INTRODUCTORY REMARKS

Sexual Offending Treatment Context: What Works?

- **Risk:** Match level of services to level of risk
- **Need:** Target dynamic risk factors/crinogenic needs
- **Responsivity:** Use empirically supported approaches; also *specific* responsivity

(Andrews & Bonta, 2010; Hanson et al., 2009)
Adolescents

- Family involvement
- Developmentally appropriate
- Long-term discharge planning considerations
- Multi-disciplinary communication for safety to client as well as others (e.g., schools)

What else works to prevent sexual reoffending?

- ‘Common factors’ of effective psychotherapy (e.g., Marshall, 2005; Marshall et al., 2002)
- Comprehensive re-entry planning (e.g., Willis & Grace, 2008, 2009)
- ‘Cognitive transformations’, achieving informal social control (e.g., Sampson & Laub, 1993; Maruna, 2001)

What works?

Who works?
The Good Lives Model (GLM)

“[our clients] want better lives, not simply the promise of less harmful ones”

(Ward, Mann, & Gannon, 2006)

Safer Society 2009 North American Survey
(McGrath, Cumming, Burchard, Zeoli, & Ellerby, 2010)

Which three theories best describe your treatment approach?

GLM responses, adult male programs

“As a kid I had lots of examples of what I didn’t want to be. I spent my life trying not to be those things. Then when an aide asked me about five years ago what I wanted to be I had no idea.”

– 40-year-old male in civil commitment
Good Lives Model
(Yates, Prescott, & Ward, 2010)

- Twin goals:
  - Reducing/managing risk
  - Attaining fulfilling life, psychological well-being
- Collaborative and strengths-based
  - Elicits and builds on internal motivation

Good Lives

Best integrated with:
- Motivational Interviewing
- RNR principles
- Cognitive-Behavioral approaches (and more)
- Self-Regulation Model – Revised
  - (with adults; exploratory only in understanding adolescents – may not be enough)
- Solid understanding of protective factors

Sex crimes reflect the use of inappropriate means to pursue otherwise legitimate goals (or primary human goods)
GLM “Primary Goods”

- Primary human goods are actions, experiences, circumstances, states of being, etc., that individuals seek to attain for their own sake
  - E.g., everyone wants to be good at something
- Re-named... Please stay tuned...

GLM Approach (Yates, Prescott, & Ward, 2010)

- Secondary goods are the means for securing PHGs
  - (and are also called instrumental goods)
  - With adolescents, thought of as the “ways of achieving good life goals”

In this way...

- “Dynamic risk factors” = internal or external obstacles that prevent achieving good life goals in pro-social ways and create risk
- Can be helpful to think of dynamic factors as processes, not entities (and not necessarily causal mechanisms underlying offending, see Ward & Fortune, 2016)
Primary Human Goods (PHG)  
(for adults; Purvis et al., 2014, Yates et al., 2010)

- 10-11 primary goods
- Value or importance placed on each PHG contributes to/helps determine Good Life Plan.
- Primary goods can contribute to harmful behavior through their presence or absence
- Adaptive attainment of goods can help reduce or manage risk to re-offend
- Question: Is a good a goal?

PHG’s and Goals  
(for adults; Yates & Prescott, 2011)

Primary Good → Common Life Goal
Life → Life: Living and Surviving
Knowledge → Knowledge: Learning and Knowing
Excellence in Work & Play → Being Good at Work & Play
Excellence in Agency → Personal Choice and Independence
Inner Peace → Peace of Mind
Friendship/Relatedness → Relationships and Friendships
Community → Community: Being Part of a Group
Spirituality → Spirituality: Having Meaning in Life
Happiness → Happiness
Creativity → Creativity

New “Good Life Goals”  
(for adolescents; Prescott, 2018)

- Having fun
- Being an achiever
- Being my own person
- Having people in my life
- Having a purpose and making a difference
- Being emotionally healthy
- Being sexually healthy
- Being physically healthy
Good Life Plan

Challenges:
1. Ways to meet goals that don’t work
2. Narrow plan
3. Conflict between goals
4. Lack of skills
5. Lack of opportunities

Ways to meet goals that don’t work

Narrow Plan:
Putting all the eggs in one basket
Lack of Skills: Internal

<table>
<thead>
<tr>
<th>Ways of looking at the world (schemas)</th>
<th>Offense-supportive beliefs</th>
<th>Coping skills that create challenges</th>
<th>Attachments that aren’t fulfilling</th>
</tr>
</thead>
<tbody>
<tr>
<td>other people will abuse/reject/abandon me</td>
<td>dangerous world, children as sexual objects, uncontrollability</td>
<td>substance abuse, sex as coping, aggression</td>
<td>relationship instability, hostility towards women, social rejection</td>
</tr>
</tbody>
</table>

Lack of Capacity: External

Conflict: Pursuing one goal interferes with pursuing another
EXPERIENTIAL EXERCISES

Having Fun

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?

Being an Achiever

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?
Being My Own Person

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?

Having People in My Life

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?

Having a Purpose and Making a Difference

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?
Being Emotionally Healthy

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?

Being Sexually Healthy

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?

Being Physically Healthy

Importance:
0 1 2 3 4 5 6 7 8 9 10

Confidence:
0 1 2 3 4 5 6 7 8 9 10

Why that number and not a lower one?
What would it take for you to score higher?
Mission Critical:

- In answering those questions, what external pressures did you feel?
- Do we answer these questions for our clients? On their behalf? For their “own good”?
- Or do we explore, collaborate, evoke what is important/meaningful for them?

Treatment is something we do for and with clients, not to and on them

(Miller & Rollnick, 2013)
IMPLEMENTATION

Terms

Implementation:
• “to put into effect according to or by means of a definite plan or procedure.”
• In treatment, refers to implementing a model or approach with fidelity
• Usually top-down training and consult

Terms

Integration:
• “to bring together or incorporate (parts) into a whole”
• “Our program uses the GLM, is informed by the GLM, etc.”
Terms

• Implementation (Carl Åke Farbring)
• The process of implementation and integration
• Using internal expertise to assist in implementation.
• Including unique approaches to learning

Problems

Implementation:
• Top-down training and consult:
  • Can alienate staff
  • Benefits can disappear with staff turnover
  • Involves unlearning old habits as well as new
  • Does not always result in actual change of behavior at the front lines (Farbring, 2011)

Integration:
• “Our program uses the GLM, is informed by the GLM, etc.” is not necessarily faithful to the model or its guiding principles.
Integrated Implementation ≠ one size fits all

- Bottom-up perspective
- Balance between guidelines and mindlines
- Exploring-and-listening attitude
- Local ownership
- Adjusting implementation to local conditions
- Positive support trumps monitoring and control

Examples

After motivational interviewing training:

- Two agencies sought to have trainer come back to observe and re-train in order to “keep the spirit alive”
- Two agencies set up the “MI Tip of the Week”
- Two agencies grew their own internal trainers
- Numerous practitioners selected specific skills to practice that week.
- No agencies have taken advantage of an offer of a free post-training consult

Ultimately

Successful GLM implementation may rely as much on subtracting old practices (cycle work and avoidance based goals and tasks) as on adding new ones (e.g., approach goals)
Thank You!