Personal Information

First Name: ________________________________________________

First Date of Treatment: _______________________________________

Charges: __________________________________________________

Name of probation officer: _____________________________________

Conditions of Probation:

• Length of probation: ________________________________________

• Community services: _________________________________________

• Date to register: ___________________________________________
Workbook Introduction

The MINDWORKS Treatment Story

Sex offender treatment is like this… When you are offending, you take your victims into this secret room that nobody knows about, and that’s where it happens. Then after you are done you leave that room, shut the door and pretend like its not there. But it happens again and again. After each time you promise yourself that you won’t go to that room again, but you can’t stop yourself.

Then your worst nightmare comes true. You get caught and the police, or your parents drag you up to the secret room and say, “See that’s the sex offending room !!!!” At first you deny it, but eventually under all the pressure you break down and admit the truth. They take you to court and the Judge tells you that you have to go to therapy to clean out that room.

Therapy involves going into that secret room, opening the door, turning the light on and looking in all the boxes that are strewn across the room. Each box is a person you abused and there are boxes within boxes. You hate being in this room, it feels horrible, smells horrible and you just want to run and hide. You try to avoid the shame of the room; You go in the room but don’t turn on the light, you stand in the doorway and talk about the boxes without going in, or you go in the room but close your eyes so you can’t really see. None of these tactics work because it’s a funny shaped room and you can only see how many boxes there are if you go right into the room and look in all the corners. It takes a lot of courage to go in this room. Eventually you realize you owe it to the people you have hurt and who love you to go into the room, turn on the lights, look in every corner and and open up all the boxes. Then you have to tell your parents about those boxes and what is in them. This is the hardest part, it makes the abuse more real.

You begin to change, you stop fighting the therapy and start to really clean up your room.

Admitting to all the boxes is a start, but not enough. You have to figure out how this room got there in the first place. You didn’t plan on building this room. You didn’t want this room to ever exist but here it is, full of rancid smelling boxes. Your family needs to know why this room exists. They can’t relax until you are able to explain how their son built such a horrible room. To do this you need to look at the foundations of your house, how it was built and how it became the house that you are…

Once you have opened all the boxes and once you have looked at the foundations of the house, its time to clean up your act. You finally get to take the boxes out to the trash, one by one. Eventually the room is empty. There are memories in that room, not just about the boxes but also how you changed by cleaning that room out. You have been transformed from a person with horrible dirty secrets to a person who is honest and open, with integrity. Finally you get to close off that room, you lock the door and seal it off, never to go back but knowing that it will always be there.
One of the problems with sexual abuse is that the victims and parents feel responsible and blame themselves for the abuse. In this section you will prepare to face the people you hurt acknowledge your responsibility and finally apologize.

**Ongoing Treatment Issues**

Sex offender treatment is difficult and challenging. This section is designed to help prepare you for tasks ahead of you and help you understand what your treatment actually involves.

**Ownership**

The most important part of treatment is that you take responsibility for your behavior. In other words you acknowledge and admit the full extent of your abusive behavior. The exercises in this section help you “own” the offenses. Once you own them you will be able to fix them.

**Trauma Issues**

Your personal trauma is a significant force behind your abusive behavior. This section helps you identify the factors behind the abuse. It is important that you address these issues otherwise you will always be fighting the temptation to reoffend.

**Ongoing Treatment Issues**

Sexual offenses result from the build up of daily experiences of failure and frustration. This section will help you identify your ongoing problem behaviors. In addition, this stage begins to address your need for a healthy self esteem and improving your social skills.

**Clarification**

One of the problems with sexual abuse is that the victims and parents feel responsible and blame themselves for the abuse. In this section you will prepare to face the people you hurt acknowledge your responsibility and finally apologize.

**Relapse Prevention**

Your therapy will have been a waste of time effort and money if you reoffend. This is the final section and helps you develop a plan of how you and your family will respond if there are indicators that you are close to reoffending.
The icon on your left graphically represents sex offender treatment and the stages that are involved.

- The gray line with a circle is a map of treatment.
- The small blue circles represent the stages in treatment.
- The gold square represents the stage that you are working on.

This icon allows you to be clear about how far you have come in treatment and how far you have to go. You will notice that there are three stages of treatment that are part of the circle. These stages are Ownership, Trauma and Ongoing issues. They are arranged in a circle for three reasons:

1. The three stages are the core of sex offender treatment and need to be resolved before you can proceed to Clarification and Relapse Prevention.

2. Everybody is different; some people start with ownership, while others need to deal with their own trauma or ongoing issues first and then move onto the other two sections.

3. Treatment is not linear; frequently people have to go around the circle a number of times before it is time to move onto Clarification and Relapse prevention.

Throughout this workbook you will see this icon and so that you will easily be able to know where you are at in the treatment process.
Chapter One: Treatment Contract

By signing this contract I am acknowledging that I have engaged in sexually abusive behavior and am seeking the help of the MINDWORKS Juvenile Sex Offender Treatment Program. While I am in this program I will refrain from the following behaviors.

1. Pornography of any kind
   (includes books CD’s, DVD’s, magazines or internet sites)

2. Sexually explicitly movies or music

3. Sexual contact; consensual or non consensual

4. Phone sex or cyber-sex

5. Criminal activities or probation violations

6. Unsupervised contact with children under the age of 12

7. Baby sitting or supervision of children

8. Drug and alcohol use

9. Contact (direct or indirect) with victims or codefendants (without approval from therapist and Probation officer)

10. Unsupervised use of internet, chat rooms or e-mail

I recognize that if I break any conditions of the contract, that my Probation Officer will be informed and I may also be terminated from the treatment program.

Client: ___________________________ Date: ______________

Parents: ___________________________ Date: ______________

Therapist: _________________________ Date: ______________

Probation Officer: ___________________ Date: ______________
Chapter Two: Treatment Goals

A Picture is Worth a Thousand Words

Sometimes it can be hard to put it into words how you feel about your situation. Spend a few minutes drawing a picture which represents how you feel about being labeled a sex offender and what that’s like for you to go through the court process.
This is difficult time. You are facing a great deal of anxiety and being asked to do some difficult tasks. However, it is very important that you spend some time working on treatment goals. It will have a number of benefits:

- You will take the first steps in clearing up the mess you are in.
- One of the keys to success in life is being able to set goals and then achieve them.
  One of the secrets is taking the time to write down some clear concise goals.

Research has demonstrated that you are 60% more likely to meet your goals if you write them down. This is where your workbook really starts: writing down clear, concise goals that you want to achieve in treatment. By doing this you will have made a significant step in achieving them.

A word of caution: Although writing down your goals may appear to be a simple task, it is not an easy task and you will probably have to write and rewrite your goals until they are clearly stated.

As a starting point, use this box to write out things that you don’t like about yourself and that you know you need to change. Allow yourself to write down anything. Don’t worry about how it comes out or how relevant it is to treatment. If it’s a problem write it down. If you think you are fat, write it down. If you hate school, write it down. If you are always angry, write it down. If you want to figure out why you offended, write it down. If you want to fix this mess, write it down. If you think life isn’t fair and you are being picked on… you guessed it! Write it down. This is the brainstorming stage of treatment where you start to figure out what it is you need to change…
Now put a star by the five problems which are most important to you (they will make the biggest improvement in your life if you solve them).

Now restate these problems by turning them into goals that are positive statements:

1.

2.

3.

4.

5.

Now in order to make these goals effective it’s important to make them specific, so below add the details, like who will do what, where and when it will happen.

1.

2.

3.

4.

5.
Finally a goal needs to be measurable. You need to know when you will have achieved your goal. So write down some indicators that will show that you have met your goal:

1.

2.

3.

4.

5.
Chapter Three: Treatment Obstacles

Treatment Obstacles

Sex offender treatment is challenging and it is natural to “fight” some of the tasks that treatment involves. While at the start of treatment it is a normal reaction to fight this process, it is important that you overcome this tendency, otherwise you will fail treatment. In order to move forward, it is useful to identify your obstacles to treatment. The logic is simple: how can you overcome an obstacle if you don’t know what it is?

One way of figuring out your obstacles is to ask yourself “What am I afraid of?” or “What is my greatest fear about what treatment involves?”. It may be you are afraid of how your parents may react, or you are afraid of the secrets you need to bring out and their consequences, or that your friends might find out about your situation. One thing is certain; Everybody has treatment obstacles. What are yours?

Make a list of seven things that you find difficult about treatment.

1. 

2. 

3. 

4. 

5. 

6. 

7.
Chapter Four: Newspaper Articles

The media is full of stories on sex offending and public opinion is ill-informed and overwhelmingly negative toward sex offenders. You and your family probably agreed with public opinion until your secret came to light.

As a way of exploring some of the issues that this raises for you, research three newspapers articles about sex offenders. Briefly summarize the article and state your opinion about the article. Include copies of the articles.

Public opinion is ill-informed and overwhelmingly negative toward sex offenders.
Chapter Five: Defenses Part I

One of the things that happens when you start to talk about your sexual behavior is that it gets uncomfortable. It’s shameful and embarrassing with a host of other difficult emotions. A normal human response to these emotions is to become defensive, to try and protect yourself from this painful reality. It is important to get past your defenses because if you don’t you will spend your time fighting the facts rather than coming to terms with reality and changing it. One of the most common defenses are thinking errors. Thinking errors are thoughts we have that we use to make ourselves look better to ourselves and others. For instance you might say, “Well I know it was wrong, but she was asleep when I touched her so she wasn’t really affected by the abuse.” This is an example of a thinking error called minimizing, in which you understate the impact of your behavior on the person you abused. There are a number of thinking errors and it is useful to focus upon them so that you can become less defensive and able to take responsibility for your behavior.

One last point, everybody uses thinking errors. It is a human way of coping with behavior that is unacceptable and that they are not willing to change. If a person is using thinking errors they are also communicating that they are unwilling to change their behavior.

Read the list of thinking errors with brief definitions and then answer the following questions.

1. **Blaming**: This is a way of making others responsible for your problems. It leads to a build up of resentment toward someone else for “causing” whatever problems you have. Examples: “I couldn’t do it because he got in my way,” “The trouble with you is you’re always looking at me in a critical way,” “She should have told someone sooner,” “She wanted me to...”

2. **Excuse Making**: This is a way of explaining why a situation occurred without taking responsibility for behavior. The word “because” usually comes right before an excuse. Examples: “I’m dumb - I couldn’t help,” “I don’t know,” “I was never loved,” “My family was poor,” “My family was rich,” “He did not say stop.”

3. **Justifying**: This is a way of explaining behavior away so that it seem reasonable and understandable. Examples: “If you can, I can,” “I was so lonely I had to...,” “She yelled at me, so that is why I...” “No one listens to me so that’s why I can’t do anything.”
4. **Redefining**: This involves shifting the focus of an issue to avoid acknowledging or solving a problem. Examples:

   **Question** - "Why are you running up and down the hall?"
   **Answer** - "I'm not running, I am just keeping time to the music in my head."

   **Question** - "Who put this paper here?"
   **Answer** - "It wasn’t there yesterday."

   **Question** - "Where are the books that I borrowed from the library, and left on this desk?"
   **Answer** - "John was hanging around here this morning."

5. **Super-optimism**: This is when a person decides that because he wants some things to be a certain way, or thinks it will be a certain way, it will be that way. This permits the person to function according to what he wants, rather than according to the facts of the situation.

   Examples: If a person expects someone to visit him at his house, he may not take into account that the person may have other plans, or possibly the arrangements haven’t been made. He/she fully expects the person to show up. When the person doesn’t show up, this gives the he/she an excuse to explode, be angry, or have a tantrum. Super-optimistic people also believe that they can be famous, popular, strong, movie stars, rich, etc. simply by wishing it, and rarely take into account the practical steps along the way.

6. **Lying**: This is one of the most common thinking errors and is used in different ways. Lying is a power play and is often used to confuse, distort, and make fools of other people. There are three basic kinds of lies:

   - **Commission**: making things up that are simply not true
   - **Omission**: saying partly what is so, but leaving out major sections
   - **Assent**: making believe that one agrees with someone else, or pretending, or approving of others ideas to look good when in fact, the person has no intention of going along with this, or does not really agree. People who practice lying can be very deceptive. At different times they can look like they are lying and be telling the truth. This creates turmoil around them, and people are never sure what is going on.

7. **Assuming**: This involves believing you know what others are thinking about without clarifying. A person uses this assumption in service of whatever behavior he decides to engage in. Examples: A person assumes that other people don’t like him. This gives him an excuse to blow up, be angry or rob, molest, not pay his taxes, or any other thing he has in mind.
8. **“I’m Unique”:** A person may believe he is unique and special or that no one else is like him so that any information that is applied to other people simply doesn’t affect him. The beliefs that go along with this are things such as, “I know everything and I can handle things alone.” “I don’t need anyone. No one, understands me anyway.” “No one can tell me what to do.” It is common in a prison for a criminal to believe that everyone else is criminal, but not him. A child molester may think, “I’m not like all those other dirty child molesters; I’m different.”

9. **Fragmented Personality:** “If I like it, okay; if not, to hell with it.” It is very common for an antisocial person to attend church on Sunday, and beat someone up, or rob someone on Tuesday, and then attend church again on Wednesday. To the antisocial person, there is no inconsistency in this behavior. He believes he is a good person, and is justified in whatever he does. His criminal acts are seen as things that he deserves to do, get, own, possess, or control. He never considers the inconsistency between these behaviors.

10. **Minimizing:** A person who minimizes his behavior and actions talks about it in such a way that is seems insignificant. The goal is to minimize the significance of his/her behavior so that it doesn’t look so bad. Examples: “I only molested three children, and I could have molested a lot more, but I didn’t.” “I didn’t hand in the paper when it was due, but I handed in everything else, so it’s no big deal.”

11. **Vagueness:** By being unclear and nonspecific a person avoids being pinned down on a particular issue. He is noncommittal, and uses words, phrases, in a way to look good to others, but will not commit himself to anything. Examples: Vague words such as: “More or less or I think so,” “I guess,” “probably,” “maybe,” “I might,” “I’m not sure about this,” “It possibly was,” etc.

12. **Calculating:** This thinking style is selective, closed-minded and self-righteous. This kind of thinking is designed to keep part of a persons life secret, to divert issues. The person believes that no one is smarter than him, and would never think that he is wrong in a situation.

13. **Grandiosity:** This involves minimizing or maximizing the significance of an issue, and it justifies not solving the problem. Examples: “I was too scared to do anything else but sit.” “I’m the best there is, no one else can get in my way.”

- Underline the ones that you use the most.
- Show this list to your parents and ask them to underline (in a different colored pen) which thinking errors they hear you using. Your parents will probably like this exercise. It may be more difficult for you, but hey! Nobody said it was going to be easy.
Chapter Six: Ownership

Ownership of a sexual offense may be one of the hardest things you will ever do. It will take a great deal of courage and determination on your part to face being a sex offender. This task is difficult and there is no getting around this fact. It requires that you write and talk about how you sexually abused an innocent person. As part of your therapy you will need to talk about your offenses with your therapist and with your family. In order to help you talk about your abusive behavior, it helps to write it down first. This exercise will help you come to terms with your offense and prepare you to talk to your family about this very sensitive subject.

The good news is that once you take ownership, really take ownership; you have laid the foundation to become a much happier person, who is able to acknowledge problems and solve them before they become out of control. A large part of why you offended is that you ignored problems until they became so out of control that they could not be ignored and demanded attention. Once you learn to take ownership you will find your life is much more satisfying, because you won’t be running from problems.

Ownership is also the most important stage of your therapy. It is foundational. By that we mean that if your ownership is poor, it limits the rest of your treatment. If you don’t take responsibility, you will not change. It’s as simple as that. You will remain at risk to reoffend and you will not be able to make amends to the people you have hurt.

So what is ownership? It means to “own” your problem. It involves acknowledging in detail that you sexually offended. The details are critical here, because this is where the shame and pain of the abuse lies. Once you disclose the details you begin to heal. Ownership involves becoming crystal clear regarding the nature and extent of the problem. You will know when you have “taken ownership” because you will become motivated to fix the problem. You will stop resisting therapy and really begin to invest in treatment. Just as it is normal to resist treatment in the beginning it is also normal to become motivated to solve the problem, once you have admitted that it is yours.

The following exercises are designed to help you become clear about your problem. Your therapist will have questions and feedback based upon what you write. Through this process your understanding of the problem will become much more accurate and complete. It is important to have good understanding of this problem.

Why?

Because you cannot solve the problem until you understand it.
There are four exercises that will help you look at your offending behavior from different points of view. If you complete these exercises in an honest and open fashion you will make significant progress on addressing your problem.

The exercises are:

- Ownership Chart
- Offending time line
- Sexual behaviors chart
- Sexual offense description
Ownership Chart

Use the following chart to make a list of your offenses and the details of the abuse. Include all your victims, including hands off (people you violated without actually touching them) offenses as well as hands on offenses.

<table>
<thead>
<tr>
<th>First Name of Victim</th>
<th>Relationship to Victim</th>
<th>Age of Victim</th>
<th>Your Age</th>
<th># of Offenses</th>
<th>Describe Extent of the Abuse (fondling, penetration, peeping etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Sexual Behaviors Chart**

Complete this chart by indicating which kind of behaviors you have engaged in. Where appropriate write down the persons first name whom you engaged in the sexual behaviors. If you have engaged in sexual behaviors that are not included, add those at the bottom of the chart.

<table>
<thead>
<tr>
<th>Appropriate Sexual Relationships</th>
<th>Consensual sexual relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Sexual Behavior</td>
<td>sexual contact</td>
</tr>
<tr>
<td></td>
<td>Fetishes</td>
</tr>
<tr>
<td></td>
<td>Child pornography</td>
</tr>
</tbody>
</table>

| Abusive Sexual Behavior         | Exposing                       |
|                                  | Frottage                       |
|                                  | Peeping                        |
|                                  | Stealing underwear             |
|                                  | Obscene phone calls            |
|                                  | sexual contact with animals    |
|                                  | Non consensual sexual contact  |
Ownership Time Line

This exercise is designed to help you put the events of your offending in order. It is very common for offenders to have a vague and unclear picture of the various offending events. Most people “try and forget” their offenses, this leads to vague and disorganized thinking. If you are going to take ownership and pass a polygraph you need to become clear about the order of the events and when in your life they happened.

• On the line below organize your offenses in a time line. Make a mark when you were caught and a mark when you first began offending and then fill in the gap between with the other offenses.
• The circles can represent your age, grades or the year depending on what fits for you.
• Make sure you include hands off offenses in the time line.
• Also include your involvement in pornography in the time line.
• Use different colored pens to indicate different victims or different types of offenses.
Ownership Offense Description

Use the following questions to describe the appropriate details of your sexual offense.

1. How did you set your victim up to be abused? Describe the grooming tactics you used?

2. Why did you choose that person/those people?

3. How did you keep your victims from telling about the abuse?

4. What role did pornography play in your offending?
5. Describe the fantasies that you had about your victims.

6. List seven reasons why sexual offending is wrong.

1.

2.

3.

4.

5.

6.

7.
7. Describe an offense (discuss which offense to choose with your therapist) in detail by answering the following questions:

7a. Describe your thoughts, feelings and actions before the offense, and any events that triggered off your desire to offend.
7b. Describe your thoughts, feelings and actions during the actual offense.
7c. Describe your thoughts, feelings and actions after the offense.

(How did you distract yourself?)
Chapter Seven: Victim Awareness

This exercise is designed to help you understand the impact your behavior had upon the person you abused. This will take you to a new level of ownership and help you to understand how your victim felt about the abuse.

Describe an offense. Instead of describing it from your point of view, write it as if you were the person who was abused. Write it as a story. Make sure you include your victim's experience before, during, and after the abuse.
Continue Story Below:
• Make a list of how you think the abuse has affected the person you abused.

• Make a list of how the abuse has affected the parents of the person you abused.

• Make a list of how the abuse has affected your parents
Chapter Eight: Trauma Issues

You are probably asking yourself why you offended. Your family also wants to know why you did it. The problem is that there is no good answer to this question. It's a question that cannot be answered. There is no reason you can give that will make sense of sexually violating another person. It is a behavior that is unexplainable. Some people attempt to explain their abusive behavior by pointing at their own abuse, claiming they were just acting out their pain. However, the vast majority of people who are sexually abused DO NOT sexually offend. Being abused does not cause a person to abuse. This is simply a way of making excuses and blaming others for the problem.

Unfortunately by trying to answer the “why” question, it's easy to fall into the trap of making excuses and blaming others for your behavior. The harsh reality is that you sexually offended because you enjoyed it and it made you feel good. You may feel disgusted at the idea of offending now but at the time you enjoyed it... simple as that.

Although the “why” question cannot be answered, sexual abuse doesn’t just happen. There are factors behind this kind of behavior. It is useful to identify these factors and the role they played in your offending behavior. It can help to look at the events in your life and understand how they led you to sexually act out. The question to answer is how did I get here?

There are four exercises for you to complete to help you answer this question:

1. Autobiography
2. Trauma timeline
3. Key factors in the abuse
4. Summary
Autobiography
This a brief questionnaire of events that may have had a significant impact on your life. It will allow you to identify traumatic events that have occurred in your life. If the list has missed any event that occurred in your life, add it to the list. Once you have identified these traumatic events, write about them so that you have a better understanding about how they affected you.

Family History

- List the members of your present family:

- Just prior to being caught sexually offending did you live with your family? Yes No

- How many times have you been placed out of the home: 1 2 3 +

- Who is the main person that took care of you growing up?

  If it is not your biological mother and father, briefly explain why.

- Have your biological parents been divorced: Yes No

- How many times has your mother been married: 0 1 2 3 +

- How many times has your father been married: 0 1 2 3 +
• Check the following list of types of family that you have lived in. Also indicate how many times you have been part of that kind of family.
  • Both biological parents, brothers and sisters. Number of times:
  • A family with stepfather; stepbrothers and stepsisters. Number of times:
  • A family with stepmother; stepbrothers and stepsisters. Number of times:
  • Your mother and her boyfriend. Number of times:
  • Your father and his girlfriend. Number of times:
  • Your mother and your siblings. Number of times:
  • Your father and your siblings. Number of times:
  • Foster home. Number of times:
  • Group home. Number of times:
  • Living with friends or friends’ families. Number of times:
  • Living on the streets. Number of times:
  • Living with grandparents. Number of times:
  • Living with other family members. Number of times:
Checklist of Important Issues

Check the following important issues which apply to you:

- One of your parents is deceased... how old were you?
- Both of your parents are deceased... how old were you?
- One of your siblings is deceased... how old were you?
- You have not seen one of your parents for a long time.
- You have not seen both of your parents for a long time.
- One of your parents lives a long way away.
- One of your siblings live a long way away.
- You have a parent with a criminal record.
- You have a parent who has emotional problems.
- You have a parent who has had medical problems.
- You have a grandparent who sexually offended.
- You have an extended family member (uncle, cousin etc.) who has sexually offended.
- You have a grandparent who has drug and alcohol problems.
- You have had ongoing medical problems.
- Bedwetting has been a problem for you.
- You grew up in a violent home.
- One of your siblings has died. How old were you?
- Someone else that is significant to you has died.
• You have had major problems at school (multiple suspensions/expulsions).

• You grew up in family that was sometimes on welfare/public assistance.

• Your parents went through a divorce.

• Your Dad or step dad or Mother’s boyfriend has been physically violent towards your mother.

• You have been subjected to physical abuse.

• You have been sexually abused.

• You have a history of playing and being fascinated with fire.

• One of your parents has been sexually abused.

• One of your siblings has been sexually abused.

• You had sexual experiences before the age of 12.

• You have been adopted.

• Your parents adopted your siblings.

• You were neglected or abandoned by your parents.

• You have been emotionally abused.

• You have been mean or cruel to animals.

• Your mother has had drug and alcohol problems.

• Your father has had drug and alcohol problems.

• You have had drug and alcohol problems.

• You have lived in many different places or homes.

• You have lived in a variety of foster homes.
Now review the items on the list that you have checked and identify the three that have affected you the most. Mark them 1, 2, 3

Now explain how those three important issues affected you:

Event 1


Event 2
Event 3
This is probably the first time you have actually looked at your life and how those events have affected you.

Trauma Time Line

Events that were traumatic to you probably played a role in your offending. It will also help to look at when those events (and other events) happened in your life and how they interact. This is probably the first time you have actually looked at your life and how those events have affected you. This exercise is useful in helping to make sense of your life.

- On the time line organize the significant events in your life.
- Mark an X by the age when you were caught offending and fill in the significant events.
- The circles can represent your age, the year, or grades depending on what fits for you.
- Use different colored pens to mark major events or a series of events (i.e. if middle school was a significant time in your life, use one color for this time in your life and a different color for high school, or if you moved and that was significant, use a different color for each house you lived in.) The different colors will help make sense of your life.
Key Factors

There are some common factors behind sexual offending. It is rarely about sexual desire and uncontrolled arousal. Sexual offending is about feeling powerless, out of control, overwhelmed, angry and hurt, and not caring. The abuse is usually an attempt to experience relief from the problems in your life. This exercise is designed to help identify some of the factors in your life that play a role in the abuse. Answer the following questions:

1. What are you angry about in your life?

2. How do you express that anger? How does it come out?

3. What was the worst time in your life? (do not include your present situation)
4. When in your life did you feel so out of control that you could not seem to manage situations or yourself?

5. What events/circumstances in your life led to you feeling isolated and alone?

6. What events in your life led to you feeling powerless and/or vulnerable to other people or situations?

7. How did you learn about sex? Who introduced you to sex (hint: your “learning” almost certainly gave you a warped picture of sex i.e. through pornography, inappropriate sexual exploration with a peer or being sexually abused)?
8. How did you learn to masturbate? How old were you?

9. What role did your sexual practices (pornography, masturbation, fantasies peeping, sexual acting out with a peer, etc.) play in offending?

10. What does the feeling of sexual arousal do for you?

11. Have you abused drugs and alcohol? What role did that play in your sexual acting out?
It is time to add a new chapter to your story.

Write a letter to the person who traumatized you. If there have been several people, choose the person who you feel has hurt you the most. Tell them how you feel about what they did to you, what it says about them as a person, and how it affected your life. You have permission to use any words or express any feelings in any way you feel. This is your time to acknowledge the wrongdoing and hold the person accountable. You will probably not send this letter or confront the person face to face, so do not worry about how the person will react to the letter. The important thing is that you stand up for yourself.

Letter

One of the consequences of being traumatized is that you are left with a story about how you were not able to stand up for yourself and were hurt and victimized without having the chance to “have your say.” Unless this “story” has a different ending, your abuse issues will continue to be triggered by everyday events. It is time to add a new chapter to your story. A chapter about how you stand up to the abuser and tell him/her how you feel about their behavior.
Continue Letter Below:
Summary

You have looked at the traumatic events in your life. You have looked at and organized how your life has played out and you have answered some key questions about sexual offending. Now is the time to put all of this information together in a summary that explains in your own words how you came to sexually offend.

Write a paragraph (or two) answering the question, “How did I get here?” With the goal of summing up the relationship between the events in your life and your sexual offending.
Chapter Nine: Warning Signs

All of us have warning signs that tell us when we are unhappy, under stress and not coping well with life. Warning signs come in a variety of forms:

- How we feel
- How we think
- How we act
- How we treat and react to others.

It is important that you learn your warning signs so that you are able to track how well you are coping with life. If you are unaware of your warning signs it is easy to “act out,” make the situation worse, and place yourself at risk. This can begin a cycle where your life goes from bad to worse. If you are aware of your warning signs then you can intervene before you or the situation gets out of control.

Warning signs are messages indicating that there is a problem in your life. Often these problems are out of your awareness or can be subtle. For instance, sarcasm is often a sign of anger that is disguised in humor. A person that is sarcastic often is feeling angry inside and trying not to know it or show it.

Use the charts in this workbook to begin to identify your warning signs. There are three charts; school, family, and sexual. This is because in different contexts you behave differently and so have different warning signs. For instance at school when you are overwhelmed, you may not do your homework. In the sexual context, you may masturbate more frequently and to inappropriate fantasies.

The warning signs are broken down into thoughts, feelings and actions. When you are under stress your thinking will be different than when your life is going well. You will also feel different and act different. As you have come to realize by now the more detail and the more specific you can be, the easier it will be to address your warning signs.
## Family Warning Signs

<table>
<thead>
<tr>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions</th>
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<tbody>
<tr>
<td>Functioning above average, managing life well</td>
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<tr>
<td>Average functioning</td>
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<td>Not coping well with life. Risky behaviors</td>
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<td>High risk behaviors. Acting out</td>
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# School Warning Signs

<table>
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<tr>
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## Sexual Warning Signs

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Chapter Ten: Defenses Part II

In "Defenses Part One" we looked at thinking errors and how people use them in an attempt to make their behavior more acceptable. Hopefully you were able to identify your favorite thinking errors. In this exercise we are going to look at a more sophisticated form of defensiveness. When people find their life difficult they take on three distinct roles, that are designed to avoid taking responsibility for their situation. The roles are:

- **Victim role:** When a person takes on this role they say to themselves and others that life is not fair; they are powerless to solve problems and that they cannot solve their problems. They convince themselves that they have been unfairly treated and have been betrayed by other people. They claim (using thinking errors to justify the claims) that their problems are not their fault. When a person takes on the victim role they are invested in feeling powerless because it means they do not have to take responsibility for the situation they find themselves in. It also means that they are not responsible for solving the problem. If you have been adjudicated by the court, you probably took on the victim role, feeling like the court was being overly harsh, demanding too much of you. This was all designed to avoid dealing with the consequences of your behavior.

- **Rescuer role:** A person takes on this role when they get over involved in other peoples problems (usually that other person has taken on the role of the victim). A rescuer is motivated to help because they do not feel good about their own life and to compensate for their own problems they try and save others. It would not be unusual if you were trying to protect someone in your family and by assuming the rescuing role. A rescuer feels good at “helping” other people. It allows them to focus on others rather than their own problems. If you are in the rescuing role, it is probably a cover up for being a sexual offender. You can say to yourself “I know that I made a mistake (minimizing) but I am a nice guy because I am helping (rescuing) this person who really needs my help.”

- **Offender role:** This is where a person takes out their feelings of frustration and powerlessness on other people. Instead of taking responsibility for their own problems, they act them out and “dump” on other people. The offender uses anger and power plays to get his way and feels justified in acting out his own feelings of powerlessness.
Each role is loaded with thinking errors that are used to justify the role and excuse behavior.

Now here is a very important point... These roles are interchangeable. This means that a person who takes on the rescuer role is highly likely to also take on the role of the offender and the role of the victim. If you are in the role of the offender, this means that you have been in the role of the victim (and decided “you weren’t going to take it anymore”) or the role of the rescuer (and felt betrayed and let down by the person you were trying to help). If you are going to avoid taking on the role of the offender you are going to have to stop rescuing and being a victim. Each role feeds the other. You won’t be able to stop being an offender if you are caught up being a victim or rescuing others (your mother, your father, your girlfriend, your best friend).

Now let’s personalize this exercise: What are the common signs (thoughts, feelings, actions) that you have taken on the three roles? Take a minute to think about times in your life that have been especially difficult, such as when you were adjudicated, or when you were offending. Use this information to answer the following questions.

• What are your signs of being in the offender role?
  1.
  2.
  3.

• Who do you take your anger out on?

• How do you “act out” when you are in the offender role?
• What are your signs for being in the victim role?
  1.
  2.
  3.

• To whom do you look to save you from your problems? (hint: Who believed your lies when you were accused of sexually offending? Who was your biggest defender and tried to protect you when you were being adjudicated?)

• What are your signs for being in the rescuer role?
  1.
  2.
  3.

• Who takes on the victim role in your life?

• Who tries to get you to feel sorry for them?

• How does that affect you?
Chapter Eleven: Self Esteem

The first stages of sex offender treatment are very painful and probably lowered your self esteem. It’s difficult to feel good about yourself when you are acknowledging that you are a sex offender. Although it’s important that you admit and focus on your problem, it’s important that you do not stay in this place of low self esteem. Otherwise, you will be vulnerable to taking inappropriate power from others. We all need to have a sense of personal power if we do not get this power through healthy ways then we get it through unhealthy and possibly abusive ways. You need to find ways to experience healthy personal power. As you make progress in treatment, you need to find a balance between admitting you are a sexual offender and also that you have many positive qualities. You need to recognize that you are capable of changing and addressing problems no matter how severe those problems are. One of the ways to do this is to begin to acknowledge how you have changed in therapy. As you know by now sex offender treatment is very difficult and it takes a great deal of courage and determination to go through this process. By going through this process, you will have developed some positive qualities that were not apparent in your character at the beginning of treatment. It is time to start acknowledging those changes. Use the following exercises to help put your abusive behavior in perspective.

Virtues

Below is a list of virtues that are inherent in all human beings. Identify (by underlining) the virtues that were missing in your character at the start of therapy. Then identify the ones that you have developed through treatment by highlighting those virtues:

- **Assertiveness**: expressing what you think and want in a clear and direct manner that is not passive or aggressive.
- **Caring**: Showing that someone or something matters to you. It is a sign of love, respect and concern.
- **Cleanliness**: This means not only practicing good personal hygiene, but also keeping a clean mind as well, focusing your mind on positive and healthy thoughts.
- **Compassion**: Showing caring and understanding for someone who is having problems or has made a mistake.
- **Confidence**: This means being certain and feeling assurance. It comes from knowing and trusting someone. Self confidence means trusting yourself.
- **Consideration**: This takes into account how you affect other people by your actions.
- **Courage**: This is doing things even when you are scared or overwhelmed. Courage is a quality of the heart and comes from what you feel in your heart rather than what you think in your head.
• **Courtesy:** This is being polite and practicing good manners. It makes people feel valued and respected.

• **Creativity:** This means making something that is new and different. It usually involves using your gifts and talents in a unique way.

• **Detachment:** This is experiencing your feelings without allowing your feelings to control you. It involves choosing how you will react respond rather than just reacting to the situation.

• **Determination:** This is focusing your energy and efforts on a task while sticking to that task until it is complete.

• **Enthusiasm:** This is doing something wholeheartedly with zeal and eagerness and not holding back in your efforts.

• **Excellence:** This is doing your best and giving your best to any task or relationship.

• **Faithfulness:** This means to be true to someone or something. It means standing by what you believe is important no matter what happens.

• **Flexibility:** This involves being open to the need for change and being willing to change your mind or actions if it is necessary.

• **Forgiveness:** This involves letting go of mistakes that others make and not holding a grudge. It does not mean that you are not hurt or that you pretend that you are OK. It means accepting that we are all human and that we all make mistakes.

• **Friendliness:** This involves taking care of people, making them feel welcome and being willing to share with them.

• **Generosity:** This involves giving something, to someone that is meaningful to you. It means giving freely without expecting something in return.

• **Gentleness:** This means acting and speaking to people in a manner which is considerate and kind so that they feel cared for.

• **Helpfulness:** This involves being of service to someone and doing something that is useful and helpful to them.

• **Honesty:** This involves being sincere, open, and truthful. When people are honest they are trustworthy and do not lie, cheat or steal.

• **Honor:** Being honorable involves living with a sense of respect for what you believe is right. Your actions demonstrate your values and beliefs.

• **Humility:** This involves being humble. You don’t consider yourself to be superior or better than others. When you are humble you don’t judge or condemn others. You recognize that people do the best that they can.
• **Idealism:** A person with high ideals is a person who really cares about what is right and meaningful in life. When you practice idealism you have beliefs that mean a great deal to you and you follow them in order to make the world a better place.

• **Joyfulness:** This involves being full of happiness and appreciation for your life. Joy is inside us all. It comes from being loved and appreciating the gift of life.

• **Justice:** This involves being fair in everything you do, and not being prejudicial.

• **Kindness:** This involves being concerned about the welfare of others and going out of your way to show care and concern for other people and how they feel.

• **Love:** This is treating other people just like you would like them to treat you, with care and respect and without judgment and criticism. Showing love involves a special kind of care and kindness.

• **Loyalty:** This involves standing up for something you believe in and having unwavering faith. It may be your family, your country, or your ideals.

• **Mercy:** This involves being merciful means to treat others with compassion and forgiveness.

• **Moderation:** This involves creating balance in your life; working enough, playing enough, studying enough. Moderation is stopping before you go overboard.

• **Modesty:** This involves having a sense of privacy about yourself. People who practice modesty are not showy or boastful. Modesty means to accept praise without becoming conceited and superior. You are grateful for your gifts and you know that others have gifts too.

• **Obedience:** This is following what is right and accepting the rules laid down by authority, such as your teachers, parents and elders. When you are obedient you abide by the rules, even if you don’t like them. You obey rules even when no one is watching. To be obedient is to be trustworthy.

• **Orderliness:** This involves being neat and living in a sense of harmony. It involves being able to plan and organized. Being orderly makes it easier to accomplish things.

• **Patience:** This involves learning how to wait, enduring a delay or a difficult situation without complaining. It means having self control and being calm and tolerant when difficult things happen.

• **Peacefulness:** This involves feeling an inner sense of calm despite how your life is going. It is the ability to find a calm place in your mind and heart and not be ruled by your environment.

• **Prayerfulness:** Prayer is talking to God, prayerfulness is living in a way which makes you aware of God, trusting God, and turning things over to God.
• **Purposefulness:** This involves having a sense of direction and purpose. It means that you don’t just go through life being directed by others and circumstances, but by a sense of meaning and direction.

• **Reliability:** This means that you are dependable, that others can trust you to follow through in a predictable way.

• **Respect:** This involves having an attitude of honoring people and caring about their rights. Being respectful is reflected in the courtesy with which we treat each other; speak to each other and how we treat other's belongings (including your parents).

• **Responsibility:** Being responsible means being willing to be accountable for what you do and what you do not do.

• **Reverence:** This involves having an awareness that you are always in the presence of God and that you are a child of God with special gifts that make you unique.

• **Self-discipline:** Discipline means control and self-discipline means self control. It means choosing to do what you feel is right and what you know you need to do rather than being driven by your desires and wants.

• **Service:** This involves wanting to help and make a difference in other peoples lives. Having an attitude of service means looking for ways to be of help rather than waiting to be asked. The needs of others are as important to you as your own.

• **Steadfastness:** This involves being dependable and sticking with something no matter what. When you are steadfast you commit yourself to something for however long it may take. It is different from faithfulness or purposefulness. It means you know what you are getting into and have all of the commitment you need stored up.

• **Tact:** Being tactful involves telling the truth in such a way that no one is disturbed or offended. Being tactful means knowing when to stay silent or looking to share the truth so that it is helpful rather than hurting someone.

• **Thankfulness:** This is having an attitude of gratefulness for what life has provided for you. It involves being thankful for the opportunities that life sends your way. It means that you look at life with the glass half full rather than half empty.

• **Tolerance:** This involves being able to accept things that you wish were different. When you practice tolerance you are able to sort out what is important and not allow yourself to get caught up in the petty things in life.
• **Trust**: This involves having faith. It is relying and believing in someone or something. It involve having confidence that the right thing will come about without the need to be controlling or make it happen.

• **Trustworthiness**: This involves being worthy of other peoples trust. It means you can be counted upon and others can rely upon you to follow through by doing what you say when you say you will do it.

• **Truthfulness**: This means your words and actions are full of truth. You don't tell lies to protect yourself or anyone else. You don't live a secret life but live a life of openness and truth. Truthfulness is knowing the difference between what is real and what is fantasy.

• **Unity**: This is a very powerful virtue. It involves seeing community and connection rather than separation and division. It means that when you hurt others, you hurt yourself. When you help others you help yourself. We are all connected and the virtue of unity recognizes and honors that connection.

Your “new” virtues, didn’t just happen, you made decisions and took actions that helped them develop. Explain how it happened.
You have heard that you can’t change the past. You may have even made this statement, but this is not completely accurate. What you can do is change how the past looks and how you feel about it. If you hadn’t been through treatment and become open and honest, you would have some dirty shameful secrets. By going through treatment the past now looks different, because you have changed. By the end of treatment you can look in the mirror and say “I did a great wrong but I have worked hard and done my best to change so I would never do it again.” It’s important that you recognize how you have changed. You have been clear about the great wrong, it’s important to be just as clear about how you have changed. This is the point of this exercise, to acknowledge your growth. Spend some time thinking about what you were like when you started therapy and some of the stages you went through. Focus upon identifying how you have changed:

- Have your matured?
- Are you more responsible?
- Have your grades improved?
- Do you handle your anger differently?
- Do you deal with problems differently?
- Have you developed some new skills?
- How about new hobbies?
- Are you more honest?
- Are you more in control?
- What is different about you?
Write a short story about each key events or stages in your treatment that were turning points for you.
Write a paragraph explaining how you have changed.

As part of this process ask your parents how they think you have changed. You may not agree with your parents (what a surprise!) but write a paragraph about their comments anyway.
Chapter Twelve: Clarification Letter

The purpose of the clarification letter is to help the person that was victimized. It is designed to help you acknowledge that you hurt that person and how it affected him or her. It is also a time to explain what you have learned and how you have changed since the abuse. Finally it is important that you apologize and offer to make amends for the abuse. When writing your letter answer the following questions:

- Why are you writing this letter?
- What did you do to this person (be specific but not too graphic)?
- How you think your behavior affected them? (Include long and short term consequences.)
- Who is responsible for the abuse? (people who have been abused often blame themselves.)
- How did you trick/manipulate the person so you were in a position to abuse them?
- How do you feel about what you did?
- Why did you do it?
- What have you learned about therapy?
- How have you changed?
- Offer to make amends for the damage of the abuse
- Acknowledge that they don’t have to forgive you

Acknowledged that you hurt that person and how it affected him or her.
Write your Clarification Letter below:
Continue Letter below:
Chapter Thirteen: Relapse Prevention

You have probably realized that although you may be close to finishing your sex offender treatment it never really ends. You will never really be “finished” and there is always the potential that you could reoffend. The final piece of this therapy program is relapse prevention. It is designed to help you identify your ongoing issues and develop a plan that you can use in case you get into trouble.

What are three ongoing issues that you still need to work on?

1. 

2. 

3. 
Based on your work in treatment and your present life identify five situations/events that would be warning signs that indicate you are at high risk to act out sexually.

1.

2.

3.

4.

5.
List three people in your life that you can ask for help if you find yourself exhibiting the above warning signs. The people you choose need to be aware of your offending history and likely to be a part of your life on a long term basis (a girlfriend would not be a good choice, whereas your youth pastor or friend of the family may be a better choice).

1.

2.

3.

You need to have a conversation with your family and ask them the following questions:

- How they will respond if you do reoffend?
- What would the consequences be?
- Will they help with your defense?
- Will you still be welcome in the home?
- How will it affect your parents personally if you reoffend?
- How will they feel about you?
This will not be an easy conversation but it is important that you appreciate how important it is to your family that you never reoffend and understand how they will respond if you do actually reoffend. In the space below summarize their response.

The relapse plan needs to be shared with your family and they need to sign it. The reason for this is that your parents are the ones you are going to be relying upon the most and who are most likely to notice if you are in relapse mode. They also need to be informed of your plan so that they can support you in following through, if necessary.

Signature: ______________________________ Date:_______________

Signature: ______________________________ Date:_______________

Signature: ______________________________ Date:_______________
Addendum
Safety plan

One of the ways of keeping the conditions of your safety plan is by anticipating potentially difficult situations and generating solutions. It is one of the ways that you can avoid any future problems and develop new coping skills. Answer the following questions.

Date:

1. Describe the situation

2. What are the potential risks? What could go wrong? (hint: don’t write nothing)

3. What precautions can you take to avoid the potential risks?

4. What will you do if things do go wrong?