

# SUPERVISION OF SEX OFFENDERS IN THE COMMUNITY: A Training Curriculum

## Introduction

### Background

This training curriculum – *Supervision of Sex Offenders in the Community* – is one of a number of curricula on sex offender management issues being developed by the Center for Sex Offender Management (CSOM). These materials will continue to be developed and disseminated beginning in the fall of 2001. These materials will continue to be developed and disseminated beginning in early 2002. CSOM is a project sponsored by the Office of Justice Programs, U.S. Department of Justice, with the National Institute of Corrections, the State Justice Institute, and the American Probation and Parole Association.

One of CSOM's original mandates was to provide training for probation and parole agencies and other stakeholders who share responsibility for sex offender management to enhance their ability to more safely manage sex offenders who are supervised in the community. Since its inception in 1997, CSOM has designed and presented training sessions at national conferences, and at local and regional training events. It quickly became clear, however, that the demand for training on a range of issues related to sex offender management could be met only partially by these events. There is also a great interest in and need for curriculum materials that can be used by probation and parole agencies, treatment providers, victim advocacy groups, training coalitions, sex offender treatment networks, and related organizations, to disseminate more widely the knowledge that is developing in the field regarding sex offender management.

### Issues and Cautions for Users

As individuals and agencies prepare to use these curriculum materials, CSOM recommends that the following issues and cautions be kept in mind.

- ⇒ **Descriptive vs. Prescriptive Information.** One of CSOM's tasks has been to facilitate the exchange of information and experience among agencies involved in sex offender management. The curriculum material draws heavily from the practical experience of agencies who are adopting innovative, collaborative approaches to sex offender management in the field. Many of them have been involved with CSOM as "Resource Sites." This curriculum attempts to strike a balance between simply describing a range of practices, on the one hand, and, on the other, articulating what seems to be emerging as consensus regarding "best practice." The curriculum materials contain extensive references to published literature and research findings. Where there is significant debate, we have tried to

highlight the issues and evidence, leaving training participants to determine how best to use the information.

It is important to note, however, that the principles of best practice emerging in the field will surely manifest themselves in many different ways. This will depend upon community values, available resources, and statutory requirements.

- ⇒ **Qualifications of Trainers.** Every attempt has been made to ensure that the materials in this training curriculum are complete and that they identify reference materials and resources. However, this is a relatively new field and the training will likely raise numerous questions among participants that will require individuals with considerable experience in sex offender supervision to respond credibly. It is strongly recommended that the trainers who deliver this curriculum have a sound experience base in sex offender management as well as in training and group facilitation.
- ⇒ **Team Training.** Based on emerging practices in jurisdictions around the nation, this training promotes a multi-disciplinary, collaborative approach to sex offender supervision. As such, CSOM recommends that teams of trainers present the material, both in order to provide expertise and insight into the different fields involved in the work, and to model the collaborative approach that is highlighted herein. Teams should include, at a minimum, a probation/parole representative, a victim advocate, a treatment provider, and, if there is specific interest or if the jurisdiction currently uses the tool, a polygraph examiner.

The presence of a victim advocate or a treatment provider who is skilled at working with victims is a particularly important aspect of your training team. In any training on this topic, you should be prepared for the fact that there may well be survivors of sexual abuse among the participants. Because the curriculum deals openly with the incidence of sexual assault and its impact upon victims, survivor participants may have a strong reaction—a flashback to previous abuse, for instance—that may require the assistance of someone experienced in working with victims. It is best to acknowledge at the outset of any training that there probably are survivors of sexual assault among the participants and that any participant should feel free to excuse himself or herself from the discussion at any time, to speak about their own experiences, or to request assistance or support from a faculty member. It is particularly important to be prepared for these possibilities and to be prepared to validate, support, and assist the survivors of sexual assault in the context of the training. It is also important to identify other resources such as a sexual assault crisis service or victim advocacy organization to whom participants can be referred if they need follow-up assistance.

**Adapting the Curriculum.** This curriculum is intended for adaptation. It should be adapted to reflect:

- *The audience.* Material in this module is relevant for line probation and parole officers as well as for their supervisors and policy makers. It is also relevant to collaborative interagency teams who are involved in sex offender management. Users are encouraged to adapt the materials to provide more detail for some audiences and less for others based on their needs. For instance, the section on emerging approaches to sex offender supervision might be of great interest to the policy level officials. On the other hand, the section on the detailed components of supervision including maintaining a case file and interviewing techniques would probably be of more interest to line staff and first line supervisors.
- *The time available for training.* The module can be presented as a two-hour briefing or as a three day intensive training course (a long, medium and brief version are available). The time can be further varied—depending on the amount of discussion allowed and the time devoted to exercises. Users may even want to consider breaking the training into several sessions over weeks or months.
- *The number of participants.* Much of the module can be delivered in lecture style, supplemented by exercises and discussion. It is strongly recommended, regardless of the number involved in training, that provision be made for substantial discussion and exchange among small groups of participants. This is an exercise in adult learning. One has to assume that the experiences and knowledge base of participants will be a valuable part of their training experience. There may be disagreements, debates, supporting examples of individuals' own experiences, etc. Each small group should have a trainer or facilitator assigned to move it through discussions and exercises.
- *Local environment.* It is not possible to tailor this module to reflect practices in each and every probation or parole agency in the nation. Much of what is offered is relatively new, and may not fit well with current policy or practice in a particular jurisdiction. For instance, this curriculum reflects the experiences of many agencies that find the use of the polygraph to be a valuable tool in sex offender supervision. If your agency does not have access to the polygraph, or if you have policies or resource constraints that preclude the use of the polygraph, then the module should be adapted to reflect that reality. You may want to develop some discussion questions or exercises to begin to plan for the polygraph in the future, or to plan for the development of such capability in-house.

Another example is the use of offense-specific sex offender treatment. In those jurisdictions with few known resources in this area, discussions might be directed at how to identify other resources or to begin cultivating that capacity among existing service providers.

⇒ **Varying knowledge levels of participants.** One of the lessons CSOM has learned in delivering training in a variety of settings is that often the participants in the training represent a wide spectrum of experience and knowledge on the topic of sex offender supervision. Some participants may be newly-minted probation officers who have never before supervised a case load, much less a sex offender case load. Other participants may be seasoned officers who have educated themselves on sex offender supervision issues and who have extensive experiences with offenders, with treatment providers, and with victims.

It is suggested that anyone planning a training that will utilize the following curriculum materials take steps to make the training meaningful to the specific audience. You may want to survey participants in advance, if possible, to develop a better sense of their experience and knowledge levels. If there is a wide variety, you may consider clustering participants of similar experience levels into discussion groups. This would allow seasoned officers to exchange ideas, react to the materials presented, and provide support to one another. At the same time, very inexperienced officers could work through the material at a similar pace, guided by a trainer and/or facilitator.

Or, you might take a different approach, deliberately mixing participants of different levels of experience. In this instance, you should explain that you have chosen to do so, and invite the participants to exchange ideas. More junior officers can feel free to query those who have more knowledge and experience.

Perhaps the most important caution for anyone planning this training is to remember that this is an opportunity for adult learning. That means that you have participants with a rich set of experiences—whether or not they are specifically related to sex offender supervision or to other endeavors. Do not plan this training as straight lecture. Avail yourselves of the exercises and discussion questions. Invariably participants in trainings such as this take away much more useful information when they have the opportunity to engage one another actively in discussions that relate the material being presented to their own experiences.

## **Curriculum Content**

### *Three Versions of the Curriculum*

In order to make these materials as useful as possible, the curriculum is presented in three different versions. Please note that additional materials and curricula are available or in development, and can be used to supplement the materials here. Some of the subjects treated in summary fashion, such as

polygraph and secondary trauma, may be of particular interest to the supervision audience. These will be treated in more depth in forthcoming curriculum materials. Please check the CSOM web site for their availability.

[www.csom.org](http://www.csom.org).

The **short version** (2 hours) has been designed for policy makers, judges, prosecutors, managers, and line staff who are not directly involved in sex offender management. It may also be used as a way to introduce this material to others who are not now involved in sex offender management but may work with a sex offender population in the future. These individuals might include victim advocates, social service agencies, treatment providers, and new probation officers who are being educated about the different types of criminal offenders who are supervised in the community. Finally, this version may be used as the framework for a presentation at a conference, where a varied audience that shares an interest in sex offender supervision issues could be reached. The purpose of this version is to provide exposure to the concepts underlying the effective supervision of sex offenders in the community and an opportunity to think about what each individual's role might be in implementing or improving a comprehensive and specialized approach to sex offender management.

The **medium version** (8 hours) is suitable for the line staff in probation and parole agencies who may not be directly involved in sex offender management, but should be acquainted with its various aspects. In some cases, line staff may find that they have sex offenders on their caseload who were not previously identified as such (domestic violence offenders, for example) and they may find some of the strategies helpful. This version covers essential principles, but also addresses supervision strategies that can be adapted to better understand and work with sex offenders.

The **long (or comprehensive) version** (3 days) is designed for line staff and their supervisors who have significant direct responsibility for the community supervision of sex offenders, and for other members of supervision teams (e.g., treatment providers, polygraph examiners, law enforcement officers, etc) who would benefit from a fuller understanding of supervision activities. It covers the material in the shorter versions, but also includes a section on sex offender-specific treatment and how to identify and work with treatment providers, and goes into specific practices, like interviewing and working with denial, that will greatly assist officers in their day-to-day work.

The following table highlights the differences in length for each version. The curriculum is designed to move from general concepts into specific applications, with the addition of each section. Trainers are encouraged to adapt the content to the specific needs of their audience.

<b>Curriculum Version</b>	<b>Short 2 hours</b>	<b>Medium 7 - 8 hours</b>	<b>Long 3 days</b>
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<i>Section 1: An Overview</i>	1 hour, 15 minutes	2 hours	3 hours, 45 minutes
<i>Section 2: Innovative Approaches to Supervision of Sex Offenders in the Community</i>	45 minutes	2 hours, 30 minutes	3 hours, 55 minutes
<i>Section 3: Components of Supervision: Specialized Approaches to Managing Sex Offenders</i>	--	3 hours	6 hours, 50 minutes
<i>Section 4: Sex Offender Specific Treatment in the Context of Supervision</i>	--	--	2 hours
<i>Section 5: Practical Supervision Strategies</i>	--	--	4 hours, 30 minutes

### *Organization*

Following is a preview of the content of each of the sections:

#### *Section 1: An Overview*

This section identifies the rationale for a specialized approach to the supervision of sex offenders in the community; articulates the goals and learning objectives of the training curriculum as a whole; outlines the content of the curriculum; summarizes the state of knowledge on the victims of sex offenses and their perpetrators; and identifies the core elements of sex offender supervision which are emerging in diverse jurisdictions around the nation.

#### *Section 2: Innovative Approaches to Supervision of Sex Offenders in the Community*

This section outlines innovations in sex offender management practices that have emerged in probation and parole agencies around the nation. It includes detailed descriptions of a victim-centered approach to supervision; collaboration in supervision and supervision networks.

#### *Section 3: Components of Supervision: Specialized Approaches to Managing Sex Offenders*

This section details how the various components of “traditional” community supervision approaches for criminal offenders can be adapted and enhanced to

meet the specific challenges associated with supervising a sex offender population. It begins with a discussion of relapse prevention as a framework for supervision. It covers specialized case loads, the pre-sentence investigation, assessment of sex offenders, victim impact and safety concerns, conditions of supervision, classification, the case plan, maintaining the case file, surveillance, lifetime supervision; and new requirements being placed upon probation and parole agencies in the areas of community notification, registration, and DNA testing.

#### *Section 4: Sex Offender Specific Treatment in the Context of Supervision*

This section summarizes the research findings on the effectiveness of treatment and outlines the components of sex offender treatment currently emerging around the nation. It also identifies the unique characteristics of sex offender treatment providers associated with effective practice, and describes and highlights the importance of collaboration between supervision and treatment.

#### *Section 5: Practical Supervision Strategies*

This section identifies practical advice in eleven separate areas to assist probation and parole officers—and their agencies—to work more effectively with sex offenders during the course of their routine supervision duties. It covers desensitization; maintaining control of interactions with offenders; interviewing strategies; dealing with offender denial; case work in various settings; knowing what to expect from sex offenders; dealing with lapses; dealing with families of sex offenders; eliciting cooperation of the offender; testifying in court; and preventing and addressing the psychological and emotional trauma associated with supervising sex offenders and dealing with the impact of sex crimes upon their victims.

### **What You Will Find In This Curriculum**

This curriculum contains the following components for your use:

#### *Overview Materials*

In addition to this Introduction, you will find a *Users' Guide* that provides details on the structure of the training materials, learning objectives and time allocation for each module, tips on facilitating exercises and small group work, a brief glossary of training terms, and question/answer strategies which provide a roadmap to how the materials are organized and how to use them; and an acknowledgements section which identifies the individuals who have assisted in putting the curriculum together.

#### *Long, Medium, and Short Versions of the Curriculum*

Within each of these versions you will find:

- ⇒ An outline that provides the major topics and the time allocated to each;
- ⇒ Lecture content and teaching notes with suggestions for using the slides provided, the exercises, and learning activities; and facilitating both the large and the small group discussions;
- ⇒ Slides that highlight the main points made during the lecture (versions of these slides can also be printed out to be distributed as additional participant materials); and
- ⇒ Participant materials intended to be copied and distributed to participants for use during and after the training. There are several types of such materials:
  - ⇒ *Learning Activities*. There are several different learning activities in each of the five sections. They include a case study, a community mapping activity, role plays, discussion questions, and more. Training notes that accompany the content alert the trainer to the goal of each exercise and provide suggestions for implementation. These activities serve several purposes: first, they reinforce and provide practice in applying the information that is being presented; second, they provide opportunities for adults who learn in different ways to maximize their learning experience; third, they allow the trainer and participants to take advantage of the knowledge and expertise that other participants bring with them; and finally, they create variety in the experience which keeps interest and motivation high.
  - ⇒ *Reference Materials and Other Handouts*. These documents are intended to serve as illustrations/examples of the topics covered in the lecture, or as sources of additional information for individuals who are interested in learning more about a particular topic or issue that has been covered in detail during the training. Examples of language from agency policy related to supervision are included as are articles, policy briefs, an example of a pre-sentence investigation, etc.

### *Evaluation Instrument*

Also included in the overview materials is an evaluation instrument that you may find helpful in assessing the usefulness of the training to your participants. It can be duplicated and distributed to training participants for completion at the end of the training. We hope that you will use it and would also ask that you make copies of the completed instruments available to CSOM as well. This will be of assistance to us in refining and improving future editions of this and other training curricula.

### **Recommended Readings**

One of the resources that is sometimes helpful in preparing to design and deliver a training, is a familiarity with the current literature in a particular field. CSOM's National Resource Group – a twenty-five member group of leading policymakers, practitioners, and researchers in the field of sex offender management—has developed a list of recommended readings, reflecting the state of the art in research and practice in sex offender management. The list includes bibliographic references for almost 100 published documents, and is organized into several major categories, including:

- Child Sexual Abuse
- Community Notification, Registration, Civil Commitment
- Juvenile Sex Offenders
- Probation and Parole Supervision
- Research, Recidivism, and Statistics
- Risk Assessment and Prediction
- Sex Offender Treatment
- Treatment Guides
- Victim Issue

The recommended reading list is not intended to be an exhaustive list of references—but rather should be used as a starting point for those interested in learning more about the effective management of sex offenders in the community. The recommended reading list for Parole and Probation Supervision is included first, as it will be of most relevance to this particular curriculum. The works listed in bold—*Supervision of the Sex Offender* and *Managing Adult Sex Offenders on Probation and Parole: A Containment Approach* are considered to be two of the basic texts in this arena and should be considered required reading for anyone contemplating training on this topic. The underlined work, *Community Supervision of the Sex Offender: an Overview of Current and Promising Practices*, is also a basic reference and can be found in its entirety as one of the participant materials included in Section 1 of each of the three versions of the curriculum stored on this CD-ROM.

The complete list of recommended readings in all the topic areas is included, for those who may have an interest in a broader review of the literature.

## Probation and Parole Supervision

- Ahlmeyer, S., Heil, P., McKee, B., and English, K. (2000). *The Impact of Polygraphy on Admissions of Victims and Offenses in Adult Sexual Offenders*. *Sexual Abuse: A Journal of Research and Treatment*, vol. 12.
- Center for Sex Offender Management (January 2000). *Community Supervision of the Sex Offender: An Overview of Current and Promising Practices*. Silver Spring, MD.
- Cumming, G., and Buell, M. (1997). *Supervision of the Sex Offender*. Brandon, VT: Safer Society Press.
- English, K., Pullen, S., and Jones, L. (Eds.) (1996). *Managing Adult Sex Offenders on Probation and Parole: A Containment Approach*. Lexington, KY: American Probation and Parole Association.
- Laws, D.R., Hudson, S.M, and Ward, T. (Eds.) (2000). *Remaking Relapse Prevention with Sex Offenders: A Sourcebook*. Thousand Oaks, CA: Sage Publications.
- Pithers, B. (1990). *Relapse Prevention with Sexual Aggressors: A Method for Maintaining Therapeutic Gain and Enhancing External Supervision*. In Marshall, Laws, and Barbaree (Eds.), *Handbook on Sexual Assault: Issues, Theories and Treatment of the Offender*. New York: Plenum Press.
- The Reinventing Probation Council (August 1999). *Broken Windows' Probation: The Next Step in Fighting Crime*. Civic Report # 7. Center for Civic Innovation, Manhattan Institute, New York.
- Schwartz and Cellini (Eds.) (1995). *The Sex Offender: Corrections, Treatment and Legal Practice*. Kingston, NJ: Civic Research Institute.
- Schwartz and Cellini (Eds.) (1997). *The Sex Offender: New Insights, Treatment Innovations, and Legal Developments Volume II*. Kingston, NJ: Civic Research Institute.
- Special Issue: *Making Probation's Relevance Obvious*. *Corrections Management Quarterly* Vol. 4, No. 2, Spring 2000.
- Special Issue: *Post-Conviction Sex Offender Testing*. *Polygraph*. American Polygraph Association, vol. 29, No. 1, 2000.
- Special Issue: *Sex Offenders: Scientific, Legal, and Policy Perspectives*. *Psychology, Public Policy and Law*, vol. 4, No. 1-2, 1998.
- Stamm, B.H. (Ed.) (1995). *Secondary Traumatic Stress: Self-Care Issues for Clinicians, Researchers, and Educators*. Lutherville, MD: Sidran Press.

## Child Sexual Abuse

- Barnard, G. W., Fuller, A. K., Robbins, L., and Shaw, T. (1988). *The Child Molester: An Integrated Approach to Evaluation and Treatment*. New York, NY: Brunner-Mazel, Inc.
- Butler, S. (1978). *Conspiracy Of Silence: The Trauma of Incest*. Volcano, CA: Volcano Press.
- Finkelhor, D., et al., (Eds.) (1986). *Sourcebook on Child Sexual Abuse*. Beverly Hills, CA: Sage Publications, Inc.

- Finkelhor, D. and Daro, D. (1997). *Prevention of Child Sexual Abuse*. In Helfer, M.E. and Kempe, R.S. (Eds.), *The Battered Child* (5th ed., rev. and exp.), pp. 615-626. Chicago, IL: The University of Chicago Press.
- Freeman-Longo, R.E. and Blanchard G. (1998). *Sexual Abuse in America: Epidemic of the 21st Century*. Brandon, VT: Safer Society Press.
- Marshall, Laws, and Barbaree (Eds.) (1990). *Handbook of Sexual Assault: Issues, Theories and Treatment of the Offender*. New York: Plenum Press.
- Myers, J.E.B (1997). *Evidence in Child Abuse and Neglect Cases*. New York, NY: Wiley Law Publications.
- Ryan, G. and Associates (1999). *Web of Meaning: A Developmental-Contextual Approach in Sexual Abuse Treatment*. Brandon, VT: Safer Society Press.
- Salter, A.C. (1988). *Treating Child Sex Offenders and Victims: A Practical Guide*. Newbury Park, CA: Sage Publications, Inc.
- Schwartz and Cellini (Eds.) (1995). *The Sex Offender: Corrections, Treatment and Legal Practice*. Kingston, NJ: Civic Research Institute.
- Schwartz and Cellini (Eds.) (1997). *The Sex Offender: New Insights, Treatment Innovations, and Legal Developments, Volume II*. Kingston, NJ: Civic Research Institute.
- Wolak, J. and Finkelhor, D. (1998). *Children Exposed to Partner Violence*. In Jasinski, J.L. and Williams, L. M. (Eds.), *Partner Violence: A Comprehensive Review of 20 Years of Research*, pp. 73-112. Thousand Oaks, CA: Sage Publications, Inc.
- Wyatt, G.E. and Powell, G.J. (Eds.) (1988). *Lasting Effects of Child Sexual Abuse*. Newbury Park, CA: Sage Publications, Inc.

### **Community Notification, Registration, Civil Commitment**

- Center for Sex Offender Management (October 1999). *Sex Offender Registration: Policy Overview and Comprehensive Practices*. Silver Spring, MD.
- Center for Sex Offender Management (November 1997). *An Overview of Sex Offender Community Notification Practices: Policy Implications and Promising Approaches*. Silver Spring, MD.
- Lieb, R., Quinsey, V.L., and Berliner, L. (1998). *Sexual Predators and Social Policy*. *Crime and Justice: A Review of Research*, vol. 23, pp. 43-114.
- Matson, S., and Lieb, R. (1997). *Megan's Law: A Review of State and Federal Legislation*. Olympia, WA: Washington State Institute for Public Policy.
- Schlank, A. and Cohen, F. (Eds.) (1999). *The Sexual Predator: Law, Policy, Evaluation and Treatment*. Kingston, NJ: Civic Research Institute.
- Walsh, E. and Cohen, F. (2000). *Sex Offender Registration and Community Notification: A "Megan's Law" Sourcebook*. Kingston, NJ: Civic Research Institute.

## Juvenile Sex Offenders

- Barbaree, H.E., Marshall, W. L. and Hudson, S. M. (Eds.) (1993). *The Juvenile Sex Offender*. New York: The Guilford Press.
- Becker, J.V. and Hunter, J.A. (1997). *Understanding and Treating Child and Adolescent Sexual Offenders*. In Ollendick, T.H. and Prinz, R.J. (Eds.), *Advances in Clinical Child Psychology* (19). New York: Plenum Press.
- Center for Sex Offender Management (December 1999). *Understanding Juvenile Sexual Offending Behavior: Emerging Research, Treatment Approaches and Management Practices*. Silver Spring, MD.
- Hunter, J. and Becker, J. (1998). *Motivators of Adolescent Sex Offenders and Treatment Perspectives*. In Shaw, J. (Ed.), *Sexual Aggression*, Washington, DC: American Psychiatric Press, Inc.
- Hunter, J.A. and Lexier, L.J. (1998). *Ethical and Legal Issues in the Assessment and Treatment of Juvenile Sex Offenders*. *Child Maltreatment*, vol. 3, pp. 340-349.
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- National Task Force on Juvenile Sexual Offending (1993). *Final Report*. A function of: National Adolescent Perpetration Network, C.H. Kempe National Center, University of Colorado Health Sciences Center.

## Research, Recidivism, and Statistics

- Alexander, M.A. (1999). *Sexual Offender Treatment Efficacy Revisited*. *Sexual Abuse: A Journal of Research and Treatment*, vol. 11, pp. 101-116.
- Dawes, R.M., Faust, D., and Meehl, P.E. (1993). *Statistical Prediction Versus Clinical Prediction: Improving What Works*. In Keren, G. and Lewis, C. (Eds.), *A Handbook for Data Analysis in the Behavioral Sciences: Methodological Issues*. New York: Erlbaum.
- Hall, G.C.N. (1995). *Sex Offender Recidivism Revisited: A Meta-Analysis of Recent Treatment Studies*. *Journal of Consulting and Clinical Psychology*, vol. 63, pp. 802-809.
- Hanson, K.R. and Bussiere, M.T. (1996). *Predictors of Sexual Offender Recidivism: A Meta-Analysis*. User Report No. 1996-04. Ottawa: Department of the Solicitor General Canada.
- Hanson, R.K. and Harris, A. (1998). *Dynamic Predictors of Sexual Recidivism*. Cat. No. JS42-82/1998-01E. Ottawa: Department of the Solicitor General Canada.
- Hanson, R.K., Scott, H., and Steffy, R.A. (1995). *A Comparison of Child Molesters and Non-Sexual Criminals: Risk Predictors and Long-term Recidivism*. *Journal of Research in Crime and Delinquency*, vol. 32, pp. 325-337.
- Hanson, R.K., Steffy, R.A., and Gauthier, R. (1993). *Long-term Recidivism of Child Molesters*. *Journal of Consulting and Clinical Psychology*, vol. 61, pp. 646-652.

- Marshall, Laws, and Barbaree (Eds.) (1990). *Handbook of Sexual Assault: Issues, Theories and Treatment of the Offender*. New York: Plenum Press.
- Meehl, P.E., and Rosen, A. (1955). *Antecedent Probability and the Efficiency of Psychometric Signs, Patterns, or Cutting Scores*. *Psychological Bulletin*, vol. 52, pp. 194-216.
- Prentky, R.A., Lee, A.F.S., Knight, R.A., and Cerce, D. (1997). *Recidivism Rates Among Child Molesters and Rapists: A Methodological Analysis*. *Law and Human Behavior*, vol. 21, pp. 635-659.
- Quinsey, V., Rice, M., and Harris, G. (1995). *Actuarial Prediction of Sexual Recidivism*. *Journal of Interpersonal Violence*, vol. 10, pp. 85-105.
- Quinsey, V. et al. (1993). *Assessing Treatment Efficacy in Outcome Studies of Sex Offenders*. *Journal of Interpersonal Violence*, vol. 8, pp. 512-523.
- Seto, M.C., and Barbaree, H.E. (1999). *Psychopathy, Treatment Behavior, and Sex Offender Recidivism*. *Journal of Interpersonal Violence*, vol. 14, pp. 1235-1248.

### **Risk Assessment and Prediction**

- Abel, G. et al. (1988). *Multiple Paraphilic Diagnoses Among Sex Offenders*. *Bulletin of the American Academy of Psychiatry and the Law*, vol. 16, pp.153-168.
- Dawes, R.M., Faust, D., and Meehl, P.E. (1989). *Clinical Versus Actuarial Judgment*. *Science*, vol. 243, pp.1668-1674.
- Grove, W., and Meehl, P. (1996). *Comparative Efficiency of Informal (Subjective, Impressionistic) and Formal (Mechanical, Algorithmic) Prediction Procedures: The Clinical-Statistical Controversy*. *Psychology, Public Policy, and Law*, vol. 2, pp. 293-323.
- Hanson, R.A. (1998). *What Do We Know About Sex Offender Risk Assessment?* *Psychology, Public Policy, and Law*, vol. 4, pp. 50-72.
- Hanson, R.K., and Bussiere, M.T. (1998). *Predicting Relapse: A Meta-Analysis of Sexual Offender Recidivism Studies*. *Journal of Consulting and Clinical Psychology*, vol. 66, pp. 348-362.
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- Heilbrun, K. (1992). *The Role of Psychological Testing in Forensic Assessment*. *Law and Human Behavior*, 16, 257-272.
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- Prentky, R.A., and Edmunds, S.B. (1997). *Assessing Sexual Abuse: A Resource Guide for Practitioners*. Brandon, VT: Safer Society Press.
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- Schwartz and Cellini (Eds.) (1995). *The Sex Offender: Corrections, Treatment and Legal Practice*. Kingston, NJ: Civic Research Institute.
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