




Presentation Content	Teaching Notes
<p data-bbox="186 266 716 296">INTRODUCTION OF LEARNING ACTIVITIES</p> <p data-bbox="186 302 1055 495">Throughout this section, as we cover the various components of supervision, we will periodically refer to the case study introduced in the previous training section. We will use this case as a framework to discuss the application of some of the concepts presented in this section.</p>	<p data-bbox="1107 266 1445 1329">Note: Where there are 25 or fewer participants, it may be productive to interrupt the presentation frequently to briefly discuss aspects of the case study. Where there are larger numbers of participants, breaking into small groups for discussion may be more productive. In that case, it's probably best to cluster the questions. References will be made in the teaching notes to the appropriate case study questions for each section and the trainer can determine whether and how often to stop for large or small group discussions. (See User's Guide.)</p>



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<p>TOPIC: RELAPSE PREVENTION AS A FRAMEWORK FOR SUPERVISION (20 minutes)</p> <p>A COGNITIVE-BEHAVIORAL MODEL Relapse prevention is the model around which many supervision strategies are designed. Relapse prevention, as defined by G. Marlatt and J. Gordon, is “a self-management program designed to teach individuals who are trying to change their behaviors to identify problems early on and to develop strategies to avoid or cope more effectively with these problems to avoid a relapse.”¹ Originally conceived as an approach to managing drug- and alcohol-using behavior, it was adapted for the management of sex offending behavior in the 1980s. In many jurisdictions, the relapse prevention model has been adapted to include a partnership between the treatment provider and the criminal justice agency responsible for supervision.</p> <p>The relapse prevention model is based on the assumption that human behavior does not just happen. It is a result of a chain of emotions and behaviors about which the offender is continually making choices. In particular, sexual assault requires great planning and thought. If one traces the events that lead up to an offense, it is possible to identify an offense cycle that includes various phases. Feelings of anxiety or boredom may lead an offender to go for a walk. He walks by himself near a schoolyard where he knows that he will find a group of children (a risk factor) and begins to fantasize about abusive behavior (a lapse).</p> <p>Though that first decision – to go for a walk along when anxious or bored – seems, upon first inspection, to be a relatively minor and harmless action, it has moved the offender down a very dangerous and risky path toward a relapse. The relapse prevention model aptly describes choices to engage in this kind of risky behavior as “seemingly unimportant decisions,” or SUDs.</p> <p>Relapse prevention includes teaching offenders about their own relapse cycles, along with the kinds of emotions and</p>	<p>Refer to handout: “A Cognitive Behavioral Model of the Relapse Process” – found with participant materials, Section 3, Long Version of Curriculum.</p> <p>➤ Use slide 3: Relapse Prevention</p>

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<ul style="list-style-type: none"> ▪ <i>Trigger.</i> A trigger is an external event that begins the sexual abuse cycle and can be almost anything; examples include seeing a young child in his or her bathing suit, becoming angry with a friend or a family member, watching a movie on television that depicts a rape scene, or encountering a former victim. ▪ <i>Buildup phase.</i> The buildup phase occurs when nothing is done by the offender, his treatment provider, his supervision agent, or anyone else to address the stress caused by the trigger. Seeing a rape scene in a movie may lead a rapist to begin to fantasize about raping and to begin looking for women who are alone. An argument with a family member might lead a child molester to go for a walk in a park where children are playing. Seeing a child wearing a bathing suit might lead a child molester to begin fantasizing and to go to a school to watch children. ▪ <i>Pre-act-out phase.</i> This phase immediately precedes the sexual abuse and is characterized by manipulation and planning on the part of the offender. The offender devises a plan to offend. A rapist may develop a plan to convince a potential victim to leave a bar with him. A child molester may begin to “groom” a young boy he meets in the park by giving him candy and bringing his dog to the park. ▪ <i>Act-out/abuse phase.</i> This is the phase in which the sex offense occurs. ▪ <i>Justification phase.</i> During this phase, the offender goes through denial, suppression, false resolve, and false remorse. Several types of denial are important to recognize, including denial of facts, awareness, impact, responsibility, grooming, and sexual intent.³ During suppression, the offender makes a conscientious effort to cover up and forget the abusive behavior. After suppression comes false resolve, an insincere effort on the part of the offender to promises to himself that he will never sexually abuse again. False remorse is an insincere attempt by the offender to show that he feels sorry for the sexual abuse – it is usually self-pity or self-disgust. <p>Researchers have found that these offending patterns are very often compulsive and lifelong.⁴ This lifelong propensity to re-offend, combined with the fact that many sex offenders are</p>	<p>Note: For definitions of the various types of denial, see the CSOM Glossary.</p>


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<p>very high-functioning people who use their adept social skills to groom and gain access to their victims and to conceal their offense behaviors from others, makes them a very challenging population to supervise. Prentky et al. assert that, for many sex offenders, “the victims are their social and sexual companions; the offenses are their social and sexual life.”⁵</p> <p>Another depiction of the relapse cycle is found in the handout. The cognitive-behavioral model of the relapse process is a simplified version of the cycle that emphasizes the key decision points where, if an offender makes the “right” SUD or uses an adaptive coping response, the outcome can be continued abstinence. Offenders’ supervision networks – including the probation or parole officer – can help him employ appropriate adaptive coping mechanisms. This is the underlying principle of relapse prevention as a framework for supervision.</p>	<p> Refer to Handout: A Cognitive-Behavioral Model of the Relapse Process.</p>



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<p>TOPIC: CASELOAD ORGANIZATION: SPECIALIZATION (20 minutes, including Learning Activity)</p> <p>SPECIALIZATION AS A PRACTICE</p> <p>Perhaps one of the most common considerations of practice in supervision generally is the way in which officers' caseloads are organized. In many jurisdictions, caseload size is determined by the levels of supervision assigned to offenders (i.e., offenders determined to be at a higher risk to re-offend than others are placed on smaller caseloads) and the type of criminal being supervised (i.e., certain types of offenders may always be placed on smaller caseloads because of their perceived risk to re-offend). Specialization has emerged as a way to address the supervision challenges associated with specific offender populations. A common example is the use of drug abuse caseloads in some jurisdictions. Increasingly, probation/parole agencies are supervising sex offenders in the community through the use of specialized caseloads. A survey of sex offender supervision practices nationwide* concluded that "policies which promote the specialization of job duties for (probation/parole) officers who manage sex offenders were found to accompany practices associated with the effective management of sex offenders."⁶ The survey also revealed that specialized caseloads allow supervision staff to gain expertise and training related to sex offender management, promote feelings of camaraderie and support among officers who maintain these caseloads, decrease burnout, and increase agency-wide consistency in sex offender supervision practices.⁷</p> <p>In addition, specialized caseloads allow supervision staff to more effectively ensure that sex offenders, who might have gotten "lost" on general caseloads because of their seemingly compliant nature, are supervised intensively, and they encourage probation/parole officers to learn to establish rapport with sex offenders in order to encourage them to talk openly about their thoughts and activities.</p>	<p>Note: A good way to introduce this section may be to poll participants about practices in their jurisdictions, and ask about the pros and cons of this approach. Make a list and refer to the list of pros and cons as you proceed through the content.</p> <p>*The survey referred to was part of English, Pullen, and Jones's research on the containment approach.</p>

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<p>At a minimum, the supervision of sex offenders requires a probation or parole officer to be able to talk knowledgeably and comfortably about sexuality and sexual deviancy, to understand offender and victim issues and dynamics, and to work collaboratively with treatment providers and others to ensure compliance with community supervision and treatment conditions, all the while also treating the offender with dignity and respect. Training in a number of areas assists probation/parole officers in developing these specialized skills. These areas include –</p> <ul style="list-style-type: none"> ▪ Assessment of sex offender risk and needs; ▪ Supervision strategies to identify and respond to high-risk situations; ▪ The purposes, benefits, and limitations of treatment and such monitoring tools as the polygraph; ▪ Legal liability issues (duty to warn); ▪ Legislative mandates regarding sex offender registration, notification, DNA testing, etc.; ▪ Victim issues; and ▪ Restorative justice.⁸ <p>The ability to specialize enables agencies and probation/parole officers to develop and maintain specialized skills and to begin to focus the energy and resources necessary to supervise this population safely in the community.</p> <p>The survey that I alluded to a moment ago also concluded that mixed probation/parole caseloads are workable. Agencies that follow this approach have found it helpful to assign sex offenders exclusively to probation or parole officers who are willing to work with this challenging offender population and receive ongoing, specialized training.</p> <p>Regardless of whether caseloads are mixed or sex offender-specific, probation/parole agencies are urged strongly to minimize the number of sex offenders on an officer’s caseload to the extent possible.⁹</p>	<p>➤Use slide 6: Specialized Skills for Sex Offender Supervision</p>



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<p>LEARNING ACTIVITY: CASE STUDY (10 minutes)</p> <p>Please refer to the case study and consider the following question:</p> <ol style="list-style-type: none">1. Is there anything about the case that leads you to believe that Mike’s case was supervised as a part of a specialized caseload? If so, what leads you to this conclusion? If not, why not and would this case have been more amenable to effective supervision if caseloads had been specialized in the jurisdiction?	<p> Refer to handout: Section 3, Exercise 1 Case Study Questions</p>





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<p>TOPIC: PRE-SENTENCE INVESTIGATIONS (PSIs) (2 hours, 15 minutes, including Learning Activity)</p> <p>WHAT IS A PSI?</p> <p>According to Georgia Cumming and Maureen Buell, “the pre-sentence investigation (PSI) is a report ordered by the judge after an offender has been found guilty by a jury or a judge [or has entered an Alford Plea], a plea of guilty or <i>nolo contendere</i> to the presenting charge(s). The purpose of this report is to provide information about the defendant to the court to assist in the disposition of the case. This report is generally prepared by the probation department.”¹⁰</p> <p>The PSI may be the first opportunity for the system – usually through the probation department – to consider thoroughly the implications of the offender’s offense and background. It is an initial step in assessing the offender’s risk and needs. It should provide basic information about –</p> <ul style="list-style-type: none">▪ The offender himself in terms of history, offense, and amenability to treatment;▪ The environment in which the offender might be supervised and the degree to which that environment might add to the offender’s risk or assist in managing risk;▪ The trauma suffered by the victim in the course of the offense and, importantly for supervision, the ways in which victim safety can be assured through the court’s disposition; and▪ The resources available to assist in effective management of the offender in the community (e.g., supervision capacity, availability of specialized treatment, the existence of the polygraph, or other supports).¹¹	<p>Note: Optimally, the trainer should know before the session how many participants are engaged in developing PSIs. If none or few conduct such investigations, this section might be cast as “What to expect in a complete PSI.” Or, in those jurisdictions where PSIs are not prepared on all sex offenders or where investigators are not trained specifically on investigating sex offenders, this section will be relevant as guidance for good case planning. The trainer may elect to shorten this section if participants have no responsibilities for PSIs.</p> <p>➤Use slide 7: The PSI Provides Information Regarding</p>

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<p>The court is probably looking for three essential recommendations from this information (although practice may vary from jurisdiction to jurisdiction). The PSI should be able to—</p> <ul style="list-style-type: none"> ▪ Assess the level of risk that the offender presents to the community, including the risk to the victim or victims; ▪ Assess the offender’s amenability to specialized treatment; and ▪ Outline any special supervision conditions that should be imposed to enhance the likelihood that the offender can be managed safely in the community. <p>Some jurisdictions do not order PSIs on all sex offenders. Where that is the case, supervising officers will probably find this discussion to be a useful guide in initiating supervision and preparing to develop a case plan. In other words, what hasn’t been done as part of a PSI will probably still need to be done as you begin supervision.</p> <p>The investigation will gather information from written reports and records as well as from interviews with the offender and other individuals. Later in the training—in the section on practical supervision strategies—we will be discussing interviewing skills in some detail. Without getting into the details of those skills, however, it is important to note that the probation/parole officer should be alert to attitudes and behaviors on the part of the offender that prevent honesty in the interview and investigation process. Sex offenders often maintain what Cumming has termed a “socially acceptable facade.”¹² As we discussed earlier, sex offenders differ from the other offenders on supervision caseloads and often have very stable jobs, families, minor or no criminal records, an impressive educational background, and a strong social support system. Secondly, in order to carry out a pattern of sexual abuse behind such a façade, sex offenders often develop an extensive pattern of deception and deceit. It is important for a probation/parole officer conducting a PSI or developing a case plan to be alert to the conditions that may make it more difficult to develop an accurate picture of such an offender’s situation.</p>	<p>➤Use slide 8: Pre-sentence Recommendations</p>



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<p>The following discussion of the PSI is organized into four parts: 1) the documents that serve as sources for the report, 2) interviews conducted as part of the PSI, 3) assessing the probability of re-offense and amenability to treatment, and 4) developing the report's recommendations.¹³</p> <p>DOCUMENTS ESSENTIAL FOR THE PSI</p> <p>Prior to the first interview with the offender, the probation/parole officer (or PSI writer) should obtain and review as many of the following documents as possible.¹⁴</p> <p><i>Police Affidavit</i></p> <p>The probation/parole officer should carefully review any police reports that detail the instant offense. It is helpful to speak with the investigating officer for information that might have been obtained after the police report was submitted. The offender's statement is also important for an initial perspective regarding levels of denial and minimization, if present. If an offender has lived or worked in another state, a record check through the FBI National Crime Information Center 2000 (NCIC 2000) should be completed. It is also important to review police reports from previous offenses whenever they are available. It is not uncommon for past criminal offenses that were sexual in nature to have been pled to non-sex offenses. For example, an attempted sexual assault may have been reduced to a simple assault and an attempted rape may have been reduced to a burglary or a breaking and entering. Police affidavits can provide important information regarding –</p> <ul style="list-style-type: none">▪ The victim's and the offender's ages and relationship, if any;▪ A description of assault behaviors;▪ The location and setting of the assault;▪ The method by which the defendant coerced, enticed, manipulated, or forced the victim to submit to and refrain from disclosing the abuse;▪ Weapons that may have been used or present during the offense;▪ The time span over which the assaultive behavior occurred;▪ The manner in which the assault was disclosed and the	<p>➤Use slide 9: Elements of the PSI</p> <p>➤Use slide 10: Documents Essential to the PSI</p> <p>Note: During this segment of the training, it will be important to elicit discussion from participants regarding precisely what they have available to them during the course of conducting a PSI. It will be important to strike a balance between providing guidance on what would be optimal and recognizing what is possible given resource and time limitations, agency policy, and statutory requirements.</p>

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<p>response to the victim; and</p> <ul style="list-style-type: none"> ▪ Any information in the police report about trauma to the victim. <p><i>Sex Offender-Specific Evaluation</i></p> <p>Practice varies widely here, although most probation agencies would agree that including a sex offender-specific evaluation in the PSI is desirable. Some jurisdictions are moving in the direction of adopting standards for such evaluations.¹⁵ These evaluations, which should be conducted by master’s-level (or higher) clinicians who specialize in sex offender evaluation and treatment, are useful to the probation/parole officer in the development of both the PSI and, later, the case management strategy. A comprehensive mental health, sex offense-specific evaluation should include an evaluation of mental disorders, a summary of drug and alcohol use, a medical screening, a sexual evaluation (including a sexual history, an assessment of arousal patterns, and sexual deviancy), an evaluation of the level of denial, and an understanding of the level of violence used to consummate the offense. It should identify risk factors and recommend appropriate treatment interventions.</p> <p><i>Other Mental Health Professionals’ Evaluations</i></p> <p>Other mental health evaluations are particularly important in providing insights into the level at which an offender is capable of functioning. For instance, a low-functioning offender will need a case plan that is very specific and concrete to provide clear guidance. The questions that should be answered by the mental health professionals’ evaluation include: What is the level of functioning of the offender? Are there deficits in cognitive function that are important in developing a supervision plan and making a treatment referral?</p> <p><i>Records of Previous Supervision and Treatment</i></p> <p>If the offender has been on supervision in the community previously, a review of those records will provide valuable insights into his cooperation with treatment, level of denial, and prospects for success or failure while on community supervision in the future. Likewise, materials reporting on</p>	



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<p>therapy during earlier terms of community supervision should be located and reviewed.</p> <p><i>Military Records</i> Although military records may be uninformative – and may take so long to obtain that they arrive after the PSI – they should be sought as a way to verify the offender’s report of his life experiences.</p> <p><i>Victim Information</i> In many jurisdictions, victims have the opportunity to provide information that is captured in documents available from victim advocacy organizations or units within other public agencies. If such information is not available elsewhere, agency policy should govern how, when, and by whom a victim is contacted for input. These statements are an important part of the PSI because of the insights they can provide regarding the nature and circumstances of the offense, the trauma suffered by the victim, and potential issues that should be considered when developing special conditions or the case plan. This information is also helpful in assuring victim safety if the offender is supervised in the community.</p> <p><i>Waivers of Confidentiality</i> Offenders should be required to sign waivers of confidentiality that permit open communication between and among the probation/parole officer, the treatment provider, the victim’s therapist, the polygraph examiner, and all other members of the supervision team, including staff from the department of human services (if applicable) and any other parties who may be responsible for or involved in the supervision of the offender (e.g., family members, clergy, employers).</p> <p>LEARNING ACTIVITY: CASE STUDY (10 minutes) Reconsider the case study introduced earlier and answer questions 2 and 3.</p> <ol style="list-style-type: none"> 2. What would have been important to review in terms of documentary materials for a PSI on Mike? 3. Does the case suggest that a thorough PSI was available? If not, what do you think was missing? 	<p> Refer to handout: Sample Policy Regarding Limitations on Confidentiality can be found among the participant materials for Section 3, Long Version of this Curriculum.</p> <p> Refer to handout: Section 3, Exercise 1 Case Study Questions</p>










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<p data-bbox="186 262 698 294">INTERVIEWS CONDUCTED FOR THE PSI</p> <p data-bbox="186 304 1079 651">To supplement, complete, and verify the information gathered in the document reviews, the probation/parole officer should conduct a number of interviews. Interview subjects include the offender, officials who prepared the documents (such as the police officer who conducted the investigation and a therapist who has provided treatment or conducted an evaluation), and, in some cases, the victim. Other collateral interviews of family members, associates, and friends will also be helpful in conducting a complete and thorough PSI.</p> <p data-bbox="186 693 535 724"><i>Interviews With Offenders</i></p> <p data-bbox="186 735 1079 850">Once the probation/parole officer has had the opportunity to review the relevant documents, an interview with the offender is an important next step in the PSI.</p> <p data-bbox="186 892 414 924"><i>Personal History</i></p> <p data-bbox="186 934 1079 1396">Although most probation/parole officers are familiar with personal history interviews, there are some specific areas of interest and issues that a probation/parole officer should be sure to broach with all sex offenders. Officers must cover both the criminal offense history and the sexual history of offenders; it is therefore advisable that the officer begin with the personal history, thereby covering topics that are less sensitive than those to be discussed during the sexual history portion of the interview. Discussing an offender's personal history first allows the officer and the offender to develop a comfort level and rapport. Some particular issues that should be addressed in each area of the personal history include¹⁶ –</p> <p data-bbox="186 1638 1079 1753">? Discussion Question: What information would you want to get about the <i>offender's family</i> and why? Why might you start with this?</p> <ul data-bbox="186 1795 1079 1875" style="list-style-type: none">▪ <i>Family</i> – Early in the interview you should obtain names, addresses, and phone numbers of all family members. Later	<p data-bbox="1112 304 1421 409">➤Use slide 11: Interviews Conducted for the PSI</p> <p data-bbox="1112 934 1437 1875">Note: The following material on elements of the personal history can be presented as a lecture, but can also provide an opportunity for interaction and therefore, better retention. In order to emphasize the rationale for gathering this information, use the queries to solicit relevant items in each category that would be helpful in understanding the nature of sex offenders' offense cycles, risk levels, or strengths that may be particularly important in terms of</p>



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<p>in the interview, the offender may not be as forthcoming with this information, once he or she recognizes the type of information you might be seeking from his family. In particular, make it a point to follow up and interview (if possible) any family member the offender seems reluctant to discuss or for you to contact. In contacting certain family members, you may gather important information about the offender’s history of sexual abuse in his own family. If the victim is a child, be sure to get the name and address or phone number for the child’s custodial parent. If the parents separated permanently before sentencing, as often happens, you need a way to contact the other parent to determine the ongoing status and welfare of the child victim.</p> <p> ? Discussion Question: What kind of insights could you get from questions about <i>marital or other relationships</i>?</p> <ul style="list-style-type: none"> ▪ <i>Marital or Other Relationships</i> – An offender’s relationships within his family and his intimate relationships often provide insights into his behavior patterns. There may be instances of prior offense behavior that were not reported or prosecuted. Also, contacting prior spouses or partners may give indication of access to other victims (e.g., other children living in the home). Age at which the offender and his wife or partner began dating and having sex may also be significant, especially if there is a large age difference. <p> ? Discussion Question: We know that sex offenders often do not have the same problems with employment as some of our other offenders, but what kind of <i>employment</i> information might be useful and why?</p> <ul style="list-style-type: none"> ▪ <i>Employment</i> – Although sex offenders often do not have the same problems with employment (such as lack of stability, poor attendance, low skill levels), examining their employment situation is an important aspect of understanding their access to victims. Working in a situation where there is routine access to children or where the offender supervises teenagers or adult women likely contributes to the risk of re-offense. Also, work such as 	<p>supervision. The trainer may want to begin the discussion with examples from his or her own experience.</p> <p>➤Use slide 12: Personal History Items of the Offender</p>




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<p>home repair that places an offender in situations where he has access to potential victims at home alone, or to children, is an employment situation that should raise concern. Frequent job changes, absenteeism, and access to work associates' children all are factors that should be explored in the interview.</p> <p> ? Discussion Question: What about <i>volunteer and leisure activities</i>? What would you be looking for?</p> <ul style="list-style-type: none"> ▪ <i>Volunteer and Leisure Activities</i> – Often offenders use volunteer or leisure time activities as occasions to gain access to and groom their victims. Classic examples are working with church youth groups or scouting troops. Other examples include spending time at malls or arcades where youngsters congregate. <p> ? Discussion Question: What could the offender's <i>financial information</i> tell us?</p> <ul style="list-style-type: none"> ▪ <i>Financial</i> – As with any offender, lack of financial responsibility is likely an indicator of general levels of irresponsibility. In addition, lack of financial resources may limit an offender's ability to assist in the important matter of paying the costs of victim treatment, his own treatment costs, or the costs associated with periodic polygraph examinations, if required. <p> ? Discussion Question: What kind of <i>medical information</i> would be useful? Why?</p> <ul style="list-style-type: none"> ▪ <i>Medical</i> – A clear understanding of an offender's medical problems – particularly if they have been chronically ill or are elderly – is helpful for the PSI. Exaggerated claims of disability or infirmity may mask an offender's level of risk and support incarceration as an appropriate sanction. <p> ? Discussion Question: What difference would it make if an offender was in the <i>military</i> or had a history with the military? Why would that be important?</p>	


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<div data-bbox="34 604 159 716" data-label="Image"> </div> <ul style="list-style-type: none"> ▪ <i>Military</i> – Information about adjustment and discharge should be covered. Often, military service provides an opportunity for an offender to access communities and victims where he is unknown and free from some of the inhibiting factors of family and friends. Even when formal charges are not filed, military records may give clues to previous offense behavior. <p>? Discussion Question: Would you ask about <i>substance abuse</i>? Why?</p> <ul style="list-style-type: none"> ▪ <i>Substance Abuse</i> – Hopefully, the probation/parole officer will have some independent evaluation of the offender’s substance abuse history. However, this should still be covered in the interview. Although offenders often claim alcohol or drug abuse as an excuse for their abusive behavior, probation/parole officers should be firm in confirming that alcohol or drug use does not cause sexual offense behavior. Alcohol or drug use may reduce offenders’ inhibitions, or may serve as a way to access victims more easily, but it is not the cause of sexual abuse. ▪ <i>Release of Information</i> – During the course of the interview, the probation/parole officer should obtain written releases that authorize him or her to obtain all of the above information from outside sources. <div data-bbox="77 1352 159 1430" data-label="Image"> </div> <p>LEARNING ACTIVITY: CASE STUDY Reconsider the case study and answer questions 4 and 5 regarding that case:</p> <ol style="list-style-type: none"> 4. If you were preparing the PSI on Mike, who would you have interviewed? Why? What questions would you have asked? 5. In practice, do you have the time and the discretion to interview whomever you choose as part of the PSI? As part of supervision? 	<div data-bbox="1105 1539 1430 1654" data-label="Text"> <p> Refer to handout: Section 3, Exercise 1. Case Study Questions.</p> </div>



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<p data-bbox="186 266 516 296">INTERVIEWS, CONTINUED</p> <p data-bbox="186 300 396 333"><i>Offense History</i></p> <p data-bbox="186 338 1081 653">Once the personal history is completed, it is time to move on to a history of the offense and, ultimately, to the sexual history of the offender. The last section of this training discusses maintaining control of the interview situation and ways to gain the cooperation of the offender. This section discusses the types of information to be gathered and the rationale for it. However, it is important to pause here and mention several basic principles to be observed in the interview.</p> <p data-bbox="186 892 1068 1245">One distinction between the PSI interview and interactions with the offender during the course of treatment is in the handling of denial. Offenders will be in some form of denial about their offense or their history at the PSI phase – about committing the act, the level of premeditation, the harm to the victim, the complicity of the victim, or the frequency of the behavior. During the PSI phase, it is appropriate to “accept some level of rationalization or minimization if it serves your purpose.”¹⁷</p> <p data-bbox="186 1287 1081 1835">You do, however, want to strike a balance. On one hand, if the offender is allowed some face saving and some understanding that he may not be prepared to reveal everything about his sexual offense or history, he may be more cooperative. On the other hand, a competent PSI should seek to elicit as much candor as possible. Confronting the offender each time he resists accepting full responsibility for his actions and the harm he has inflicted may cause him to shut down and not cooperate with the basic process of the investigation. However, when we discuss interacting with the offender during the course of supervision, we will emphasize the importance of never allowing the offender to deny or engage in thinking errors without being challenged. Illustrative questions regarding the offense itself include¹⁸ –</p>	<p data-bbox="1107 373 1442 961">Note: Experience suggests that participants are going to want to ask questions about skills during this section, especially interviewing. Trainers should encourage participants to focus here on the principles – the what and why – and spend time on the how during the final section.</p> <p data-bbox="1107 1014 1403 1157">➤ Use slide 13: Interactions With the Offender During the PSI</p>


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<ul style="list-style-type: none"> ▪ Where did the assault take place? How did the offender get there? Was the location randomly selected? Is the location always the same, such as the victim’s bedroom? ▪ How did the offender select the victim? Was it opportunistic (the victim was in the wrong place at the wrong time)? Was it planned (the victim was known to the offender)? What characteristics did the victim have that resulted in the offender’s selection (sex, age, physical, or emotional attributes)? ▪ How did the offender force the victim to submit? For example, did the offender use verbal threats, enticements, intimidation, trickery, physical abuse, a weapon, or a threat to harm persons close to the victim? ▪ What was the victim’s reaction? Did the victim say anything? Was the victim scared, crying, passive, submissive, or combative? How emotionally removed is the offender from the pain of the victim? Did the offender stop at anytime because of the victim’s reaction? ▪ What was arousing to the offender? For example, did the victim’s resistance to the rape arouse the offender? Was the physical assault arousing? Was the submissiveness of the victim arousing? Were the physical characteristics of the victim arousing? What did the offender say to the victim? Did the offender, for example, use threatening, foul, humiliating, or instructional language? Did the offender use secrecy, threats, or bribes to keep the victim from disclosing? ▪ Were alcohol or drugs used? If so, for what purpose: to entice the victim, to reduce victim resistance, or to reduce the offender’s own inhibitions? Were other enticements used, such as money? ▪ Was there anything that the offender wanted to do but chose not to do? Why? (e.g., an offender who fondles a young boy, who has strong urges to force the boy to engage in oral sex with him, but who resists this temptation and does not act upon it). ▪ Was a weapon visible but not used? Why? If the weapon was used, how was it used? ▪ How did the offender feel after the assault was over? ▪ Has the offender ever attempted to stop the abusive behavior? How, when, and why? 	<p>➤Use slide 14: Details of the Offense</p> <p>Note: Trainers should stress that offenders should be encouraged to answer these questions with a high level of detail.</p>

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<p>Going through the questions about the offense more than once is a technique that allows the offender to fill in more detail and to be more candid. Asking to go over the offense a second or subsequent time also allows the probation/parole officer to reveal his or her knowledge about certain aspects of the offense. This may make it easier for the offender to discuss certain aspects – such as use of a weapon, planning, violence, and aspects that were arousing – that he or she may be reluctant to detail during the first recounting of the offense.</p> <p> LEARNING ACTIVITY: CASE STUDY (10 minutes) Participants are asked to reconsider the sample case outlined earlier in the training and answer question 6:</p> <p>6. If you were responsible for conducting the PSI in this case, what would you have wanted to know about the offense? Was the location important? Where did this offense likely happen? Does that suggest anything about this offender’s triggers or offense cycle?</p> <p> LEARNING ACTIVITY: SEXUAL HISTORY</p>	<p> Refer to handout: Section 3, Exercise 1 Case Study Questions</p> <p>Note: The following activity serves as an object lesson for the participants on how they will have to prepare themselves to discuss difficult matters – and how difficult it may be for offenders to discuss these matters with them. CAUTION: This exercise has occasionally provoked strong negative reactions. If you are not comfortable with it, it can be presented alternatively as an exercise of</p>

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<p>Take out a piece of paper. (Pause.)</p> <p>Now write down a description of your first sexual experience. After you do this, I will ask you to share what you have written with someone else in the room.</p> <p>Stop. What’s going through your mind? The point here is not to do the writing or the sharing, but to think about how it felt to be asked to reveal ourselves and talk about our sexuality. It’s important to keep those feelings in mind as we approach sex offenders with these questions – in terms of both our own level of comfort or discomfort and the offender’s. What we’re asking people to do is very hard, but it’s essential to the effective management of sex offenders that we take these thoughts and experiences out of their secret hiding places and bring them into the light of day.</p>  <p>INTERVIEWS, CONTINUED <i>Sexual History</i></p> <p>In much the same way that it is important to understand the drug use history of an offender whose crimes are related to drugs, it is important to understand the sexual history of a sex offender. This is an area that is extremely difficult for most probation/parole officers – and most people – to confront and discuss. However, it is an essential part of the PSI. Again, we will refer to suggestions from Cumming and Buell regarding specific questions to include in the interview regarding sexual history.¹⁹ Open-ended questions – rather than questions that can be answered by a simple “yes” or “no” – tend to elicit more information. If the polygraph is used, this information can be supplemented or enhanced through polygraph. Examples of open-ended sexual history questions include –</p> <ul style="list-style-type: none"> ▪ How did you learn about sex? 	<p>imagination: "Imagine if I were to ask you to turn to the person next to you and describe your first sexual experience...."</p> <p>Pause while participants get paper.</p> <p>Note: Very quickly – before the thought has time to sink in – the trainer should assure the class that they do not really want them to follow these instructions, but rather to focus on their reaction, on how difficult we find it to be candid about our sexuality.</p>

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<ul style="list-style-type: none"> ▪ What did your parents tell you about sex? ▪ When did you start to date? Tell me about your first sexual experience. ▪ How old were you when you first started to masturbate? What are your fantasies? Have they changed over time? ▪ Where do you masturbate? Do you use any materials when masturbating? ▪ How old were you when you realized that things were not quite right for you sexually? How old were you when the sexual problems began? ▪ Describe your sexual relationship with your spouse/significant other. How often do you engage in sexual activity? Who initiates sex? ▪ Have you ever been a victim of sexual abuse? What is the first sexual experience you remember as a child? Have you ever been scared or humiliated sexually? How? When? <p>Close the interview with several issues in mind. Let the offender know that the information in the PSI will remain in his file and will be used by the criminal justice system for years to come. It will be freely and openly communicated to and shared with others involved in his case. Emphasize that the offender’s honesty in the PSI will be an important factor in the disposition of his case and the degree to which he will be seen as suitable for treatment and community supervision. Alert him to some common feelings he may experience once the interview is over. For instance, he may experience anxiety over having revealed aspects of his behavior and history that have not been revealed before. This is a normal reaction and, most likely, his anxiety will decrease over time.²⁰</p> <p><i>Interviews With Victims</i></p> <p>Many jurisdictions now require that an assessment of victim impact be included in the PSI. The information is vital, but it’s important that it’s handled in such a way as to ensure that the victim is not further harmed or traumatized. In some jurisdictions, a victim witness coordinator housed in the prosecutor’s office is the source for a victim impact statement. Other jurisdictions have made arrangements for a single victim interview to be conducted by several different agency representatives at the same time, to limit the number of times</p>	<p>➤Use slide 15: Sexual History Topics</p> <p>➤Use slide 16: Closing the Sexual History Interview</p> <p>➤Use slide 17: Interviews with Victims</p> <p>Note: The trainer may want to take a quick poll of participants’</p>

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<p>that the victim has to tell the story.</p> <p>There are times, however, when a probation/parole officer may find it best to conduct an interview with the victim or the victim’s family in order to gain insight into the impact of the offense on the victim. Victim contact is likely guided by specific policy in a probation or parole agency and the officer should be cognizant of that policy. The probation/parole officer should be extremely cautious about initiating victim contact, and should be prepared through training, consulting the literature, and discussing the issue with supervisors and colleagues. In some jurisdictions, PSI writers routinely interview victims and gather valuable insights into the offense, the trauma suffered by the victim, and safety issues; and it benefits both the victim and the sentencing/supervision process. The goal of sex offender management is to prevent further victimization. The process, including the interview, should not cause further pain to those who have already been victimized.²¹ (A special training module on victim issues in sex offender management covers the topic of interviewing victims in more detail).</p> <p><i>Collateral Interviews</i></p> <p>Collateral interviews may be conducted with the offender’s family and/or housemates, an ex-spouse or ex-partner, a member of the clergy, employers, and prior therapists. By providing several sources of corroboration for the same set of facts, collateral interviews provide additional insight into the offender’s truthfulness and level of denial.</p> <p><i>Interviews With Family and Residential Associates</i></p> <p>Such interviews can also provide insight into such issues as access to victims, who lives in the offender’s home, whether there are children in the neighborhood, whether the offender’s friends and family members support his denial, and whether other resources are available that might be helpful in monitoring the offender closely in the community (e.g., a supportive collateral who understands the risks that the offender poses</p>	<p>agency policies and procedures for interaction with victims. While the principle of focusing on the victim’s concerns may not raise much controversy, agencies will have different ways of operationalizing this and it would be helpful for the trainer and participants to have an idea of the diversity represented in the room on these issues.</p> <p>Note: Refer participants to the victim impact resource materials provided during Section 1 of the training.</p> <p>Note: CSOM’s training module regarding the central role of victims in sex offender management covers the victim interviewing in more detail. The point about officers preparing themselves for victim contact through training, reading and consultation is worth emphasizing.</p>

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<p>and who is willing to assist in supervising him).²²</p> <p>Interviews with family and residential associates can, therefore, often provide information that is critical to the PSI and the probation officer’s recommendation regarding incarceration or community supervision (and what special conditions to impose should community supervision be recommended). Some of the most important questions that probation officers should seek answers to when interviewing family and residential associates during the PSI include:²³</p> <ul style="list-style-type: none"> ▪ With whom is the offender living? (If possible, the names and ages of everyone at the offender’s residence should be obtained.) ▪ Do adults in the residence know the truth about the offender’s sexual abuse and the terms of probation/parole? ▪ Some people – including some offenders – live in gated communities. Has the offender provided (or is he willing to provide) a key to the gated community so that unexpected field visits can be made? ▪ What are the names of the adults with whom the offender associates and do these associates have criminal histories? <p>LEARNING ACTIVITY: CASE STUDY (10 minutes)</p> <p>Reconsider the sample case and answer question 7:</p> <p>7. What strategies could Mike’s probation officer have employed to verify that it was safe for him to live in a tent on his sister’s property? Do we know anything about his half-sister (other than that Mike had a positive relationship with her)? What if she has a boyfriend with several young children who often spend time at her house? What other questions should Mike’s probation officer have asked about his living situation? To whom else should he have spoken?</p>	<p>➤Use slide 18: Collateral Interviews</p> <p> Refer to Handout: Section 3, Exercise 1 Case Study Questions</p>






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<p>TOPIC: SEX OFFENDER ASSESSMENT (60 minutes, including Learning Activity)</p> <p>SEX OFFENDER ASSESSMENT BY PROBATION/PAROLE Sex offender assessment is an extremely broad topic, and the term can be used by many people to mean many different things. Slide 19 includes a chart that outlines the range of individuals who might be interested in assessing or evaluating a sex offender – from the prosecutor to the judge to the treatment provider, and including the probation officer. The tools they use are varied, as are the purposes of their evaluations. We will be focusing on the assessment activities typically undertaken by probation and parole agencies; slide 20 outlines some of the uses of assessment information for those agencies.</p> <p>An important part of the assessment conducted by probation/parole is the development of a PSI. Clearly, much of the information gathering and interviewing involved in the PSI is evaluative in nature. At every step of the way, the probation/parole officer is attempting to gather information that will provide the best insights into what led the offender to commit the sex offense and how to reduce the likelihood of re-offense. Although some of this information is relevant for risk management (i.e., determining the appropriate conditions of supervision), some of it also provides insights into motivation and modus operandi so that, should an offender be managed in the community, the probation/parole officer can be alerted to warning signs of relapse.</p> <p>IDENTIFICATION OF RISK FACTORS For purposes of supervision, there are at least two perspectives on risk that are significant for the probation/parole officer. The first is the risk assessment resulting from the application of an actuarial tool. Such tools provide some estimation of the likelihood of future sexual re-offense. As such, actuarial devices provide a backdrop or foundation for community supervision, suggesting more intense levels of control and surveillance for the higher risk offenders.</p> <p>At the same time, an important part of preparing to make a recommendation for incarceration or community supervision,</p>	<p>Note: For more information about sex offender risk assessment, see CSOM's training module, <i>Assessing Risk of Re-offense in Sex Offenders</i> (forthcoming).</p> <ul style="list-style-type: none"> ➤ Use slide 19: Assessing/Evaluating the Sex Offender to Support Safe Management in the Community ➤ Use slide 20: Assessment Supports Many Aspects of Supervision

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<p>or to generate a case plan (if community supervision is approved at the PSI phase) is to understand the types of risk factors that each offender presents.</p> <p>The first type is static risk factors, which are historical or part of the offender’s constitution, and don’t change. Static risk factors emerge from the empirical studies as being particularly correlated with risk to re-offend sexually and include –</p> <ul style="list-style-type: none"> ▪ Any deviant sexual preference but particularly a sexual preference for children (as measured by plethysmograph* or other objective tool or, if these are not available, then by offender self-report); ▪ Any prior offenses and particularly prior sexual offenses; ▪ Failure to complete sexual offense treatment; ▪ Offenders who exhibit sadistic arousal or a high degree of psychopathy; ▪ Young and never-married offenders; ▪ Offenders with unrelated victims or male child victims;²⁴ ▪ Child molesters (heterosexual) whose offenses have progressed to genital-to-genital contact.²⁵ <p>Some tools help practitioners use these factors to place offenders in categories according to their risk of re-offending. The probation/parole officer should flag static risk factor information in the file to highlight the dangerousness of the offender and add context to situations that the offender may be in when he is in the community.</p> <p>Regardless of the formal risk assessments that are used, building an effective supervision strategy demands that the probation/parole officer be aware of potentially risky situations that the offender may put himself into or create. These situations need to be ameliorated <i>immediately</i>. These are referred to as acute dynamic risk factors, as they can change rapidly. They are not necessarily related to long-term recidivism but are important for case management. Acute dynamic risk factors include –</p> <ul style="list-style-type: none"> ▪ Substance use; ▪ Negative mood (e.g., depression, anxiety); 	<p>➤Use slide 21: Identification of Static Risk Factors</p> <p>*The plethysmograph is a device that measures erectile responses in males to both appropriate and inappropriate stimulus materials.</p> <p>➤Use slide 22: Identification of Dynamic Risk Factors</p>




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<ul style="list-style-type: none"> ▪ Anger, hostility; and ▪ Access to victims. <p>Stable dynamic risk factors are more likely to change slowly over time with intervention. Information regarding these items should be gathered routinely as a preparation for completing a PSI or a case plan. Stable dynamic risk factors include –</p> <ul style="list-style-type: none"> ▪ Intimacy deficits – whether an offender has a stable, satisfying sexual relationship; ▪ Negative social influences – whom an offender associates with regularly; ▪ Attitudes – whether an offender maintains attitudes and values that support sexually abusive behavior; ▪ Sexual self-regulation – whether an offender has the ability to regulate the emotional and sexual feelings that often precede sex offending; and ▪ General self-regulation – whether an offender is impulsive and exhibits low self-control.²⁶ <p>You may wonder why denial is not on the list of dynamic factors. The truth is that in terms of statistically validated risk factors, denial is not significant. It does not emerge in the statistical analysis as a distinguishing feature. There may be a number of explanations for this. On one hand, because virtually every offender goes through denial at some point, the mere presence of denial does not serve to distinguish a subgroup of higher risk offenders very well from a statistical point of view. But common sense tells us two things: first, since <i>treatment failure is a significant risk factor for recidivism</i>²⁷ and <i>denial can contribute to treatment failure</i>, denial needs to be taken seriously and addressed as a contributor to risk. Second, if both an offender and his family are in denial, the likelihood that the offender will place himself or be placed in high-risk situations is greatly increased, so denial contributes to recidivism in that way as well.</p> <p> LEARNING ACTIVITY: CASE STUDY (10-15 minutes) Return to the case study to answer questions 8, and 9, and 10:</p> <p>8. What are your initial thoughts about the risks Mike posed</p>	<p> Refer to handout: Section 3, Exercise 1 Case Study Questions</p>


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<p>to his victim and to the community? Can you identify any red flags or warning signs in his background that might tell you something about his level of risk? If so, what are they and what do they tell you? Do you ever encounter these red flags and warning signs in your own work? If so, how do they affect the way in which you manage a case?</p> <p>9. Lies and deception play a significant role in the sex offense cycle of many sex offenders. What kinds of things might you have done to verify that Mike was collecting items for his daughters and not residing with young children in his apartment? Have you found in your own work that collateral information is helpful in determining whether or not a sex offender is being honest with you? Based on your own experiences and the information in the case study, who else should the probation officer have contacted to collect more information about this situation?</p> <p>10. Even if Mike were not living with any children, would you consider the collection of children’s clothing and toys warning signs or red flags? If so, why? Is this the kind of situation in which the perspective of a sex offender therapist might be helpful? If so, why?</p> <p> ASSESSING THE PROBABILITY OF RE-OFFENSE²⁸</p> <p>It is helpful to develop an accurate sense of the statistical probability that a sex offender will re-offend. Although statistics can never predict the future behavior of an individual offender, they can help determine whether an offender is closely matched to a group of offenders for whom we have very good tools for predicting the probability of re-offense as a whole.</p> <p>Researchers have developed actuarial risk assessment tools that provide very accurate estimates of the probability of failure for the typical criminal offender. Unfortunately, those traditional tools are not very helpful in assessing the likelihood of re-offense of sex offenders. Probation/parole officers often possess a very good sense of the limitations of these tools and recognize that sex offenders often score in a very low-risk category using traditional tools.</p>	<p>➤Use slide 23: Assessing the Probability of Re-offense</p>

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<p>The research is beginning to yield a number of tools that are being validated on sex offender populations and can be scored fairly easily and reliably by probation/parole officers. They are far superior to intuition or even to the “clinical judgment” of professionals who have worked in the sex offender supervision field for years and make subjective judgments about the re-offense risk posed by offenders. These actuarial tools are based on statistical models and predict an offender’s risk of re-offense by determining how he is similar to other groups of sex offenders for whom re-offense risk is known. These tools consider several characteristics, each of which is given a particular weight. These weights are added in a prescribed manner and yield a risk score. The risk score translates into a risk level or an actual percent likelihood of re-offense. The actuarial approach is the one that insurance companies use to determine the insurance rates for different populations of insured individuals based on the statistical likelihood that they will file a certain type of claim.</p> <p>The actuarial approach provides objectivity, uniformity, consistency, and equality in the decision making process. It is an easy approach to learn, and its design lends itself to withstand legal challenges. However, as with other prediction methods, this model has limitations. Actuarial assessments primarily focus on general predictors and often ignore case-specific factors, and they typically lack the comprehensiveness common to a thorough clinical assessment approach.</p> <p>Slide 24 outlines a number of ways and tools that are currently in use to assess the likelihood of recidivism in sex offenders and in other criminal offenders. Two instruments that are very promising for assessing sex offender re-offense risk are the RRASOR²⁹ and the STATIC ‘99.</p> <p>The correlation coefficient (or r) is used to measure the extent to which a risk factor is associated with re-offending; it approximates the percentage difference between those offenders who have a particular risk factor and those who do</p>	<p>➤ Use slide 24: Risk Assessment Methods and Instruments</p> <p>📖 Refer to handout: Sex Offense Risk Prediction Methods chart found in participant materials with Section 3 of the Long Version of this curriculum.</p> <p>Note: Many participants may be averse to statistics and the trainer should provide an explanation</p>



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<p>not. Values under .10 have little practical significance; r values of .10 to .19 are considered relatively small; r values between .20 and .29 are considered moderate; and r values of .30 and above are considered large.³⁰ The r for the RRASOR is .27. The r for the STATIC '99, which incorporates the items that are in the RRASOR, is .33.</p> <p>SEX OFFENDER-SPECIFIC RISK ASSESSMENT INSTRUMENTS</p> <p>To give you an idea about how an actuarial risk instrument can be used, let us take a look at the RRASOR and apply it to a case study. The goal of this section is not to make the audience proficient in using the RRASOR or in assessing the re-offense risk of sex offenders. Rather, it will provide an illustration of the actuarial approach using a statistically validated tool that many jurisdictions have found helpful in their efforts to make more informed decisions regarding sex offender supervision. In order to develop the ability to administer any actuarial risk assessment instrument and accurately interpret the tool's results or scores, one must carefully review all of the instrument's scoring materials and practice or be trained under the supervision of a skilled and knowledgeable evaluator.</p> <p>The RRASOR³¹ predicts the likelihood of rearrest for a sex offense at 5- and 10-year intervals following a sex offender's release to the community from prison/jail or an inpatient treatment setting. A copy of the instrument is included with the training materials.</p> <p>The tool contains four items or factors, each of which is assigned a particular score: prior sex offenses, age of the sex offender, relationship of the offender to his victims, and gender of the offender's victims. While a sex offender can receive a score of 0 to 3 on the "prior sex offenses" item, the scores of the other three items can only be 0 or 1. On these three items, offenders score a 1 if they are age 25 or younger at the time of community release, sexually offended against any males, and offended against any nonrelated victims. Overall, a sex offender's score on the RRASOR may range from 0 to 5. Although a score of 6 is theoretically possible on the instrument, no offender in the development samples that were used to construct the test scored a 6. Recidivism rates</p>	<p>of r that meets the audience's knowledge level and experience.</p> <p>Note: Trainers should familiarize themselves with the entire RRASOR manual to prepare for teaching this section. Developed by Karl Hanson, of the Solicitor General of Canada's office, the RRASOR and its manual – along with updates on the research – can be found at www.sgc.gc.ca/epub/ecorrlist.htm1997.</p> <p>➤ Use slide 25: Example Instrument: The RRASOR</p> <p>📖 Refer to handout: A hard copy of the RRASOR is provided with the materials, identical to the slide.</p>

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<p>associated with the different scores on the RRASOR are presented both on the overhead and on the hard copy of the tool that is in your participant materials.</p> <p> LEARNING ACTIVITY: RRASOR One of the benefits of the RRASOR is that it's very easy to use. Unlike some of the other tools on the overhead that require advanced training (like the PCL-R) or information about offenders that can be difficult to obtain (like a plethysmograph score for the SORAG), the RRASOR can be scored by any line probation or parole officer. The RRASOR is not as simple as it looks. All users need to be trained in how to use it and to understand its strengths as well as its limitations.</p> <p>As a brief, simple example, examine the case of Mr. Jones, a 35-year-old sex offender who was arrested and convicted of molesting a 12-year-old male neighbor. Mr. Jones was also convicted of two prior sex offenses – abuse of one boy 15 years ago and another boy 10 years ago.</p> <p> ? Discussion Question: How would we score Mr. Jones?</p> <p>Based on these facts, Mr. Jones would receive a score of 4 on the RRASOR. He would be assigned one point for each of his two prior sex offense convictions, one point for his selection of a male victim, and one point for his selection of an unrelated victim. The graph on the overhead and in your materials indicates that the sexual re-offense risk of someone who scores 4 on the RRASOR is very high – the specific estimated probability within 5 years is 32.7 percent and within 10 years is 48.6 percent.</p> <p> INTERPRETING THE RRASOR SCORE The offender's score of 4 means that of all of the sex offenders in the test development sample who had a score of 4, 32.7 percent were estimated to have been arrested for or convicted of committing a new sex offense within 5 years of their community release. Actuarial instruments are, therefore, effective at predicting the re-offense rates of a group of similarly defined offenders. However, these tools cannot</p>	<p>Note: The RRASOR was developed using data from seven different follow-up studies and replicated on an eighth independent sample of sex offenders. The total sample used to generate the test was comprised of 2,592 sex offenders.</p> <p>➤Use slide 26: Re-offense Rates on the RRASOR</p>

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<p>necessarily identify whether or not a particular individual in that group will re-offend. In practice, the common operating assumption is that if a particular offender’s score is similar to other offenders who have, for example, a high rate of sexual re-offenses, it is reasonable to consider that offender to be a high risk to re-offend sexually as well.</p> <p>It is critically important to recognize that the actual percentage re-offense rates noted on any actuarial risk assessment instrument, the RRASOR included, may differ among jurisdictions as a result of different methods of reporting sex offenses, and variations in arrest and prosecution rates. However, on an actuarial tool such as the RRASOR, where each point increase in score is associated with an increase in sexual re-offense rates, the evaluator can be reasonably confident that higher scores correlate with higher sexual re-offense risk.³²</p> <p> ? Discussion Question: Are you surprised by the results of the RRASOR in this case? If so, why?</p> <p>Some researchers have suggested another approach to assessing the risk of re-offense – an adjusted actuarial approach. Even those who have proposed such a method suggest that adjustments of actuarial risk assessments should be approached cautiously, knowing that actuarial predictions surpass clinical judgments. The most recent research suggests that adjustments, particularly those based on clinical progress, significantly reduce the accuracy of risk predictions. The CSOM training module on assessment goes into more detail on the theory and practice of adjusted actuarial risk assessment.³³</p> <p>In recent years, very significant progress has been made in our ability to assess the likelihood of sexual recidivism in sex offenders (the development of the RRASOR is an example of this), and our knowledge in this area continues to develop at an exciting rate. We have identified many static and dynamic risk factors that are statistically correlated with sexual recidivism risk, and researchers have constructed an array of assessment tools that integrate many of these factors in a</p>	<p>Note: The trainer should anticipate some skepticism regarding the RRASOR because of the fact that there are so few items included on it. If the trainer would like more information regarding the validity (and the degree to which additional items would probably not add much to the predictive validity of the instrument), s/he should refer to the relevant segment of CSOM’s training curriculum on assessment.</p>

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<p>scientifically valid manner.</p> <p>These assessment tools significantly enhance our ability to identify subgroups of offenders who pose a higher risk to past and potential victims and the community than others. They also allow us to make more informed management decisions. Like the polygraph, however, none of these tools is a “silver bullet” or a “panacea.” Jurisdictions that are working to integrate the tools into their approach to sex offender management must –</p> <ul style="list-style-type: none"> ▪ Be very clear about why and how they will use the tools; ▪ Understand fully the strengths and limitations of each (and what they can and cannot do); ▪ Use more than one, if possible; ▪ Understand that an offender who scores “low risk” on the tools is not necessarily “low risk” (none of the tools provide all of the answers that we need or want to know about sex offenders); and ▪ Be willing and able to keep up with the emerging research in this arena. <p>What probation or parole officers normally think of as assessment may be quite different from what treatment providers, victim advocates, or judges term “assessment.” Always try to clarify what the term means and to work collaboratively with your colleagues to define the purposes, the tools, the outcomes, and the issues that are underlying the term “assessment.”</p>	



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<p>TOPIC: CLASSIFICATION (15 minutes)</p> <p>CLASSIFICATION: RISK AND RESOURCES</p> <p>Probation/parole agencies have been using classification and classification tools for many years to differentiate subpopulations that will receive differential levels or types of supervision. In general, these classification tools purport to distinguish groups with different levels of risk and need. They are important vehicles to target resources more effectively. Optimally, classification for risk should be based upon empirically based tools that have been validated on a jurisdiction's own population in order to ensure that they are valid in distinguishing varying levels of risk.</p> <p>Such tools are currently the only valid method to predict the likelihood of future failure and are demonstrably more accurate than intuition or clinical judgment alone. We discussed the use of these tools in the preceding section on the PSI. They are helpful when estimating the level of risk presented to the community by a particular offender and helping the court to make a determination between incarceration and community supervision.</p> <p>Once an offender is under supervision, there is a continuing need to assess risk for purposes of classification. Many agencies do not have access to validated instruments to assess risk for classification purposes. In the absence of such research-based tools, agencies sometimes use their collective common sense in developing tools to identify factors that, through experience, appear to be related to risk. Assigned weights and scores, these tools look exactly like validated risk instruments – the difference is that research and analysis has not (or not yet) demonstrated their validity (that they do what they are intended to do). They do help agencies allocate scarce resources more effectively and to review apparently risk-related factors more consistently. With sex offenders the challenge and need for classification is much the same – but the stakes are higher. Some agencies simply identify all sex offenders as high risk, applying the maximum resources available. As caseloads grow, the urgency to supervise higher</p>	<p>Note: The discussion questions suggested at the end of this section could also be used to begin the section.</p>






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<p>risk offenders more intensively mounts. In order to make some objective determination about which offenders require more intensive supervision and more resources, some agencies have taken steps to create classification schemes based upon the experience and judgment of their staff, and, subsequently, work toward validation.</p> <p>EXAMPLE OF A CLASSIFICATION TOOL</p> <p>One example is the sex offender assessment tool used by the Jackson County, Oregon, Department of Probation. It has a scale that uses 34 items (24 in a negative scale and 10 in a positive scale) along with three factors that generate automatic overrides. When scored, the instrument places a sex offender in a low-, medium-, or high-risk category. The instrument is appealing because its factors have face validity (they seem to make sense), they include factors that can change over time (so one can see either progress or deterioration and take appropriate action), and they are numerous enough to seem to mirror the complexities of human behavior. (One limitation of some of the more reliable empirical scales is that they have so few factors that they lack “face validity.”)</p> <p>Preliminary research on the tool conducted by the Oregon Department of Corrections Research Unit has shown some predictive ability regarding conviction for a new offense or revocation to prison, but no relationship to conviction for a new sex offense.³⁴ The short followup period (2 years) for the research may not have allowed enough time for failure related to sexual re-offending to occur, and more research is planned.</p> <p>However, the agency finds the tool useful for managing resources and alerting officers to factors they should track during supervision. Other agencies have also taken this path. Although these classification instruments and strategies are helpful as management tools, they do not take the place of, nor should they be confused with, validated risk assessment tools with demonstrated ability to differentiate groups of offenders with varying levels of risk.</p> <p>Agencies that currently have no classification instrument or process specifically for sex offenders should address this</p>	<p>Refer to handout: For reference, there is a copy of the Oregon Sex Offender Assessment Tool in the participant materials for Section 3 of the Long Version of this curriculum.</p>

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<p>shortcoming as expeditiously as possible at the agency management level. Likewise, if the classification tool being used by an agency has not been validated for the population being served, it would be important to begin to identify research resources, such as local universities, to conduct the research necessary to validate such a tool. In the meantime, line officers will want to rely on the information presented in this section of the curriculum to help identify static and dynamic risk factors, amenability to treatment, and victim impact and safety as a guide in targeting sex offenders for specific levels and conditions of supervision.</p> <p>? Discussion Question: Are you currently using classification instruments in your supervision work with sex offenders? If so, which tool are you using and for what purposes? Have you found it to be a helpful tool? If so, how has it been helpful?</p>	



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<p data-bbox="186 268 1015 352">TOPIC: PRE-SENTENCE INVESTIGATION RECOMMENDATIONS</p> <p data-bbox="186 361 337 390">(15 minutes)</p> <p data-bbox="186 432 386 462">INTRODUCTION</p> <p data-bbox="186 470 1068 541">The fruits of gathering all the information and analyzing it are intended to be threefold for the users of the PSI—</p> <ul data-bbox="186 550 1068 814" style="list-style-type: none"> <li data-bbox="186 550 1068 621">▪ To assess the level of risk the offender presents to the community, including the risk to the victim or victims; <li data-bbox="186 625 1068 697">▪ To assess the offender’s amenability to specialized treatment; and <li data-bbox="186 701 1068 814">▪ To understand what special conditions should be imposed in order to enhance the likelihood that the offender can be managed safely in the community. <p data-bbox="186 823 1068 894">Clearly, the three are interrelated and shaped directly by the information gathered in the course of the PSI.</p> <p data-bbox="186 936 652 966">LEVEL OF RISK TO THE COMMUNITY</p> <p data-bbox="186 974 1068 1205">The PSI’s summary recommendation regarding the offender’s level of risk to the community should include outcomes of the specific risk assessments we’ve just been talking about, but is based on all the information gathered and analyzed in the course of the investigation. The recommendation should include a brief synthesis of³⁵—</p> <ul data-bbox="186 1213 1068 1877" style="list-style-type: none"> <li data-bbox="186 1213 1068 1285">▪ The probability of re-offense (as defined by the best available actuarial risk assessment tool); <li data-bbox="186 1289 1068 1360">▪ Who the offender’s target victims have been in the past (age range, gender, relationship); <li data-bbox="186 1365 1068 1436">▪ Recommendations regarding risk found in the sex offender-specific evaluation (if available); <li data-bbox="186 1440 1068 1600">▪ Factors discovered during the investigation that tend to exacerbate risk (e.g., violence, easy access to victims, lack of treatment resources in the community, lack of amenability to treatment, enabling attitude of family and/or friends); <li data-bbox="186 1604 1068 1877">▪ Factors discovered during the investigation that tend to support the ability of the criminal justice system to manage this offender’s risk effectively in the community (e.g., supportive family/friends, availability of specialized treatment, access to polygraph, sufficient supervision resources, ability to limit access to victims and potential victims, willingness to agree to sex offender-specific 	<p data-bbox="1107 470 1432 575">➤Use slide 27: Pre-sentence Investigation Recommendations</p> <p data-bbox="1107 1125 1432 1230">➤Use slide 28: Pre-sentence Investigation Recommendations</p>






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 <p>conditions of supervision); and</p> <ul style="list-style-type: none"> ▪ The degree of harm that might be anticipated if the offender were to re-offend. <p>AMENABILITY TO TREATMENT Ideally, the probation/parole officer will have significant guidance regarding the amenability to treatment based upon a sex offender-specific evaluation report obtained as part of the PSI. In reality, many probation agencies are forced to make recommendations to the court without benefit of such an evaluation. If such is the case, the probation/parole officer should examine a number of variables, including the degree to which the offender³⁶ –</p> <ul style="list-style-type: none"> ▪ Accepts responsibility for his actions. (Because many, if not most, offenders exhibit some form of denial, the challenge for the probation/parole officer is to assess whether the offender is showing some signs of lessening his denial.); ▪ Exhibits some understanding that his offense has created negative consequences and trauma for the victim; ▪ Admits that his behavior is a problem for himself; ▪ Indicates a willingness to participate in specialized treatment; and ▪ Agrees to comply with a set of sex offender-specific conditions of supervision. <p>If specialized treatment is available, it is advisable to provide the offender with an example of a treatment contract at the time of the PSI and document that the offender has received it. This eliminates the opportunity later on for the offender to claim that he had no idea what would be expected in treatment.</p>	<p>➤Use slide 29: Pre-sentence Investigation Recommendations</p>
 <p>VICTIM IMPACT AND SAFETY PSIs should include information regarding the impact of the crime on the victim (including degree of trauma suffered, injury, and financial loss) and the probation/parole officer’s insights regarding the special conditions of supervision needed to protect the victim. Whenever possible, the victim should be involved in developing these conditions.</p>	<p>➤Use slide 30: Pre-sentence Investigation Recommendations</p>
 <p>CONDITIONS OF SUPERVISION The PSI should also summarize the probation/parole officer’s</p>	<p>➤Use slide 31: Pre-sentence Investigation</p>

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<p>recommendations for conditions of supervision tailored to the sex offender, ensuring that the recommendations are consistent with existing jurisdictional standards or legislative mandates. The next section of the training discusses special conditions of supervision currently being used by probation agencies to supervise sex offenders, monitor their compliance, and respond to violations.</p>	<p>Recommendations</p> <p>📖 Refer to handout: <i>The trainer should reference the example of the PSI report that is in the participant materials for section 3 of the Long Version of this curriculum.</i></p>



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<p>minors or dating anyone with minor children.</p> <ul style="list-style-type: none"> ▪ <i>Social/sexual behavior</i>: No sexual contact or unsupervised contact with any people under the age of 18; full appropriate dress when public view is possible; may not spend time in locations where individuals under the age of 18 are likely to be; all dating relationships to be reported; no nontherapeutic contact with convicted sex offenders; no view, purchase, or possession of adult materials. ▪ <i>Work (paid or volunteer)</i>: No such activity where contact with people under the age of 18 is likely; no supervisory responsibility over women or teenagers; required employment and payment of child support as necessary. ▪ <i>Alcohol/drugs</i>: No purchase, possession, or consumption; testing as requested. ▪ <i>Disclosure</i>: Signature on waiver allowing shared communication among treatment, probation, district attorney’s office, and the court; disclosure to others (schools, employer) as deemed appropriate. ▪ <i>Polygraph, plethysmograph, and other tests</i>: Offender must agree to submit to polygraph³⁸, plethysmograph, and other physiological tests as directed by the supervising officer. <p> USING SPECIAL CONDITIONS AS TOOLS TO MANAGE RISK</p> <p>Although these special conditions provide a foundation for the development of a comprehensive case management plan, probation/parole officers should tailor the specific supervision conditions in each sex offender’s case plan to address his individual risk factors. For example, the sex offender who rapes a woman he has befriended in a bar may require the imposition of a curfew, restricted access to motor vehicles, and a prohibition against entering bars. Such individualized conditions may help to prevent the offender from engaging in the behavior that can lead to the commission of a sexual assault.</p> <p>Developing a supervision strategy to protect potential victims may involve random home checks after curfew; review of the offender’s driving log; restriction of the offender’s access to vehicles; frequent contact with the offender’s family members, roommates, friends, and employer; and the administration of polygraph examinations on relatively short notice (information</p>	

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<p>from which can be used to amend conditions of supervision or identify problematic issues or risky behavior that should be addressed in treatment).</p> <p>In the case of a sex offender who molests nonfamilial children, it is imperative that special conditions of probation be imposed that prevent association with children and prohibit movement in areas where children routinely congregate (such as parks and schools). Strategies to monitor a child molester’s compliance effectively may include unannounced home visits, random polygraph testing, and verification of compliance through third parties (e.g., the client’s partner, landlord, neighbors, or employers).</p> <p>In the case of a rapist, special conditions should consider the ways the offender makes contact with women and the kinds of hobbies and interests that can potentially reinforce dangerous power dynamics (martial arts, hunting, other “masculine” pursuits), and should prohibit the offender from positions of authority over women, such as supervisory positions in employment.</p> <p> LEARNING ACTIVITY: CASE STUDY (10 minutes) Reconsider the case study and answer question 11:</p> <p>11. What special conditions do you think would have been particularly important for Mike to ensure successful completion of probation and victim safety?</p> <p> APPLYING STANDARD SEX-OFFENSE CONDITIONS Special supervision conditions, when ordered by the court or the supervision agent, are perhaps the most effective method of imposing external controls over sex offenders. In order to reduce the likelihood of a sexual re-offense, these restrictions must be designed to address all of the offender’s known and perceived risk factors, and supervision agents must monitor consistently the offender’s adherence to all of the conditions of his probation.</p> <p>Many probation agencies now advocate the imposition of standard conditions on all sex offenders regardless of their</p>	<p> Refer to handout: Section 3, Exercise 1 Case Study Questions In lieu of small group discussion, the trainer may wish to go back through the list of condition areas, item by item, and solicit suggestions and debate about the appropriateness of these conditions in the scenario outlined in the case study.</p>

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<p>offense. They take the position that it is not the responsibility of the probation/parole officer to demonstrate that all are appropriate to the offender. Rather, the onus is on the offender to prove that they are not appropriate for him. Any condition among the standard conditions that does not appear to be necessary for a particular offender should not be changed, at the very least, until the offender has a full sex offender-specific evaluation and passes a disclosure polygraph examination or, in the absence of these resources, is subject to a staff review. The rationale for this approach is that the research calls into question an earlier assumption that sex offenders tend to specialize with respect to victims. As we discussed earlier, it is now becoming clear that despite any preferences for types of victims, many sex offenders do engage in “cross-over” offense behavior. For instance, simply because an offender has offended against an adult victim does not mean that children are not at risk. Therefore, many jurisdictions are including a prohibition against access to minor children for all sex offenders until some sort of clear understanding can be documented through treatment and polygraph regarding them as likely victims.</p> <p>All special sex-offender conditions should be implemented in very specific ways, using clear and understandable language. For instance, a condition pertaining to contact with children might be implemented with explicit instructions about not having contact with an individual child or being present in the vicinity of schools, parks, or churches where children are known to congregate.</p> <p>Probation/parole departments usually develop a case file to document and prove that the special terms of supervision have been described to the offender and that he understands them. The document outlining the special conditions is signed by the probation/parole officer and by the offender (and the judge), and it can be used in court if the offender violates the conditions.</p>	<p>📖 Refer to handout: The trainer should reference the handouts in the participant materials for this section that illustrate how “contact” is defined by two probation agencies. (Maricopa County, AZ and Jackson County, OR) See “Oregon Department of Community Corrections: What Does ‘No Contact’ Mean?” <u>and</u></p>



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<p>EFFECTIVE MONITORING OF THE CONDITIONS</p> <p>Supervision agents must continually assess whether the conditions assigned to sex offenders appropriately address their current patterns of behavior (including social interactions) and living conditions. For example, a supervision agent may discover during a conversation with a family member that a sex offender is routinely riding a bus to and from work that is full of children. The agent should then propose an additional condition to be imposed by the court or parole board that forbids the offender from riding any bus that is likely to have children on it (e.g., during the mornings and in the afternoons and evenings before 9:00 p.m.). Likewise, for a rapist, an agent will want to interview and continue to monitor any females that the offender is dating, as well as monitor the various ways he accesses women, such as bars, dating services, church activities, etc. This ongoing evaluation of an offender’s behavior will also reinforce to the offender that his actions are being constantly scrutinized.</p> <p>Tools for monitoring compliance with conditions (and general progress under supervision) include information garnered from polygraphs and reports from third parties (offenders’ employers, family, neighbors, law enforcement officers, etc.). Monitoring should be increased during times of increased risk including when the offender is experiencing stress or crisis (loss of a job, divorce, death, or illness in the family), when the offender is engaged in (even court-approved) visits with</p>	<p>“Definition of Terms Regarding Contact with Minors— Maricopa County Adult Probation Department.”</p> <p>📖 Refer to handout: Refer to “Colorado Sex Offender Management Board: Standards and Guidelines for the Assessment, Evaluation, Treatment, and Behavioral Monitoring of Adult Sex Offenders,” especially Standards 5.600 and 5.700 as examples of what is expected of probation/parole officers in at least one state. Discuss the practicality of these guidelines. The guidelines are included in their entirety in the participant materials for Section 3 of the Long Version of this curriculum.</p> <p>➤ Use slide 33: Indications for Increased Monitoring</p>

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<p>victims or potential victims, and when the offender demonstrates an increased level of denial.³⁹ There are also specific red flags that supervising officers can be watching for that may relate to these stress events; these red flags include disengagement, “no-showing,” and manipulation.</p> <p>In 1997, Hanson et al. studied probation officers’ files on sex offenders under supervision at two points in time 6 months apart. For those offenders who went on to commit new offenses under supervision, certain clues existed in the officers’ notes, falling into the three named areas: disengagement, no-showing, and manipulation. An examination of these “clues” can alert supervising officers when offenders are becoming more dangerous and, therefore, in need of more external controls.⁴⁰ <i>Disengagement</i> refers to the sense that the offender is just going through the motions. He’s not open to talking about treatment, is not invested in treatment, and is generally not cooperating with treatment. He can seem silent and nondisclosing, and keep secrets. Supervisors might get a sense that the offender is being “phony,” that they don’t know what’s going on with the offender in general, or that the offender is working against them.</p> <p>A <i>no-showing</i> offender is frequently late, misses appointments, frequently wants to reschedule, and tries to limit meeting time. Again, there’s a sense of the client working against the supervisor. The offender may also be violating his supervision conditions.</p> <p>The offender using <i>manipulation</i> makes inappropriate requests, like inviting you to dinner or offering you gifts. You pick up on inconsistencies between what the offender is telling you and what you hear from the treatment team. You may catch the offender in lies or contradictions. The offender may be curt, rude, or threatening with you. You may get the sense that the offender is being “phony” or is trying to “play the system,” acting like he’s a leader in treatment, trying to get attention for being top in the class. Manipulation can be trying to take control of an interview, including trying to focus on irrelevant issues, trying to be “buddy-buddy” with the supervisor, or taking an inordinate amount of the supervisor’s time.</p>	<p>➤ Use slide 34: Red Flags</p> <p>➤ Use slides 35-36: Disengagement</p> <p>➤ Use slide 37: "No-Showing"</p> <p>➤ Use slides 38-39: Manipulation</p>



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<p>Although some of these behaviors, especially the manipulation, are typical of a lot of sex offenders, they should be taken seriously. Some of these behaviors also require a good deal of interaction with the offender to pick up. Interacting with an offender is one effective method of monitoring sex offenders more intensively in the community.</p> <p>TAKING APPROPRIATE ACTION WHEN VIOLATIONS OCCUR</p> <p>Responding to violations of conditions is a key component in assuring victim and community safety. While every violation may not warrant immediate revocation, it is very important that community safety remain as the paramount consideration when considering the application of intermediate sanctions in sex offender cases.</p> <p>A few general principles seem to have emerged, and one of the most important is that an appropriate response to any violation is informing all members of the case management team about the violation. This will allow the team to assess together the severity and risk implied by the violation and to develop an appropriate response. Clearly, however, there are instances in which a violation or inappropriate behavior must be addressed immediately, such as when there is contact with prohibited individuals, which must be resolved before the probation/parole officer leaves the scene.</p> <p>Another important principle is that responses to violations and risky behavior must be, as one supervision officer put it, “swift and sure.”⁴¹ If the results of a polygraph examination, information from collateral sources, or direct observation reveals that a sex offender has violated his treatment contract or supervision conditions and you do not respond quickly and appropriately, the message the offender receives is that he can violate his supervision conditions and/or treatment contract without consequences. This puts the community and past and potential victims at risk, and subverts the primary goal of sex offender management: the prevention of future sexual victimization.</p>	

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<p>Dangerous situations that require immediate action and the removal of the offender from his current environment include –</p> <ul style="list-style-type: none"> ▪ Possession of a dangerous weapon; ▪ Discovery of the offender in the presence of children when he initiates the contact and does not report it to a member of the supervision team; ▪ Any substance use that is part of the offender’s offense cycle; and ▪ Any circumstance in which the offender has physically harmed another individual while on probation. <p>Responses that tend to limit the risks posed by offenders and are particularly appropriate for less serious infractions may include –</p> <ul style="list-style-type: none"> ▪ Any condition that effectively limits access to victims (restrictions on residence with family, in neighborhoods where children live or play, going to bars); ▪ Electronic monitoring or the imposition of curfews; ▪ No contact orders; ▪ Restrictions on movement (locations that the offender can no longer be in or near); ▪ Increased monitoring and contact and/or intensity of treatment; ▪ Prerevocation contracts (“I understand that if I do not stop this behavior, my probation will be revoked”); and ▪ Admissions to violations (for documentation). <p>Probation/parole officers should be very clear about the expectations of their own jurisdiction regarding responses. If the agency has developed specific sanctions or conditions that are not tailored to fit the unique needs of sex offenders, probation/parole officers must explore how sanctions and conditions can be developed to respond more appropriately to the issues and concerns of sex offenders.</p> <p>AMENDING CONDITIONS OF SUPERVISION BASED ON NEW INFORMATION</p> <p>Amending conditions of supervision when new information becomes available to give you more control or to reward positive compliance around conditions by increasing privileges</p>	<p>➤Use slide 40: Situations Requiring Immediate Removal of the Offender</p> <p>➤Use slide 41: Responses to Limit Risk</p> <p>➤Use slide 42: Amending Conditions of Supervision</p>





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<p>is another effective case management tool. Indeed, it is one of the most flexible and personalized ways in which to manage risk in the community. Access to victims, movement through a known offense cycle, information from other members of the team – all give the probation agency clues to which it can respond by shifting conditions of supervision to better manage the offender.</p>	



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<p>TOPIC: THE CASE PLAN (30 minutes, including Learning Activity)</p> <p>INTRODUCTION Probation/parole agencies have varied policies and practices on the topic of case planning:</p> <ul style="list-style-type: none"> ▪ How many agencies require a case plan? On sex offenders? ▪ What type of guidance or direction do you have about what should be in the case plan and what you have to do to complete one? ▪ Does the supervising officer prepare the case plan if there is one? ▪ How long do you have to do it? ▪ How closely does practice follow policy? <p>According to Cumming and Buell, “the case planning process forms the basis for sex offender supervision. ... [It should be] updated when changes occur and created in a format that any staff person involved in the offender’s supervision can use.”⁴² Probation/parole agencies have a range of policies about when case plans should be completed and exactly what they should include. For purposes of this training we will focus upon the specific aspects of case planning that support and enhance the ability of the probation/parole officer to supervise sex offenders effectively.</p> <p>INVOLVEMENT OF THE OFFENDER In these types of cases, perhaps more than others, it is extremely important to involve offenders in the process of case planning. Although they are not in control of the process, it is important that offenders be involved and informed, and acknowledge the agreements made regarding supervision conditions and expectations. The case plan should include a place for the probation/parole officer and offender’s signatures and the date to indicate formally that the offender has agreed to abide by the conditions outlined in the plan.</p> <p>CHANGES IN THE PLAN All aspects of the case plan must be clear and up to date. Should a change in the probation/parole officer take place, it is imperative that the new supervising officer (whether</p>	<p>Note: Refer back to the PSI section as appropriate. Using the questions that are listed, the trainer may want to poll participants. As they respond, the trainer (or a designated recorder) may want to capture the responses on newsprint so that the participants can develop a more complete understanding of the experiences and perspectives of their colleagues.</p> <p>➤ Use slide 43: Developing a Case Plan</p> <p>Note: The trainer should note that in Section 5 (covering supervision strategies), participants will be learning about and working with techniques to encourage open communication with sex offenders.</p>





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<p>temporary or permanent) understands the restrictions and supervision conditions placed on the offender. The plan also provides an effective vehicle for communication with other members of the supervision team (e.g., the treatment provider, polygraph examiner, victim representative).</p> <p>INFORMATION IN THE PLAN</p> <p>In instances in which a PSI has been completed, the case plan should draw heavily on that information, updating where necessary. It should have information about the offender, the type of offense, the offender’s risk level (as determined by a validated risk assessment tool), the offender’s classification status (if such a tool is used), relevant risk factors, and specific requirements/instructions for the offender. Court or parole board-imposed conditions should be included and clarified with the offender if necessary. Resources – especially treatment resources – that are available to assist in the supervision of the offender should also be identified and specified.</p> <p>It is very important that the probation/parole officer be informed as to the statutory requirements in his or her jurisdiction that are imposed on sex offenders (e.g., sex offender registration, DNA testing, notification). It is also important for the probation/parole officer to update himself or herself on these issues, as statutes change frequently. Part of the supervision plan will include completing these requirements and documenting them as part of the permanent case file.</p> <p>CONTROLLING THE ENVIRONMENT</p> <p>One helpful way to think about the case plan is to break it down into two major elements: controlling the offender’s environment and ensuring his participation in sex offender-specific treatment.</p> <p>The probation or parole officer should consider what changes should be made in the offender’s present environment to decrease the risk of re-offending. Using the information gleaned from relevant documents, a review of the risky elements in the offender’s environment (including information from field visits to the offender’s home and place of</p>	<p>Note: The trainer should remind the participants that probation/parole officers often build upon the conditions set out by the court by providing offenders with specific instructions that are related to the court-ordered conditions of supervision. In other words, there are a variety of ways that probation/parole officers and agencies develop and use standard and special conditions of supervision. Regardless of the ways in which the agencies represented in the training mobilize the authority of the court for supervision, the substantive orders provided to the offender by the probation/parole officer need to address controlling the environment and successfully managing the risk factors that have been identified.</p> <p>➤ Use slide 44: The Case Plan: Two Major Elements</p>

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<p>employment) and changes in the offender’s life that influence his emotional stability (e.g., relationship problems, financial hardship, loss of a loved one, etc.), the probation/parole officer should continually revisit the conditions of supervision to determine whether changes are necessary in the case plan. If changes are deemed necessary, the probation/parole officer should ask himself or herself if they will reduce the offender’s access to past and potential victims and his ability to engage in decisions or actions that put others at risk. In addition, he or she should ask if the changes anticipate and address high-risk situations that relate to the offender’s time outside of work, his recreational activities, his access to pornographic materials, his ability to groom potential victims, his substance abuse problem, and other high-risk situations.</p>  <p>LEARNING ACTIVITY: CASE STUDY (10 – 15 MINUTES)</p> <p>Reconsider the case study and address question 12:</p> <p>12. Can you identify any additional risk factors in the case that you think are significant? If you were Mike’s probation officer, how would you address them? Given all of the risk factors that you have identified, what special conditions do you think would be appropriate for Mike’s case?</p>  <p>INVOLVING THE OFFENDER IN APPROPRIATE TREATMENT</p> <p>The important thing to keep in mind is that the second major element of the case plan is assuring that the offender participates in an appropriate treatment intervention.</p> <p><i>An Appropriate Referral</i></p> <p>It is particularly important to assure that sex offenders are referred to an appropriate treatment provider. When making a referral for treatment, probation/parole officers should keep the following issues in mind:</p> <ul style="list-style-type: none"> ▪ Substance abuse may need to be addressed to stabilize the offender before offense-specific treatment occurs. ▪ Is there a recommendation in the sex offender-specific evaluation for pharmacological interventions? This is not a recommendation that a probation/parole officer would make on his or her own. ▪ If it appears that family reunification may occur, the 	<p>Refer to handout: Section 3, Exercise 1 Case Study Questions</p> <p>➤ Use slide 45: An Appropriate Treatment Referral—Issues to Consider</p>


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<p>treatment provider should have the capacity to work with all family members. Very few treatment providers work with family reunification issues. A strict protocol on family reunification should exist in any jurisdiction to guide the case management team in preparing for reunification if there is a possibility that it may occur. This protocol should be shared with all family members at the beginning of the offender’s supervision.⁴³</p> <ul style="list-style-type: none"> ▪ The treatment plan should be amended as new information becomes available through the polygraph examination (if this tool is employed in the jurisdiction). <p>Keep in mind that you may have offenders with special needs. Offenders with organic brain syndrome or developmental disabilities will require very straightforward, concrete plans. For more information on working with special needs offenders, refer to <i>Treating Intellectually Disabled Sex Offenders: A Model Residential Program</i>, by Haaven, Little, and Petre-Miller.⁴⁴ Not all mental health professionals or therapists are appropriate for this kind of work. The treatment provider you select must be willing to work with the issues and concerns of this population.</p> <p>DRUG AND ALCOHOL TESTING AND ELECTRONIC MONITORING</p> <p>As with any other offender population, problems with alcohol and drug abuse can be major factors to be considered during the course of supervision. Although the research is limited on the effectiveness of alcohol and drug screening as an element of sex offender supervision and treatment, common sense suggests that this is an important aspect of offender behavior to consider in drafting a supervision plan and a treatment plan. We do know that alcohol and such drugs as methamphetamines often act as disinhibiting factors in an offender’s abusive behavior. Preliminary results of research into the nature of violation behavior among sex offenders under supervision suggest that more than half of all violations are related to alcohol and substance abuse behaviors. It would be extremely important to understand, for each offender, the role that alcohol and drug use plays in his offense cycle. Is it an element in grooming the victim, in reducing the offender’s own inhibitions, or in contributing to the offender’s ability to</p>	



Presentation Content	Teaching Notes
<p>continue denial of responsibility for his actions?</p> <p>Where alcohol and/or drug abuse are factors in the offender’s offense cycle, the use of drug and alcohol screening is another tool to be considered in crafting the supervision and treatment plan. Such screening should be implemented in conjunction with specialized sex offender treatment.</p> <p>The effectiveness of electronic monitoring for sex offenders under supervision is not well-documented in the research. Current practice suggests that electronic monitoring should also be applied within the context of specialized sex offender treatment.</p> <p> LEARNING ACTIVITY: CASE STUDY (10 minutes) Reconsider the case study and answer questions 13 and 14:</p> <p>13. Do you think that the treatment program in which Mike was involved was appropriate? If not, what other kinds of treatment interventions were necessary? Do you think that residential or outpatient treatment would be more appropriate for Mike? How do you make treatment referrals in your own work with sex offenders?</p> <p>14. Do you currently (or have you ever) supervised a sex offender with PTSD or another defined mental health condition? If so, what was the affliction and how did it impact your approach to case management?</p>	<p> Refer to handout: Section 3, Exercise 1 Case Study Questions</p>



Presentation Content	Teaching Notes
<p>TOPIC: MAINTAINING THE CASE FILE (15 minutes)</p> <p>IMPORTANCE OF DOCUMENTATION IN SEX OFFENDER MANAGEMENT The hallmarks of sex offending include offender secrecy, lies, manipulation, and deception, so the case file is an extremely important vehicle in which to document exactly what the supervision plan is, what expectations the offender has been given and has agreed to, and how well the offender is performing. It's also important to track red flags because single incidents may not be particularly notable, but patterns can tell you a lot. Because sex offenders may be under supervision for some time by a succession of probation/parole officers, the case file also provides a tool to ensure continuity in supervision. It will also support petitions for revocation if they become necessary and/or document appropriate intermediate responses.</p> <p>A complete case file provides easy access to important information and establishes a paper trail should a revocation become necessary. The case file provides documentation of the case management activities to date and highlights significant incidents and progress on the case. Whenever necessary, another officer should be able to pick up and act on the case in the supervising officer's absence.</p> <p>Documents that will be important to add to the permanent record after community supervision has been initiated include polygraph examination reports and the treatment provider's and supervision agent's responses to the results of the polygraph exams (if applicable); treatment progress reports (from both sex offender treatment and any other adjunctive treatment, such as substance abuse treatment); and periodic reports generated by the offender (such as a sexual history/autobiography and copies of homework assignments that were completed as a part of treatment). In addition, the case file may contain a revised treatment contract if there was a problem in treatment, a relapse prevention plan, and information regarding the offense cycle of the offender.</p>	<p>➤Use slide 46: Maintaining the Case File</p>

Presentation Content	Teaching Notes
<p>Reports from the social services administration regarding family members and/or the victim, and any other evaluations of the offender that were completed after sentencing (e.g., plethysmograph, treatment reports, Abel screen) should also be included in the case file. In addition, correspondence from family members, victims, the defense counsel, or the district attorney should be placed in the case file.</p> <p>The file should also include – in an easily accessible order – information generated by the probation/parole officer regarding the case (e.g., case notes, a brief summary and the date of every germane phone call and other instances of communication with stakeholders regarding the case, important decisions made, a list of violations and red flags and how they were or were not addressed, and changes in the supervision plan/special conditions). In addition, urinalysis reports, status reports on the victim, status reports on family members, and significant changes in the offender’s personal relationships (e.g., divorce) should also be included. Finally, a completed risk/needs assessment instrument should be a part of the case file to demonstrate why the probation/parole officer is supervising the offender in a particular manner or at a particular level.</p>  <p>PERSPECTIVES ON THE IMPORTANCE OF THE CASE FILE Because the stakes of failure are so high with sex offenders, it is important for the case records to be as complete and unassailable as possible. Probation/parole agencies across the nation are concerned that they may be sued by sex offenders (and their victims), perhaps more than any other population of criminal offenders who are being supervised in the community. At the same time, these cases often result in violation/revocation actions.</p> <p>It is highly advisable that all probation/parole officers make sure that they have a system to organize all the information within the file so that the officer and others can have easy and quick access to information when they need it. This assists officers to identify gaps in the file and the documentation system that need to be addressed.</p>	

Presentation Content	Teaching Notes
<p>In addition, probation/parole officers should know well and follow any policy regarding access to the material in the file or disclosure to any other party. In some jurisdictions, there are reports that can only be released by the court or by the parole board. Probation/parole officers must be in close communication with their colleagues and supervisors to avoid inadvertent disclosure of material to unauthorized parties.</p>	



Presentation Content	Teaching Notes
<p data-bbox="186 268 1055 441">TOPIC: STATUTORY REQUIREMENTS FOR COMMUNITY NOTIFICATION, REGISTRATION, AND DNA TESTING (10 minutes)</p> <p data-bbox="186 472 1031 703">Another responsibility that has been assigned to probation/parole agencies in many jurisdictions is that of community notification, registration, and DNA testing. It is important for you to familiarize yourselves with these requirements in your own jurisdiction. Do you have responsibilities? If so, what are they?</p> <p data-bbox="186 745 1079 1291">Community notification, in particular, has proven to be a function that probation/parole agencies are finding as a vehicle for community education. In the process of notifying communities about the presence of sex offenders in their midst, agencies are taking the opportunity to educate the public about how to better protect themselves, how to assist in informal supervision networks, and also to emphasize the rights of offenders to be free from harassment and vigilantism. As with other aspects of effective sex offender management, community notification responsibilities can be most effective when handled collaboratively as part of a community education strategy on sex offending and sexual assault prevention. Partners can include law enforcement, victim advocates, treatment providers, local legislators, and others.</p>	<p data-bbox="1112 304 1412 441">➤ Use slide 47: Increasing Requirements on Probation and Parole</p> <p data-bbox="1112 483 1437 1344">📖 Refer to handout: The trainer should refer to two policy and practice briefs included in their entirety with the participant materials for Section 3 of the long version of this curriculum: “Community Notification and Education” and “Sex Offender Registration: Policy Overview and Comprehensive Practices.” You may want to print and distribute these to participants, or select specific exhibits or excerpts as handouts.</p> <p data-bbox="1112 1386 1437 1848">Note: For additional information about community education on sex offender management issues, see CSOM's curriculum, <i>Educating the Community about Sexual Assault and About the Management of Sex Offenders in the Community</i> (forthcoming).</p>



Presentation Content	Teaching Notes
<p>TOPIC: LENGTHENING PERIODS OF SUPERVISION AND AUTHORIZING LIFETIME SUPERVISION (5 minutes)</p> <p>Some states have enacted legislation that permits or requires lifetime probation or parole supervision for certain types of sex offenders. This is an acknowledgement that this offense behavior extends over many years and that, even with progress on some fronts, the risk of relapse remains.⁴⁵</p> <p>In Arizona, after conviction for certain felony offenses, probation may continue for a term up to and including life that the court believes is appropriate for the ends of justice. The Specialized Sex Offender Unit in the Maricopa County (Phoenix) Adult Probation Department indicates that lifetime probation has many advantages, including that it –</p> <ul style="list-style-type: none">▪ Provides the ability to assess risk and manage sex offender cases proactively over an extended period of time;▪ Allows for the monitoring of true pedophiles (those offenders who have a primary arousal to children) over the course of their lifetimes;▪ Allows for comprehensive family treatment and observation of family contact and reunification dynamics; and▪ Allows for the monitoring and prevention of multigenerational offenders (e.g., brother, son, grandson, etc.).	<p>➤Use slide 48: Lengthening Periods of Supervision</p>



Presentation Content	Teaching Notes
<p>TOPIC: SURVEILLANCE (5 minutes)</p> <p>Probation/parole agencies have learned that monitoring the behavior of sex offenders, particularly their compliance with the conditions of supervision and access to victims, greatly enhances their ability to assure community safety. Some probation/parole agencies are now deploying “surveillance” officers to supplement the work of probation/parole officers. For example, in Maricopa County, Arizona, the Adult Probation Department has developed teams of probation/parole officers and sex offender surveillance officers. A surveillance officer’s primary job is to be in the community, checking up on the most high risk sex offenders. They work rotating shifts – allowing surveillance to be conducted seven days a week, 24 hours a day. Surveillance officers monitor sex offenders’ whereabouts and activities, verify addresses, assure that residences are in compliance with program standards and regulations, and communicate with the probation/parole officer and treatment provider. They have access to vehicles, radios, and pagers to maintain contact with the department’s dispatch and assure their own safety while in the field. In other communities, probation departments are teaming with local police to enhance their capacity for surveillance. Some agencies are teaming with local police departments who are assisting with surveillance and, thus, expanding the resources available to assure community safety.</p>	<p>➤ Use slide 49: Surveillance as a Tool for Sex Offender Supervision</p>



Presentation Content

Teaching Notes

TOPIC: SUMMARY

(25 minutes)

Supervision of sex offenders utilizes all of the traditional tools of supervision and adapts them to suit the particular character of this offender population and behavior. Let's go back over some of them:



? Discussion Question: What are some advantages of caseload specialization for sex offenders? Disadvantages?

? Discussion Question: What are the three recommendations that are made in the PSI?

? Discussion Question: What else can the information in the PSI be used for? How?

? Discussion Question: What are static and dynamic risk factors? How are they used?

? Discussion Question: What are some examples of specialized conditions for sex offenders? What is the purpose of each?

? Discussion Question: What are the red flags or possible warning signs that an offender is heading toward a relapse?

? Discussion Question: What's the difference between a validated and unvalidated classification or assessment tool?

? Discussion Question: What are the two major elements of a case plan?

? Discussion Question: Any other major points that you're taking away from this section?



Presentation Content	Teaching Notes
<p>NEXT SECTION: Section 4 will be approximately 2 hours in length and will cover sex offender-specific treatment: the research, components of the treatment, collaboration issues, and reasonable expectations of treatment providers.</p>	

¹ G. Marlatt and J. Gordon. (1980). Determinants of Relapse: Implications for the Maintenance of Change. In Davidson, P.O. and Davidson, S.M., (eds). *Behavioral Medicine: Changing Health Lifestyles*. Brunner/Mazel. New York, NY.

² Cumming, G. and Buell, M. (1997). *Supervision of the Sex Offender*. Safer Society Press, 36.

³ The Center for Sex Offender Management's *Glossary of Terms Used in the Management and Treatment of Sexual Offenders* defines the different kinds of denial as follows:

- Denial of facts: The offender may claim that the victim is lying or remembering incorrectly.
- Denial of awareness: The offender may claim that he experienced a blackout caused by alcohol or drugs and cannot remember the offense.
- Denial of impact: Refers to the minimization of harm to the victim.
- Denial of responsibility: The offender may blame the victim or a medical condition to reduce or avoid accepting responsibility.
- Denial of grooming: The offender may claim that he did not plan for the offense to occur.
- Denial of sexual intent: The offender may claim that he was attempting to educate the victim about his/her body, or that the victim bumped into the offender. In this type of denial, the offender tries to make the offense appear nonsexual.
- Denial of denial: The offender appears to be disgusted by what has occurred in hopes others will believe that he is not capable of committing such a crime.

⁴ Marshall, W.L., Laws, D.R., and Barbaree, H.E. (eds.). (1990). *Handbook of Sexual Assault: Issues, Theories, and Treatment of the Offender*.

⁵ Prentky, R.A., Knight, R.A., and Quinsey, V. (1990). *Sexual Violence, A Review Commissioned by the Panel on the Understanding and the Control of Violent Behavior*, National Research Council, Presented in Symposium, Destin, FL, p. 62.

⁶ English, K., Colling-Chadwick, S., Pullen, S., and Jones, L. (1996); *How Are Adult Felony Sex Offenders Managed on Probation and Parole? A National Survey*. Colorado Division of Criminal Justice, Department of Public Safety and the National Institute of Justice.

⁷ Ibid.

⁸ Coyne, R., Chief Probation Officer, New London, Connecticut Office of Adult Probation; Fagel, F., Area Coordinator, Oregon Youth Authority; and Olsen, S., Jackson County, Oregon Community Corrections. (1999). Presentation at the Center for Sex Offender Management's Intensive Training Session at the American Probation and Parole Association Institute. New York, NY.

⁹ An analysis of the caseload size of eight of CSOM's National Resource Sites (Maricopa County, Arizona; Jefferson County, Colorado; New Haven, Connecticut; the Commonwealth of Massachusetts; Westchester County, New York; Jackson County, Oregon; the State of Vermont; and Spokane, Washington) reflects an average sex offender caseload size of approximately 47 sex offenders per officer.

¹⁰ Cumming, G. and Buell, M. (1997). *Supervision of the Sex Offender*, Safer Society Press, 3.

¹¹ Ibid., 3-4.

¹² Ibid., 4.

¹³ Ibid., 4-31.

¹⁴ Ibid., 4-5.

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- ¹⁵ See the Colorado Sex Offender Management Board – Standards and Guidelines for the Assessment, Evaluation, Treatment and Behavioral Monitoring of Adult Sex Offenders, 1998.
- ¹⁶ *Supervision of the Sex Offender*, 3-31.
- ¹⁷ *Ibid.*, 18.
- ¹⁸ *Ibid.*, 20.
- ¹⁹ *Ibid.*, 20.
- ²⁰ *Ibid.*, 21-22.
- ²¹ *Ibid.*, 9-10.
- ²² *Ibid.*, 8-10.
- ²³ *Ibid.*, 8-10.
- ²⁴ Hanson, R.K. & Bussiere, M.T. (1998). Predicting relapse: A meta-analysis of sex offender recidivism studies. *Journal of Consulting and Clinical Psychology*, 66, 348-362.
- ²⁵ Barabee, H.E. and Marshall, W.L. (1988). Deviant sexual arousal, offense history and demographic variables as predictors of re-offense among child molesters. *Behavioral Science and Law*, 6, 267-280. Cited in Proulx et al. (1997). *Sexual Abuse: A Journal of Research and Treatment*, 9/1.
- ²⁶ Hanson, R. K., & Harris, A. J. R. (2000). The Sex Offender Need Assessment Rating (SONAR): A method for measuring change in risk levels. (User Report). Ottawa: Department of the Solicitor General of Canada.
- ²⁷ Hanson & Bussiere (1998).
- ²⁸ *Assessing the Risk of Re-offense in Sex Offenders*, Training Module developed by the Center for Sex Offender Management as part of its Comprehensive Training Curriculum, in draft.
- ²⁹ The RRASOR was normed on a prison population, not a probation population.
- ³⁰ Hanson, R.K. and Bussiere, M.T. "Predicting Relapse: A Meta-Analysis of Sex Offender Recidivism Studies." *Journal of Consulting and Clinical Psychology*, 66, 348-362.
- ³¹ Hanson, R.K. (1997). *The Development of a Brief Actuarial Risk Scale for Sexual Offense Recidivism*. User Report No. 1997-04. Ottawa: Department of the Solicitor General of Canada..
- ³² *Assessing the Risk of Re-offense in Sex Offenders*, in draft.
- ³³ *Ibid.*
- ³⁴ The results of the preliminary analysis were shared in a memo from Randy Ireson to Cindy Mazikowski of Lane County Community Corrections and Sam Olsen of Jackson County Community Corrections dated March 10, 1998.
- ³⁵ *Ibid.*, 24.
- ³⁶ *Supervision of the Sex Offender*, 23.
- ³⁷ These conditions have been adapted from the Westchester County, New York Probation Department and the Jackson County, Oregon Probation Department. Westchester County and Jackson County are two of the Center for Sex Offender Management's (CSOM) National Resource Sites.
- ³⁸ For a description of the polygraph and its application, please see Section 2, pages 33-38.
- ³⁹ *Colorado Standards*, p. 65-66.
- ⁴⁰ Hanson, R. K., & Harris, A. J. R. (2001). "A structured approach to evaluating change among sexual offenders." *Sexual Abuse: A Journal of Research and Treatment*, 13 (2), 105-122. And Hanson, R. K., & Harris, A. J. R. (2000). "Where should we intervene? Dynamic predictors of sex offense recidivism." *Criminal Justice and Behavior*, 27, 6-35.
- ⁴¹ Olsen, S. Adult Parole and Probation Officer (retired), Jackson County, Oregon Community Corrections.
- ⁴² *Supervision of the Sex Offender*, 44 and 49
- ⁴³ Training curriculum materials on family reunification will be available from CSOM in 2000.
- ⁴⁴ Haaven, J., Little, R., & Petre-Miller, D. (1990) *Treating Intellectually Disabled Sex Offenders: A Model Residential Program*. Safer Society Press.
- ⁴⁵ Colorado Sex Offender Management Board, Colorado Department of Public Safety. *Standards and Guidelines for the Assessment, Evaluation, Treatment and Behavioral Monitoring of Adult Sex Offenders; Lifetime Supervision Criteria; and Standards for Community Entities that Provide Supervision and Treatment for Adult Sex*

Offenders who have Developmental Disabilities. Denver, CO Revised June 1999. And Maricopa County Adult Probation Department. *Sex Offender Supervision Operations Manual*. Phoenix, AZ, September 1999. Both provide examples of standards for lifetime supervision.