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

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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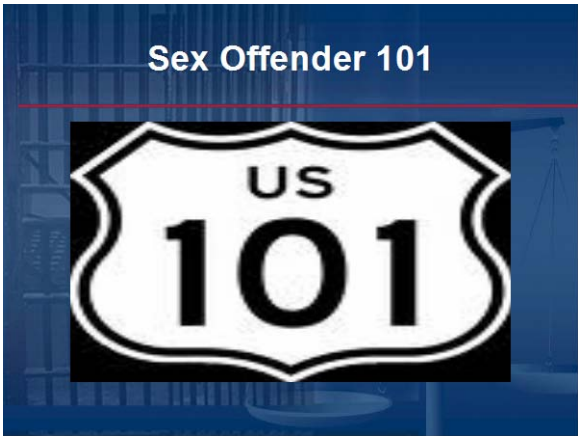
Sex Offenders 101

Display slide #1-1



Trainer's Note: This is the beginning of the training, so it is necessary to greet participants, thank them for participating, and get them energetic about the sex offender supervision training.

Trainer says about:
Tell participants that you will be discussing some rather controversial issues and they should feel free to speak their minds. Share the following "ground rules" with participants:

- Respect each other
- Avoid passing judgment
- Comments belong to the group
- Practice active listening
- One person talks at a time
- Keep discussion relevant
- No side talking
- One conversation at a time
- Be specific
- Put beepers/cellular phones on vibrate
- Be punctual—it is very important to start each session on time, regardless of late participants.

The trainer should also inform participants that this curriculum is not intended as the final word on sex offender supervision. Instead, APPA and BJA have come together to provide a training suitable for community corrections officers supervising sex offenders. The training will inform participants of some of the complexities involved with sex offenders and discuss four tools that when integrated have a cumulative effect of providing external controls on an offender's life. It is from gathering this perspective that officers will be able to more appropriately structure an offender's life. There maybe some in the room that supervise an intensive sex offender caseload, and for them, we hope the training serves as a refresher course as well as pointing out some issues they were not aware of prior to the training. And, for other officers, not specializing in sex offender supervision, the training is an ideal preparation for potential sexual offenders on their caseloads in the future.

Learning Objectives

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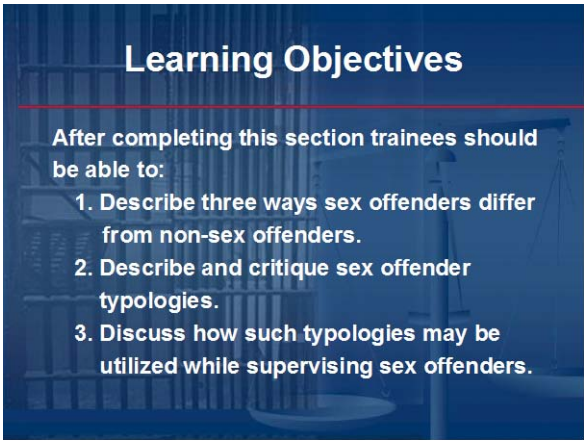


Trainer says about:
After completing this section trainees should be able to:
1. Describe three ways sex offenders differ from non-sex offenders.
2. Describe and critique sex offender typologies.
3. Discuss how such typologies may be utilized while supervising sex offenders.

Trainer's Note: After briefly going over the module's goal and objectives, introduce an exercise intended to allow participants to get to know one another and highlight differences and similarities within a group. Instruct participants that you will be asking a series of questions to which they should respond by standing (or raising their hands). In addition, also instruct them to look around and observe their colleagues. You can ask some of the following or make up your own questions, but it is not necessary to ask more than 7-10 questions total:

How many of you live less than 50 miles from where the training is occurring?
How many of you live between 50 and 100 miles from where the training is occurring?
How many of you live at a distance greater than 100 miles from where the training is occurring?
How many of you are married?
How many of you are only children?
How many of you have one sibling?
How many of you have more than one sibling?
How many of you have had any one grandparent come from another country into the United States?
How many of you have had all grandparents come from another country into the United States?
How many of you had all grandparents born in the United States?
How many of you are not sure?
How many of you speak anther language in addition to English?
How many of you speak more than one language in addition to English?
How many of you speak only English?
How many of you have children?
How many of you have more than three children?
How many of you have worked for less than 5 years in the your field?
How many of you have worked from 5 to 10 years in your field?
How many of you have been in the field for over 10 years?
What other questions do you want to ask each other?
How many of you work in a rural area?

How many of you work in an urban area?
How many of you are sex offenders?

After this short introductory exercise, ask participants what ideas or words come to their mind when they hear the phrase "Sex Offender." Write their 4 or 5 responses on the flip chart and summarize their responses.

It is expected that participants will view sex offenders unfavorably as sex offenders are among the most vilified groups of all offenders. Point out that officers do not need to sympathize with sexual offenders. Instead, objectivity will help in understanding the most **effective** supervision strategies. Also, point out that various background characteristics (like gender, age, race, cultural background, whether one lives in a rural or urban area) will influence supervision strategies. That's why you asked them to stand for each of the questions above.

Ask participants to retrieve Handout A1 (Sex Offender Quiz) from their manual. Tell respondents to divide up into groups of three to complete the quiz. Tell participants that the entire group must agree on the answer, but they should not come to agreement by voting. Instead, they must discuss why they think the answer is true or false.

Give the participants about 10 to 15 minutes to complete the quiz. After 10 minutes, inform participants of the time and to take only a little longer to complete. After 15 minutes, review the answers to the quiz (**Trainer's Note:** See Instructor's Resource A1).

Tell participants that forcing them to agree rather than vote on the correct answer was done to demonstrate how probation officers must come to different agreements with other workers in the sex offender's supervisory network. They can't just vote on how a sex offender should be treated, supervised, or handled, instead, they must come to agreement with other professionals. Also, we must avoid making assumptions about sex offenders. What works for one sex offender in terms of supervision may not necessarily work for another sex offender.

Principles of SO Supervision: Offenders and Victims

Display slide #1-3

Trainer says about:
Sexual offenses cause untold harm and trauma to victims. Sexual offending is a serious behavioral disorder, which cannot be **cured** (principle #1). With this said, the curriculum spends little time considering the "why" (or etiology) of sex offending. That is, we are not so much concerned with describing theories of why certain individuals choose to engage in illegal sexual conduct. Instead, we recognize that sexual offenders pose a serious danger (principle #2) to society. Protecting victims (principle #3) and the

community (principle #4) are central goals for sex offender supervision. Also, sexual offenses are often complex issues that involve victims and offenders that knew one another beforehand. This is especially problematic when a child lives with his/her attacker. In such cases, the child's needs, safety, and well-being outweigh the needs of the family (principle #5).

Principles of SO Supervision: Systemic Issues

Display slide #1-4

Trainer's Note: See Trainer's Resource A2 for a full description of each of these principles from Colorado Sex Offender Management Board, 2000.

Trainer says about:
"Short of incarceration, community supervision allows the criminal justice system the best means to maintain control over offenders, monitor their residency, and require them to participate in treatment" (Baerga-Buffler and Johnson, 2006). A community sentence is a privilege (principle #6). In order to maintain this privilege, offenders are to waive confidentiality for evaluation, treatment, and supervision purposes (principle #7). They forfeit many forms of privacy due to their offense. Sex offenders receive a coordinated effort involving close supervision, treatment services, and full enforcement of supervision conditions (principle #8). This containment approach cannot be implemented by community corrections agencies alone; it takes a coordinated team response (principle # 9). Given the complexities of sexual offenses, the trauma felt by victims, and the obstacles, it is necessary to routinely asses the risk of future sexual offenses (principle #10).

Sex Offenders are Different

Display slide #1-5

Trainer's Note: Refer participants to Handouts A2 (What is Sexual Violence), A3 (Who are Victims of Sexual Violence) and A4 (Sexual Violence Basics: Glossary) for more information on victimization to be read at a later time.

Trainer says about:
Sexual offenders, as a group, are different from non-sex offenders in several ways. The very nature of sexual offenses—highly deviant—demands that individuals perpetrating such acts must be deceitful to themselves (i.e., don't see self as bad) and to others (including treatment and

supervision providers). It is common, and expected, for sexual offenders to deny or minimize the harm done to victims. Some offenders will not deny that they committed a certain sex act, but they will argue against the wrongness of their act. For instance, an adult male sex offender may admit that he had sexual intercourse with a 10 year-old boy, but the offender may suggest that there is nothing wrong with such interaction (some may go so far as to suggest that children are sexual trapped by social rules) (English, Pullen, and Jones, 1997).

Obviously, these crimes require offenders to keep many portions of their life secret. One way to think of this is the idea of self-managed information control such that sexual offenders may talk freely about such crimes with other similar offenders, but they will keep their sexual desires hidden from non-sexual deviants. They don't want anyone to know about their desires and behaviors.

It is difficult to say what motivates individuals to commit any crime, and sexual offenses are similar. However, it does seem to be the case that sexual offenders are more likely to feel a certain sense of sexual entitlement as though they are justified to rape or molest someone.

Sexual offenses and offenders are considered pariahs. This labeling encourages sex offenders to blend-in and appear socially functional. Sexual offenders, unfortunately, are not born with red horns and a pitch-tail. They look like anyone else, and often child molesters appear the most friendly (something necessary to groom children and parents). It is important to remember that about 95% of all children known to be sexually victimized each year suffer such abuse from someone they knew beforehand—suggesting that these offenders (before apprehension at least) may appear conventional.

Sex Offenders are Different

Display slide #1-6

Trainer says about:
There are no crimes causing as much harm to victims and communities than sexual offenses. The dangers that sex offenders pose for society, particularly unsupervised sex offenders, are significant.

Sex Offenders are Different: Recidivism Rates

Display slide #1-7

Trainer says about:
Interestingly, sex offenders in general have lower recidivism rates than other offenders. Despite these lower recidivism rates, sex offenders engender more fear and concern to the public than any other offender group. Recidivism rates for sex offenders, committing new sex offenses, are estimated to be between 13 to 20 percent. Recidivism rates for non-sex offenders are as high as 63 percent Note that recidivism rates for some sex offenders, particularly those who do not receive treatment, are particularly high.

Sex Offender Laws

Display slide #1-8

Trainer Notes: Instruct participants 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.

Trainer says about:
Before more thoroughly discussing typologies, it is important to discuss some of the legal changes facing sex offender supervision. As most of you are aware, laws regulating the supervision of sex offenders are being passed much quicker than laws governing other offenders. We aren't going to discuss all of these laws in-depth, but instead have highlighted some of the central legal issues facing community corrections. Officers must be aware of these laws, their assumptions, as well as the strengths and weaknesses of the laws in order to ensure that the laws are being followed appropriately.

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.

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

Implications for Supervising Sexual Offenders

Display slide #1-9

Trainer says about:
Because of the differences between sex offenders and non-sex offenders and the laws used to govern sex offenders, the way that probation officers will supervise sex offenders is different from the way that probation officers would supervise other offenders. Some important differences include the following:

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.
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 offender son your caseloads pull your strings (Trainer Note: this is a reference to the strings controlling the puppet in the photo.)

Implications for Supervising Sexual Offenders

Display slide #1-10

Trainer says about:

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.
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 (Tanner and Dileo, 2000). Note also that supervising sex offenders in different types of communities, particularly rural communities, will present different issues for probation officers.

Sex Offender Typologies

Display slide #1-11

Trainer says about:
Researchers have developed different typologies to categorize sex offenders. What is a typology? 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. Therefore, individuals in one group may vary a little with each other, but individuals will vary a great deal between members of a different group. Group members have similar characteristics and behaviors.

Perhaps the most popular typology is provided by Groth. Groth divided sex offenders into rape offenders and child molesters. According to Groth, three types of rape offenders exist. First, the power rapist does not necessarily want to harm the victim, but wants to possess the victim sexually. Second, the sadistic rapist gains pleasure in harming victims (they are mean generally). Third, the anger rapist gets little sexual satisfaction from the rape, but uses the sexual assault to verbally and physically express anger and rage (again, generally mean individuals).

Groth describes two types of child molesters. The fixated child molester has a compulsive fixation with children and they are often diagnosed with pedophilia. They tend to target young children and tend to abuse boys (abusing boys is a significant predictor of future sex offending). The situational child molester is believed to be sexually attracted to adult females, but they

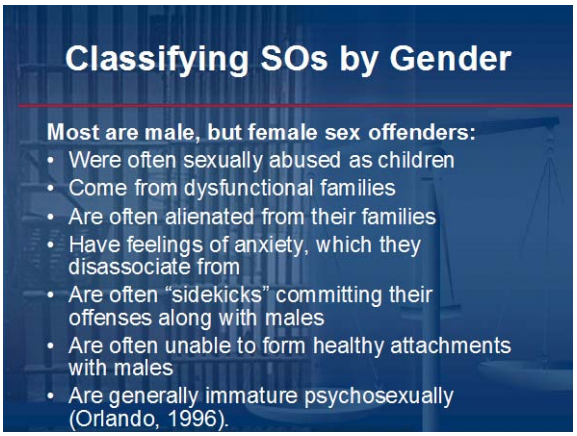
commit child sexual abuse to deal with stressful times or situational difficulties they encounter. Generally, they target females who are a little older than the fixated offenders' victims.

Classifying Sex Offenders

Display slide #1-12

Trainer says about:
It is important to stress that all sex offenders are not the same. Sex offenders can be further differentiated by their gender, age, locality, and type of victim.

Classifying Sex Offenders by Gender



Display slide #1-13

Trainer says about:
Most sex offenders are males. Female sex offenders exist, however, and can cause serious harm to their victims. Female sex offenders:

- Were often sexually abused as children
- Come from dysfunctional families
- Are often alienated from their families
- Have feelings of anxiety, which they disassociate from
- Are often "sidekicks" committing their offenses along with males
- Are often unable to form healthy attachments with males
- Are generally immature psychosexually (Orlando, 1996).

Classifying Sex Offenders by Age

Display slide #1-14

Trainer says about:
Adolescent sex offenders make up the bulk of sex offenders. They are extremely varied in their characteristics. Some of them are well functioning. Some have multiple behavioral problems. Some have psychiatric disorders. Some come from well-functioning families, while others come from chaotic families. Handout A6 (What Research Shows about Adolescent Sex Offenders) provides a detailed overview of the characteristics of adolescent sex offenders.

"Adolescent sex offenders are significantly different from adult sex offenders in several ways:"

- Adolescent sex offenders are considered to be more responsive to treatment than adult offenders and do not appear to continue re-offending into adulthood, especially when provided with appropriate treatment. Age is negatively related to offending. 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 do not have deviant sexual arousal and/or deviant sexual fantasies that many adult sex offenders have.
- 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.
- Across a number of treatment research studies, the overall sexual recidivism rate for adolescent sex offenders is low, generally under 11 percent. Adolescent offenders against children tend to have slightly lower sexual recidivism rates than adolescents who rape other teens.
- 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).

Classifying Sex Offenders by Locality

Display slide #1-15

Trainer says about:
While crime rates are higher in urban areas, rural areas are not immune from crime. The nature of rural areas, however, means that sex offenders, and their supervising probation or parole officers will experience different dynamics than are experienced by urban officers and sex offenders. In rural areas, for example, the geographic isolation makes it more difficult to access treatment resources. The way that information is processed in rural communities means that sex offenders and their victims might experience higher degrees of stigma in small towns, not to mention culturally specific differences in sexual norms. 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). The point is not to diminish the seriousness of sex offenses in urban areas. Instead, we should recognize that different dynamics exist for rural and urban sex offenders, their victims, and their supervising officers. (Participants in smaller jurisdictions should communicate with service providers in other areas.)

Classifying Sex Offenders by Type of Victim

Display slide #1-16

Trainer says about:
Sex offenses can also be classified by the characteristics of the offender/victim relationship. The most common scheme focuses on the victim's stage in the life course. Child sexual abuse refers to instances when sex offenders commit their offenses against children (under 12 years of age). Partner sexual abuse, or rape, describes cases in which the offender abuses an adult. Elder sexual abuse refers to instances which the offender sexually abuses an elderly person (generally defined as 60 and over).

Victim/offender relationships are used to classify sex offenses; however, there is known to be some crossover (e.g., Abel, et al., 1986). Incest refers to cases in which intrafamilial sexual abuse occurs. Sibling sexual abuse refers to cases of sexual abuse between siblings. Date rape, or acquaintance rape, refers to cases of sexual assault between individuals, typically adults, who know one another but are not married. Spousal rape refers to sexual assaults committed against one's spouse. Stranger rape refers to situations in which the victim and offender did not know

one another. In the vast majority of sexual assault, however, the victim and the offender knew another either as family members or friends/acquaintances.

Making Sense of Sex Offender Typologies

Trainer note: This is a good place to see if anyone has suggestions why it is important to understand the implications of age, gender, victim type when making supervision decisions. You should write about 2-4 suggestions on the flipchart.

Trainer says about:
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 instance, the victim/offender relationship can be useful in determining appropriate supervision strategies such as defining exclusion zones, selecting on treatment, structuring polygraph questions, and suggesting how a community corrections officer should interact with each offender. Type of victim also plays a role in determining levels of risk, as offenders with a known preference for victimizing young males they did not know before the attack have some of the highest incidences for a new sexual offense. 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.

Supervising Sex Offenders: Tools and Strategies

Display slide #1-17

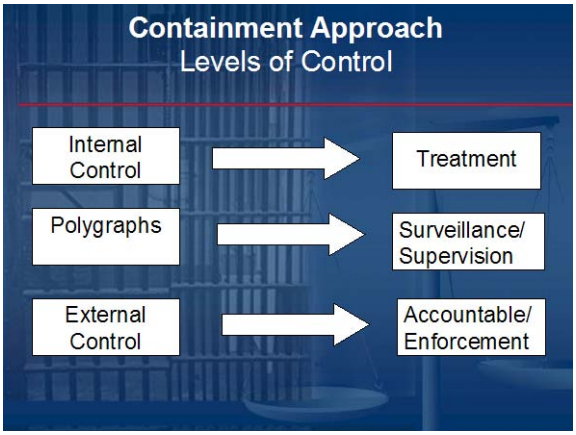
Trainer says about:
The title of this curriculum mentions developing case management strategies and tools to supervise sex offenders. We should clarify what is meant by tools and strategies. A tool can be an instrument, device, policy, or program. These are the rules and resources available in each agency that contribute to offering external structure to an offender's life. Tools we will talk about today include things such as risk instruments, interviewing tools, interagency communication, holding offenders accountable, and electronic monitoring.

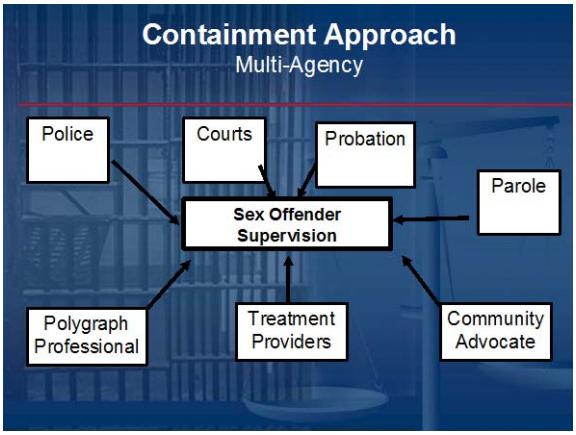
When these tools are used together they create a clearly defined plan similar to the containment model suggested by English et al., 1996. The strategy suggested here incorporates research findings to implement a strategy rooted in empirical research to most effectively supervise sexual offenders and maximize resources.

Containment Approach: Levels of Control

Display slides #1-18 and 1-19

Trainer says about:





The containment strategy uses several different agencies to supervise sex offenders. These include the police, courts, probation, treatment programs, social services, public health agencies, and so on. Emphasis is placed on internal control, external control, and polygraphs. Internal control is the focus of treatment and therapy provided to sex offenders. The aim is to have offenders develop internal or self-control. External control refers to the efforts of criminal justice agencies, including probation and parole officials, to exert influence over offenders so that their opportunities and desires for offending are minimized. The justice system holds offenders accountable for their behaviors and enforces all conditions of supervision. With regard to polygraphs, the containment model calls for polygraphs by approved polygraphers to make sure offenders are adhering to their conditions of probation (English et al., 1997).The polygraph is an important tool to motivate offenders to be more forthcoming with their offense history and current behavior patterns.

Certainly, no one tool or no one strategy will work to control sex offenders. A builder cannot build a house with a hammer, but a builder can build a house with several tools and several workers working together. Collectively, the containment model includes the following: electronic monitoring or GPS, home and work visits by officers, mandatory treatment, development and adherence to a relapse prevention plan, special curfew conditions, no out of state travel, and polygraphs (Hallet, 2006). The goals of the containment model are to protect the community and hold offenders accountable for their behavior. Officials from various agencies will need to work together to effectively supervise and treat sex offenders.

Community Corrections as External Conscience

Display slide #1-20

Trainer says about:
It has been said that community corrections officers serve as the sex offender's "external conscience" (Jenuwine et al., 2002). What this means is that officers, as one source of external control in the containment strategy, will work closely with sex offenders in an effort to make sure that offenders abide by the conditions of supervision. To effectively serve as the offender's external conscience, 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. This training will provide participants with an introduction to each of these areas.

Trainer's note: Inform participants that there is a ten minute break. Be sure to emphasize that the training will begin in exactly 10 minutes and to please not be late as it is important to stay on schedule.