

# Sex Offenders in Schools: Their Grooming Strategies and What To Do About It

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# Ugly Statistics

## ◆ The Extent and Nature of Known Cases of Institutional Abuse (Gallagher, 2000)

- Teachers 29%
- Coach 3%
- Custodian 3%
- School security 3%
- School volunteer 3%

**= 41%**

# Professional Perpetrators

- ◆ 15% entered career to offend
- ◆ 41% entered career “partly” to offend
- ◆ 20% not sure.
- ◆ (Sullivan & Beech, 2004)

# Polygraph Testing of Offenders

◆ Pre-polygraph interview on number of victims:

2.9

◆ Post-Polygraph results on number of victims:

11.6

# The Need for Training

- ◆ A 1980's focus on "stranger danger" is not a useful strategy in deterring sexual abuse of children by trusted adults in school.
- ◆ School Districts are very attractive venues for offenders.
- ◆ Sex offenders use sophisticated methods to groom children to allow sexual contact.
- ◆ That "grooming behavior" is now used to attempt to prove that a school district knew or should have known an employee was engaged in sexual abuse of a student.

# Child Abuse Reporting

- ◆ 2001 Study (Kenny)– 197 teachers were asked whether they would report information they received from a student that the student had sex with:
  - A Stepfather (26% would report)
  - A fellow teacher (11% would report)

# ORS 419B.010

- ◆ “any public or private official having reasonable cause to believe that any child with whom the official comes in contact has suffered abuse or that any person with whom the official comes in contact has abused a child shall immediately report or cause a report to be made.”
- ◆ Does not require investigation.
- ◆ Does not require certainty.
- ◆ The failure to report is a Class A violation subject to prosecution.
- ◆ The failure to report is reportable to TSPC and subject to TSPC discipline.
- ◆ The failure to report is grounds for dismissal.



# HR v. Risk Management Cases

## ◆ HR Cases:

- Student, parent or co-worker complaint about boundary issues;
  - Texts to student
  - Inappropriate remarks to student
  - Non sexual touching of student
  - Alone with student in darkened classroom
  - ETC . . .

## ◆ Risk Management

- Police have just arrested school district employee for sex abuse of student.
- Student has just reported sex abuse by a school district employee to a trusted district employee.



# Big Problem



- ◆ You don't know if the HR issue will turn into a risk management issue.
- ◆ The e-mails, texts, notes, letters and reports you create on the HR issue will become the evidence in the subsequent civil lawsuit.

# HR Issue: Complaint about Grooming behaviors

## Do's

- ◆ Consult with District's legal counsel.
- ◆ Determine whether you need to file a child abuse report.
- ◆ If no child abuse report required, consider whether to notify law enforcement.
- ◆ Develop strategy for investigation of complaint.

## Do Not's

- ◆ If you are a building administrator, don't make decisions alone - contact HR.
- ◆ Don't forget to document the incident.
- ◆ Don't do your own investigation without consulting with HR.

# Risk Management Issue: Employee accused of abuse

## Do's

- ◆ Immediately contact law enforcement if they are not already involved.
- ◆ Immediately contact District's legal counsel.
- ◆ Contact insurance carrier— Don't wait, do it now.
- ◆ Communication plan— who is in charge?
- ◆ Administrative leave? Consult with law enforcement first.
- ◆ Secure workspace and computer.

## Do Not's

- ◆ Do not begin an investigation.
- ◆ Do not interfere with law enforcement's investigation.
- ◆ Do not speak to media about what has happened— we don't know, it is a police matter.
- ◆ Do not send emails to each other about the details of the incident.
  - "I always suspected him of . . ."
  - "I just knew she was spending too much time with that student."

# Doe v. Lake Oswego School District (OR Supreme Court 2013)

- ◆ 7 adult men claim offensive touching by their 5<sup>th</sup> grade teacher resulting in injury.
- ◆ Incidents between 1968 and 1984.
- ◆ Action commenced in 2008.
- ◆ 2-year statute of limitation begins to run on the date the plaintiff discovered that the conduct was offensive.

## Doe. v. Lake Oswego, 353 Or at 335:

- ◆ “In this case, we are similarly unprepared to make the leap of faith for which defendant contends— that in 1984, all fifth –graders must be deemed to have known that a trusted teacher who had touched them in socially acceptable ways and whom they had been conditioned to respect and obey had crossed a line and touched them in a way that society abhorred.”

# *Selection, Engagement and Seduction of Children and Adult by Child Molesters,* Jewell Jensen, Jensen & Bailey, 2000

- ◆ Why does grooming work?
  - Most adult don't know what to look for.
  - Most adults don't want to see it or believe it.
- ◆ How does grooming work?
  - By targeting specific children, families and communities to exploit.
  - Seducing children and adults.
  - Preparing for disclosure/confrontation
  - Learning from experience.

# Experience

- ◆ 30 years evaluating/treating sex offenders
- ◆ Training/consultation for LEA, school districts, churches, BSA, Parks & Rec.
- ◆ Expert witness in lawsuits (churches/schools/sport clubs)
- ◆ Designed adult prevention education program



# Typical Profiles of Professional Perpetrators

- ◆ Responsible in the community
- ◆ Good at their job
- ◆ Charming/personable
- ◆ Poor boundaries
- ◆ May relate poorly to adults
- ◆ Over identify with children/teens
- ◆ View children as “accepting/non-judgmental, open hearted.”
- ◆ No prior criminal history

*A comparative study of demographic data related to intra –and extra-familial child sexual abusers and professional perpetrators.*  
(Sullivan & Beech, 2004)

- ◆ 305 adult sex offenders (41 “PP”)
- ◆ “Professional perpetrators” had higher IQs
- ◆ Were less likely to be in an intimate adult relationship or have children of their own.
- ◆ 24% reported exclusive interest in children
- ◆ 51% abused children prior to age 21.
- ◆ 15% said they entered career to offend, 41% said “partly” to offend, 20% “not sure,” 25% did not intend to offend.
- ◆ 41% said they knew they had a reputation among children for offending.

# Why Do They Come with The Territory?

- ◆ People who molest children like to spend time with children.
- ◆ Some child molesters/pedophiles gravitate toward volunteer or employment positions that offer access to children.
- ◆ People who molest children enjoy children, are interested in children, know how to work well with children and appear to care about children.
- ◆ Offenders feel “safe” in our agencies.

## *Polygraph Testing Leads to Better Understanding of Adult and Juvenile Sex Offenders (Hindman, J. & Peters, J., 2001)*

<b>Adult Offenders</b>	<b>Pre-polygraph</b>	<b>Post-polygraph</b>
Ave. # of Victims	2.9	11.6
Sexually Abused As Child	61%	30%
Sexually Abusing As Child	27%	76%

# Children and Problematic Sexual Behavior

- ◆ Experts estimate that 1 in 10 children have engaged in inappropriate sexual behavior with other children.
- ◆ 35% to 40% of all sexual crimes against children are committed by juveniles.
- ◆ 40% of “acquaintance rapes” are committed by juveniles
- ◆ Adult offenders report that the average age of their first criminal sex offense was at age 14.

# Sexual Crimes Among Males

- ◆ 5% to 33% of males have committed at least one sexual offense (GrotPELLIER & Elliot, 2002; Koss, 1987; Lisak & Miller, 2002, Abbey, et al. 2001).
- ◆ 1% to 2% of the adult male population will be convicted of a sexual crime (California Office of the Attorney General, 2004; P Marshall, 1997).
- ◆ Between 5% and 10% of adult males have molested children (Lewis, 1986 & DOJ, 1997).
- ◆ In 2012, one out of every 84 men was a registered sex offender (Oregon State Police, 2009).
- ◆ 4% to 7% “Dunkelfeld” offenders in general population (Abel,2012)

# *Women that Molest Children* (Carson, 2006)

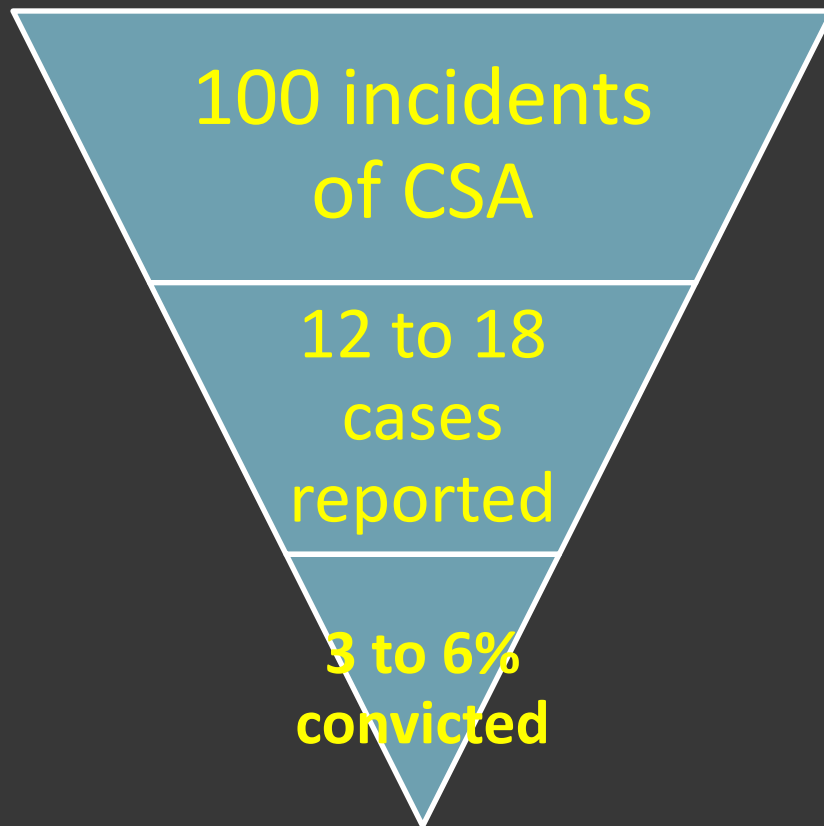
- ◆ **Teacher/Lover** -“Mary Kay Letourneau” – offender seeks a loving sexual relationship with victim, usually an adolescent male who is troubled and needy.
- ◆ **Seducer**- “Debra LaFave” – offender seduces victim for lust, power, revenge, or simply recreational sex.
- ◆ **Molester** -Abuses younger children, possible own children, aroused to children, more likely pedophilic, personal abuse history.
- ◆ **Helper** -Offender aids or collaborates with another person to offend, may procure victims, observe, or actively participate
- ◆ **Coerced** -In abusive relationship, dominated or controlled by another person, past victim of abuse.

# Adult Sexual Interest in Children

- ◆ 4% of college women reported at least one sexual experience that met the criteria for sexually abusing a younger child at least <5 yrs (Fromuth & Conn, 1997)
- ◆ 6% of college students admitted they felt “more attracted” to children than teens adults (Smith, 1993 & 2011)
- ◆ 9% of college students admitted to having sexual fantasies about children, 5% admitted masturbating to sexual fantasies about children (Briere & Runtz, 1989).
- ◆ 10.4% of adult males expressed a sexual interest in prepubescent children, 9% reported sexual fantasies about children, 6% admitted masturbating to fantasies about children and 4% admitted sexual contact with children (Ahlers,2011).
- ◆ 19% of adults said they would engage in sexual contact with children if they were assured they would not be punished (Wurtele &Klebe, 1995)



# How Many Do We Catch?



- ◆ London, Bruck & Ceci, (2005). *Disclosure of child sexual abuse. What does the research tell us about the ways children tell.*
- ◆ Stroud & Martens, (2000) *Criminal Investigation of child sexual abuse. A comparison of cases referred to the prosecutor and those not referred.*
- ◆ Hanson, Resnick, Saunders, Kilpatrick & Best (1999). *Factors related to the reporting of childhood rape.*
- ◆ Abel & Becker, (1987) *Self-reported crimes of non-incarcerated paraphiliacs.*

# *Using Polygraph Testing to Assess Deviant Sexual History of Sexual Offenders.*

## O'Connell , 1998

- ◆ Average of 28 deviant sexual incidents noted in official records.
- ◆ After clinical interview an average of 65 incidents reported.
- ◆ After polygraph an average of 198 incidents disclosed.
- ◆ Mean number of felony sex offenses reported in referral reports was 22.
- ◆ 24 disclosed during clinical interview
- ◆ 45 more disclosed during polygraph.
- ◆ Mean of 7 types of DSB disclosed
- ◆ 30% admitted 9 or more DSB

# “Crossover” or “Crime Switching”

- ◆ Some exposers and peepers target children.
- ◆ Some exposers and peepers go on to rape.
- ◆ Some rapists molest children.
- ◆ Some Rape III offenders molest children.
- ◆ Some child porn offenders molest children.
- ◆ Some child molesters abuse boys and girls.
- ◆ Most offenders cross “relationships”



# Crossover or “crime switching”

- ◆ 65% to 70% of offenders sexually abuse children and adults (Heil, 2003 & O’Connell, 1998).
- ◆ 30% of child molesters abuse boys and girls. (Abel & Osborn, 1992 & Heil, 2003).
- ◆ 60% of Rape III (statutory rape) offenders abused younger children (English, 2000).
- ◆ 66% to 75% of incest offenders abuse other people’s children too (Abel, 1992; O’Connell, 1998; Heil et al., 2003).
- ◆ 55% to 85% of child porn offenders have hands-on child victims. (Seto et al, 2010, Bourke & Hernandez, 2008).

# *Psychopaths: Another Type of Crossover*

*Without Conscience (Hare, 2002)*

*Snakes in Suits (Babick & Hare, 2007)*

- ◆ 20% of sex offenders.
- ◆ Lack empathy, guilt, conscience and remorse.
- ◆ Grandiose sense of self-importance. Have a talent for reading people.
- ◆ Identify and play up to people's vulnerabilities.
- ◆ Charm people into submission or support.
- ◆ Can be highly successful or a drifter/moocher/parasitic.
- ◆ May be prone to stimulus/thrill seeking.
- ◆ Low tolerance for frustration.

# *Offender Relationship to Victim*

## Huot, 1999

- ◆ 1652 sex offenders
- ◆ 95% were under 18.
- ◆ Majority of victims were under 12 years old.
- ◆ Biological parent 16%
- ◆ Stepparent 14%
- ◆ Other relative 16%  
(Grand, uncle, sib)
- ◆ Friend of parent 26%
- ◆ Person in authority 22%  
(clergy, teacher, coach)
- ◆ Stranger 05%
- ◆ Other 01%

## *The Extent and Nature of Known Cases of Institutional Abuse (Gallagher, 2000)*

◆ Teachers	29%	◆ Janitor	3%
◆ Music teacher	14%	◆ Coach	3%
◆ Pastor	9%	◆ School	
◆ Scout Leader	9%	◆ photographer	3%
◆ Daycare	6%	◆ School volunteer	3%
◆ School liaison / security officer	3%		

# Motivational VS Operational Goals and Behaviors

- ◆ Pre-Offending Behavior
  - Public/family image
  - Engagement with child and family
  - Control and ongoing access
- ◆ Offending Behavior
  - Gradual desensitization and sexualization
- ◆ Post Offending Behavior
  - Denial, alignment, escape
- ◆ Place self in situation or relationship to have sexual contact with child/ren.
- ◆ Avoid disclosure, detection and reporting.
- ◆ Enhance sexual/intimate experience with victim.
- ◆ Enhance the “thrill of getting away with it.”
- ◆ Be able to pursue new victims



# FBI Behavioral Analysis Unit Offender Typology - Grooming

- ◆ Identity potential target
  - Availability – Vulnerability – Desirability
- ◆ Gather information about needs and - vulnerabilities
  - Via communication or interaction/observation with others
- ◆ Establish a connection
  - Access via relationship, activity, and/or organization (alienate or ingratiate caretakers)

# FBI Behavioral Analysis Unit

## Offender Typology - Grooming

- ◆ Constellation of behaviors
- ◆ Offender supplies both emotional and tangible things, may try to fill “void” in victim’s life/situation.
  - Attention, recognition, affection, kindness, romance, intimidation
  - Gifts, staples, drugs/alcohol, privileges, relax rules, allowing the forbidden, breaking down roles/boundaries that usually exist between children/adults, student/teacher, coach/player

# FBI Behavioral Analysis Unit Offender Typology - Grooming

- ◆ Grooming is tailored to specific victims and families/agencies (via church – offender may portray self as extremely religious)
- ◆ Adolescent males
  - The 3 D's - driving, drinking, dirty pictures
- ◆ Boys and girls
  - Attention, affection, assets

## *Considering the Pedophile Subculture Online (Holt, 2010).*

- ◆ One pedophile to another re lap sitting.
- ◆ “Good decision in not letting him sit on your lap. Plus, the sister saw you deny the opportunity to have him sit on your lap which should really sit well with her. If she previously thought your relationship with her brother was special, seeing you turn that down would probably make her think it’s just a friendship which can turn out to be a really good thing if the parents ever ask her.”

# Research on “Grooming”

- ◆ *How Sex Offenders “Lure” Children.* (Lang & Frenzel, 1988)
- ◆ *What Sex Offenders Tell Us About Prevention Strategies.* (Conte, Wolf & Smith, 1989)
- ◆ *Modus Operandi: Accuracy in self-reported use of threats and coercion.* (Kaufman et al. 1993)
- ◆ *Child Sexual Abuse Prevention: What Offenders Tell Us.* ( Elliot, Brown & Kilcoyne, 1995)
- ◆ *Child Sexual Abuse: Offender Characteristics and Modus Operandi* (Smallbone & Wortley, 2001)
- ◆ *A comparative study of demographic data related to intra –and extra-familial child sexual abusers and professional perpetrators.* (Sullivan & Beech, 2004)
- ◆ *Modus Operandi of Sexual Offenders Working or Doing Volunteer Work with Children and Adolescents* (Leclerc, et al. 2005)

# Targeting Communities and Institutions

- ◆ Picking a community or institution
  - Setting provides access to children.
  - Offender is “unknown” or “unsuspected.”
  - Atmosphere of “tolerance and acceptance.”
  - Community appears “gullible, naïve and non-confrontive.”
  - Has fluid or “loose” boundaries.

# Targeting Families

## ◆ Family

- Single, absent or “uninvolved” parents,
- Gullibility, stress, poverty.
- Lack of bonding, lack of supervision, lack of boundaries,
- Lack of assertiveness
- Prior victimization of parent/s.
- Disabilities or other vulnerabilities.
- Parents who don’t seem to understand normal relationship boundaries.

# Victim Selection

- ◆ Gender and tanner stage
- ◆ Personality characteristics
- ◆ Relationship with caretakers/support system
- ◆ Protective Factors (self-esteem, assertiveness, awareness and instincts)
- ◆ Personal, physical boundaries
- ◆ Bargaining power



# Choosing “At Risk” Children

- ◆ Less believable
- ◆ Lower level of supervision
- ◆ Needier for attention/affection
- ◆ May have been abused “broken in” before
- ◆ Less willing to risk telling on teacher, coach, minister, favorite parent/uncle.....
- ◆ More bargaining power.....

# Children With a History of Abuse

- ◆ Children who have been molested are more likely (3-6X) to be re-abused by a new offender (Finkelhor, 2007).
- ◆ Healthy adults ignore or seek help for children with sexual behavior problems.
- ◆ Offenders may sexualize children they know, or suspect, have been abused.

# “False” Allegations versus “Mistakes”

- ◆ Do children lie?
- ◆ The “pee” story.
- ◆ The “coat in the hall closet” story.
- ◆ The “Michael Jackson” story.
- ◆ “Unfounded” versus “False”
- ◆ Divorce/custody cases.
- ◆ 2 to 12% depending on age.

# Seduction of Children

- ◆ Engagement, desensitization and sexualization.
  - Study and befriend the child.
  - Develop a peer relationship or elevate the child to an “adult status” in the relationship.
  - Promote physical contact - “wrestling, hugging, tickling, kissing, massages, lap sitting and backrubs.”
  - Test child’s ability to “keep secrets.”
  - Expose child to sexual jokes and pornography

# Goals – The Coach/Neighbor/Uncle

- To “test the water”
  - “the frog in a pot of boiling water.”
- Create an illusion of trust/safety/affection
  - “Andy of Mayberry.”
- Avoid suspicion
- Deflect accusations
- Separately, behaviors look innocent, taken together, they look more sinister.

# Seducing Adults – Exploiting our Strengths and Weaknesses.

- ◆ “My persona was upstanding, law abiding, bill-paying, intelligent and kind.”
- ◆ “I made myself out to be a pillar of the community”
- ◆ Verbalized “hatred” toward sex offenders.
- ◆ “I was always helpful and polite.”
- ◆ I’d “set things up to make the kid look like a liar.”
- ◆ If “head of the household,” he may be controlling, run his wife down, interfere with her relationships with children/victims.

# They Come with The Territory: Sex Offenders in Youth Serving Organizations

- ◆ **Foster parents**
- ◆ DHS workers
- ◆ Juvenile PPO
- ◆ Pediatrician
- ◆ Boy Scout Leaders
- ◆ Church camp counselors
- ◆ Sunday school teachers
- ◆ School bus drivers
- ◆ Dornbecker volunteer
- ◆ Child Care Provider
- ◆ Boy's Club staff member
- ◆ **Soccer coaches**
- ◆ **Softball coach**
- ◆ Daycare providers
- ◆ **Gym coach**
- ◆ **Swim coach**
- ◆ Youth pastors
- ◆ Children's therapist
- ◆ **Teachers**
- ◆ Cheerleading coaches

# Teacher Offenders

- ◆ Predatory pedophiles/hebephiles
- ◆ “Teacher Lovers”
- ◆ Awkward Social Misfits
- ◆ Sexual Harassers
- ◆ Teachers who use child pornography
- ◆ Volunteers and coaches



# Special Relationships

- ◆ Daily contact
- ◆ Legitimate authority
- ◆ Control over grades/advancement/team membership/playing time
- ◆ Time alone
- ◆ Access to social information
- ◆ Status as teacher/coach
- ◆ Status with parents/community/other students
- ◆ Repercussions for telling

*Abused Athletes' Perception of the Coach-Athlete Relationship. (Stirling & Kerr, 2013)*

“We saw our coach more than we saw our parents.”

“I idolized her.”

“We didn't question what she said-we just did what we were told.”

“When the coach tells you to do something, you just do it.”

“He was the reason I did so well at swimming.”

# They Come with the Territory: Sex Offenders in Youth Serving Organizations (Jewell Jensen, 2002)

- ◆ All anecdotal, not research based.
- ◆ Cases came from criminal and civil Investigations
- ◆ Police and PI interviews with victims and other witnesses.
- ◆ Law suit depositions.
- ◆ Offender admissions to police, evaluators and TX providers
  - Grooming reports, Clarification letters, Relapse Prevention Charts and Polygraph Examinations.

# Offender Comments About Joining Education/Youth Service Professions

- ◆ Some teacher/youth service offenders said they “went into education to offend.”
- ◆ Others said they chose their career because they felt “more comfortable” around children.
- ◆ A few said that these settings were “easier to offend in” because of the “naivety” of staff and the inherent concern about “false allegations.”

# “Looking Back” What Witnesses Saw

- ◆ “Overly” involved with students/youth activities.
- ◆ Job and “free time” spent with youth/students.
- ◆ Youth work more of a “lifestyle” than a job.
- ◆ Single or divorced, little dating/interest in adult relationships.
- ◆ In adult relationship but relationship appeared “odd” to other people.
- ◆ Still living with parents (in 30’s).

# More Hindsight.

- ◆ Teacher/worker seemed to identify with youth in dress, music & speech.
- ◆ Relationship with youth/students seemed more typical of “friendships” or “dating” relationships.
- ◆ Favoritism or “overly focused” on particular youth.
- ◆ Adult/youth relationships lacked boundaries.
  - Immature joking with students, pronounced interest in student/student relationships and dating, “flirty,” immature” and “jealous.”

## Hindsight cont.

- ◆ Overly physical and “intimate” contact with youth and repeated reports about having youth sit on lap, hugging, “accidental” touching, rubbing of shoulders/back/feet.
- ◆ Student rumors about teacher “dating” students, being “gay” or a “pervert.”

# Confrontation

- ◆ **Overly defensive** when confronted and/or **failed to alter behavior after reprimanded.**
- ◆ **Attempted to set other staff up against each other or the administrators.**



# Be Aware

- ◆ Offenders are likely to be well liked and do a good job
- ◆ Special ed or vulnerable students are often targeted
- ◆ Adults who have access to students before or after school or private settings
- ◆ Rumors are a good source of information on staff conduct
- ◆ Those with a close personal relationship with students

# Sexual Behavior Warning Signs

- ◆ Adults who appear “hyper” sexual themselves.
- ◆ Adults who seem pre-occupied with the sexual development of children, make sexualized comments to or, about children.
- ◆ Adults who act “flirty” around children/teens.
- ◆ Adult who act jealous of children/teens relationships with each other.
- ◆ Adults who “accidentally” touch private parts.

# “Boundary Violation” Warning Signs

- ◆ Adults who look to children for emotional or physical comfort.
- ◆ Adults who “accidentally” walk in on children while they are dressing or using the restroom.
- ◆ Adults who act like children or allow children to do questionable or inappropriate things.
- ◆ Adults who share personal or private information with children.
- ◆ Adults who engage in frequent physical contact with children.

# Child/Teen Focused Lifestyle

- ◆ Adults who work with children but also spend their free time doing ‘special’ things with children.
- ◆ Adults who do not have children but seem to know a lot about the current fads or music that is popular with children/teens.
- ◆ Adults who volunteer with youth groups but do not have children in those groups.
- ◆ Adult who often has “special” child friends.

# “Too Good to Be True”

- ◆ Adults who buy children special gifts for no reason.
- ◆ Adults who want to take children on outings that involve being alone with children.
- ◆ Adults who seem able to infiltrate family/ social functions or are always available to baby-sit.
- ◆ Adults that are “too good with kids” or, just seem “too good to be true.”

# Recommendations

- ◆ Child safety policies
- ◆ Comprehensive Background checks
- ◆ Staff/volunteer training on:
  - stats/true rate of FA
  - healthy boundaries
  - grooming behavior
  - reporting
- ◆ Parent prevention education
- ◆ Youth prevention education.
- ◆ Healthy sexuality education & information about the impact/dangers of pornography

# Maintaining Appropriate Boundaries (Salem-Keizer School District)

“Inappropriate boundaries cross the boundaries separating student from adult needs and create relationships that become peer to peer, rather than adult to child. Offenders may be judged by students and others to be the “best” staff members, are often popular with students and are frequently recognized for their contributions.”

## *The Effectiveness of Victimization Prevention Models for Children.* (Finkelhor, Asdigian & Leatherman, 1985)

- ◆ Exposure to a more comprehensive prevention program was not associated with reduced incidence of completed victimizations.
- ◆ Exposure was linked to an “increased likelihood of disclosure,” and,
- ◆ If children were able to report, they were usually able to see themselves as having “been successful in preventing more serious consequences” and,
- ◆ Experienced a decreased likelihood of “blaming themselves” for the abuse.



# *What Offenders Tell Us About Prevention* (Kaufman, et al, 1999)

- ◆ 71% (292) of the offenders reported that their victim/s tried at least one strategy.
- ◆ Of these:
  - 17% used 1 strategy.
  - 45% used 2 to 6.
  - 10% used 7 to 11.
  - 28% used all 12.
- ◆ 29% (120) of the offenders reported that their victim/s did not try any strategy.

# Kaufman's Conclusion

- ◆ “Most children do not know, remember or feel empowered to try prevention strategies.”
- ◆ Child focused sex abuse prevention should be our “last focus of prevention.”
- ◆ We need to “make prevention a national priority where the burden of safety is shifted from children to adults.”

# General Parent Workshop Outline” “Advice From Child Molesters”

- ◆ Introductions.
  - Self care
- ◆ Agenda and Goals.
- ◆ Definitions of Abuse.
- ◆ Why Molesters Choose Children for Sex.
- ◆ Grooming Tactics.
- ◆ Responding to disclosures and reporting child abuse.
- ◆ Sex offender management.
- ◆ Talking to Your Children About Sexual Abuse.
- ◆ What To Do if Your Child Gets Abused.
- ◆ Safety Tips for Supervision of Children.
- ◆ Sexual Development and Behavior Between Children.
- ◆ Factors that Place Children at Risk.
- ◆ Offender Traits.

# Training for High Risk Agencies and Populations

## ◆ Public/Private Schools

- Administrators
- Counselors
- Teachers
- Coaches
- Classified employees
- Parents

## ◆ YSOs and Community Sports

- Parks and Recreation
- Community sports coaches/assistant coaches
- Non-profit staff/volunteers and parents.
  - Boys and Girls Club
  - Boy Scouts

## ◆ The Faith Community

- Pastors/Youth Pastors
- Elders/Lay Leaders
- Church School Staff
- Parents

# School Staff Workshop Topics

- ◆ The “math ”of child abuse.
- ◆ Etiology of sexual deviancy.
- ◆ Reporting and disclosure/detection rates
- ◆ “Professional Perpetrator” grooming tactics with children and co-workers.
- ◆ Red flag behaviors to watch for.
- ◆ Quick review of mandatory reporting.
- ◆ Impediments to reporting.
- ◆ Prevention education with children/parents.

# Recommended Books and Videos

- ◆ ***Tools of the Trade***
- ◆ ***Truth, Lies and Sex Offenders*** by Anna Salter
  - Available via Specialized Training Services (\$79)
  - 1-800-848-1226
- ◆ ***Close to Home*** by the Mark McGwire Foundation
  - Available via Amazon.com (\$30)
- ◆ ***A Very Touching Book & There is No Sex Fairy.***  
By Jan Hindman  
[www.janhindman.com](http://www.janhindman.com)
- ◆ ***Predators: Pedophiles, Rapists & Other Sex Offenders*** by Anna Salter.
- ◆ ***Identifying Child Molesters*** by Carla van Dam.
- ◆ ***The Socially Skilled Child Molester*** by Carla van Dam