

ASSESSMENT - PART II

XI. Risk and Needs Assessment

There are presently no empirically validated actuarial evaluation tools which can accurately estimate the risk of adolescent sexual re-offending. The most relevant tool for John was chosen as the PROFESOR (Protective + Risk Observations For Eliminating Sexual Offense Recidivism, 2017), which is a structured checklist to assist in the identification of both protective and risk factors for adolescents and emerging adults (ages 12 to 25). This tool was designed to assist in planning interventions, again noting that there is currently no empirical support for using this tool to predict risk of future sexual recidivism.

Risk factors which were identified include:

- Abuse-supportive sexual environment, indicated by John's mother's lack of responsiveness to Mary's reports, support for victim-blaming, his mother's support for John having girls stay with him overnight, as well as promotion of viewing and sharing of illicit sexual materials.
- Preoccupied/obsessive sexual interests, demonstrated by John's excessive masturbation, unhealthy sexual fantasies, a history of escalating non-contact behaviors (voyeurism and stealing his mother's underwear), some fantasies related to "weird and wild" behavior, and extensive use of erotic literature and images.
- Poor awareness of consequences of sexual offending, as John has no understanding of how his offending has impacted either primary or secondary victims.
- Lack of reasonable strategies to prevent further sexual offending, as he did not appear to stop until it was reported.
- Poor self – regulation, as defined by not only his continued sexual behaviors, but also his aggression in school, his mother's concern for his "temper," and his report during his psychological evaluation that he used illicit substances.

- Poor problem-solving, as demonstrated not only by his sexual behaviors, but also difficulties at school and lack of building other resources for himself.
- Failure to make positive changes in behavior following consequences, as demonstrated by defiance of his mother (for her minimal interventions) and deteriorating behavior at school, with the assumption that he had received prior consequences.
- Unhealthy self-esteem, demonstrated by his belief that he is a “loser” and that life was not fair (“victim stance”).
- Lack of emotional intimacy and/or close friendship with a prosocial peer, as he was identified as a “loner” and he reported only casual friends who he only saw at school.
- Feels distance from and/or rejected by parents/caregivers, demonstrated by his lack of contact with his father, and there is little mention of his involvement with his stepfather, other than when supported John’s use of pornographic materials. While his mother was described as “almost a best friend,” he also reported that he wasn’t able to express his feelings to her and he believed that she deliberately made things hard for him by insisting that he babysit and do housework.
- Weak commitment to and/or engagement in school and work, related to his increasing difficulties in school, which appeared to be both social and academic.
- Weak commitment to and/or engagement in organized prosocial activity, as John was not involved in any structured peer activities of any kind.

Factors which were determined to be neutral include:

- Hopefulness vs. hopelessness regarding a healthy sexual future – while he has engaged in relationships with females, he has not yet demonstrated clear goals, strategies, or personal resources necessary for a healthy sexual future free from sexual offending.
- Abuse-supportive vs. respectful sexual beliefs and attitudes – although John endorsed numerous items which justified sexual abuse, he also demonstrated some indication

that he knew what he'd done to Mary was wrong. There needs to be further exploration to define whether he felt remorse for what he'd done or for getting caught.

- Good vs. poor awareness of laws and/or procedures to facilitate respectful sexual relationship – although John has become involved in services as a result of his offending behavior, he has not fully begun to understand what all is necessary to establish and maintain respectful sexual relationships.
- Compassionate vs. callous and/or uncaring of others – while John's behaviors toward Mary were clearly callous, there was insufficient information to evaluate whether he was callous towards others as well. For example, his fighting at school may have been self-protective vs. aggressive and designed to attack.
- Prosocial vs. antisocial values and attitudes – while John has not engaged in other behaviors that have resulted in contact with police or juvenile authorities, he admitted to stealing his mother's underwear, he admitted to finding it more exciting to steal pornographic images than when it was provided to him, he admitted to arousal to images depicting elements of sadism and masochism, and he was reported to have gotten in trouble for fighting at school.
- Responsive vs. rejecting of reasonable guidance and/or support – which was difficult to evaluate as it was not clear that he'd received much guidance or support in the past, yet he /examples appeared to be responsive during the assessment process.

Factors which appeared to be protective include:

- Respectful and age-appropriate sexual beliefs and attitudes, as although John's relationship experience appeared to be limited, and John's girlfriend had just broken up with him, he assured that he was sexually interested in same-age girlfriends. To note, this girlfriend was three years younger, so his report of same-age interest requires further exploration.
- Feels stable and secure in current living arrangement, as although he feels stressors, he did not suggest not feeling safe or stable.

XII. Recommendations

This assessment of John's risk to re-offend and treatment issues is to be considered invalid one year or sooner if there is significant change in any social, environmental, familial, sexual, affective, physical, or psychological area.

This section of the assessment will be looked at in more depth through this discussion questions on the following page.

XII. Signatures

Name, Credentials and Date

DISCUSSION QUESTIONS:

Based on this case study, formulate recommendations for John and his family. Include:

1. Was this case appropriate for legal prosecution?

2. What intervention components are most critical?
 - a. Can the John remain at home? If not, where should John be placed?

3. What services are needed by John?

4. What services are necessary for John's parents?

5. What are the services needed for the victim(s)?

6. What safeguards need to be implemented during assessment and treatment?

7. What do you, the child welfare professional, need to do now that the assessment is complete?

8. Who needs to know about the results of the assessment?