis
- Profile Graph
- Case Formulation
- My Life Journey



Domain 1

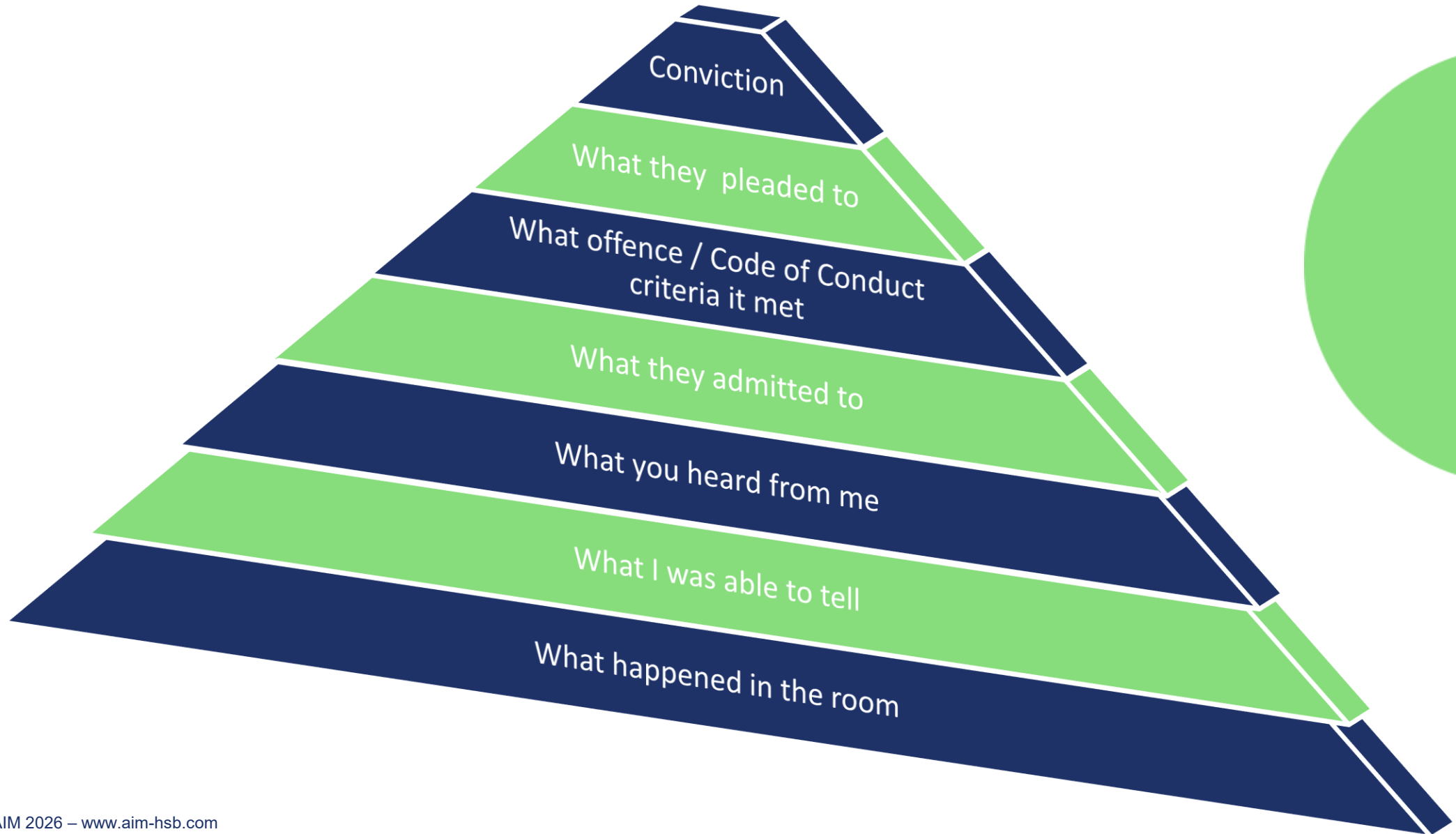
Sexual Behaviour

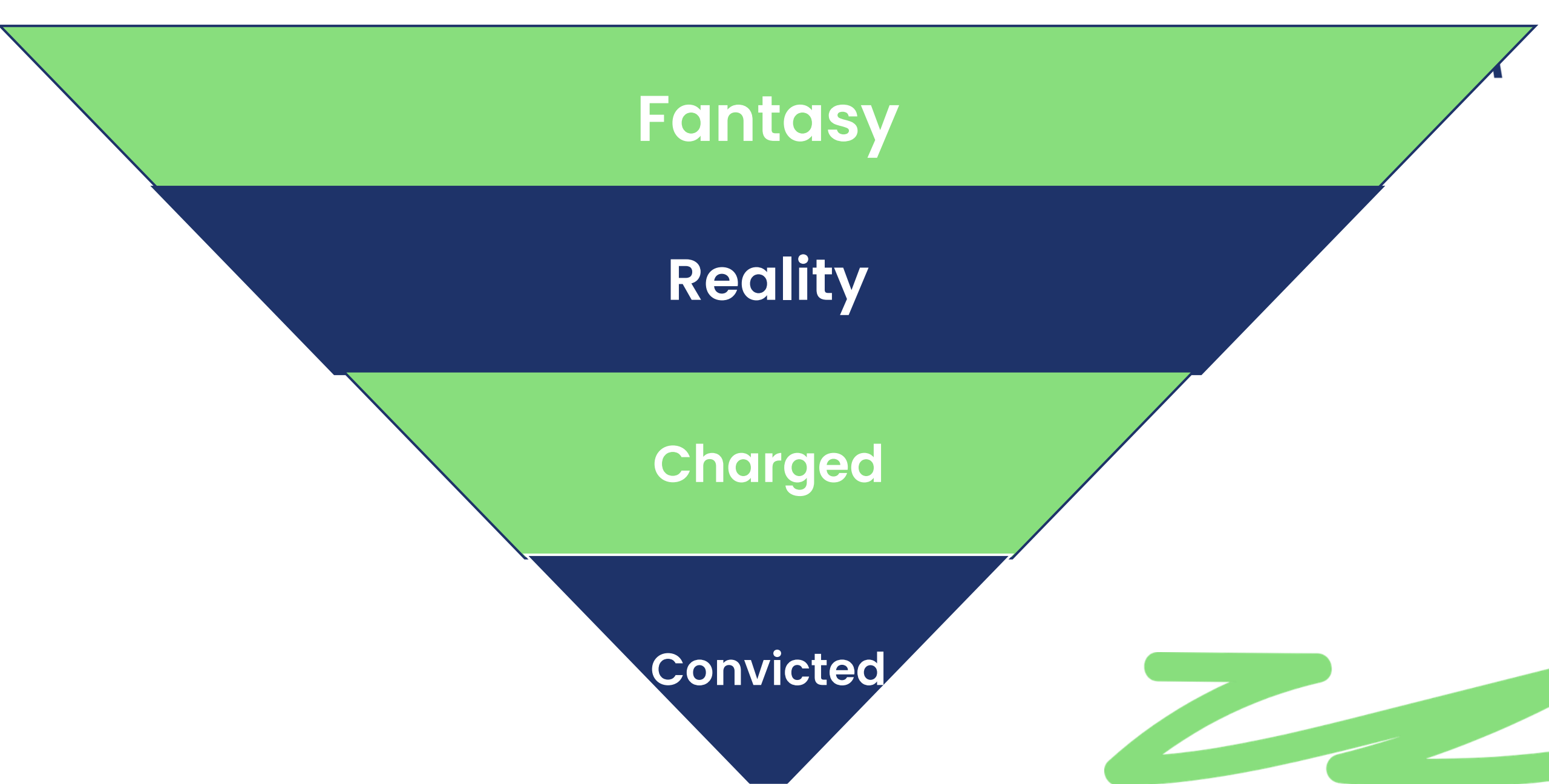


Sexual Behaviour Domain

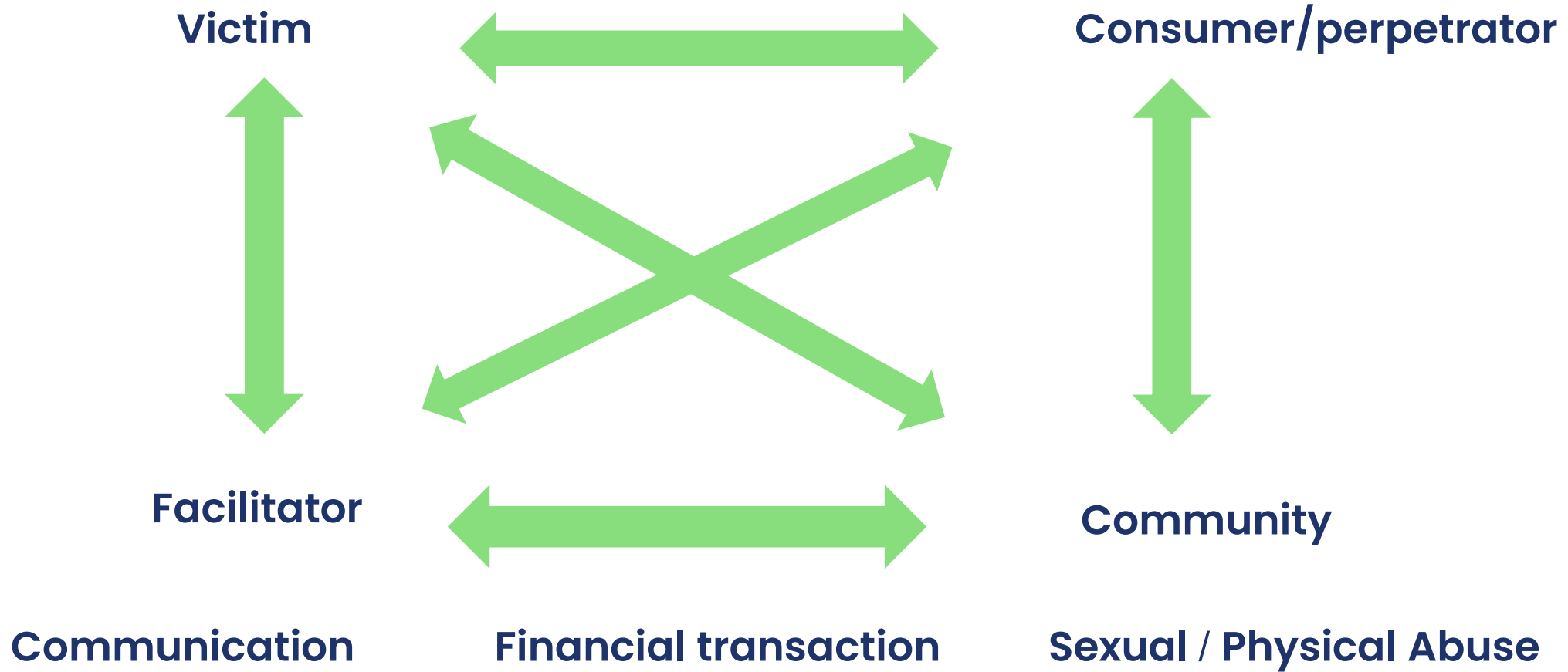
Domain Description	Evidence Base
Domain One: Sexual Behaviour This domain enables practitioners to examine the form, pattern, intrusiveness, coercion, victim relationship and digital elements of behaviour—features that provide essential, although incomplete, insight into meaning and harm.	Research consistently identifies the sexual behaviour itself as an essential, though insufficient, starting point for understanding HSB. Large-scale studies show that children display heterogeneous patterns of sexual behaviour, ranging from developmentally expected exploration to intrusive, coercive, violent or digitally mediated acts (Finkelhor et al., 2009; Hackett et al., 2013). Features such as force, secrecy, persistence, power imbalance, victim vulnerability and online disinhibition provide important information about developmental meaning, situational dynamics and potential harm. At the same time, similar behaviours can arise from very different developmental processes, psychological needs or environmental contexts (Friedrich, 2007; Creeden, 2013) and behavioural characteristics alone have limited predictive validity for future sexual harm (Caldwell, 2002; Lussier et al., 2023). The Sexual Behaviour domain therefore provides a necessary lens on the presenting incident, while explicitly requiring that behaviour is interpreted in the light of wider developmental and contextual information.

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Roles in HSB/Abuse



The Components of Sexual Expression

Gender Identity

Sexual Orientation

Sexual Intention

The Components of Sexual Desire

Drive

- The biological and psychological energy that motivates sexual thoughts, feelings, and behaviours. It's influenced by hormonal, neurological, and emotional factors.

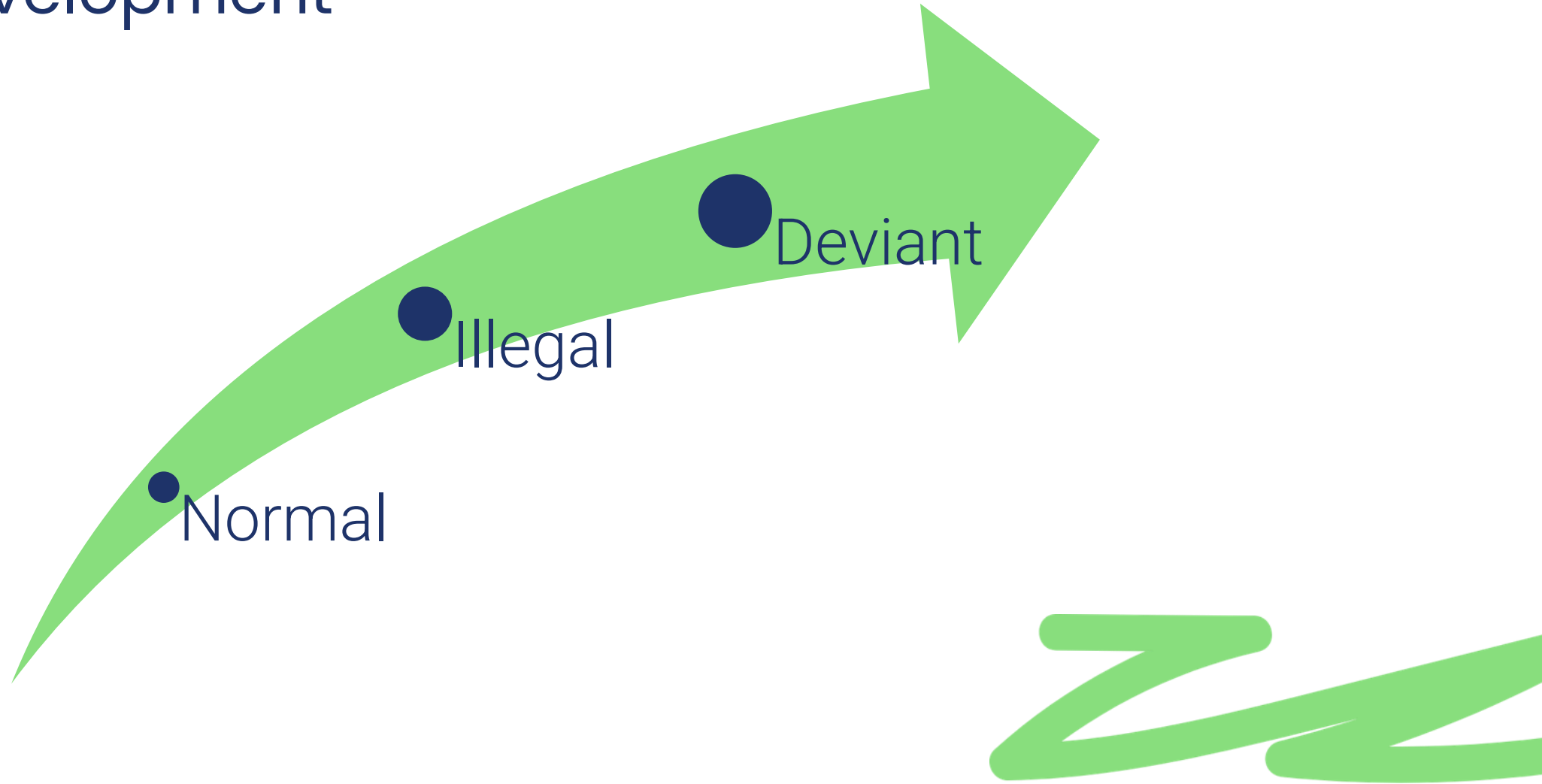
Beliefs and values

- The cognitive and moral frameworks that shape how a young person *interprets* and *justifies* sexual behaviour

Motivation

- The underlying emotional, psychological, or situational reasons behind engaging in sexual behaviour.

Sexual Development



Considerations for Assessing Unusual Sexual Behaviours

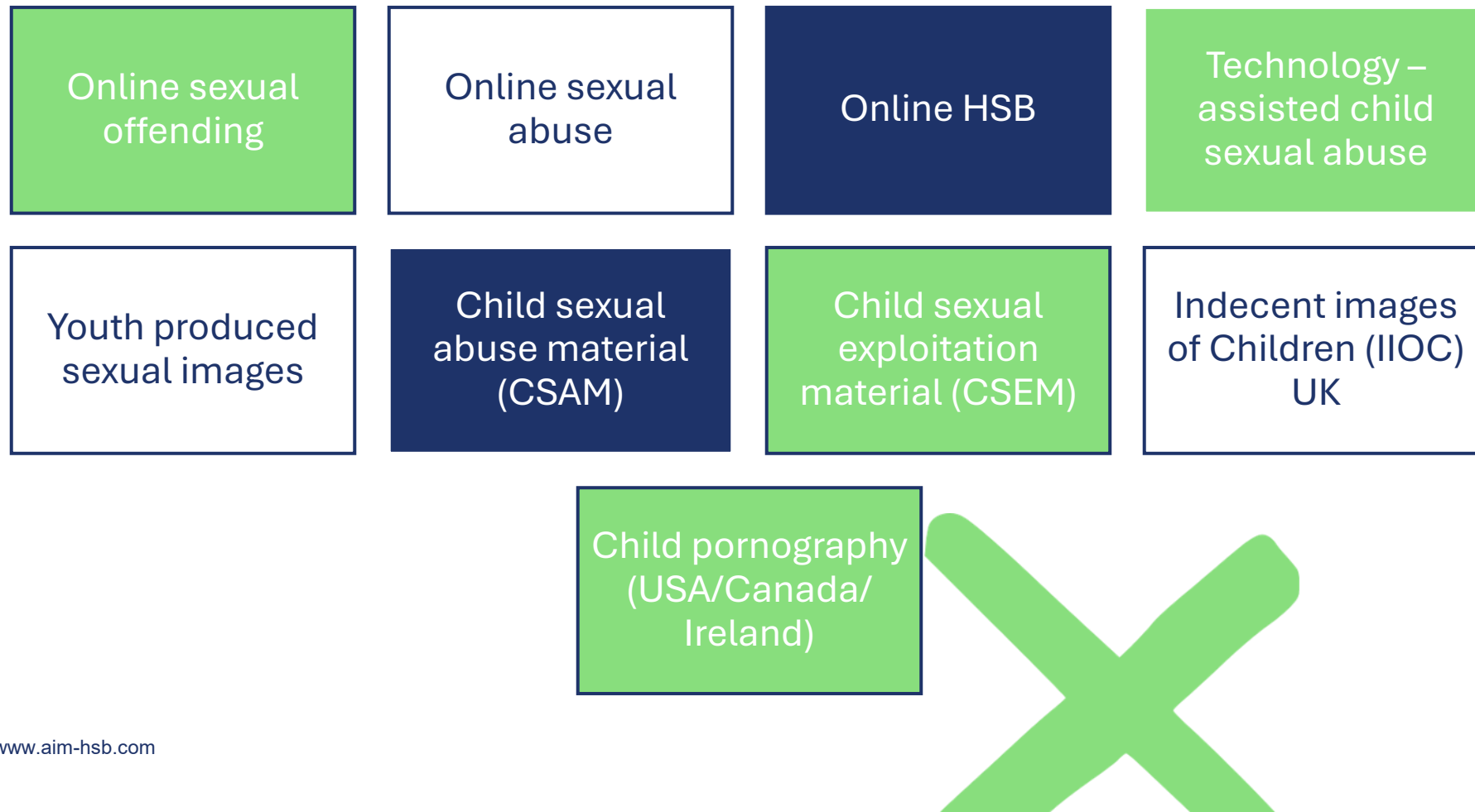
- Did the HSB involve the use of any objects
- Did the young person make the victim wear any specific clothing
- Did the HSB take place somewhere unusual
- Has the young person any unusual sexual interests such as fetishes
- Are there any unusual elements to the HSB



Technology Facilitated HSB



Terminology



Terminology

Content: Any media, including photos, videos and text

Dark Web: Umbrella term for series of networks not viewable using standard web browser, eg TOR , encrypt internet traffic to provide anonymity and privacy

Doxing: publication of person's private information without their permission

End to End Encryption (E2EE): secure method of communication prevents third parties including the messaging service from accessing data transferred eg Whatsapp

Peer-to-peer (P2P): groups interconnected computers allow people share & access content without centralized control or servers

Virtual Private Network (VPN): Private network allows 2 end points create single, private tunnel while using internet

Catfishing Using someone else's profile to blackmail another person



Growing Up in a Connected World

One child in 3 globally is an internet user (UNICEF, 2019)

It brings the joy of creativity, active citizens , global discussions, games, employment, travel, opportunities, connectedness...

Internet Watch Foundation (2023)

- 276, 000 webpages contained CSAM
- 92% content reported were 'self-generated'

Project Arachnid (2024)

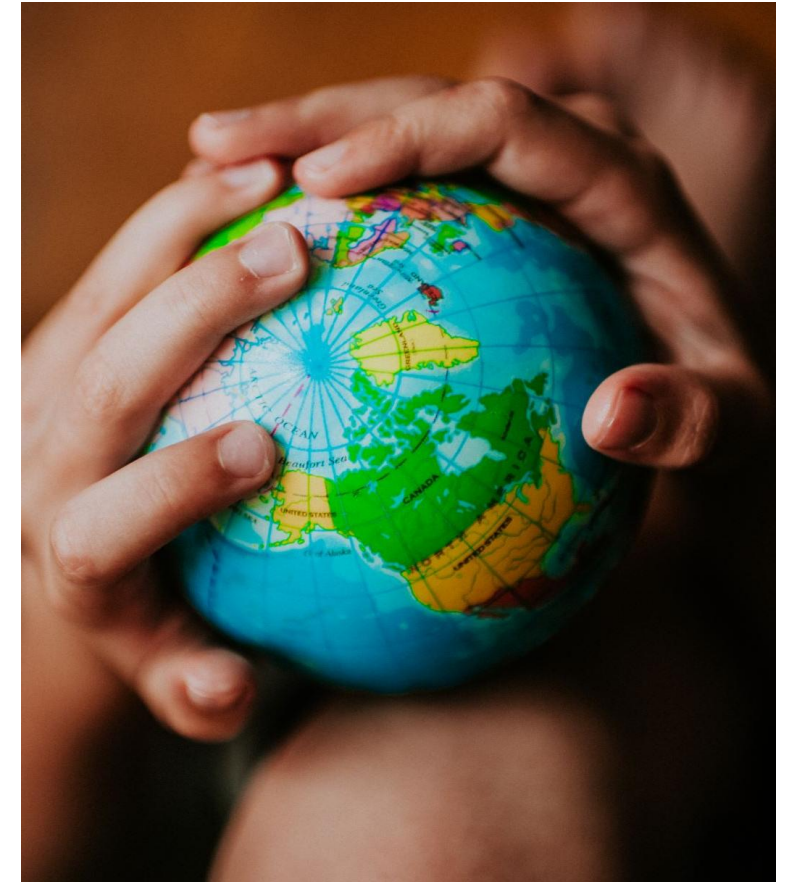
- operated by C3P sent service providers 38 million notices to remove CSAM

Goharian (2022)

- most harmful sexual interactions and content on open web on snapchat, Instagram, whatsapp, X and YouTube as opposed to Dark Web

Operation Hydrant (2025)

- In England & Wales 10,000 recorded perpetrators of sexual offender aged 10-17 years old
 - IIOC offences 42% (43% Female, 57% male)
 - 58% in person sexual offences (14% female, 86% male)



What Children Are Exposed To

Type of abuse in 2,255,390 images and videos (IWF, 2023)

- Non penetrative sexual activity 562, 356
- Penetration 448,090
- Sexual posing with nudity 432, 654
- Masturbation 253,827
- Sexual Display of pubic region 68,032
- Inappropriate Touch 26,527
- Sadism and degradation 24,738
- Bestiality 8,184
- Adult Sexual Arousal 4,533

Sharing of Images

Study by Seto et al (2022)

- Norms among friends about non-consensually shared images
- 1 in 8 young people aged 9-17 using dating apps, increased sharing nudes, receiving images, resharing non-consensual images. Young people dating apps 6x more likely non consensually share and 13x to have their own images non consensually shared
- Quarter young people had secondary accounts – 6x more likely share nudes
- 1 in 10 (394 9-12 year' olds and 602 13-17 year' olds) sent nude, non consensually reshared images and had their nude image non-consensually shared
- 1 in 5 received images without depicted persons knowledge
- 15% girls and 9 % boys (13-17) had shared images of themselves



Factors Increasing Vulnerability to Harm in Online Contexts (Brown & Tregigda, 2023)

- Previous experience of abuse and particularly sexual abuse
- Family related factors:
 - homelessness,
 - parental unemployment,
 - parental substance use
 - parental criminality

Increased vulnerability

- out of family care
- Disability
- mental health / learning difficulties
- lesbian, gay, bisexual, gender questioning
- lonely, isolated

Pornography

‘Pornography is now the most prominent sexuality educator for many young people. Most young people discover porn well before they encounter sex – perhaps even before they have kissed or held a partner.’

(itstimewetalked.com)

Why Do Children Seek Pornography?

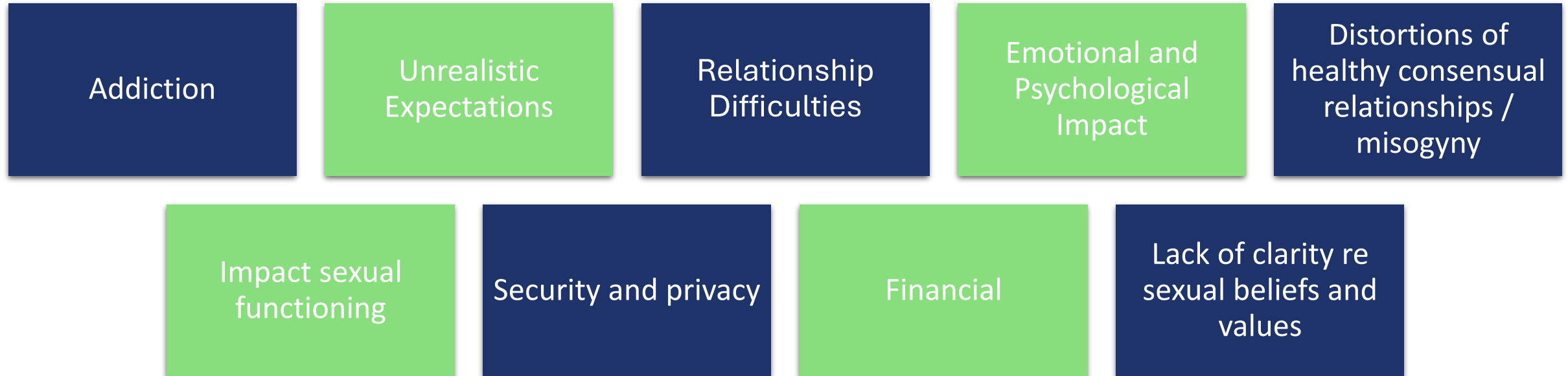
- Sexual Pleasure
- Peer Pressure
- Risk taking
- Escapism
- Entertainment
- Freedom of Expression
- Connection
- Curiosity
- Sex Education



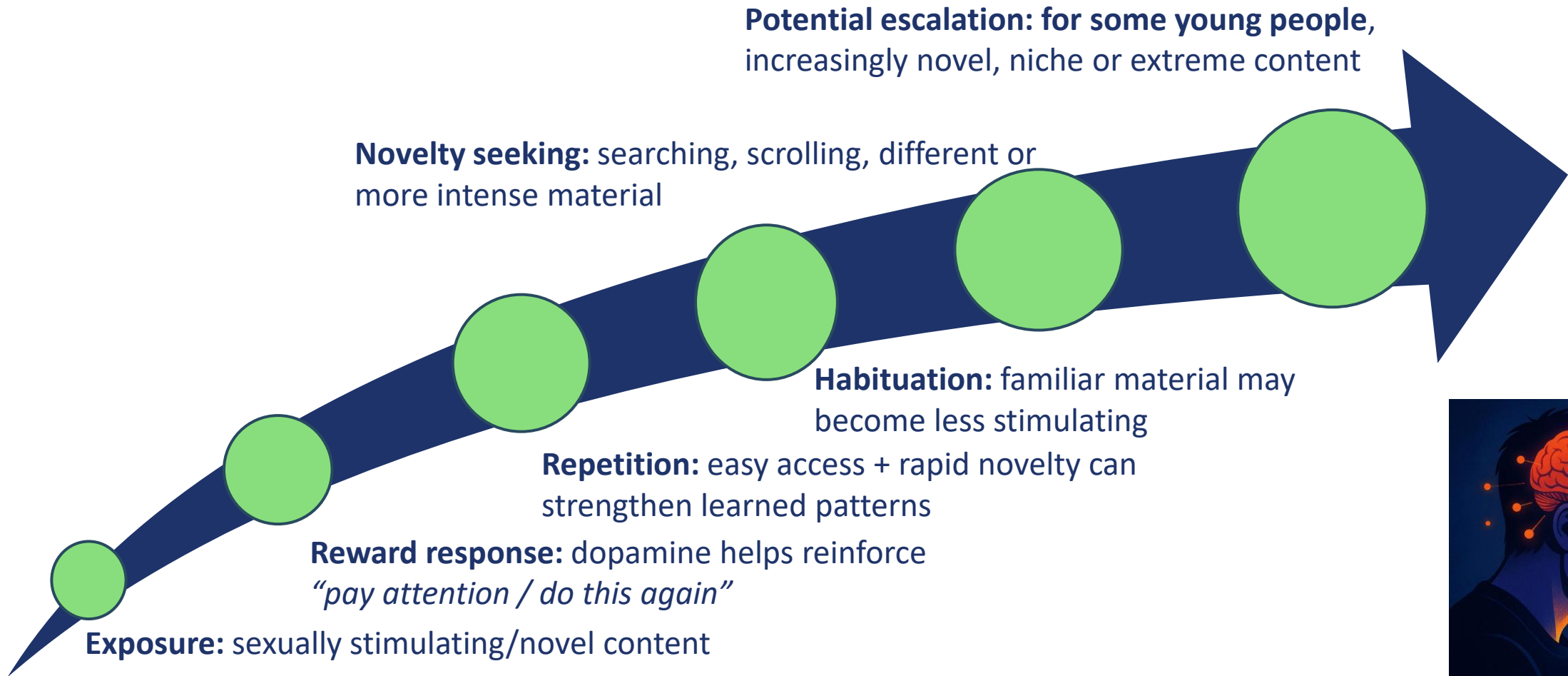
Where Do Children Seek Pornography?

- | | |
|----------------------------------|-----|
| • Twitter | 41% |
| • Dedicated Porn sites | 37% |
| • Instagram | 33% |
| • Snapchat | 32% |
| • Search engine | 30% |
| • Tik Tok | 23% |
| • Whatsapp | 20% |
| • Video Chat websites | 17% |
| • Reddit | 17% |
| • Facebook | 16% |
| • I don't know/prefer not to say | 6% |

Impact From Viewing Pornography



Pornography, Reward & Escalation



Pornography & Harmful Sexual Behaviour



- Past pornography exposure among young males is significantly associated with more aggressive attitudes towards women (Hald et al 2013)
- Exposure to violent pornography is the strongest predictor of perpetrating sexual violence (Ybarra & Thompson 2018)
- The use of pornography and offline HSB was closely related for 56 per cent of this group as their offline HSB was said to have been triggered by their watching pornography. Some young males were noted as acting out something they had seen online. (Hollis & Belton, 2018)

The Emergence of AI in HSB

AI is changing how harmful sexual behaviour can be created, facilitated and experienced.

- **AI-generated sexual imagery:** Images can be created or manipulated to depict children in sexualised ways — including “nudification” and sexual deepfakes.
- **Real children, fabricated content:** A child’s ordinary photograph can be transformed into sexual imagery without their knowledge or consent.
- **Lowering barriers:** AI tools can make the creation of harmful sexual content faster, easier and more accessible.
- **New forms of coercion and abuse:** AI-generated imagery may be used for bullying, humiliation, sexual harassment, sextortion or coercion.
- **Blurred boundaries:** Young people may perceive AI-generated material as “*not real*” or “*just a joke*”, despite the very real impact on the person depicted.
- **An evolving area:** Practice needs to keep pace with rapidly changing technology, recognising both new behaviours and new routes to harm.

Alexander McCartney 'I'm a Catfish'

- **Catfishing and sextortion:** McCartney posed online as a young girl, targeted girls specifically questioning their gender and sexuality, building trust before obtaining sexual images and then using those images to blackmail and coerce children into further sexual activity and imagery. He achieved this in as little as 9 minutes.
- **Extraordinary scale:** Police estimate that approximately 3,500 children may have been targeted. He ultimately admitted 185 offences relating to 70 identified child victims.
- **Global reach across continents and time zones :** victims were identified across approximately 30 countries, including Northern Ireland, Ireland, Great Britain, continental Europe, the USA, Australia and New Zealand. Operating from his bedroom near Newry, using multiple devices (65), offending across different time zones, illustrating how technology removes the traditional geographical and temporal boundaries to sexual harm.
- **Rapid and relentless access:** His offending took place between 2015 and 2019 (ages 15 – 20 years) and enabled him to access and abuse children internationally on what the sentencing judge described as an “industrial scale.” Evidence of paraphilia behaviours making victims use objects, urine, abusing animals and other children including siblings.
- **Devastating real-world consequences:** Twelve-year-old Cimarron Thomas in the USA died by suicide during the course of McCartney's online abuse and threats. McCartney pleaded guilty to her manslaughter - the first case in which an online abuser was held criminally responsible for manslaughter where perpetrator and victim had never physically met. Her father also later died by suicide.

Educate yourself about technology and keep up to date

Give permission for them to make mistakes and be able to tell you

Physical/emotional/sexual impact

Listen to understand

Get to know the offences relating to technology sexual behaviour

Familiarise yourself with the new Online Safety Bill

In safety planning - Banning does not work, have appropriate security / restrictions for their age

Careful of language / attitudes barriers to sharing concerns

Its not non-contact

Risk to in person is real

Evidence of sexual interest

Domain 1	Sexual Behaviour
1. Nature of the Harmful Sexual Behaviour	a) HSB includes penetration or attempted penetration b) The young person displays HSB towards another person in their current living environment c) Sexual behaviour includes unusual sexual activities d) The HSB includes technology based sexual behaviour
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Exercise – Sexual Behaviour Domain

In small groups:

- Familiarise yourself with Domain 1
- Consider the factors and associated items
- Reflect on cases you have worked with
 - What detail would you need to know/understand
 - What score you might give

Use the scoring and analysis template to record your scores and rationale/questions



Domain 2

Non-Sexual Behaviour



Non-Sexual Behaviour Domain

Domain Description	Evidence Base
Non-Sexual Behaviour This domain reflects robust evidence that co-occurring emotional and behavioural difficulties often indicate developmental vulnerability, trauma impact or neurodevelopmental need and may offer more predictive value for long-term outcomes than sexual behaviour alone.	A substantial body of research shows that non-sexual behaviour provides essential insight into the developmental pathways and contextual conditions in which HSB arises. Children who display HSB frequently present with broader emotional and behavioural difficulties, including aggression, impulsivity, conduct problems, anxiety, depression and self-harm (Taylor, 2003; Hackett et al., 2013). Developmental criminology consistently demonstrates that non-sexual recidivism is more common than sexual recidivism, highlighting that risk and vulnerability are more closely associated with general behavioural dysregulation, peer delinquency and conduct problems than with sexual behaviour alone (Caldwell, 2002; McCann & Lussier, 2008; Lussier et al., 2023). Trauma and adversity research further indicates that many non-sexual behaviours reflect adaptations to chronic stress, maltreatment or instability (McCrory et al., 2017), while social-ecological studies emphasise the importance of peer relationships, school engagement and community participation as both risks and protections (Campbell et al., 2018). The Non-Sexual Behaviour domain is therefore justified by evidence that the broader behavioural ecology of the child often provides clearer insight into vulnerability, coping and resilience than sexual behaviour alone.

Domain 2	Non-Sexual Behaviour
1. Non-Sexual Criminality	a) Previous non-sexual offending
2. Non-Sexual Aggression & Anti-Social Behaviour	a) Aggressive non-sexual behaviour b) Harm to animals c) Pervasive anger d) Recent escalation in aggression
3. Alcohol & Drugs	a) Current alcohol and substance use
4. General Behaviour	a) Early onset, severe non-sexual behavioural problems b) Neurodevelopmental conditions c) Highly impulsive or compulsive
5. Mental Health and Wellbeing	a) Formal diagnosis of a mental health problem b) Social isolation and/or emotional loneliness

Exercise: Non-Sexual Behaviour Domain

In small groups:

- Familiarise yourself with Domain 2
- Consider the factors and associated items
- Reflect on cases you have worked with
 - What detail would you need to know/understand
 - What score you might give

Use the scoring and analysis template to record your scores and rationale/questions



Domain 3

Developmental



Developmental Domain

Domain Description	Evidence Base
Domain Three: Developmental This domain responds to the strong evidence that uneven maturation, neurodevelopmental differences, communication needs, learning difficulties and trauma-related developmental impacts fundamentally shape how behaviour is expressed and understood.	Developmental science establishes that cognitive, emotional, social and moral capacities relevant to sexual decision-making—such as impulse control, perspective-taking, boundary recognition and risk appraisal—mature unevenly across childhood and adolescence (Steinberg, 2009; Casey et al., 2008). Identical behaviours can therefore carry very different meanings depending on the child’s maturational stage and adolescent behaviour cannot simply be equated with adult offending patterns. Neurodevelopmental differences (for example in autism, ADHD or learning disability) are over-represented among children displaying HSB and may affect social cue recognition, boundary understanding and interpretation of consent (Hackett et al., 2013; Carson, 2025). Trauma and adversity can further disrupt developmental trajectories, affecting emotional regulation, relational trust and social cognition (McCrory et al., 2017). Sexual development itself is highly variable and increasingly shaped by digital sexual cultures and pornography (Martellozzo et al., 2015). The Developmental domain ensures that assessment systematically attends to these capacities and needs, guarding against adult-centric interpretations and supporting proportionate, developmentally informed formulations.

Domain 3	Developmental
1. Trauma and Victimisation	a) Experiences of childhood abuse b) Unresolved trauma
2. Childhood and Adolescent Adversity	a) Family crisis b) Domestic abuse c) Chaotic family system
3. Attachment	a) Quality of attachments with parents or carers
4. Family Functioning	a) Parent/carers have a history of not addressing (or have not resolved) their own trauma b) Parent/carers support network c) Sexual Abuse within family system
5. Health, Intellectual and Emotional Functioning	a) Emotional regulation b) Perception of self c) Empathy skills d) Emotional congruence with prepubescent children e) Educational ability f) Physical health

What is Developmental Trauma?

“Developmental trauma encompasses prolonged, repeated, or severe traumatic experiences occurring during critical early developmental periods—particularly in infancy, childhood, or adolescence. Unlike single-event trauma, developmental trauma is inherently interpersonal, typically involving caregivers or other trusted individuals who are responsible for nurturing, safety, and emotional attunement” Van Der Kolk (2014)



Developmental Trauma

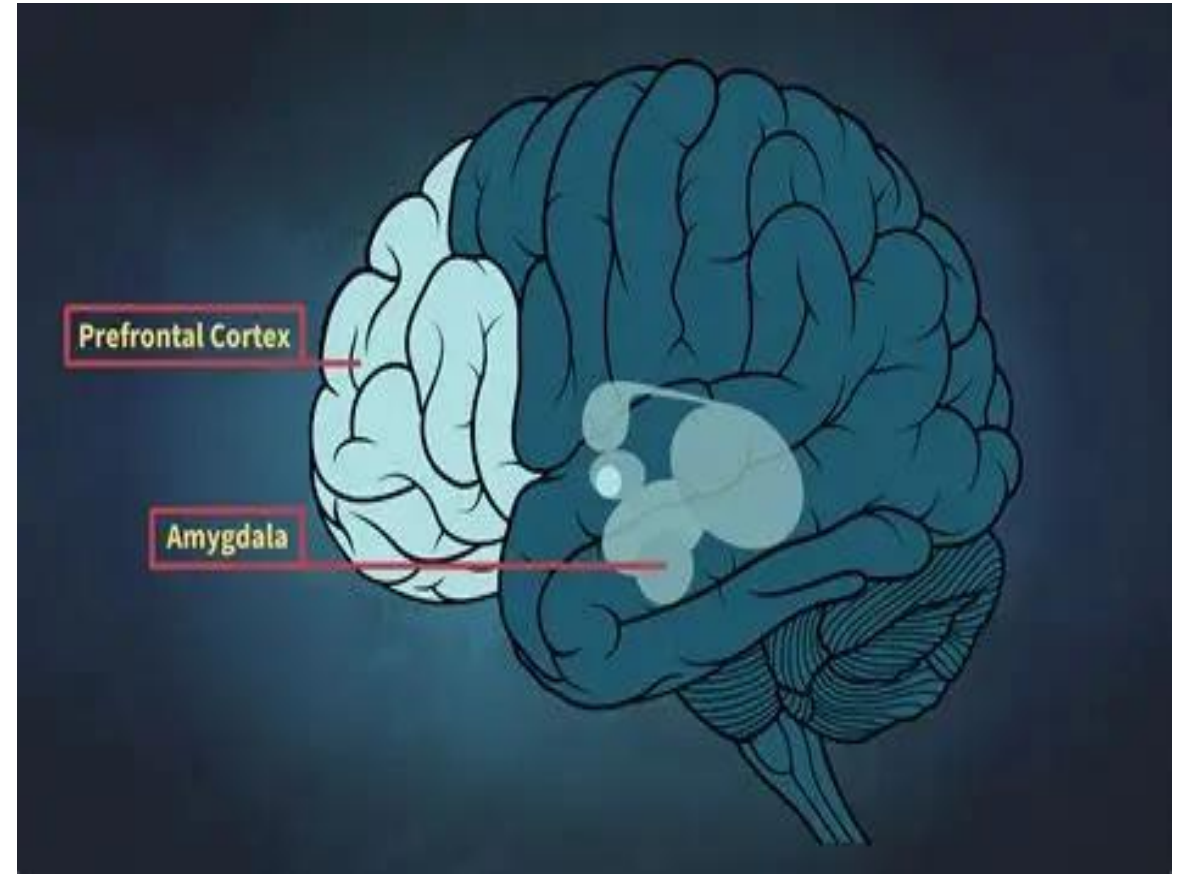


- Early trauma creates an ‘assault’ on the child’s development over time
- Traumatized children develop a range of unhealthy coping strategies which they believe will help them survive
- Do not develop the essential daily living skills that children need, such as being able to manage impulses, solve problems and executive functioning
- ***The bottom line is:*** a child who is in danger operates out of their ‘primitive brain’. This is the part of the brain responsible for the child’s survival systems of fight/flight/freeze.
- The problem for traumatized children is that when they transition into a safe environment, the survival responses do not turn off.
- Van der Kolk (2014)

The Traumatised Brain

This means there is little left over for the development of ‘luxuries’ such as processing and retaining new information; reasoning; sharing with siblings or peers; empathy or a sense of the intentions of adults as being positive or even neutral.

The traumatised child is developmentally stuck in their primitive brain, and very little information can get passed up to the higher parts of their brain where rationalising happens. All their resources are ‘used up’ on staying alive physically and staying in the minds of their adults.



Window of Tolerance (Siegal, 1999)

**Overload. I
don't care**

Hyper-arousal

Feeling Overwhelmed. Can't think clearly, problem solve, emotional or physically distressed

**Comfortable
& Connected**

Window of Tolerance

Comfortably process emotions. Able to do things well. Emotionally regulated.

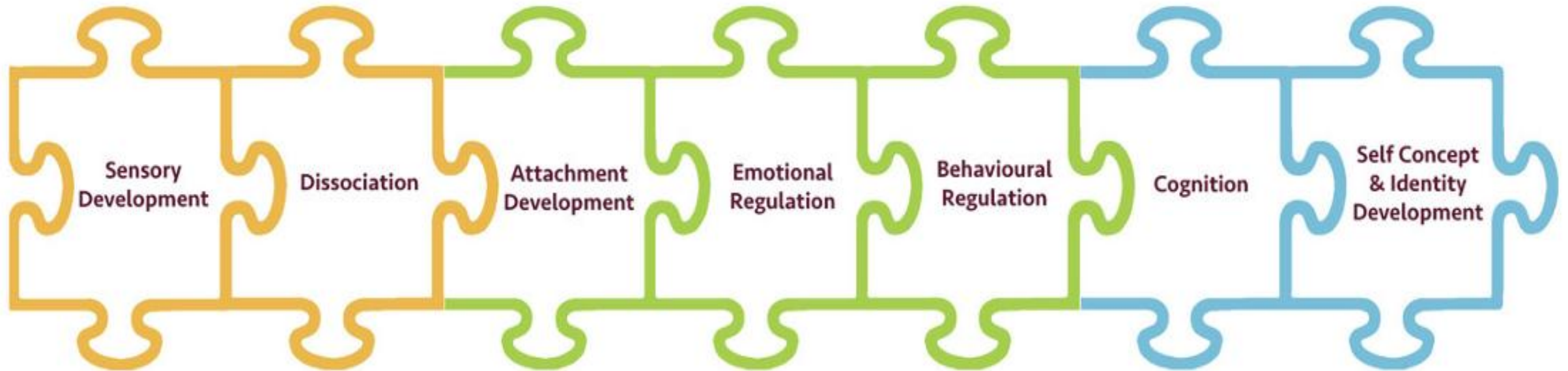
**Shut down. I
give up**

Hypo-arousal

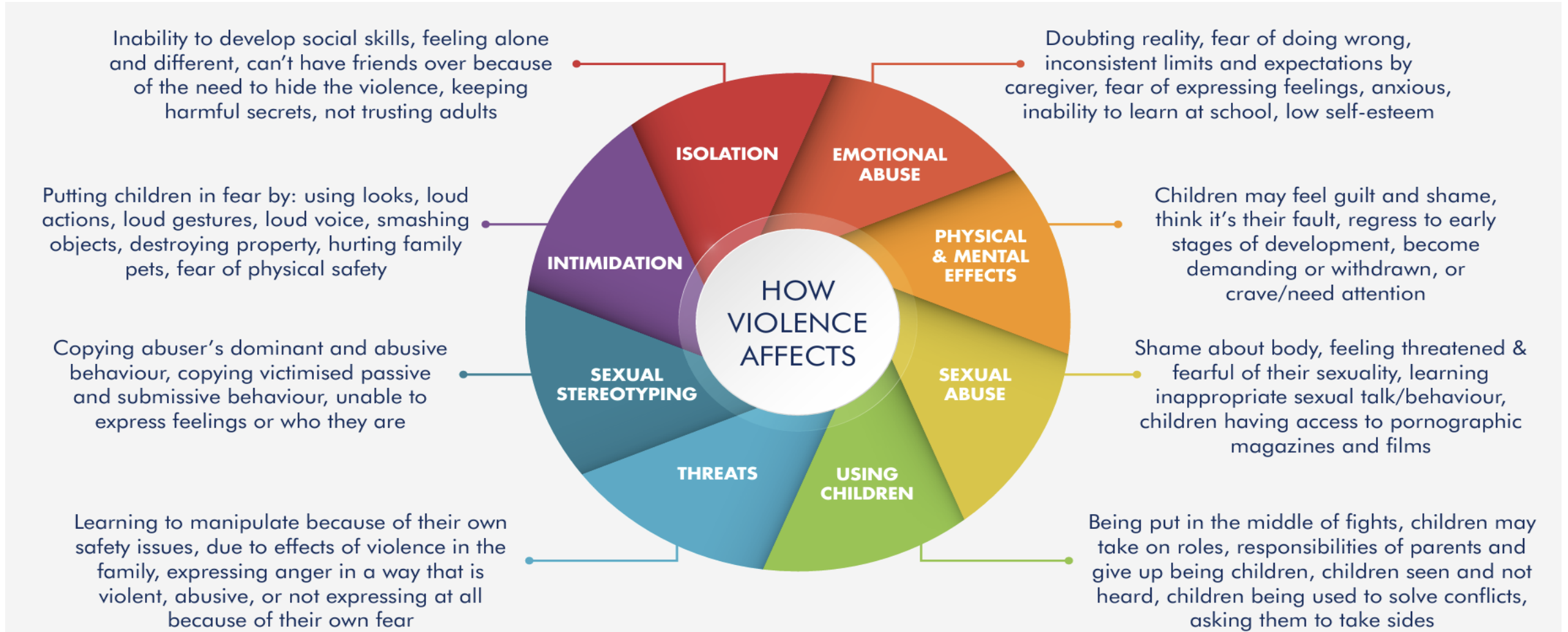
Feeling disconnected and overwhelmed. Shut down, physically and emotionally withdrawn.

Grounding
Deep
Breathing.
Movement
Physical
Activity.
Dance.
Yoga.

Seven Pieces of the Developmental Trauma Puzzle



Children's Domestic Abuse Wheel (adapted from Minnesota Duluth Wheel, 1980)



Exercise: Developmental Domain

In small groups:

- Familiarise yourself with Domain 3
- Consider the factors and associated items
- Reflect on cases you have worked with
 - What detail would you need to know/understand
 - What score you might give

Use the scoring and analysis template to record your scores and rationale/questions



Domain 4

Environment & Family



Environment & Family Domain

Domain Description	Evidence Base
Domain Four: Environmental/Family This domain reflects research demonstrating that caregiving experiences, attachment security, supervision, routines, peer norms and neighbourhood conditions are core determinants of opportunity, vulnerability and resilience.	Evidence from attachment theory, developmental neuroscience and social-ecological research demonstrates that HSB cannot be understood without attention to caregiving relationships, family functioning and wider environmental conditions. Children who display HSB are disproportionately likely to have experienced adversity, relational disruption, inconsistent caregiving, limited supervision or exposure to harmful environments (Hackett et al., 2013; Vizard et al., 2007). Early caregiving shapes the development of affect regulation, empathy, impulse control and threat detection (Eisenberg et al., 2010; Creeden, 2013), while ecological models highlight the influence of peer cultures, school environments, neighbourhood conditions and online networks on opportunities and vulnerabilities (Bronfenbrenner, 1979; Beckett et al., 2013; Firmin, 2017). Family responses to disclosure and their capacity to re-establish supervision, boundaries and emotional containment are central to effective safety planning (Duane et al., 2002; Hackett et al., 2014). The Environmental/Family domain therefore secures a systematic focus on the relational and ecological systems in which HSB emerges and in which safety and change must be supported.

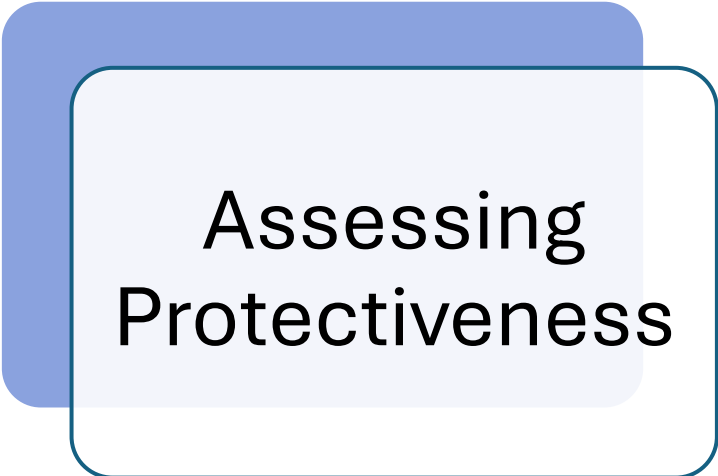
Domain 4	Environment & Family
1. Stability and Safety	a) Stability of living environment b) Safety in living environment
2. Parental or Carer Supervision	a) Parental protective attitudes and behaviours b) Parental coping strategies c) Parental awareness of the HSB and ability to supervise d) Parental attitudes toward victims e) Parental engagement with professional interventions
3. Relationships	a) Extent and quality of support network b) Relationships with professionals
4. Peer group	a) Extent and quality of peer relationships b) Influence of peers on behaviour
5. Education, Employment and Leisure	a) Daily structure and leisure interests b) Engagement with school or employment

Effective Parental Supervision

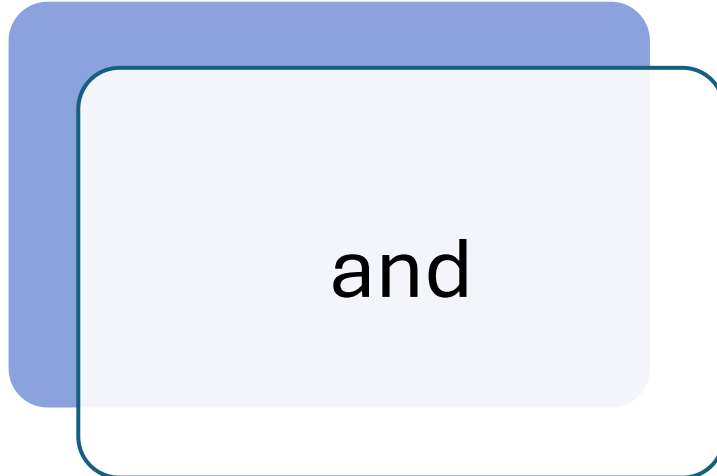
- **Knowledge**
- **Skills**
- **Support**
- **Guidance**
- **Consistency**



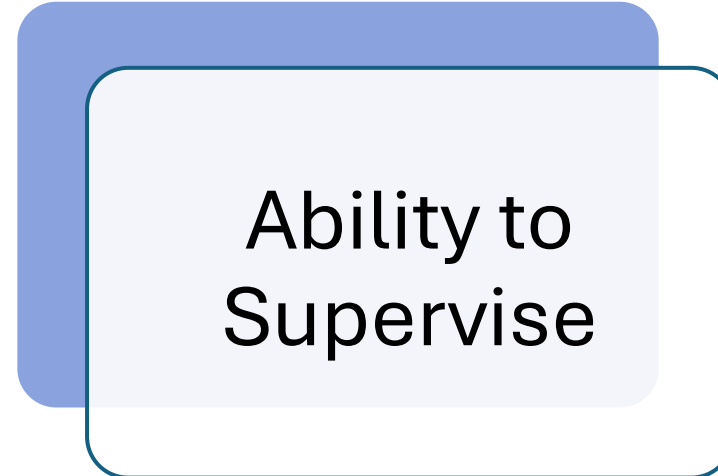
Assessment

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Assessing
Protectiveness

A diagram element consisting of a light blue rounded rectangle with a dark blue border, which is itself placed on top of a slightly larger, semi-transparent blue rounded rectangle. The text "and" is centered within the light blue rectangle.

and

A diagram element consisting of a light blue rounded rectangle with a dark blue border, which is itself placed on top of a slightly larger, semi-transparent blue rounded rectangle. The text "Ability to Supervise" is centered within the light blue rectangle.

Ability to
Supervise

CASP-R (McGibbon & Leonard, 2019)

Responsibility for an individual's abusive behaviour should always remain with that person.

Decisions affecting the right to family life must not be arbitrary or discriminatory, the rationale underlying them must be clear, reasoned and reasonable.

The CASP-R aims to conclude upon a proposed carer's (PC's) capacity and ability to supervise a person of concern (POC).

The CASP-R is a 'review' model of support.

It recognises many PC's are on a journey towards empowerment and autonomy.

CASP-R (McGibbon & Leonard, 2019)

Domain	Item
Internal Capacity	1. Adverse Childhood Experiences 2. Cognitive Impairment 3. Anti-sociality 4. Sense of Self 5. Relationship History
Insight of Harm	1. Response following disclosure 2. Insight into person of concern 3. Victim Insight 4. Engagement with Safeguarding Services
Parenting Capacity	1. Parental Empathy 2. Parental Authority 3. Perception of self as parent 4. Parenting children with additional needs
Coping Capacity	1. Coping & Resilience 2. Use of positive support networks 3. Substance Use 4. Mental and Physical Health

Peers

- Influence
- Positive
- Negative



Exercise: Environment & Family Domain

In small groups:

- Familiarise yourself with Domain 4
- Consider the factors and associated items
- Reflect on cases you have worked with
 - What detail would you need to know/understand
 - What score you might give

Use the scoring and analysis template to record your scores and rationale/questions



Domain 5

Self Regulation



Self Regulation Domain

Domain Description	Evidence Base
Domain Five: Self-Regulation This domain draws on extensive evidence that emotional regulation, impulse control, coping strategies, cognitive schemas and readiness to engage are central to understanding both vulnerability and potential for change.	Interdisciplinary literature identifies self-regulation—encompassing emotional, behavioural and cognitive regulation—as a core mechanism shaping the emergence, form and persistence of HSB. Developmental neuroscience shows that systems underpinning impulse control, affect regulation and reflective capacity mature gradually through childhood and adolescence, leaving children more prone to emotional reactivity, sensation-seeking and peer influence (Casey et al., 2008; Steinberg, 2009). Difficulties in emotion regulation are strongly associated with both sexual and non-sexual problematic behaviour, including aggression, risk-taking and interpersonal conflict (Eisenberg et al., 2010). Trauma-related adaptations—such as hypervigilance, dissociation or impulsivity—can further compromise self-regulatory capacity (McCrory et al., 2017; Creeden, 2013). Alongside these emotional processes, some children hold misperceptions or maladaptive beliefs about consent, entitlement or intimacy that interact with dysregulation to sustain harmful behaviour (Ward & Beech, 2004). International guidance and desistance research highlight that improvements in regulation, coping, insight and engagement with support are key pathways to positive change (NICE, 2016; Lussier et al., 2023). The Self-Regulation domain therefore foregrounds a set of dynamic, modifiable processes that are central to both risk and intervention.

Domain 5	Self regulation
1. Responsibility	a) Responsibility for referral behaviour b) Attitude towards the HSB
2. Motivation and Engagement	a) Motivation to address HSB b) Engagement with supervision/safety plans
3. Future perspective	a) Future goals/plans
4. Problem solving	a) Problem solving skills b) Coping strategies
5. Social competence	a) Social skills b) Assertive skills c) Life skills

- Responsibility
- Admission
- Denial



Exercise: Self Regulation Domain

In small groups:

- Familiarise yourself with Domain 5
- Consider the factors and associated items
- Reflect on cases you have worked with
 - What detail would you need to know/understand
 - What score you might give

Use the scoring and analysis template to record your scores and rationale/questions



Case Competency



Domain 1: Sexual Behaviour Factor	Factor Score
1. Nature of the Harmful Sexual Behaviour	4
	2
Rationale	0
2. Extent of Harmful Sexual Behaviour	4
	2
Rationale	0
3. Victim Characteristics	4
	2
Rationale	0
4. Sexual Aggression and Violence	4
	2
Rationale	0
5. Sexual Knowledge, Attitudes and Interests	4
	2
Rationale	0
Outline what is your overall analysis of the concerns and strengths within this Domain	
Outline what are the interventions you are recommending which would address the identified concerns and enhance the strengths within this Domain	
Domain Score	/20

AIM3 Case Competence

- Complete AIM3 assessment individually including graph profile
- Identifying the strengths and concerns in each Domain and recommendations for interventions

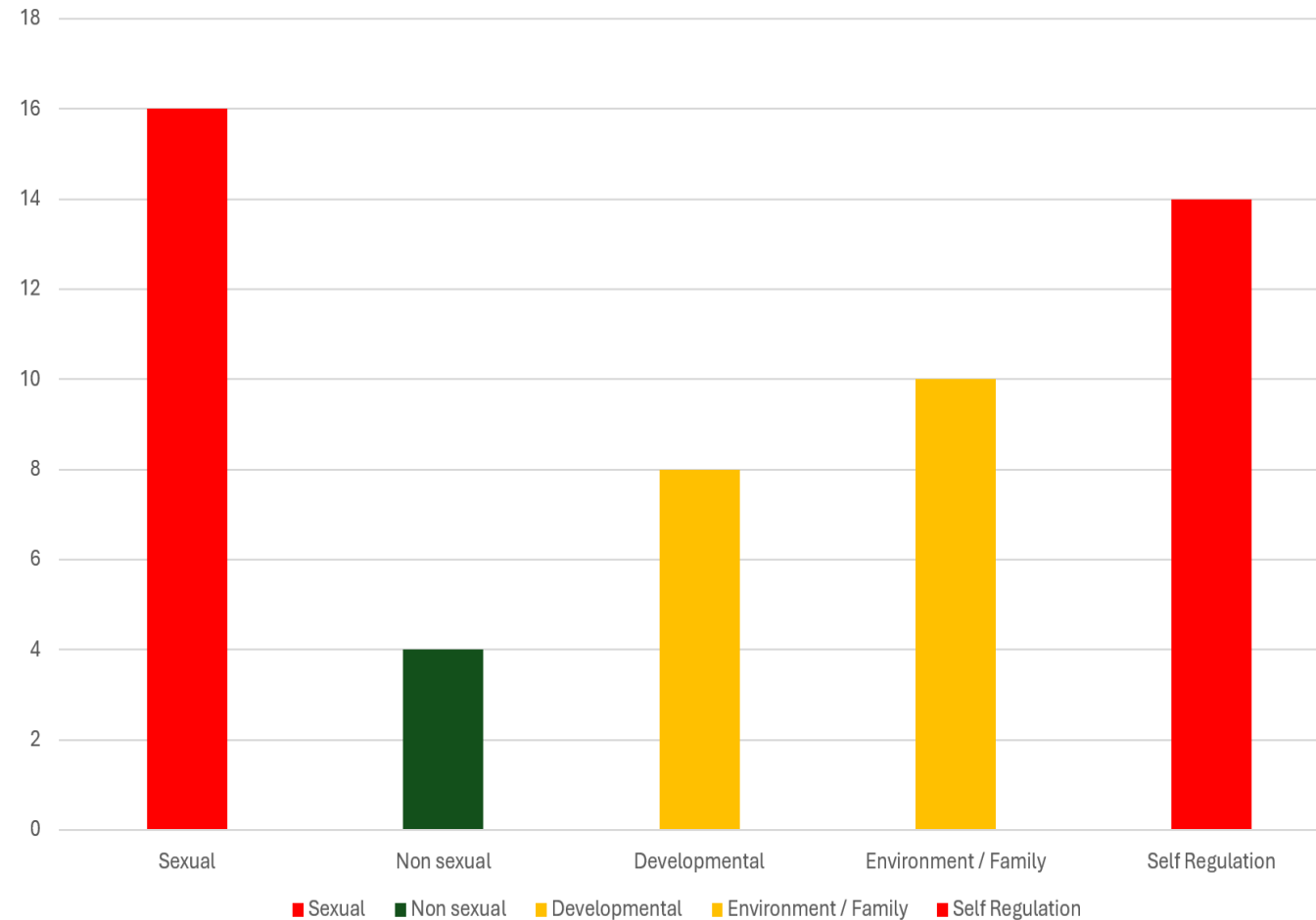


AIM3 Scoring

4	Indicates a significant concern in the factor
2	Indicates some concern in the factor
0	Indicates no general concern in the factor or where appropriate may indicate a strength in the factor

AIM3 Profile Graph

- Scores 0-4. **Green** Indicate an area of relative strength which may be harnessed to support interventions with the young person
- Scores 6-12 **Amber** Indicates work is required to lower risk and meet needs requiring attention intervention in the medium term
- Scores 14-20 **Red** Indicate an area of relative need or risk requiring specific or immediate intervention, risk management and safeguarding



Optional slide to input graph for competency case discussion

Case Formulation



Formulation

“the process of co-constructing a hypothesis or best guess about the origins of a person’s difficulties in the context of their relationships, social circumstances, life events, and the sense they have made of them” (p. 32).

Johnstone et al (2018)



Using the 5 Ps model as a structured way to explore and understand a young person's story and behaviour.

The 5 Ps:

1. Presenting problem –

What's bringing the young person here?

2. Predisposing factors –

What in their background might make them vulnerable?

3. Precipitating factors –

What recent events may have triggered the issue?

4. Perpetuating factors –

What's keeping the problem going?

5. Protective/Positive factors –

What strengths or supports do they have?

Presenting Problem

What's brought the child here?

Utilising the information gathered to provide the assessment of the factors in Domain 1 and Domain 2, provide a brief description of the presenting problem behaviour/s. Each different form of behaviour should be considered separately within the formulation.



Predisposing Factors

What makes the child vulnerable?

Utilising the information gathered to provide the assessment of the factors in Domain 3 and Domain 4 consider what experiences in their life which may have created an underlying vulnerability for the young person to have displayed harmful sexual behaviour and , if relevant, non-sexual behaviour. This part of the formulation asks you to consider:

- Biological / neurodevelopmental factors, for example if the young person has learning disability, lives with autism, ADHD, physical disabilities.
- Experiences during childhood for example, abuse experiences, safety, stability.
- Experiences during adolescence for example, peer abuse, alcohol / drug addiction, bullying, pornography, criminality.
- Social factors such as their relationships with family / peers, school, employment, leisure.

Precipitating Factors

What has triggered the issue?

Utilising the information gathered to assess the factors in Domain 1 and Domain 2 , consider what internal and external factors close in time to the problem behaviour(s) occurring which may be related in some way / may have been a 'trigger' to the behaviour(s).

Consider what was happening internally for the young person, externally in terms of siblings, peers, family, but also contextually in terms of their different environments such as school, employment, technology and leisure, just before and at the time, the harmful sexual and non-sexual behaviour happened.



Precipitating Factors

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Consider what was happening internally for the young person, externally in terms of siblings, peers, family, but also contextually in terms of their different environments such as school, employment, technology and leisure, just before and at the time, the harmful sexual and non-sexual behaviour happened.

Perpetuating Factors

What's keeping the problem going?

Utilising the information gathered to assess the factors in Domain 4 and Domain 5 consider what are the internal and external factors which may have maintained the behaviour. If the young person has only displayed the harmful sexual and non-sexual problem behaviour once, consider here what factors may increase the likelihood of it happening again. Consider what enabled the young person to keep the problem behaviour going:

- what meaning the problem behaviour had for the young person,
- the insight into the 'harmful' nature of the behaviour
- the victim's response
- the family response
- the environment such as school / leisure response
- the role of technology in maintaining



Protective & Positive Factors

What strengths and supports does the child have?

Utilising all of the information gathered including all that used to assess the Factors across all Domains of the AIM assessment model , consider what are the identified strengths and factors which may reduce the likelihood of the young person repeating / or an escalation of the problem behaviour(s). What is present or could be strengthened to assist the young person in not repeating the problem behaviour/s?

- Insight into problem behaviour
- Attitude towards problem behaviour
- Engagement in assessment / intervention
- Family support
- Peer support
- Criminal Justice processes

The 5 Ps model
further
developed by
the addition of...

6. Predicting

7. Planning

Predicting Future Behaviour

Utilising the information gathered to assess all the Domains of the AIM assessment model, in particular the contextual understanding of Domain 1 and Domain 2 and special consideration of the precipitating factors , consider what are the possible future risk scenarios and the context of potential future risk . To consider:

- Who might be at risk, gender, age,
- What type of problem behaviour is likely
- What situations / circumstances make behaviour more likely?
- What circumstances / situations make behaviour less likely?
- What environments make behaviour less or more likely?



Planning

Safety Planning & Interventions

Utilising all the information gathered and the consideration of the predicting future behaviour outline what needs to happen to reduce the likelihood of the problem behaviour(s) occurring again, and also what the young person needs in relation to their own vulnerabilities and well-being.

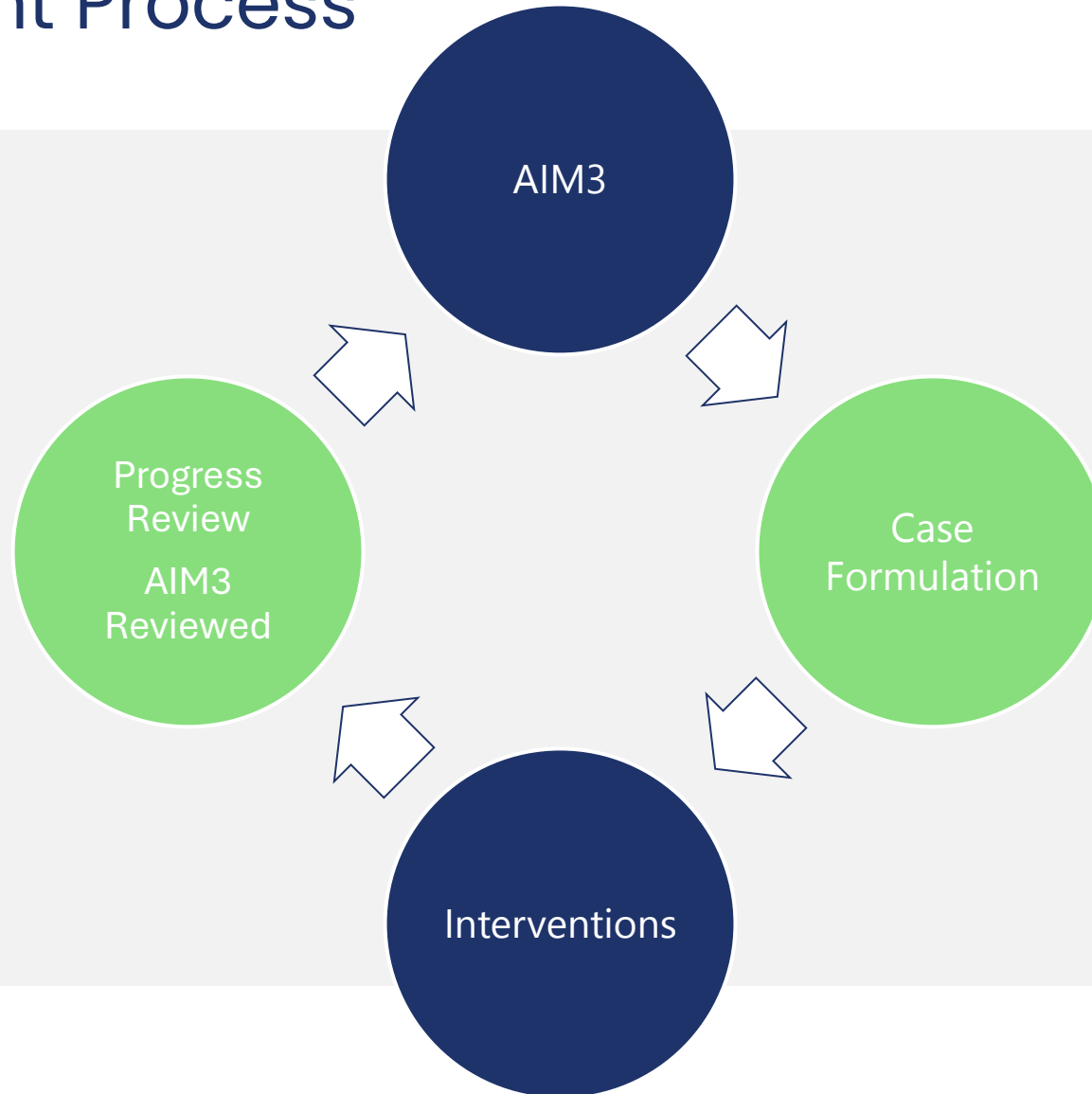
There should be consideration of the specific **therapeutic intervention needs** for the young person and for the system around the young person (parents/carers/professionals). Intervention plans should be aimed to address factors which have been identified within the AIM assessment and linked to risk within the formulation but should also include focus on increasing protective factors.

Recommendations for **Safety Planning** should also be outlined and bespoke to the identified risk and the environment in which the young person lives and exists.

Safety Planning

- Dynamic
- Parental / Carer education / support
- Bespoke
- Proportionate- age, perceived risk
- Different environments – home, school, sports, arts,
- Different persons – siblings, peers, extended family,
- Technology considerations – devices / access / reality of limitation
- REVIEW

AIM3 Assessment Process





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Break

