# Module 1

## Sex Offender 101

**Synopsis**

The goal of this module is to provide participants with baseline information about sex offenders by demonstrating how such offenders differ from nonsexual offenders as well as the differences between the types of sex offenders.

**Learning Objectives**

After completing this module, participants should be able to:

1. Describe three ways in which sex offenders are different than other offenders.
2. Describe and critique sex offender typologies.
3. Discuss ways in which these typologies may be utilized while supervising sex offenders.

**Participant's Materials**

Participant Manual
Handouts

**Facilitating the Module**

Flip chart and markers
LCD projector and Laptop

**Handouts**

| | |
|---|---|
| Handout A1 | Sex Offender Quiz |
| Handout A2 | What is Sexual Violence |
| Handout A3 | Who are Victims of Sexual Violence |
| Handout A4 | Sexual Violence Basics: Glossary |
| Handout A5 | Assumptions, Strengths, and Weaknesses of Sex Offender Laws |
| Handout A6 | What Research Shows about Adolescent Sex Offenders |

**Resources**

| | |
|---|---|
| Resource A1 | Sex Offender Quiz Responses |
| Resource A2 | Principles of Sex Offender Supervision |
| Resource A3 | Managing Adult Sex Offenders in the Community Article |

**Time Frame**

Total 1 hour 15 minutes

**Module 1 At A Glance**

| Time | Description |
|---|---|
| 5 minutes | Goal and Objectives |
| 5 minutes | Introduction |
| 20 minutes | Sex Offender Quiz |
| 10 minutes | Sex Offender Intro |
| 20 minutes | Sex Offender Typologies |

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Sex Offenders 101

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**NOTES**

Learning Objectives

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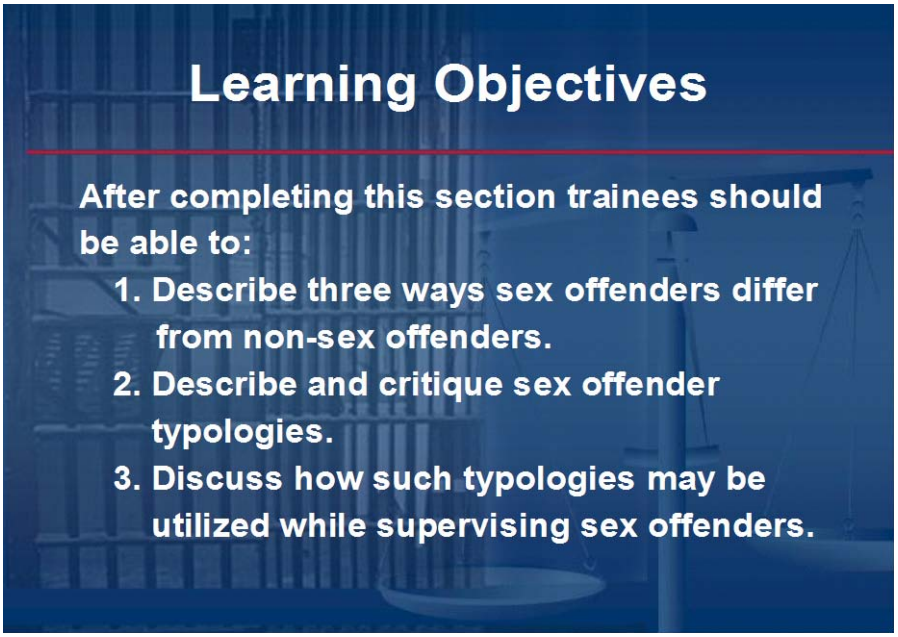


**NOTES**

## Activity 1.1: Getting to Know Each Other

This exercise is intended to allow participants to get to know one another and highlight differences and similarities within a group. Participants will be asked a series of questions to which you should respond by raising your hands in the affirmative. Also be sure to look around and observe your fellow trainees.

After this short introductory exercise, participants should get in small groups of about 4 or 5 and record ideas or words that come to your mind when hearing the phrase “Sex Offender.”

Turn to the back of Module One to retrieve Handout A1 (Sex Offender Quiz) from your manual. Respondents can remain in their groups to complete the quiz. It is important that the entire group agrees on each answer, but you should not come to agreement by voting. Instead, you must discuss why they think the answer is true or false.

This exercise should take about 10 to 15 minutes to complete. Each group should nominate a spokesperson to report your answers to the entire group.

Principles of SO Supervision: Offenders and Victims

Display slide #1-3

**NOTES**

Principles of SO Supervision: Systemic Issues

Display slide #1-4

**NOTES**

## Sex Offenders are Different

Display slide #1-5

**NOTES**

Sex Offenders are Different

Display slide #1-6

**NOTES**

Sex Offenders are Different: Recidivism Rates

Display slide #1-7

**NOTES**

Sex Offender Laws

Display slide #1-8

**Participants' Note**: Participants may want to look at Handout A5 (Assumptions, Strengths, and Weaknesses of Sex Offender Laws), which provides an overview of sex offender laws that are relevant to probation officers.

These legal changes include:

1. *Civil commitment* laws are used to commit sex offenders in institutions after their incarceration dates. Mechanisms used to commit mentally ill offenders are used to commit sex offenders for indeterminate periods of time as long as this confinement includes a treatment component. Trainees will need to check with their state to determine if they have civil commitment statutes. These policies are reserved for offenders deemed too dangerous to be released into the community, and typically are referred to as "sexual predators" which is determined by a panel of psychological experts and risk assessments.

**NOTES**

2. *GPS Monitoring* laws allow for the use of electronic monitoring for certain types of sex offenders. Using GPS technology, officers can monitor offenders' whereabouts on a continuous basis either in near-real time or delayed passive systems.

**NOTES**

3. *Exclusion zones* are laws or policies that stipulate places sex offenders cannot go to such as playgrounds, day cares, libraries, or school zones. These restrictions are typically part of conditions of release and should be clearly explained to the offender (e.g., distance requirements). The offender should never wonder what is meant by avoiding places where potential victims may frequent.

**NOTES**

4. *Registry/and notification* laws are used to inform the public about the location of sex offenders. All states have some form of registry/notification law.

**NOTES**

5. *Chemical castration* allows for the use of drugs to lower offenders' sexual impulses. Due to legal obstacles, this treatment is not implemented in all 50 states (again officers should check with their supervisors for legal specifics to their jurisdiction).

**NOTES**

6. *Polygraphs* are a supplemental tool used to monitor offenders' behaviors and are an integral part of the supervision strategy suggested in this training.

**NOTES**

Implications for Supervising Sexual Offenders

Display slide #1-9

1. Sex offenders are generally sentenced to longer periods of community supervision than other offenders. Lengthy supervision periods may lead to a personal connection between the officer and client.

**NOTES**

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2. Sex offenders are highly manipulative. They seek to “befriend” and intentionally “groom” those around them. Sex offenders attempt to groom those in supervisory and authority roles. Don’t let sex offenders on your caseloads pull your strings

**NOTES**

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Implications for Supervising Sexual Offenders

Display slide #1-10

3. The diversity of treatment approaches within a probation officer's caseload makes it even more difficult to keep abreast of client progress and supervision needs.

**NOTES**

4. Sex offenders are able to conceal their behaviors for extended periods of time. To accurately assess change, agencies must track the offender's internalization and use of treatment tools over time. Standard probation or parole documentation is often not designed to track treatment information across several years.

**NOTES**

## Sex Offender Typologies

Display slide #1-11

A typology is a practice of refining information across many different individuals to place similar (not necessarily identical) people into the same group or class.

**NOTES**

Perhaps the most popular typology is provided by Groth. According to Groth, three types of rape offenders exist.

**NOTES**

Groth describes two types of child molesters.

**NOTES**

Classifying Sex Offenders

Display slide #1-12

All sex offenders are not the same.

**NOTES**

## Classifying Sex Offenders by Gender

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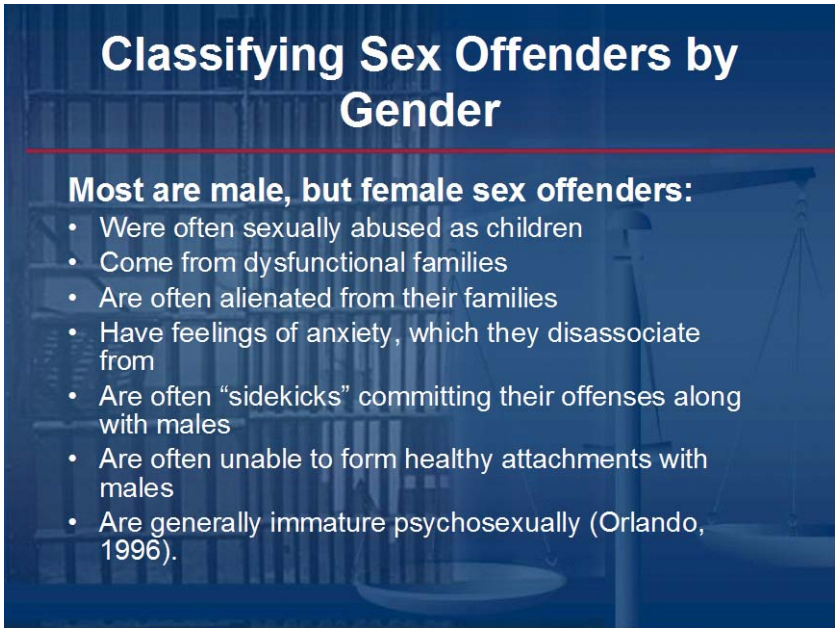


**NOTES**

Classifying Sex Offenders by Age

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Participant Note: Handout A6 (What Research Shows about Adolescent Sex Offenders) provides a detailed overview of the characteristics of adolescent sex offenders.

- Adolescent sex offenders are considered to be more responsive to treatment than adult offenders.
- As individuals grow older, they are less likely to offend.
- Adolescent sex offenders have fewer numbers of victims than adult offenders and, on average, engage in less serious and aggressive behaviors.
- Most adolescents are not defined as sexual predators or pedophiles.
- Few adolescents appear to have the same long-term tendencies to commit sexual offenses as some adult offenders.
- Adolescent sex offender rates for sexual re-offenses (5-14%) are substantially lower than their rates of recidivism for other delinquent behavior (8-58%). (Chaffin, Bonner, and Pierce, 2005).

**NOTES**

Classifying Sex Offenders by Locality

Display slide #1-15

In rural areas, for example, the geographic isolation makes it more difficult to access treatment resources. In turn, for victims of sex offenses in small towns, it is more likely that their offenses will become known to the public (Carmody, 2006). Participants in smaller jurisdictions should communicate with service providers in other areas.

**NOTES**

Classifying Sex Offenders by Type of Victim

Display slide #1-16

**NOTES**

## Making Sense of Sex Offender Typologies

**Participant Note:**
Does anyone have suggestions why it is important to understand the implications of age, gender, victim type when making supervision decisions? The instructor will write about some of these on the flipchart.

**NOTES**

These typologies and classification schemes highlight the differences in the broad category of sex offenders. The typologies provide a framework for understanding and categorizing sex offenders to make more effective decisions. For each classification scheme, officers can look to the nature of the offender for guidance in determining how to develop supervision plans and monitor offenders. These classification schemes also help to introduce our second module on risk assessment as many of these offender characteristics used to classify offenders are similar to items used during an assessment.

**NOTES**

Supervising Sex Offenders: Tools and Strategies

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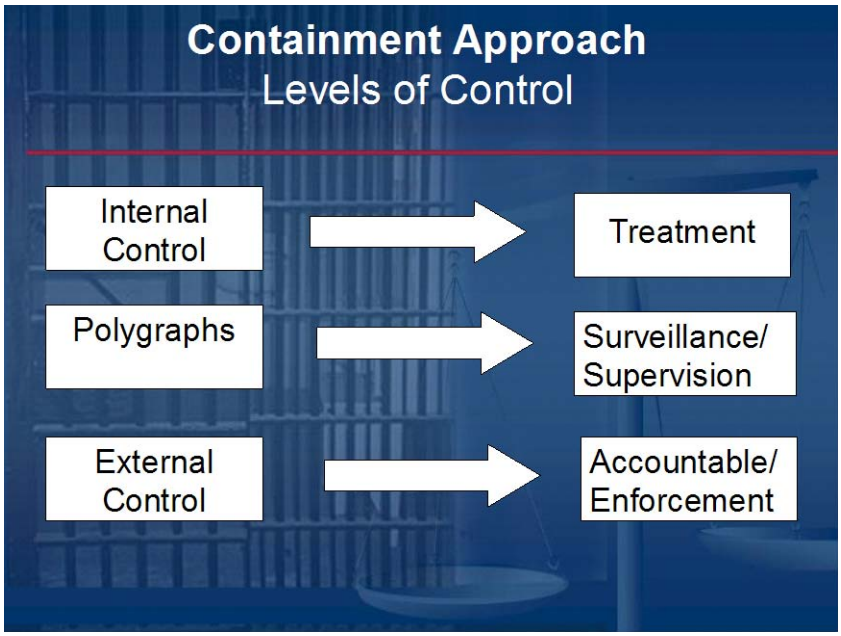
**NOTES**

Containment Approach: Levels of Control

Display slides #1-18 and 1-19

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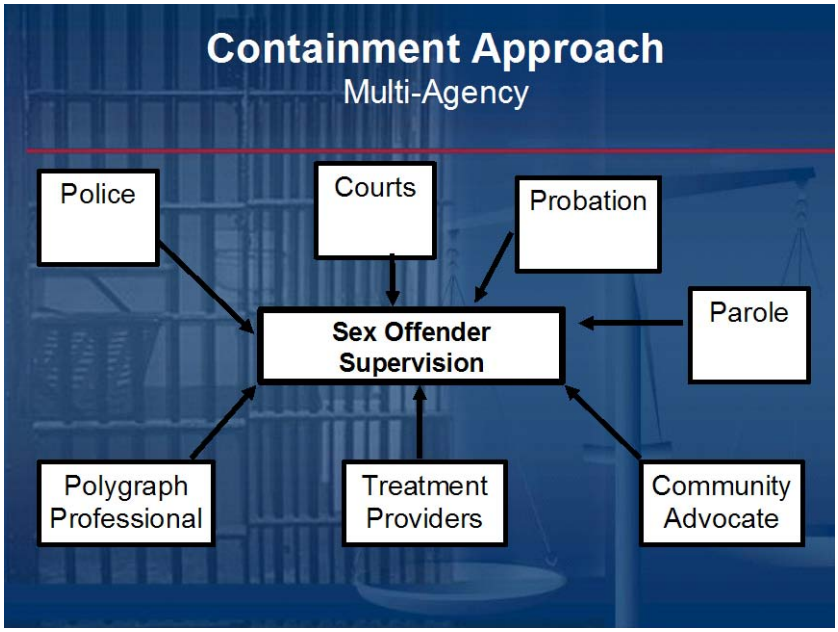
Containment Approach
Multi-Agency
Police
Courts
Probation
Parole
Sex Offender Supervision
Polygraph Professional
Treatment Providers
Community Advocate

**NOTES**

Community Corrections as External Conscience

Display slide #1-20

Officers are one source of external control in the containment strategy that works closely with sex offenders in an effort to make sure that offenders abide by the conditions of supervision. Officers must make sure that they are able to assess risk for offending, hold offender's accountable, communicate with various parties involved in the supervisory network, and understand the role of treatment in the containment strategy.

**NOTES**