

Coalinga State Hospital
Sex Offender Commitment Program

PHASE II: SKILL ACQUISITION

PATIENT HANDBOOK

(REVISED 1-10-03)

This Handbook is being provided to make sure that each Patient in the Skill Acquisition Phase of SOCP treatment has the materials that they may need to learn the necessary skills to prevent relapse.

1. Do not work ahead on assignments without first receiving approval from your therapist. There is NO VALUE in completing written exercises by yourself. Reliable, therapeutic changes require the group process. Do not assume that because you have read the material and written out some exercises that you have accomplished the therapeutic goals of the Sex Offender Commitment Program. This would be like reading the program and saying you've seen the opera.
2. Reading ahead is OK and may be beneficial. If questions occur as you read, be sure to get those questions answered. Don't make assumptions when you are unsure about the meaning of something in the handouts.
3. You may need extra copies of specific blank forms. Your therapist can provide them as needed. Some of the blank forms will also be available in the nursing office.

Phase II – Skills Acquisition
Module 1 – Lay-Outs, Topic 1
Homework Assignment – Preparing the Lay-Out

Write-out your Lay-Out and present it in group. Be willing to receive feedback from the facilitators and other group members regarding your lay-out. Also, it is important to recognize you may be asked to modify your lay-out once you have presented it.

Write-out your Lay-Out and present it in group. Be willing to receive feedback from the facilitators and other group members regarding your lay-out. Also, it is important to recognize you may be asked to modify your lay-out once you have presented it.

Instructions for the Lay-Out are as follows:

1. Give full name
2. Provide a brief account of past sexual offenses and force you used.
3. Identify age, gender, and relationship to each victim.
4. Describe why you are in treatment (Goals).

An example of a Lay-Out is as follows.

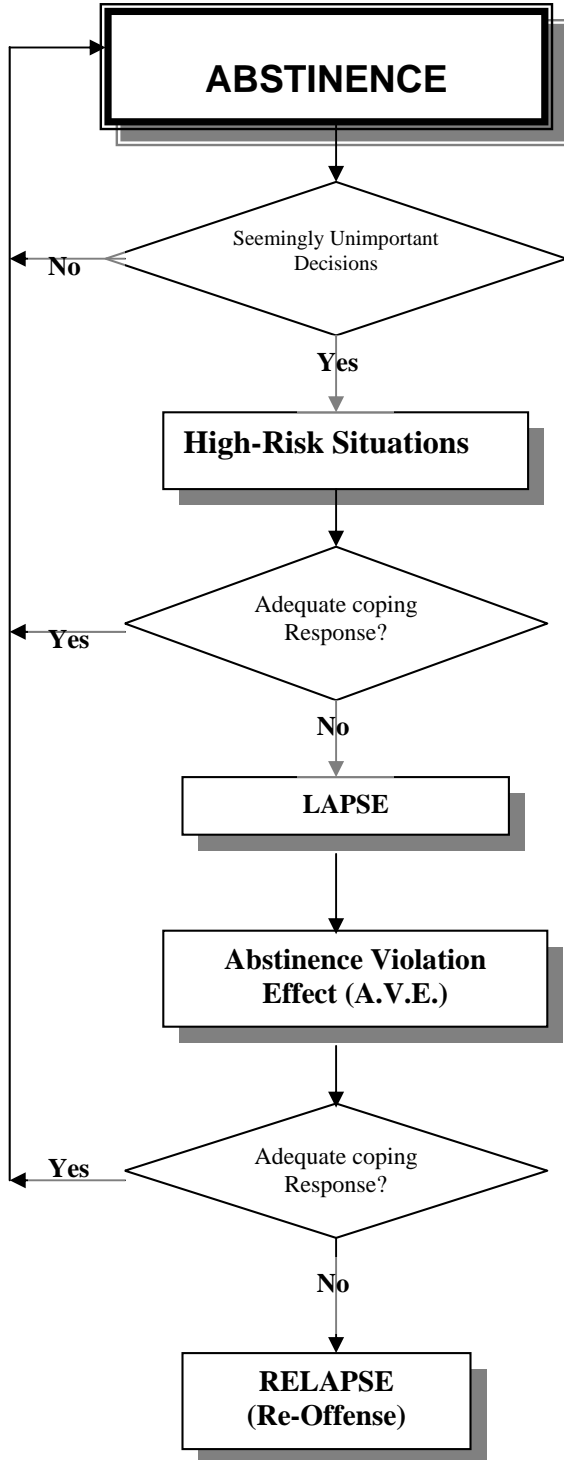
“My name is Bob. I am here because of my past behavior of child rape and molestation. I forced my victims to orally copulate me and then I would orally copulate them. I told them that if they did not do what I wanted, I would not let them go home. One time, I told an 8 year-old boy that I would kill his mom if he didn't orally copulate me. I've had 5 different boy victims, two of them were 8 years old, one was 7 and the other two were about 6. Two of my victims were neighborhood kids, one was a boy I knew from the church youth group and the other two were kids who went to the local park for summer Recreation group. I abused most of my victims more than once and I molested one of them over 20 times. Through this treatment group I want to learn ways to keep myself from ever offending again. I also want to learn how I can feel more comfortable with men and women my own age. “

OR

“My name is Bill. I am here because of my past behavior of raping women. I forced my victims to orally copulate me and then have intercourse with me. I told them that I would kill them if they did not do what I wanted and I showed them a knife I had with me. One time, I actually cut a woman who was struggling. I also punched three of my victims. I've had a total of 5 different victims. One was 18, one was 16 and the others were in their mid 20s. I didn't know 3 of my victims, I just followed them out of bars. The other two were friends of my brother. Through this treatment group I want to learn what I can do to stop myself from doing this again.”

RELAPSE PREVENTION MODEL

Purpose: To show the chain of events (choices) leading to the offense. It doesn't "just happen". Each diamond below represents a choice point; an opportunity to return to abstinence.



- Sense of control.
- No deviant thoughts/fantasies.
- Responsible; Aware; making thoughtful choices & decisions.
- Self-esteem up.

aka "Seemingly Unrelated Behavior That Leads to Error (S.U.B.T.L.E.)"

- seems reasonable, justifiable, unrelated
- leads to high-risk situation

- Self-control is threatened, but not lost
- Potential for or chance of relapse is increased
- Separate behavior from interpretation

within the person

- behavior
- thought
- emotion

event

- situation (place, time)
- behavior of another

Requires extra effort to get back to abstinence

- recognition of the S.U.B.T.L.E.
- form a more realistic and objective interpretation
- make a decision and self-instruct
- coping response – escape/avoid situation
- permanent/preventive-talk about it, life-style balance

A deviant thought or fantasy.
Close to RELAPSE.

Abstinence Violation Effect (only if committed to abstinence)

Emotions/thoughts associated with lapse. Manifest as depression, anxiety, and anger, blaming others, victim stance.

- feel out of control
- poor self-esteem
- belief that treatment failed

- Must cope with both A.V.E. and lapse.
- Must believe in self-control.
- Make choices and act on them.
- Usually involves getting help.

Deviant sexual behavior occurs – re-offense.

The purpose of this assignment is to help you create an overall picture of the chronology of your offending pattern. This assignment will go hand-in-hand with the work you do on your Behavior Chains.

Definition of “Abstinence” within the framework of Relapse Prevention for Sex Offenders:

to hold back or voluntarily stop oneself from engaging in deviant sexual behavior as well as the thinking, behavior, and circumstances that can lead to offending.

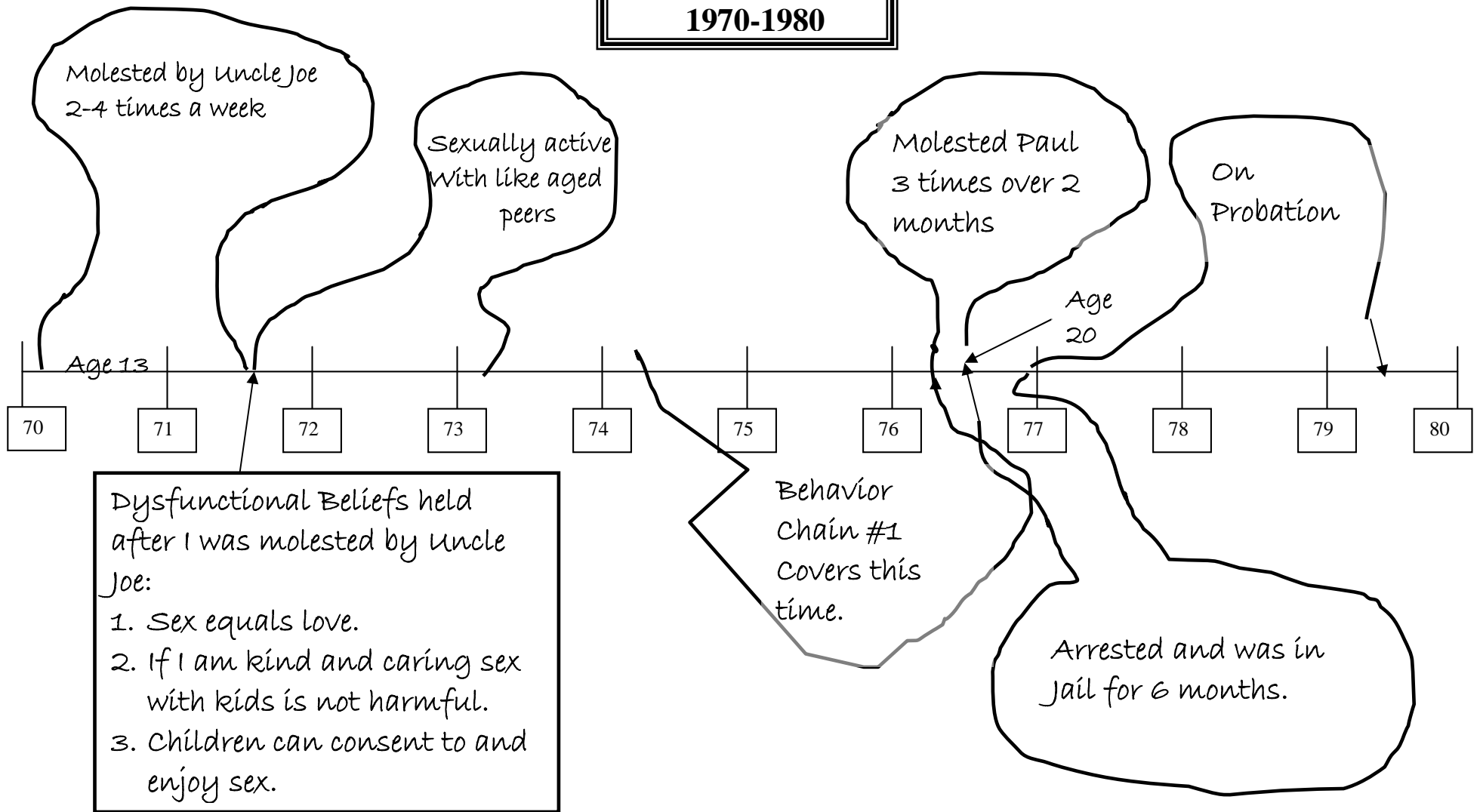
INSTRUCTIONS

- ◆ Place notations on the Abstinence and Offense Time Line for each convicted sex offense as shown in the example.
- ◆ Note non-convicted offenses on the time line without noting the specifics as noted in the narrative above (optional but recommended).
- ◆ Note any other significant event that you think might be relevant to understanding your offense pattern.
- ◆ Save the time line for future use.

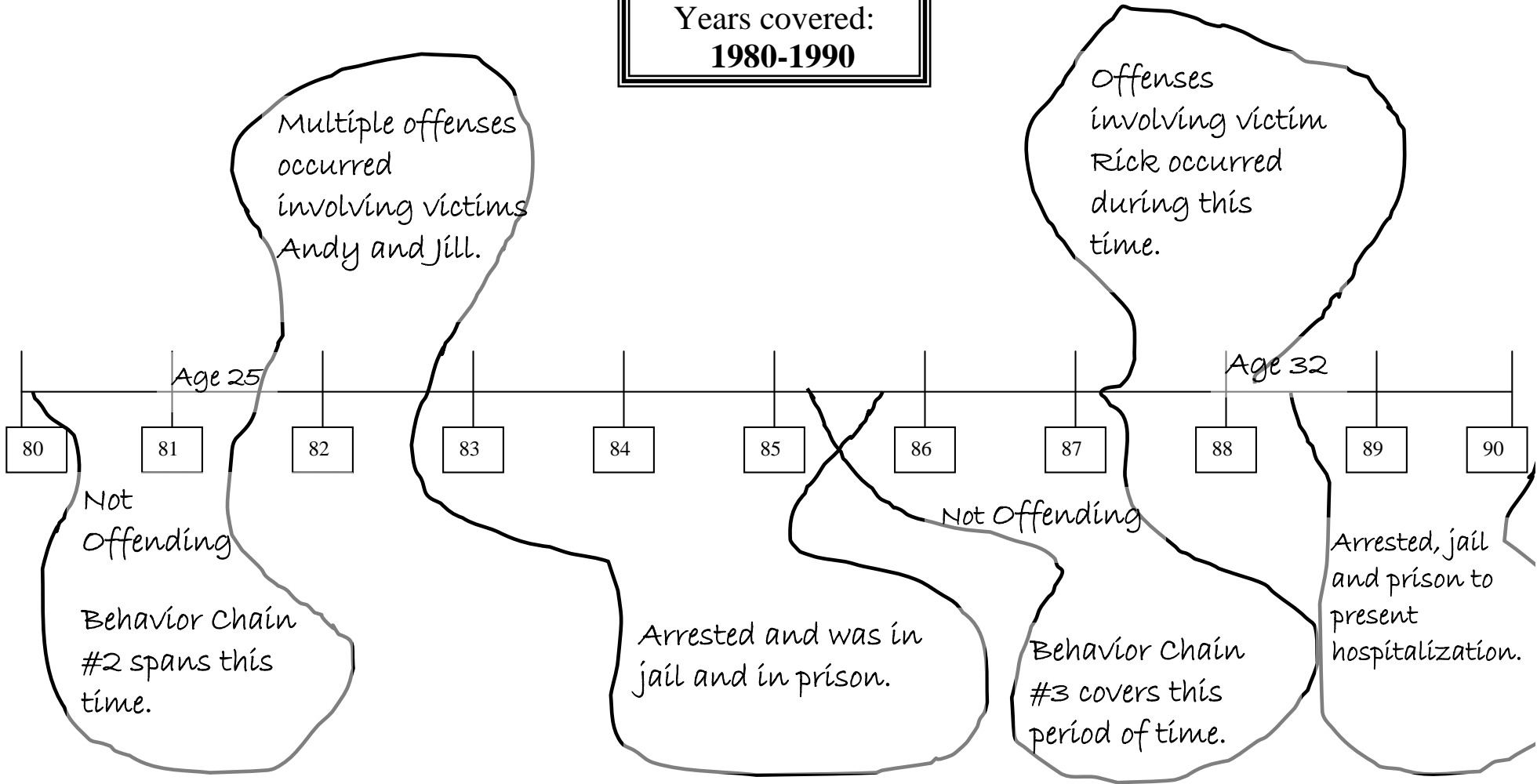
INSTRUCTIONS FOR FUTURE USE

- ◆ After you complete a Behavior Chain, note the time that the seven events covered on your time line.
- ◆ When you have identified dysfunctional beliefs in a Behavior Chain, note as best you can when that dysfunctional belief was acquired.
- ◆ Save the time line for future use.

TIMELINE
Years covered:
1970-1980

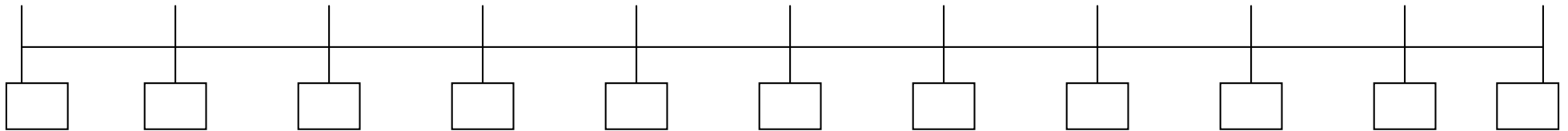


TIMELINE
Years covered:
1980-1990



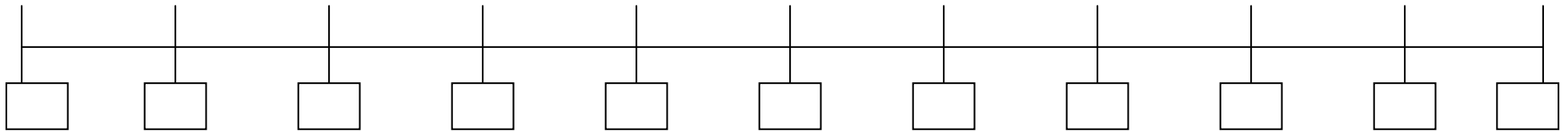
Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 2
Handout – A Blank Abstinence and Offense Time Line

TIMELINE Years covered: _____ - _____
--



Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 2
Handout – A Blank Abstinence and Offense Time Line

TIMELINE Years covered: _____ - _____
--



ABSTINENCE	Deviant sexual interest	Cognitive distortions	Access to victims	Lack of empathy	Substance abuse	RELAPSE
------------	-------------------------	-----------------------	-------------------	-----------------	-----------------	---------

One possible chain of events leading to sexual offense

HOW TO BUILD A BEHAVIOR OFFENSE CHAIN

1. Identify events that led up to your crime.

The first task in being able to understand the links in your offense chain is to identify as many events as possible that led up to your offense. These are things that occurred before your rape or molest. Write them on scrap pieces of paper. You can organize them later. Some of the events may have happened only hours or minutes before your crime(s). Other times, important events that played a role in your offense(s) may have occurred months, years, and even decades earlier.

The descriptions of these events do not need to be elaborate, nor do they need to be in complete sentences. Brief phrases work the best in this task.

Include only events that happened before you started your offense. Do not include the sexual actions that were involved in the offense itself.

2. Be sure that you are listing events and not something else.

Be careful not to list feelings or thoughts instead of events. It is sometimes easy to confuse the two, but it is important to keep them straight. An event is:

- Something you did.
- Something you said.
- Something someone else did.
- Something someone else said.
- Something that happened.

Events are observable. Other people can see them or hear them. They are not the things that went on in your mind. Thoughts and feelings are very important links in the chains leading to sex offenses, but we will consider them later. For the present, simply consider the *actions* you or somebody else did, or something that happened.

As you think about important events, consider what would be recorded if a videotape had been following you around during your life. Consider which events it would record and how those

events would be edited together in order to show the clear path toward your molest or rape. A video camera cannot record thoughts and feelings, it can only record actions and happenings.

Be careful not to confuse an event with your reaction to the event. For example, this is not an event: "my wife made me angry". Your anger is not the event. The event was what she did (e.g. called you names, was not home, slept with another man, etc.) that resulted in you becoming angry.

Also, be careful not to confuse an event with your interpretation of that event. (This, too, will be considered later.) For example, this is not an event: "your stepdaughter was being seductive to you". The event was what she did (e.g. walked around the house in skimpy shorts and a tube top, gave you back-rubs, talked about sex) that you interpreted as seductive.

Finally, avoid using vague, passive, or third-person descriptions. Events are active. The more you can use active, specific language and "I" statements in writing your events, the easier they will be to work with later. For example:

Weak event: "I was drunk."
Better event: "I drank a fifth of bourbon."

Weak event: "The rent was unpaid."
Better event: "I spent the rent money on a prostitute."

3. Test each event for relevance.

Only events that had something to do with your offending should be included in your Behavior Chain. Ask yourself each of the three questions below about all of the events on your list so far:

1. Did it increase the chances that I would commit my crime?
2. Did it decrease the chances that I would commit my crime?
3. Did it have no effect on the chances that I would commit my crime?

Only those events that increased the likelihood of your crime are important and relevant for your Behavior Chain. Those that decreased or had no effect on the probability that you would commit the rape or molest are not relevant for the Behavior Chain.

4. Work backward in time.

It may be easiest for you to start by identifying events that occurred immediately before your offense. Then, start asking yourself what happened before that? And before that? And so on.

5. Identify the 7 most important events.

Some offenders identify hundreds of events that were relevant to their offending. Because one of the purposes of a Behavior Chain is to identify high-risk factors that you can keep in mind to avoid or learn to handle differently, such a lengthy list is not very helpful. But, it's a good place to start. Your therapist and fellow group members will help you whittle it down. If this is your case, you can look at the events on your list that represent similar themes in your life. Only pick out one or two to represent this theme or try to combine similar events in one statement. Also, review your list to determine which were the most important events. Select those that had the greatest impact on increasing your chances of offending.

Some offenders are hard pressed to come up with more than one or two events that they think led to their offenses. Sex offending never has only one or two precipitating events.

Consider this case: Michael, a sex offender in therapy, indicated that the only relevant event prior to his attempted rape was that he got drunk. Lots of people get drunk, but few end up raping someone. What made Michael different? Also, Michael was often drunk, but he didn't always end up raping someone. What made this time different? These are the type of questions to be asking yourself to identify the relevant events that led up to your crime.

Typically there are many things that have happened to you that have influenced whether or not you ended up molesting or raping. Even if you are not sure if an event affected your chances to molest or rape, put it on the list to be included in your Behavior Chain. You might also review important events in your life with a friend, your group, or your therapist to identify factors that resulted in you being at risk to commit a sex offense.

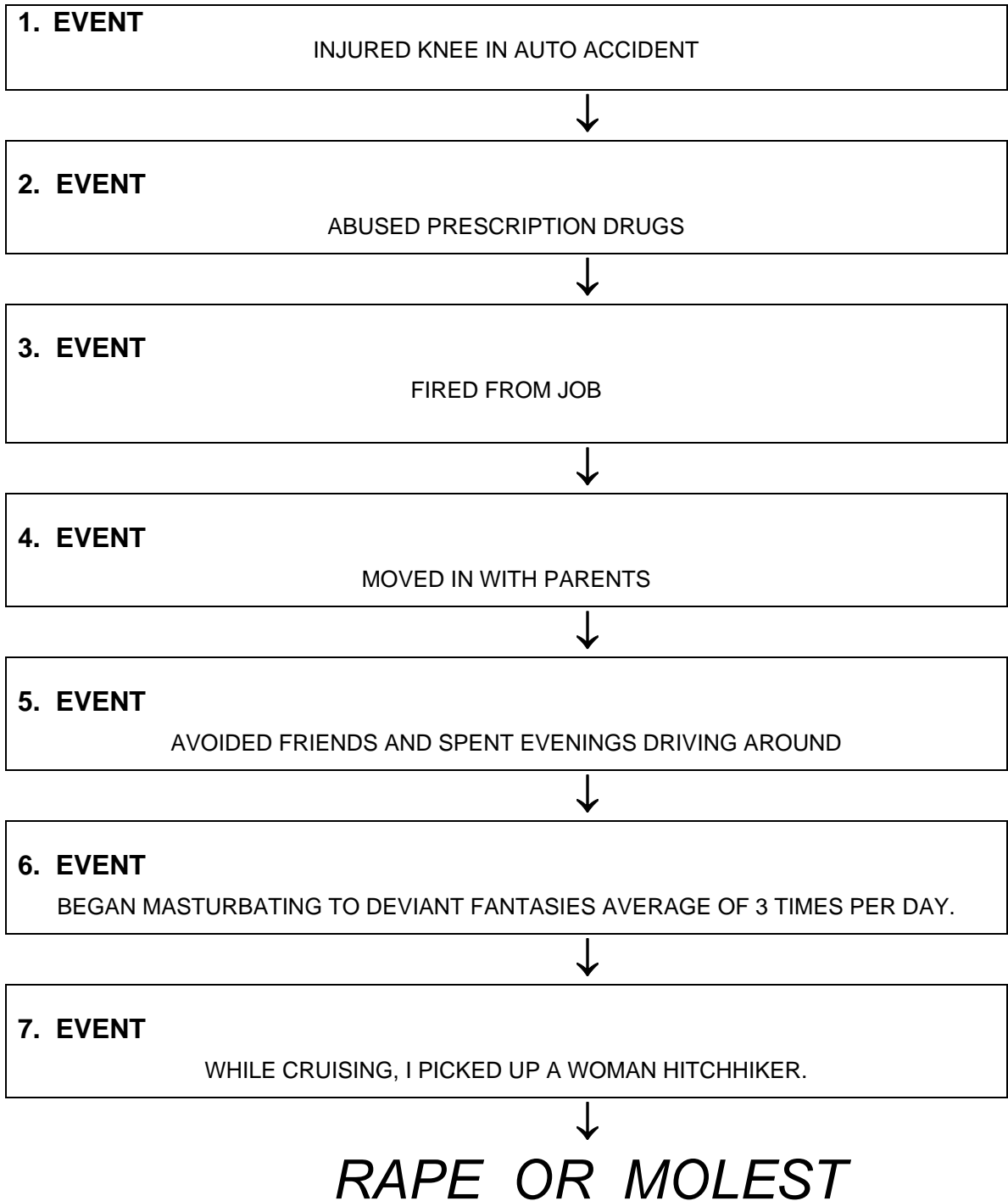
6. Arrange your list in chronological order.

List out the events you have selected in order from earliest event to most recent event. This list of events should show a clear path that you took from abstinence to the doorstep of your sex offense.

By looking at the events you selected, it should be clear to others and to you how you ended up committing a sex offense. Even though at the time it was not so evident where you were going, looking back through the relevant events indicates that there was only one final outcome.

A successfully completed behavior offense chain should be like reading a story without a surprise ending. It should be clear to anybody reading it what you were going to end up doing and to whom.

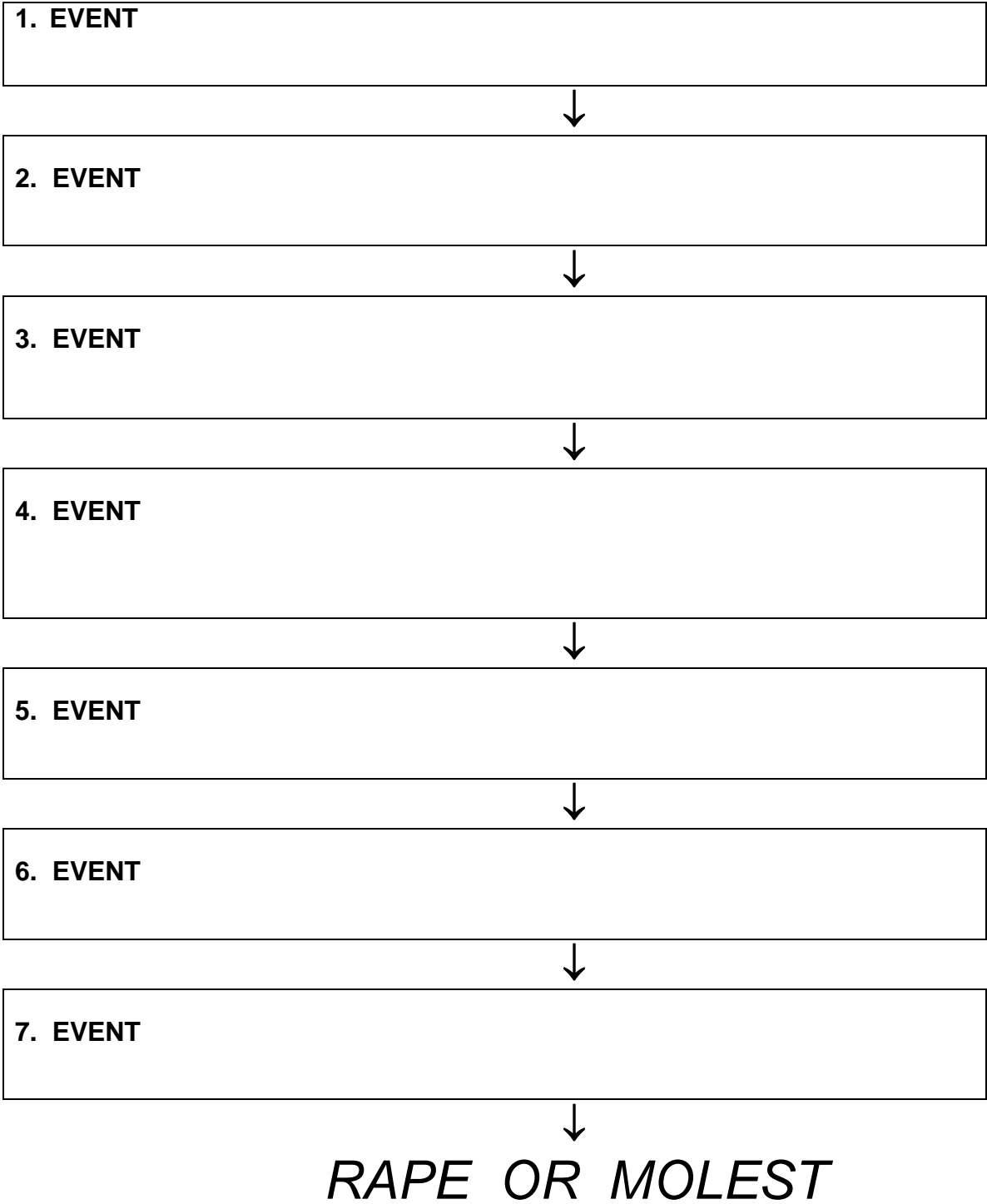
BEHAVIOR CHAIN EXAMPLE



Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 3
Homework – Instructions for Completing the Behavior Offense Chain

1. Complete the Behavior Offense Chain as shown on the next page for your most recent offense. Start in the first box where you are in a state of abstinence. Box number 7 should bring you immediately before the crime.
2. Identify which box(s) in the chain represent a lapse.

BEHAVIOR CHAIN BLANK



SELF-TALK

Our thoughts and interpretations are captured by what we say to ourselves. We have a constant conversation going in our heads reacting to the world around us, commenting on our experience, and interpreting events. We tell ourselves that we are hungry and it's time to eat; we tell ourselves we are tired and it's time to go to bed; we remind ourselves that we need to hurry to avoid being late to work; and we tell ourselves when people are mistreating or being nice to us.

For the purposes of this assignment, it is best if you try to capture some of the actual words and phrases that you said to yourself to explain the event and justify the actions you took as a result. Instead of stating, "I was angry", try and remember some of the words that you used to express your anger to yourself. This might be phrases like "She has no right to treat me this way" or "All women just take advantage of men, they have no respect for our feelings". This is an attempt to capture the "internal conversation" that helped justify the eventual sex offense and was, therefore, one of the precursors for your rape or molest.

THOUGHTS VS. FEELINGS

Sometimes, we confuse what we are thinking with how we are feeling. Your group members and group providers will help you make sure that what you are listing as "thoughts" are not, in fact, "feelings". The following definitions and examples may be helpful.

Definitions:

Thought - A product of thinking, an idea or notion.

Feeling - A state of consciousness resulting from emotions, sentiments, or desires. An emotional state or disposition.

Examples:

Words describing Thoughts

concentrate	think
confirm	cognitive
conjecture	aware
judgment	acquire
suggest	adhere to
conclude	adjust
regard	admit
reckon	advice
evaluate	opinion
reflection	advocate
reasoning	affirm
knowledge	attitude
acknowledge	believe
disbelieve	consider
perplexed	reflex
remind	ponder
bewildered	interest
blame	consider
clarify	assume
rationalize	deliberation
decision	view
estimate	contemplate
intellectualize	

Words describing Feelings

love	aggravated
fondness	distressed
hurt	stressed
compassionate	nervous
excitement	betrayed
agitated	empty
abandoned	relax
ashamed	bitter
uneasy	uncomfortable
surprised	comfortable
confident	disgusted
rested	repugnant
overwhelmed	suspicious
sad	good
sick	well
angry	disappointed
frustrated	enraged
content	happy
delighted	afraid
terrified	mellow
anxious	depressed
confused	abused
fatigued	weak

THEN NOT NOW

The goal of this phase of the offense chain is to identify how you were thinking at the time before the offense. For this part of the exercise, do not write down what you are thinking and feeling about the events *now*. This is sometimes hard for offenders who have been in treatment or have already examined some of their thinking errors and distorted thoughts that led to their crimes. Your thoughts now are probably significantly different than they were when you were offending. It is, after all, these old thoughts and feelings that present risks for re-offending. Again, the purpose of this assignment is to identify those risks that present danger signs and red flags for a new offense. As Winston Churchill once said, "Those who fail to understand the past are bound to repeat it".

TEST FOR RELEVANCE

It is likely that you had lots of thoughts and feelings to each of the events that you listed in the previous assignment. It is your task to pick out the most important interpretations. These are

the statements that you made to yourself that presented the greatest risk and pushed you the farthest toward offending.

As in the previous section, you can determine the most relevant thoughts by asking yourself each of the three questions below:

- Did it increase the chances that I would commit my crime?
- Did it decrease the chances that I would commit my crime?
- Did it have no effect on the chances that I would commit my crime?

Only those thoughts and feelings that increased the chances of your crime should be included on your offense chain.

BE BRIEF

It only takes a phrase or two to capture your thoughts and interpretations at the time. It is not necessary to give a complete running dialogue of everything you may have said to yourself.

SHOW THE SIGN POSTS

The ultimate goal of the offense chain is to map out exactly the road you took to your offense. Only by understanding each of the turns you made and paths you went down will you be able to figure out how to avoid going down a similar path.

Therefore, after you have added your thoughts to the offense chain it should appear as a complete set of instructions of how someone can place themselves in a position to rape a woman or molest a child. A full offense chain details exactly how you ended up in your present predicament. It should be obvious to others that these events and the associated thoughts and feelings inevitably led to your crime.

USE SELF-STATEMENTS

Look at each thought in the chain and be sure it is in the form of a self-statement —things that you were saying to yourself. Once it is clear what you were telling yourself, it is easier to figure out what you could be saying differently to change how you respond.

CASE EXAMPLE

On the following two pages is the same example from the previous section. It adds the important interpretations that were made by the offender. Notice how clearly the various steps he took are spelled out in this chain. Based on his chain, this offender was able to identify a variety of high-risk factors for which he needed to prepare strategies. These high-risk factors included: feeling sorry for himself, being involved in unsatisfactory relationships with women, alcohol abuse, interpretations that a minor was trying to seduce him, deviant sexual arousal, feelings of revenge, a belief that he can solve his problems through sex and alcohol, and believing that nobody cared if he had sex with someone underage.

OFFENSE CHAIN EXAMPLE

1. EVENT

INJURED MY KNEE IN AUTO ACCIDENT

INTERPRETATION

Why me? Now I won't be able to pay the rent. How will I pay my medical bills?
I'm angry!



2. EVENT

ABUSED PRESCRIPTION DRUGS

INTERPRETATION

Might as well enjoy the drugs since they're giving them to me. Since I'm stuck at home, it's OK to use the drugs. Nobody will ever know.



3. EVENT

FIRED FROM JOB

INTERPRETATION

These jerks don't know how much they'll miss me when I'm gone. I should've never taken those drugs. Anger/anxiety/depression.



4. EVENT

MOVED IN WITH PARENTS

INTERPRETATION

This is humiliating. I hate having to be around my parents again. If I get a date, we won't be able to be alone. I wish I hadn't lost my job. I need an escape.



5. EVENT

AVOIDED FRIENDS AND SPENT EVENINGS DRIVING AROUND

INTERPRETATION

I don't like being around people when I'm down. It would be great to pick up somebody and forget my problems. It's better to have sex than do drugs.



6. EVENT

BEGAN MASTURBATING TO DEVIANT FANTASY AVERAGE OF THREE TIMES/DAY

INTERPRETATION

Masturbation is one of the few pleasures I have. I deserve this.
This is getting boring. I need a sex partner.



7. EVENT

WHILE I WAS CRUISING, I PICKED UP A HITCHHIKER.

INTERPRETATION

The hitchhiker is cute. I think she/he is coming on to me. I'm really turned on. She/he won't say "no". She/he owes me for the ride, besides, she/he will enjoy it.



RAPE OR MOLEST

Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 4
Homework – Adding Interpretations to the Behavior Chain

1. Complete the offense chain on the following two pages. First put in the events that you identified in the previous assignment on the top of each box. Then put the interpretation or self-statement that you made about the event in the lower part of each box.
2. Identify as many SUBTLE's as possible in your offense chain. List them below.
3. Identify again where your lapse occurs in the chain. Do you have more than one lapse prior to the offense? If so, identify each box where a lapse occurs.
4. Identify at least 5 preliminary high-risk factors based on your offense chain.
 - a.
 - b.
 - c.
 - d.
 - e.

OFFENSE CHAIN

1. EVENT
INTERPRETATION
↓
2. EVENT
INTERPRETATION
↓
3. EVENT
INTERPRETATION
↓
4. EVENT
INTERPRETATION
↓

5. EVENT

INTERPRETATION



6. EVENT

INTERPRETATION



7. EVENT

INTERPRETATION



RAPE OR MOLEST

MAJOR STEPS IN PRODUCING A COPING RESPONSE:

1. IDENTIFY THE HIGH-RISK ELEMENTS

Being able to identify high-risk elements (whether they are internal like thoughts or feeling, or whether they are external like risky places) is critical to your ability to prevent relapse, and may be the most important part of your relapse prevention plan. If you fail to recognize the risk involved in any situation, you will not be able to alert yourself to act. If you fall down on the job of being alert to red flags, danger signals, and warning signs you won't activate any coping responses. Knowing what your high risks are and being able to recognize them when they occur is the key to never reoffending.

Each time you encounter a risky situation (whether it is some external event or an internal feeling and thought), you must practice reminding yourself this is risky. A simple statement to yourself like "this is risky, I need to be careful" can be helpful in activating your defenses against the risk.

2. REINTERPRET

Almost all high-risk situations involve some sort of distorted thinking. They contain misinterpretations based on false beliefs. It is necessary to correct these ideas before you can develop a clear, effective plan to cope with the risk. To change such cognitive distortions is not an easy matter. Over the course of treatment, we will place a lot of emphasis on teaching you to recognize and reinterpret cognitive distortions. You may find this to be hard at first. It is not something you can learn overnight. It takes practice and repetition. You may want to seek advice from friends or people in your support system to be able to help you interpret situations more clearly and in a way that will allow you to make healthy decisions. It may be helpful to look at your thinking in the "INTERPRETATION" box from your previous assignment and ask yourself what the error in that thought was.

Reinterpretation involves more than just telling yourself different things (although that is a start). It means that you also must come to believe the things that you are telling yourself. This means challenging the dysfunctional belief that is the basis for the distorted thought. When confronted with an attractive adolescent who seems to be acting sexually toward you, it may not be enough to deny that his or her behavior is seductive. You may not be able to make yourself believe it. There may be signs and signals from other adults that confirm your initial interpretation of the kid's behavior. Instead, you may want to attack the statement that allows you to respond to such sexual overtures. This may be a self-statement like "This girl is certainly flirting with me. This is dangerous (identifying the risk). She is not mature enough to handle having sex with a grown man."

You also need to be careful not to make new interpretations that increase your risk or danger. For example, don't say, "I will share my thoughts with my wife and she will support me," if she

seems to be growing more distant from you. It is dangerous to deny this perception and pretend everything is going OK when it isn't.

Selecting which interpretations to modify and the healthy way to change them is something that will take continual thought and effort on your part. Keep in mind as you try to re-interpret situations that your goal is to put yourself in a mental position from which you can make healthier decisions.

3. SELF-INSTRUCT

The third step of a Coping Response is to tell yourself what to do. It involves specifically saying to yourself what you need to do to get yourself safe. Self-instruction involves ordering yourself to do something different.

Exactly what to do is often a hard decision. Once you have identified the risks involved and re-interpreted the situation, however, the task of choosing exactly which behavior to do becomes easier. In any given situation there are lots of options to choose from that would be adequate coping responses. Unless you are aware of your options, however, they are not choices you can make. Therefore, it is helpful to plan ahead the type of risks you might encounter so you have a whole arsenal of weapons that you can choose from to combat the risks. By identifying coping responses for each step or link in your offense chain, you are taking part in the process of identifying future coping responses that you could use. You are also learning how to create and evaluate options for yourself in the event of new, risky situations.

You almost always have an opportunity to escape high-risk situations by leaving. This was discussed in the first section of this module and you may want to review that material now. Also, your reading assignments will include suggestions for specific behaviors that you can do to reduce your risk. If you are at a complete loss, you can always seek the help from a friend or supportive adviser.

4. FOLLOW THROUGH

It is not enough to just tell yourself what you need to do. You actually need to follow through and do it. Lots of people tell themselves they should do something. They know what is good for them and what is bad for them, but they still fail to follow through with the right decision. It is essential that once you have decided your best course of action, that you follow through with that Coping Response if you expect to be successful.

<p>1. Event Injured knee in auto accident.</p>	<p>Coping <u>Risks</u> – Anger, hopelessness, no financial reserves/back-up plan</p>
<p>Interpretation Why me? Now I won't be able to work and pay the rent. How will I pay for the hospital bill? I'm angry!</p>	<p><u>Reinterpretation</u> – It's not the end of the world, I'm lucky I wasn't injured worse and it's only my knee. This is a temporary situation and I can manage it! <u>Coping Response</u> – 1) Negotiate with work to do administrative/clerical work while I recover. 2) Set-up a payment plan with the hospital. 3) Stay calm and focused, it's not a catastrophe.</p>



<p>2. Event Abused prescription drugs.</p>	<p>Coping <u>Risks</u> – Anger, hopelessness, no financial reserves.</p>
<p>Interpretation Might as well enjoy the drugs since they're giving them to me. Since I'm stuck at home, it's okay to use drugs. Nobody will ever know!</p>	<p><u>Reinterpretation</u> – Drug abuse has caused me problems in the past and I need to avoid them at all cost. Keeping secrets always gets me in trouble. I don't have to use drugs just because they're available. <u>Coping Response</u> – 1) Tell M.D. about my drug abuse problem, 2) Ask for a different (non-addicting) medication.</p>



<p>3. Event Fired from job.</p>	<p>Coping <u>Risks</u> – Anger/depression, no income, giving-up, feeling sorry for myself.</p>
<p>Interpretation These jerks don't know how much they'll miss me when I'm gone. I should've never taken those drugs. Anger/anxiety/depression.</p>	<p><u>Reinterpretation</u> – It's my fault I lost this job because my drug abuse was interfering with my job performance. I am a competent employee, but I cannot abuse drugs and keep a job. There is hope if I get help. <u>Coping Response</u> – 1) Go back to NA and tell M.D. about my problem. 2) Use Employee Assistance Program (EAP) and negotiate with boss to get job back if I participate in treatment.</p>



<p>4. Event</p> <p>Moved in with parents.</p>	<p>Coping</p> <p><u>Risks</u> – Shame/anger, desire to escape, sense of helplessness</p>
<p>Interpretation</p> <p>This is humiliating, I hate having to be around my parents again. If I get a girlfriend we won't be able to be alone. I wish I hadn't lost my job. I need an escape.</p>	<p><u>Reinterpretation</u> – I'm grateful my parents are willing to help, I'm not sure what I would do without it. I can use this as an opportunity to get myself back on track.</p> <p><u>Coping Response</u> – 1) Get a job. 2) Save money for six months before moving out on my own again. 3) Continue with NA and treatment.</p>



<p>5. Event</p> <p>Avoided friends and spent evenings driving around</p>	<p>Coping</p> <p><u>Risks</u> – Isolation, cruising, increased deviant fantasy.</p>
<p>Interpretation</p> <p>I don't like being around people when I'm down. It would be great to pick-up some woman and forget my problems. Better to have sex than do drugs.</p>	<p><u>Reinterpretation</u> – When I don't feel like being around friends is probably the time I need them the most. Meeting a woman on the street is extremely high risk for me and even if I had good intentions, it is unlikely I would meet someone with whom I could develop a committed relationship.</p> <p><u>Coping Response</u> – 1) Join a social group now. 2) Call up some friends and do something fun. 3) Let others drive and avoid cruising or driving in the evening alone.</p>



<p>6. Event</p> <p>Began masturbating to deviant fantasy average of 3 times per day.</p>	<p>Coping</p> <p><u>Risks</u> – Masturbating to deviant fantasy, urges to rape, seeing women only as objects to meet my sexual desires.</p>
<p>Interpretation</p> <p>Masturbation is one of the few pleasures I have – I deserve this. This is boring, I need to find a sex partner.</p>	<p><u>Reinterpretation</u> – I'm out of control, but I haven't reoffended yet and it's not too late to get help. Sex is only one part of life, there are lots of other things I enjoy.</p> <p><u>Coping Response</u> – 1) Call therapist and ask for help to cope with deviant arousal (anti-androgens or behavioral technique). Stop masturbating now and do something else that I enjoy.</p>



<p>7. Event</p> <p>While cruising, I picked-up a woman hitchhiker.</p>	<p>Coping</p> <p><u>Risks</u> – Cruising, picking-up hitchhiker, increased deviant arousal, sense of entitlement.</p>
<p>Interpretation</p> <p>She's cute and she's coming on to me. I'm turned on. She won't say no. She owes me, I'm giving her a ride and she'll enjoy it.</p>	<p><u>Reinterpretation</u> – I'm in a dangerous situation, I need help right now or I risk spending the rest of my life in prison. Just because a woman is hitchhiking does not mean she wants sex.</p> <p><u>Coping Response</u> – 1) Drive to local police station and sit in lobby before I pick-up a hitchhiker. 2) Pull to side of road and ask her to get out.</p>



SEX OFFENSE

There are lots of things this guy could have done at each step of the chain to handle his situation. Some of his coping responses would, undoubtedly, not have worked. He therefore, had to develop back-up strategies that he could use. Then, he needed to develop back-up plans for his back-up plans.

You will notice also that the coping responses early in the chain are likely to be easier to accomplish than those later in the chain. It is much easier, for example, to cope with feelings of isolation when they first occur than it is to cope with the presence of a hitchhiker in the car when you are sexually aroused.

Finally, you will notice there is no coping response back to abstinence for the last box. By the time a molest or rape has started, it is too later to intervene. Coping responses must occur prior to the crime.

1. Complete the Coping Chain on the next three pages. List the high-risk elements, write a reinterpretation of the thoughts, and then write out what you will tell yourself to do.
2. Think of a back up plan for each of the 7 boxes in your Coping Chain. Describe each back-up plan if your primary coping response didn't work. This is called an "alternate coping response".
3. Attach your Time line to the front of the Behavior Chain. From now on, all Behavior Chains will include the time line that shows where in your life the Behavior Chain occurred. As you develop your Time Lines, you will include a list of the major dysfunctional beliefs upon which the thoughts in the chain are based. Identifying dysfunctional beliefs will be explained in Module 6.

ALTERNATE COPING RESPONSE

BOX 1:

BOX 2:

BOX 3:

BOX 4:

BOX 5:

BOX 6:

BOX 7:

Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 5
Handout – Blank Coping Chain

1. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



2. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



3. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



4. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



5. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



6. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



7. Event	Coping <u>Risks</u> –
Interpretation	<u>Reinterpretation</u> – <u>Coping Response</u> –



SEX OFFENSE

Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 6
Homework Assignment – Identifying High-Risk Elements

Name: _____

Date: _____

LIST OF HIGH-RISK ELEMENTS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Instructions:

Part 1:

1. Write each of the seven events from your Behavior Chain in the spaces provided.
2. Rewrite your thoughts at the time so that they are specific to the event. Write these into the spaces provided next to each event. Discuss your work in group.
3. Once you have gotten the “go-ahead” from your therapist, revise the thoughts in your Behavior Chain and rewrite the reinterpretations, if appropriate.
4. Figure out what the dysfunctional belief is behind each of these thoughts and write this in. Use feedback from your group to improve your work.
5. Challenge each dysfunctional belief by writing a functional belief (one that will take you back toward abstinence). Share your work in group.
6. Add the dysfunctional beliefs to your Offense Time Line.

Part 2:

1. Write a list of five (5) ways you can make your new, functional beliefs real. What will it take for you to actually come to believe your challenges to your dysfunctional beliefs?

Phase II – Skills Acquisition
Module 2 – Relapse Prevention, Topic 7
Homework Assignment – Identifying and Challenging Dysfunctional Beliefs

EVENT	THOUGHT	DYSFUNCTIONAL BELIEF	FUNCTIONAL BELIEF

PROBLEM OF IMMEDIATE GRATIFICATION (P.I.G.): (ignoring the long-term consequences of decisions)

The PIG occurs when you trade long-term misery for a short-term (and temporary) thrill.

FIGHTING THE PIG

The way you go about counteracting the effects of the Problem of Immediate Gratification is to focus on the long-range consequences of your behavior. What happens to you and others months and years from now is a result of the decisions that you make today.

EXPECTATIONS

We are constantly forced to make decisions in our lives. We make those decisions based on what we expect to be the outcome or result. Our decisions are typically based on predictions of what will happen in the future. The better we can predict what will happen in the future, the better we are at making decisions.

Some decisions we make are based on what we think will happen in the distant future. We may ignore the temporary costs for some greater benefit down the road. We choose to go to work because we expect to get paid at the end of the month and to have money is better than not having money. We may go to school because we think we can get a better paying job or a job we will like more years down the road. We go to the gym to work out even though we may be tired because we expect in the long run this will make us healthier and feel better. We pay car insurance in case some day we are in an accident and will be financially protected.

Good decisions are those in which the expected benefits outweigh the expected costs

Some decisions are made because we want something immediately. We may choose to have extra dessert, even though it may add a few extra calories and weight. We may choose to sit and watch TV instead of studying or reading. Decisions that are based on getting some immediate positive benefit are not necessarily unhealthy as long as the cost is not too great, we are aware of the cost of the decision, and we are willing to pay it.

To sexually abuse someone was a decision you made. Granted it was a bad decision. It was a decision that, upon reflection, you wished you had not made. If you knew for sure at the time of your offense that you would be arrested and incarcerated you probably would not have made that decision. If you knew for sure at the time that the victim was going to be traumatized and harmed in a very serious way, you probably would not have made the decision either. How did you come to make such a poor choice? It was probably because you were so focused on satisfying your immediate sexual desires that you ignored any

consideration of the long-term complications and costs to you and others. Some of these costs you were undoubtedly aware of. You knew that molesting or raping was against the law. Perhaps, you were not fully informed about some of the ramifications of your decision (like the severity of the sentence you could receive or the trauma to the victim). At the time you made the decision you probably paid little attention to the costs and were solely interested in the benefits you thought you would get from your decision to rape or molest.

THE DECISION MATRIX

A Relapse Prevention tool that you can use to examine your decision making is the Decision Matrix. It is a chart or grid that allows you to look at your positive consequences (benefits) and negative consequences (costs) of offending. A Decision Matrix looks at three main questions, each with two parts:

1. Whether To Offend or Not To Offend?
2. What are The Immediate Consequences and The Delayed Consequences?
3. What are The Negative Consequences and The Positive Consequences?

You complete the Decision Matrix by briefly describing what you expect to happen from offending, both immediately and delayed. These results can be both positive and negative. Then, you do the same thing for the choice not to offend. The Decision Matrix allows you to look at all of the ramifications of your decision, not just those that are short-term and instantaneous. It is a way to combat the PIG.

An example of a completed Decision Matrix is on the next page. You will notice that the expected outcomes are both delayed and immediate. For example, the decision to offend means having the cost of a victim both on a short and long-term basis. Being arrested and going to prison, on the other hand, is only a delayed or long-term outcome of the decision to offend, since seldom is an offender immediately arrested after his crime.

You will also notice that there are mirror images in the matrix. The cost of one decision may actually be a benefit of the other decision. If you buy a new TV set, the benefit is having something that you can enjoy for entertainment and the cost is the money you will have to pay. If you decide to stay with your present TV you have the benefit of the money you saved while costing you the pleasure of a newer, better, or bigger set. This phenomenon also occurs in your decision to sexually abuse. A long-term cost of offending is that you run the risk of returning to prison. Conversely, a long-term benefit of not offending is that you do not have to live with this fear.

Phase II – Skills Acquisition

Module 2 – Relapse Prevention, Topic 9

Handout: The Decision Matrix – An Example

		IMMEDIATE		DELAYED	
		Positive Consequences (Benefit)	Negative Consequences (Cost)	Positive Consequences (Benefit)	Negative Consequences (Cost)
TO OFFEND	<p>*</p> <p>Excitement Indulge lust Sex now Relief Feel in control</p> <p style="text-align: right;">(8)</p>	<p>Extra heat will hurt my drug business Could get busted Victim might be able to identify me</p> <p style="text-align: right;">(4)</p>	<p>*</p> <p>Feel powerful Feel like a man Look good to friends</p> <p style="text-align: right;">(6)</p>	<p>Sent to prison 3rd strike really long sentence</p> <p style="text-align: right;">(5)</p>	
	<p>Stay on the streets Keeping doing drugs Don't have to worry about the cops so much</p> <p style="text-align: right;">(3)</p>	<p>*</p> <p>Lack of excitement No sexual release Continue to feel Frustration</p> <p style="text-align: right;">(7)</p>	<p>Stay free No fear of arrest</p> <p style="text-align: right;">(1)</p>	<p>*</p> <p>Girlfriend won't be kept in her place No fantasy material</p> <p style="text-align: right;">(2)</p>	

WEIGHING THE DECISION

Good decision making requires weighing the costs and benefits of the expected results. A good decision is one in which the benefits (both long-term and immediate) outweigh or are of more importance than the costs (both long-term and immediate). The Decision Matrix is a tool to help you sort this out. You will notice that each of the eight boxes in the matrix has a circle and number in the right hand corner. This number represents the importance or weight this offender placed on the expected outcomes listed in the box. A rating of "8" indicates it was the most important of all the boxes for him. A rating of "1" indicates the outcomes listed in this box were the least important to him.

Using these ratings it is possible for this offender to determine whether the balance weighs against or for offending based on what he expects to receive from each option. Some of the boxes are weighted toward offending (the long and short-term positive consequences of offending as well as the long and short-term negative consequences of not offending). These boxes are marked with an asterisk (*). The other boxes (the immediate and delayed positive consequences of not offending as well as the short and long-term negative consequences of offending) weigh against the decision to offend. By adding up the ratings of the boxes toward offending and comparing to the sum of the boxes weighted against offending, he can see which direction his decision should go.

TO OFFEND*:

Offend, Immediate Positive =	1
Offend, Delayed, Positive =	4
Not Offend, Immediate, Negative =	3
Not Offend, Delayed, Negative =	<u>2</u>
TOTAL	10

NOT TO OFFEND:

Not Offend, Immediate, Positive =	7
Not Offend, Delayed, Positive =	8
Offend, Immediate, Negative =	6
Offend, Delayed, Negative =	<u>5</u>
TOTAL	26

By comparing the added ratings of the Not Offend (26) with the Offend (16) boxes, it is clear that this offender presently sees more cost than benefit to offending. It is not hard to imagine that at the time he committed his crime, however, this offender's Decision Matrix looked very different. He clearly did not give as much weight to the Not Offend side of the matrix or he wouldn't have committed the crime.

THE PIG INDEX

Using the ratings it is also possible for the offender to determine the importance on immediate consequences of his behavior. He can add up all the immediate outcomes and compare them against the delayed outcomes.

IMMEDIATE		DELAYED	
Positive to Offend =	1	Positive to Offend =	4
Negative to Offend =	6	Negative to Offend =	5
Positive Not to Offend =	7	Positive Not to Offend	8
Negative Not to Offend	<u>3</u>	Negative Not to Offend	<u>2</u>
TOTAL	17		19

By comparing 19 (the total of the delayed outcomes) to 17 (the total of the immediate outcomes), we can see this offender is weighing the long-term consequences of his actions as more important than any short-term consequences that he can expect.

To molest or rape was a decision you made. Admittedly, it was a bad decision. The Decision Matrix will assist you in examining how you made this decision so you can avoid making it again. All decisions have consequences, outcomes, or predicted results. We base our decisions on what we think is going to happen.

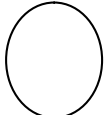
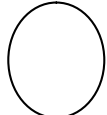
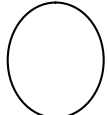
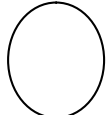
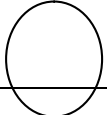
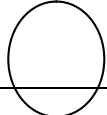
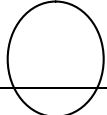
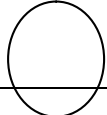
DECISION MATRIX INSTRUCTIONS

1. Identify as many consequences, outcomes, or results that you can think of for offending and not offending.
2. Determine whether the consequences, outcomes, or results are short-term or long-term (they can be both).
3. Determine whether the consequences, outcomes, or results are positive (you would enjoy or like it) or negative (you would not enjoy or like it).
4. Place each consequence, outcome, or result in the appropriate box of the matrix. Make sure every box has at least one consequence. (Extra copies in nursing office.)
5. Rating at the Time of the Offense. Rank each box based on its importance for you at the time you decided to commit the offense. Give the box with the most important things as you were seeing it at that time a ranking of 8. Give the box with the least important things a 1.
6. Add all the ratings of all the boxes toward offending (immediate and delayed positive of offending and immediate and delayed negative of not offending). These boxes have an asterisk (*).
7. Add all the boxes toward not offending (immediate and delayed positive of not offending and immediate and delayed negative of offending).
8. Compare the numbers you got on steps 9 & 10 above. The ratings of the box toward offending should be higher than not offending. If not, you are missing important consequences you were considering at the time of the offense. Add additional items in the matrix and rank them again.
9. PIG Ratio. Add all the numbers on the immediate side of the table, then add all the numbers on the delayed side of the table. If the total of the immediate side of the matrix is greater than the delayed, it is clear you were going for the PIG.
10. RATING AT THE PRESENT TIME. Complete the Decision Matrix a second time. This time putting in consequences, outcomes, or predicted results based on how you are presently thinking. Rate these boxes. Compare the ratings on the offending and not offending side of the matrix. Hopefully, it is rated now toward not offending.
11. Answer These Questions. What can you do to change the outcome of the Table? How could you minimize the importance of the issues on the “offending” side of the matrix? How could you increase the importance of the “not offending” side of the matrix?
12. Figure the PIG ratio (repeat Step 9) for this matrix. Are you still focused on immediate gratification or the long-term consequences of your behavior?

Phase II – Skills Acquisition

Module 2 – Relapse Prevention, Topic 9

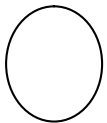
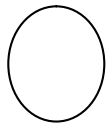
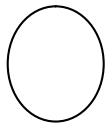
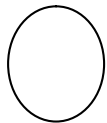
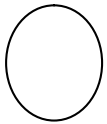
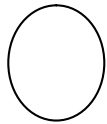
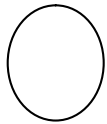
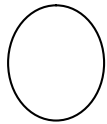
Handout – The Decision Matrix – AT THE TIME OF MY OFFENSE

		IMMEDIATE		DELAYED	
		Positive Consequences (Benefit)	Negative Consequences (Cost)	Positive Consequences (Benefit)	Negative Consequences (Cost)
TO OFFEND		*		*	
					
NOT TO OFFEND			*		*
					

Phase II – Skills Acquisition

Module 2 – Relapse Prevention, Topic 9

Handout – The Decision Matrix – AT THE PRESENT

		IMMEDIATE		DELAYED	
		Positive Consequences (Benefit)	Negative Consequences (Cost)	Positive Consequences (Benefit)	Negative Consequences (Cost)
TO OFFEND		*		*	
					
NOT TO OFFEND			*		*
					

Phase I explored cognitive distortions in a general way and was purely educational in format. In Phase II, the focus will shift from general concepts to the specific issues of your sex offending. That means that you will be expected to take a more active role in the process. This phase will explore those thinking errors and rationalizations that are common to people who commit sex crimes. Each of you will be asked to identify cognitive distortions that supported your deviant sexual behavior and the dysfunctional beliefs associated with them. You will then be taught skills to challenge and change those thinking errors. It is important for you to keep the goal clearly in mind as you start down this new therapeutic road. Namely, if you change the errors that served as the precursors for your sexual crime(s) then you are changing the likelihood that you will reoffend.

Let's briefly review the concepts you learned in Phase I:

1. How you think determines how you act;
2. Thinking errors cause problems;
3. You can change the way you think.

Tactics To Avoid Accountability & To Continue Your Present Way Of Life³

1. *You will continually point out staff inadequacies.*
2. *Building yourself up by putting others down.*
3. *Lying, distorting the truth, and disclosing only what benefits you or does not embarrass or put you in a negative light.*
4. *Telling others what they want to hear and not what is the truth.*
5. *Vagueness. Indicating "I will think about it". Saying "Maybe" or "It could be".*
6. *Diverting attention away from yourself. Introducing irrelevant material. Invoking racial or religious issues.*
7. *Attempting to confuse others.*
8. *Minimizing the situation, "I just got into a little trouble", "it only happened once", "I fondled her but I didn't have intercourse with her", etc.*
9. *Agree or say "yes" without really meaning it.*
10. *Silence.*
11. *Paying attention only to what suits you.*
12. *Making a big scene about a minor point.*
13. *Putting off doing something by saying "I forgot".*
14. *Putting others on the defensive. The tactics such as degrading, quibbling over words, trying to embarrass, using anger as a weapon.*
15. *Total inattention.*
16. *Accusing others of misunderstanding.*
17. *Claiming that you have changed because you did it right once.*

ADD YOUR PERSONAL EXAMPLES IN THE BLANK SPACE BELOW:

³ Adapted from Yochelson and Samenow, *The Criminal Personality: A Profile for Change*.

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 1
Handout – Rationalization List Or Excuses To Offend

*I'll only do it one more time.
I need to do this to reduce my tension.
She likes it/He likes it.
She is too young to get pregnant/He can't get pregnant.
She won't remember/He won't remember.
She won't realize what I'm doing, she's too young/he's too young.
Nobody will find out.
I'm not really hurting anyone.
I'm just going to play around.
I won't do it anymore.
At least I'm not screwing her/him.
She won't tell/He won't tell.
She's not my real daughter/He's not really my son.
My wife doesn't love me.
It's okay since kings and cavemen did it.
It's okay since she's asleep/He's asleep.
I'm just going to look, I won't touch.
She's my daughter so it's okay/It's okay, he's my son.
He/she is better than no one at all.
She wants love and affection.
She likes me/He likes me.
She likes being with me/He likes being with me.
We are very close friends.
She likes attention/He likes attention.
Women who behave/dress like that are just looking for sex.
She didn't tell me to stop/He didn't say stop.
Someone has to teach her/him about sex.
I am lonely/bored.
She wants me to do this/He wants me to do this.
It makes me feel better.
I need love and affection too.
She puts her arms around me and sits on my lap.
He/she says no, but really means yes.
Women always like it rough.
What does she expect, dressed like that.
Nobody is going to find out.
She/he looks older than she/he is.
She/he is very mature for his/her age.
Once she has sex from me, she'll be so content she won't complain.*

Adapted from Northwest Treatment Associates, 315 West Galer, Seattle, WA 98119

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 1
Homework – Common Thinking Errors for Sex Offenders

Assignment 1

Review handouts: Thinking Errors and Rationalizations Common to Sex Offenders and Tactics To Avoid Accountability And To Continue Your Present Way Of Life and list five personal tactics you've used to avoid change. Discuss these in group.

Assignment 2

Review Handout – Rationalization List Of Excuses To Offend in group. Try and identify which thinking errors you may have used before, during, and after the commission of your crimes. After the group discussion, write down five of your own thinking errors on this form and share with the group.

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 2
Homework – Identifying Personal Cognitive Distortions, Part 1\

TOP TEN PERSONAL COGNITIVE DISTORTIONS – A FIRST STEP

DIRECTIONS: After reviewing the statements in Rationalizations List or Excuses To Offend, identify the ten (10) most important statements or beliefs that represent thoughts that you have used to justify *your* past sexual crimes.

SEX OFFENDER BULL (SOB)

Below is a list of distortions and minimizations that sex offenders use. It represents the junk you say to yourself or others to excuse your offending. An S.O.B. (Sex Offender Bull) always represents mental gymnastics, a twisting and turning of reality to give yourself permission to sexually abuse someone.

Place a check mark by each of the statements or excuses that you have used.

This list does not include all distortions and minimizations that could be made. At the end are some blank spaces; if there is a minimization or distortion you have used that is not listed, please write it in.

- _____ It doesn't hurt.
- _____ They/He/She asked for it.
- _____ They/He/She liked it.
- _____ It wasn't my fault.
- _____ I only....
- _____ I just....
- _____ They/He/She wanted it.
- _____ I was out of my mind.
- _____ He/She made me.
- _____ I was drunk.
- _____ I didn't know what I was doing.
- _____ They/He/She started it.
- _____ I wanted to see what it was like.
- _____ I was curious.
- _____ It just happened.
- _____ I did it for attention.
- _____ They/He/She were asleep.
- _____ Boredom.
- _____ I wanted to try something different.
- _____ It happened to me first.
- _____ I was sexually abused.
- _____ I wanted to see their/his/her reaction.
- _____ I was just playing a game.
- _____ I wanted to teach them/him/her something new.
- _____ I didn't mean to.
- _____ I was only fooling around.
- _____ They/He/She kept coming back.
- _____ She's a bitch and she deserved it.
- _____ It couldn't hurt them/him/her.
- _____ They/He/She was smiling.

_____ They/He/She already knew about sex.
_____ It doesn't matter.
_____ It was sex education.
_____ They/He/She weren't family so it doesn't matter.
_____ She was a whore anyway.
_____ He/She had it coming to him/her anyway.
_____ I was getting even.
_____ I was lonely.
_____ I didn't like him/her anyway.
_____ He/She led me on.
_____ He/She accepted the bribe so he/she wanted it.
_____ They/He/She never said stop.
_____ They/He/She didn't fight.
_____ They/He/She didn't fight like they meant it.
_____ They/He/She was laughing.
_____ I became aroused so I had to do it.
_____ They/He/She said it was all right.
_____ I had to do it to someone.
_____ It didn't seem to matter.
_____ They/He/She wanted some attention.
_____ I was just showing them/him/her that I care.
_____ I did it because I loved them/him/her.
_____ I didn't think it was wrong.
_____ I didn't know any better.
_____ It was the only way I could express myself.
_____ I was having sex.
_____ Once I get started I can't stop myself.
_____ I just fondled them/him/her.
_____ It was only through their clothes.
_____ What difference does it make.
_____ He/She wasn't my "real" brother/sister.
_____ They/He/She should have known better.
_____ I didn't know what I was doing.
_____ I was on drugs.
_____ They had already been abused.
_____ I was experimenting.
_____ Everybody does it.
_____ I wasn't thinking.
_____ She/He said.....
_____ She/He asked me to.
_____ She/He started it.
_____ Somebody had to pay.
_____ They/He/She thought it was fun.
_____ It was a game.
_____ I wouldn't have done it if he/she would have done it.
_____ He/She was older so it wasn't abuse.

_____ I couldn't help myself, I had to do it.
_____ She/He led me on.
_____ She/He forgot about it.
_____ I was only playing around.
_____ It didn't seem to hurt them.
_____ I needed it.
_____ I did it because of the movie I saw.
_____ I did it because of the pictures I looked at.
_____ She was my girlfriend.
_____ All I did was....
_____ I was angry so I had to do something.
_____ My brother/sister did it so it's okay.
_____ Other people do it.
_____ She/He didn't seem scared.
_____ I stopped when they/he/she said to.
_____ She was a prostitute.
_____ They/He/She deserved it.
_____ She/He still talked to me afterward.
_____ He/She didn't tell.
_____ He/She enjoyed it.
_____ He/She said they loved me so.
_____ It didn't bother anyone else.
_____ He/She was talking about sex.
_____ Nobody got hurt.
_____ He/She was acting sexy.
_____ He/She needed it.
_____ It was just sex education.
_____ They/He/She had their clothes on so I couldn't really do anything.
_____ They/He/She did me wrong.
_____ They/He/She wanted to.
_____ It wasn't that bad.

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 2
Homework – Identifying Personal Cognitive Distortions, Part 2

TOP TEN PERSONAL COGNITIVE DISTORTIONS – REVISED

DIRECTIONS: After reviewing the statements in Sex Offender Bull, identify the ten (10) most important statements or beliefs that represent thoughts that you have used to justify *your* past sexual crimes.

In this section we will take a look at an important component of the “set” that has a profound effect on the thoughts a person has and therefore the way he will react to an event – Dysfunctional Beliefs. You will recall from Phase I that the “set” is the total of all of your internal conditions and the external circumstances that were present in relation to an event in your Offense Chain.

You may have wondered where cognitive distortions come from. Why, you may have wondered, does an event (e.g. “a 12-year-old girl is sunbathing in a string bikini with the top untied”) cause one thought in one person (“e.g. “She wants to have sex with me”) and a different thought in someone else (“e.g. “I will call her mother and tell her the girl is sunbathing topless”)?

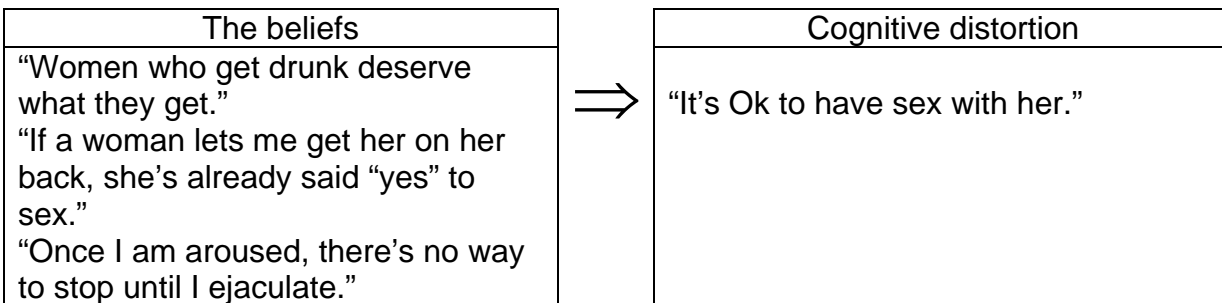
One very important factor is that people have different beliefs. In a very direct way, distorted thinking arises in response to an event based on the dysfunctional beliefs one holds.

Cognitive distortions come from dysfunctional beliefs.

A man who thinks that it’s OK to have sex with a drunk woman he has gotten into his car (even though she screams “no” and “stop” when he starts to undress her) thinks that way because he holds some dysfunctional beliefs about women who are drunk and flirtatious. He may believe any or all of the following:

- Women who get drunk deserve what they get.
- If a woman lets me get her on her back, she’s already said “yes” to sex.
- Once I am aroused, there’s no way to stop until I ejaculate.

You can see that:



Without these beliefs, the man would not have had the distorted thought.

Some definitions:

Dysfunctional belief – a belief that results in maladaptive feelings or behavior.

Maladaptive feeling/behavior – a feeling/behavior that leads to personal distress or distress in

someone else.

For the purposes of relapse prevention for sex offenders, a dysfunctional belief is one that leads a person away from abstinence.

(refer to the Relapse Prevention module for a further discussion of this topic)

You have already had some practice reinterpreting distorted thoughts in your Behavior Chain so far. Hopefully, you're starting to get the hang of it. The good news is that it is not hard to reinterpret thoughts once you are aware that you're having them. The bad news is, just because you reinterpret a thought does not mean that you have corrected the dysfunctional belief from which it sprang.

Beliefs are harder to change than thoughts. Beliefs are often the result of a lifetime of experience. You can think of dysfunctional beliefs as a gumball machine where distorted thoughts are the gumballs and the machine is the dysfunctional belief. Each time you take a distorted thought away (reinterpret it), another one will pop out behind it, unless you attack the dysfunctional belief as well. So, it is essential that you are aware not only of the distorted thoughts you have, but the dysfunctional beliefs from which they come.

The following exercises will give you an opportunity to revise the thoughts you have listed in your Top Ten Cognitive Distortions list and identify the dysfunctional beliefs behind them. Some of the items on your Top Ten list are already beliefs. Remember, a belief is a more-or-less persistent thought that you think of as true and is not associated with any particular event.

Rewrite the thoughts you have listed in your chain so that they are clearly beliefs.

Here are some examples:

Thought: "He's asleep. I can molest him."

Belief: "Children don't remember what happens to them when they are asleep."

Thought: "I can see her nipples through her blouse. She's trying to arouse me."

Belief: "Women who dress in a revealing manner are advertising for sex."

The following exercise will help you.

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 2
Homework – Identifying Personal Cognitive Distortions, Part 3

EVENT	THOUGHT	DYSFUNCTIONAL BELIEF	FUNCTIONAL BELIEF

INTRODUCTION TO GLOBAL DISTORTIONS

There has been quite a bit of work done in the area of treatment of cognitive distortions. The treatment of sex offenders is only one application of this aspect of Cognitive-Behavioral therapy. The treatment of depression is another.

Theorists who work in the field of Cognitive-Behavioral therapy have identified some general or “global” distortions that are common among the people they treat. These are broad categories of distortions that serve as a useful point of departure in an in-depth exploration of a person’s distorted thinking patterns. The following categories are used.⁴

- All-or-nothing
- Over-generalization
- Mental filter
- Jumping to conclusions
- Magnifying (Catastrophizing)/Minimizing
- “Should” statements
- Emotional reasoning
- Mislabeled
- Personalization (Victim Stance)

The purpose of this discussion is to give you another way to look at your own patterns of distorted thinking. It is not our intention that you memorize this list. Some of you may even find this topic a bit confusing. The intention of this section is to give you yet another way to look at your cognitive distortions in order to help you recognize your own dysfunctional thinking.

⁴From Burns, D. (1980). Feeling good: The new mood therapy.

GLOBAL DISTORTIONS

All-or-Nothing Thinking:

This refers to a tendency to evaluate experience in extreme, black-and-white categories. This type of distortion prevents a person from seeing the “gray areas” in life. This type of thinking error causes a person to misinterpret reality by forcing an artificial choice between one extreme or another.

Example 1. A man has privately idolized his neighbor’s wife. One day he overhears her in the grocery store talking about an affair she once had. He suddenly realizes she is worthless trash and later uses this thought to justify raping her. His all-or-nothing thinking made him unable to see her as a basically good person with some faults.

Example 2. A man used to think his neighbor’s daughter was the perfect youngster. Then one day he sees her wearing a lot of dark eye shadow. He thinks she must be completely without morals. He eventually molests her. This man is using all-or-nothing thinking because he can only see her as either all-good or all-bad.

Over-generalization:

This refers to a tendency to anticipate or pre-judge a future, unknown event erroneously based on a single experience. This type of distortion allows a person to form an opinion about something or someone based on one single experience. People using this type of error in thinking have already made up their minds about a person or event based on one exposure and misperceive reality as a result. Thoughts that use the words “always” or “never” are often over-generalizations.

Example 1. A man who was molested himself as a boy remembers enjoying the excitement of having sex with an adult. When he in turn molests a boy, he thinks the boy is enjoying the experience. The man is over-generalizing his own experience and misinterpreting reality.

Example 2. A man who is experimenting with new ways to approach adult women is rebuffed when he makes his first attempt at asking to talk to a woman. He thinks, “I’ll never be any good at meeting women.” The man is over-generalizing one bad experience to all future similar experiences.

Mental Filter:

This refers to a tendency to pick out a single detail of an event or aspect of a person and ignore all other information that contradicts the detail. This type of distortion allows a person to have a thought and screen out any information that might require him to think differently. People using this type of error in thinking have made up their minds (typically based on scanty information) and don't want to be bothered with the facts.

Example 1. A man is afraid his speech is no good. He delivers his speech and gets a standing ovation. Upon leaving, he overhears someone say, "The speaker sure was a jerk." This convinces him that he was right in thinking his speech was not good. The man applies the mental filter and he forgets about the standing ovation.

Example 2. A man reads an article in a pornographic magazine that claims most women fantasize about being raped and actually enjoy it even though they usually pretend not to. During several rapes the man later commits, he thinks the women are enjoying themselves. The man applies the mental filter and doesn't even hear their screams and cries.

Jumping to Conclusions:

This refers to a tendency to make a decision about something with no information to base it on. This type of distortion allows a person to make up his mind without any evidence whatsoever. People using this type of error in thinking make up their minds and do not ever bother to check out their assumptions.

Example 1. A man believes other men think he is ugly and boring. He stays at home getting more and more sexually frustrated and eventually molests a neighbor boy. The man has jumped to conclusions about his attractiveness to other men.

Example 2. A man refuses to enter into sex offender therapy because he thinks nobody understands his feelings and therapy will not work for him. This man has jumped to the conclusion that therapy won't work for him.

Magnifying (Catastrophizing) / Minimizing:

This refers to a tendency to exaggerate small events into excessive importance, like a catastrophe. This type of distortion allows a person to "make a mountain out of a molehill". The opposite also happens. A very significant event is made to seem unimportant or irrelevant. People using this type of error in thinking are guilty of the "binocular trick". They misperceive the true meaning of an event by either making it too big or too little.

Example 1. A man is trying to overcome his impulses to commit rape. He has a lapse one day, begins fantasizing about raping his next-door neighbor, and masturbates to this fantasy. Because of this lapse he thinks, "I'm doomed! I'm going to get arrested and locked up for the rest of my life." This man is magnifying (Catastrophizing) his lapse.

Example 2. A man is trying to overcome his impulses to commit rape. He has a lapse one day, begins fantasizing about raping his next-door neighbor, and masturbates to this fantasy. Because of this lapse he thinks, "It's no big deal. It's just one lapse. I shouldn't be worried. No one actually got raped. I won't even tell my therapist." This man is minimizing his lapse.

"Should" Statements:

This refers to a tendency to tell yourself what an event "should" be like or what a person "ought" to do, feel, or think. This type of distortion creates a lot of frustration, disappointment, or guilt. People using this type of error in thinking tell themselves how things or people ought to be. This often results in unrealistic expectations that set people up for failure.

Example 1. A man thinks his date should be grateful enough for being taken out to dinner that she will have sex with him. He is so frustrated when she refuses his advances that he rapes her. This man's "should" statement justified the rape in his mind.

Example 2. A man is learning about cognitive distortions in his therapy group. He thinks, "I'm a very intelligent man. I should get every question right the first time." He gets very depressed and feels like giving up when he gets feedback from his peers that his answers could be better. This man's "should" statement caused him to feel like a failure.

Emotional Reasoning:

This refers to a tendency to think that because you feel something, it is evidence of the truth. This type of distortion is often used to justify an inappropriate act. People using this type of error in thinking assume that the way they feel is proof that a particular event must have happened to cause that feeling.

Example 1. A man thinks, "I'm mad at you. This is proof that you did something to me to make me mad. Therefore, it is OK for me to rape you." This person is using emotional reasoning to justify his sex offense.

Example 2. A man thinks, "I feel aroused, therefore I must have sex immediately." The only person in the house is his step-daughter. So, he molests her. This person is using emotional reasoning to justify his sex offense.

Mislabeling:

This refers to a tendency to give an inappropriate label to a person or event and then behave as if that label were true. It is a form of overgeneralization. This type of distortion allows a person to create a label for something and then ignore the reality. People using this type of error in thinking tend to use highly colored and emotional language to describe people and events.

Example 1. A man asks his date to have sex with him. The woman says, “No thank you. I want to wait until I’m married.” He tells himself she is a “cold-hearted bitch”. Mislabeled her as a “cold-hearted bitch” later allows him to justify raping her.

Example 2. A man sees a young teen-age girl with heavy eye shadow and thinks, “What a slut!” Every time he sees her from then on he thinks, “There goes that slut.” He eventually molests her. Mislabeled her as a “slut” helped justify his sex offense.

Personalization / Victim Stance:

Personalization is a tendency to see yourself as being the cause of some negative external event which in fact is not your responsibility. This type of distortion often is used in a person’s negative self-talk which results in a feeling of guilt that is not appropriate to the event. The opposite is also a very common distortion – the tendency to place the responsibility for your feelings, thoughts, or actions on someone else. This is called the “victim stance”. People who adopt the victim stance blame other people for their own behavior. In either case, there is a failure to place responsibility where it belongs.

Example 1. A man asks his daughter to drive to the store and get him a pack of cigarettes. She dies in an accident on the way. The man thinks it is his fault his daughter died. Personalizing this event causes him enormous guilt and depression. He soon relapses.

Example 2. A man molests a little girl because she was wandering around the house in her underwear. He thinks her behavior justified his action.

DIRECTIONS

Part A: Read the following situations. Each time you see a cognitive distortion, underline it. Then decide which global distortion is being used. Write down the name of the global distortion(s) and the reasons you why you chose it. Discuss in group.

Situation #1 – A man is baby-sitting his step-daughter. He thinks, “She’s not one of my kids, so it really isn’t wrong to have sex with her. And besides, she is always coming on to me. The way she parades around, she must want me to have sex with her.”

Situation #2 – A man has picked up a woman in the bar of the hotel where he is staying. He thinks, “Filthy whore. She deserves whatever I do to her.” He gets her to his room and she changes her mind, thinking the man is weird. He rapes her thinking, “She should have known better than to come to the room with me. She must know how aroused she’s made me. Once I get aroused, there is no way I can stop.”

Situation #3 – A man volunteers with his local church youth group and they are going camping. He remembers when he was a boy at camp and how an older boy taught him to masturbate. After talking with one of the boys and finding out he has never masturbated, the man lets the boy watch him masturbate. The man thinks, “This kid must really like this because he isn’t objecting.” The man then masturbates the boy thinking, “If he doesn’t tell me to stop, then he must want me to do it.”

Situation #4 – A man is sitting in the park drinking. He thinks, “My boss just yelled at me. Everyone is against me. I know I shouldn’t be drinking, but it’s only beer. Besides, if people weren’t so mean, I wouldn’t need to drink.” A woman jogs by. He thinks, “I can see her breasts through that thin t-shirt. She must be advertising for sex. She deserves what she gets for being so flagrant.” He catches her and rapes her.

Situation #5 – A man is a sex offender who is in relapse prevention. He sees a Norman Rockwell painting of a boy with his pants down getting a shot. He thinks, “It’s in TV Guide, so it must be harmless.” He masturbates to this picture. Afterwards, he feels very guilty and thinks, “I’m a failure! Treatment didn’t work for me. I might as well just give up!”

Part B: From the list of Global Distortions, choose the two cognitive distortions that you think may have played an important part in justifying your sex offenses. Your group leader and fellow group members will help you pick. Write a brief paragraph that explains how you used these distortions to justify committing the offenses that you committed.

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 2
Homework – Identifying Personal Cognitive Distortions, Part 5

TOP TEN PERSONAL COGNITIVE DISTORTIONS

DIRECTIONS: After reviewing the Handout – Common Cognitive Distortions (Global Distortions), revise and improve your 10 most beliefs that represent thoughts you have used to justify *your* past sexual crimes. Add ones that you left out and rewrite ones that you understand better.

LABELLING COGNITIVE DISTORTIONS – ONE MORE TIME

DIRECTIONS: Transfer your Top Ten Personal Cognitive Distortions – Revised list to the blank space on the left side of this page. After reviewing the Handout Global Cognitive Distortions, identify the one which best categorizes each of your dysfunctional beliefs. Present your choice to the group and consider any feedback you receive. Then write in the name of the cognitive distortion that most accurately labels your belief.

Dysfunctional Beliefs	Global Cognitive Distortion

You have identified thinking errors (and dysfunctional beliefs) that are associated with your history of sex offending. The next step in treatment is to challenge those thoughts and develop alternatives which will reduce the risk of relapsing into sex offending. The process of challenging distorted thinking is adapted from the scientific method that questions a theory before it is accepted as valid. Over time our thoughts tend to be automatic on many topics and we typically don't question or evaluate their current validity. However, that is exactly the process a person needs to go through if he finds that thinking errors are resulting in problems or criminal behavior.

The process of effectively challenging dysfunctional beliefs is not an easy one. It is not enough just to come up with an alternative (functional) statement. The hard part comes in learning to believe that your alternate belief is true. You have spent your entire life developing the set of beliefs you hold (your schema). It is probably safe to say that these beliefs will not magically transform as the result of completing this set of exercises. But it is an essential first step. You will have many, many opportunities to confront and challenge your dysfunctional beliefs over the course of the time you are in the Sex Offender Commitment Program. Perhaps your biggest challenge will come in learning to change the dysfunctional beliefs that supported your offending.

The challenging process involves the following three steps:

1. Identifying the thinking error and identifying the type of distortion;
2. Questioning the validity of the thought; and
3. Identifying coping self-statements to counter the old thinking errors.

For example, a child molester may have the following cognitive distortion:

THINKING ERROR: "Children who have sex with adults will learn to like it."

Challenging this thought may include the following thoughts.

GLOBAL DISTORTION: Mental Filter (I am not paying attention to other important information that would contradict this thought.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

I am trying to lie to myself. By trying to "get her to like it," I am trying to make her share the blame for my actions. Other sex offenders have used this same excuse as a way of controlling their victims. There is no merit in fooling someone who doesn't know any better. A child or young adult does not have the judgment skills to see that they're being used. I do not have the right to take advantage of another's inexperience for my selfish benefit. I know that what I'd be doing would be wrong, otherwise why try to keep it secret? Another point - saying that I could make her enjoy it is projecting my wishes onto her. No one likes to be pressured

or forced. My own experience with my sister says that she was frightened of me (she said so).

ALTERNATIVE OR COPING THOUGHTS:

My victim will not like what I would do; none of them ever never have.

Phase II – Skills Acquisition
Module 3 – Cognitive Distortions, Topic 3
Homework – Challenging Personal Cognitive Distortions, Part 7

Assignment 1:

Review Handout – Examples of Challenging Cognitive Distortions in group and ask questions so you better understand how to identify, challenge, and cope with thinking errors. Review each of the examples in group.

Assignment 2:

Use the format provided in Homework – Challenging My Personal Thinking Errors to record your personal thinking errors. For each thinking error, write a challenge. Then, for each thinking error come up with a “coping thought”. Compare what you write for your coping thought with what you wrote for your thinking error. These should correspond closely. Each will be reviewed in the same way Behavior Chains were reviewed. This will help patients to identify their “Blind Spots” – or distortions – which are obvious to other people, but often invisible to themselves.

EXAMPLES OF CHALLENGING COGNITIVE DISTORTIONS

1. THINKING ERRORS: *A man needs to release his pent-up sexual tension. (That makes it OK.)*

GLOBAL DISTORTION: *Emotional Reasoning (I am using my feelings to justify the act of molesting.)*

THOUGHTS TO CHALLENGE THE THINKING ERRORS:

I don't need to molest or offend to reduce stress. I won't die if I don't have sexual release. And from personal experience and the experiences of others, offending won't relieve my stress for more than five minutes, then it gets worse. I would feel guilty and ashamed afterwards. And besides, what gives me the right to abuse and assault someone else to fulfill my needs? There are many other appropriate ways to reduce stress (exercise, for example) that don't invade someone else's rights. If I have stress in my life, I need to find the cause and deal with it directly. I can find other activities that I can feel good about.

ALTERNATIVE OR COPING THOUGHTS:

If I am tense, I can find ways to reduce my stress without victimizing someone.

2. THINKING ERROR: *Little children don't think it's wrong. (If she doesn't know she's a victim, that's OK.)*

GLOBAL DISTORTION: *All-or-nothing Thinking (I am setting up a phony either/or situation.)*

THOUGHTS TO CHALLENGE THE THINKING ERROR:

It was my responsibility as her Dad to protect her from harm. I did not fulfill that responsibility. I do not have the right to take advantage of another's weakness for my own gratification. She may not know that I've done something wrong, but I do. If she was able to decide what she wants, she would not have chosen to be a victim. The accounts of other victims bear this out. And besides, she is still a human being with feelings and rights, and to force her to participate against (or without knowing) her will is assault, no matter how gentle. I do not have the right to project my feelings and wishes on another person. It is not OK with my value system to force or persuade someone who is too young or weak to do what I know is wrong. My victim may not know, but I do.

ALTERNATIVE OR COPING THOUGHTS:

No victim would choose to be a victim. Because a child can't resist or voice her feelings is not proof that molesting her is OK.

3. THINKING ERROR: There's no crime in looking. (I have control; I can stop any time.)

GLOBAL DISTORTION: Mental Filter (I am not paying attention to other important information, like I have lost control in the past.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

How many times have I said that? Too many. Why would that be any more true now than it was in the past? I have proven in the past that I have a lousy record for "just looking". In truth, myself and other repeat sex offenders have found that "just looking" is only an appetizer before the main course. I may be able to settle for that this time, but maybe not the next. Sooner or later I would give in. Another issue is that of degree. How much abuse is OK? The answer is none. It is never OK to force, sneak, persuade, pay, spy, or lie to get someone to do something for my own selfish wants. Aware or not, "just looking" or full-blown rape is still abuse. Where does it stop? Any abuse of another's trust is too much. To believe that it's OK to do it "just a little" is self-deception. Don't minimize.

ALTERNATIVE OR COPING THOUGHTS:

I have deceived myself in the past by thinking I can just look. I must stop now before I look.

4. THINKING ERROR: It's not wrong if I don't penetrate. (That makes it no big deal.)

GLOBAL DISTORTION: Minimizing (I am down-playing the damage.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

Limiting abuse to a certain level does not make it any less serious. All forms of abuse are wrong, perhaps dangerous, and definitely illegal. The abuse I do always has a harmful effect on my victims. Saying "at least" is a minimization of the worst kind. I do not have the right to decide what level of harm is OK to inflict on my victims. I am not taking my victim's feelings or wishes into consideration at all. Also, who says you won't "graduate" to that later on? How will you minimize it then? I am practicing self-deception with this excuse.

Abuse is abuse at any level of severity. I have shown by my past behavior that I am very clever at minimizing the seriousness of my offenses. Look out for this trap!

ALTERNATIVE OR COPING THOUGHTS:

Invading the privacy of someone else's body is harmful to my victims and ultimately to myself.

5. THINKING ERROR: She can't tell. (I can get away with it.)

GLOBAL DISTORTION: All-or-nothing Thinking (I am setting up another phony either/or situation.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

Just because I can get away with it does not mean I should get away with it. The fact that I don't want her to is a sign me that this is sneaky and wrong. Not being able to tell is not proof that she wants me to abuse her. I am projecting my wants onto her with that kind of thinking. I know that if she could tell on me she would, and I know that it is not something I want the world to know. I will always know what I've done. There is no pride in "getting away with it." Only shame. I might get away with it, but for how long? My wish to keep it quiet is a big sign that tells me that my behavior is not acceptable. Don't do it!

ALTERNATIVE OR COPING THOUGHTS:

She can't tell - so what? That does not make my behavior OK.

6. THINKING ERROR: I won't do it anymore. I'm cured.

GLOBAL DISTORTION: Mental Filter (I am not paying attention to other important information like I've said this to myself before and still did it again.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

How many times have I promised myself that? "Lots." How many times have I broken that promise? "Every time." As a repeat offender I must admit that I can't stop without help. Without treatment I would very likely continue to make and break this promise over and over. I am a serious offender. I have proven over and over that this is an empty promise. Don't believe it!

ALTERNATIVE OR COPING THOUGHTS:

My only way to stop "doing it" is to modify and manage my behavior through treatment, not phony promises.

7. THINKING ERROR: Nobody will find out. (Then it's OK.)

GLOBAL DISTORTION: All-or-nothing Thinking (Here I go setting up another phony either/or situation.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

I've proven through my past behavior that I become more bold with each "success." It stands to reason that sooner or later I would go too far and get caught. Also, even if no one else finds out, I know what I've done. Because I want to keep it secret means that discovery would cause me punishment and shame. Knowing what I've done hurts me inside and will only continue to eat at me more as time goes by. Another point is that being able to get away with unacceptable behavior does not justify that behavior. I don't have the right to hurt someone else, ever! Secrecy will only feed my deviance. It's not OK. Don't do it!

ALTERNATIVE OR COPING THOUGHTS:

I will always know that I've done something wrong. It is not acceptable to harm someone else ever.

8. THINKING ERROR: I'm not really hurting anyone.

GLOBAL DISTORTION: Mental Filter (Yet again, I am not paying attention to other important information about the harm sex offending does.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

This thought is complete self-deception. Everything I do affects those around me - directly through my actions, indirectly through my moods, etc. When I engage in inappropriate behavior, I am hurting all the people I care about. To deny that is to disrespect the feelings and rights of everyone. My actions do have an affect on those around me. It is better to do something positive for them and me. Doing things that I know are illegal, immoral, and that those I care about would disapprove of is proof of a lack of concern and respect for their feelings. And to molest a child and then say I'm not hurting anyone is ignoring that my victim is a human being with rights and feelings. I am also damaging my own self-image, degrading and hurting myself emotionally, and stunting my ability to have healthy, rewarding relationships.

ALTERNATIVE OR COPING THOUGHTS:

That is a lie. I am hurting my victims, my family and friends, my society, and myself.

9. THINKING ERROR: *In most other ways, I am a good father. I'll be forgiven for this.*

GLOBAL DISTORTION: *Mental Filter (I am not paying attention to other important information that would contradict this thought.)*

THOUGHTS TO CHALLENGE THE THINKING ERROR:

Being a good father in most ways is OK, but is never an excuse to molest my child. I have not earned the right to victimize those I love. A good father is there to nurture and protect his kids. Is molestation protective and nurturing? Hardly. Molesting is a crime. And this crime cancels out any good I may have done. Has it made my life any better? No way! My actions have alienated me from those I care about most. I have shamed and embarrassed my family. I have lost respect and trust. In truth, I was a bad father in the worst way. This thought is a minimization. I am trying to fool myself into believing that my good deed can cancel out the bad.

ALTERNATIVE OR COPING THOUGHTS:

The truth is that no good deed can ever justify molesting a child. A good father does not hurt his children.

10. THINKING ERROR: *The porno isn't enough; I need more. (I need a real person.)*

GLOBAL DISTORTION: *Emotional Reasoning (I am using my feelings to justify the molest)*

THOUGHTS TO CHALLENGE THE THINKING ERROR:

This thought is admitting that I have a problem. Porno doesn't provide the "kick" it used to, so I turn to real victims. All the accounts of sex offenders I've heard tell of starting small and escalating to more destructive behaviors. If I analyze my own behavior, I will see that I am following the pattern of many other repeat sex offenders. I am telling myself that I need it. This isn't true. I'm lying to myself. I don't "need" more; I "want" more. No one ever died from lack of sex. Also, I thought that porno would fill my "need" and that wasn't true. I "need" to do things that have benefit to me and others. That ain't it!

ALTERNATIVE OR COPING THOUGHTS:

Going further won't last for long, then I'll need to go even further. Stop the downward spiral while I still can.

11. THINKING ERROR: Only so far, then I'll stop. (I'm in control.)

GLOBAL DISTORTION: Mental Filter (I am not paying attention to other important information that would contradict this thought.)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

How many times have I said that? (Many, many, many.) How many times have I stuck to it? (Few, few, few.) Even if I could stop "only so far" this time, it is highly unlikely that I would do so the next time. My own history and that of other repeat sex offenders proves this. Many repeat sex offenders (including myself) lie to themselves. They (I) want to pretend that they're (I'm) in control. The fact is that they are (I'm) not. I have gone far enough. It's time to stop - now!

ALTERNATIVE OR COPING THOUGHTS:

I have a lousy history of self control. I have gone far enough. It is time to stop - now!

13. THINKING ERROR: I am lonely. (This will make me feel better.)

GLOBAL DISTORTION: Emotional Reasoning (I am using my feelings to justify the molest)

THOUGHTS TO CHALLENGE THE THINKING ERROR:

I'm lonely, right? What will victimizing someone else do for me? By engaging in destructive and secretive activities, I am only isolating myself further from my goal. I know from my own experience that the loneliness doesn't go away - it grows! The guilt and shame that follows my offending feeds the lonely feelings inside me. My offending has caused me more problems than solutions. It is an empty reward. I would be better off spending time with people who enjoy healthy and fun activities - things that will bring me closer to people, not lock me away from them. I need to enjoy appropriate and healthy social activities with others in the full light of day. No secrets. Then I won't be lonely. Hurting someone else is no cure - don't do it!

ALTERNATIVE OR COPING THOUGHTS:

My loneliness is not an excuse to hurt someone else. Offending will only cause more problems.

CHALLENGING MY PERSONAL THINKING ERRORS

Challenge each of your Top Ten Cognitive Distortions. Use your own paper and use this format:

1. *Thinking Error:*
Global Distortion:
Thoughts To Challenge The Thinking Error:

Alternative or Coping Thoughts:

1. REFUSING TO FOCUS ON THE VICTIM.

In order to develop any sense of empathy it is first necessary to pay attention to victims – to notice them.

Perhaps the most common obstacle a sex offender will put in the way of his ability to have empathy for his victim(s) is a failure even to notice the suffering of the victim.

We are continually surrounded with information about the suffering of people around the world. The newspapers and TV are filled with stories of wars, heinous crimes, and natural disasters. These all lead to immense human suffering. They are so frequent that people in our culture have become immune to these reports. After all, you can't go around all day feeling overwhelmed by the grief for the tens of thousands in pain around the world.

We see homeless people around everyday. There is the panhandler asking for spare change on the streets and the military veteran on the side of the road with a sign that begs for work in return for a handout or food. People commonly ignore them, passing them by as if they aren't even there.

In our homeless example, people are often too concerned with their own problems (e.g., getting to work on time, getting to the store before it closes, looking forward to getting home to spend time with their families) to pay any attention to the plight of these people who are less fortunate. Even a moment's pause to focus on the person can lead to a sense of empathy and sorrow for their plight. No matter what people's individual feelings about the homeless, we are thankful that we are not in the same situation. Thus, we recognize that such an existence can hardly be a pleasant one.

This is similar with sex abuse victims. With just a moment's pause and reflection would be all that it would take to realize that you wouldn't want to trade places with them. Men who commit sexual crimes are the same. If they take a second to pay attention to what the victim is experiencing and recognize that it is a traumatic and painful experience, they would decrease their chances of offending.

HECTOR

Hector's wife had just left him for another man. He felt humiliated and embarrassed, and he wanted to get back at his wife. He went to an unfamiliar bar in town to drown his sorrow, anger, and frustration. A woman at the bar soon began to flirt with him, and it was clear that she wanted to have sex. Although he wasn't all that attracted to her, he decided he would go with her in order to try and feel better. He thought it would build his self-esteem and restore his sense of manhood. As soon as they were in his truck, she demanded money for her sexual favors. Hector was enraged. He began to beat the woman savagely and

force her to perform oral sex on him. Suddenly, he looked down at her face and saw blood gushing all over her nose and mouth. Hector was terrified that he was going to kill her. He immediately rushed her to the hospital, even though he knew this would result in his arrest.

Hector's case is an example of suddenly switching his focus from his own feelings and desires to that of his victim. As soon as he was able to switch his attention to what he was doing to the prostitute, he became immediately more empathetic. He switched from the role of abuser to helper.

2. **BLAMING THE VICTIM**

A common obstacle to feeling empathy for someone who is in a terrible situation is to blame the victim. This makes us feel superior and in control of our own destinies.

In our homeless example, it is not uncommon to attribute the misfortunes of these people on their laziness or some other defect. This helps us feel like it won't happen to us. The more blame we can place on the victim, the more secure we feel and assured that we will avoid a similar fate.

Blaming the victim is a common way many abusers try to avoid recognizing and dealing with the trauma they have inflicted. This blame comes from the false perception that the victim was in some way in control of the abusive situation. That the victim wanted to be abused. This notion is clearly untrue. The act was abusive because the victim could not control what was occurring either because they were too naïve or they lacked the power to control the situation.

PAUL

Paul married a woman with an 11 year old daughter. The marriage was a disaster from the start. His wife neglected Paul, the house and his stepdaughter. Paul and his stepdaughter slowly got closer and closer. They became each other's best friends. Paul counted on her to do much of the cooking and keeping up the house. The stepdaughter loved the attention she got from Paul, and often chose to be with him instead of her own friends. He fell in love with her, and he was infatuated by her. As the stepdaughter began to physically mature, Paul found himself becoming sexually attracted to her. He misinterpreted her desire to hug him as a sign of sexual desire. Paul ended up molesting the girl over a period of a year. He never saw this as abuse, instead he thought of it as the fulfillment of their "special" relationship. He was very surprised when the police came to his job one day to arrest him. The stepdaughter had talked about her special relationship with a friend who reported it to the school authorities.

The case of Paul is a prime example of an offender who attempted to blame the victim, his wife, and the system. He felt betrayed by the one person he loved and cared for the most, his stepdaughter. Once he recognized that he was at fault (and not everyone else), he was able to then deal with the trauma and pain that he had inflicted on the one for person for whom he truly cared.

3. **PHYSICAL CONDITIONS AND SEXUAL URGES**

A third set of obstacles that prevent abusers from becoming empathetic toward victims is their own physical state, including their level of sexual arousal. They allow their sexual desire for the victim to blind them from seeing what the victim is experiencing. They assume that because they are aroused, the victim must be turned on too.

A similarity might be drawn with our homeless example. Imagine having to go to the bathroom very badly and hurrying to find a restroom. This, like sexual arousal, is a strong physical drive. If we come across a homeless person who is obviously suffering, it is much harder to concentrate upon and be empathetic toward them (you might not even notice them) if we are in urgent need of a restroom. Our physical drive draws us to concentrate on our own needs and desires. The same can be said of sexual arousal and the sexual abuse victim.

Don't allow your own sexual desires to trap you into not seeing and feeling for others around you.

TONY

Tony was very proud of his size and physique. He had a buffed, gym-toned body that he always thought men admired and women desired. The bigger and stronger he was, the more masculine he felt. He had no trouble getting dates with women. When he first met Alice and asked her out, he was not surprised that she immediately accepted. Their date seemed to be a great success, and he was really getting turned on by her. When the date came to an end, however, Alice resisted his moves toward seduction and told him no. This surprised him. How could she not be turned on to him when he was so excited by her? He decided that this was just a "game" that she was playing either because she didn't want to appear too easy or maybe she liked it kind of rough. Despite her repeated protests, Tony found that overcoming her resistance to be a real turn-on. It made him feel like a powerful conqueror and victor. After sexual intercourse, he was gratified to hear Alice say she had liked the sex. Tony was arrested early the next morning at his apartment and charged with rape.

Some offenders falsely assume that because they are aroused and stimulated that the victims is too. That was the case with Tony. Because Tony was so aroused by having sex with Alice, he never allowed himself to see that she did not enjoy it. In fact, she only stopped resisting because she was terrified that he was going to hurt her. Alice saw this as an awful and scary

experience. She had only told him that she enjoyed the sex to get rid of him and because she feared he would hurt her worse if she made him angry.

For many offenders, viewing the plight of victims empathetic will take away one of the most pleasurable parts of their lives. Their deviant sexual fantasies.

An additional physical condition that can prevent an offender from seeing the perspective of the victim is intoxication. Abuse of drugs and alcohol distorts perceptions of reality. It is impossible to be able to clearly see what others are feeling when you have clouded your own mind with intoxicants.

Empathy is the final stage in developing victim awareness. It is also the most difficult step. Empathy involves feeling some of the same feelings that the victim has. It is being able to put yourself in the victim's shoes and experiencing the world as they do. It is seeing the world from their eyes.

EMPATHY IS SHARING THE VICTIM'S FEELINGS!!!

Empathy is a state of mind. It is not something you are born with and not something that you have all the time. Everyone has the capacity to empathize - to feel similar to another person.

Some offenders are very empathic people. Offenders are not always the cold, calculating, heartless predators that the media and public often perceive them to be. They can be kind, generous, and understanding. Sex offenders may be able to identify with a whole range of feelings that other people feel. They may know what it is like and be able to commiserate with someone who has lost a pet, a loved one, or a job. Yet, they have difficulty understanding and appreciating how their victim(s) may feel.

If we have had similar tragedies to someone else, it is easier to identify with them and be empathetic. If you have been divorced or separated, it is easier to understand and appreciate the pain and sorrow that someone may be going through during their divorce. If a significant person in your life (like a parent, brother, sister, or lover) has died, it is much easier to get in touch with those same feelings when it happens to someone else. Because we remember what those feelings were like for us, it is natural to be able to bring up those same feelings again when it happens to someone else. The more alike we see the other person is to us, the easier it is to understand their feelings and reactions.

Sex offenders are often accused of treating their victims like "objects". That means they view them as inanimate things that exist only to give them pleasure. Although this may well be true of some offenders, it is not true of all. The more you are able to view your victim(s) as living, breathing persons the more you will be able to identify and relate to the effects of your abuse upon them. The better you are able to see them as having the same right to be safe from harm and the right not to have their bodies controlled by others, the more you will be able to connect with their reactions.

The more that you are able to climb into the head of the victim, see life from their perspective, and see your abuse through their eyes, the closer you will come to achieving true empathy

KEN

Ken never saw himself as a victim. When he was 12 years old, a neighbor woman who was 23 began having sex with him. Ken always looked back on this episode of his life as a sign of his good fortune. He was able to brag to his buddies about what a man he was and how he was more knowing and worldly.

He got a lot of respect and admiration from the other guys, and Ken felt like a big man. Eventually, the woman became pregnant with his child. Because she was married, it was kept a secret. She had the baby and told her husband it was his. The affair she had with Ken always remained a secret.

Ken went on to having sex with lots of girls after that. Some his own age, some older. He took great pride (and boasted frequently) what a great lover he was. His relationships with women were brief and always intensely sexual.

When Ken was 24 years old, he was arrested for having sexual intercourse with two 11 year old neighbor girls.

The case of Ken illustrates the point that the more an offender can identify with the victims, the easier it is to develop an awareness of the impact the abuse is likely to have on their lives.

When Ken entered into a treatment program after his arrest and conviction, he had difficulty appreciating why what he had done was wrong. When confronted by other group members, he frequently defended himself by describing how willing his victims were. He went on to describe how he had begun to have sex that young and it never hurt him.

Then it suddenly dawned on him that being taken advantage of by the older woman in his youth was very much related to why he was arrested and in jail. He saw how his self-image was all tied up in his sexual prowess and how he had used sex to feel good for all of his troubles. He had sexualized all of his relationships, and he regretted never being able to get close to others (either male or female) because he saw relationships in only sexual terms.

Eventually, with further treatment, Ken remembered how scared he actually was those first couple of times with the older neighbor. He also recalled that he had no idea what he was doing, but felt that he had to go along with her because otherwise he wouldn't seem grown-up. This led Ken to further explore how he had been hiding all his feelings ever since, just so he would seem like he was a man.

With this knowledge, Ken was able to develop an awareness of what his victims may have felt at the time and why they were so compliant (and seemed so sophisticated) at the time. It also helped him get a glimpse of some of the problems that may lie ahead for them.

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 3
Homework – Empathy Questionnaire

1. If you know how things would have turned out, would you still have committed your offense(s). Why or why not?
2. How do you feel when someone uses the label of “sex offender”, “child molester”, or rapist when describing you? Why do you feel this way?
3. Did you get too harsh a sentence for your crime(s)? Please explain why answered as you did.

4. Who do you think got harmed the most - you or your victim(s)? Please explain why you think so.

5. If you knew your victim was going to be hurt and affected for the rest of his or her life, would you still have acted in the same way? Explain why or why not.

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 4
Homework – Describing your own victimization

Think of a particular time when you felt like a victim. Perhaps you were actually a victim of a crime (maybe your house was robbed or your car was stolen). Maybe you were a victim of sexual abuse as a child. Or, maybe you felt like a victim of the “system”. In the space below, list as many words as you can think of that describe what the experience felt like and what effect it had on your life.

1. Sexual abuse (whether rape or child molest) is a crime against the body of the victim. In this section and the reading you were assigned, there were descriptions about the effects of the abuse on the bodies of the victim. What body part do you think would most remind your victim about the acts you committed against them? Why?

2. In this section a variety of the long-term and short-term problems that victims experience were described. In each of the areas listed below, describe the most likely problem that your victim experienced or will experience in the future. Explain why you think this might be a problem for your victim, and indicate if you think this would be a long-term or short-term difficulty.

Problems in Self-Esteem and Self-Image

Relationship Problems

Sexual Problems

Emotional Problems

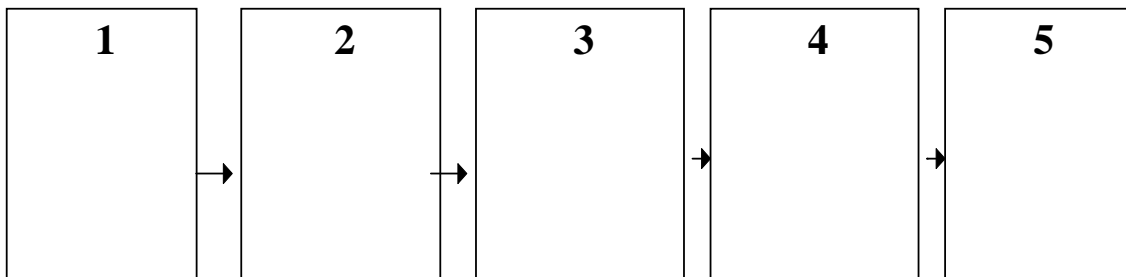
Physical Problems

1. Below is a list of terms introduced in this module. Check each term that applies to a sexual behavior that you committed at some time in the past. For each term that you have checked, briefly described how that behavior was likely to make the victim feel. If you committed the act more than one time, consider the most recent time you did so in describing the feelings of the victim. For some behaviors (like voyeurism), the victim may not have been aware of your actions. In those situations, describe what you think the victim would have thought if he or she knew what you were doing.

<u>TERM</u>	<u>FEELINGS OF THE VICTIM</u>
_____ Unwanted Staring	
_____ Nudity in Front of Children	
_____ Disrobing in Front of Children	
_____ Genital Exposure	
_____ Sexual Observation of a Child	
_____ Intimate Kissing of a Child	
_____ Fondling	
_____ Masturbation in Front of a Child	
_____ Fellatio of a Child	
_____ Cunnilingus of a Child	
_____ Finger Penetration of a Rectal Opening of a Child	
_____ Penile Penetration of a Rectal Opening of a Child	
_____ Finger Penetration of the Vagina of a Child	
_____ Penile Penetration of the Vagina of a Child	
_____ Dry Intercourse with a Child	
_____ Stranger Rape of an Adult	
_____ Acquaintance Rape of an Adult	

- _____ Marital Rape
- _____ Exhibitionism of an Adult
- _____ Voyeurism of an Adult
- _____ Frotteurism
- _____ Obscene Phone Calls
- _____ Sadistic Sexual Abuse
- _____ Sexual Exploitation
- _____ Sexual Harassment
- _____ Gender Attack
- _____ Gay Bashing
- _____ Misogyny

2. Sexual abuse never just happens. It doesn't just "come out of the blue". It almost always involves a progression of behaviors. Using the terms found in this module list at least 5 behaviors or acts that led up to your last offense. These behaviors could have been with the same victim or with different victims. Place the most important 5 in the boxes below. Step #1 should be the least intrusive and Step #5 the most intrusive.



3. As children, we frequently experienced some action from an adult that made us uncomfortable. Perhaps, it was the way a teacher looked at us, a boy scout leader touched us, or an aunt kissed or held us. Yet, it is not possible to label those actions as inappropriate or abusive. Those memories will often linger with us into adulthood, although it seemed innocent enough at the time. Briefly describe such a memory (if you have one), how it made you feel, and how you acted at the time.

If you do not have such a childhood memory, think about a time as an adult when you felt “uncomfortable” in a situation that could have had sexual overtones. Perhaps, it was the way someone looked at you in a public shower or locker room, maybe it was the way someone was standing near you in a public restroom, or maybe a strip search that has occurred since you have been locked up. Briefly describe the memory of the event, how it made you feel, and how you acted at the time.

Brief Description of the Event:

It made me feel....

The way I acted was to...

During this phase of the module, you are going to be viewing some video tapes in your group sessions. These videotapes include various victims describing their sexual abuse and its results.

Videos, TV shows, and movies are powerful tools and some of the best ways to experience feelings. To prove this point to yourself, try and remember movies that you really liked. Think about a comedy that really made you laugh. Think of an action picture that really got your adrenaline going and made you sit at the edge of your seat. Now think of a drama that really made you sad. What was it about the movie that touched you so? Probably it was your ability to identify with the characters and understand what they were going through. It probably felt like you were in the movie with them. Try to achieve this same level of identification while you watch the videos.

SOME COMMON DANGERS

“Many offenders find themselves having particular difficulties when it comes to viewing the videotapes. They will resist allowing themselves to be affected by the tapes and fall into a number of traps that permit them to take advantage of this opportunity. A few of the common traps are listed below.

“Don’t close yourself off. Some offenders fear that allowing themselves to feel anything for the victims in the videos will mean that they will become overloaded with feelings of guilt and shame. When you pay to go to a movie you don’t take this attitude. Instead, you remain open to what ever images and stories you are about to be shown. Take this same attitude with the videos of victims.

“Don’t Dismiss a story that is not just like your own. All victims and all instances of sexual abuse are different. However, there are a lot of common themes that run through sexual victimization. Some offenders dismiss a description or a victim because it is not just like their own situation. Men who have raped women may dismiss victims of child sexual abuse because that is not the crime they committed. On the other hand, men who have molested girls may think that descriptions of male victims doesn’t apply to them. There are more similarities than there are differences between victims of sexual crimes whether they be adults or children, victims of in-home molestation or stranger abuse, and crimes that involve physical injury or manipulation seduction.

“Don’t allow yourself to become sexually aroused. Some offenders report feeling turned-on when hearing victims describe the sexual acts they were subjected to or the person reminds them of their victim to whom they are still sexually attracted. It hit too close to their fantasies. Should this happen to you, note it in the discussion after viewing the

videotape. Keeping it a secret will only give it more power over you.

VIDEO REPORT FORMS

"After each of the videos you will be asked to describe your reactions to them. There are forms at the end of this section for you to complete. Make your notes and observations as soon after the video as possible, while the images and words are still fresh in your mind. Later, if you find yourself thinking about a particular video or image, go back and add to the notes that you made.

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 7
Homework – Video Report Form

VIDEO REPORT FORM

NAME OF VIDEO:

WHAT FEELING AND THOUGHTS DID YOU HAVE DURING THE VIDEO?

WHAT NEW INFORMATION DID YOU LEARN ABOUT VICTIMS OF SEXUAL ABUSE?

WHAT NEW INFORMATION DID YOU LEARN ABOUT MEN WHO COMMIT SEXUAL ABUSE?

HOW DID THIS VIDEO RELATE TO YOUR SEXUAL CRIME OR SEXUAL BEHAVIOR?

Phase II – Skills Acquisition
Module 5 – Autobiography, Topic 1
Handout – Introduction to Autobiographies

THE AUTOBIOGRAPHY

You are a product of your history. Many of the beliefs and attitudes that you now hold are a result of the lessons that you learned from your previous experiences throughout your lifetime. Your views toward sexuality, women, the rights of children, what it is to be a man and many other beliefs that were directly connected with your decision to rape or molest were formed and shaped by your many past experiences.

**YOUR PRESENT ATTITUDES, FEELINGS, AND BEHAVIOR
ARE BASED ON WHAT HAPPENED TO YOU IN YOUR PAST**

Some of these lessons you learned by watching other people. Many of the views that you now hold are probably very similar to those that your parents, family members, or friends also had. You observed how they responded to certain situations, and used them as a model to pattern your own behavior. You were probably not even aware of the many important messages that you were picking up from other people, but it was a constant and ongoing process. If you saw the adult men in your life mistreating women, you may have come to believe that this is the way men should act. If you heard your buddies talk about how it is OK or even a good idea to get sex from every woman you can, you may have arrived at the conclusion that a real "man" is one who conquers as many women as possible and that it will gain you respect in the eyes of other men.

YOU LEARN BY WATCHING AND OBSERVING OTHERS AROUND YOU

Some of the lessons that you picked up through your life were a result of your direct experiences. How you were treated by important people in your life has a lot to do with how you react to others now and what you think about yourself. If you were abused sexually, physically, or emotionally as a child, it is likely that you may have ended up feeling worthless and unimportant as an adult. Also, such a background could lead you to believe that abusing others was acceptable. If bullying other children or throwing temper tantrums with adults got you what you wanted as a child, you probably continued this pattern of behavior as an adult. If your parents neglected you as a child, you may have come to believe that the world is not a very safe place for you and that you can't rely on the help or assistance of others. If your early sexual experiences involved being abused by older children or adults, you may have picked up messages that this was natural and an OK thing to do. If women were unfaithful toward you, you may have developed an attitude that you need to protect yourself from them or that it is permissible to try and control them so that they don't hurt you again.

YOU LEARN BY THE DIRECT EXPERIENCES THAT YOU HAD

Some of the lessons that you have learned (either directly or through observation of others) have been very beneficial to you. Others, however, have probably helped develop a course for your life that ultimately led to your molesting or raping. This is not to say that you can blame your sex crime on having a bad childhood or how other people treated you. Only you are responsible for making the decisions and choices that led to your offense(s). It does suggest, however, that these are powerful forces that have influenced you in important ways.

An important place to start in treatment is to attempt to understand some of the powerful forces that have shaped your life thus far. That means stepping back and taking a detailed look at all aspects of your life up to this point. It requires you to try to get some perspective about the important relationships you have had and how they shaped your present thoughts, feelings, and reactions to others. You need to understand how the important events of your life have helped to shape and mold you into the person you are today.

Completing a detailed autobiography of your life will help you gain some understanding of these powerful past experiences. You will be able to see not only how they influence the way you presently think, feel, and act, but the autobiography will also give you some clues about how to go about changing old patterns of behavior. Changing unproductive patterns of behavior that have led you to trouble and misery is the goal of treatment. Understanding how you came to develop is a way of achieving this goal.

Phase II – Skills Acquisition
Module 5 – Autobiography, Topic 1
Homework – Instructions for Writing an Autobiography

AUTOBIOGRAPHY INSTRUCTIONS

Use the outline provided on the following pages to complete an autobiography. You will be completing one segment at a time and discussing it in group. Address each of the items and questions as thoroughly as possible.

For this assignment, write your answers on your own paper. Plan on making several drafts because new and more detailed information is likely to be remembered during this process.

Number each of your paragraphs to correspond to the numbers of the items. Use the headings provided to help organize your autobiography. Write your autobiography in complete sentences, as if you are telling the story of your life.

You will be going over this assignment in group. Your Therapist may want you to go back and fill in or further describe certain areas of your life.

This is an assignment that often takes a good deal of thought and time. Even after you have successfully completed this assignment (as determined by your therapist) you may want to go back and review your autobiography, adding details as you progress in treatment. You will also want to periodically review the autobiography to determine what important areas you still need to address and work on.

Phase II – Skills Acquisition

Module 5 – Autobiography, Topic 1

Handout – Questions to Answer When Writing an Autobiography, segment 1

**AUTOBIOGRAPHY
SEGMENT 1**

Early Childhood (0-6 years)

1. Where did you live? Who raised you? What kind of work did your mother and father (or other parental figures) do? How did they feel about their work?
2. What was the religious and ethnic background of your family?
3. Who named you? Why was your name chosen?
4. What is your earliest memory? What are the feelings connected with this memory?
5. What was it like being a small child in your home? Who was special to you? Who cared the most about you? Who did you feel closest to? Why?
6. Give the names and birth dates of other children in the family in which you grew up: (How did you get along with them? What was your place in the family? How did your parents treat each of the children?)
7. Who disciplined you? How did they do it? Why did they do it? How did you feel about the discipline you received?
8. Were there any health problems in your family? Any deaths?
9. Did your family attend church or Sunday School? How often? Did your parents attend? What church? How important was religion in the family?
10. How did your family show feeling toward each other? Anger? Love? Closeness? Fear?
11. How did your parents get along with each other? What did they enjoy together? What did they fight about? How did they fight? What effect did their relationship have on you then and now?
12. What were the most important events during this phase of your life?

School Activities (6-19 years)

13. How did you feel when you started school? What was good about school? What was bad about it?

14. Who were your friends during grade school? What did you do with them?
15. What games or hobbies did you enjoy with other children during grade school years?
16. How did teachers treat you?
17. Did you enjoy schoolwork? Was any of it hard for you? What subjects?
18. How involved were your parents/caretakers in your school and extra curricular activities?
19. What extra curricular activities were you involved in during grade school and junior high?
20. Were there changes in your living arrangements or family during grade school, junior high or high school years? Financial changes? Deaths? Moves?
21. Did your feelings about school or achievements in school change in your high school years?
22. What friends and/or activities were you involved with during high school years?
23. What kind of future job dreams or plans did you think about in your high school years? What were your goals?
24. What sports (if any) did you play in high school? What kind of athlete were you?
25. What were the most important events during this phase of your life?

Phase II – Skills Acquisition

Module 5 – Autobiography, Topic 1

Handout – Questions to Answer When Writing an Autobiography, segment 2

**AUTOBIOGRAPHY
SEGMENT 2**

Adulthood

26. What schooling or training were you involved in beyond high school? How did you like it and how did you do in it?
27. What kind of jobs have you had? For how long? How did you like them?
28. Were you in the military? Why did you decide to enlist? Why did you select the branch of the service that you did? How old were you when you enlisted? How did you like being in the military? What was the best part of being in the military? What was the worst part of being in the military?
29. Who were your best friends since you became an adult? What did you do with your friends?
30. How did you spend your free time? What hobbies and interests did you have?
31. What were the most important events during this phase of your life?

Substance Abuse

32. How old were you when you first began drinking alcohol? How much did you drink? What kind of alcohol? Do you think you had a problem with drinking? Have you ever been arrested for being intoxicated in public or for drunk driving?
33. What kind of drugs have you used? How old were when you first started using drugs? How often would you use drugs? What were your favorite drugs? Do you think you had a problem with drug use? Have you ever been arrested for possession or sale of drugs?
34. Have you ever had blackouts from using drugs or alcohol? Ever had times that you could not remember where you were, what you did, or how you got home?
35. What were the most important events of your life that have been related to substance abuse?

Relationships

36. When did you get romantically involved with someone for the first time? How did you meet? What was attractive about the person to you? How old was the other person? How long did it last? When and how did it end?
37. How many serious relationships did you have before you married? How long did they last? Why did they break up?
38. What first attracted you to your wife? Why did you decide to marry? How did the relationship change after you were married?
39. What were the good parts of your marriage? What were the troubles in the marriage?
40. When did you have children? How many? (Names & Ages, including stepchildren) How did they affect the marriage?
41. Did you or your spouse have sexual relationships outside of the marriage? Why? When? How did you and your wife meet people you had affairs with?
42. Did the marriage end? When? Why? How do you presently feel about this marriage?

(REPEAT FOR ANY OTHER MARRIAGES OR LIVE IN RELATIONSHIPS YOU HAD)

43. What were the most important events of your life that have been related to relationships?

Phase II – Skills Acquisition

Module 5 – Autobiography, Topic 1

Handout – Questions to Answer When Writing an Autobiography, segment 3

**AUTOBIOGRAPHY
SEGMENT 3**

Sexual History

44. Where did you get most of your sexual information as a child?
45. How comfortable was your family discussing sex?
46. When you were young, what did your parents teach you about sex?
47. What was your father's sexual behavior like? How did you feel about it?
48. What was your mother's sexual behavior like? How did you feel about it?
49. How old were you when nocturnal emissions (wet dreams) began? Were there any special feelings (pride, embarrassment, etc.) you associated with nocturnal emissions? Please comment.
50. How old were you when you had your first erection (hard on)? How did you feel about it? What did you think was happening?
51. Do you recall playing sex games as a child? What age? What kind of games? With whom?
52. As a child or adolescent were you punished for sexual activities? Often? Once? Never Caught? Caught, but not punished? Had none?
53. Were you sexually molested as a child? By whom and in what way? How old were you? What was your reaction to being molested?
54. Were any other children in your family molested? Who? How old were they? What happened? When did you learn of this? What was your reaction to hearing about it?
55. At what age did you first begin to masturbate?
56. Did you often use fantasy while masturbating during adolescence? Any special "theme"? Describe as many kinds of fantasies as you can remember.
57. How often did you masturbate?

58. Were you ever caught masturbating by someone? What was their reaction? How did you feel about being caught?
59. Did you use any pictures to help you masturbate? What kind of pictures?
60. Where did you get the pictures?
61. At what age did you have your first date with a girl?
62. At what age did you have your first sexual experience (genital touching, kissing, mutual masturbation, intercourse, oral sex, etc.) with a female? Describe the type of sexual activities these were.
- 63.. At what age did you have your first sexual experience (genital touching, kissing, mutual masturbation, anal intercourse, oral sex, etc.) with a male? Describe the type of sexual activities these were.
64. As a child, did you ever watch animals or humans (accidentally or otherwise) involved in sexual activities? Please comment.
65. As a teenager, how did you view girls who went "all the way"?
66. As a teenager, how did you view boys who went "all the way"?
67. As a teenager, how did you feel about homosexuals?
68. Describe your sexual activities during adolescence? Including: None, Some kissing & making out, Petting - Not to Orgasm, Petting - Leading to Orgasm, Mutual Masturbation (touching each others' genitals), Oral- Simulating Intercourse with clothes on - no penetration, Vaginal Intercourse, Anal Intercourse.
69. With whom were you involved sexually as an adolescent? (Ages and Gender)
70. How would you describe the usual feeling you had following sexual activities? (Use as many adjectives as needed, such as guilty, loved, grown-up, powerful, shamed, etc.)Genital Stimulation,
71. At what age and with whom did you first experience intercourse? Was this a good or bad experience for you at the time? Did you experience any difficulty with your erection or ejaculation?
72. Noting your age, approximately how often and with how many different partners did you experience intercourse?
73. Indicate for each age, your most frequent partner (Prostitute, casual acquaintance, person with whom you were having a close relationship, spouse or any other).

74. How would you rate yourself as a sexual partner as an adolescent? Explain.
75. How would you rate yourself as a sexual partner as an adult? Explain.
76. What are your preferred sexual activities?
77. As an adult, and up until the time you began treatment, how frequently did you masturbate? Describe any specific rituals or patterns connected with your masturbation.
78. What kinds of fantasies did you use to masturbate to? Be specific about fantasized person(s) and situation(s).
79. Describe changes in your sexual fantasies from adolescence to the present.
80. As an adult, have you had difficulty with any of the following? (Comment or describe when necessary.) Techniques of petting and foreplay, Positions in intercourse, Partner's passivity, Partner not achieving orgasm, Difficulty in achieving erection, Difficulty in maintaining erection, Difficulty in ejaculating too quickly, Difficulty in taking too much time to ejaculate, Partner desired sex more frequently than you wanted, You wanted sex more frequently than your partner
81. Describe any other difficulties in sexual technique not covered above that you experienced.
82. Do you have any concerns about your penis size? Please explain
83. Do you have any concerns about your physical appearance that you think makes you an unattractive sexual partner? Please explain.
84. If there was one thing about your body that would change to make you more sexually attractive, what would it be? Why?
85. If you were married or living together with someone prior to your incarceration, briefly comment on the sexual part of that relationship.
86. How difficult or easy is it for you to attract adult sexual partners? Why?
87. How often, on the average, did you and your last partner have sex?
88. How did you and your partner feel about the frequency?
89. How frequently did it occur that you desired sex and your partner did not?
90. What did you usually do when you wanted sex and your partner didn't?

91. How frequently did it occur that your partner wanted sex and you didn't?
92. What did you usually do when your partner wanted sex and you didn't?
93. Could you discuss your feeling about sex freely with your partner?
95. Who usually took the initiative in sex activity?
96. Who was the most willing to try new things in your sexual activities , you or your partner?
97. Who was the most experienced in sex at the start of your relationship?
98. What fantasies did you use while engaging in sexual activities with a partner? Be as specific about fantasized person(s) and situation(s) as possible.
99. Did you feel satisfied after having sex with a willing adult partner?
100. What were the most important events of your life that have been related to your sexual history?

**AUTOBIOGRAPHY
SEGMENT 4**

Sex Offense(s)

101. Describe your sexual offense(s), including: Victim's sex (male or female), Victim's age, Usual setting of the crime.
102. Had you been taking any drugs or alcohol? Specify type and amount.
103. Did you use, or threaten to use any weapons? If so, what was the threat?
104. Aside from the sexual abuse, did you cause your victim physical pain? Was it intentional?
105. How often did you think about committing your sexual offense before you actually did it?
106. Did the sex offense occur as part of another crime?
107. What kind of sexual fantasies did you have prior to committing the sexual crime?
108. What kind of sexual fantasy did you have during the sexual crime?
109. What sexual acts did you commit or attempt to commit? Be specific about what you tried to do and what you actually did.
110. Give an approximate number of your victims.
111. Give the average length of time between attacks.
112. Did you fantasize about the crimes after you committed them?
113. Did you have an erection during your sexual crimes?
114. Did you ejaculate during your sexual crimes?
115. Did you masturbate following your sexual crimes?
116. What were you feeling immediately after your sexual crime(s)?
117. Were you aware of any particular body sensations that would usually occur before you committed your sex crimes (headaches, smells, etc.)? Please describe and explain.
118. What was the duration of the sexual contact with your victim(s)?

119. What did you say to your victim(s) before the crime?
120. What did you say to your victim(s) during the crime?
121. What did you say to your victim(s) after the crime?
122. Do you think your victim(s) ever enjoyed the sexual acts you committed on them?
123. Describe the sexual satisfaction you felt after your sex crimes?
124. What were the most important events of your life that have been related to your sex offense(s)?

Criminal History

125. When and how did you first get involved with the law? What happened?
126. What other things have you been arrested for? When? What happened?
127. Have been confined in other prisons or jails? How long? Where? For what?
128. What was the situation leading up to your most recent sex offense? What was going on in your life? How were you feeling?
129. What was the specific incident that seemed to trigger your sexually deviant behavior?
130. What other similar crimes have you been involved in and for how long?
131. Have you ever been involved in making obscene phone calls? If so, describe.
132. Have you ever been involved in exhibiting yourself to unsuspecting strangers? If so, describe.
133. Have you ever peeped in peoples' windows hoping to see them naked or observe them having sex? If so, describe.
134. Have you ever engaged a prostitute? If so, describe.
135. Have you ever intentionally touched the breasts, butt, or crotch of an unsuspecting person? If so, describe.
136. What were the most important events of your life that have been related to your criminal history?

AUTOBIOGRAPHY SEGMENT 5

Treatment

137. What treatment have you or your family been involved in prior to your present confinement? What kinds of problems was this treatment for?
138. What was helpful to you in your prior treatment?
139. What do you wish you had done differently in prior treatment? How could you have benefited more from the treatment?
140. What are your current treatment goals?
141. What do you think are the chances you will re-offend if you do not go to treatment now?
142. What do you think are the chances you will re-offend if you do complete treatment now?
143. Describe the ways you may be able to use information that you learned in writing your autobiography? Be specific.

VIDEO REPORT FORM

NAME OF VIDEO:

WHAT FEELING AND THOUGHTS DID YOU HAVE DURING THE VIDEO?

WHAT NEW INFORMATION DID YOU LEARN ABOUT VICTIMS OF SEXUAL ABUSE?

WHAT NEW INFORMATION DID YOU LEARN ABOUT MEN WHO COMMIT SEXUAL ABUSE?

HOW DID THIS VIDEO RELATE TO YOUR SEXUAL CRIME OR SEXUAL BEHAVIOR?

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 8
Homework – Video Report Form

VIDEO REPORT FORM

NAME OF VIDEO:

WHAT FEELING AND THOUGHTS DID YOU HAVE DURING THE VIDEO?

WHAT NEW INFORMATION DID YOU LEARN ABOUT VICTIMS OF SEXUAL ABUSE?

WHAT NEW INFORMATION DID YOU LEARN ABOUT MEN WHO COMMIT SEXUAL ABUSE?

HOW DID THIS VIDEO RELATE TO YOUR SEXUAL CRIME OR SEXUAL BEHAVIOR?

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 8
Homework – Video Report Form

VIDEO REPORT FORM

NAME OF VIDEO:

WHAT FEELING AND THOUGHTS DID YOU HAVE DURING THE VIDEO?

WHAT NEW INFORMATION DID YOU LEARN ABOUT VICTIMS OF SEXUAL ABUSE?

WHAT NEW INFORMATION DID YOU LEARN ABOUT MEN WHO COMMIT SEXUAL ABUSE?

HOW DID THIS VIDEO RELATE TO YOUR SEXUAL CRIME OR SEXUAL BEHAVIOR?

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 8
Homework – Video Report Form

VIDEO REPORT FORM

NAME OF VIDEO:

WHAT FEELING AND THOUGHTS DID YOU HAVE DURING THE VIDEO?

WHAT NEW INFORMATION DID YOU LEARN ABOUT VICTIMS OF SEXUAL ABUSE?

WHAT NEW INFORMATION DID YOU LEARN ABOUT MEN WHO COMMIT SEXUAL ABUSE?

HOW DID THIS VIDEO RELATE TO YOUR SEXUAL CRIME OR SEXUAL BEHAVIOR?

READING ASSIGNMENT

During this section, your therapists will assign a number of books or articles for you to read. You may check these books out at the library. These are all accounts of what victims actually experienced as a result of being sexually abused. As you read try to take as sympathetic a stance as possible beware of falling into the traps or being prevented from focusing your attention on the victims because of your tendency to blame or your own need to preserve your sexual fantasies.

The books and articles that you will be asked to read may include:

- Outgrowing the Pain Together: A book for spouses and partners of adults abused as children by Eliana Gil
- I Know Why the Caged Bird Sings by Maya Angelou
- Victims No Longer by Mike Lew
- I Never Told Anyone by Ellen Bass
- Men Surviving Incest by T. Thomas
- I Never Called It Rape by Robin Warsaw
- Child Abuse: Implications for Child Development and Psychopathology by David A. Wolfe
- When Your Wife Says No: Forced Sex In Marriage by Fay H. Knopp
- Family Fallout: A Handbook for Families of Adult Sexual Abuse Survivors by Dorothy B. Landry
- Adults Molested as Children by Evan Bear
- Man-To-Man: When Your Partner Says NO by S.A. Johnson

Assignment

With each reading assignment, complete the “Reading Assignment Form” you will find on the following pages. This will provide an opportunity for you to analyze your feelings as well as provide a record of your reactions to each account that you read.

READING ASSIGNMENT FORM

NAME OF BOOK/ARTICLE:

SUMMARIZE THE FEELING AND REACTIONS OF THE PEOPLE WHOSE STORIES YOU READ:

COMPARE THE FEELING AND REACTIONS OF YOUR VICTIM(S) WITH THOSE WHOSE STORIES YOU READ.

LIST THE THOUGHT YOU HAD AS YOU READ THE MATERIAL.

WHAT FEELINGS DID YOU EXPERIENCE AS YOU READ THE MATERIAL?

READING ASSIGNMENT FORM

NAME OF BOOK/ARTICLE:

SUMMARIZE THE FEELING AND REACTIONS OF THE PEOPLE WHOSE STORIES YOU READ:

COMPARE THE FEELING AND REACTIONS OF YOUR VICTIM(S) WITH THOSE WHOSE STORIES YOU READ.

LIST THE THOUGHT YOU HAD AS YOU READ THE MATERIAL.

WHAT FEELINGS DID YOU EXPERIENCE AS YOU READ THE MATERIAL?

READING ASSIGNMENT FORM

NAME OF BOOK/ARTICLE:

SUMMARIZE THE FEELING AND REACTIONS OF THE PEOPLE WHOSE STORIES YOU READ:

COMPARE THE FEELING AND REACTIONS OF YOUR VICTIM(S) WITH THOSE WHOSE STORIES YOU READ.

LIST THE THOUGHT YOU HAD AS YOU READ THE MATERIAL.

WHAT FEELINGS DID YOU EXPERIENCE AS YOU READ THE MATERIAL?

READING ASSIGNMENT FORM

NAME OF BOOK/ARTICLE:

SUMMARIZE THE FEELING AND REACTIONS OF THE PEOPLE WHOSE STORIES YOU READ:

COMPARE THE FEELING AND REACTIONS OF YOUR VICTIM(S) WITH THOSE WHOSE STORIES YOU READ.

LIST THE THOUGHT YOU HAD AS YOU READ THE MATERIAL.

WHAT FEELINGS DID YOU EXPERIENCE AS YOU READ THE MATERIAL?

Phase II – Skills Acquisition
Module 4 – Victim Awareness, Topic 9
Homework – Reading Assignment Form

READING ASSIGNMENT FORM

NAME OF BOOK/ARTICLE:

SUMMARIZE THE FEELING AND REACTIONS OF THE PEOPLE WHOSE STORIES YOU READ:

COMPARE THE FEELING AND REACTIONS OF YOUR VICTIM(S) WITH THOSE WHOSE STORIES YOU READ.

LIST THE THOUGHT YOU HAD AS YOU READ THE MATERIAL.

WHAT FEELINGS DID YOU EXPERIENCE AS YOU READ THE MATERIAL?

READING ASSIGNMENT FORM

NAME OF BOOK/ARTICLE:

SUMMARIZE THE FEELING AND REACTIONS OF THE PEOPLE WHOSE STORIES YOU READ:

COMPARE THE FEELING AND REACTIONS OF YOUR VICTIM(S) WITH THOSE WHOSE STORIES YOU READ.

LIST THE THOUGHT YOU HAD AS YOU READ THE MATERIAL.

WHAT FEELINGS DID YOU EXPERIENCE AS YOU READ THE MATERIAL?