



Evaluating Adolescents with Sexual Behavior Problems: What The ASI Database Tells Us

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Learning Objectives

- Describe Phil Rich's 10 categories of Motivators to Offend.
- Understand the need to objectively assess clients.
- Identify the percentage of youth with sexual interest in children.



Foundation Guidelines

1. Adolescents and adults who have committed sexually inappropriate behaviors are different from each other.
2. No adolescent with sexual behavior problems is the same. All require individual evaluations.
3. Little research exists that supports the belief that adolescents will commit sexually inappropriate behaviors in adulthood.

2015 ATSA Adolescent Practice Guidelines
Review



Foundation Guidelines

- 4. Adolescents with sexual behavior problems are more likely to reoffend non-sexually, therefore, those dynamic risk factors need to be identified and treated.
- 5. When assessing an individual, multiple sources of information are required.
- 6. Treatment must promote community safety.

2015 ATSA Adolescent Practice Guidelines
Review



Foundation Guidelines

- 7. Treatment must incorporate family involvement, which promotes social behavior.
- 8. Treatment parameters need to be guided by risks and needs.
- 9. Placement needs to be based upon risk and needs.

2015 ATSA Adolescent Practice Guidelines
Review



Foundation Guidelines

- 10. Treatment should be delivered in the least restrictive environment possible that still allows for community safety.
- 11. Research should drive decision-makers.
- 12. Treatment can be a more cost-effective approach.

2015 ATSA Adolescent Practice Guidelines
Review



Risk, Needs, Responsivity

Risk

- Identify internal factors associated with reoffending.
- Identify environmental factors associated with reoffending.
- Determine level of supervision.
- Determine intensity of treatment.



Risk, Needs, Responsivity

Needs

- Identify directly related dynamic risk factors for treatment.
- Identify secondary related risk issue factors for treatment.
- If treated, risk should be reduce.
- Create opportunity for specific treatment interventions for targeted risk factors.



Risk, Needs, Responsivity

Responsivity

- Deliver treatment interventions that are the most effective for the adolescent and their family.
- Evaluate and change risk levels and services as youth growths.



Developmental Characteristics



Development

- Development of a person occurs in phases, not at a steady pace
- Periods of calmness—Integration of experiences
- Undergo significant changes as individuals move through and into new phases of life
- These new phases provides new opportunities and new challenges to master
- Expands on prior integrated life experiences
- Requires learning new skills
- Requires using new abilities



Developmental Issues

- Developmental crisis comes out of the need to meet new challenges
- Individuals face two directions
 - Toward mastery of skills
 - Remain with security



Developmental Issues

- In proper progression, the child develops new capacities and strengths
- Failure to master essential tasks leaves the child unprepared to move into the next phase
- Developmental perspective suggests:
 - The developmental stage requirements, if unfulfilled, results in deficits in the child’s experience of themselves as a whole person
 - State of well being is defined as cohesion
 - State of falling apart is defined as fragmentation



Developmental issues

- Children need empathic responses from the world around them to experience a feeling of well being
- The older we get the more mature those needs for empathic responses become
- The maturing responses no longer have to come from just people but from symbols, objects (music, places, smells, etc.)



Five Factors Influencing Development

- Physical/Maturation
- Cognitive
- Social/Roles
- Internalizing
- Time



Erikson's Psychosocial Phases of the Life Cycle

- Trust vs. Mistrust
- Autonomy vs. Shame and Doubt
- Masculine/Feminine Initiative vs. Sense of Guilt
- Industry vs. Inferiority
- Identity vs. Identity Diffusion
- Intimacy vs. Self Absorption
- Generativity vs. Stagnation
- Integrity vs. Despair




Basic Trust vs. Mistrust Infancy

- Achievement of basic trust in self and others
- Inherent component of the total personality
- Basic confidence
- Core sense of security




Trust vs. Mistrust

- Anxiety
- Rage
- Tension
- Repetition seeking security
- Striving for dependency
- Hunger for affection
- Hopelessness


 **Infancy**

Two Developmental Lines:

- Merger and Idealizing
 - Joining
 - Necessary for development of self-soothing
- Mirroring
 - Relating back to child their sense of bigness
 - Necessary for development of inner power, strength

 **Autonomy vs. Shame & Doubt:
Toddlerhood**

- Exploring surroundings
- Learning self-control
- Mastery over his/her body
- Learning boundaries
- Separation-individuation

 **Autonomy vs. Shame & Doubt**

- Inhibition of action
- Lack of self-confidence
- Stubbornness
- High ambivalence
- Suppressed anger



Toddlerhood

Adversarial needs

- Ability to oppose forces with supportive responses
- Ability to oppose without feeling loss of the supportive responses



Masculine/Feminine Initiative vs. Sense of Guilt—Preschool

- Child differentiating themselves
- Reality testing improves
- Appreciation and acceptance as a boy/girl
- Identifies with parent of same sex and wants to be like him/her
- Gender identity and role development
- Understanding they are not the center of the world
- Beginning development of morals



Masculine/Feminine Initiative vs. Sense of Guilt—Preschool

- Overly dependent
- Poor boundary development
- Confused gender roles
- Poor ability to develop relationships
- Struggle with seeing others as important
- Anxiety and depression
- Self-esteem threatened



**Industry vs. Inferiority
Grade School**

- Admiration, approval, and affection depends upon achievements
- Must develop sense of responsibility
- Build structure
- Begin to appreciate others with different points of view
- Increasing morality



Industry vs. Inferiority

- Feelings of inadequacy
- Defeatist position
- Compulsive strivings
- Self-esteem threatened
- Does not feel like they fit in
- Weakened personality structure
- Decreased sense of morality



**Ego Identity vs. Identity Diffusion
Adolescents**

- Early stage onset of puberty
- Middle stage movement towards the opposite sex, revolts parents authority, conformity with peers, testing one's own limits
- Late stage grasping concerns for the future



**Ego Identity vs. Identity Diffusion
Adolescents**

Accrued confidence in one's ability to maintain inner strength matched by the confidence of one's meaning for others



**Ego Identity vs. Identity Diffusion
Adolescents**

- Conflicting emotions
- Struggling to maintain self-control
- Increasing misunderstood sensations
- Increasing impulses
- Increasingly wondering who I am
- Increasing look at where my place is in the world



**Ego Identity vs. Identity Diffusion
Adolescents**

- Longing for others
- Craving for intimacy
- Idealistic visions
- Disillusionment with parents
- Separation from parents
- Attachment to peer group
- Development of self, separate from group



Developmental Perspective

- The developmental stage requirements, if unfulfilled, results in deficits in the child experiencing themselves as a whole person
- State of well being is defined as cohesion
- State of falling apart is defined as fragmentation



An individual with “Good Enough” milieu responsiveness, who achieves success with each stage of development, has strength to manage the world.



These Individuals Appear to Have

- A basic sense of trust with the capacity to sooth themselves and feel an inner strength
- Self control
- Confidence
- A sense of interdependence
- Self-guidance
- An appreciation for their sense of maleness/femaleness



These Individuals Appear to Have

- Motivation for growth and challenges
- A sense of initiative
- A strong moral system
- Self-esteem
- A belief of equality
- The ability to develop intimate relationships
- The ability to achieve self-expression
- A healthy sense of sexuality




An individual without a “Good Enough” milieu responsiveness does not achieve success with each stage of development, resulting in fragmentation and the requirement of others to perform their self-sustaining experiences.




Treatment Implications

- Staff need to provide an empathetic response to the residents
- Responses need to be consistent
- Staff need to be fair
- Staff need to maintain self-control
- Understand the adolescent will have to act out their inappropriate stage development before they can develop the new capacities and strengths




Comprehensive Assessment Guidelines



Comprehensive Assessment Guidelines

- Assessing adolescents with sexual behavior problems requires the same comprehensiveness as any other child and adolescent evaluation
- Clinician must operate within their level of expertise
- Focus is on understanding behaviors, development and causation, motivation for treatment, required level of care, treatment planning, and risk
- Must have informed consent
- Everyone participating is aware of limits of confidentiality and with whom the results will be shared



Comprehensive Assessment Guidelines

- No known typology to separate offending from non-offending adolescents
- Evaluator must be aware of the individual's level of functioning and use appropriate ways to gather information
- Non-judgmental attitude
- Maintain an understanding that the adolescent may not completely tell the truth
- Evaluator must be prepared to gather and review other existing documentation



Comprehensive Assessment Guidelines

- Remain aware that the existing documentation may not be accurate
- Information must be gathered from multiple sources
- Use multiple evaluation methods
- No test can prove or disprove the likelihood of engaging in sexual abusive behaviors
- Clinical interviews are used to gather specific information, observe behaviors, clarify information



Comprehensive Assessment Guidelines

- Secure a variety of information regarding the adolescent's past and present emotional and cognitive level of functioning, history, characteristics, and behaviors
- Assess sexual interest and patterns of arousal
- Without supporting information, data must be interpreted with caution and it should be noted in the report
- Development of treatment needs and goals are based upon the strengths and weakness identified in the assessment
- Treatment needs and placement are based upon risk, motivation, and public safety



Comprehensive Assessment Guidelines

Written reports must be accurate and complete. The report should contain:

- Informants
- Note on limitations that affect judgment
- Specific consent and explanation of limits of confidentiality
- All dates must be accurate



Comprehensive Assessment Guidelines

- Avoid judgmental and speculative statements
- Note any denial of offenses and explanations
- Only state risk for reoffending with adequate supporting information



12 Steps in Assessment



12 Steps in Assessment

1. Review all the official data prior to seeing the youth
2. Inform the adolescent and the family of the purpose of the interview
3. Inform the adolescent and family of limited confidentiality and who will get the information
4. Review the index offense with the adolescent. Compare client responses with data
5. Establish rapport (respect for the adolescent's position)
6. Therapeutically work through any denial or resistance



12 Steps in Assessment

- 7. Bio-psychosocial history
- 8. Bio-psychosexual history
- 9. Assess the adolescent’s needs, risk factors, and problems
- 10. Psychological testing, if appropriate
- 11. Risk assessment: high, moderate, low
- 12. Share your recommendations with the adolescent and their family





Male : Number of Problematic Sexual Behaviors in Adolescent Males

Number	Count	Percent
0	3,784	25%
1	3,869	26%
2	2,609	17%
3	1,832	12%
4	1,244	8%
5	724	5%
6	430	3%
7	218	1%
8	124	1%
9	50	0%
10	16	0%
11	7	0%
12	3	0%
Sum	14,910	100%



Male : Other Concerns by Social Desirability

Other Concerns	All Boys	High Social Desirability	Low Social Desirability
Victim of Child Sexual Abuse	24%	20%	35%
Transexualism	4%	3%	8%
Tranvestism	5%	3%	10%




Female : Count of Problematic Sexual Behaviors

Number	Count	Percent
0	237	31%
1	191	25%
2	123	16%
3	79	10%
4	59	8%
5	33	4%
6	10	1%
7	12	2%
8	3	0%
9	1	0%
10	4	1%
11	1	0%
Sum	753	100%




Female : Problematic Sexual Behaviors by Social Desirability

Problematic Sexual Behaviors	All Girls	High Social Desirability	Low Social Desirability
Public Exposure	5%	3%	8%
Fetishism	12%	7%	22%
Window Peeping	5%	2%	13%
Sexual with Animals	7%	4%	14%
Obscene Letters/Calls	24%	15%	46%
Masochism	7%	4%	11%
Child Sexual Abuse	44%	41%	50%
Frottage	9%	7%	15%
Sadism	2%	0%	4%
Telephone Sex	4%	3%	7%
Used Erotica	26%	19%	42%
Internet	28%	21%	44%




Female Vignettes

Vignettes	Mean	% in Low	% in Medium	% in High
Female Child by Mutual Consent	6.1	89%	8%	3%
Female Child by Force	3.0	95%	2%	3%
Female Adolescent by Mutual Consent	33.3	57%	22%	21%
Female Adolescent by Force	6.8	85%	10%	5%
Male Child by Mutual Consent	4.5	92%	5%	3%
Male Child by Force	2.8	93%	5%	2%
Male Adolescent by Mutual Consent	5.6	88%	8%	4%
Male Adolescent by Force	18.2	73%	13%	14%
Incest: Sister by Mutual Consent	6.5	88%	7%	5%
Incest: Brother by Mutual Consent	5.2	90%	5%	4%
Transvestism	4.5	90%	7%	3%
Theft	3.0	93%	5%	3%
Violence	2.2	95%	3%	2%




Female : Increase in Known Behaviors

Behavior	Client Admits	Therapist Knew Before	After Questionnaire	Percent Increase
Public Exhibitionism	35	35	59	68.6%
Fetishism	90	26	106	17.8%
Voyeurism	41	16	51	24.4%
Bestiality	55	20	62	12.7%
Obscene Calls	184	49	199	8.2%
Masochism	49	58	96	95.9%
Child Sexual Abuse	329	458	487	48.0%
Frottage	71	83	126	77.5%
Transvestism	31	11	35	12.9%
Sadism	12	10	20	66.7%
Phone Sex	29	0	29	0.0%
Pornography	197	28	205	4.1%
Excess Internet	89	21	92	3.4%
Transsexualism	414	256	470	13.5%
CSA Victim	211	81	236	11.8%



Female : Other Concerns by Social Desirability

Other Concerns	All Girls	High Social Desirability	Low Social Desirability
Victim of Child Sexual Abuse	55%	51%	65%
Transsexualism	12%	8%	20%
Transvestism	4%	3%	7%




Cluster of Motivators for Offending



Cluster of Motivators for Offending


1. Aggression
2. Cognitive Impairment
3. Coping Mechanism
4. Sexual Experimentation
5. Sexually Opportunistic
6. Relationship Building
7. Sexual Deviance
8. Sexual Preoccupation
9. Social Environment
10. Social Skill Deficit

Phil Rich, 2003




Cluster 1 Aggression

- Anger
- Power, Control, and Domination
- Revenge




Individual Actions

Action	Percent
Get into fights	55
Rob people	8
Beat up people	21
Carry knives and guns	16
Belong to a gang	8
Sexually touch people who don't want to be touched	40




Different Types of Victim (Blamed)

Victim	Percent
Girl about your age or older	13
Boy about your age or older	4
Girl 1 or 2 years younger	11
Boy 1 or 2 years younger	6
Girl 3 or 4 years younger	15
Boy 3 or 4 years younger	9
Girl 5 or more years younger	25
Boy 5 or more years younger	15
Woman	3
Man	0




Male: Child Sexual Abuse and Amount of Force Used

Force	Percent
Child Sexual Abuse	49
CSA - Not rough at all, kid started it	5
CSA - Not rough at all, we both wanted to	11
CSA - I had to promise the kid stuff	11
CSA - I had to trick the kid	11
CSA - I had to threaten the kid	3
CSA - I had to rough the kid up a little	1
CSA - I had to rough the kid up a lot	0
CSA - The kid died	0




Male: Sadism and Amount of Force Used

Force	Percent
Sadism	1
Sadism - Not rough at all, other person started it	0
Sadism - Not rough at all, we both wanted to	0
Sadism - I had to threaten them	0
Sadism - I had to rough them up a little	0
Sadism - I had to rough them up a lot	0
Sadism - The other person died	0




Male: Frottage/Rape and Amount of Force Used

Force	Percent
Frottage/Rape	15
Frottage - Not rough at all, other person started it	2
Frottage - Not rough at all, we both wanted to	2
Frottage - I had to threaten them	2
Frottage - I had to rough them up a little	1
Frottage - I had to rough them up a lot	0
Frottage - The other person died	0




Female: Individual Actions

Action	Percent
Get into fights	47
Rob people	5
Beat up people	20
Carry knives and guns	10
Belong to a gang	9
Sexually touch people who don't want to be touched	34




Female: Different Types of Victim (Blamed)

Victim	Percent
Girl about your age or older	8
Boy about your age or older	5
Girl 1 or 2 years younger	8
Boy 1 or 2 years younger	7
Girl 3 or 4 years younger	10
Boy 3 or 4 years younger	9
Girl 5 or more years younger	17
Boy 5 or more years younger	16
Woman	1
Man	2




Female: Child Sexual Abuse and Amount of Force Used

Force	Percent
Child Sexual Abuse (CSA)	44
CSA - Not rough at all, kid started it	5
CSA - Not rough at all, we both wanted to	12
CSA - I had to promise the kid stuff	7
CSA - I had to trick the kid	7
CSA - I had to threaten the kid	3
CSA - I had to rough the kid up a little	2
CSA - I had to rough the kid up a lot	1
CSA - The kid died	0




Female : Frottage/Rape and Amount of Force Used

Force	Percent
Frottage/Rape	9
Frottage - Not rough at all, other person started it	2
Frottage - Not rough at all, we both wanted to	2
Frottage - I had to threaten them	2
Frottage - I had to rough them up a little	1
Frottage - I had to rough them up a lot	0
Frottage - The other person died	0




Female: Sadism and Amount of Force Used

Force	Percent
Sadism	2
Sadism - Not rough at all, other person started it	1
Sadism - Not rough at all, we both wanted to	1
Sadism - I had to threaten them	1
Sadism - I had to rough them up a little	0
Sadism - I had to rough them up a lot	0
Sadism - The other person died	0




Cluster 2 Cognitive Impairment

- Cognitive/Intellectual Deficit
- Incompetence
- Mental Illness
- Psychosis
- Substance-Use Driven




Male: Impairment Indicators

Impairment Indicator	Percent
Client can read and comprehend without a problem	81
Client has some cognitive, emotional, and/or educational limitations	18
Client has severe cognitive, emotional and/or educational limitations	1
Client is having the test read out loud due to illiteracy	7




Male: Substance Abuse

Drug	Percent
Marijuana	36
Alcohol	46
Tranquilizers	5
Cocaine/Crack	5
Heroin/Opium	4
Hullucinogens	6
Speed,Uppers	4
Methamphetamines	2



Female: Impairment Indicators

Impairment Indicator	Percent
Client can read and comprehend without a problem	80
Client has some cognitive, emotional, and/or educational limitations	18
Client has severe cognitive, emotional and/or educational limitations	2
Client is having the test read out loud due to illiteracy	10



Female: Substance Abuse

Drug	Percent
Marijuana	30
Alcohol	45
Tranquilizers	7
Cocaine/Crack	6
Heroin/Opium	6
Hullucinogens	5
Speed,Uppers	7
Methamphetamines	3



Cluster 3 Coping Mechanism

- Antidote
- Emotional Discharge
- Emotional Satisfaction
- Trauma-Reactive Recapitulation




Male: Force Used in CSA Victimization

Force	Percent
Victim of CSA	25
Victim - Not rough at all	10
Victim - They threatened me	8
Victim - They roughed me up a little	3
Victim - They roughed me up a lot	3




Male: Emerick Scales


Scale	No Problem	Moderate	Severe
Trauma Potentiators	8	44	48
Trauma Intrusive Thoughts	50	17	32
Trauma Symptomology	18	65	17

 **Female: Forced Used in CSA Victimization**

Force	Percent
Victim of CSA	56
Victim - Not rough at all	14
Victim - They threatened me	23
Victim - They roughed me up a little	12
Victim - They roughed me up a lot	11

 **Female: Emerick Scales**

Scale	No Problem	Moderate	Severe
Trauma Potentiators	5	42	53
Trauma Intrusive Thoughts	29	17	54
Trauma Symptomology	9	54	36

 **Cluster 4 Sexual Experimentation**

- Experimentation: Curious
- Experimentation: Exploitive
- Experimentation: Naive



Male: Experimentation Count

Count	Percent
0	51
1	34
2	11
3	3
4	1
5	0
6	0
8	0
9	0



Female: Experimentation Count

Count	Percent
0	58
1	29
2	10
3	3
4	0



Cluster 5 Sexual Opportunistic

- Opportunity: Impulsive
- Opportunity: Predatory
- Opportunity: Situational



Cluster 6 Relationship Building

- Affection: Demonstrating
- Affection: Seeking
- Intimacy
- Loneliness
- Mutuality: Actual
- Mutuality: Imagined
- Relationship Building




Male: Loneliness

Force	Percent
Date less than others	58
Have you ever dated	81
Are lonely a lot	27




Female: Loneliness

Force	Percent
Date less than others	59
Have you ever dated	79
Are lonely a lot	42




Cluster 7 Sexual Deviance

- Fantasy Fulfillment (Deviant)
- Paraphillia (Sexual Fetish)
- Sadism and Cruelty
- Sexual Arousal/Interest




Male: Blamed

Answer	Percent
No one has ever blamed me	39
Someone did blame me, but I didn't do it, never near kid	5
Someone did blame me, but I didn't do it, I was near kid	13
Someone did blame me, I did it, kid wanted me to	7
Someone did blame me, I did it, just like they say	23
Someone did blame me, I did it, not as much as they say	10
Someone did blame me, I did it, I did a lot more than anyone knows	3




Male: Thoughts About Sexual Behaviors

Response	Child Sexual Abuse	Frottage	Sadism
None of my sex thoughts are about	77	58	22
A few	19	28	47
Lots	2	7	22
Almost all	1	5	6
All of my sex thoughts are about	1	2	4




Female: Blamed

Answer	Percent
No one has ever blamed me	41
Someone did blame me, but I didn't do it, never near kid	4
Someone did blame me, but I didn't do it, I was near kid	16
Someone did blame me, I did it, kid wanted me to	9
Someone did blame me, I did it, just like they say	19
Someone did blame me, I did it, not as much as they say	8
Someone did blame me, I did it, I did a lot more than anyone knows	2




Female: Thoughts About Sexual Behaviors

Response	Child Sexual Abuse	Frottage	Sadism
None of my sex thoughts are about	83	54	31
A few	12	30	46
Lots	2	2	8
Almost all	1	9	8
All of my sex thoughts are about	2	5	8




Cluster 8 Sexual Preoccupation

- Compulsion: Addictive
- Compulsion: Non-addictive
- Fantasy Fulfillment Non-deviant
- Hypersexuality
- Reenactment of Pornography
- Sexual Obsession
- Sexual Preoccupation




Male: Hours Spent on Internet Per Week

Hours	Probability	Cumulative Probability
0	0	0
1	47	47
2	16	63
3	9	72
4	6	77
5	4	82
6	2	84
7	3	87
8	1	88
9	0	88
10	2	91
11	0	91
12	1	91
13	0	92
14	1	93
15	1	94
16	0	94
17	0	94
18	0	94
19	0	94
20	6	100




Female: Hours Spent on Internet Per Week

Hours	Probability	Cumulative Probability
1	39	39
2	14	53
3	10	63
4	6	70
5	7	77
6	2	79
7	1	80
8	2	83
9	1	84
10	2	86
12	1	87
13	1	87
14	1	89
15	1	89
20	11	100




Cluster 9 Social Environment

- Peer-Cohort Encouragement
- Role Modeling
- Social Messages




Male: Antisocial Behaviors

Action	Percent
Get into fights	55
Get arrested	45
Get kicked out of school	31
Steal stuff	42
Rob people	8
Beat up people	21
Carry knives and guns	16
Belong to a gang	8
Quit school	4
Sexually touch people who don't want to be touched	40



Male: Friends Antisocial Behaviors

Action	Percent
Get into fights	27
Drink alcohol	20
Have done drugs	28
Get arrested	14
Get kicked out of school	19
Steal stuff	16
Rob people	6
Beat up people	13
Carry knives and guns	10
Belong to a gang	11
Quit school	9
Sexually touch people who don't want to be touched	2



Female: Antisocial Behaviors

Action	Percent
Get into fights	47
Get arrested	30
Get kicked out of school	28
Steal stuff	47
Rob people	5
Beat up people	20
Carry knives and guns	10
Belong to a gang	9
Quit school	3
Sexually touch people who don't want to be touched	34



Female: Friends Antisocial Behaviors

Action	Percent
Get into fights	34
Drink alcohol	26
Have done drugs	34
Get arrested	17
Get kicked out of school	27
Steal stuff	22
Rob people	5
Beat up people	20
Carry knives and guns	12
Belong to a gang	16
Quit school	16
Sexually touch people who don't want to be touched	6



Cluster 10 Social Skills Deficits

- Feel Normal
- Social Competence or Mastery
- Social Expectations
- Sexual Identity Exploration



Thank You

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