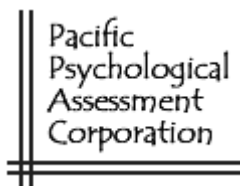


Worksheet Package for the Self-Regulation Model of the Offense
and Re-Offense Process: Volume III



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Case Information

Name of person being evaluated:	Date of completion:
Sources of information reviewed:	
Synopsis of offense history:	
Completed by:	Signed:

IMPORTANT: This Worksheet is intended to assist assessment according to the Self-Regulation Model of the Offense and Re-Offense Process: Volume III manual and should only be used as described in an only in conjunction with this manual.

Good Lives Primary Goods

Life:

Physical Needs and Factors Important for Healthy Living and Physical Functioning

Values good of *Life* as indicated by:

- Importance placed on attaining basic needs such as acquiring housing/shelter/food
- Importance placed on acquiring basic health/medical care
- Importance placed on optimal/healthy physical functioning
- Importance placed on diet/nutrition
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Life* as indicated by:

- Engages in activities (e.g., work, criminal activity) to ensure basic needs are met
- Attempts to acquire adequate physical shelter
- Engages in regular physical exercise
- Ensures healthy nutrition (within means)
- Acquires basic medical care (e.g., regular check-ups, within means)
- Manages specific health problems (e.g., high blood pressure, diabetes)
- Avoids engaging in activities that are harmful to physical health (e.g., substance abuse, risk-taking behaviors)
- Engages in activities to reduce stress (e.g., physical exercise, meditation)
- Other (specify):

- Other (specify):

Good of *Life* is implicated in offending as indicated by:

- Attains basic life needs via criminal activity
- Lack of opportunity/ability to attain good leads to criminal activity
- Lack of opportunity/ability to attain good leads to association with criminal peers
- Instrumental activities to attain good lead to criminal behavior (e.g., theft to obtain food)
- Lack of self-sufficiency results in exposure to opportunities to offend (e.g., living arrangements pose high-risk situations, association with criminal peers)
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Knowledge:

Desire for Information and Understanding about Oneself and the World

Values good of Knowledge as indicated by:

- Importance of understanding environment/world
- Importance of formal education/training
- Importance of specific knowledge or information (e.g., related to work, mechanical functioning of objects)
- Importance of other personally relevant knowledge/interests (e.g., specific subject matter)
- Importance of understanding self/own behavior
- Desire to understand own cognitive/emotional functioning
- Desire to understand personal and interpersonal relationships
- Desire to understand others' experiences
- Desire to understand own sexual behavior
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of Knowledge as indicated by:

- Attends school/classes
- Engages in other educational pursuits
- Attends training/vocational courses
- Engages in self-study activities (e.g., correspondence courses, reading)
- Engages in informal learning activities (e.g., on-the-job training, discussions with others)
- Actively attempts to understand others
- Actively attempts to understand self
- Attends treatment or other therapeutic or self-help activity
- Engages in other activities to attain greater understanding of self, behavior, relationships

- Other (specify):

- Other (specify):

Good of Knowledge is implicated in offending as indicated by:

- Lack of knowledge (e.g., education, training) inhibits employment, which is associated with criminal behavior
- Lack of sexual knowledge evident in offense progression
- Lack of knowledge of cognitive/emotional processes/functioning evident in offense progression
- Lack of awareness of offense progression/pathway associated with offending
- Lack of knowledge of impact of behavior on offense progression/self-regulation (e.g., lacks awareness that offense avoidance strategies are ineffective or increase risk)
- Lack of knowledge of personal, interpersonal relationships evident in offense progression
- Lack of knowledge of boundaries between adults and children evident in offense progression (including lack of knowledge of parenting role)
- Lack of knowledge of emotional self-regulation/responding evident in offense progression
- Actively defends or excuses offending through argument and/or "evidence"
- Avoids thinking about offending and factors related to offending
- Cognitive deconstruction evident in offending
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Excellence in Play and Work:

Desire to Engage in Leisure, Mastery in Work and Leisure/Recreation

Values good of *Excellence in Play and Work* as indicated by:

- Importance placed on leisure/recreation activities as part of one's life
- Importance placed on success/mastery of leisure/recreation activities
- Importance placed on work/employment as part of one's life
- Importance placed on success/mastery in work/employment
- Importance placed on career/employment advancement
- Desire to engage in enjoyable activities
- Desire to learn new recreational activities, sports, hobbies
- Sense of pride in accomplishments (work, leisure)
- Desire to do things well/to excel in work and leisure
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Excellence in Play and Work* as indicated by:

- Participates in sport activities (individual, team, competitive, non-competitive)
- Participates in other leisure/recreational activities (e.g., yoga)
- Engages in hobby activities
- Participates in leisure/recreation classes (e.g., martial arts, golf lessons)
- Works or seeks to obtain work/employment
- Participates in training, certification, apprenticeships, other activities in order to attain employment or advance career
- Engages in activities to develop and increase knowledge in chosen areas of work and/or leisure/recreation
- Engages in activities to maximize likelihood of success in chosen areas of work and/or leisure/recreation

Other (specify):

Other (specify):

Good of *Excellence in Play and Work* is implicated in offending as indicated by:

- Absence of meaningful work activities results in absence of fulfillment or sense of boredom that is implicated in offense progression
- Absence of meaningful leisure/recreation activities results in absence of fulfillment or sense of boredom that is implicated in offense progression
- Loss of work activities/employment results in stress or frustration that is implicated in offense progression
- Loss of important leisure/recreation activities results in stress or frustration that is implicated in offense progression
- Loss of ability to master/achieve success in work or leisure/recreation is implicated in offense progression
- Loss of opportunity to master/achieve success in work or leisure/recreation is implicated in offense progression
- Specific work or leisure/recreation activities result in access to potential victims or other risk situations related to offending
- Seeks thrills or excitement in offending related activities and offense behavior
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Agency:

Desire for Independence, Autonomy, Choice, Goal Formulation

- Values good of Agency as indicated by:**
- Importance placed on self-sufficiency, independence, functioning as an autonomous being
 - Importance placed on living one's life consistent with own values, beliefs, principles
 - Importance placed on asserting oneself and one's place in the world
 - Importance placed on exercising personal choice
 - Importance placed on independence in decision-making, goal formulation, life choices
 - Importance placed on personal control of oneself and life events
 - Importance placed on attaining respect from other individuals
 - Other (specify):

 - Other (specify):

- Engages in instrumental activities to attain good of Agency as indicated by:**
- Has clear objectives in various life areas (e.g., work, relationships)
 - Evaluates and prioritizes life goals and objectives
 - Engages in goal-oriented behavior/formulates and implements plans to achieve a specific end or objective
 - Engages in activities to ensure self-sufficiency (e.g., employment to ensure financial independence)
 - Actively asserts self and needs with others
 - Actively communicates needs and desires to others
 - Interactions with others characterized by control, domination, aggression, manipulation
 - Abuses or manipulates others in order to establish personal control or attain respect
- Other (specify):

- Other (specify):

- Good of Agency is implicated in offending as indicated by:**
- Need to establish or re-establish personal control via dominance, abuse, or humiliation of others evident in offense progression (e.g., revenge-motivated offending, coping with rejection)
 - Offending appears linked to individual's own prior history of abuse or neglect and reflects need to assert self
 - Lack of self-sufficiency results in exposure to opportunities to offend (e.g., living arrangements pose high-risk situations, association with criminal peers)
 - Negative agency schema evident in offense progression (e.g., passivity and inadequacy, dangerous world, hostility toward women)
 - Desire for autonomy, personal control influences victim selection (e.g., chooses vulnerable victim, child victim)
 - Attempts at assertiveness manifest as aggression (e.g., grievances, acts of retribution)
 - Offending appears related to attempts to gain or re-establish respect from others
 - Lack of autonomy evident in offense related behavior (e.g., avoids conflict, seeks safety)
 - Other (specify):

 - Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Inner Peace:

Emotion Regulation, Equilibrium, Competence

Values good of *Inner Peace* as indicated by:

- Importance placed on attaining overall emotional and psychological stability
- Importance placed on awareness of emotional states
- Importance placed on ability to understand emotional states and reactions
- Importance placed on ability to control emotional states
- Importance placed on ability to cope with emotionally stressful situations (e.g., anger, loneliness, psychological distress)
- Importance placed on empathic and emotional understanding of others
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Inner Peace* as indicated by:

- Implements proactive plans and strategies to minimize occurrence of emotional distress and to achieve equilibrium
- Engages in activities to re-establish emotional equilibrium (e.g., changes lifestyle to avoid specific individuals or situations that cause distress)
- Actively monitors emotional states
- Engages in specific activities to regulate emotional states to achieve equilibrium (e.g., work, exercise)
- Engages in specific situational strategies to manage emotional states (e.g., time-out, meditation, relaxation techniques, listening to music)
- Utilizes strategies/attempts to manage impulsivity (e.g., avoidance, escape, effective interventions)
- Seeks support and assistance from others to understand and manage emotional regulation (e.g., friends, partners, professionals)
- Attempts to understand and respond to others' emotional expressions and needs (e.g., active listening, empathic responding)
- Implements problem-solving strategies as required

- Uses substances (illicit or medically necessary/prescribed) to regulate mood/cope with emotional stimuli/events
- Engages in sexual activity to regulate mood/cope with emotional stimuli/events
- Other (specify):

- Other (specify):

Good of *Inner Peace* is implicated in offending as indicated by:

- Emotional states linked to offense progression (e.g., anger, loneliness)
- Emotion regulation deficits evident in offense progression/offense-related behavior (e.g., impulsivity, loss of volitional control)
- Lack of awareness or understanding of emotional states results in offense-related behavior
- Lack of empathic understanding results in offense-related behavior
- Instrumental activities to attain good (e.g., use of sex, substance use to cope with emotional states) are implicated in offense progression
- Substance use to regulate mood evident in offense progression
- Engages in escape or avoidance in situations of risk, conflict
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Relatedness:

Desire to Establish Bonds with Others

Values good of *Relatedness* as indicated by:

- Importance placed on establishing new relationships with friends
- Importance placed on maintaining existing relationships with friends
- Importance placed on establishing family relationships
- Importance placed on maintaining existing family relationships
- Importance placed on re-establishing family relationships
- Importance placed on parental role/responsibilities
- Importance placed on establishing intimate/romantic relationship
- Importance placed on maintaining existing intimate/romantic relationship
- Importance placed on re-establishing intimate/romantic relationship
- Importance placed on attachments to others
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Relatedness* as indicated by:

- Engages in social or other activities that facilitate meeting new people and maintaining relationships
- Spends time with friends
- Shares and engages in common interests with others
- Shares and engages in common activities with others
- Gives and receives support (e.g., emotional, practical)
- Engages in disclosure and sharing of emotional states with others
- Discusses important issues with others
- Physical intimacy with romantic partner
- Emotional intimacy with romantic partner
- Reciprocity in intimate relationship
- Other (specify):

- Other (specify):

Good of *Relatedness* is implicated in offending as indicated by:

- Personal relationships include criminal associates and/or engaging in criminal activity
- Personal relationships provide opportunities for criminal activity
- Shared interests and activities are criminal in nature
- Personal relationships encourage and/or support sexual deviance/offending
- Personal relationships are utilitarian, manipulative, and/or abusive
- Relationships with intimate partner(s) are utilitarian, manipulative, and/or abusive
- Personal relationships/attachments are superficial
- Personal relationships provoke emotional, social, behavioral, or other instability
- Actively avoids close relationships
- Seeks to attain good of relatedness (e.g., intimacy) with inappropriate partners (e.g., children)
- Presence of attachment deficits (e.g., insecure attachment style) implicated in offense progression
- Dysfunctional conceptualization of intimacy (e.g., intimacy deficits, equating sexual intercourse with intimacy) implicated in offending
- Lack of ability to relate to others/form intimate relationships evident in offense progression
- Other (specify):

- Other (specify):

Notes:

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Community:

Desire to be Connected to Similar Social Groups

Values good of *Community* as indicated by:

- Importance placed on being part of larger social group
- Importance placed on being part of social network
- Importance placed on being part of group with shared interests, values, goals
- Importance placed on contributing to one's community
- Importance placed on community healing
- Importance of belonging and social identity
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Community* as indicated by:

- Participates in community activities (e.g., social service groups, special interest groups)
- Participates in volunteer activities, groups
- Membership in groups sharing common interests, values, concerns
- Provides practical assistance to others in times of need (e.g., neighbors)
- Attends and participates in treatment
- Engages in activities that contribute to cohesion in group treatment/therapeutic unit
- When lonely seeks contact with others
- Actively seeks to help (non-family) others in distress and need
- Other (specify):

- Other (specify):

Good of *Community* is implicated in offending as indicated by:

- Community is comprised of pro-criminal members/activities (e.g., gangs, pedophile group)
- Presence of pro-criminal social/peer network leads to criminal behavior (e.g., deviant internet sites or pedophilic groups)
- Absence of pro-social social/peer network leads to criminal behavior
- Absence of sense of community or connection to others is implicated in offense progression (e.g., lack of understanding of impact of crime on community)
- Isolation from social groups, networks, community leads to lack of support, positive role models, empathy/understanding
- Lack of social support to refrain from criminal activity implicated in offense progression
- Community environment leads to lack of opportunity to achieve valued goals
- Community environment encourages antisocial behavior/criminal activity
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Spirituality:

Desire for Meaning and Purpose in Life

Values good of *Spirituality* as indicated by:

- Importance placed on relationship/connection to higher/abstract being
- Values sense of integration of all living beings in life
- Values sense that he is part of a larger whole
- Feels life ought to be meaningful
- Distressed by absence of personal meaning
- Importance of actions as impacting on, or directed by, larger good
- Importance placed on living life according to own values and rules
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Spirituality* as indicated by:

- Attends formal religious/spiritual events (e.g., church, sweat lodge)
- Participates in activities such as meditation/prayer
- Involved in spiritual community/group
- Studies/reads spiritual materials
- Actively attempts to arrive at a personal philosophy
- Attempts to act ethically
- Actively avoids feelings of alienation and meaninglessness
- Other (specify):

- Other (specify):

Good of *Spirituality* is implicated in offending as indicated by:

- Lack of connection to others results in lack of empathy leading to criminal behavior
- Lack of a coherent set of values associated with criminal behavior
- Has a philosophy or set of values that condones or permits offending (e.g., “loves” children)
- Focusing solely/predominantly on own needs implicated in sexual offending
- Lack of sense of purpose or connection to others results in lack of empathy to other individuals
- Sense of emptiness caused by lack of meaning results in substance abuse or sexual preoccupation
- Sense of meaning linked to identification with group or movement that condones or permits offending (e.g., pedophilic group)
- Distorts beliefs and values to justify offending (e.g., religious rationalizations)
- Acts unethically
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Happiness:

State of Being Reflecting Overall Experience of Contentedness in One's Life

Values good of *Happiness* as indicated by:

- Importance placed on general life satisfaction
- Importance placed on contentment with life circumstances
- Importance placed on accomplishing important activities (e.g., meaningful work, raising family)
- Sense of purpose and direction in life
- Importance placed on achieving balance in life (e.g., work, social)
- Importance placed on experiencing pleasure
- Importance placed on psychological health and well-being
- Desire to change life circumstances in order to achieve greater satisfaction, contentment
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Happiness* as indicated by:

- Engages in activities that believes will result sense of satisfaction, contentment, fulfillment
- Engages in activities that believes will result in sense of pleasure (e.g., leisure activities, sports, sex)
- Engages in activities intended to achieve sense of purpose, direction in life (e.g., work, friendships, family)
- Actively attempts to attain work/life balance
- Resolves problems that lead to unhappiness, lack of satisfaction
- Attends treatment, other therapy, engages in self-help activities, as required
- Interpersonal relationships are conducive to life satisfaction
- Other (specify):

- Other (specify):

Good of *Happiness* is implicated in offending as indicated by:

- Overemphasis on sexual pleasure implicated in offense progression
- Overemphasis on physical pleasure to the detriment of intimacy, equity
- Overemphasis on own pleasure to the detriment of others (i.e., self-focus)
- Focus on own pleasure leads to misinterpretation of others' cues (e.g., lack of consent)
- Lack of scope in pursuit of human goods
- Lack of contentment, life satisfaction evident in offense progression (e.g., jealousy, resentment of others' happiness)
- Own personal experiences have resulted in negative life schema (e.g., view of world as hostile, others as dangerous)
- Own personal experiences have resulted in inadequate sense of self-esteem, self-worth
- Own personal experiences have resulted in chronic lack of happiness, contentment, satisfaction, well-being
- Engages in impulsive, compulsive, or criminal behavior to enhance mood or to increase sense of satisfaction, happiness, well-being
- Disregards others' sense of happiness, contentment, satisfaction in favor of meeting own needs
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Creativity:
Desire for Novelty or Innovation

Values good of *Creativity* as indicated by:

- Importance placed on new/novel experiences/openness to new activities
- Importance placed on variety of experiences and activities
- Importance placed on creativity and innovation in life (i.e., doing things differently)
- Importance placed on artistic or creative activities (e.g., painting, drawing, gardening, music)
- Importance placed on creating a particular product (e.g., written work, woodworking/carpentry, cooking)
- Other (specify):

- Other (specify):

Engages in instrumental activities to attain good of *Creativity* as indicated by:

- Engages in new/novel experiences that has not attempted previously
- Attempts new and different ways to accomplish activities, achieve desired goals
- Participates in coursework or training to learn new skill (e.g., vocational/trades training, art)
- Engages in activities that produce a product
- Engages in creative activities
- Engages in creative problem-solving
- Dislikes and avoids routine whenever possible
- Other (specify):

- Other (specify):

Good of *Creativity* is implicated in offending as indicated by:

- Absence of creative outlets/novel activities results in absence of fulfillment or sense of boredom that is implicated in offense progression
- Loss of creativity or creative outlets results in stress or frustration that is implicated in offense progression
- Desire/need for novel sexual practices implicated in offense progression
- Engaging in creative outlets results in access to potential victims or other risk for offending
- Attempts to mold and interact with victim according to fantasies or ideals
- Other (specify):

- Other (specify):

Notes:

Assessment:

Overall value/ importance of good to individual:	Low	Moderate	High
Link to sexual offending/risk factors:	None/ Minimal	Moderate	Strong
Treatment priority:	Low	Moderate	High

Part I – Offense-Related Goals

Item 1: *Desire to Prevent Offending*

Avoidant Goal Indicators

- Life event did not trigger entrenched offense-supportive cognitive schema, scripts, or implicit theories
- Life event triggered predominantly negative affect (e.g., loneliness)
- Desire to offend associated with achieving appropriate goal via inappropriate means (e.g., intimacy with child)
- Desire to offend triggered predominantly worry, fear, anxiety, or other similar negative emotional states
- Experienced psychological distress at emergence of desire to offend
- Prior to offending, was fearful or worried that would act out sexually
- Desire to offend triggered predominantly negative memories of prior offending
- Regarded desire to offend as unacceptable (negative appraisal of desire)
- Perceived desire to offend as resulting from internal conditions and states (e.g., personal failure, feelings of worthlessness, inadequacy)
- Considered possible negative consequences of offending (e.g., harm to others)
- Consideration of harm or fear of consequences generated desire for restraint
- Considered or attempted escape, avoidance, restraint, or suppression/distraction behaviors when desire to offend emerged (whether or not these were effective in preventing offense)
- Experienced disinhibition or loss of control at emergence of desire to offend
- Experienced goal conflict when faced with opportunity to offend (high-risk situation/victim access)
- Experienced desire to refrain from offending when desire to offend emerged
- Presently and/or generally expresses a desire to avoid offending in future
- Appears to want to prevent re-offending

Inconclusive Indicators

- Elements of negative affect (e.g., fear, anxiety) in conjunction with positive emotional states (e.g., excitement, anticipation), but neither is predominant

- Both desire to avoid offending and desire to approach offending were equally present throughout offense progression
- Ambivalent with respect to future offense goals
- Insufficient information

Approach Goal Indicators

- Life event triggered entrenched offense-supportive cognitive schema, scripts, or implicit theories
- Life event triggered negative emotional states such as aggression, revenge, anger, or humiliation
- Desire to offend associated with achieving inappropriate goal via inappropriate means (e.g., dominance via sex)
- Desire to offend triggered predominantly positive emotional states (e.g., excitement, anticipation, desire for sexual gratification, etc.)
- Did not experience psychological distress at emergence of desire to offend, or psychological distress was limited to expression of negative emotional states reflecting an approach goal, such as anger, revenge, aggression, or hostility
- Desire to offend triggered positive memories of prior offending
- Regarded desire to offend as acceptable (positive appraisal of desire)
- Perceived desire to offend as resulting from external conditions and states (e.g., provocation by victim)
- Did not consider possible negative consequences of offending
- If considered possible negative consequences, indicated lack of concern for these consequences
- Did not consider or attempt escape, avoidance, or restraint behaviors when desire to offend emerged

- Did not experience disinhibition or loss of control at emergence of desire to offend, or offending occurred relatively impulsively in response to situational cues
- Did not experience goal conflict when faced with opportunity to offend (high-risk situation/victim access)
- Did not experience desire to refrain from offending when desire to offend emerged
- Does not presently express desire to prevent offending
- Appears to want to re-offend

Desire to Prevent Offending Score =

Item 2: Attitude Toward Offending/Schema

Avoidant Goal Indicators

- Generally views sexual activity with children or non-consenting adults as unacceptable or inappropriate
- Generally does not view sexual offending as legitimate means to achieve goals, desired states, meet needs
- Regarded offense behavior as unacceptable or inappropriate
- Currently regards offense behavior as unacceptable or inappropriate
- Did not regard offense as legitimate means to achieve desired goals/states, to meet needs
- Does not view children as sexual agents able to make informed decisions about engaging in sexual activity
- Life event that triggered offending not interpreted through entrenched offense-supportive schema
- Indicates some understanding that offending is harmful, globally or for victims of own offense(s)
- No or minimal evidence of hostile schema
- No or minimal evidence of sexual entitlement
- No or minimal evidence of sexual compulsivity
- No or minimal evidence of other criminal (i.e., nonsexual) behavior, or only minor criminal behavior, or no other recent criminal behavior
- Believes that sanctions for sexual offending are appropriate, either in general or with respect to their own offense(s) specifically
- Appears to want to refrain from re-offending

Inconclusive Indicators

- Views sexual activity with children or non-consenting adults as inappropriate or unacceptable but may suggest there are exceptions
- Some evidence of impersonal sex and/or sexual entitlement but not a consistent part of lifestyle or minimal evidence to suggest a lifestyle pattern
- Insufficient information

Approach Goal Indicators

- Generally views sexual activity with children or non-consenting adults as acceptable or appropriate
- Generally views sexual offending as a legitimate means to achieve goals, desired states, meet needs
- Did not regard offense behavior as unacceptable or inappropriate
- Regarded offense as legitimate means to achieve desired goals/states, to meet needs
- Does not believe that sexual offending is harmful generally, or that the victims of own offense(s) were harmed; may believe he has been harmed more than victim (e.g., as a result of sanctions incurred)
- Regards children as sexual agents able to make informed decisions about engaging in sexual activity
- Evidence of hostile schema (e.g., toward women, world as dangerous place)
- Views women as usually or always sexually receptive
- Evidence of sexual entitlement (e.g., believes he will suffer if sexual needs not met)
- Evidence of sexual compulsivity (e.g., use of child pornography, frequent use of other pornography, prostitutes, frequent masturbation)
- Life event that triggered offending interpreted through entrenched offense-supportive schema (e.g., hostility, vengeance, dominance, sexualized)
- Evidence of criminal diversity
- Believes that sanctions for offending behavior are excessive or unwarranted
- Does not appear to want to refrain from re-offending

Attitude Toward Offending/Schema Score =

Item 3: Cognitive Distortions

Avoidant Goal Indicators

- No or few cognitive distortions evident in offense progression and indicates that offensive behavior was unacceptable or inappropriate
- Cognitive distortions evident in offense progression reflected internal factors/attributions (e.g., personal failure, shortcomings, inadequacy, lack of coping skills, depression, loneliness, stress, loss of control, impulsivity)
- Cognitive distortions evident in offense progression do not appear to be associated with entrenched offense-supportive attitudes, schema, implicit theories
- Cognitive distortions functioned to justify or excuse behavior in order to reduce cognitive dissonance
- Cognitive distortions reflect notion that offensive behavior was atypical of the individual or that individual views behavior as atypical
- Cognitive distortions functioned to reduce cognitive dissonance, shame or guilt
- Cognitive deconstruction was present during offense progression
- Cognitive dissonance was present during offense progression

Inconclusive Indicators

- Some cognitive distortions present but insufficient to determine type/nature of attribution
- Insufficient information

Approach Goal Indicators

- No or few cognitive distortions evident and indicates that the offensive behavior was acceptable or appropriate
- Significant number of cognitive distortions evident in offense progression
- Few cognitive distortions evident, but these are well-entrenched
- Cognitive distortions reflected external responsibility for offending, or denigrated victim (e.g., victim-blaming, provocation)
- Cognitive distortions appear to be associated with entrenched offense-supportive attitudes, schema, implicit theories
- Cognitive distortions explicitly supported offense behavior (e.g., “she asked for/deserved it”)
- Cognitive distortions functioned to deny responsibility for offending
- Cognitive distortions suggest offender believed offense was educational or otherwise beneficial for victim
- Cognitive distortions did not function to reduce cognitive dissonance, shame, or guilt
- Cognitive distortions reflect “normality” of offending (e.g., “I was acquitted of this same type of behavior previously,” “She’s a prostitute, she has sex with people all the time”)
- Cognitive dissonance was absent during offense progression
- Cognitive deconstruction was absent during offense progression

Cognitive Distortions Score =

Item 4: Post-Offense Evaluation

Avoidant Goal Indicators

- Predominantly negative self-evaluation following offending
- Negatively evaluated behavior and/or outcome (i.e., offending)
- Experienced predominantly negative emotional states following offending (e.g., shame, guilt, disgust, embarrassment)
- Offense indicated goal failure
- Cognitive dissonance was present post-offense
- Expressed commitment or desire to better control behavior in future
- Immediately following offense, expressed desire to refrain from offending in future (even if uncertain that he possesses the skills to do so)
- Presently expresses desire to refrain from offending in future (even if uncertain that he possesses the skills to do so)

Inconclusive Indicators

- Positive and negative evaluation of behavior following offense, but neither was predominant
- Positive and negative emotional states following offense evident, but neither was predominant
- Ambivalent with respect to better controlling behavior in future
- Insufficient information

Approach Goal Indicators

- Predominantly positive self-evaluation following offending
- Positively evaluated behavior and/or outcome (i.e., offending)
- Experienced predominantly positive emotional states following offending (e.g., gratification, satisfaction, achievement of retaliation, release of anger)
- Offense indicated goal success
- Cognitive dissonance was absent post-offense
- Reported learning from offense experience (e.g., offense-related strategies)
- Appears to intend to use knowledge gained from offense to facilitate or refine future offending
- Did not express commitment or desire to better control behavior in future
- Immediately following offense, did not express commitment or desire to refrain from offending
- Does not presently express commitment or desire to refrain from offending in future
- Explicitly states intentions to offend again

Post-Offense Evaluation Score =

Part II – Offense Strategies

Item 5: Self-Regulation Skills

Passive/Automatic Strategy Indicators

- Has no or minimal skills to cope with life circumstances and events
- Has no or minimal skills to regulate emotional states
- Has no or minimal skills to establish social, intimate, other relationships
- Generally does not possess ability to monitor behavior, cognition, affect
- Problem-solving skills are generally lacking or absent
- Is generally unable to evaluate costs and benefits associated with various courses of action
- Lacks ability to control sexual arousal/urges
- Generally does not plan behavior or tends to respond impulsively to life circumstances and events
- Is generally unable to formulate plans to achieve life goals
- Is generally unable to formulate plans to achieve offense-related goals
- Lack of awareness of strategies implemented to achieve offense-related goals
- Lacked capacity to cope with life events that triggered desire to offend
- Life event resulted in loss of control/disinhibition
- Did not possess skills to cope with offense-related desire and urges
- Emergence of desire to offend threatened self-control
- Occurrence of lapse threatened self-control
- Emergence of high-risk situation(s) threatened self-control
- Did not attempt to implement strategies to prevent offending, or strategies were superficial (e.g., distraction)
- Possesses coping skills, but failed to implement such skills
- No or minimal skills to cope with circumstances that activated offense-supportive cognitive scripts
- Did not implement strategies to achieve offense-related goal
- Offense appears to have occurred impulsively
- Offense-related strategies were impulsive and/or activated by cognitive scripts/situational cues

Inconclusive Indicators

- Level of skill in goal attainment is ambiguous

- Use of skills was inconsistent or variable across circumstances
- Ability to regulate behavior/emotions across various life circumstances ambiguous or inconsistent
- Insufficient information

Active/Explicit Strategy Indicators

- Generally possesses skills to cope with life circumstances and events
- Generally possesses skills to regulate emotional states
- Generally possesses skills to establish social, intimate, other relationships, including antisocial relationships
- Generally possesses ability to monitor behavior, cognition, affect
- Generally possesses adequate problem-solving skills, including antisocial or offending skills
- Is generally able to evaluate costs and benefits associated with various courses of action (including offending)
- Generally plans behavior or does not tend to respond impulsively to life circumstances and events
- Possesses skills to regulate behavior (intact self-regulation), including antisocial behavior
- Skills and strategies are explicitly associated with achieving offending
- Possesses ability to control sexual arousal/urges
- Generally able to formulate plans to achieve life goals (including antisocial goals)
- Generally able to formulate plans to achieve offense-related goals
- Is aware of strategies used to achieve offense-related goals (even if ultimately ineffective)
- Was able to generate options to cope with life events that triggered desire to offend (even if ultimately ineffective)
- Life event did not result in immediate loss of control or coping ability
- Emergence of the desire to offend did not threaten self-control
- Occurrence of lapse did not threaten self-control
- Emergence of high-risk situation(s) did not threaten self-control
- Attempted to implement skills and strategies to cope with offense-related desires and urges (even if unsuccessful)

- Attempted to avoid or prevent offending and/or to control or restrain behavior
- Did not attempt to manage offense-related desires and urges, but this is not a result of lack of self-regulation skills (e.g., explicit planning)
- Implemented strategies (even if ineffective) in order to achieve offense-related goal
- Used skills that were clearly ineffective in preventing offending (e.g., masturbating to deviant fantasy instead of acting out sexually, substance use)
- Explicitly used intact skills that facilitated offending

Self-Regulation Skills Score =

Item 6: Offense Planning

Passive/Automatic Strategy Indicators

- No or minimal evidence that offense was actively, overtly, consciously, systematically, or explicitly planned
- Absence of intent to commit a sexual offense at early phases of offense progression, or intent to offend was formulated impulsively in response to situational cues
- Offense was covertly, rather than overtly, planned
- Did not consider offending in response to desire to offend, or considered offending but rejected this as a course of action in early phases of offense progression
- No or minimal evidence of mental simulation or rehearsal (although fantasy may be present)
- Offense planning was rudimentary and unsophisticated
- No or minimal evidence of grooming, or grooming was incidental to goal achievement
- Attempted distraction as a strategy to manage desire to offend
- Offense was impulsive in that offending was activated by situational cues and/or offense scripts and/or habitual action
- Little thought evident in strategies employed to avoid or approach offending
- No or minimal awareness of any planning during offense progression
- Victim access was incidental or accidental
- Offending occurred as a result of failure to exercise restraint over behavior (under-regulation, disinhibition, loss of control)

Inconclusive Indicators

- Equal degrees of impulsivity and planning evident in offending across phases of offense progression
- Insufficient information

Active/Explicit Strategy Indicators

- Evidence that the offense was actively, overtly, consciously, systematically, or explicitly planned
- Evidence of active or explicit strategies to achieve offending (e.g., extensive grooming, explicit acquisition of victim access)
- Evidence that individual attempted to prevent offending in early stages of offense progression
- Evidence of some attempt to manage desire to offend in early stages of offense progression
- Attempted to implement strategies to manage desire to offend (even if ultimately ineffective)
- Attempted to control behavior (even if ineffective)
- Use of ineffective strategies to avoid offending led to occurrence of offense
- Evidence of thought in strategies employed to achieve offense-related goal
- A general or significant degree of awareness of planning to achieve the offense-related goal
- Evidence of intent to commit a sexual offense at early phases of offense progression
- Evidence of mental simulation or overt rehearsal of offending
- Victim access was planned
- Strategies employed were detailed, explicit, or sophisticated (e.g., selecting location of offense, extensive grooming of victim)
- Offense progression was clearly not impulsive or was only impulsive at later phase (commission of offense)
- Considerable thought evident in strategies employed to achieve offense-related goal
- Demonstrates awareness of planning offense
- Offending occurred as a result of failed efforts to avoid offending or to exercise restraint

Offense Planning Score =

Item 7: Control Over Offending Behavior

Passive/Automatic Strategy Indicators

- Life event triggered loss of control/disinhibition
- Experienced loss of control/disinhibition when experienced desire to offend
- Experienced loss of control/disinhibition when confronted with possibility of offending/victim access/high-risk situation
- Perceived life event that triggered offending as beyond his control
- Believed he did not have capability to control offending, urges, or desire to offend
- Did not attempt to control desire to offend
- Perceived that actions or behavior predominantly resulted from factors beyond his control
- Perceived that actions or behavior were predominantly controlled by external factors (e.g., victim access, victim provocation)
- Was passive in efforts to achieve offense-related goal (avoidance or approach)
- Unable to extricate himself from situations in which offending was imminent or likely
- Was unable to delay gratification during offense progression
- Is generally unable to delay gratification
- Is generally unable to manage sexual desires/urges
- Offending appeared impulsive or in response to situational cues
- Strategies to achieve offense-related goal selected automatically or incidentally
- Experienced deterioration in self-control when faced with desire to offend
- Experienced deterioration in self-control when faced with likelihood of offending
- Does not believe he will be able to control offending behavior in future

Inconclusive Indicators

- Level of control is ambiguous
- Degree of control exerted in offending is inconsistent
- Perceptions of control over offending are variable
- Ability to delay gratification is variable or inconsistent across circumstances

- Ability to control sexual arousal is variable or inconsistent across circumstances
- Insufficient information

Active/Explicit Strategy Indicators

- Life event did not trigger loss of control/disinhibition
- Did not experience loss of control/disinhibition when experienced desire to offend
- Did not experience loss of control/disinhibition when confronted with life event that triggered offending
- Believed that he was in control of his actions and behavior
- Believed he possessed capability to control offending, urges, or desire to offend
- Attempted to control desire to offend (even if ultimately unsuccessful)
- Did not attempt to control desire to offend, but not as a result of lack of self-control (i.e., explicit planning)
- Perceived that actions or behavior predominantly resulted from factors within his control
- Perceived that actions or behavior were predominantly controlled by internal factors over which he has control
- Was active in efforts to achieve offense-related goal
- Was able to delay gratification to some degree at early phases of offense progression
- Is typically able to delay gratification
- Is typically able to manage sexual desires/urges
- Was able to extricate himself from situations in which offending was imminent or likely
- Offending did not appear to be impulsive or solely in response to situational cues
- Strategies to achieve offense-related goal selected actively
- Did not experience deterioration in self-control when faced with desire to offend
- Believes he will be able to control offending in future

Control over Offending Behavior Score =

ALLOCATION OF OFFENSE PATHWAY

Part I: Offense-Related Goals

Item	Score
1. Desire to Prevent Offending	
2. Attitude Toward Offending/Schema	
3. Cognitive Distortions	
4. Post-Offense Evaluation	
Goal Score (Sum of scores on Items 1 through 4)	
Goal Selected:	
<input type="checkbox"/> Avoidant (score of 0 - 2)	
<input type="checkbox"/> Cannot Determine (score of 3 - 5)	
<input type="checkbox"/> Approach (score of 6 - 8)	

Part II: Offense Strategies

Item	Score
5. Self-Regulation Skills	
6. Offense Planning	
7. Control Over Offending Behavior	
Strategy Score (Sum of scores on Items 5 through 7)	
Strategy Selected:	
<input type="checkbox"/> Passive/Automatic (score of 0 - 2)	
<input type="checkbox"/> Cannot Determine (score of 3)	
<input type="checkbox"/> Active/Explicit (score of 4 - 6)	

Interpretive Ranges and Pathway Classifications

Offense-Related Goals

<u>Score</u>	<u>Goal Type</u>
0 - 2	Avoidant
3 - 5	Cannot Code/Undetermined
6 - 8	Approach

Offense Strategies

<u>Score</u>	<u>Goal Type</u>
0 - 2	Passive/Automatic
3	Cannot Code/Undetermined
4 - 6	Active/Explicit

Goal	Passive/Automatic	Active/Explicit
	Avoidant	Avoidant-Passive
Approach	Approach-Automatic	Approach-Explicit

SCOPE of GOODS SOUGHT	PROBLEMS IN CAPACITY		MEANS	ASSOCIATED DYNAMIC RISK FACTORS	RELATIONSHIP to OFFENDING Direct/Indirect
	Internal Obstacles	External Obstacles			
Life					
Knowledge					
Excellence in Play and Work					
Agency					
Inner Peace					
Relatedness					
Community					
Spirituality					
Happiness					
Creativity					

COHERENCE/CONFLICT:
Major Source of Conflict:

OFFENSE PATHWAY:

LIFE PLAN:

GOODS NOT SOUGHT:

**GOODS WITH NO
MEANS/AVENUES:**

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