

Criteria for Identifying ASB Between Peers

If at Least One Criterion from the Green Section (ASB) Is Met, It Is Considered an Abusive Sexual Practice Between Peers.

CRITERIA	ASP	EXPLORATION
INVOLVED RELATIONSHIP	It is a non-mutual relationship due to a power imbalance between the children involved.	It is a relationship where no power imbalance exists.
AFFECTIVITY - CHILD PERPETRATOR	The behavior is associated with aggression, confusion, or reenactment. Feelings such as guilt, shame, anger, fear, dominance, or emotional numbness are often observed.	Spontaneity, joy, and curiosity-driven motivation prevail.
AFFECTIVITY - RECEIVING CHILD	The receiving child displays confusion, paralysis, submission, pain, harm, discomfort, fear, or avoidance of the initiator after the interaction.	Spontaneity, joy, and curiosity-driven motivation prevail.

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TYPE OF CONDUCT	<p>The behavior is not age-appropriate and reflects a level of mature sexuality.</p> <p>It may involve penetration, oral-genital contact, use of objects, fondling, viewing pornography, or taking photos or videos.</p>	<p>The behavior is age-appropriate. It reflects a desire to see and be seen, curiosity about gender roles and male and female genitalia, and self-exploration of the body and its sensations.</p>
SETTING IN WHICH THE BEHAVIOR OCCURS	<p>Behaviors Suggesting Possible Planning and Secrecy</p>	<p>Sexual behaviors emerge spontaneously and occur in open, trusting, and playful contexts.</p>
PERSISTENCE OF THE BEHAVIOR	<p>Persistence of the Behavior It may arise as a one-time incident or occur repeatedly over time. After adults interrupt the sexual behavior, the children often resume it with a sense of urgency.</p>	<p>The sexual behavior arises occasionally and does not continue after being interrupted by adults.</p> <p>With minimal intervention, the behavior ceases.</p>
DISPOSITION OF THE INITIATING CHILD	<p>Although a child may not be able to verbalize the issue, they may deny, minimize, or refuse to talk.</p> <p>The child shows signs of rejection, fear, or distress when talking about sexuality—even with trusted and close adults.</p>	<p>Acceptance of Sexuality A positive disposition toward educational conversations with trusted and significant figures.</p>

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LEVEL OF SEXUAL KNOWLEDGE	<p>The behavior may be accompanied by precocious sexual knowledge (pseudomaturity) or complete lack of awareness (naivety).</p> <p>It is not age-appropriate, whether the child demonstrates early exposure to adult or bizarre sexual content, or shows ignorance of basic concepts related to sexuality.</p>	<p>The behavior is age-appropriate. The child demonstrates understanding of gender roles, body parts, and basic self-care.</p>
BREADTH OF INTERESTS	<p>The child's focus may or may not center around sexuality.</p> <p>In some cases, sexuality appears to be the child's sole area of interest, dominating their activities and preferences.</p>	<p>The child engages in a wide range of interests and activities, not limited to sexual content or themes.</p>
BACKGROUND HISTORY OF THE INITIATING CHILD	<p>There may be a history of abusive behavior or sexual abuse.</p> <p>The child may present with a background of rights violations, emotional self-regulation difficulties, experiences of abandonment, or may come from a highly sexualized environment.</p>	<p>The child, their family, and overall context do not present risk factors for CSA (Child Sexual Abuse), nor is there any known history of problematic sexual behavior.</p>