



<b>Presentation Content</b>	<b>Teaching Notes</b>
<p>This section of the training program introduces a set of practical strategies that will be helpful in carrying out your supervision responsibilities with sex offenders in the community. Those strategic areas include—</p> <ul style="list-style-type: none"> <li>▪ Desensitization;</li> <li>▪ Maintaining control of interactions with offenders;</li> <li>▪ Initial interviewing;</li> <li>▪ Techniques to handle denial;</li> <li>▪ Being prepared for inappropriate behaviors;</li> <li>▪ Managing intrafamilial cases of child sexual abuse (incest);</li> <li>▪ Case work in various settings;</li> <li>▪ Eliciting the offender’s cooperation;</li> <li>▪ Dealing with lapses;</li> <li>▪ Testifying in court; and</li> <li>▪ Preventing and dealing with secondary trauma.</li> </ul>	<p>➤Use slides 2-3: Practical Strategy Areas</p> <p><b>Note:</b> The trainer should plan to ask for examples of participants’ experiences in each area—hopefully a technique that has been helpful and/or a situation that has been difficult. Allow participants to problem solve if they express an interest in discussing specific case examples.</p>



Presentation Content	Teaching Notes
<p><b>TOPIC: DESENSITIZATION</b> (5 minutes)</p> <p><b>WHAT DOES IT MEAN TO BE DESENSITIZED?</b> Sensitivity is a term in good currency today. We hear much about sensitivity training and how important it is to be sensitive to any number of issues and individuals. However, experienced probation/parole officers advise that to work with sex offenders, it is important to “desensitize” oneself <i>to some degree</i>. Offenders have often engaged in unspeakable behavior that has created life-altering trauma for their victims. Their behavior can be so far beyond the boundaries of civilized human interaction that we are naturally appalled. In the words of a seasoned parole officer who has supervised sex offenders for many years, a supervising probation/parole agent must deal with sex offenders “in a nonjudgmental way. ... You have to temporarily suspend disbelief and set aside the normal revulsion that we might have for these offenders’ behavior.”<sup>1</sup> This may seem counter to an individual’s sense of right and wrong, but probation/parole officers emphasize that it is necessary to suspend judgment to allow oneself to function effectively as a supervision officer. Suspending judgment of the <i>person</i> does not mean losing sight of the fact that the <i>person’s behavior</i> is not acceptable, is illegal, and is harmful to victims.</p> <p>Some techniques for desensitization include—</p> <ul style="list-style-type: none"><li>▪ Becoming as familiar as possible with the case file, nature of the crime, impact on the victim, etc., prior to the first interview to minimize surprises;</li><li>▪ Deliberately adopting a neutral tone and demeanor during your interactions with the offender, fully anticipating that some disclosure or discussion of the details of the offense may be quite unsettling. One neutral reaction technique is to respond by saying, “Let me write that</li></ul>	<p><b>Note:</b> This issue suggests a careful balancing act between encouraging officers to desensitize themselves and discouraging them from either becoming insensitive (to victims, for example), or minimizing the risk posed by the offender.</p> <p>➤ Use slide 4: Desensitization</p>





Presentation Content	Teaching Notes
<p>down,” which breaks eye contact, gives you a focus for your attention, and offers a neutral, routine response; and</p> <ul style="list-style-type: none"><li data-bbox="240 394 971 583">▪ Discussing your cases with another officer who may be involved in sex offender management, which provides you with an outlet to discuss the issues with someone who understands your situation.</li></ul> <p><b>? Discussion Question:</b> Are there any other techniques you’d like to add?</p>	



Presentation Content	Teaching Notes
<p data-bbox="235 275 959 363"><b>TOPIC: MAINTAINING CONTROL OF INTERACTIONS</b></p> <p data-bbox="235 369 708 401">(30 minutes, including Learning Activity)</p> <p data-bbox="235 438 639 470"><b>TECHNIQUES AND STRATEGIES</b></p> <p data-bbox="235 476 984 1100">Realizing that sex offenders are often experts in manipulation and deception, it is critically important for the probation/parole officer to develop strategies to maintain control of all interactions and to develop rapport with the offender. It is the responsibility of the probation/parole officer to elicit the information necessary to fulfill such responsibilities as the generation of a complete and thorough PSI and an ongoing evaluation of a sex offender's risk to the community and potential victims. To do so, the probation/parole officer should control all interactions in a firm but respectful manner to keep the conversation (and process of information collection and evaluation) on task. A number of strategies enhance an officer's ability to manage and control these interactions. They include –</p> <ul data-bbox="235 1106 984 1890" style="list-style-type: none"><li data-bbox="235 1106 984 1377">▪ <i>Establishing your competence and knowledge.</i> Be prepared for every interaction with the offender, especially your first interview. Demonstrate your knowledge of his offense and background. Refer to your experience, perhaps noting that you are aware of how difficult it may be for him to discuss his offense at first.</li><li data-bbox="235 1383 984 1854">▪ <i>Establishing the purpose of the visit.</i> Respect, fairness, and good professional practice dictate that the offender should be given a clear explanation of the purpose and nature of any contact or interview, and how the information that is garnered will be used. Do not allow the offender to move the discussion away from the point or to waste time on extraneous topics. If the purpose of the visit is to discuss the previous week's treatment session, state that up front. If the purpose is to discuss information regarding a violation, be clear about that as well.</li><li data-bbox="235 1860 984 1890">▪ <i>Using a neutral tone of voice.</i> Expressing confusion</li></ul>	<p data-bbox="1011 1115 1330 1220">➤Use slides 5-6: Maintaining Control of Interactions</p>

Presentation Content	Teaching Notes
<p>while using a neutral, nonjudgmental tone of voice may be a good means of eliciting information.</p> <ul style="list-style-type: none"> <li>▪ <i>Establishing and holding the offender to standards of dress and/or behavior.</i> Insist that the offender follow the standards established in his conditions of supervision (e.g., wearing undergarments, etc.) and insist on any other routine standards, such as removing hats and sunglasses during your meeting.</li> <li>▪ <i>Establishing that you are in close communication with treatment providers, victim advocates, polygraph examiners (if applicable), and any other individuals who play active roles in monitoring his behavior and actions during his term of community supervision, such as partners, family members, or mentors.</i> All team members should have access to the same information and the offender must learn immediately that he cannot manipulate the situation by providing different information to different members of the team.</li> <li>▪ <i>Setting and maintaining boundaries.</i> Sex offenders will often attempt to create inappropriate relationships with their supervising officers. They may proffer gifts, notes, or letters; ask about an officer’s personal and family life; or try to establish themselves as “special.” This could make it very difficult to exercise disciplinary control or revocation proceedings. Strategies to combat these attempts to manipulate one’s personal and professional boundaries are fairly straightforward. Some probation/parole officers report that they do not have personal items (photographs, certificates, souvenirs) in their offices. They do not divulge information about themselves or their families in the context of a meeting with an offender. They decline gifts and correspondence, emphasizing that they are inappropriate. They do not let small behaviors go unaddressed and they respond to attempts at manipulation or deceit, no matter how small or</li> </ul>	



Presentation Content	Teaching Notes
<p>insignificant, with such statements as, “this is what you are attempting to do and it is not appropriate because...” In addition, some officers arrange their offices in such a way as to create a neutral space between their desk and the chair in which offenders sit during office visits.</p> <ul style="list-style-type: none"> <li>▪ <i>Remembering that you can be deceived.</i> Many sex offenders are quite skilled at lying and manipulation. Be sure to verify through other sources (treatment providers, investigating officers, victims’ statements, collateral interviews) all information provided to you by the offender.</li> </ul> <p> <b>LEARNING ACTIVITY: TECHNIQUES AND STRATEGIES</b> (10-15 minutes)</p> <p>Up to this point, we have discussed some techniques that probation/parole officers use to desensitize themselves in their work and some strategies they use to maintain control of interactions with sex offenders. Now you will have an opportunity to discuss some of these challenges in light of your own experiences. You will find an exercise in your participant materials to guide the next discussion.</p>	<p> <b>Refer to handout:</b> Section 5, Exercise 1. As mentioned in previous sections, the trainer may want to facilitate the exercise for the entire training audience if there are fewer than 25 participants. If more participants are present, the trainer may want to break the group into smaller sections. If small groups are used, each one can designate a reporter to summarize their discussion for the larger group after it reconvenes.</p>



Presentation Content	Teaching Notes
<p><b>TOPIC: INITIAL INTERVIEWING</b> (20 minutes)</p> <p><b>TECHNIQUES AND STRATEGIES</b></p> <p>The issues mentioned above – desensitization and maintaining control of interactions – are clearly relevant in the interview setting. However, more specific strategies can be very useful during the pre-sentence investigation phase or at an early stage in the term of community supervision. These suggestions presuppose that the interviewer has obtained and reviewed collateral documents that describe the offender’s offending patterns. Collateral reports should include victim statements, affidavits, police reports, and criminal record checks.<sup>2</sup></p> <ul style="list-style-type: none"><li>▪ <i>Take control of the interaction.</i> All the techniques described earlier apply here.</li><li>▪ <i>Stress honesty.</i> The officer should inform the offender that he or she has conducted a detailed review of the offender’s case. The offender should be informed that if he lies about anything, it will be difficult for the officer to trust the offender, and he should be informed about the consequences of being dishonest. For example, in many jurisdictions, if an offender does not admit to the sexual offense for which he was convicted, it is very unlikely that he will be eligible for community supervision and treatment. The same standard for honesty should apply to the officer. The offender should not be told anything that is not true or promised anything that cannot be delivered.</li><li>▪ <i>Take a general history.</i> The officer should start by asking general history questions that are not difficult or threatening for the offender to answer. It is often a good idea for an officer to tell an offender that initially he or she is not going to ask about and does not want the offender to talk about his sexual offense. If the officer asks about the offending behavior too soon and he denies the offense for which he was convicted, the</li></ul>	<p>➤Use slide 7: Initial Interviewing</p>

Presentation Content	Teaching Notes
<p>officer has allowed him to lie about his offending behavior and it will be more difficult for him to tell the truth in the future. Nonthreatening questions can address such things as the offender’s current living situation, employment, and other demographic information. This may make it easier for him to talk, and for the officer to develop some rapport with him.</p> <ul style="list-style-type: none"> <li>▪ <i>Dispel sex offender myths.</i> Sex offenders often possess the same or similar beliefs about sex offenders and offending as the general public does. During the course of an initial interview, it is important to dispel myths the offender may hold. The officer should communicate an understanding about the offender’s sex offending behavior in a way that makes the offender feel that he is understood (see McGrath 1990). The officer should remain aware of how difficult it may be for an offender to talk about his offending behaviors. The officer should communicate in actions and words that he or she does not condone sexual aggression and sees it as a serious problem, yet recognizes it as a problem for which the offender can obtain help.</li> <li>▪ <i>Take a sex and sex offense history.</i> The majority of time spent during initial interviews with the offender will usually focus on gathering information about the offender’s sexual and offending history. This should be done in a straightforward and matter-of-fact manner. Topics to be addressed include sex education, sexual traumas, masturbatory fantasies, use of pornography, sexual outlets and frequency, sexual dysfunctions, paraphilias, victim characteristics, offense precursors, grooming or attack behavior, details of the present offense, empathy, and acceptance of responsibility.</li> <li>▪ <i>Allow face saving.</i> It is extraordinarily unlikely that a sex offender will be completely honest about his sexual history during an initial interview. It is important to set the stage for the</li> </ul>	<p><b>📖 Refer to handout:</b> Trainers may want to remind participants that lists of sexual history and offense history questions were provided during the discussion of pre-sentence investigations in Section 3, slides 14-15.</p>

<b>Presentation Content</b>	<b>Teaching Notes</b>
<p>offender to be able to save face in order for him to bring up new information about his deviant sexual patterns in future meetings. For example, the officer can tell the offender that it is normal to begin remembering things about one's sexual behavior after being interviewed about one's sexual history for the first time. In addition, the interviewer can tell the offender that he or she understands that the offender will probably be unable to tell his whole story in the first few meetings and that more of the story will come out as they have more time to talk.</p> <ul style="list-style-type: none"> <li>▪ <i>Plan for the future.</i> The interview should conclude by providing a sense of hope for the offender. It can be both comforting and motivating for the offender to know that someone is interested in him and that help is available. The officer should provide information about the next step in the evaluation, supervision, or treatment process.</li> </ul>	<p>Copies of these slides are included among the participant materials for Section 5 of the long version of this curriculum.</p>

Presentation Content	Teaching Notes
<p><b>TOPIC: HANDLING DENIAL</b> (60 minutes, including role play)</p>  <p><b>DENIAL</b> Some level of denial is to be expected among all sex offenders – at least in the early stages of supervision. As we have discussed, these offenders have been able to carry out their offending behavior through deception and manipulation. As noted previously, during the initial interview and very early in supervision, it may be in the probation/parole officer’s interest to allow some face-saving regarding the offender’s sexual history and offense. Once the offender has been on supervision for some time, however, it becomes extremely important to confront him or her whenever there is denial of any kind. Denial can take several forms. Examples include –</p> <ul style="list-style-type: none"> <li>▪ Denial that the sexual abuse ever occurred;</li> <li>▪ Denial that the offender <i>intended</i> to commit the offense (assertion that it “just happened”);</li> <li>▪ Denial that the offender is fully responsible (belief that the victim initiated the contact or was a willing participant);</li> <li>▪ Denial of other deviant behaviors and arousal patterns; and</li> <li>▪ Denial that the victim experienced any harm.</li> </ul> <p><b>TECHNIQUES AND STRATEGIES</b> The following techniques address the issue of denial in an interview setting (these have been detailed by McGrath<sup>3</sup>):</p> <ul style="list-style-type: none"> <li>▪ <i>Interview collaterals separately.</i> Officers should be very careful when interviewing an offender conjointly with his family, victims, or other collaterals, as this gives the offender an opportunity to control the responses of others. If the officer meets with each collateral individually, especially during the initial evaluation, then the officer will be – or appear to be – the most knowledgeable person in the</li> </ul> 	<p>➤Use slide 8: Types of Denial</p> <p>➤Use slides 9-10: Strategies and Techniques to Handle Denial in an Initial Interview</p>

Presentation Content	Teaching Notes
<p>system. This information can then be used to increase the officer's influence over the offender.</p> <ul style="list-style-type: none"> <li>▪ <i>Don't tip your hand.</i> Some offenders will try to determine what the officer knows about their offense and history, and will admit only to those facts. The officer should inform the offender that a great deal is known about his case, while at the same time remaining vague on the specifics until the offender has told his story and has been encouraged to fill in any missing details.</li> <li>▪ <i>Develop a "yes set."</i> During the initial stages of the interview, the officer should ask only those questions to which the offender's response will be yes. Agreement and cooperation of the offender during the initial stages, even on unimportant points like birthdate or place of employment, can set the stage for cooperation during the later stages of the interview when more difficult issues are discussed.</li> <li>▪ <i>Ignore untruthful answers.</i> Eventually, the officer must confront the offender to clarify points of confusion, deception, or disagreement. It may be easier, however, for the officer to begin by acting as if a suspected untruthful answer was not heard. The officer will then be free to repeat or rephrase the question in a nonconfrontational manner.</li> <li>▪ <i>Repeat questions.</i> Asking the same question or variations of the same question at different times throughout the interview is a simple but potent interview strategy. Offenders often disclose some aspects of their histories in response to questions that are posed early in the conversation and then add more details, information, and explanations if the questions are rephrased and reemphasized later in the interview.</li> <li>▪ <i>Place the burden of denial on the offender.</i> The officer should ask questions that assume that the offender has engaged in the type of behavior that is being questioned. For example, the officer should avoid questions such as, "Have you</li> </ul>	

Presentation Content	Teaching Notes
<p>ever...?" and instead ask, "When did you first...?" or, "How often have you...?"</p> <ul style="list-style-type: none"> <li>▪ <i>Use successive approximations.</i> If an offender is denying committing certain behaviors reported by the victim, begin questioning on this issue by established facts approximate to this behavior. For example, if an offender denies having intercourse with a victim, questions might progress from establishing that he was undressed with the victim, to his penis touching her leg, to his penis touching her vulva, to his penis actually entering her vagina.</li> <li>▪ <i>Alternate support and confrontation.</i> Offenders generally disclose more when they feel understood and supported. At the same time, however, they must be held responsible for presenting the truth. The skilled interviewer will move back and forth between the roles of supporter and confronter during the course of an interview.</li> <li>▪ <i>Allow some rationalization.</i> One goal of interviewing at the outset of supervision is to develop an open channel of communication with the offender and obtain information about the offender's behavior and what he thinks about it. If the officer uses the initial evaluation to confront all of the offender's rationalizations, the offender may resist talking about his true thinking patterns and behavior in later conversations.</li> <li>▪ <i>Use behavioral descriptors.</i> Words such as "molester" or "rapist" mean different things to different people. Ask questions concerning the offender's specific behavior rather than using words or phrases that are prone to misinterpretation.</li> <li>▪ <i>Emphasize what happened.</i> Initially, it is more important to determine what an offender did as opposed to why an offender committed an offense. "Why" is speculation and invites excuses; "what" concerns behavior that typically can be substantiated.</li> </ul>	



Presentation Content	Teaching Notes
<ul style="list-style-type: none"> <li>▪ <i>Avoid multiple questions.</i> Asking more than one question at a time encourages confusion, interrupts the flow of the interview, and allows the offender to dodge portions of the question.</li> <li>▪ <i>Ask rapid-fire questions.</i> This strategy enables the officer to cover interview material efficiently and forces the offender to answer questions spontaneously without having much opportunity for premeditation.</li> <li>▪ <i>Frame disclosure as positive.</i> Always stress the benefits of disclosure for the offender. This might include the relief of getting secrets “off his chest,” avoiding a long incarceration, or being admitted into treatment.</li> </ul> <p>As supervision continues, strategies for interviewing and handling denial will shift somewhat. While the primary goal in initial interviewing and conducting the PSI process is to gain as much information as possible so that appropriate decisions can be made regarding community supervision, the goals of supervision are different. One very important goal of supervision is helping the offender accept responsibility for his actions. Probation/parole officers find the following techniques and strategies to be particularly helpful to achieve this goal:</p> <ul style="list-style-type: none"> <li>▪ Do not enable/allow denial. Confront each instance;</li> <li>▪ Confront thinking errors consistently; and</li> <li>▪ Do not allow any shifting of responsibility for the offender’s actions.</li> </ul> <p><b>LEARNING ACTIVITY: ROLE PLAY</b> (30 minutes)</p> <p>Invite participants to form groups of three. Ask the members of each small group to choose number 1, 2, or 3, then assign everyone who chose number 1 to be observers, all number 2s to be offenders, and all number 3s to be officers. Using the case study from the earlier sections to provide facts for offenders to speak from (provided in Section 5, Exercise 2), ask</p>	<p>➤Use slide 11: Interview Strategies and Techniques to Handle Denial--Ongoing</p> <p>📖 <b>Refer to handout:</b> Section 5, Exercise 2 This activity allows participants to practice some of the things they might say during an initial interview, such as how to phrase what they want to say about</p>



<b>Presentation Content</b>	<b>Teaching Notes</b>
<p>officers to perform a cursory initial interview with the goal of getting through the stages up to the offense history without getting all the information they would ordinarily need to get. Allow 10-15 minutes for the interview and then invite observers to share their observations with their small group. Observers should watch for challenges offenders present as well as techniques officers use.</p> <p>If time allows, invite the groups to switch roles and repeat the exercise.</p>	<p>honesty or sex offender myths, as well as practicing maintaining control of the interaction and responding to denial. Trainers might remind participants that this is not a skills-based training and that the exercise is meant only to demonstrate how it feels to put some of these ideas into practice.</p> <p><b>Note:</b> At the conclusion of the exercise, trainers may choose to invite the group to share any general comments or observations about the activity – what was difficult about it, what they noticed, etc.</p>



Presentation Content	Teaching Notes
<p><b>TOPIC: BEING PREPARED FOR INAPPROPRIATE BEHAVIORS</b> (20 minutes)</p> <p>COMMON BEHAVIORS OF SEX OFFENDERS</p> <p>Forewarned is forearmed, as the saying goes. In this section, we will discuss some of the behaviors a probation/parole officer is likely to encounter while supervising sex offenders and some appropriate responses to them.</p> <ul style="list-style-type: none"><li>▪ <i>Intimidation.</i> Although many sex offenders are compliant and cooperative, officers may encounter situations in which an offender will attempt to be intimidating. He may choose to sit too close to the officer, violating a sense of personal space. He may stare. He may act provocatively. Officers should feel free to ask the offender to be seated in a different location and to cease staring. The offender should be called on provocative behavior. These techniques are attempts to put the officer on the defensive and deflect attention from the real issue: the offender’s sexual assault behavior.</li><li>▪ <i>Emotional outbursts.</i> An offender may break down in front of an officer during an interview. It is best to simply accept this as one normal response from the offender. Allow him to compose himself and then move forward. Do not allow this behavior to become manipulative.</li><li>▪ <i>“Splitting” and manipulating.</i> The offender will almost certainly test the supervision team by providing different information to different team members and alleging that his treatment provider has told him something that conflicts with what the probation/parole officer has told him. He will also attempt to discredit any information that reflects negatively on him. It is vital that officers communicate openly and consistently with other stakeholders who are involved in the community supervision of sex offenders. This makes it much more difficult for the offenders to split the team</li></ul>	<p>➤ Use slide 12: Be Prepared for These Behaviors</p>

Presentation Content	Teaching Notes
<p>and manipulate its individual members.</p> <ul style="list-style-type: none"> <li>▪ <i>Creative interpretation of conditions or instructions of any kind.</i> Sex offenders are masters of interpreting information in ways to achieve their own ends. This is why it is essential to give them instructions and conditions in writing and to mandate that they provide their signature acknowledging that they have received them, have read them, understand what they mean, and will follow them. If there are specific sex offender terms and conditions, it is very important for the officer to clarify every term on the first visit. It is not uncommon, for example, for offenders to expect to move back home with their children or continue contact with older victims. A field visit should be made as soon as possible to make sure the offender complies with this directive. (Maricopa County [AZ] Adult Probation Department and Jackson County, Oregon’s Community Corrections have created definitions of contact with minors that are two pages in length. These definitions are very specific in their directions regarding what “contact” means.)</li> </ul> <p> <b>? Discussion Question:</b> Has anyone had an experience with any of these behaviors they’d like to share? How have you responded to these behaviors in the past?</p>	<p> <b>Refer to handout:</b> See Section 3 handouts for examples of these no-contact definitions.</p>



Presentation Content	Teaching Notes
<p><i>Nonoffending Partners</i>            Before contact or reunification occur, the partner (usually the mother) should have been through her own treatment program; she should be totally familiar with the offender’s assault script, grooming behaviors and patterns, cycle of offending, and relapse prevention strategies to detect the early warning signs of possible re-offending.</p> <p>She is dealing with unique personal issues: She is a secondary victim in such cases, as are the siblings, male or female. She is often an unresolved victim of past sexual abuse, angry at “the system” instead of the offender, and needs professional help and support as she learns how to function independently of her partner and be emotionally supportive to the victim. She is often torn between feelings for a man she loved or still loves, her children, and extended family members. Because a mother’s ability to nurture and protect her children may be the most important factor in the victim’s recovery, these partners need the support and assistance of professionals, no matter how difficult.</p> <p><i>Extended Family Incest</i>            Incest can occur among any members of a family, including siblings, aunts or uncles and their nephews or nieces, grandparents and their grandchildren, etc. The challenges in these cases will depend very much on the overall relationships between the family members. Some of these dynamics may apply even if the offender is not technically or legally a family member. In family settings in which the grandparent is the offender, family members are often torn between belief in the victim and loyalty to the elder. Grandmothers don’t understand why their grandchildren can’t visit; siblings sometimes take sides between a grandfather and a victim who might be judged as troublesome, difficult, or possibly seductive. As with other intrafamilial cases, efforts should be made to provide</p>	

<b>Presentation Content</b>	<b>Teaching Notes</b>
education and support for all family members who have a role in the lives of the victim and the offender.	



Presentation Content	Teaching Notes
<p><b>TOPIC: CASE WORK IN VARIOUS SETTINGS</b> (20 minutes)</p> <p><b>EFFECTIVE USE OF CONTACTS</b></p> <p>We have discussed in some detail interactions with the offender in the context of interviews, many of which take place in the probation or parole office setting. In addition, seasoned officers suggest some tips for effective supervision in the office, the field, and the home.</p> <p><i>Effective office contacts</i> provide opportunities to build rapport with offenders, their families, and other members of their support systems in a controlled and safe environment. Because this is part of a collaborative effort with treatment providers, victim advocates and others, remember to consult with team members about the information learned. It's also important to check with the treatment provider before discussing treatment work to be sure that you understand the purposes of assignments. In this office setting an officer may<sup>4</sup> –</p> <ul style="list-style-type: none"><li>▪ Review homework and treatment goals;</li><li>▪ Review current sexual fantasies and sexual practices;</li><li>▪ Discuss work in the treatment group;</li><li>▪ Discuss high-risk situations, SUDs (seemingly unimportant decisions), and coping techniques;</li><li>▪ Evaluate any changes in denial;</li><li>▪ Assess movement through the offense cycle;</li><li>▪ Confront the offender's thinking errors and denial; and</li><li>▪ Review the offender's financial concerns and payments toward victim restitution and treatment costs (and toward other fees such as child support).</li></ul>	<p><b>Note:</b> The text for this section is not very long, but the time allotted assumes that the trainer will draw examples from his/her own experience.</p> <p>➤Use slides 14-15: Effective Office Contacts</p>





Presentation Content	Teaching Notes
<p><b>TOPIC: ELICITING THE COOPERATION OF OFFENDERS</b> (5 minutes)</p> <p>If a sex offender is to be successful on supervision, it is essential that he/she cooperate with the supervision team. Some techniques for eliciting the cooperation of offenders include –</p> <ul style="list-style-type: none"><li>▪ Being clear about expectations;</li><li>▪ Being clear about the roles of all the team members;</li><li>▪ Being matter of fact about the offense and the offense cycle;</li><li>▪ Emphasizing the benefits of cooperation; and</li><li>▪ Emphasizing the costs of failure to him as well as to the victim and the community.</li></ul>	<p>➤Use slide 18: Eliciting the Cooperation of Offenders</p>





<b>Presentation Content</b>	<b>Teaching Notes</b>
<p>the attention of the officer. If left unchecked, the offender’s risk of re-offending will increase. But revocation and incarceration are not the only tools available to deal with an offender who’s violated his conditions.</p> <p>While violation protocols may limit officers responses in some ways, most officers have the authority to impose intermediate sanctions and/or modify the case plan to account for the specific behaviors. For example, an offender who’s been known to expose himself to adolescents in fast-food restaurants reveals that while on a carpentry job recently, he had a quick lunch at the nearest restaurant, a McDonalds, in violation of his conditions. Considering many factors, the officer may choose to demonstrate an attitude of appreciation for the offender’s honesty and for the opportunity to discuss coping strategies rather than being severe. At the same time, he or she might want to reevaluate the employment situation of the offender and require that he get clearance for future jobs to prevent encounters with high-risk situations.</p> <p>In short, officers should evaluate every lapse in terms of the basic risk level of the offender, the severity of the lapse, the change in risk evidenced by the lapse, and the stakes of a further lapse. Responses should be proportional to the severity of the lapse and address the specific risk created.</p> <p>Whenever possible, officers should try to get independent corroboration for reports of lapse behavior if they come from someone other than the offender. Officers should protect the identity of those in close proximity to the offender who might be vulnerable to retaliation. At the same time, they need to corroborate anonymous reports of lapses from the public; in high-profile cases, there have been instances in which such reports were inaccurate.</p>	

Presentation Content	Teaching Notes
<p><b>TOPIC: TESTIFYING IN COURT</b> (30 minutes, including Learning Activity)</p> <p><b>SCENARIOS</b> There are two scenarios in which a probation or parole officer might be called upon in court to testify regarding a sex offender. The first scenario is at the sentencing stage, when a probation officer might be asked to testify regarding the results of a pre-sentence investigation. The second scenario is when an offender violates his probation or parole, and testimony is being taken at a revocation hearing in court (or, in the case of parole, before a hearing officer, parole supervisor, or parole board). This is a challenging but important part of a probation/parole officer's job.</p> <p><b>REQUIREMENTS</b> The first requirement for competent trial testimony is impeccable documentation. The third section of this training focused on the case file and assembling appropriate documentation. Cumming and Buell note the following issue areas to consider when called upon to testify in court<sup>7</sup>:</p> <ul style="list-style-type: none"> <li>▪ <i>Preparation.</i> It is extremely important that you prepare yourself for testimony by thoroughly reviewing your case file. You should be thoroughly familiar with all the documentation, beginning with the pre-sentence investigation, all of your case notes, and all entries having to do with violation behavior. Be prepared to provide justification to the court for your actions and decisions. Meet with the prosecutor and be sure that he or she has a complete understanding of everything you may testify to in court. Discuss what the prosecution might ask and how to respond.</li> <li>▪ <i>Remember that you are a supervision expert.</i> As an experienced probation or parole officer, you are likely much more well-versed in the issues surrounding sex offender supervision than the</li> </ul>	<p>➤Use slides 20-21: Testifying in Court</p>



Presentation Content	Teaching Notes
<p>judge, the prosecution, or the defense. You should be prepared to discuss the rationale for special conditions of supervision and for your approach to supervision. Remember that you are in the business of risk control, which is reflected in your various activities and supervision level. The treatment provider is in the business of risk reduction, involving the offender in a course of therapy that will reduce the likelihood of future sex offending. Be careful not to be placed in a position where you are also casting yourself as a treatment expert. The defense may seize on this stance and attempt to discredit you and your testimony on the grounds that you are not a treatment expert.</p> <ul style="list-style-type: none"> <li>▪ <i>Dress appropriately for the courtroom.</i> You will increase your credibility as a professional and an expert if you dress conservatively and neatly.</li> <li>▪ <i>Remain objective at all times.</i> No matter how you may feel about the offender, the violation about which you are testifying, or what he has done in the past, you should maintain objective and proper demeanor at all times. If you become emotional or reveal your distaste for the offender, his behavior, or the defense, you will undermine your stature as an objective witness.</li> <li>▪ <i>Use clear, understandable language.</i> Do not lapse into acronyms or jargon that may not be understood. Remember that you are likely to be more knowledgeable than anyone else in the courtroom and as such, part of the role of your testimony is to educate the other players. You should refrain from using equivocal statements such as “I think.”</li> <li>▪ <i>Be brief and accurate in your answers.</i> Be sure to listen to the questions carefully. Pause briefly to reflect on the question. Give short, clear answers. If you do not understand the question, ask for clarification.</li> </ul>	




Presentation Content	Teaching Notes
 <ul style="list-style-type: none"> <li>▪ <i>Be particularly alert when a defense attorney summarizes your statements. Listen and correct any error, no matter how small.</i></li> </ul> <p>LEARNING ACTIVITY: DISCUSSION QUESTIONS (10-15 minutes)</p> <p>Participants who have had the opportunity to testify in court or before a parole board on a revocation issue undoubtedly have experiences to share with other participants.</p> <ol style="list-style-type: none"> <li>1. What are some of the typical issues/questions that arise in testimony?</li> <li>2. How have you typically prepared yourself to testify?</li> <li>3. Are there any particular lessons you've taken from this experience that would be helpful to your fellow participants?</li> </ol>	<p> <b>Refer to handout:</b> Section 5, Exercise 3: Testifying in Court. Trainers should refer participants to the relevant discussion questions.</p>



Presentation Content	Teaching Notes
<p data-bbox="235 310 966 436"><b>TOPIC: PREVENTING AND DEALING WITH SECONDARY TRAUMA</b> (20 minutes)</p> <p data-bbox="235 766 657 798"><b>WHAT IS SECONDARY TRAUMA?</b></p> <p data-bbox="235 808 917 1081">The concept of secondary trauma refers to the emotional and psychological effects experienced through vicarious exposure to the details of the traumatic experiences of others. Supervising sex offenders in the community certainly has its emotional and psychological effects on probation/parole officers.</p> <p data-bbox="235 1123 966 1312">When sex offenders who are under community supervision treat probation/parole officers as they treat their victims – in a manipulative, denying, and blaming fashion – officers may feel victimized and abused.</p> <p data-bbox="235 1354 625 1396"><i>Effects of Secondary Trauma</i><sup>8</sup></p> <ul data-bbox="235 1396 982 1858" style="list-style-type: none"><li>▪ Dealing with sex offenders can distort perceptions of normal behavior.</li><li>▪ Listening to sex offender disclosures is emotionally draining and extremely difficult.</li><li>▪ Recognizing and firmly confronting an offender’s manipulation and abuse of power is part of the treatment team’s work. The use of “official” power sometimes violates an officer’s sense of how people should be treated.</li><li>▪ Working constantly with deceit and manipulation, and being a frequent target of it, can create a sense of distrust of others.</li></ul>	<p data-bbox="1015 310 1380 777"><b>Note:</b> This topic benefits from people sharing their experiences with each other. Trainers are encouraged to draw on their own experiences. It may also be a good use of time to allow small-group conversations. A curriculum devoted to this topic is currently in development.</p> <p data-bbox="1015 819 1347 892">➤Use slide 22: What Is Secondary Trauma?</p> <p data-bbox="1015 1407 1372 1543">➤Use slide 23: Effects of Secondary Trauma—Dealing with Sex Offenders Can:</p>



Presentation Content	Teaching Notes
<ul style="list-style-type: none"> <li>▪ Encourage staff to maintain balance and a rewarding lifestyle apart from work.</li> </ul> <p><i>Mitigating the Effects of Secondary Trauma (the Individual)</i><sup>11</sup></p> <ul style="list-style-type: none"> <li>▪ Listen to feedback from colleagues, friends, and family members.</li> <li>▪ Take care of yourself. Some suggestions include creating a self-care list and posting it prominently in the home or office, being creative, getting away or outside, enjoying other environments, appreciating the weather, having fun, socializing, and seeking counseling if needed.</li> </ul>	<p>➤ Use slides 27-28: What an Individual Can Do to Mitigate Secondary Trauma</p>

Presentation Content	Teaching Notes
 <p><b>TOPIC: SUMMARY</b></p> <p><b>LEARNING ACTIVITY: WORK PLANNING</b> (25 minutes)</p> <p>We have covered a significant amount of material in this segment of the training and now we are going to give you the opportunity to spend some time considering if and how you might want to integrate some of these ideas into your work. Please reconsider the various topics covered during this section of the training and consider the two questions below for each topic area detailed in the attached work planning chart. Hopefully, the material in this training will help participants begin to develop a strategy to integrate some of this information into their own or their agencies' work. The work planning chart provides a format for participants to record their observations and plans for the future.</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> <li>1. For each topic on the agenda, what were the most useful ideas, concepts, and guidance offered that you think may be applicable to your own work? Take a moment to write some notes in the work planning chart to refer to during the discussion.</li> <li>2. How would you operationalize the information you have learned? Are there specific changes you might make or practices you might adopt based on the ideas, concepts, and guidance provided during the training? Please record your thoughts on the work planning chart to refer to during the discussion.</li> </ol>  <p><b>CONCLUSION</b> (5 minutes)</p> <p>Evaluations of the training: written and oral.</p>	<p> <b>Refer to handout:</b> Section 5, Exercise 4: Developing Strategies for Change</p> <p><b>Note:</b> If time allows, invite participants to share with the group one activity or idea they plan to implement as a result of the training. This can serve to inspire new ideas and others and send people away with a sense of accomplishment.</p> <p><b>Note:</b> Allow time for participants to complete evaluations. A standard evaluation is included with the overview materials at the beginning of this curriculum. You</p>

Presentation Content	Teaching Notes
<p>We've covered a lot of material, and we hope you are leaving with some concrete ideas that you want to pursue in your own work. There are resources available to you as you get into this area of work. (Insert local resources if available.) You can also look to CSOM, whose Web site address is <i>www.csom.org</i>. There you will find links to other sites, a searchable database, information about upcoming events, downloadable documents, and so forth. We are providing copies of CSOM's forms to request documents and to request technical assistance.</p> <p>(Insert information on trainings, skill-building sessions, or other upcoming, related activities.)</p>	<p>can also engage the group in a discussion of things they liked and things they would change about the training.</p> <p><b>Note:</b> Trainers may want to provide local contacts as well.</p> <p>➤ Use slide 29: Center for Sex Offender Management</p> <p>📖 <b>Refer to handout:</b> A CSOM technical assistance request form and a document request form are included in the participant materials.</p>

<sup>1</sup> Lucey, K., Chief Probation Officer, Massachusetts Trial Court, Ware, Massachusetts. (1999). Presentation at a Statewide Training for Probation and Parole Officers, East Lansing, MI.

<sup>2</sup> McGrath, R.J. (1990). Assessment of Sexual Aggressors: Practical Clinical Interviewing Strategies. *Journal of Interpersonal Violence*. Sage, 507-509.

<sup>3</sup> Ibid.

<sup>4</sup> Coyne, R., Fagel, F. and Olsen, S. (1999). Presentation at the Center for Sex Offender Management's Intensive Training Session at the American Probation and Parole Association Institute, New York.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Cumming, G. and Buell, M. (1997). *Supervision of the Sex Offender*, Safer Society Press, 68-70.

<sup>8</sup> Fagel, F. and Pullen, S., Manager, Research and Evaluation Unit, Office of Probation Services, Colorado Judicial Department. (1999). Presentation at the Center for Sex Offender Management's Intensive Training Session at the American Probation and Parole Association Institute, New York.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.