

Lessons Learned: The Road to Sexual Offending

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Introductions: Mark and Rachel





Objectives

- Discuss the empirical based models associated with sexual offending
- Explain treatment targets or dynamic risk factors
- Identify protective factors
- Describe the primary patterns related to the offense progression
- Review case examples

Treatment Targets

Dynamic Risk Factors

Protective Factors

Dynamic Risk Factors (Supported)

General Criminality

- Poor Adult Attachments
 - Never married
 - Conflicts with Lovers
- Lifestyle impulsivity
 - Poor self-regulation
 - Impulsive/reckless
 - Unstable work
- Resistance to rules/supervision
- Problem Solving
- Grievance/hostility
- Negative Social Influences

(Mann, Hanson, & Thornton, 2010)

Dynamic Risk Factors (Supported)

Sexual

- Deviant sexual interests
- Violence
- Paraphilias
- Sexual Preoccupation
- Offense Supportive Attitudes
- Emotional Congruence with Children

(Mann, Hanson, & Thornton, 2010)

Dynamic Risk Factors

- Promising:
 - Hostility toward women
 - Machiavellianism
 - Callousness/lack of concern for others
 - Dysfunctional Coping

(Mann, Hanson & Thornton, 2010)

Dynamic Risk Factors

- Not Supported, but Interesting Exceptions:

- Denial
- Low self-esteem
- Major Mental illness
- Loneliness

- Not Support:

- Depression
- Poor Victim Empathy
- Low motivation at intake

(Mann, Hanson & Thornton, 2010)

Dynamic Risk Factors

- **Negative Social Influences:**

- Surrounding self with people who commit crimes can keep you at risk for getting into trouble.

- **Sexual Preoccupation:**

- Being sexually preoccupied has to do with thinking about sex more than most people usually do, or thinking about it so much that it gets in the way of other life goals or causes other problems

- Researchers have found that masturbating six or more times a week can be an indicator of sexual preoccupation among adults

(Mann, Hanson & Thornton, 2010)

(Kafka, 2010)

Dynamic Risk Factors

- **Sexualized Coping:**

- Using sex (or masturbation) as a way to handle emotions and stress

- **Deviant Sexual Interest/Arousal**

- Pedophilia

- Sexualized violence

- Multiple Paraphilia

(Mann, Hanson & Thornton, 2010)

Dynamic Risk Factors

- **Offense Supportive Attitudes**

- Beliefs that justify or excuse sexual offending in general

- Entitlement
 - Blaming
 - Dehumanizing the victim
 - Euphemistic labeling
 - Minimization
 - Palliative comparison

- Examples

Dynamic Risk Factors

- **Offense Supportive Attitudes**

- ❖ How do you think the victim has been affected?
- ❖ Do you think she/he somehow brought it on herself?
- ❖ How do you think children view sex? Can they consent to sex?
- ❖ Have children ever sexually teased you or tried to turn you on?
- ❖ What did you say to yourself to give self permission to do it?
- ❖ What did you say to yourself after you did it to make it seem less serious?
- ❖ Why do you think child pornography is illegal?

Dynamic Risk Factors

- **Emotional Congruence with Children**

-Refers to feeling that relationships with children are more emotionally satisfying than relationships with adults.

➤ Examples

- **Lack of Emotionally Intimate Relationships with Adults**

-This risk factor refers to the difficulty in developing and keeping stable relationships with adults.

➤ Examples

(Mann, Hanson & Thornton, 2010)

Dynamic Risk Factors

- **Intimacy/Relationship**

- ❖ Have you ever been married or in any long term relationship?
How would you describe the relationships?
- ❖ What kind of person is your partner/former partner?
- ❖ Was it a good relationship? Were you happy?
- ❖ Any fights? What did you fight about?
- ❖ What is the most out of hand a fight has ever become?
- ❖ How do you feel about having a romantic relationship with adult?
- ❖ How would past partners describe you in the relationships?

(Olver, 2016 ATSA Master Class)

Dynamic Risk Factors

- **Lifestyle Impulsiveness**

-Refers to low self-control, chronic instability in employment and housing, lack of meaningful daily routines, irresponsible decisions, and limited or unrealistic long-term goals.

❖ Do you get bored easily? Have difficulty sustaining attention?

(Mann, Hanson & Thornton, 2010)

(Olver, 2016 ATSA Master Class)

Dynamic Risk Factors

- **Poor Problem Solving**

- Deficits in problem recognition/conceptualization
- Lack of consequential thinking
- Difficulties generating a suitably wide range of options

(Mann, Hanson & Thornton, 2010)

Dynamic Risk Factors

- **Resistance to Rules/Supervision**

This is the term used when someone has problems following rules or when someone does not want to follow rules.

Sometimes, people don't think certain rules apply to them. Sometimes, they pick and choose the rules they think make sense and disregard the ones that don't.

➤ What to look for...

Dynamic Risk Factors

- **Grievance/hostility**

-Individuals with this risk factor are often described as having “chip on their shoulder.”

- Examples

- ❖ What kinds of things trigger the anger? Responses?
- ❖ How many physical fights would you say you’ve been in? What is the general outcome?
- ❖ Have you ever become aggressive or angry when you did not get what you wanted?



Protective Factors

- Feature of a person that lowers the risk of reoffending

(Andrews & Bonta, 2006)

(Robbe, Mann, Maruna, & Thornton, 2014)

Overview of Treatment Models

Risk-Need-Responsivity (RNR)

Relapse Prevention (RP)

Good Lives Model (GLM)

Self-Regulation Model-Revised (SRM-R)

RNR

Principles of Effective Correctional Intervention

- **Risk:** match service intensity to client risk level
- **Need:** Target dynamic risk factors (or criminogenic needs)
- **Responsivity:** tailor and deliver treatment services or interventions that are responsive to the characteristics of the individual

(Yates, 2013)

RP

- Originally designed as a post-treatment maintenance strategy for motivated individuals with alcohol abuse problems (Marlatt, 1982, 1985)
- Sexual offending is conceptualized as a cycle of events that can be interrupted by developing an individual's ability to intervene in the offense sequence (Yates, Prescott, & Ward, 2010).
- Goal: Identify, anticipate, and avoid high risk situations that could lead to lapses (temporary return to alcohol use) as well as to avoid relapse (return to chronic alcohol abuse)
- Limitations- 'one size fits all approach'

(Yates & Ward, 2007)

Origins

- **SRM-R:** Developed to address the shortcomings associated with RP (Ward & Hudson, 1998).
- **GLM:** broad rehabilitation theory and gives flexible framework
 - Aims of therapy
 - Core values of treatment
 - General assumptions for causes of offending
 - Guidelines on how to work with sexual offenders

GLM

- Sexual Offenders, like all other human beings, are goal-directed and seek certain experiences, outcomes, and states of being in their daily lives.

➤ **11 Primary Goods**

(Ward et al., 2006)

Primary Goods

- **Life**-healthy living and functioning
- **Knowledge**-desire for information and understanding about oneself and the world
- **Excellence in Play**-success and gratification in leisure or recreational activities
- **Excellence in Work**-mastery in work or career advancement
- **Excellence in Agency**-autonomy, independence, and self-directedness

(Linley & Joseph, 2004)

Primary Goods

- **Inner peace**-freedom from emotional turmoil and stress
- **Relatedness**-connections to others
- **Community**-sense of belonging to a larger group of individuals with shared interests
- **Spirituality**-meaning and purpose in life, include religion
- **Happiness**-general life satisfaction, contentment, purpose or pleasure
- **Creativity**-artistic or creative activities; novel experiences

Secondary/Instrumental Goods

- Specific and concrete ways individuals attempt to secure primary goods
- Basis of the GLM is that all individuals often have an implicit good life plan that represents what conditions will lead to happiness, a good life, and well-being.
- Different degrees of importance is placed on primary goods

GLM Resources

- **Goods exercise**

- List the things that are important right now in life
 - Indicate the ways you go about getting these things. Include both criminal and non-criminal ways.
 - What works well for you and what does not?
 - When things go wrong getting these things, what happens? Be specific.
 - List things that used to be important in your life but you do not focus on your life now.
 - Why did these things become less important to you?
 - What things are related to your sexual offending and other criminal behavior?
- (Yates, Prescott, & Ward, 2010)

- www.goodlivesmodel.com

GLM

- When problems arise it is because of the specific flaws that prevent the individual from attaining the goods he desires. These flaws result in socially unacceptable or harmful attempts to pursue goods.

➤ Means

➤ Lack of Scope

➤ Conflict among primary goods

➤ Lack of internal or external capabilities

❖ Examples

(Ward et al., 2006)

GLM

- Determine and reinforce primary goods that are important to individual
- Overcome barriers to obtaining goods
- Understand relationship of goods to offending and other life problems
- Build client's capacity to attain goods in healthy ways
- Old Me versus New Me
- Identify and increase one's strengths, skills, attitude, values, and resources

(Yates, Prescott, & Ward, 2010)

Primary Goods and Risk Factors

- Understanding the means=dynamic risk factor

➤ Examples

(Yates, Prescott, & Ward, 2010)

GLM

- Typically treatment has focused on avoidance goals to reduce risk
- Vital component-Approach Goals

➤ Example

- Viewed as goal directed individuals who are worthy of respect and capacity to change
- Offending behavior-directly or indirectly related to attempts to acquire the things that are of importance in their lives

(Yates, Prescott, & Ward, 2010)

SRM-R

- Specific treatment model, translates GLM concepts into concrete treatment methods and techniques (Yates and Ward, 2008).
- Describes the “offense progression or the chain of events that occurs during a specific sexual offense or series of offenses, in order to identify the cognitive, behavioral, emotional, and situational factors that culminate in offending” (Yates, Ward, & Prescott, 2010).

SRM-R

- Model of the offense process : posits that individuals are goal-directed in their behavior, acting to either achieve a desired state or to avoid an undesired state (Yates & Kingston, 2013).
- The following is a 10 phase model of the offense process that includes four distinct pathways to offending based on the combination of offense-related goals and the strategies individuals use to achieve those goals (Yates & Prescott, 2010).

SRM-R 10 Phase Model

1. Background and predisposing factors
2. Life event
3. Desire in response to life event
4. Setting a goal in response to the desire
5. Strategy selection
6. Opportunity to achieve the goal
7. Pre-offense behaviors
8. Commission of sex offense
9. Post-offense evaluation and adjustment of plan
10. Future Intentions and adjustment to plan

(Yates, Prescott, & Ward, 2010)

Phase I: Background and Predisposing Factors

- Childhood experiences, family functioning , experiences in school, relationships within the family, sexual development , education, employment, intimate relationships, substance abuse history, non-sexual criminal history, social supports, military experiences

(Yates, Prescott, & Ward, 2010)

Phase 2: Life Event

- Event occurs that triggers a desire (sexual or otherwise) in response to the event.

➤ Example

(Yates, Prescott, & Ward, 2010)

Phase 3: Desire in Response to Life Event

- What I wanted in response to event?
- Examples

(Yates, Prescott, & Ward, 2010)

Phase 4: Goal Establishment

- Once a life event triggers a desire, the individual will establish goal(s) in response to the desire
- Can be pro-social and/or offense-related

Example: Nelson

Therapist-So far, we have established that the event that triggered the offense progression was your jealousy and your thoughts that your partner might leave you. You said this resulted in a desire that she stay with you. Would you say this was goal, at least in the beginning?

Nelson-Yes

(Yates, Prescott, & Ward, 2010)

Example: Nelson Cont.

Therapist-Often, in situations like this, people also have other goals. What would you say were your other goals in this situation?

Nelson-I wanted to find out if she had been seeing someone else.

Therapist-Anything else? How were you feeling at the time?

Nelson-I was feeling angry at her and felt she was disrespecting me.

(Yates, Prescott, & Ward, 2010)

Example: Nelson Cont.

Therapist-So would it be accurate to say your goal might also have been to show her how angry you were, and maybe also to teach her to respect you, or in other words, to not disrespect you?

Nelson-I wanted to show her she just could not do that to me.

Phase 5: Strategy Selection

- Once goal is established with respect to the desire(s) activated in response to the life event, strategies or methods are used to achieve these goals.
- Predominantly offense related, but may have other primary goods
- Strategies may be impulsive or explicit; passive or active

➤ Examples

Phase 6: Opportunity to Achieve Goals

- High risk situation (external circumstances that pose a risk for sexual offending)
- Link to individual's perception, cognition, affect
- Example

Phase 7: Pre-Offense Behaviors

- Engaging in behaviors that represent immediate precursors to offending
- Grooming, seeking victim access, planning offending, engaging in deviant sexual fantasy

(Yates, Prescott, & Ward, 2010)

Phase 7: Pre-Offense Behaviors

- What did individual do to overcome inhibitors to sexual aggression, and to gain victim compliance
- What activities or behaviors served as means to increase arousal (sexual fantasy, masturbation, pornography)
- Look for presence of cognitive distortions, schemas, or other risk factors- e.g. deviant sexual interests

(Yates, Prescott, & Ward, 2010)

Phase 8: Commission of Sexual Offense

- What did you do? Say?
- How did you feel?
- View of the victim?
- Self-focus... “I was aroused and started to masturbate, and threatened him if he told anyone.”
- Mutual focus... “When I first touched him, he didn’t say ‘no’ and seemed to be enjoying it as much as me, so I continued.”
- Victim focus... “I didn’t hurt her and was thinking she enjoyed it as much as I did when it happened to me before.”

Phase 9: Post-Offense Evaluation and Adjustment of Good Lives Plan

- Time period immediately following the offense
- How did individual evaluate his/her behavior?
- How did he/she view the role of the victim, victim's perspective and experience?
- How in/out of control he/she felt concerning behavior?
- Degree of responsibility (if any) for offending
- Thoughts, feelings (positive and/or negative affect), goods/goals, and attitude?

Phase 10: Future Intentions and Adjustments to Good Lives Plan

- After evaluation of behavior, individuals formulate longer term goals and intentions with respect to sexual offending and goal attainment.
- Alter behavior to avoid offending
- Alter attitude to be more in favor of future offending
- Refine strategies to attain goals for future offending

SRM-R

- 4 pathways: Avoidant-Passive, Avoidant-Active, Approach-Automatic, Approach-Explicit
- Patterns of cognition and behavior in specific situations, rather than types of offenders
- Goal: understand various facets of behavior in offending situations so therapists can plan and implement individualized treatment accordingly.

(Yates, Prescott, & Ward, 2009)

SRM-R

- Research to date on the SRM has been supportive of the model and its use in intervention.
- Authors suggest that offense pathways is a clinically relevant variable when evaluating treatment change and in conceptualizing sexual offender treatment.

SRM-R

- Involves two types of problematic self-regulator styles (under-regulation and mis-regulation) and an intact self-regulation style
- Involves offense related goals and strategies

(Yates, Prescott, & Ward, 2010)

Self-Regulation Styles

- Under-regulation: failure to control behavior resulting in individual acting in a disinhibited manner which he/she does not attempt to exert control in a specific situation.
 - Example
- Mis-regulation: attempts to control behavior, but attempts are misguided or counter productive.
 - Example
- Intact: individual's goals are problematic and require interventions.

Offense-Related Goals

- Avoidance- “I just got really mad at her. I had tried to treat her right, but she just kept getting on my case. How could she do that? I tried all the anger management stuff I learned before, but got to point where I needed to stand up for myself.”
- Approach- “I knew I was onto a good thing when we met. I knew she had kids and needed a lot of help. I knew she would need someone to help out around her house and maybe do some babysitting.”

(Yates, Prescott, & Ward, 2010)

Offense-Related Strategies

- Individual's self-regulation skill
- Degree of planning of the offense
- Individual's control or perceived control, over his offending behavior

(Yates, Prescott, & Ward, 2010)

Offense-Related Strategies

- Passive- “I went to a party and got really stoned. I had my old friends there, and I thought that with everyone there knowing me and all, there should be no problem.”
- Active- “I don’t have any problems. If I need something, I steal it. If I want something, like sex, I take it.”

(Yates, Prescott, & Ward, 2010)

Offense Pathways: Avoidant-Passive

- Under-regulation style
- Wish to prevent offending-Avoidant goal
- Due to their behavior being under-regulated, they fail to control it and offending occurs because they do not take steps to stop the offense progression.
- Deny their urges or try to distract in some minimal way from what is occurring in the offense progression

(Yates, Prescott, & Ward, 2010)

Avoidant-Passive

- Typically unaware of the progression of events or their interpretations, and responses
- Abandon higher level goal (refrain from offending) in favor of proceeding in the immediate situation
- Afterwards, have negative emotions, may resolve to not offend again, and have cognitive dissonance

Avoidant-Passive Example

- Doug was raised in a home in which he observed his mother and father having sex and using drugs. His sister was removed from the home due to behavioral problems and was placed in a residential program. Doug was 19 years old at the time his sister came back to their home to live. Not long after her return, he gave her drugs and alcohol and asked her about her experiences in the program. As the night progressed and they continued to take drugs and alcohol, Doug became increasingly sexually aroused but wasn't sure if she was attracted to him or not.

(Yates, Prescott, & Ward, 2010)

Avoidant-Passive Example

Although he tried to ignore and deny his urges, they kept occurring. He interpreted her open discussion as an invitation and so he reached over and kissed her. When she froze in place, afraid to move, Doug understood this as tacit acceptance of his advances. Doug quickly disrobed her and began having sex with her. In Doug's mind, the fact that she wasn't saying "no" seemed to mean she was enjoying it and okay with it. He expected to be satisfied by the experience, but he wasn't. He realized that things between them would never be the same. He regretted the incident, and he would try never to do that again.

(Yates, Prescott, & Ward, 2010)

Avoidant-Active

- Avoidant goal
- Mis-regulation style
- When strategies fail, disinhibition and cognitive destruction occur
- Go towards higher level goal in service of proceeding in the immediate situation
- Afterwards-negative evaluation of self and behavior
- May resolve to self or others to not offend again

Avoidant-Active Example

- Paul, 29, was in a tenuous relationship with his girlfriend, Anna. She frequently talked about other men, and indicated displeasure with the hours Paul kept at work. For her part, Anna was uncertain about the direction she wanted their relationship to go. Paul thought it might help if he took her out for a night on the town. They went to a club downtown in their city, danced, and spend some time with old friends. Throughout the course of the evening, Paul kept thinking that Anna was flirting with others. He tried to push these ideas aside and enjoy the evening, but she kept appearing more interested in other men that she was in him. Worse, she seemed to be having a better time than he had seen her have in almost a year.

(Yates, Prescott, & Ward, 2010)

Avoidant-Active Example

He grew increasingly jealous. He tried to talk to a friend to see whether he was right, but his friend said that not only had he not noticed, his attentions were elsewhere. Paul's friend told him not to worry about it. Deciding that it would be better to talk about it, Paul confronted Anna on the drive home. By the time they arrived, she acknowledged in a frustrated tone that she was not sure what she wanted out of the relationship anymore.

Experiencing this as a slight against his masculinity, he slapped Ana across the face. He quickly apologized and took a step back. Anna stood for a second, shocked. She slapped him back, and called him a name. Paul wrestled with her and told her never to do that again. Paul then sexually assaulted her, and afterward begged her not to leave him.

(Yates, Prescott, & Ward, 2010)

Approach-Automatic

- Approach goal
- Under-regulation
- Offending can occur in a relatively automatic manner
- Offense committed are activated by cues and triggers in the immediate situation and may appear impulsive
- Guided by entrenched cognitive and behavioral scripts that support offending
- If there is evidence of planning-rudimentary or unsophisticated

(Yates, Prescott, & Ward, 2010)

Approach-Automatic

- Primarily exhibit positive emotional states both in the phases leading up to the sexual offense and after
- If negative affect is present, tends to be associated with grievance, hostility, retribution, anger, and so forth for which person is seeking relief
- Post offense: evaluates self and behavior as positive because of meeting desired goal(s)

(Yates, Prescott, & Ward, 2010)

Approach-Automatic Example

- James had always found pre-pubescent girls attractive, even though he was married and attracted to his wife, her friends, and other adult females, as well. He lived in a rural area and had always offered his house for parties and various neighborhood gatherings. Very often, afternoon gatherings would continue into the night with drinking and bonfires. James had sexually abused his daughter in the past and had convinced her it was in her best interest not to tell anyone. Likewise, he was a stern disciplinarian with his sons when they did not keep the house clean.

(Yates, Prescott, & Ward, 2010)

Approach-Automatic Example

At times he could become angry and abusive for no apparent reason. However, James could be quite endearing to others, as well. One afternoon, James and a number of neighborhood children played a game of hide and seek. Finding himself alone behind the house with a neighborhood girl, he quickly fondled her breasts and groin area over her clothes. He laughed, explained this was part of the game and was no big deal, and he encouraged her to return to the front yard and join him with the other guests.

(Yates, Prescott, & Ward, 2010)

Approach-Explicit

- Approach goal
- Intact or controlled self-regulation style
- Offending is result of the individual's explicit, intentional, active attempts to attain antisocial goals rather than from any kind of impaired ability to control own behavior.

(Yates, Prescott, & Ward, 2010)

Approach-Explicit

- Positive affect throughout
- Strategies are well planned
- Able to control and postpone offending if conditions are not “right”
- Post offense: evaluates self and behavior as positive due to successfully achieving goal

Approach-Explicit Example

- Tom has been interested in sexual contact with children as long as he can remember. He is gainfully employed as an information technology specialist and has no criminal record. In recent years, he has developed computer skills sufficient to network with others interested in having sex with children, and he has engaged in sharing computer files of child pornography with them. Tom also engages in sexualized conversations with children whom he meets on-line with the screen name Tommie 12.

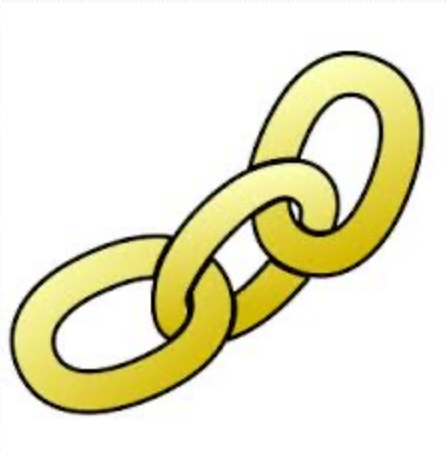
(Yates, Prescott, & Ward, 2010)

Approach-Explicit Example

Tom is actively involved in his church, and saves his vacation time to travel to impoverished areas of the world to participate in missionary activities. During these sojourns, he also seeks out and has sex with children. Often, Tom organizes these encounters in advance, through the use of international contacts. In some impoverished countries, he has sought out child prostitutes in the cities where his church is working.

(Yates, Prescott, & Ward, 2010)

Putting It All Together: Offense Chain/Pathway



Pre-requisites

- GLM (primary good and common flaws in Good Life Plan), DRF, SRM-R (Pathways checklist)
- Autobiography, life story, or life event timeline
- Schemas, attitudes, thoughts, feelings, behaviors, DRFs, primary and secondary goods
- Victim timeline
- Question guidelines for chaining
- Offense chain/pathway formats

Offense Progression Assessment

- “So tell me what happened” or “in your own words, take me through the offense.”
- What was going on the week prior (or month, day or two)?
- What was going through your head/mind? (before, during, after)
- What were you feeling? Physically or emotionally (before, during, after)
- What do you remember? Then what happened?

Offense Progression Assessment

- How did you know victim or describe first encounter
- What drew victim to you (what stood out, what did you notice, where was your focus)
- How long they thought about it/fantasized about the victim beforehand/masturbated to those fantasies
- How they set up the offense
- How they got past any internal barriers (hang ups)
- How they overcame victim resistance (grooming, force, weapon, violence)

Offense Progression Assessment

- How they attempted to avoid detection after the fact
- How they attempted to keep the victim quiet
- How did the victim react during the offense
- How they felt about the victim before, during, after
- How many times offense occurred
- Any other occasion attempts were made

The Offense Chain

1. Early life event (starts the chain in motion)
2. Reaction to life event (what I thought during or after, feelings, what I did during or right after)
3. Goals (what I wanted to get-often based on previous experiences, behavior, and schemas)
4. Strategies to Meet Goals (what I did to obtain goals)
5. Situation right before offending (high risk, closer to offending)

(Yates, Prescott, & Ward, 2010)

The Offense Chain

6. Behavior Right Before Offending (what I did in the situation right before I offended including thoughts, feelings, goods)
7. Sex offense (thoughts, feelings, behaviors, goods obtained)
8. What happens after offending (thoughts, feelings, what you did, view of victim, goals/goods achieved)
9. Future Plans after offending (what would I do the next time in a similar situation)

(Yates, Prescott, & Ward, 2010)

Case Example-John

- Background factors and predisposing factors
- Overview of John

(Yates, Prescott, & Ward, 2010)

Case Example-John

- Life event: mistake at work.
- Reaction to life event: negative view of self for making mistake and wanting (desire) to feel better about it.
- Goals: make up for his mistake so could meet good of work, wanted to feel better and increase inner peace, and wanted to make self feel better through sex (life).
- Strategies: worked extra hard to make up for mistake (active). Hoped would feel better by doing more work (passive).

(Yates, Prescott, & Ward, 2010)

Case Example-John

- Situation right before offending: alone with woman and drinking.
- Behavior right before offending: “came on to her,” tried talking her into having sex; felt angry and may have distortion or schema related to sexual entitlement.
- Sex offense: Raped Maria (goods, thoughts, feelings).
- What Happens After Offending: regret, guilt, or mixed feelings (positive affect due to sexual gratification).
- Future Plans After offending: would do again although felt some guilt, but not caught. She is okay-no physical violence (kicking, punching). Positive outweighed the negative.

(Yates, Prescott, & Ward, 2010)

Case Example-Jay F.

- Live event: wife left. In debt, living paycheck to paycheck.
- Reaction to life events: people hurt and reject me. Nobody wants me. Sexual attraction to children increased. Isolating from others. Lived a secret life; when around family and friends, they thought everything was good. Feeling lonely, hurt, depressed, helpless, frustrated, and mad.
- My goals: sexual gratification and pleasure.

Case Example Cont.

- Strategies: looking at child pornography. Go to places where children would be such as knowing a co-worker who has children. Attracted to females around 11 to 13 years old. The anticipation for what I can find next or what I will see next was exciting.
- Situation right before offending: friend at work had a daughter that I seen when he helped me move out of my house. Would go over there a lot. I make her feel special by letting her drive my car, take her to the store and buy her things. I was available whenever she would call. I thought she was beautiful-slender, blond hair, blue eyes, and showed me attention. I thought about the child pornography and wanted to see what it was like to be with a child. I wanted something that would make the fantasies better.

Case Example Cont.

- What I did and thought right before offending: Each time I was around her, I would test the boundaries-hug her, tickle her and touch her stomach, and lower back, and thighs. Mess age from child pornography-it is okay to have sex with children. Told myself I'm not hurting her, I am just educating her. Everyone trusts me and nobody would believe her. I can talk my way out of getting into trouble. I was at her house one night, waited until everyone went to sleep, and went to her room.
- Offense: sodomized her several times. I believed I can control the situation easier than I could with someone my own age. I felt excited about having physical contact with her and little nervous she might tell. I was mostly excited about the physical contact which made my fantasies more real. I told myself she liked me and she liked what I was doing to her.

Case Example Cont.

- What happened after I offended: I asked her if I could do it more. She said no. I thought she may let me later. I went home and fantasized as well as masturbated to what I did. I looked on the internet for more child pornography. I went to more places where children were around to help feed my fantasies. I stayed away from friend's house for awhile out of fear of getting caught. When they didn't say anything, I started grooming again. I felt excited and the anticipation of it was even more exciting. I thought I can talk myself out of getting into trouble.

Case Example Cont.

- My future plans: Keep offending on friend/co-worker's daughter and maybe some of her friends too. I thought I wasn't forcing anyone to do anything. I was planning to continue to watch child pornography and look for more things to feed those fantasies.
- Primary Goods:
 - **Agency**-I couldn't control my wife but can with my victim.
 - **Happiness/pleasure**-Sex was like a drug to me, it was my everything.
 - **Life**-sex gives control over feeling any sense of rejection

Case Example Cont.

- **Deviant sexual interest/arousal:** attracted and aroused to females 10 to 13. Interested in 14 and 15 year olds but not as much compared to younger females. Any material that involved children (books, photographs, TV shows, movies, Internet) causes sexual excitement.
- **Sexual Pre-occupation:** Spent most of my time on the chat lines and looking at child pornography. When not on the internet, I was in stores where a lot of children would frequent to build up my fantasies. Went to strip clubs and adult book stores. Even when at work I was thinking about how to build up my fantasies.

Case Example Cont.

- **Offense Supportive attitudes/beliefs:**

- She is calling me so she wants me.
- Nobody will believe her if she tells.
- I won't be caught or if she tells, I can talk my way out of getting into trouble.
- Internet=okay to have sex with children.
- I'm not hurting her, I'm just educating her
- It's my computer so nobody will know and a lot of people do this

Behavior Chain

- Offense:
- Lifestyle:
- Triggers/vulnerabilities:
- Events/links:
 - Thoughts and attitudes:
 - Emotions/feelings:
 - Urges/behaviors:
- DRFS:
- Consequences(negative, positive) of behavior:

Behavior Chain Example-Jay B.

- Offense: Raped 20 year old female
- Lifestyle: broken up with daughter's mother a few months earlier. Selling drugs and robbing stores. Multiple one night stands, soliciting prostitutes, Substance/alcohol abuse. Aunts cheating on their husbands and bragging about it
- Triggers/ vulnerabilities: saw victim with tight clothing, low cut top. Heard her talking on the phone and say she will be alone at the store. Core belief-women just hurt and take advantage of you, and they lie.

Behavior Chain Example Cont.

- Event/link: out getting groceries for daughter when car broke down.
- Thoughts-This is ex's fault. She always gripes at me.
- Feelings-anger
- Urges/behavior-Want to get back at her any way I can.

Behavior Chain Example Cont.

- Event/link: Was raining and saw a convenience store that was open so I can use their phone. A female was working and on the phone.
- Thoughts-She said she is going to be working alone later that day. I can overpower her and do what I want. I can rob this place and get some money too in case I don't get a hustle off in the hood. She will want this or she wouldn't be dressed like that. Not the first one to force myself on her.
- Feelings-aroused, excitement, and confident

Behavior Chain Example Cont.

- Urges/behavior: come back later when she is alone; fantasized about raping her
- Event/link: came back to the convenience store
- Thoughts: I saw jump rope I can use to tie her up. Can't wait to get the money. Nobody else will be here now.
- Feelings: aroused, powerful, and in control
- Urges/behavior: Hit her and tied her up with the rope. Told her bitch shut up or else. Raped her vaginally.

Behavior Chain Example Cont.

- DRFS:
 - **Deviant Sexual Arousal/Interest:** became excited and aroused by the fear and humiliation on her face
 - **Grievance/hostility (hostility toward women):** either beat on people or they beat on you. Women are whores, they don't care about anyone except themselves. They are out to get me and lie.
- Primary goods:
 - **Inner peace**-lashing out at this woman and taking my anger/violence out on her helps me feel better.

Behavior Chain Example Cont.

- **Agency**-used anger/violence to get what I want and feel in control and powerful
- Consequences: I got my money so I can get my drugs. I got sex and feeling good. Some worry about getting caught. This happened close to where I lived and would worry when police were around. Start using again and selling drugs. Looking for people to victimize.

Individualized Behavior Chain

1. Old lifestyle: months prior to offense (e.g. substance abuse, relationship problems, pornography use, social isolation)
2. Trigger: event(s) that set offense in motion (e.g. seeing a potential victim, having an emotional collapse, being angry at someone)
3. Build-up: “dominos” leading up to the sex offense (situations, thoughts, feelings, behaviors)

Individualized Behavior Chain

4. Sex offense

5. After: thoughts, feelings, and behaviors

- Do they lead to old lifestyle? New Lifestyle?

6. New Lifestyle-what would it look like?

- Approach goals
- Avoidance goals

Case Example-Ray L.

- Old lifestyle: Can't hold a job. Conflict with significant other. Bad social skills and not assertive. Drug use. Dysfunctional family.
- Beliefs: I can only depend on my self. Nobody cares about me, only what they can get from me. I am the black sheep and all alone. Nobody can tell me what to do in my own place. I'm entitled to feel good.
- Trigger: Feeling out of control and victim of my experiences. Feeling bored. Close proximity to victim and smell her body odor when she went past me.

Case Example Cont.

- Buildup: In relationship with victim's mother. Encouraged her to sit on my lap and come with me on errands. Memories of past sexual encounters with prior victim and past adult partner. Thoughts about how she would respond to sexual touching. Thoughts about where and when opportunity might happen, that I could be alone with her to act out without being obvious about offending. While victim's mother was at work, I had victim sit on my lap. Felt conflicted but liked the comfort and said I can control self.

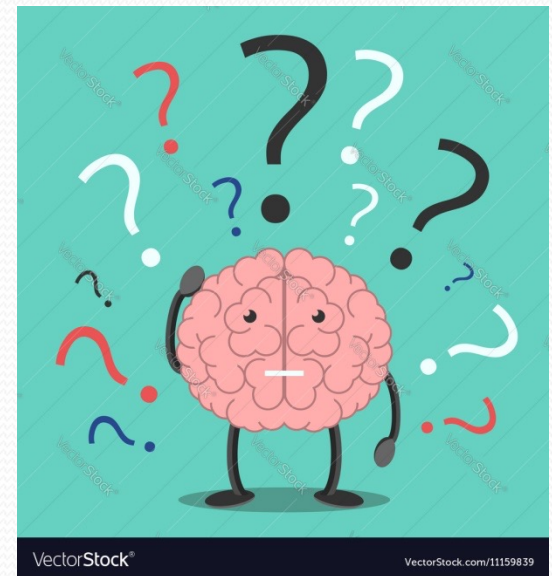
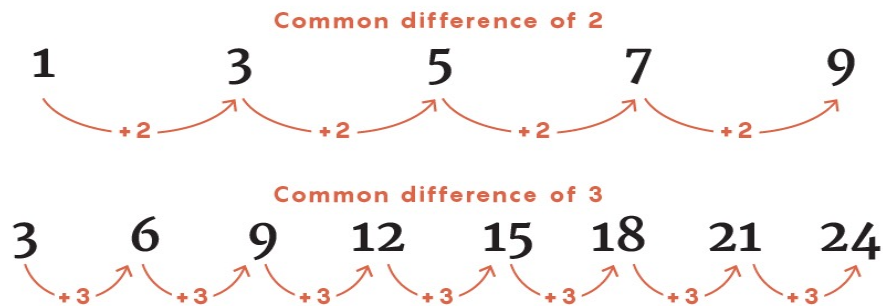
Case Example Cont.

- Offense: Fondled victim on her vagina area outside of her underwear. I told myself I do this once and will not think about it.
- After: I can't believe I did that. I am bad person; phony, failure and hopeless. How am I supposed to tell victim's mother that I need help. If I do, she will leave me. Nobody was hurt anyway. I decided to go on like everything is fine.

A Few Notes about Patterns

Arithmetic Progressions

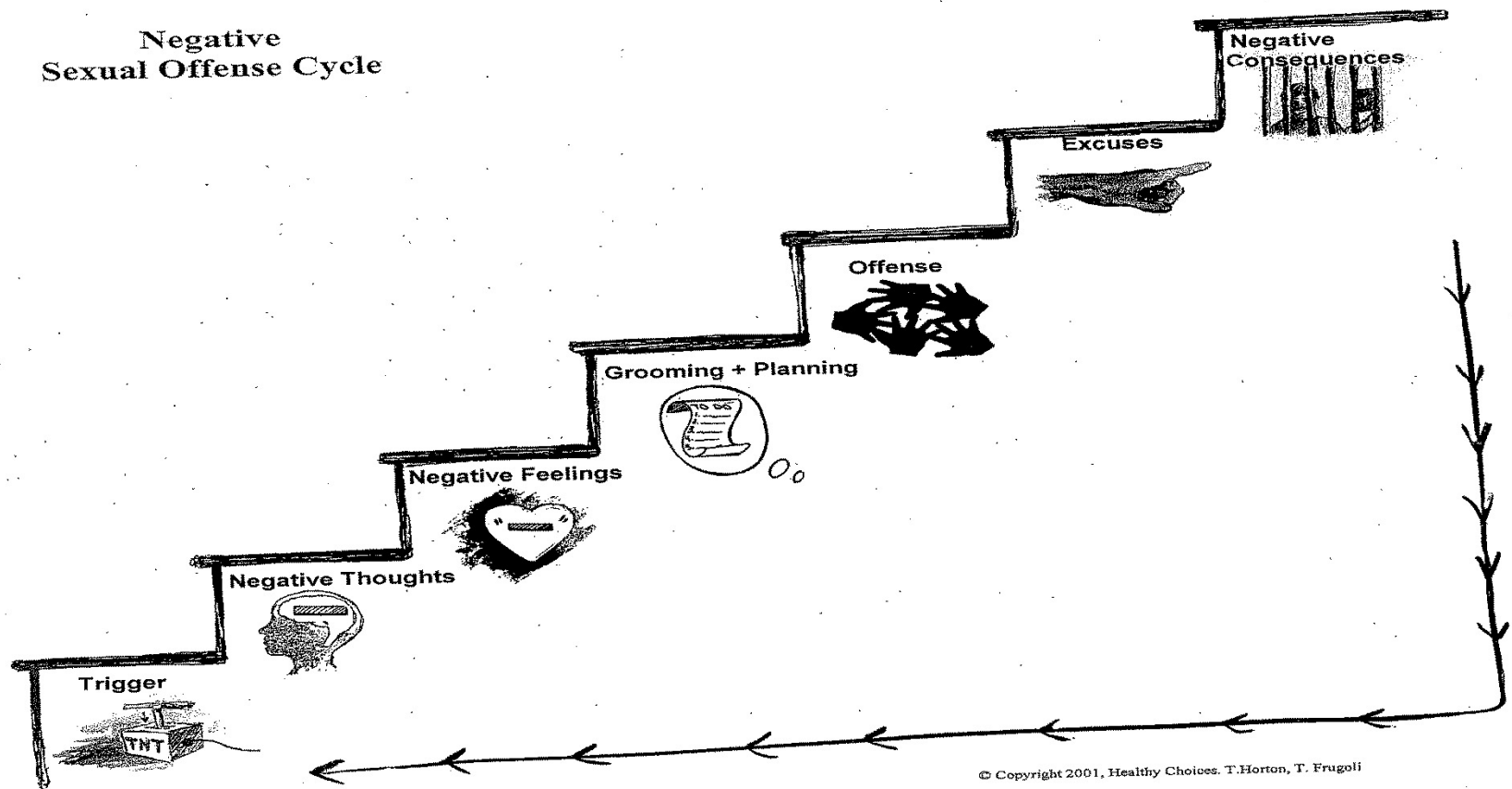
Sequences of numbers with a fixed common difference





Individuals with Cognitive or Developmental Challenges

Negative Sexual Offense Cycle



Sample Relapse Prevention Cards

Sample Relapse Prevention Cards



Negative Thoughts

1. Do it- it feels good
2. No one will know
3. He will like it
4. He won't tell



Thought Stoppers

1. Don't do it! I don't look good in orange.
2. I will get caught and go to jail.
3. Imagine my name and picture on that list
4. **Kids do tell**
5. I don't want to hurt my mom again

Risky Feelings



1. Depression
2. Anger
3. Lonely
4. Bored
5. Turned on to bad fantasy

How Do I Deal With My Risky feelings?



1. Talk to my mom, take my meds
2. Exercise, listen to music
3. Read my books
4. "Change the Channel" to an appropriate fantasy

Risky Situations



1. Using porn
2. Walking around looking for girls to watch
3. Being alone with kids
4. Hanging out at the swimming pool or the park
5. Playing arcade games with kids

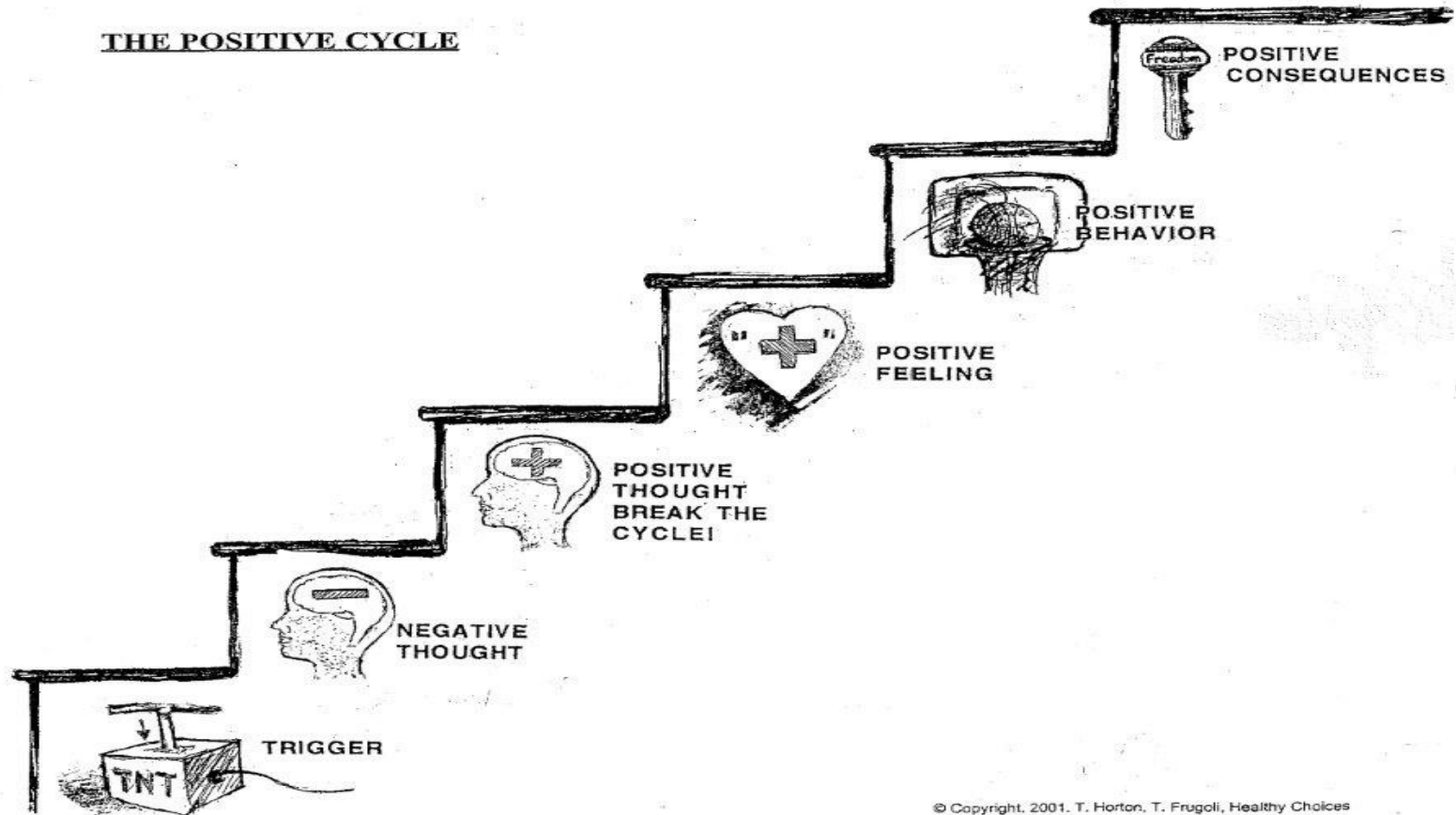
What Should I do Instead?



1. Change the Channel, Think of Something yucky
2. AAHHOOGA- Run!
3. Stay busy doing healthy activities, board games, basketball!
4. Only go to the pool or park with an adult who knows my issues

Positive and Negative Cycle

THE POSITIVE CYCLE



Resources

- Practical Treatment Strategies for Persons with Intellectual Disabilities, editor and contributor: Gerry D. Blasingame, contributors: James Haaven, Steven Mussack
- Intellectual Disability and Problems in Sexual Behavior, by Robin J. Wilson and Michele Burns. Foreword by Gerry D. Blasingame
- Footprints: Steps to a Healthy Life by Krishan Hansen and Timothy J. Kahn.
- Healthy Choices by Horton and Frugoli, 2001
- Treatment of Sex Offenders with DD by Lindsay, 2009
- Intellectual Disability and Problems in Sexual behavior: Assessment, Treatment and Promotion of Healthy Sexuality by Wilson and Burns, 2011

Conclusion

Thank You for your
attention.

Any questions?

(this is the part where
you run)

som^{ee}cards
user card



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