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A COMPARISON OF THE PROCESS OF OFFENDING
FOR JUVENILE AND ADULT CHILD SEXUAL OFFENDERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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The Ohio State University
1997

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ABSTRACT

Child sexual abuse is a widespread problem with serious consequences for victims. While child sexual abuse offenders are traditionally thought of as being adult males, adolescent males are responsible for a significant number of the cases of child sexual abuse. Researchers have just begun exploring the behaviors involved in the process of child sexual abuse, and there is a paucity of empirical work comparing adult and adolescent perpetrators of child sexual abuse. The current investigation contrasted the modus operandi of 38 incarcerated adult child sexual offenders and 38 incarcerated adolescent child sexual offenders. Study findings indicated that adolescents tended to report a younger age for the youngest of their victims. Also adult and adolescent subjects differed in their description of their victims in terms of characteristics related to vulnerability. There was a trend for adults to describe their victims as having more characteristics associated with emotional vulnerability. The self-reports of adult and adolescent subjects did not differ in terms of their modus operandi including the number of behaviors they endorsed, whether they tested to see if their victims would tell about
the sexual abuse, whether they helped their victims prepare lies to hide the sexual abuse, or their scores on scales assessing behaviors associated with their modus operandi. Findings are discussed in terms of their implications, and future research directions are suggested.
I wish to thank my adviser, Keith L. Kaufman, for his support and encouragement, his careful editing, his mentoring, and his ongoing research investigating the modus operandi of sexual offenders.

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Child sexual abuse is a problem that has reached epidemic proportions. In the Third National Incidence Study of Child Abuse and Neglect, Sedlack and Broadhurst (1996) reported a two hundred and twenty-five percent increase in the incidence of child sexual abuse by parents or caretakers from 1986 to 1993. Furthermore, this study revealed a five-fold increase in the reports of child sexual abuse from 1980 to 1993. In 1993, 217,700 (3.2 in 1,000) children were sexually abused by a parent or caretaker. Inclusion of cases where the perpetrator was a teenage caretaker raises the figure to 300,200 cases of child sexual abuse nationally in 1993 (i.e., 4.5 children per 1,000). Moreover, many authors assert that child sexual abuse is underreported (Ryan, 1997a; Wyatt & Peters, 1986). Following a review of the empirical studies of the incidence of child sexual abuse, Alter-Reid, Gibbs, Lachenmeyer, Sigal, and Massoth (1986) suggested that the cases known to professionals represent as little as 25% of the actual cases. Finkelhor, Hotaling, Lewis, and Smith (1990) conducted a national survey of adults, and 27% of the women and 16% of the men
participating in their survey reported a history of childhood sexual abuse. Empirical findings show that child sexual abuse is associated with both short and long-term effects for victims and their families including physical consequences (e.g., sexually transmitted diseases and bodily injuries), emotional or psychological difficulties (e.g., depression, anxiety, guilt, anger, low self-esteem), behavior problems, school problems, substance abuse, inappropriate sexual behaviors, marital difficulties, and sexual maladjustment (Adams-Tucker, 1982; Alter-Reid, Gibbs, Lachenmeyer, Sigal, & Massoth, 1986; Beitchman, Zucker, Hood, DaCosta, & Akman, 1991; Beitchman, Zucker, Hood, DaCosta, Akman, & Cassavia, 1992; Briere & Runtz, 1988; Cohen & Mannarino, 1988; Finkelhor, 1990; Friedrich, Beilke, & Urquiza, 1988; Gale, Thompson, Moran, & Sack, 1988; Rimza, Berg, & Locke, 1988; Tharinger, 1990; Wodarski & Johnson, 1988).

Adolescents are not often thought of as offenders, however, child sexual abuse perpetrators span the life cycle from early adolescence through geriatrics. Adolescents are responsible for between 30 and 50% of the incidents of child sexual abuse (Becker, Kaplan, Cunningham-Rathner, & Kavoussi, 1986; Davis & Leitenberg, 1987; Deisher, Wenet, Paperny, Clark, & Fehrenbach, 1982). Moreover, many adult offenders committed their first offense during adolescence. Groth, Longo, & McFadin (1982) reported that the modal age
at first offense in their sample of 54 child molesters was 16 years of age. Longo and Groth (1983) studied the juvenile histories of 231 sexual offenders and found that a significant proportion of these offenders displayed sexually inappropriate behaviors beginning in early adolescence. For at least one in three offenders in their sample, there was evidence of progression from non-violent sex crimes during adolescence to child sexual assault or rape.

Abel, Osborn, and Twigg (1993) report that of 1,025 adult paraphiliacs, 446 reported that the onset of their paraphilia occurred prior to age 18. The average age of onset for pedophilia involving male victims was 18.2 years of age and for pedophilia involving female victims was 21.6 years of age. Incestuous pedophilic behavior began somewhat later, on average. These cases included both sibling incest and father-child incest. The mean age of onset for pedophilia involving incest with males was 23.5 years of age and for incest with females was 27.1 years of age. Sixty-three percent of pedophiles who target male children reported the presence of this interest by age 17, while 50% of the individuals who sexually abuse female children reported this interest by age 17. For incestuous pedophiles, 45.2% of those who target males and 30.4% of those who target females reported the development of this interest by age 17.
More traditionally, research has focused on adults as perpetrators of child sexual abuse. Empirical studies of adult child molesters have demonstrated that they have lower self-esteem and a higher incidence of childhood sexual abuse than nonoffending, normal controls (Marshall & Mazzucco, 1995). The results of studies by Horley and Quinsey (1994, 1995) suggest that adult child molesters view themselves, women, and spouses differently than incarcerated non-sex offenders and nonoffending community controls. Moreover, adult child sexual offenders are more socially anxious, lacking in social skills, and unassertive than incarcerated and community controls (Marshall, Barbaree, & Fernandez, 1995; Overholser & Beck, 1986). In a study of recidivism, Groth, Longo and McFadin (1982) asserted that adult sex offenders (child molesters and rapists) escape detection at least twice as often as they are apprehended. Hanson, Steffy, and Gauthier (1993) followed 197 child molesters released from prison between 1958 and 1974 and found that 42% were reconvicted for either sexual crimes or violent crimes during the follow-up period, which extended for some subjects up to 31 years. Among these subjects were 106 men who had gone through a treatment program between 1965 and 1973. Participation in the treatment program did not affect the probability of reconviction in this study.

While some information is available about the characteristics of adolescent and adult offenders,
relatively little is known about the process of offending. This is significant because such information should form the basis of effective prevention programs as well as offender and victim treatment programs. Information regarding the process of abuse would lead to better prevention programs, better victim treatment, and better offender treatment. In response to increased public awareness of child sexual abuse and the negative consequences of sexual abuse, there has been an increase in programs designed to prevent child sexual abuse (Reppucci & Haugaard, 1989; Wurtele, 1987). Prevention programs, however, have been criticized for an over-reliance on anecdotal information and the relative lack of empirical study of the victimization process (Berliner & Conte, 1990; Conte, Wolf, & Smith, 1989). Treatment for the victims of child sexual abuse should be specific to the dynamics of sexual abuse (Salter, 1988); therefore therapists need to have a good understanding of what the dynamics are, including the process of offending. Finally, perpetrator treatment programs often incorporate some form of relapse prevention which includes the identification of high-risk situations and behaviors (Gray & Pithers, 1993; Laws, 1989; Ryan & Lane, 1997). Knowledge of the process of sexual offending seems crucial in this context, and an understanding of how adolescent offenders compare to adult offenders is important to the development of effective treatment programs for adolescent offenders (Kaufman,
Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997). It is particularly important to have information specific to adult and adolescent offenders since there is reason to believe that they will differ in their process of sexual offending.

The separate treatment of juvenile and adult offenders in the research literature appears to presuppose differences between these two groups. As of yet, however, this assumption has not been adequately tested. This prospectus will review the existing literature regarding how adult and adolescent perpetrators offend. It will then propose a study that will contrast adolescent and adult child sexual offenders in terms of victim characteristics, offense features, and modus operandi. The results of such a comparison would have important implications for prevention programs as well as offender and victim treatment programs.

The Process Of Sexual Offending

Examinations of the process of child sexual abuse in the literature have varied from a focus on single variables (e.g., the use of threats or the use of pornography) to more comprehensive approaches. More systematic investigations of this process were carried out by three groups of researchers in the late 1980's (Budin & Johnson, 1989; Berliner & Conte, 1990; Conte, Wolf, & Smith, 1989; Lang and Frenzel, 1988). Kaufman and his colleagues have undertaken a series of studies, beginning with methodological studies aimed at
exploring the modus operandi (MO) of sexual offenders (i.e., the behaviors associated with the sexual offending process) and extending to an exploration of factors affecting modus operandi (Kaufman, Harbeck-Weber, & Rudy, 1994; Kaufman, Hilliker, & Daleiden, 1995; Kaufman, Hilliker, & Daleiden, 1996; Kaufman, Hilliker, Lathrop, & Daleiden, 1993; Kaufman, Hilliker, Lathrop, Daleiden, & Rudy, 1996; Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997; Kaufman, Wallace, Johnson, & Reeder, 1995). Modus operandi is conceptualized by Kaufman and his colleagues in terms of a temporal process that begins with offenders' efforts to target a victim and proceeds through the abuse and efforts to maintain victim silence following the onset of offending. Specific MO dimensions include: the techniques offenders use to select and access their victims; the behaviors involved in gaining the victims' trust; efforts to obtain their compliance in sexual activities; and strategies used to maintain victim silence following the onset of abuse.

**Studies Of Limited Modus Operandi Dimensions**

A number of studies have investigated the use of a small number of MO dimensions during the sexual offense process. The most frequently examined modus operandi variables are those related to the use of threats and physical force or violence. A number of studies have reported on adult perpetrators use of threats and coercion during the process
of committing their offenses. Stermac, Hall, & Henskens (1989) divided their sample into 29 incestuous offenders and 37 nonincestuous offenders. Among the incestuous subjects all used physical violence and 31% threatened their victims, while 78.4% of the nonfamilial subjects used physical violence and 21.6% used threats. The average level of force used by child molesters participating in the research of Marshall, Barbaree, and Fernandez (1995) was to threaten their victims. Marshall and Mazzucco (1995) reported that most of the 24 nonfamilial child molesters participating in their study used threats, while six used excessive force. Another study of nonfamilial offenders assigned victim damage scores (i.e., 1 = no injury to 7 = killed and mutilated) and found that the average victim damage score was 2.52 (Quinsey & Chaplin, 1988). In researching incest, Russell (1986) found that 32% of victims report the use of at least some physical force. She also found that brothers, cousins and other male relatives were more likely to use force than fathers, grandfathers, and uncles. In contrast, Faller (1989) did not find significant differences in the level of coercion used by fathers, step-fathers, and non-custodial fathers, reporting that all three groups threatened their victims.

Several studies of adolescent offenders have gathered information regarding their use of threats and coercion in the process of committing their offenses. In their study of
12 adolescent incest offenders, Adler and Schutz (1995) found that while offenders denied the use of threats to maintain victim silence following abuse, 75% of the victims reported that threats were, in fact, used. Regarding violence, one out of twelve reported being physically as well as sexually abusive. The average offender against children in a study by Becker, Cunningham-Rathner, and Kaplan (1987) used physical coercion at some point during the commission of his offense. Among the victims of 30 adolescent sex offenders with child victims in another study, nine reported the use of force, three stated that the offenders threatened to use a weapon or force, and thirteen reported that the offenders used intimidation (Deisher, Wenet, Paperny, Clark, & Fehrenbach, 1982). Half of the juvenile offenders who had molested a child in the study by Saunders, Awad, and White (1986) used violence or the threat of violence, and thirteen percent (13%) hit or beat their victim. However, in another study of adolescent child sexual assaulters, two of seventeen used a weapon in the commission of their crime, and two used verbal threats (Hsu & Starzynski, 1990). Groth (1977) found that none of the 29 offenders with significantly younger victims used a weapon.

Fewer studies have examined the use of bribes including gifts or money during the process of sexual offending. None of the adult offender research reviewed reported on their use of bribery, and only two studies on adolescent offenders
included this information. In a study of juvenile sex offenders which included both rapists and child molesters, data were available from 173 victims, and 28% reported that their offenders used either intimidation or bribery (Fehrenbach, Smith, Monastersky, & Deisher, 1986). Pierce and Pierce (1987) reported that in one of 37 cases of juvenile intrafamilial sexual abuse the offender paid his victim for sex.

While none of the studies of adolescent child molesters discussed their use of pornography during offenses, one study of adult perpetrators included such information. In a study of sex offenders' use of and exposure to pornography, child molesters reported significantly greater use of pornography prior to committing an offense and during an offense than rapists (Carter, Prentky, Knight, Vandeveer, & Boucher, 1987). On the seven item scale measuring the offender's use of pornography, the mean score for child molesters was .42, suggesting that despite greater use than among rapists the level of pornography usage was fairly low. Finally, although several researchers have collected information regarding whether the offender was under the influence of drugs or alcohol (Awad & Saunders, 1989; Fehrenbach, Smith, Monastersky, & Deisher, 1986; Groth, 1977; Hsu & Starzynski, 1990; Kaplan, 1989; Stermac, Hall, & Henskens, 1989), only researchers who have studied modus
Comprehensive Studies of Modus Operandi

More recently a number of authors have systematically examined the modus operandi of sexual offenders. Studies of this sort are important to our understanding of the offense process, efforts at prevention, and efforts at treatment. One of the earliest studies of this nature was conducted by Lang and Frenzel (1988). The purpose of their research was to examine the strategies sex offenders use to lure children. Data was gathered through interviews of 52 incest offenders and 50 nonfamilial offenders. All subjects had abused females under 14 years of age and had received inpatient treatment for at least six months. The responses of the two groups were compared in order to identify differences in the methods used. Frequently used methods for introducing sexual contact included "accidental" touching, cuddling, sneaking into the child's bedroom, and presenting sex play as a game. Intrafamilial offenders were more likely to initiate cuddling, sneak into the child's bedroom, or initiate play wrestling; while extrafamilial offenders were more likely to offer to baby-sit. Offenses usually took place in either the perpetrator's home or the child's home (i.e., in the case a extrafamilial abuse). Efforts to induce the child to cooperate included misrepresenting moral
standards, misuse of authority, frightening the child, using physical violence, and using rewards or bribes. Incestuous offenders were more likely to misrepresent moral standards and to withhold privileges than nonfamilial offenders. Several methods were also used to maintain sexual contact with the child including telling the child that this was a special secret, professing love to the child, and threatening the child that the family will split up. Intrafamilial offenders were more likely to frame the sexual abuse as a special secret than were extrafamilial offenders. The authors view the methods used by offenders to lure victims as further evidence of the physical and emotional coercion involved in child sexual abuse.

Conte and his associates investigated adult child sexual offenders' MO in a series of two studies. Conte, Wolf, and Smith (1989) also interviewed offenders in order to gather information about their modus operandi. Their subjects were 20 adult male child molesters who had completed a sex offender treatment program. The authors reported anecdotal trends in response to an interview format. When choosing a victim, the offenders often focus on physical characteristics, but several also indicated preferences for a friendly, open child. Their responses also suggested some capacity to target vulnerable children, such as young or needy children. As part of the process to engage a child, some offenders reported using gifts, while the majority
described engaging the child in a relationship. This included spending time with the child, doing things the child enjoyed, and gradually introducing sexual contacts. Offenders reported using their size, adult authority and isolation to control their child victims, and although most denied directly threatening the children, threats were frequently implied. Also, offenders would state that they did not threaten the child, then proceed to give examples of how they had, in fact, threatened the child. It appeared that it was difficult for these offenders to acknowledge that they actually had threatened their victims.

Another study of modus operandi was conducted, by the same group, from the victim's perspective (Berliner & Conte, 1990). In this study, 23 children who had been sexually abused were interviewed about what happened during the process of victimization. The authors noted the variety of patterns of victimization. The children reported a wide range of "warning signs" including being treated differently than other children by the offender, being told not to tell about what happens, being walked in on while in the restroom, and being looked at in a funny way. Some of the "warning signs" were behaviors that made the children uncomfortable, while some were things the offenders said. The children also reported a number of things perpetrators said about the sexual activity in order to gain their compliance. For instance offenders attempted to persuade the
children that it was okay, to minimize the seriousness of the sexual acts, or to convince the child that he/she would enjoy the sexual activity. Most of the children indicated some type of coercion, and 14 reported being threatened. Many of these children were vulnerable, and their relationships with the offenders were meeting some of their needs (e.g., affection, attention).

Questionnaires were used to gather information from 72 incarcerated child sexual abuse offenders regarding their modus operandi and their attitudes about the effectiveness of concepts frequently taught in prevention programs (Budin & Johnson, 1989). Regarding the type of child they preferred, offenders reported that they preferred their own children or quiet, troubled, lonely children coming from broken homes. Many of the offenders preferences based on physical characteristics (e.g., pretty) or availability. Frequently used tactics to gain victim's trust included being friends with the child, playing games the child likes to play, giving the child money, and choosing victims who had been previously abused. There were differences in the frequency with which tactics were used by intrafamilial offenders as opposed to extrafamilial offenders. For instance, nonfamilial offenders were more likely to report having one of the potential victim's friends (i.e., who had been involved with the offender) say it would be okay, choosing victims who had been previously abused, and giving
toys to victims. Offenders who admitted to threatening their victims reported using threats to harm the victim, loved objects, or a family member most frequently. Regarding prevention programs, offenders agreed that children should be taught to tell if they have been abused, to say no to possible offenders, about inappropriate touching of their privates by others and not to get into cars with strangers.

An additional study aimed at discovering how offenders target children and maintain them as victims was conducted by Elliott, Browne, and Kilcoyne (1995). Subjects for this study were 91 men convicted of sex offenses against children, all of whom had received therapy. Data was collected using a semi-structures interview that inquired about the offense, characteristics of victims, how victims were engaged and maintained, and the offender's own history of abuse. Among these offenders, 58% targeted girls, 14% targeted boys, and 28% abused both girls and boys. Their victims ranged in age from 1 to 18, and 66% of the offenders knew their victims. Offenders considered physical appearance as well as emotional characteristics when choosing a victim. Thirteen percent (13%) looked for "trusting" children, while 49% reported attraction to children lacking in confidence or self-esteem. Offenders found victims in a number of places, including public places frequented by children (35%) and the child's own home (33%). Typical strategies used to approach children included offering to play games, teach sports, or
teach a musical instrument as well as giving bribes, outings, or a ride home. Babysitting was also a frequently used way to isolate the child. Many offenders introduced sex by talking about it, offering to bathe or dress the child, or by misrepresenting sex. Offenders approached sexual contact in a variety of ways with 28% slowly desensitizing the child, 32% asking the child to do something for them (e.g., lie down), and 40% engaging quickly in sexual touching or genital kissing. In response to resistance, 39% of these offenders used threats or violence to control the child. While one-third of these offenders abused their victims on one occasion, two-thirds maintained their victims through telling them not to tell, misrepresenting the abuse, and/or using threats of various types.

Kaufman and colleagues have conducted a series of studies examining the methodology involved in collecting MO information from adult and adolescent child sexual offenders. Kaufman, Hilliker, Lathrop, and Daleiden (1993) examined the question of whether perpetrators underreport their use of threats and violence to obtain victims' cooperation and to maintain their silence. The self-reports of 16 offenders in outpatient treatment and 16 incarcerated offenders were compared to reports of treatment staff. Offenders completed the Modus Operandi Questionnaire, an instrument that covers a broad range of behaviors used to gain trust, engage victims, and maintaining victim silence.
The staff questionnaire is limited to items covering threats and violence used to obtain cooperation and to maintain victim's silence, and treatment staff were asked to use the case files, information from interviews with the offender, and disclosures from group treatment to complete the questionnaire. Although they were aware that treatment staff would also be completing a questionnaire, offenders from both settings tended to under-report their use of threats and violence both in order to obtain compliance and to maintain silence compared to treatment staff reports. Despite the significant under-reporting, the majority of their responses, in general, matched those of treatment providers regarding the use of threats and violence. There was no difference in the amount of under-reporting by offenders in the outpatient setting and those in the correctional facilities.

In another methodological study involving the same group of offenders, the format for data collection was explored (Kaufman, Hilliker, Lathrop, Daleiden, & Rudy, 1996). Sixteen victims of sexual abuse were also recruited for this study. In this investigation subjects completed both a questionnaire and a structured interview, and the information from the two sources was compared. To avoid order effects, the order of administration was counterbalanced. Results supported the utility of the questionnaire. For three of five subsections of the modus
operandi questionnaire (i.e., gaining trust, bribes to gain cooperation, and maintaining the victim's silence), the questionnaire provided more unique data than the interview for all three groups of subjects (i.e., outpatient offenders, incarcerated offenders, and victims). Regarding the use of threats to gain cooperation, the interview yielded more data with incarcerated offenders, the questionnaire yielded more data with victims, and there was no difference between these methods with outpatient offenders. Regardless of data collection method or subject group, responses were consistent for the majority of items.

Similarly, Kaufman, Hilliker, & Daleiden (1995) explored the relative utility of a questionnaire format and an interview in collecting information regarding adolescent offenders modus operandi, the extent to which adolescent offenders would truthfully disclose information regarding their use of threats and coercion, and whether the order of administration of the questionnaire and interview impacted the information reported by the offenders. Results suggested that adolescent perpetrators generally provided more information on the questionnaire, with the exception of the section regarding behaviors specific to the sexual contact. Despite a great deal of overlap (i.e., 77% on the section regarding gaining cooperation and 74% on the section regarding maintaining silence), adolescent offenders under-reported their use of threats and coercion relative to staff
reports. Finally, adolescent offenders were found to include more information in the structured interview if it followed the questionnaire, but order of administration had no impact on information provided when the interview was conducted first.

Another study by this group of researchers has examined factors related to the modus operandi of adolescent sexual offenders (Kaufman, Hilliker, & Daleiden, 1996). Subjects for this study were 179 incarcerated adolescent male sexual offenders. They were asked to complete the Adolescent Modus Operandi Questionnaire, a self-report measure that covers a variety of offending behaviors. Many of these subjects (n = 101) also participated in a structured interview as part of a larger study. Four variables were explored to determine their effects on eleven Adolescent Modus Operandi Questionnaire (AMOQ) subscales: the offender's history of sexual abuse, gender of victims, age of victims, and victim-offender relatedness. Offenders who had been sexually abused were more likely to abuse boys (i.e., either exclusively or along with girls), and they were more likely to victimize younger victims. Although history of abuse did not predict responses on the subscales of the AMOQ, gender of victims, age of victims, and victim-offender relatedness did predict responses on AMOQ subscales. Offenders who abused both girls and boys scored higher on using gifts to gain trust, using love/attention to gain trust, threats of harming
friends/family to gain compliance, threats of altering the victim-offender relationship to gain compliance, use of love/attention to gain compliance, threats of physical harm to maintain silence, and threats to withdraw benefits to maintain silence. Age of victim had a curvilinear effect (i.e., peaking at 9 years then diminishing) on 5 of the modus operandi subscales, and a linear effect on one subscale. A curvilinear effect was seen with using gifts to gain trust, using love/attention to gain trust, threats of altering the victim-offender relationship to gain compliance, use of love/attention to gain compliance, and threats to withdraw benefits to maintain silence. The use of drugs/alcohol to gain compliance increased with victim age. Victim-offender relatedness also affected modus operandi subscales. Intrafamilial offenders scored higher than extrafamilial offenders on using gifts to gain trust, use of love/attention to gain compliance, threats of altering the victim-offender relationship to gain compliance, and threats to withdraw benefits to maintain silence. There was no evidence of interactions among these subgroups.

Finally, a recent study by Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, and Hilliker (1997) examined the effect of offender age and victim-offender relatedness on the offenders' modus operandi. Kaufman, et al. (1997) found a number of differences in the modus operandi of adolescent compared to adult offenders. Overall, the adolescents in
this study endorsed a variety of MO strategies more often than their adult counterparts. Adolescents reported more frequent use of gifts or privileges to gain victim's compliance in sexual activities. They also endorsed the use of a wider variety of behaviors involving pornography, particularly in cases of intrafamilial sexual abuse. In gaining compliance with sexual behavior, adolescents tended to use more coercive strategies, as well as a greater number of threats to maintain victim silence.

**Contrasting Adult and Adolescent Offenders**

To date, age of the offender has been considered as an independent variable in only two studies; the study discussed above (Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997) and one by Margolin and Craft (1990). The study by Margolin and Craft (1990) examined the effects of caregiver age on child abuse by baby-sitters. While caregiver's age was not related to the severity of physical abuse, a significant relationship between caregiver age and severity of sexual abuse was found. Adolescent caregivers were responsible for 44% of the cases of child sexual abuse by nonparental caregivers. Also, adolescents who sexually abused the children they were babysitting were more likely to use threats, physically injure the child, and have intercourse with the child.

In an attempt to compare adolescent to adult offenders across studies, the current literature on child sexual abuse
offenders was reviewed with a focus on characteristics of victims, characteristics of the offenses, and the modus operandi of the perpetrators. Attempts to make comparisons between adolescent and adult child sexual abusers were complicated by several factors. Many of the studies of juvenile offenders included both adolescent rapists as well as child molesters (e.g. Carpenter, Peed, & Eastman, 1995; Fehrenbach, Smith, Monastersky, & Deisher, 1986; Lewis, Shankok, & Pincus, 1979; Van Ness, 1984). Often in these studies, information was not given separately for each group. In some cases, a few adolescent offenders are included in samples that are predominantly adult (Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy, 1987). In other instances, when authors report information regarding the sexual abuse, there are a variety of ways in which the information can be categorized, making it difficult to compare data across studies (e.g., use of different indexes of central tendency, use of differing categorization of relationship or description of sexual activity).

Although the number of comparable studies offering information was generally small, it was possible to summarize information in order to describe characteristics of victims, offenses, and modus operandi. The particular studies included for comparison on each variable differed as the information reported was not consistent across studies.
For purposes of comparison, averages and percentages were calculated combining data reported in individual studies of either adolescent or adult child sexual offenders. Regarding characteristics of victims, the average age of victims for juvenile child sexual offenders was 6.2 years (Adler & Schütz, 1995; Awad & Saunders, 1989; Hsu & Starzynski, 1990), while the average victim age for adult child sexual offenders was 9.8 years (Haywood, Grossman, & Cavanaugh, Jr., 1990; Hudson, Marshall, Wales, McDonald, Bakker, & Mclean, 1993; Marshall, Barbaree, & Fernandez, 1995; Stermac, Hall, & Henskens, 1989). Among adolescent offenders, 55% target females, 39% target males, and 6% victimize both sexes (Awad & Saunders, 1989; Becker, Cunningham-Rathner, & Kaplan, 1987; Becker, Kaplan, Cunningham-Rathner, & Kavoussi, 1986; Deisher, Wenet, Paperny, Clark, & Fehrenbach, 1982; Groth, 1977; Hsu & Starzynski, 1990; Kavoussi, Kaplan, & Becker, 1988; Sanders, Awad, & White, 1986; Worling 1995a, 1995b). Sixty-three percent of adult child molesters prefer female victims, 31% prefer male victims, and 5% target both (Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy, 1987; Budin & Johnson, 1989; Conte, Wolf, & Smith, 1989; Elliott, Browne, & Kilcoyne, 1995; Haywood, Grossman, & Cavanaugh, Jr., 1990; Haywood, Grossman, Kravitz, & Wasyliw, 1994; Horley, 1988; Horley & Quinsey, 1994; Kaufman, Wallace, Johnson, & Reeder, 1995; Marshall, Barbaree, &
Fernandez, 1995; Marshall & Mazzucco, 1995; Quinsey & Chaplin, 1988). It was difficult to compare the relationships between victims and offenders because there are a number of ways the victim-offender relationship can be classified. With categories simplified to whether or not the victim was known to the offender, among adolescent perpetrators 86% of the victims were known (Becker, Cunningham-Rathner, & Kaplan, 1987; Groth, 1977; Hsu & Starzynski, 1990; Saunders, Awad, & White, 1986), whereas among the adult perpetrators 66% were known (Elliott, Browne, & Kilcoyne, 1995). The victim-offender relationship was also considered as intrafamilial or extrafamilial. For adolescent offenders, 36% were classified as intrafamilial (Fehrenbach, Smith, Monastersky, & Deisher, 1986; Groth, 1977; Pierce & Pierce, 1987; Saunders, Awad, & White, 1986), while 38% of adult offenders were classified as intrafamilial (Chaplin, Rice, & Harris, 1995; Hanson, Scott, & Steffy, 1995; Haywood, Grossman, & Cavanaugh, Jr., 1990; Haywood, Grossman, Kravitz, & Wasyliw, 1994; Pothast & Allen, 1994; Stermac, Hall, & Henskens, 1989). As expected, adults appear to have a larger number of victims on average than adolescents. The average number of victims reported for adolescent offenders was 1.36 (Awad & Saunders, 1989; Becker, Cunningham-Rathner, & Kaplan, 1987; Becker, Kaplan, Cunningham-Rathner, & Kavoussi, 1986; Hsu & Starzynski, 1990; Pierce & Pierce, 1987), while the average number for
adult offenders was 35.19 (Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy, 1987; Budin & Johnson, 1989; Conte, Wolf, & Smith, 1989; Haywood, Grossman, Kravitz, & Wasyliw, 1994; Marshall, Barbaree, & Fernandez, 1995; Marshall & Mazzucco, 1995; Pothast & Allen, 1994; Stermac, Hall, & Henskens, 1989; Ward, Hudson, & France, 1993). The average number for adult offenders was somewhat inflated by a group of offenders in one study with a very high mean (Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy, 1987). Leaving out these subjects, the mean for adults was 9.87. In general the number of victims tends to be positively skewed with some offenders reporting very high numbers. The median number of victims tends to be somewhat lower.

It was exceedingly difficult to compare characteristics of the offense including frequency, duration, and sexual act involved. Frequency and duration were rarely reported, particularly in articles focusing on adult offenders. Among adolescents, about 41% report a single abusive incident (Adler & Schutz, 1995; Awad & Saunders, 1989; Pierce & Pierce, 1987; Saunders, Awad, & White, 1986). Only one of the studies of adolescent offenders reported the average duration of the abuse (Adler & Schutz, 1995), while none of the studies of adult offenders reported this information. Despite the fact that many of the articles present information regarding the nature of the sexual activity, it
was difficult to compare studies on this variable due to the variety of formats or categories used to report this data. Among adolescent perpetrators of child sexual abuse, 26% reported vaginal intercourse with their child victims, and 16% reported anal intercourse (Adler & Schütz, 1995; Pierce & Pierce, 1987; Smith & Israel, 1987). Thirty-five percent of adult offenders report vaginal intercourse, and eleven percent report anal intercourse (Elliott, Browne, & Kilcoyne, 1995; Kaufman, Wallace, Johnson, & Reeder, 1995; Stermac, Hall, & Henskens, 1989).

Finally an attempt was made to consider some aspects of modus operandi, including the use of threats, violence, bribes, affection, pornography, and alcohol/drugs. At times, victims of the offenders were queried by researchers, particularly regarding the use of threats and violence. Among adolescents 32% reported the use of threats in the perpetration of sexual abuse (Hsu & Starzynski, 1990; Saunders, Awad, & White, 1986). Victims of adolescent offenders, in two other studies, reported that 28% used threats (Adler & Schutz, 1995; Deisher, Wenet, Paperny, Clark, & Fehrenbach, 1982). Thirty-seven percent (37%) of the adult child molesters report using threats (Budin & Johnson, 1989; Elliott, Browne, & Kilcoyne, 1995; Lang & Frenzel, 1988; Stermac, Hall, & Henskens, 1989), and the victims in a separate study reported that 34% used threats (Kaufman, Wallace, Johnson, & Reeder, 1995). Among
adolescent offenders, about 51% used physical force to sexually abuse children (Becker, Kaplan, Cunningham-Rathner, & Kavoussi, 1986; Deisher, Wenet, Paperny, Clark, & Fehrenbach, 1982), while 26% of adult offenders reported using physical force (Elliott, Browne, & Kilcoyne, 1995; Lang & Frenzel, 1988; Marshall & Mazzucco, 1995). There was no data available on adolescents' use of gifts or bribes in the course of their sexual offending. Among adult offenders, at least 50% reported the use of gifts or bribes (Elliott, Browne, & Kilcoyne, 1995; Lang & Frenzel, 1988; Kaufman, Wallace, Johnson, & Reeder, 1995). Similarly there was no data available on adolescents' use of affection or pornography in the course of sexual offending. Among adult offenders, 63% used affection in the perpetration of child sexual abuse (Budin & Johnson, 1989; Elliott, Browne, & Kilcoyne, 1995), and eighteen percent (18%) used pornography (Elliott, Browne, & Kilcoyne, 1995; Kaufman, Wallace, Johnson, & Reeder, 1995; Lang & Frenzel, 1988). Finally, seven percent of adolescents reported being under the influence of drugs or alcohol at the time of the offense (Fehrenbach, Smith, Monastersky, & Deisher, 1986; Groth, 1977; Hsu & Starzynski, 1990), whereas 27% of adults reported using drugs or alcohol at the time of the offense (Elliott, Browne, & Kilcoyne, 1995; Kaplan, 1989; Stermac, Hall, & Henskens, 1989).
Rationale for Comparison of Adult and Adolescent Offenders

Reasons to compare adolescent to adult offenders in terms of modus operandi stem from two areas of research. First, during adolescence, changes occur in several areas, including the physical domain, cognitive functioning, social-cognitive functioning, social relationships, and sexuality (Bukowski, Sippola, & Brender, 1993; Coleman, 1980; Coleman, 1995; Harnett & Misch, 1993; Lefrancois, 1987; Trad, 1994). Second, the literature on child sex offenders suggests that adolescent offenders would differ from adult offenders in their approach to committing child sexual abuse (Abel, Osborn, & Twigg, 1993; Barbaree, Hudson, & Seto, 1993). A review of the literature in both of these areas provides the rationale for the expectation that adolescent and adult offenders will differ in their approach to sexually abusing children.

To begin a review of the developmental literature, it is first necessary to define adolescence. Adolescence has been defined in various ways. Nichtern (1982) stated that adolescence is "the developmental stage between childhood and maturity". Coleman (1980) defined adolescence as "the stage in the life cycle which begins at puberty and ends when the individual reaches maturity", and acknowledging the presence of blurred boundaries, he states that adolescence ranges roughly from twelve to eighteen. In 1995, Coleman stressed that adolescence is a transitional stage of
development that is highly complex, involving "enormously wide individual variations"; and Barbaree, Hudson and Seto (1993) also stressed that adolescence is a transitional period between childhood and adulthood.

During the developmental stage of adolescence, individuals change physically with the advent of puberty (Trad, 1994; Coleman, 1995). Changes also occur in psychological and social functioning which include individuation efforts, changes in the process of identity formation, significant changes in self-image, progression in the ability to adopt the perspective of others, and improvements in the capacity to correctly anticipate future events (Trad, 1994; Coleman, 1980; Coleman, 1995). Concurrent with these changes are cognitive advances including the onset of formal operational thinking which allows for increased capacity for self-reflection, long-term planning, and emotional regulation (Cavanaugh, 1995; Coleman, 1980; Coleman, 1995; Fischer & Silvern, 1985).

Development continues beyond adolescence, and adolescents have been compared to adults across several domains. Within the realm of cognitive development, researchers have proposed levels beyond formal operational thought, and while there are controversies, especially regarding the ages at which particular milestones are achieved, empirical evidence supports the existence of differences between adolescents and adults in their cognitive development (Cavanaugh, 1995;
Advances in cognitive functioning are thought to be tied to changes in the nature of social relationships. Selman (1980) proposed a model to account for the development of interpersonal understanding, and research suggests that while most adults function at level four of Selman's model, the majority of adolescents function at level three with equal minorities at both level two and level four (Lapsley & Murphy, 1995). An aspect of adolescent development that has links to both cognitive development and changes in interpersonal understanding is adolescent egocentrism (Buis & Thompson, 1989; Lapsley, 1993; Lapsley & Murphy, 1985). While patterns of scores fluctuate and peaks are found at different ages, there is generally evidence that adolescent egocentrism exists and declines throughout adolescence (Buis & Thompson, 1989, Enright, Lapsley, & Shukla, 1979; Enright, Shukla, & Lapsley, 1980; Green, Rubin, & Hale, 1995; Lapsley, Jackson, Rice, & Shadid, 1988). On the other hand, Quadrel, Fischhoff, and Davis (1993) concluded from their review of the literature that there is little evidence for a uniquely adolescent perception of invulnerability which is theoretically related to adolescent egocentrism. Further, the results of their study did not indicate greater invulnerability in their adolescent subjects as compared with their adult subjects. More research is needed in this area including longitudinal
studies of adolescent egocentrism (Lapsley, Fitzgerald, Rice & Jackson, 1989) and studies comparing adolescence to later periods of adulthood on these factors, since existing studies have only compared adolescents to college students (Enright, Lapsley, & Shukla, 1979; Enright, Shukla, & Lapsley, 1980; Greene, Rubin, & Hale, 1995; Lapsley, Jackson, Rice, & Shadid, 1988). Adolescents have been compared to adults with regard to their perceived personal control, and results indicated an increase in the internality of personal control attributions from adolescence to middle age (Gatz & Karel, 1993). Finally, in a study of coping and defense strategies, Diehl, Coyle, and Labouvie-Vief (1996) found that compared to older adults, younger adults and adolescents were more likely to use coping and defensive strategies that were aggressive and immature, which the authors relate to poor impulse control.

Developmental differences between adolescents and adults, such as differences in the level of cognitive development or social-cognitive development, have implications for a wide range of behaviors and attitudes (Coleman, 1980). For instance, developmental differences have been suggested as contributing to risk-taking (Greene, Rubin, & Hale, 1995; Trad, 1994), impulse control (Diehl, Coyle, & Labouvie-Vief, 1996), and long-term planning (Trad, 1994). It follows that developmental differences would be likely to affect the modus operandi used by perpetrators of child sexual abuse.

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While the above discussion focused on developmental differences between adults and adolescents in the general population, this does not necessarily apply to select groups, such as sexual offenders. Many of the above studies reveal individual variations in development. For instance, within the realm of cognitive development there appears to be variation in the age at which formal operational thinking emerges, if it emerges at all (Colemen, 1980; Coleman, 1995). It is possible that particular subgroups of adults and adolescents may differ from the general population on these variables. Extensive review of the psychological literature on criminals in general and sex offenders in particular failed to yield any empirical study of the level of cognitive development, intellectual status, perspective-taking, invulnerability, or impulse control in these populations compared to the general population. Barbaree, Hudson, & Seto (1993) suggest that while both adult and adolescent sex offenders form heterogeneous groups, a significant proportion of sex offenders evidence psychopathology, developmental adjustment problems, and deficiencies in social competencies. Ryan (1997) emphasized that sexual offenders are frequently deficient in the capacity for empathy in relationships. On the other hand, Mullis and Hanson (1983) compared juveniles institutionalized for criminal acts to nonoffender juveniles (average age was 14.86) and did not find differences between
these groups in the ability to take the perspectives of others. In terms of intellectual status, there appears to be a low IQ subgroup of adult child molesters and a significant proportion of adolescent sex offenders who have academic problems or learning disabilities (Barbaree, Hudson, & Seto, 1993). Some studies have revealed an increase in soft neurological signs and low IQ in perpetrators of sexual assaults, but these appear to be more related to violence than to sexual aggression in particular (Knight & Prentky, 1993; Lewis, Shankok, & Pincus, 1979; Ryan, 1997a). It remains to be seen whether developmental differences observed in the general population also apply to either the population of criminals in general or to the population of sex offenders in particular.

In addition to developmental differences between adolescents and adults, the sexual offender literature suggests other distinctions that can be made that would impact the modus operandi of sexual offenders. For instance, adults and adolescents might differ in the relative level of power, status, or authority they hold from the perspective of children. Several studies have indicated that adult child molesters make use of both adult authority and adult physical presence to gain control over their victims (Howitt, 1995; Lang & Frenzel, 1988; Conte, Wolf, & Smith, 1989). The larger physical size of adults and their inherent power or authority may affect their need for particular
modus operandi strategies relative to that of adolescents (Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997). Russell (1986) suggested that more power and authority are involved in cross-generational relationships, and this affects the strategies used by perpetrators in the commission of sexual abuse.

The relationship between age and status has been the topic of both theory and research. For instance, research by Feinman and Coon (1983) support the view of age as a status characteristic. Furthermore, Piaget (cited in Laupa, 1991) suggested that children have a unilateral orientation towards adults, seeing them as socially powerful authorities. Yet research has demonstrated that this is not entirely true. The relationship between children and authorities is multifaceted, and children consider more than simply age in their judgements about the legitimacy of authority (Laupa, 1991; Laupa & Turiel, 1986; Tisak, 1986). For instance, children consider the content of commands (Tisak, 1986) as well as the level of knowledge and social position held (Laupa, 1991) when making judgements about the legitimacy of authority. While children do not accept an adult as an authority simply due to adult status, this is one characteristic that contributes to their judgements (Laupa & Turiel, 1986). While studies have compared adults to peers in terms of authority, it is not clear how children
would distinguish between adults and adolescents, and further research is necessary to address this question.

The separate study of adult and adolescent child molesters seems to presuppose differences. Additionally, there are other logical and practical reasons to expect discrepancies in the modus operandi of adult compared to adolescent perpetrators. For instance, adults differ from adolescents in their legal, social, and financial status; and these differences might contribute to the availability of particular MO techniques. For example, adults are more likely to have access to a car (Groth, 1977) and to be trusted with the responsibility of taking children on outings. Additionally, the greater financial resources available to adults would affect their ability to entice victims with gifts and other indulgences (e.g., trips to movies, dining out, and other recreational activities). Furthermore, adults are more likely to have a house or apartment where they have more control over and opportunities for privacy than adolescents.

Another difference that could be expected to influence modus operandi would be the amount of experience as a perpetrator. As previously noted, many adult offenders begin offending as adolescents (Groth, Longo, & McFadin, 1982; Longo & Groth, 1983; Abel, Osborn, & Twigg, 1993); and therefore adult offenders will have had more time to offend against a larger pool of victims, gaining experience with
offending that may affect their MO. There is evidence that some offenders progress in the seriousness of their offenses from adolescence to adulthood (Abel, Osborn, & Twigg, 1993; Longo & Groth, 1984; Longo & McFadin, 1981).

Theories regarding the etiology of sexual offending also suggest grounds for comparisons of adult and adolescent child sex offenders. A number of theories have been proposed to explain the development of child sexual abuse, and many approaches attempt to integrate these various viewpoints (Ryan, 1997b). Attempts to understand the etiology of child sexual abuse have employed psychodynamic approaches (Howitt, 1995; Kelly & Lusk, 1992; Ryan, 1997b), social learning theory (Kelly & Lusk, 1992; Ryan, 1997b), conditioning theories (Ryan, 1997b), psychophysiological approaches (Kelly & Lusk, 1992; Ryan, 1997b), cognitive models (Howitt, 1995; Ryan, 1997b), and developmental theories (Ryan, 1997b). One model that includes multiple causative factors was suggested by Finkelhor and Araji (cited in Howitt, 1995; Kelly & Lusk, 1992; Ryan, 1997b). In this model four factors are proposed to contribute to sexual abuse: emotional congruence, sexual arousal, blockage, and disinhibition. Many of the above theories can be conceptualized as contributing to the development of sexually abusive behavior in this model (Kelly & Lusk, 1992). For instance, learning theories most clearly play a role in sexual arousal, but they might also be related to each of the other three
factors. Developmental theories can also be linked to all four factors in this model.

Comparisons of the modus operandi of adult and adolescent perpetrators can be suggested by etiological factors as well as aid in the understanding of the etiology of child sexual abuse. Modus operandi may be a reflection of various elements of etiology. For instance, the use of a high degree of physical force might relate to social learning processes or to cognitive errors that allow the offender to view their child victim in a dehumanizing fashion. In terms of developmental theories, Ryan (1997b) suggested that Piaget's theories have implications in the etiology of child sexual abuse in terms of the relevance of decentering to the capacity for empathy. Piaget's concepts of assimilation and accommodation can be applied to better understand how past experiences continue to affect one's understanding of current experiences. Another developmental theory that has been applied to the understanding of the causes of child sexual abuse is attachment theory (Marshall, Hudson, & Hodkinson, 1993; Ryan, 1997b). Early relationships with caregivers affect both self-image and expectations for relationships throughout the lifespan. Research has suggested that the type of attachments adult sex offenders form relates to characteristics of their offenses (Ryan, 1997b). In addition to the importance of early infant and childhood relationships with caregivers, experiences during
adolescence with peers and parents also contribute to the quality of attachments (Marshall, Hudson, & Hodkinson, 1993). Kelly and Lusk (1992) suggest that disinhibition is related to the age of the perpetrator as well. They suggest that the degree of disinhibition might need to be greater for adult child sex offenders than for their adolescent counterparts who are closer in age to their immature partners and therefore facing conventional inhibitions to a lesser extent. Given that developmental factors have been implicated in theories of etiology, it follows that developmental differences may impact modus operandi. Further exploration of developmental differences between adolescent and adult child sex offenders would be useful in further elaborating on the role development might play in the etiology of child sexual abuse.

Given the difference in developmental stage as well as these other practical differences it seems reasonable to expect that adolescent child molesters differ in meaningful ways from adult child molesters. Finally, the only two studies that have directly compared adolescent to adult sexual abuse perpetrators have found differences (Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997; Margolin & Craft, 1990).

**Critique**

Thus far, empirical research has considered characteristics of both adult and adolescent child sexual
offenders, their offenses, and their victims. Researchers have begun studying the process of sexual offending, or modus operandi. There has been a growing recognition of the incidence of sexual abuse by adolescents, as well as the serious nature of such abuse. Treatment programs for sexually abusive adolescents have proliferated, yet to date it remains unclear how adolescent offenders compare to adult offenders. There is a lack of empirical work exploring the differences between adolescent and adult offenders as well as investigating the modus operandi of adolescent perpetrators. There is also a need for additional studies that include better control across groups and focus on the complete modus operandi continuum. As much as possible, adolescent offenders should be compared to adult offenders who are similar in terms of characteristics of their victims, the victim-offender relationship, and their treatment history.

Purpose of Study

The primary aim of this study was to contrast adolescent and adult child sexual offenders' modus operandi. This included the way they choose or target their victims, strategies that they use to gain their victims' trust, behaviors aimed at gaining their victims' compliance with sexual activities, and methods used to keep their victims silent following the sexual abuse. As previously discussed, this information is important for the development of
prevention programs as well as victim and offender treatment efforts. This study focused on incarcerated sex offenders, and for the purposes of this research an adolescent child sexual abuser was defined as an offender who had committed his crime of record prior to age 18 and who was incarcerated in a juvenile correctional facility. The adult subjects were all over the age of eighteen and incarcerated in an adult facility. This group was not "pure" in the sense that it is likely that some of the adult child molesters began offending as adolescents. Given that the rationale for expected differences includes the level of experience as a perpetrator, it did not seem necessary to exclude adults with a history of adolescent offending.

Hypotheses

Regarding Victims:

Hypothesis 1- Juvenile offenders will report a lower age for their youngest victims than adult offenders.

Hypothesis 2- Juvenile offenders will differ from adult offenders in their tendency to choose victims who they perceive to be psychologically vulnerable. On the modus operandi questionnaire, perpetrators are asked to describe their victims in terms of social and emotional characteristics as well as victims' relationships to their parents. It is predicted that the level of victim vulnerability suggested by perpetrators' responses on these questions will distinguish between adolescent
child molesters and their adult counterparts.

**Hypothesis 3**- Adolescent offenders will report fewer victims than adult offenders.

Regarding M.O.:

**Hypothesis 4**- After controlling for the number of victims, adolescent offenders will endorse fewer different M.O. behaviors in general than their adult counterparts. "Endorsement" will be defined as reporting use of the strategy to any extent (i.e., a response of 2-7 on the Likert Scale).

**Hypothesis 5**- Adolescent offenders will be less likely than adult offenders to have tested whether a child might report abuse.

**Hypothesis 6**- Compared to adult offenders, adolescent offenders are less apt to have helped a child victim come up with lies for their parents in order to hide the sexual abuse once it has occurred.

**Hypothesis 7**- On average, after controlling for the age of the victim, adolescents with extrafamilial victims will have known their victims for a shorter period of time prior to the onset of the sexual abuse than adults with extrafamilial victims.

**Hypothesis 8**- Controlling for the number of victims, adolescent child sexual offenders will differ from adult child sexual offenders on modus operandi subscales.
CHAPTER 2

METHOD

Subjects

All data were collected as part of a series of pilot studies for a federal research grant sponsored by the Office of Juvenile Justice and Delinquency Prevention (Kaufman, Hilliker, & Daleiden, 1995; Kaufman, Hilliker, & Daleiden, 1996; Kaufman, Hilliker, Lathrop, & Daleiden, 1993; Kaufman, Hilliker, Lathrop, Daleiden, & Rudy, 1996). Both adult and adolescent child sexual offenders were from incarcerated treatment populations. Based on the results of their study on the modus operandi of adult sexual offenders, Budin and Johnson (1989) concluded that incarcerated offenders are a valuable source of information for efforts to design prevention programs. Two other studies of sexual offenders' modus operandi (Conte, Wolfe, & Smith, 1989; Elliott, Browne, & Kilcoyne, 1995) stated a preference for the selection of offenders who had received therapy, reasoning that these offenders would be less defensive and provide more accurate reports of their offending behaviors. Furthermore, Kaufman, Hilliker, Lathrop, and Daleiden (1993) found that despite underreporting of threats and coercion,
there was a great deal of agreement between the self-reports of offenders and those of treatment staff. Moreover, there was no difference in the amount of underreporting of outpatient versus incarcerated adult offenders.

For the purposes of this study, offenders were selected who had sexually abused children under the age of twelve and at least four years younger than the offender at the time of the offense. One purpose for selecting this cut-off was to avoid including adolescent sex offenders who have abused peer-age teens. Such offenders might be more analogous to adult rapists rather than the focus of this study, child molesters. The requirement of a four year discrepancy between the age of the offender and that of the victim is common in the literature on adolescent child sexual abuse (Awad & Saunders, 1989; Saunders, Awad, & White, 1986; Worling, 1995a; Worling, 1995b). Furthermore, the age of the victim has been found to predict some aspects of modus operandi (Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997). Inclusion of perpetrators of adolescent victims might have further complicated the interpretation of study findings. Of the adolescent sexual offenders interviewed by Fehrenbach, Smith, Monastersky, and Deisher (1986), more than sixty percent (60%) had victims under the age of twelve, and the age of twelve is often used as a cut-off on the literature on adolescent child sexual
perpetrators (Carpenter, Peed, & Eastman, 1995; Hsu & Starzynski, 1990; Worling, 1995a; Worling, 1995b).

Adult subjects were recruited from two large, medium-security correctional facilities that offer child sexual abuse treatment programs. For the original studies, potential subjects were selected at random from the treatment program participants, and approximately 90% of those appropriate and available participated in this study. Reasons for declining included schedule conflicts and being new to treatment. Of the 54 male incarcerated adult offenders who had completed the Modus Operandi Perpetrator Questionnaire, the 38 who had victims under the age of twelve (average victim age) will be included as subjects for the proposed study.

Demographic characteristics of the subjects are reported in Table 1. The adult subjects included 34 Caucasian and four African American subjects. The level of education varied, with four having less than a ninth grade education, 10 completing some high school, 17 graduating high school, five attending some college, and two graduating college. Half of the offenders reported that the majority of their victims are intrafamilial, while the other half reported a majority of extrafamilial victims. The sex of the victim was male for 9 of the offenders, female for 26 of the offenders, and 3 of the offenders sexually abused both male and female children. On average, these offenders had received 20.71
months of treatment (s.d. = 19.10). Twelve of the 38 adult subjects were charged with more than one crime. Nineteen were charged with rape, six with attempted rape, 16 with gross sexual imposition, four with sexual battery, and four with other charges related to their abuse of children.

Adolescent subjects were chosen from a pool of 179 male adolescent incarcerated sexual offenders. These subjects had participated in a previous study, having been recruited by social workers at two juvenile correctional facilities offering child sexual abuse treatment programs. All adolescent subjects had committed the offense of record before turning 18 years old. Approximately eighty to eighty-five percent (80-85%) of the parents contacted provided consent. Of the offenders for whom consent was obtained, approximately 95% participated in the data collection. Adolescent subjects for this study were chosen to match adult subjects on race, whether their sexual abuse was primarily intrafamilial or extrafamilial, and the sex of their victims. It was not possible to match adolescent subjects to adult subjects with respect to the length of time they had been in treatment. Several authors suggest that treatment duration may be related to the accuracy of sex offenders' self-reports (French, 1988; Haywood, Grossman, Kravitz, & Wasyliw, 1994; Lane, 1997; McGrath, 1991; Ryan, Lane, Davis, & Isaac, 1987). To rule-out treatment duration as a possible confounding variable, this
variable was used as a covariate in analyses using variables that treatment duration was in fact related to.

As with adult subjects, 34 of the adolescents were Caucasian and four were African American. Half of the subjects reported that the majority of their victims were intrafamilial, and half stated the majority of their victims were extrafamilial. Nine of the adolescents sexually abused males, 26 targeted females, and three sexually abused both male and female children. These offenders reported an average of 13.69 months of treatment (s.d. = 15.98). Among the adolescent subjects, 14 had less than a ninth grade education, 19 had completed some high school, and five had graduated high school. Only one of the 38 adolescent subjects was charged with more than one crime related to their sexual offending. Seventeen were charged with rape, two with attempted rape, 17 with gross sexual imposition, one with sexual battery, and one with other charges related to his sexual abuse of children.

**Instruments**

**Modus Operandi Perpetrator Questionnaire (MOPQ).**

The MOPQ (Kaufman, 1991) is a 231 item, self-report instrument that assesses modus operandi along a continuum from seeking out and finding victims to maintaining silence following abuse (See Appendix A for a copy of the MOPQ). Victim, adult offender, and adolescent offender versions were developed with the advice of intrafamilial and
extrafamilial offenders, victims, and both victim and offender treatment professionals. Many of the items ask offenders to indicate on a seven-point Likert scale (1 = not at all, 7 = almost always) how often they used various strategies in the course of their sexual abuse of children. Topics covered by questions on the MOPQ include demographic characteristics, information about victims, access to victims, gaining victim's trust, the time before the abuse began, the sexual abuse, methods used to gain compliance, methods used to maintain the victim's silence, and the prevention of sexual abuse. Following an explanation of extrafamilial versus intrafamilial offending, offenders are asked to complete either the Intrafamilial or the Extrafamilial form, depending on which more appropriately describes the majority of their offending.

Both Cronbach's Alpha Coefficients and 1-week test-retest reliability statistics are available for sections of the MOPQ (Kaufman, Hilliker, Lathrop, Daleiden, and Rudy, 1996). All of the 1-week test-retest correlations were acceptable, ranging from .74 to .89, and Cronbach's alpha coefficients were acceptable for four of five sections. The section regarding the sexual abuse itself was shown to have poor internal reliability, but only two questions from that section were included in the current study. Besides, as this section is designed to collect a variety of information regarding the actual sexual abuse (i.e., frequency,
duration, what the offender did to the child, what the offender made the child do to him), internal consistency does not seem to be an important form of reliability for that particular section.

**Adolescent Modus Operandi Questionnaire (AMOQ).**

The AMOQ (Kaufman, 1991) is a 258 item self-report measure (See Appendix B for a copy of the AMOQ). This is the parallel form to the MOPQ developed to assess the modus operandi of adolescent child sexual offenders. As with the MOPQ, the AMOQ was developed using the advice of victims, offenders, and victim and offender treatment providers. The content of the AMOQ closely parallels that of the MOPQ, and many of the items request that the offender indicate the frequency with which he engages in particular strategies on a seven-point Likert scale (1 = Never, 7 = Always). The AMOQ included additional questions regarding the offender's own sexual abuse history.

Two-week test-retest reliability data and Cronbach Alpha Coefficients are available for the sections of the AMOQ (Kaufman, Hilliker, & Daleiden, 1995). As with the MOPQ, these reliability coefficients are acceptable for all sections except the section that deals with the sexual abuse itself. Kaufman, Hilliker, and Daleiden (1995) found one item (inquiring about the length of involvement with the victim in days) to have a particularly negative effect on the 2-week test-retest reliability. When this specific item
was dropped from the analysis, the 2-week test-retest reliability increased to .82.

Previous research supports the use of these questionnaires with adult and adolescent subjects. Kaufman, Hilliker, and Daleiden (1995) demonstrated a good deal of agreement in responses on the AMOQ compared to adolescents' responses during a semi-structured interview. In the same study, there was substantial agreement between the adolescents' responses on the AMOQ and treatment staff responses on sections regarding the use of threats and coercion to gain compliance and to maintain victim silence. Similarly, Kaufman, Hilliker, Lathrop, and Daleiden (1993) demonstrated that despite some underreporting, adult offenders' reports on the MOPQ are quite similar to the report of treatment staff on sections regarding the use of threats and coercion to gain compliance and to maintain victim silence. Also, Kaufman, Hilliker, Lathrop, Daleiden, and Rudy (1996) showed that adult offenders responses on the MOPQ were largely consistent with their responses to a semi-structured interview.

Principal axis factor analyses of four of the primary content areas of the AMOQ (i.e., Methods to gain victim's trust, Bribes/enticements to gain compliance, Threats/coercion to gain compliance, Methods to maintain silence) has been conducted using a sample of 179 incarcerated adolescent sex offenders (Kaufman, Hilliker, &
Daleiden, 1996). Psychometric information and the subscales derived from factor analyses of these content areas are presented in Table 4.

For the purpose of comparing adolescent and adult offenders, these subscales were modified slightly to only include items that were represented on both the adult and the adolescent versions of the modus operandi measure. Due to the absence of some items from the adult measure, three of the subscales contained one less item, one was two items shorter, and three items were missing from two subscales. Both the original items and the items used for this study are listed in Table 5. The subscale most affected by these circumstances was the fourth factor from the section on threats and coercion to gain compliance.

**Procedures**

As previously mentioned all data used in this study were collected as part of a series of pilot studies for a federal grant submission (Kaufman, Hilliker, & Daleiden, 1995; Kaufman, Hilliker, Lathrop, & Daleiden, 1993; Kaufman, Hilliker, Lathrop, Daleiden, & Rudy, 1996). The research protocol and procedures for those studies were reviewed and approved by Children's Hospital in Columbus, Ohio, the Ohio Department of Corrections and Rehabilitations, and the Department of Youth Services Institutional Review Boards. For all subjects participation was voluntary, and they were assured anonymity. The policies of the correctional
institutions prohibited the compensation of offenders in return for their participation.

Prior to collecting data, the procedures of the study were explained to potential subjects. For adolescent offenders under the age of 18, consent was obtained from their parent or legal guardian, and assent was obtained from the offender. For offenders 18 and over, consent was obtained from the offender (See Appendix C for copies of the consent forms used). The data collection varied slightly across sites; however, only the modus operandi questionnaire information will be used in this investigation.

Incarcerated adult offenders at one site and adolescents during the first year of adolescent data collection completed the questionnaire and a semi-structured interview covering all areas included in the questionnaire. Treatment staff completed a staff questionnaire covering sections dealing with coercion and threats to gain cooperation and maintain silence, and offenders were informed of this fact prior to data collection. Offenders in both groups completed the questionnaire and a semi-structured interview during the same session. The sequence of administration was counterbalanced to control for potential order effects. All structured interviews with offenders were completed by the same two members of the research team. For the purposes of this study, interview data was used to obtain missing information or to clarify responses where necessary.
The incarcerated adult offenders in the second correctional facility only completed the questionnaire. For all adolescent subjects, a parent or legal guardian completed a Achenbach Child Behavior Checklist. Also, the adolescents who participated in the second year of data collection (N = 77) did not participate in the full semi-structured interview, rather they were interviewed briefly regarding aspects of the sexual abuse itself (frequency, duration, nature of sexual acts). Also, these adolescents completed additional measures including a sexual history form, a sexual fantasies survey, and a scale assessing conflict resolution. These changes were made based upon the findings of initial data collection.

Data for these studies were gathered with funding from the Children's Hospital Research Foundation, NIMH Grant No. 1 R29 MH47369-01A2, and the Ohio Governor's Office of Criminal Justice Services Grant 92-JJ-CX1-0681.

Data Analyses

It was not possible to match the two groups of subjects in terms of their treatment duration, therefore the first step in the data analyses was to determine whether adult subjects reported a significantly longer treatment duration than adolescent subjects and to determine whether treatment duration was significantly related to any of the dependent variables. A directional t-test was performed to assess the relationship between treatment duration and subject group,
and Pearson correlational coefficients were obtained between treatment duration and all dependent variables.

A series of analyses were performed to test the hypotheses of this study. For all analyses, subject group (i.e., adult or adolescent) served as the independent variable. Two directional t-tests were performed: one with the reported age of the youngest victim as the dependent variable, the other with the total number of strategies endorsed as the dependent variable. A non-directional t-test was carried out for total vulnerability (i.e., the sum of characteristics reported by offenders suggesting vulnerability). Following a MANOVA with emotional vulnerability, social vulnerability, and vulnerability due to the victims' relationship with their parents serving as the dependent variables, a series of t-tests were conducted with these dependent variables, using an alpha level of .05/3 or .017 to control for the family-wise error rate (Stevens, 1997). Two ANCOVA's were performed: one with the length of the grooming period in days as the dependent variable and the average age of reported victims as the covariate, and one with the total number of victims as the dependent variable and treatment duration as the covariate. Chi-square analyses were conducted to test for differences in the frequencies with which adult and adolescent offenders report having tested to see whether their victims would tell about the abuse and having helped their victims prepare lies.
to cover the sexual abuse. Finally, a MANCOVA was conducted with scores on the AMOQ scales as the dependent variables and both treatment duration and the number of victims as covariates.
## Table 1

Demographic Characteristics of Adult and Adolescent Perpetrators

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Adult</th>
<th>Adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>African American</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>34.29</td>
<td>16.71</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>7.55</td>
<td>1.74</td>
</tr>
<tr>
<td><strong>Highest Grade Completed</strong></td>
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<td></td>
</tr>
<tr>
<td>Less than 9</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>9-11</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>13-15</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Charges</strong></td>
<td></td>
<td></td>
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<tr>
<td>Rape</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Attempted Rape</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Gross Sexual Imposition</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Sexual Battery</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Time in Treatment (months)</strong></td>
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<td></td>
</tr>
<tr>
<td>Average</td>
<td>20.71</td>
<td>13.69</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>19.10</td>
<td>15.98</td>
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<tr>
<td><strong>Victim Sex</strong></td>
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<tr>
<td>Male</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Both</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Offender-Victim Relationship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrafamilial</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Extrafamilial</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

## Demographic Characteristics

- **Race**
  - Caucasian: 34
  - African American: 4

- **Age**
  - Average: 34.29
  - Standard Deviation: 7.55

- **Highest Grade Completed**
  - Less than 9: 4
  - 9-11: 10
  - 12: 17
  - 13-15: 5
  - 16: 2

- **Charges**
  - Rape: 19
  - Attempted Rape: 6
  - Gross Sexual Imposition: 16
  - Sexual Battery: 4
  - Other: 4
  - Missing: 1

- **Time in Treatment (months)**
  - Average: 20.71
  - Standard Deviation: 19.10

- **Victim Sex**
  - Male: 9
  - Female: 26
  - Both: 3

- **Offender-Victim Relationship**
  - Intrafamilial: 19
  - Extrafamilial: 19
<table>
<thead>
<tr>
<th>Questionnaire Section</th>
<th>Alpha</th>
<th>Test-Retest Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Offenders Obtained</td>
<td>0.86</td>
<td>0.85</td>
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<td>Victims' Trust</td>
<td></td>
<td></td>
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<tr>
<td>Regarding the Sexual Abuse Itself</td>
<td>0.37</td>
<td>0.88</td>
</tr>
<tr>
<td>Bribes/Enticements to Gain Cooperation</td>
<td>0.92</td>
<td>0.88</td>
</tr>
<tr>
<td>Threats/Coercion to Gain Cooperation</td>
<td>0.90</td>
<td>0.74</td>
</tr>
<tr>
<td>Methods of Maintaining Victim Silence</td>
<td>0.93</td>
<td>0.89</td>
</tr>
</tbody>
</table>


Table 2

*Cronbach's Alpha Coefficients and 1-Week Test-Retest Reliability for the MOPO*
<table>
<thead>
<tr>
<th>Questionnaire Section</th>
<th>Alpha</th>
<th>Test-Retest Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Offenders Obtained</td>
<td>0.91</td>
<td>0.79</td>
</tr>
<tr>
<td>Victims' Trust</td>
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<tr>
<td>Regarding the Sexual Abuse Itself</td>
<td>0.06</td>
<td>0.30</td>
</tr>
<tr>
<td>Bribes/Enticements to Gain Cooperation</td>
<td>0.95</td>
<td>0.76</td>
</tr>
<tr>
<td>Threats/Coercion to Gain Cooperation</td>
<td>0.90</td>
<td>0.65</td>
</tr>
<tr>
<td>Methods of Maintaining Victim Silence</td>
<td>0.94</td>
<td>0.64</td>
</tr>
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</table>


Table 3

Cronbach's Alpha Coefficients and 2-Week Test-Retest Reliability for the AMOG
### AMOQ Subscales

<table>
<thead>
<tr>
<th>Methods to gain victim's trust</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving gifts</td>
<td>.80</td>
</tr>
<tr>
<td>Giving alcohol and drugs</td>
<td>.86</td>
</tr>
<tr>
<td>Love, attention, affection</td>
<td>.86</td>
</tr>
<tr>
<td>Bribes/enticements to gain compliance</td>
<td></td>
</tr>
<tr>
<td>Love, attention, affection</td>
<td>.92</td>
</tr>
<tr>
<td>Using pornography/sexually explicit</td>
<td>.95</td>
</tr>
<tr>
<td>Threats/coercion to gain compliance</td>
<td></td>
</tr>
<tr>
<td>Physical harm to victim</td>
<td>.81</td>
</tr>
<tr>
<td>Using alcohol/drugs</td>
<td>.81</td>
</tr>
<tr>
<td>Threats to harm others</td>
<td>.96</td>
</tr>
<tr>
<td>Threats to victim-perpetrator relationship</td>
<td>.86</td>
</tr>
<tr>
<td>Methods to maintain silence</td>
<td></td>
</tr>
<tr>
<td>Threats/physical harm</td>
<td>.94</td>
</tr>
<tr>
<td>Withdrawal of benefits</td>
<td>.95</td>
</tr>
</tbody>
</table>


Table 4

**Psychometric Information for AMOQ Scales**

58
Methods to Gain Trust
How often did you use the following ways to get victims to trust you?

**Giving gifts:**
- By giving them candy
- By giving them toys
- By giving them money
- By threatening to tell lies on them (e.g., stealing)

**Giving alcohol and drugs:**
- By giving them beer
- By giving them cigarettes
- By giving them drugs
- **MISSING** - Allowing them to smoke cigarettes

**Love, attention, affection:**
- By giving them attention
- By treating them like a peer
- Saying loving, caring things to them
- **MISSING** - By doing what they like to do
  - By being friends with them
  - By protecting them

Bribes and Enticements to Gain Cooperation
How often did you use the following ways to get the victim to do sexual things with you?

**Love, attention, affection:**
- By slowly introducing more sexual touching over time
- By starting sexual contact as if it were no big deal
- By getting the child very curious about sex
- Saying loving, caring things to them
- Giving them non-sexual, physical affection (e.g., hugs)
- Giving them attention
- By complimenting them
- Giving them gifts over time
- By telling them how special they are to be doing this with you
- By telling them that you will like them more
- By saying that you will spend more time with them

Table 5

**Items for AMOO Scales**
Table 5 (continued)

**Using pornography/sexually explicit:**
- By showing them magazines with naked children in them
- By showing them magazines with children doing sexual things
- By showing them pictures of naked children
- By showing them pictures of children doing sexual things
- By showing them movies or video tapes of children doing sexual things
- Having them watch you sexually abuse other children
- Having them watch other children doing sexual things with each other
- Having them do sexual things with other children
- Buying them bathing suits
- Buying them underwear or sleepwear

**Threats/Coercion to Gain Compliance:**
How often did you use the following ways to get the victim to do sexual things with you?

**Physical harm to victim:**
- Threats to hit them
- Threats to tie them up
- Threats to hurt them with a gun
- Threats to hurt them with a knife
- Threats to kill them

**Using alcohol/drugs:**
- Get them drunk with beer or other kind of liquor
- Get them high with marijuana or other drugs
- Get them high with prescription drugs

**Threats to harm others:**
- Threats to hurt their parents
- Threats to hurt other friends or relatives of theirs
- Threats to hurt their pet
- Threats to kill their brother or sister
- Threats to kill their parents
- Threats to kill other friends or relatives of theirs
- Threats to kill their pet
- Hurting a friend of theirs
- Hurting a family member in front of them

MISSING - Break something that belongs to them in front of them (e.g., a toy)

Continued

60
Table 5 (continued)

**Threats to relationship:**
Saying they must not really love you if they won't do the sexual things you ask them to do
Child believed that I would get them in trouble, although I did not threaten them directly
MISSING - Threats to break something that belongs to them (e.g., a toy)
Threats to not let them hang around with you anymore
Threats to not play with them anymore

**Methods to Maintain Silence**
How often did you use the following ways of keeping the victim from telling about the sexual abuse?

**Threats/physical harm:**
Threats to tie them up
Threats to hurt them with a gun
Threats to hurt them with a knife
Threats to hurt their brother or sister
Threats to hurt their parents
Threats to hurt other friends or relatives
Threats to hurt their pet
Threats to kill their brother or sister
Threats to kill their parents
Threats to kill other friends or relatives
Threats to kill their pet
Hurting a friend in front of them as a warning
MISSING - Threats not to let them hang around with you anymore

**Withdrawal of benefits:**
Telling them that they would not be able to spend time with you if anyone knew
Telling them that they would not be able to go places with you if they told
Telling them you would not be able to give them things if other people knew
Telling them that you would not like them anymore if they told
Threats to tell on them about misbehaviors
Telling them their parents would not love them anymore
Not hanging around with them or playing with them anymore as a warning
MISSING - I counted on the child thinking that they would get into trouble
Threats that you won't play with them anymore

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CHAPTER 3

RESULTS

Regarding the Influence of Treatment Duration

The adult and adolescent groups differed significantly in treatment duration ($t = 1.735$, significant at the .05 level, one-tailed) with adults reporting having been in treatment longer than adolescents. Treatment duration was found to be significantly related to only one of the dependent variables in this study. There was a significant positive correlation between treatment duration and the AMOQ scale relating to the use of love and attention to gain trust ($R = .275$, significant at the .05 level). Due to this relationship, further analyses on the AMOQ scales were conducted using treatment duration as a covariate.

Victim Characteristics

Means and standard deviations describing adult and adolescent offenders' reports pertaining to the children they have sexually abused are presented in Table 6. Results supported the first hypothesis. The age of the youngest victims reported by incarcerated adult child molesters was significantly higher than that reported by incarcerated
adolescent child molesters (t = 2.092, significant at the .05 level).

While there was not a significant difference between adult child molesters and adolescent child molesters' total scores on offender reports of the vulnerability characteristics of their victims, the MANOVA using social vulnerability, emotional vulnerability, and vulnerability due to the relationship between victims and their parents did suggest significant differences. In order to determine which variables contributed to those differences, three univariate tests were performed using an alpha level of .017 (i.e., .05/3). None of the univariate tests were significant at that level, although the difference between adult and adolescent offenders on their report of characteristics of victims' emotional vulnerability was very close to this criteria (F = 5.757, significance = .019).

With respect to the total number of victims reported by adult and adolescent subjects, examination of the data revealed the presence of an outlier in the adult group who reported having sexually abused 50 children. The average number of victims reported by adult offenders was 4.00 (s.d. = 8.53), whereas without the subject who reported having 50 victims, the average number of victims reported by adults was 2.65 (s.d. = 2.98). Inclusion of that subject caused the distribution of the adult group to be positively skewed, inflating the mean and the standard deviation for the adult
group on this variable, therefore this subject was dropped from further analyses using the number of victims. Adolescent subjects reported an average of 1.82 victims (s.d. = 1.59). The difference between adolescents' and adults' report of how many children they sexually abused was not significant. Additionally, the modal number of victims reported by both groups was one, with 15 adult subjects and 23 adolescent subjects reporting only one victim.

**Offenders' Utilization of Modus Operandi Strategies**

Means and standard deviations for features of subjects' reports regarding their modus operandi are included in Table 7. As illustrated in this table, both adults and adolescents tended to report the use of giving gifts to gain the trust of their victims and giving love, attention, and affection to gain both the trust of their victims and their victim's compliance with sexual activities.

On average adult subjects endorsed the use of 30.95 (s.d. = 18.29) modus operandi strategies across the four sections of the MOPQ, and adolescent subjects endorsed 32.39 (s.d. = 19.01) strategies. To test whether adolescent offenders report using fewer strategies than adult offenders, an ANCOVA was planned, using the total number of victims as a covariate. However, the groups did not differ with respect to the total number of victims and the number of victims reported by subjects did not correlate significantly with the number of strategies endorsed by offenders. Therefore a
t-test was conducted to address this question, and there was not a significant difference between adult subjects and adolescent subjects in the total number of strategies endorsed.

Chi-square analyses were conducted to determine if the adult and adolescent subjects differ in their report of whether they tested the child prior to the sexual abuse to see if he or she would tell and whether they helped the child prepare lies for the child's parents. The groups did not differ on either of these variables. Twelve of the adults and 11 of the adolescents tested the child to see if he or she would tell, while four of the adults and four of the adolescents helped the child prepare lies.

For the extrafamilial subjects, an ANCOVA was planned to determine whether the adolescent subjects reported a shorter grooming period than adult subjects, controlling for the average reported age of their victims. The actual means were opposite of the predicted direction. Furthermore, an ANCOVA did not reveal significant differences in the length of the grooming period reported by adolescent and adult extrafamilial perpetrators. Additionally, the relationship between the length of the grooming period and the average age of victims was not found to be significant.

Finally, a MANCOVA was completed to determine whether adolescent and adult subjects differed in the scores on the AMOQ scales, controlling for both treatment duration and the
total number of victims. This analysis did not reveal significant differences between the groups overall, therefore univariate analyses were not undertaken. The means and standard deviations for adult and adolescent subjects are presented in Table 7.
<table>
<thead>
<tr>
<th>Victim Characteristics</th>
<th>Adult</th>
<th>Adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Youngest Victim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>7.14</td>
<td>5.97*</td>
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<tr>
<td>Standard Deviation</td>
<td>2.44</td>
<td>2.36</td>
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<tr>
<td>Average Victim Age</td>
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<tr>
<td>Mean</td>
<td>8.25</td>
<td>6.61**</td>
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<tr>
<td>Standard Deviation</td>
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<td>2.17</td>
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<tr>
<td>Age of Oldest Victim</td>
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<tr>
<td>Mean</td>
<td>9.51</td>
<td>7.34**</td>
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<tr>
<td>Standard Deviation</td>
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<td>2.72</td>
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<td>Number of Victims</td>
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<tr>
<td>Mean</td>
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<td>Standard Deviation</td>
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<td>Total Vulnerability</td>
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<td>Mean</td>
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<td>Mean</td>
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<td>Standard Deviation</td>
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<tr>
<td>Vulnerability Associated with Relationship to Parents</td>
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<tr>
<td>Mean</td>
<td>2.76</td>
<td>1.92</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.30</td>
<td>1.96</td>
</tr>
</tbody>
</table>

* Significant at alpha = .05
** Significant at alpha = .01

Table 6

Characteristics of Victims

67
<table>
<thead>
<tr>
<th>Modus Operandi Features</th>
<th>Adult</th>
<th>Adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of endorsed Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>30.95</td>
<td>32.39</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>18.29</td>
<td>19.01</td>
</tr>
<tr>
<td>Length of Grooming Period in days (Extrafamilial only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>251</td>
<td>394.28</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>381.35</td>
<td>444.72</td>
</tr>
<tr>
<td>Methods to gain trust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.79</td>
<td>3.19</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.43</td>
<td>1.74</td>
</tr>
<tr>
<td>Giving alcohol and drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.18</td>
<td>1.28</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.57</td>
<td>0.82</td>
</tr>
<tr>
<td>Love, attention, affection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>4.34</td>
<td>4.03</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.58</td>
<td>1.67</td>
</tr>
<tr>
<td>Bribes/enticements to gain compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love, attention, affection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>3.67</td>
<td>3.39</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.46</td>
<td>1.51</td>
</tr>
<tr>
<td>Using pornography/sexually explicit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.18</td>
<td>1.24</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.38</td>
<td>0.80</td>
</tr>
</tbody>
</table>

Table 7

Features of Modus Operandi
Table 7 (Continued)

<table>
<thead>
<tr>
<th>Modus Operandi Features</th>
<th>Adult</th>
<th>Adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threats/coercion to gain compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical harm to victim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.33</td>
<td>1.33</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.08</td>
<td>0.71</td>
</tr>
<tr>
<td>Using alcohol/drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.04</td>
<td>1.09</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.22</td>
<td>0.38</td>
</tr>
<tr>
<td>Threats to harm others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.10</td>
<td>1.09</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.60</td>
<td>0.39</td>
</tr>
<tr>
<td>Threats to relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.78</td>
<td>2.18</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.28</td>
<td>1.52</td>
</tr>
<tr>
<td>Methods to maintain silence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats/physical harm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.11</td>
<td>1.11</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.66</td>
<td>0.34</td>
</tr>
<tr>
<td>Withdrawal of benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.73</td>
<td>2.15</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.41</td>
<td>1.47</td>
</tr>
</tbody>
</table>

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CHAPTER 4

DISCUSSION

This study was conducted in an effort to compare incarcerated adolescent child molesters with incarcerated adult child molesters in terms of the victim characteristics and the modus operandi they report using in the commission of their offenses. The results of this study have important implications for child sexual abuse prevention programs as well as victim and offender treatment initiatives.

Differences were hypothesized based on developmental differences in the general population and suggestions in the literature that perpetrators' age may affect modus operandi. A few exceptions aside, the results of this study did not support the proposed hypotheses. A notable exception involved victim characteristics. Significant differences were found between adolescent and adult offender groups with respect to the age of their victims and their report of victim dimensions that could be conceived of as "vulnerability" characteristics. The youngest victims of adolescent offenders were significantly younger than the
youngest victims of incarcerated adult offenders. This finding could stem, in part, from the definition of child sexual offenders used in this study. For this investigation, subjects were included if the average age of their victims was less than 12 years of age and if the offender was at least four years older than his average victim age. The application of these criteria restricted the range of victim ages for adolescent offenders who were less than 16 years old at the time of the offense, which impacted more than half of the adolescent offenders. Therefore, this finding may be an artifact of the design of the study. In future studies this problem could be addressed by surveying victims regarding the age of their offenders to see if younger victims disproportionally report having adolescent offenders. On the other hand, this finding is consistent with the observations in the literature that the average age of victims for juvenile child sexual offenders was 6.2 years (Adler & Schutz, 1995; Awad & Saunders, 1989; Hsu & Starzynski, 1990), while the average victim age for adult child sexual offenders was 9.8 years (Haywood, Grossman, & Cavanaugh, Jr., 1990; Hudson, Marshall, Wales, McDonald, Bakker, & Mclean, 1993; Marshall, Barbaree, & Fernandez, 1995; Stermac, Hall, & Henskens, 1989).

Regarding vulnerability characteristics, a MANOVA revealed overall group differences in this area. However, specific subscale differences did not reach statistical
significance. It appeared that differences in the subjects' reports regarding features of emotional vulnerability contributed to this finding, but this difference did not reach significance, perhaps as a result of the conservative alpha level applied in order to control for the family-wise error rate. There appeared to be a trend for adult subjects to report that their victims had more characteristics of emotional vulnerability than that reported by adolescent subjects.

This trend could be interpreted in a number of ways. It is possible that adults rely more on emotional characteristics of children when they are targeting potential victims than adolescent child molesters. This might reflect greater planning ability or more experience targeting victims. Other studies have found that adult child molesters target vulnerable children (Conte, Wolf, & Smith, 1989), look for children with low self-esteem or lacking in confidence (Elliott, Browne, & Kilcoyne, 1995), or prefer quiet, troubled, or lonely children (Budin & Johnson, 1989). In a study of victim's perceptions of the process of sexual offense, Berliner and Conte (1990) noted that many of the child victims were lonely and that offenders often met their victim's needs for attention and affection. It is also possible that the failure to find significant differences reflects a lack of adequate power. To control for the family-wise error rate, alpha was set conservatively. Future

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studies should employ larger samples in order to insure sufficient power for the detection of significant differences even with small effect sizes.

Treatment duration was found to differ between the two groups of subjects with incarcerated adult offenders reporting having been in treatment longer than incarcerated adolescent offenders. While this finding is not surprising given the greater potential for adult offenders to have been engaged in treatment, this difference may have impacted study findings. As indicated earlier, there is a relationship between minimization and progress in treatment, such that as offenders progress in treatment, their reports become more accurate (French, 1988; Haywood, Grossman, Kravitz, & Wasyliw, 1994; Lane, 1997; McGrath, 1991; Ryan, Lane, Davis, & Isaac, 1987).

The dependent variable found to correlate with treatment duration was the use of strategies summarized as love, attention, and affection to gain the trust of victims. These strategies included giving attention, treating victims like peers, and saying loving, caring things to victims. There was a small, but significant positive correlation between treatment duration and offenders' scores on this scale. While the nature of this relationship is unclear, it is possible that time in treatment affects offenders awareness of more socially desirable responding, thereby increasing their score on this scale. It is also possible
that offenders become more aware of how they used these seemingly positive strategies to manipulate their child victims and become better able to acknowledge these strategies as they progress in therapy. Further research is necessary to replicate this finding and examine the efficacy of these possible explanations.

This study did not find significant differences between adult and adolescent subjects in the number of victims they report, the number of strategies they acknowledging using to some extent in the commission of their sexual offenses, the likelihood that they reported testing to see if their victim would tell about the sexual abuse or helping their victim prepare lies to hide the sexual abuse, in the length of the grooming period, or in their scores on AMOQ scales. While many authors have suggested a progression in the intrusiveness or seriousness of sexual offenses (Longo & Groth, 1983; Lane, 1997; Ryan, Lane, Davis, & Isaac, 1987), other authors have noted the consistency in terms of offenses, choice of victims, and modus operandi over time (Fehrenbach, Smith, Monastersky, & Deisher, 1986; Groth, 1977). It is possible that part of the reason for this discrepancy stems from the nature of sexually deviant acts committed by the adolescents studied. For instance, Longo and Groth (1983) found that for one-third of their sample there was a progression from non-violent sex crimes during adolescence to more serious assaults during adulthood. In
the present study, the adolescents have been convicted of serious sexual assaults. These adolescent subjects are already committing more serious assaults. It is possible that when research focuses on incarcerated adolescent sex offenders, the tendency will be to find consistency in offenses; whereas research studying adults with juvenile histories of sexual deviance may find progressions in a subset who began with less serious juvenile offenses but not in the subset whose juvenile crimes were already of a serious and intrusive nature. Perhaps the addition of outpatient adolescent and adult control groups would address this question.

Another possibility is that the level of power affected the results. While the observed power for these analyses was fairly low, one of the factors that contributes to the level of power is the size of the effect. Examination of the differences between the means of the adolescent and adult offenders relative to their standard deviations on the AMOQ scales reveals fairly small differences for the most part. While it would increase the power of future studies to use larger samples, with such small effects the question of clinical significance would remain.

It is possible that overall means on the AMOQ scales may not have been the best way to examine this data. It is also feasible to consider the proportion of subjects endorsing any of the AMOQ scale items. For instance, while the AMOQ
scale mean was 1.11 for both adult subjects and adolescent subjects on Threats/physical harm from Methods to Maintain Silence, this mean was achieved very differently for the two groups. Only one adult subject endorsed any of the items on that particular scale, but he endorsed several items at high levels (5-7). Six of the adolescent subjects endorsed at least one item from that scale, each endorsing fewer items to a lesser extent. It might be helpful for future researchers to plan comparisons of the proportions of offenders using particular strategies. This kind of information would be of particular value in the design of prevention programs. Another approach would be to examine responses at the items level, either through comparing the mean level of endorsement for specific items or the proportion of subjects endorsing particular items.

Generally, the subjects in this study reported relying mainly on giving gifts to gain trust, and giving love, attention and affection both to gain their victim's trust and to get their victim's to comply with sexual requests. Despite findings by other researchers indicating a high use of threats and coercion by child sexual offenders (e.g., Stermac, Hall, & Henskens, 1989), participants in this study reported very little use of threats in order to gain their victims' compliance or to maintain their silence. When offenders in this study did make threats they tended to make threats related to their relationship with the child or the
benefits the child receives in their relationship, not threats to harm the child or significant others.

It is possible that offenders underreport their use of threats in the process of sexually abusing children. Yet, in previous studies, for both adult and adolescent sexual offenders, there was substantial agreement between the offenders' responses on the modus operandi questionnaire and treatment staff responses on sections regarding the use of threats and coercion to gain compliance and to maintain victim silence (Kaufman, Hilliker, & Daleiden, 1995; Kaufman, Hilliker, Lathrop, & Daleiden, 1993). Since offenders' degree of confidence in study anonymity was not measured in this investigation, consideration must be given to the possibility that offenders under-reported the true frequency of their coercive modus operandi strategies.

Limitations of This Study

The present study's reliance on the self-report of child sexual offenders could be criticized. However, earlier studies of modus operandi have found offenders to be a useful source of information (Budin & Johnson, 1989; Conte, Wolfe, & Smith, 1989; Elliot, Browne, & Kilcoyne, 1995; Kaufman, Hilliker, & Daleiden, 1996; Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997; Lang & Frenzel, 1988). Research by Kaufman and colleagues has demonstrated the usefulness of the AMOQ and the MOPQ with incarcerated offenders (Kaufman, Hilliker, & Daleiden, 1995;
Kaufman, Hilliker, Lathrop, & Daleiden, 1993; Kaufman, Hilliker, Lathrop, Daleiden, & Rudy, 1996). Yet this research also demonstrated that compared to staff reports, adult offenders underreported their use of threats and coercion to gain the child's compliance with sexual activities and to maintain their victim's silence following abuse (Kaufman, Hilliker, Lathrop, & Daleiden, 1993). Further research using the report of treatment staff and victims as well as the report of offenders would be useful in addressing this issue. An ideal way to explore this matter would be to administer the modus operandi questionnaire to perpetrators and their victims and compare their accounts.

Another dimension affecting self-report is the use of incarcerated offenders. Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy (1987) point out that incarcerated offenders are likely to conceal the true scope of their sexually abusive activities for fear of further prosecutions or jeopardizing hopes of parole. Groth, Longo and McFadin (1982) suggest that child molesters may not trust adults, especially those in authority, and may fear their responses could be traced and used against them. Kaplan (1989) demonstrated this effect, finding that despite assurances of anonymity and confidentiality, 32% of the subjects felt that their information was either not confidential or only slightly confidential. In that
particular study though, mistrust was probably heightened since the interview was conducted by a female parole officer in a parole setting. Also due to the operation of cognitive distortions, sex offenders might minimize the extent of their abusive behavior (Groth, Longo, & McFadin, 1982). In this study, procedures to insure confidentiality were shared with subjects, and participation was voluntary. Subjects were not queried as to whether they believed their responses were truly confidential though. Additionally, relying exclusively on incarcerated offenders might bias results as it is possible that offenders who are in outpatient therapy or who have gone undetected might differ in their reported modus operandi. Results from studies using incarcerated offenders cannot be applied to other offender populations (e.g., outpatient or undetected) without further research.

Another limitation of this study is that it relies on a cross-sectional approach to exploring differences between adult and adolescent offenders. Some of the adult offenders were likely to have began offending as adolescents (Abel, Osborn, & Twigg, 1993; Groth, Longo, & McFadin, 1982; Longo & Groth, 1983), and offenses committed as adolescents may contribute to their responses on the MOPQ. For instance, an adult perpetrator who began offending as an adolescent may have offended against his youngest victim while he was an adolescent or may have used a strategy as an adolescent which he no longer uses. Adult offenders were not asked to
report information regarding when they began offending or to limit their responses to offenses committed while they were adults.

In this study, subjects were chosen so that half were intrafamilial offenders and half were extrafamilial offenders. These proportions do not accurately reflect the proportions of intrafamilial and extrafamilial offenders in the general population of child sexual offenders. As previously noted, earlier studies suggest that about 36 to 38% of child sexual abuse can be classified as intrafamilial (Chaplin, Rice, & Harris, 1995; Fehrenbach, Smith, Monastersky, & Deisher, 1986; Groth, 1977; Hanson, Scott, & Steffy, 1995; Haywood, Grossman, & Cavanaugh, Jr., 1990; Haywood, Grossman, Kravitz, & Wasyliw, 1994; Pierce & Pierce, 1987; Pothast & Allen, 1994; Saunders, Awad, & White, 1986; Stermac, Hall, & Henskens, 1989). Previous research has found that victim-offender relatedness affects the modus operandi reported by both adult and adolescent child sexual offenders (Kaufman, Hilliker, & Daleiden, 1996; Kaufman, Holmberg, Orts, McCrady, Rotzien, Daleiden, & Hilliker, 1997). Given that the groups in this study were matched on victim-offender relatedness, this variable would not have affected comparisons between adolescent and adult subjects, but characterizations of the modus operandi of this sample should not be applied to the general population of sexual offenders.
Finally, while the adult and adolescent versions of the modus operandi questionnaires were parallel, there were some differences in the items included. Some of the items from the AMOQ scales were missing from the adult version of the questionnaire. As previously noted, items that were not on both forms were left out of the analyses (Table 5 highlights items missing from each AMOQ scale). This affected Love, Attention, and Affection from Methods to Gain Trust and Threats to the Relationship from Threats/Coercion to Maintain Silence to the greatest extent. It should be noted that the AMOQ scales were derived via factor analyses using the reports of adolescent child sex offenders. It is possible that the results of the factor analyses would have been different if items missing from the MOPQ had not been included. This might affect the factor structure as well as the internal consistency of the AMOQ scales.

**Future Directions for Research**

Several areas of research are suggested by the findings of this study. One question that needs further exploration is whether developmental differences present in the general population also apply to child molesters. For instance, it remains to be seen whether adolescent child molesters are generally functioning at an earlier stage of cognitive development than adult child molesters. Another way to address these questions would be to compare adult child sexual offenders to normal adults in terms of their
developmental status (e.g., level of cognitive development or level of interpersonal understanding). Findings from these types of studies would enhance our understanding of child sexual offenders and their treatment needs. This would also be helpful in exploring how developmental status (i.e., not merely chronological age) impacts the modus operandi of sexual offenders.

Further comparisons of the modus operandi of adult and adolescent child molesters could be done by comparing the reports of the victims of adults with that of the victims of adolescents. It would also be helpful to examine child molesters in outpatient treatment to explore whether child molesters who are in outpatient therapy differ from their incarcerated counterparts. To avoid problems associated with cross-sectional designs, an additional way to approach this issue would be to do a longitudinal study following a group of adolescent offenders into their adult years. Alternatively, adults with juvenile histories of sexual offending against children could provide historical information about their offense history, gaining access to progressions through retrospective data.

Finally, given the findings with respect to treatment duration, it would be interesting to explore how treatment duration and progress in treatment influence the reports of child molesters regarding their offenses. This could be achieved by periodically administering the MOPQ/AMOQ
throughout the treatment process, along with gathering information about progress in treatment and collaborative information, such as reports from the investigation and victim statements. Future researchers could also examine this relationship more carefully by including outpatient controls, having treatment providers rate offenders' progress in therapy, including a measure of "official recidivism" (e.g., the number of convictions or the number of known victims) and assessing offenders' confidence in the anonymity of the data. These steps would be helpful in elaborating upon the effects of treatment on the accuracy of reporting. Even in this realm, it would be interesting to determine whether the effects for treatment duration and progress in therapy on offender report are comparable for adult and adolescent child molesters.
LIST OF REFERENCES


APPENDIX A

Modus Operandi Perpetrator Questionnaire
MODUS OPERANDI PERPETRATOR QUESTIONNAIRE - EXTRA-FAMILIAL FORM

THE FOLLOWING QUESTIONNAIRE DEALS WITH YOUR SEXUAL INVOLVEMENT WITH CHILDREN WHO WERE NOT YOUR BIOLOGICAL RELATIVES, NOT THE DAUGHTER OR SON OF A BOYFRIEND OR GIRLFRIEND, AND NOT CHILDREN THAT YOU WERE RESPONSIBLE FOR AS A PRIMARY CARETAKER.

FOR THE PURPOSE OF THIS QUESTIONNAIRE, SEXUAL INVOLVEMENT IS RESTRICTED TO PHYSICAL CONTACT BETWEEN YOU AND THE CHILD AND IS DEFINED AS ACTS INCLUDING: TOUCHING THE CHILD'S GENITAL AREAS WITH A HAND OR OBJECT (I.E., BREASTS, VAGINA, BUTTOCK, ANUS); HAVING THE CHILD TOUCH YOUR GENITAL AREAS WITH A HAND OR OBJECT (I.E., PENIS, BUTTOCK, ANUS, NIPPLES); ORAL - GENITAL CONTACT, ANAL INTERCOURSE, AND VAGINAL INTERCOURSE.

SECTION 1 - QUESTIONS ABOUT YOU

1. What is your age? _____ 2. What is your race? _____
5. What sexually related legal charge(s) were you found guilty of?

SECTION 2 - ABOUT ALL CHILDREN THAT YOU'VE BEEN SEXUALLY INVOLVED WITH

6. Were you sexually involved with male children? yes __ no _____
   If yes: a) How many were children that you were related to or provided a primary caretaking role for? _____
   - Of these children, the youngest was _____ years old
     the oldest was _____ years old
     the average age was _____ years old
   - How were these children related to you (list all relations)?

   b) How many were children that were strangers or children outside of your family that you did not provide a primary caretaking role for? _____
   - Of these children, the youngest was _____ years old
     the oldest was _____ years old
     the average age was _____ years old
the shortest amount of time you knew a male child before you were sexual involved with him was (in hours, days, weeks, months, or years): ____

the longest amount of time you knew a male child was: __

7. Were you sexually involved with female children? yes____ no____

If yes: a) How many were children that you were related to or provided a primary caretaking role for? ____

Of these children, the youngest was ___ years old
the oldest was ___ years old
the average age was ___ years old

How were these children related to you (list all relations)?

b) How many were children that were strangers or children outside of your family that you did not provide a primary caretaking role for? ____

Of these children, the youngest was ___ years old
the oldest was ___ years old
the average age was ___ years old

the shortest amount of time you knew a female child before you were sexual involved with her was (please specify in hours, days, weeks, months, or years): ____

the longest amount of time with a female child was: __

8. If you were involved with both girls and boys (non-immediate family), was the time before sexual contact began typically shorter for: boys ___ girls ___ no difference ___ Not involved w/both ___

SECTION 3 - PREFERRED VICTIM CHARACTERISTICS

Please place a check next to the characteristic that you liked best in each grouping of descriptors Check only one blank for each grouping

9. Sex: Male ___ Female ___

    Black ___ Red ___

11. Race: White ___ Black ___ Hispanic ___
    Oriental ___ American Indian ___
12. Height: ___ (Tall ___ Average ___ Short ___)
13. Weight: ___ (Slim ___ Average ___ Overweight ___)
14. Age: 0-5 yrs. ___ 6-11 yrs. ___ 12-17 yrs. ___
15. Intelligence: Bright ___ Average ___ Slow ___
16. Activities: Involved in many ___ Involved in a few ___ Not involved in any ___
   (eg. sports)
17. Social: a) Rather be alone ___ Like to be with others ___
   b) Have a lot of friends ___ Have some friends ___
   Have few friends ___ Have no real friends ___
18. Emotional: a) Happy ___ Sad ___
   b) Quiet ___ Loud ___
   c) Nervous ___ Calm ___
   d) Want more time with parents ___ Have enough time ___
   e) Poor relationship with parents ___ Good relat. ___
   f) Want more time w/dad ___ Have enough time ___
   g) Want more time w/mom ___ Have enough time ___
   h) Emotionally Needy ___ Emotionally Satisfied ___
   i) In need of attention ___ Did not need attention ___
   j) Poor relat. w/mother ___ Good relat. w/mother ___
   k) Needs male attention ___ Has male attention ___
   l) Seen as a liar ___ Seen as honest ___
19. Situation: a) One time sexual contacts ___ Repeated contacts ___
   b) Sexual involvement with many children at one time ___
   Involvement with a few children at one time ___
   Involvement with one child at a time ___
20. What other characteristics were important to you?
   ____________________________________________________
21. What percent (%) of the children were from (0%-none, 100%-all):
   a) From a single parent home? ___
   b) In a foster home placement? ___
   c) Usually playing by themself? ___
   d) A runaway? ___
   e) From a family with little money? ___
   f) Lived in an apartment? ___
   g) Stayed at home a lot? ___
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SECTION 6 - WHERE YOU FOUND CHILDREN THAT YOU WERE SEXUALLY INVOLVED WITH

Please indicate how likely you were to find children in the following places:

<table>
<thead>
<tr>
<th>Place</th>
<th>Very Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. The movies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. The movies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. The video arcade</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Hitchhiking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Isolated places (e.g., fishing hole)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Parks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Your place of employment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. What type of work did you do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. The playground</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. A neighborhood close to where you live</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31. A neighborhood far from where you live</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. A shopping mall</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. By baby-sitting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. By volunteering to work with children (eg, Scouts)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. What type of volunteer work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. My favorite place to find children was:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Where else did you find children?</td>
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</tbody>
</table>
SECTION 5 - HOW DID YOU GET THESE CHILDREN TO TRUST YOU?

How important was it to get a child to trust you? (circle one)

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Very Important</th>
</tr>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tbody>
</table>

How often did you use the following ways to try to gain the children's trust?:

<table>
<thead>
<tr>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

38. By spending a lot of time with them
   | 1 2 3 4 5 6 7 |

39. By telling them how special they are
   | 1 2 3 4 5 6 7 |

40. By saying that you are the only one who really loves them
   | 1 2 3 4 5 6 7 |

41. By taking them places
   | 1 2 3 4 5 6 7 |

42. By giving them candy
   | 1 2 3 4 5 6 7 |

43. By giving them toys
   | 1 2 3 4 5 6 7 |

44. By giving them money
   | 1 2 3 4 5 6 7 |

45. By giving them beer
   | 1 2 3 4 5 6 7 |

46. By giving them cigs.
   | 1 2 3 4 5 6 7 |

47. By giving them drugs
   | 1 2 3 4 5 6 7 |

48. By giving them other gifts
   | 1 2 3 4 5 6 7 |

   a) What other gifts?

49. By treating them like adults
   | 1 2 3 4 5 6 7 |

50. By talking like you were their age (e.g., slang)
   | 1 2 3 4 5 6 7 |

51. By tricking them into feeling safe with you
   | 1 2 3 4 5 6 7 |

52. By threatening to tell lies on them (e.g., stealing)
   | 1 2 3 4 5 6 7 |

100
53. By giving them attention 1 2 3 4 5 6 7
54. Saying loving, caring things to them 1 2 3 4 5 6 7
55. By giving them non-sexual physical affection 1 2 3 4 5 6 7
56. By saying you knew their parents 1 2 3 4 5 6 7
57. By saying you knew some other relative 1 2 3 4 5 6 7
58. By saying you knew one of their friends 1 2 3 4 5 6 7
59. By saying that you know they’re not to talk to strangers, but you’re O.K. 1 2 3 4 5 6 7
60. By having their friend, who you’ve been involved with, say it’s O.K. 1 2 3 4 5 6 7
61. By having another child talk to them about how much fun it is to be with you 1 2 3 4 5 6 7
62. By talking with them about another abuser they know 1 2 3 4 5 6 7
63. By doing things that give them the impression of having control 1 2 3 4 5 6 7
64. By asking them for help (e.g., for directions) 1 2 3 4 5 6 7

What other ways did you use to get children to trust you

101
SECTION 6 - FROM FIRST MEETING THE CHILD TO WHEN THE SEXUAL CONTACT BEGAN

65. How long was it from the time you met the child to the first sexual contact (average in hours, days, weeks, years)?

66. Typically did you try to develop:
   a) A real friendship before the sexual contact? yes no
   b) The impression of a friendship? yes no

67. Typically, did you try to develop the impression of a parent-child relationship with the child prior to sexual contact? yes no

68. Typically, did you try to develop a romantic relationship with the child prior to sexual contact? yes no

69. Did you meet children through an organized activity? yes no
   a) If yes, what activity or organization?

70. What were the three most common things that you did together before the sexual contact began?
   a)_________________ b)_________________ c)_________________

71. Did you buy them things before the abuse began? yes no
   a) If yes, what kinds of things?

72. Did you take them places before the abuse began? yes no
   a) If yes, where?

73. Did you give them money before the abuse began? yes no

74. About how many hours did you spend with them during the week, before the abuse began (Monday to Friday) ___hours

75. About how many hours did you spend with them on weekends, before the abuse began (Saturday & Sunday) ___hours

76. How did you typically first bring up the idea of getting into sexual activities?

77. Did you usually end up involved in sexual contact the first time that you suggested it? yes no
   a) If not, how many times did you have to bring the idea up before it happened (on the average)? ___times
78. How did you know when it was safe for you to begin sexual contact with a particular child?

79. Did you test the children to see if they would tell their parents about the sexual contact? yes no
   a) If yes, how did you test them?

SECTION 7 - QUESTIONS ABOUT THE SEXUAL CONTACT

80. What would you estimate was the average number of times that you would have sexual contact with a child?

81. About how long was each sexual contact on the average (please specify in minutes or hours)?

82. What would you estimate was the average length of time that you would have sexual contact with a child for (please specify in days, weeks, or years)?

83. What sexual acts did you typically perform on a child?

84. What sexual acts did you typically have them perform on you?

85. Did the children’s parents typically know that you were spending time alone with their child? yes no

86. What did their parents think of you?

87. When did children typically spend time with you (sexual or nonsexual):
   a) Weekdays before school yes no
   b) Weekdays when they were suppose to be in school yes no
   c) Weekdays after school and before dinner yes no
   d) She/he ate dinner with me on weekdays yes no
   e) Weekdays after dinner yes no
   f) Slept over my house on week nights yes no
   g) In the morning on weekends yes no
   h) In the afternoon on weekends yes no
   i) Ate dinner at my house on weekends yes no
   j) In the evening on weekends (Fri, Sat, Sun) yes no
   k) Slept over my house on weekend nights yes no

88. After the sexual contact began, about how many hours did you spend with them during each week (Monday-Friday)? ___ hours
89. After the sexual contact began, about how many hours did you spend with them on the weekends (Saturday & Sunday)? ___ hours

90. When the children spent time with you, did their parents know that they were with you? yes no

91. If yes, were you babysitting for them? yes no
   a) If yes, but not babysitting, why did their parents think that they were spending time with you?

92. If their parents did not know that they were with you, where did they think that their children were?

93. Did the children have to lie to their parents about where they were going? yes no

94. Did you ever help them prepare lies for their parents? yes no
   a) If yes, what lies did you like to use?

95. Were there people in the children’s families who suspected you of having sexual contact with the children? yes no
   a) If yes, how did you deal with this?

96. Did some of the parents know about the sexual contact? yes no
   a) If yes, how did they know?
   b) If yes, what kept them from reporting you?

97. Were you ever confronted by a parent? yes no
   a) If yes, what did you do to convince them that they were mistaken?
### SECTION 8  ENTICEMENTS TO GAIN COOPERATION

How often did you use the following ways of gaining the children's participation in sexual activity?:

<table>
<thead>
<tr>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
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</tbody>
</table>

98. By introducing more sexual content into discussions over time
99. By encouraging them to be more sexually open over time (e.g., wear less clothing)
100. By being more sexually open (e.g., I wore less clothes)
101. By slowly introducing more sexual touching over time
102. By convincing them that all their other friends have had sex by now
103. By starting sexual contact as if it were no big deal
104. By starting sexual contact when the child seemed emotionally helpless
105. By getting the child very curious about sex
106. By getting the child sexually excited
107. Saying loving, caring things to them
108. Giving them non-sexual, physical affection
109. Giving them attention
110. By complimenting them
111. Giving them money over time
112. Giving them gifts over time
113. By telling them how special they are to be doing this with you

1 2 3 4 5 6 7

114. Giving them something just prior to or after the sexual contact. Such as:

a) Candy 1 2 3 4 5 6 7
b) Money 1 2 3 4 5 6 7
c) Toys 1 2 3 4 5 6 7
d) Beer 1 2 3 4 5 6 7
e) Drugs 1 2 3 4 5 6 7
f) Cigs. 1 2 3 4 5 6 7

115. By giving them other gifts 1 2 3 4 5 6 7

If yes, what other gifts?

116. By telling them that you will love them more 1 2 3 4 5 6 7

117. By saying that you will take them places 1 2 3 4 5 6 7

118. By saying that you will spend more time with them 1 2 3 4 5 6 7

119. By having one of their friends, who they've been involved with say it's O.K. 1 2 3 4 5 6 7

120. By talking with them about another abuser that they have been involved with 1 2 3 4 5 6 7

By showing them magazines with:

121. Naked adults or adults engaging in sexual acts 1 2 3 4 5 6 7

122. Naked children in them 1 2 3 4 5 6 7

123. Children engaged in sexual acts 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th></th>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
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<td>7</td>
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</tbody>
</table>

By showing them **pictures** with:

124. Naked adults or adults engaging in sexual acts
125. Naked children
126. Children engaging in sexual acts

By showing them **movies or video tapes** of:

127. Adults engaged in sexual acts
128. Children engaged in sexual acts
129. Themself with their clothes off
130. Themself with their clothes on

By taking **35mm or polaroid pictures** of:

132. Themself with their clothes off
133. Themself with their clothes on
134. Having them watch other children engaging in sexual activity with you
135. Having them watch other children engaging in sexual activity with each other
136. Having them engage in sexual activity w/other children
137. Buying them bathing suits
138. Buying them underwear or sleepwear
139. Buying them other clothes

107
140. Other ways that I used to get children involved in sexual activity were:

SECTION 9 - THREATS AND OTHER METHODS TO GAIN COOPERATION

How often did you use the following methods to get the children to participate in sexual activity?:

<table>
<thead>
<tr>
<th>Not</th>
<th>Sometimes</th>
<th>Almost</th>
</tr>
</thead>
<tbody>
<tr>
<td>At all</td>
<td>1 2</td>
<td>3 4 5</td>
</tr>
</tbody>
</table>

141. Threats to disclose their involvement in sexual activity w/you 1 2 3 4 5 6 7
142. Threats to make up things to get you in trouble 1 2 3 4 5 6 7
143. Threaten you'll go to jail 1 2 3 4 5 6 7
144. Making them feel helpless 1 2 3 4 5 6 7
145. Threats to hit them 1 2 3 4 5 6 7
146. Threats to tie them up 1 2 3 4 5 6 7
147. Threats to hurt them with a gun 1 2 3 4 5 6 7
148. Threats to hurt them with a knife 1 2 3 4 5 6 7
149. Threats to hurt them with another object 1 2 3 4 5 6 7

What object

150. Threats to hurt their brother/sister 1 2 3 4 5 6 7
151. Threats to hurt their mother 1 2 3 4 5 6 7
152. Threats to hurt their father 1 2 3 4 5 6 7
153. Threats to hurt other friends or relatives of theirs 1 2 3 4 5 6 7
154. Threats to hurt their pet 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
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</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>155. Threats to kill them</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>156. Threats to kill a sibling</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>157. Threats to kill their mother</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>158. Threats to kill their father</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>159. Threats to kill other relatives of theirs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>160. Threats to kill their pet</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>161. Get them drunk with beer or other kind of liquor</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>162. Get them high with reefer or other drugs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>163. Get them high with prescription drugs</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>164. Tie them up</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>165. Hurt a pet in front of them</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>166. Hurting a friend of theirs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>167. Hurt a family member in front of them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>168. Saying that they don't really love you if they won't do the sexual things that you ask them to</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>169. Forcing them to participate</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>170. Child believed that I would hurt them, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>171. Child believed that I would hurt their family member, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>172. Child believed that I would get them in trouble, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tbody>
</table>
173. What other threats or methods did you use to get the child to engage in sexual activity?

SECTION 10 - KEEPING THE CHILD QUIET ABOUT THE SEXUAL CONTACT

How often did you use the following ways of keeping the child from telling about the sexual contact?:

<table>
<thead>
<tr>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

174. By giving them special privileges (e.g., stay up) 1 2 3 4 5 6 7
175. Giving them attention 1 2 3 4 5 6 7
176. By complimenting them 1 2 3 4 5 6 7
177. Giving them money over time 1 2 3 4 5 6 7
178. Giving them gifts over time 1 2 3 4 5 6 7
179. By telling them how special they are to be doing this with you 1 2 3 4 5 6 7
180. Giving them something such as:
   a) Candy 1 2 3 4 5 6 7
   b) Money 1 2 3 4 5 6 7
   c) Toys 1 2 3 4 5 6 7
   d) Beer 1 2 3 4 5 6 7
   e) Drugs 1 2 3 4 5 6 7
   f) Cigs. 1 2 3 4 5 6 7
181. By giving them other gifts 1 2 3 4 5 6 7
   If yes, what other gifts?

182. By telling them that you will love them more 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th></th>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
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</thead>
<tbody>
<tr>
<td>183. By saying that you will take them places</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
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<tr>
<td>184. By saying that you will spend more time with them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>185. Telling them that you'd go to jail or get in trouble</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>186. Telling them that they would not be able to spend time with you if anyone knew</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>187. Telling them that they would not be able to go on outings with you if they told</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>188. Telling them that you would not be able to buy them things if other people knew</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>189. Telling them that you would not love them anymore if they told</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190. Threats to tell on them about their sexual activity</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>191. Threats to tell on them about other bad behaviors</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>192. Telling them that their parents would not love them anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>193. Threats to hit them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>194. Threats to tie them up</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>195. Threats to hurt them with a gun</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>196. Threats to hurt them w/knife</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>197. Threats to hurt them with another object</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tbody>
</table>

What object ________________________________________________________________

111
<table>
<thead>
<tr>
<th></th>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>198. Threats to hurt their brother or sister</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>199. Threats to hurt their mother</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
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<tr>
<td>200. Threats to hurt their father</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>201. Threats to hurt other relatives</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202. Threats to hurt their pet</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>203. Threats to kill their sibling</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
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<tr>
<td>204. Threats to kill their mother</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
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<tr>
<td>205. Threats to kill their father</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>206. Threats to kill other relatives</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>207. Threats to kill their pet</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>208. Hurting a friend in front of them as a warning</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>209. Hurting them as a warning</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210. Withdrawing love and/or affection as a warning</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>211. Threaten that people will think that child is gay or queer</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212. Threaten that child’s parent will not accept them because of sexual activity</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tr>
<tr>
<td>213. I counted on the fact that their family doesn’t talk about sexual matters</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>214. I counted on the child feeling responsible</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>215. Counted on child not willing to lose someone providing so much attention</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not At all</td>
<td>Sometimes</td>
<td>Almost Always</td>
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<td>---------------</td>
</tr>
<tr>
<td>216.</td>
<td>Child believed that I would hurt them, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>217.</td>
<td>Child believed that I would hurt their family member, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>218.</td>
<td>Child believed that I would get them in trouble, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>219.</td>
<td>Other threats that the child believed existed, even though I did not threaten directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tbody>
</table>

220. What else kept them from telling about the sexual contact?


SECTION 11 - QUESTIONS ABOUT THE PREVENTION OF SEXUAL ABUSE

221. Did any of the children that you were involved with attend a sexual abuse prevention program at school?
   yes ____ no ____ don't know ____

   a) If yes, how did you deal with this type of information when they brought it up?

   

222. b) If yes, what do you think kept the children from using this information and reporting the abuse to someone?
How important would the following have been in preventing a child from being engaged in sexual contact by you:

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Very Important</th>
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</thead>
<tbody>
<tr>
<td>223.</td>
<td>1 2 3 4 5</td>
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<td>224.</td>
<td>1 2 3 4 5</td>
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<td>225.</td>
<td>1 2 3 4 5</td>
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<td>226.</td>
<td>1 2 3 4 5</td>
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<td>227.</td>
<td>1 2 3 4 5</td>
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<td>228.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>229.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>230.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>231.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>232.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>233.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>234.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>235.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>236.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>237.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
To have kept any of the children from becoming sexually involved with you, how important would it have been for their parents to:

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>238. Let their children know that they are loved</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>239. Spend more time with your child so they don't have to look for another adult to be with</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>240. Let their children know that they can tell you anything without being scared</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>241. Know where your children are</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>242. Know their children's route to school and make sure that it is busy</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>243. Make sure that someone is around to watch your children if you can't be home with them</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>244. List two things that would make you decide not to choose a child as a victim:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>245. List two things that would make you decide that it was not safe to do sexual things to a child that you have already chosen as a possible victim:</td>
<td></td>
<td></td>
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<tr>
<td>a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
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<tr>
<td>What other ideas do you have that may help children keep from being abused?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your assistance in completing this questionnaire!!

115
MODUS OPERANDI PERPETRATOR QUESTIONNAIRE - INTRA FAMILIAL FORM

THE FOLLOWING QUESTIONNAIRE DEALS WITH YOUR SEXUAL INVOLVEMENT WITH CHILDREN WHO WERE A PART OF YOUR IMMEDIATE FAMILY (YOUR DAUGHTER, STEP-DAUGHTER, LIVE-IN GIRLFRIEND'S DAUGHTER), OR A CHILD THAT YOU PROVIDED A PRIMARY CARETAKING ROLE FOR (E.G., A NEICE OR NEPHEW).

FOR THE PURPOSE OF THIS QUESTIONNAIRE, SEXUAL INVOLVEMENT IS RESTRICTED TO PHYSICAL CONTACT BETWEEN YOU AND THE CHILD AND IS DEFINED AS ACTS INCLUDING: TOUCHING THE CHILD'S GENITAL AREAS WITH A HAND OR OBJECT (I.E., BREASTS, VAGINA, BUTTOCK, ANUS); HAVING HIM/HER TOUCH YOUR GENITAL AREAS WITH A HAND OR OBJECT (I.E., PENIS, BUTTOCK, ANUS, NIPPLES); ORAL - GENITAL CONTACT, ANAL INTERCOURSE, AND VAGINAL INTERCOURSE.

SECTION 1 - QUESTIONS ABOUT YOU

1. What is your age? _____ 2. What is your race? _____
3. Highest school grade completed? _____ 4. # months in treatment _____
5. What sexually related legal charge(s) were you found guilty of? __________________________

SECTION 2 - ABOUT THE CHILDREN THAT YOU HAVE BEEN SEXUALLY INVOLVED WITH

6. Were you sexually involved with male children? yes____ no____

If yes: a) How many were children that you were related to or provided a primary caretaking role for? _____
   - Of these children, the youngest was ___ years old
   - the oldest was ___ years old
   - the average age was ___ years old
   - How were these children related to you (list all relations)? ________________________________

b) How many were children that were strangers or children outside of your family that you did not provide a primary caretaking role for? _____
   - Of these children, the youngest was ___ years old
   - the oldest was ___ years old
   - the average age was ___ years old
   - the shortest amount of time you knew a male child before you were sexual involved with him was (please specify in hours, days, weeks, months, or years): _____

© Kaufman '91
7. Were you sexually involved with female children? Yes ___ No ___
   If yes: a) How many were children that you were related to or provided a primary caretaking role for? ____
   - Of these children, the youngest was ___ years old
   - The oldest was ___ years old
   - The average age was ___ years old
   - How were these children related to you (list all relations)?
   __________________________________________________________________________________________
   b) How many were children that were strangers or children outside of your family that you did not provide a primary caretaking role for? ____
   - Of these children, the youngest was ___ years old
   - The oldest was ___ years old
   - The average age was ___ years old
   - The shortest amount of time you knew a female child before you were sexual involved with her was (please specify in hours, days, weeks, months, or years): ____
   - The longest amount of time you knew a female child was: ____

8. If you were involved with both girls and boys (non-immediate family), was the time before sexual contact typically shorter with:
   Boys ____ Girls ____ No difference ____ Not involved w/both ____

SECTION 2 - PREFERRED VICTIM CHARACTERISTICS

Please place a check next to the characteristic that you liked best in each grouping of descriptors. Check only one blank for each grouping.

9. Sex: Male ____ Female ____
11. Race: White ____ Black ____ Hispanic ____ Oriental ____ American Indian ____
12. Height: ____ (Tall __ Average __ Short ____)
13. Weight: ____ (Slim __ Average __ Overweight ____)
14. Age: 0-5 yrs. ___ 6-11 yrs. ___ 12-17 yrs. ___

15. Intelligence: Bright ___ Average ___ Slow ___

16. Activities: (eg. sports)
   Involved in many ___ Involved in a few ___
   Not involved in any ___

17. Social:
a) Rather be alone ___ Like to be with others ___
   b) Have a lot of friends ___ Have some friends ___
      Have few friends ___ Have no real friends ___

18. Emotional:
a) Happy ___ Sad ___
   b) Quiet ___ Loud ___
   c) Nervous ___ Calm ___
   d) Want more time with parents ___ Have enough time ___
   e) Poor relationship with parents ___ Good relat. ___
   f) Want more time w/dad ___ Have enough time ___
   g) Want more time w/mom ___ Have enough time ___
   h) Emotionally Needy ___ Emotionally Satisfied ___
   i) In need of attention ___ Did not need attention ___
   j) Poor relat. w/mother ___ Good relat. w/mother ___
   k) Needs male attention ___ Has male attention ___
   l) Seen as a liar ___ Seen as honest ___

19. What other characteristics were important to you?

20. What percent (%) of the children were from (0%=none, 100%=all):
   a) A single parent home? ___ X
e) A family with little money? ___ X
   b) In a foster home placement? ___ X
   f) Lived in an apartment? ___
   c) Usually playing by themselves? ___ X
g) At home by themselves a lot? ___ X
d) A runaway? ___

SECTION 4 - ACCESS TO THE CHILDREN THAT YOU WERE SEXUALLY INVOLVED WITH

Please indicate how likely you were to have access to children for sexual activity in the following ways:

<table>
<thead>
<tr>
<th></th>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Very Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. By babysitting</td>
<td>6 7</td>
<td>5 6</td>
<td>3 4</td>
</tr>
<tr>
<td>22. On weekend visits</td>
<td>6 7</td>
<td>5 6</td>
<td>3 4</td>
</tr>
<tr>
<td>(divorced or separated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. By having sole custody</td>
<td>6 7</td>
<td>5 6</td>
<td>3 4</td>
</tr>
</tbody>
</table>

118
| 24. By taking them on outings  | Very Unlikely | Somewhat Likely | Very Likely |
| without their mother      | 1  2  3  4  5  6  7 |
| 25. By taking them on overnight trips without their mother | 1  2  3  4  5  6  7 |
| 26. By taking them out of school | 1  2  3  4  5  6  7 |
| 27. At home - it was O.K. with my wife/girlfriend | 1  2  3  4  5  6  7 |
| 28. At a friend or relative's house who it was O.K. with | 1  2  3  4  5  6  7 |
| 29. By giving them a bath | 1  2  3  4  5  6  7 |
| 30. By taking a bath/shower with them | 1  2  3  4  5  6  7 |
| 31. By going swimming with them | 1  2  3  4  5  6  7 |
| 32. Letting them sleep in my bed | 1  2  3  4  5  6  7 |
| 33. By watching T.V. on the couch with them | 1  2  3  4  5  6  7 |
| 34. By going for a car ride | 1  2  3  4  5  6  7 |
| 35. Being together for holiday | 1  2  3  4  5  6  7 |
| 36. In what other places or ways did you get access to your victim? |

**SECTION 5 - HOW DID YOU BUILD THE CHILD'S TRUST?**

37. How much did the child trust you **before the abuse began?** (circle one)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>A lot</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td></td>
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<td></td>
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</tbody>
</table>

38. How much did the child trust you **while the abuse was going on?** (circle one)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>A lot</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

39. How much did the child trust you **after the abuse?** (circle one)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>A lot</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
How often did you use the following ways to try to gain the children's trust?:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

40. By spending a lot of time with them
41. By telling them how special they are
42. By saying that you are the only one who really loves them
43. By taking them places
44. By giving them candy
45. By giving them toys
46. By giving them money
47. By giving them beer
48. By giving them cigs.
49. By giving them drugs
50. By giving them other gifts
   a) What other gifts?
51. By treating them like adults
52. By talking like you were their age (e.g., slang)
53. By tricking them into feeling safe with you
54. By threatening to tell lies on them (e.g., stealing)
55. By giving them attention
56. Allowing them to smoke cigs.
57. Saying loving, caring things to them
58. By giving them non-sexual physical affection

120
<table>
<thead>
<tr>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

59. By giving them special privileges (e.g., stay up) 1 2 3 4 5 6 7

60. By always siding with them in arguments with their mother 1 2 3 4 5 6 7

61. What other ways did you use to get children to trust you?

---

**SECTION 6 - ABOUT THE TIME PRIOR TO WHEN THE SEXUAL CONTACT BEGAN**

62. How old was the child when you had the first sexual contact with him/her (age in years) _____

63. Did you try to develop:
   a) A real friendship before the sexual contact? yes no
   b) The impression of a friendship? yes no

64. What were the three most common things that you did together before the abuse began?
   a) __________________ b) __________________ c) __________________

65. Did you buy them special things before the abuse began? yes no
   a) If yes, what kinds of things?

66. Did you take them special places before the abuse began? yes no
   a) If yes, where?

67. Did you give them money before the abuse began? yes no

68. About how many hours did you spend with them during the week, before the abuse began (Monday to Friday) _____ hours

69. About how many hours did you spend with them on weekends, before the abuse began (Saturday & Sunday)? _____ hours

70. How did you first bring up the idea of getting into sexual activities?
71. Did you end up involved in sexual contact the first time that you suggested it?  yes no
   a) If not, how many times did you have to bring the idea up before it happened (on the average)? ___ times

72. How did you know that it was safe for you to begin sexual contact?

73. Did you test the children to see if they would tell their parents or their other parent about the sexual contact?  yes no
   a) If yes, how did you test them?

SECTION 7 - QUESTIONS ABOUT THE SEXUAL CONTACT

74. What would you estimate was the average number of times that you would have sexual contact each week __

75. Length of sexual involvement with the child (if more than one child, on average how long in weeks, months or years)? __

76. How long was each sexual contact on the average (in minutes or hours)? __

77. What sexual acts did you typically perform on a child? __

78. What sexual acts did you typically have them perform on you? __

79. Did your wife/girlfriend/child's mother typically know that you were spending time alone with the child? yes no

80. Did she ever complain that you were spending too much time with this child? yes no

81. After the sexual contact began, about how many hours did you spend alone with them during each week (Monday-Friday)? ___ hours

82. After the sexual contact began, about how many hours did you spend alone with them on the weekends (Saturday & Sunday)? ___ hours

83. Did the children have to lie to their mother about why they were spending so much time with you? yes no

84. Did you ever help them prepare lies for their mother? yes no
   a) If yes, what lies did you like to use?
85. Were there people in the child’s family who suspected you of having sexual contact with them?  
   a) If yes, how did you deal with this?  
   
86. Did the child’s mother know about the sexual contact?  
   a) If yes, how did they know?  
   
   b) If yes, what kept them from reporting you?  
   
87. Were you ever confronted by a parent?  
   a) If yes, what did you do to convince them that they were mistaken?  
   
SECTION 8 - ENTICEMENTS TO GAIN COOPERATION

How often did you use the following ways of gaining the children’s participation in sexual activity?:

<table>
<thead>
<tr>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

88. By introducing more sexual content into discussion over time  
   1 2 3 4 5 6 7

89. By encouraging them to be more sexually open over time (e.g., wear less clothes)  
   1 2 3 4 5 6 7

90. By being more sexually open (e.g., I wore less clothes)  
   1 2 3 4 5 6 7

91. By slowly introducing more sexual touching over time  
   1 2 3 4 5 6 7

92. By convincing them that all their friends have had sex by now  
   1 2 3 4 5 6 7

93. By starting sexual contact as if it were no big deal  
   1 2 3 4 5 6 7

94. By getting the child very curious about sex  
   1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th></th>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>95.</td>
<td>By getting the child sexually excited</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>96.</td>
<td>Saying loving, caring things to them</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>97.</td>
<td>Giving them non-sexual, physical affection</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>98.</td>
<td>By giving them special privileges (e.g., stay up)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>99.</td>
<td>Giving them attention</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>100.</td>
<td>By complimenting them</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>101.</td>
<td>Giving them money over time</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>102.</td>
<td>Giving them gifts over time</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>103.</td>
<td>By telling them how special they are to be doing this with you</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>104.</td>
<td>Giving them something just prior to after the sexual contact. Such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Candy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b) Money</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c) Toys</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>d) Beer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>e) Drugs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>f) Cigs.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>105.</td>
<td>By giving them other gifts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>If yes, what other gifts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>106.</td>
<td>By telling them that you will love them more</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>107.</td>
<td>By saying that you will take them places</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Not At all</td>
<td>Sometimes</td>
<td>Almost Always</td>
</tr>
<tr>
<td>---------------</td>
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<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>108. By saying that you will spend more time with them</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>109. By having one of their friends, who you've been involved with say it's O.K.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>110. By talking with them about another abuser that they have been involved with</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>By showing them magazines with:</td>
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<tr>
<td>111. Naked adults or adults engaging in sexual acts</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>112. Naked children in them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>113. Children engaging in sexual acts</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By showing them pictures of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>114. Naked adults or adults engaging in sexual acts</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>115. Naked children</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116. Children engaging in sexual acts</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By showing them movies or video tapes of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>117. Adults engaged in sexual acts</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>118. Children engaging in sexual acts</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>119. Themself with clothes off</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120. Themself with their clothes on</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By taking 35mm or polaroid pictures of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>121. Themself with their clothes off</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122. Themself with their clothes on</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
123. Having them watch other children engaging in sexual activity with you

124. Having them watch other children engaging in sexual activity with each other

125. Having them engage in sexual activity with other children

126. Buying them bathing suits

127. Buying them underwear or sleepwear

128. Buying them other clothes

**THREATS AND OTHER METHODS TO GAIN COOPERATION**

How often did you use the following methods to get the children to participate in sexual activity?

<table>
<thead>
<tr>
<th>Method</th>
<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>129. Threats to disclose their involvement in sexual activity w/you</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>130. Threats to make up things to get you in trouble</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>131. Threaten you’ll go to jail</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>132. Making them feel helpless</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>133. Threats to hit them</td>
<td>1 2 3 4 5 6 7</td>
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<td>134. Threats to tie them up</td>
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<td>135. Threats to hurt them with a gun</td>
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<td>136. Threats to hurt them with a knife</td>
<td>1 2 3 4 5 6 7</td>
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<th>Not At all</th>
<th>Sometimes</th>
<th>Almost Always</th>
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<td>137. Threats to hurt them with another object</td>
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<td>138. Threats to hurt their brother/sister</td>
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<td>139. Threats to hurt their mother</td>
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<td>140. Threats to hurt other friends or relatives of theirs</td>
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<td>141. Threats to hurt their pet</td>
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<td>142. Threats to kill them</td>
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<td>143. Threats to kill a sibling</td>
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<td>144. Threats to kill their mother</td>
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<td>145. Threats to kill other friends or relatives of theirs</td>
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<td>146. Threats to kill their pet</td>
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<td>147. Get them drunk with beer or other kind of liquor</td>
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<td>148. Get them high with reefer or other drugs</td>
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<td>149. Get them high with prescription drugs</td>
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<td>150. Tie them up</td>
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<td>151. Hurt a pet in front of them</td>
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<tr>
<td>152. Hurting a friend of theirs</td>
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<td>153. Hurt a family member in front of them</td>
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<tr>
<td>154. Saying that they don't really love you if they won't do the sexual things that you ask them to</td>
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<tr>
<td>155. Forcing them to participate</td>
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127
156. Child believed that I would hurt them, although I did not threaten them directly  1 2 3 4 5 6 7
157. Child believed that I would hurt a family member, although I did not threaten them directly  1 2 3 4 5 6 7
158. Child believed that I would get them in trouble, although I did not threaten them directly  1 2 3 4 5 6 7
159. Other threats that the child believed existed, even though I did not threaten directly

160. What other threats or methods did you use to get the child to engage in sexual activity?

SECTION 10 - KEEPING THE CHILD QUIET ABOUT THE SEXUAL CONTACT

How often did you use the following ways of keeping the child from telling about the sexual contact?

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161. By giving them special privileges (e.g., stay up)  1 2 3 4 5 6 7
162. Giving them attention  1 2 3 4 5 6 7
163. By complimenting them  1 2 3 4 5 6 7
164. Giving them money over time  1 2 3 4 5 6 7
165. Giving them gifts over time  1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>166. By telling them how special they are to be doing this with you</td>
<td>1 2 3 4 5 6 7</td>
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<td>167. Giving them something such as:</td>
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<tr>
<td>a) Candy</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>b) Money</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>c) Toys</td>
<td>1 2 3 4 5 6 7</td>
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<td>d) Beer</td>
<td>1 2 3 4 5 6 7</td>
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<td>e) Drugs</td>
<td>1 2 3 4 5 6 7</td>
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<td>f) Cigs.</td>
<td>1 2 3 4 5 6 7</td>
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<td>168. By giving them other gifts</td>
<td>1 2 3 4 5 6 7</td>
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<td>If yes, what other gifts?</td>
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<td>169. By telling them that you will love them more</td>
<td>1 2 3 4 5 6 7</td>
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<td>170. By saying that you will take them places</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>171. By saying that you will spend more time with them</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>172. Telling them that you'd go to jail or get in trouble</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>173. Telling them that they would not be able to spend time with you if anyone knew</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>174. Telling them that they would not be able to go on outings with you if they told</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>175. Telling them you would not be able to buy them things if other people knew</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>176. Telling them that you would not love them anymore if they told</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
<td>Not at all</td>
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<td>Almost Always</td>
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<td>177. Threats to tell on them about their sexual activity</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>178. Threats to tell on them about misbehaviors</td>
<td>1 2 3 4 5 6 7</td>
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<td>179. Telling them their mother would not love them anymore</td>
<td>1 2 3 4 5 6 7</td>
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<td>180. Threats to hit them</td>
<td>1 2 3 4 5 6 7</td>
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<td>181. Threats to tie them up</td>
<td>1 2 3 4 5 6 7</td>
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<td>182. Threats to hurt them with a gun</td>
<td>1 2 3 4 5 6 7</td>
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<td>183. Threats to hurt them w/knife</td>
<td>1 2 3 4 5 6 7</td>
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<td>184. Threats to hurt them with another object</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
<td>What object</td>
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<tr>
<td>185. Threats to hurt their brother or sister</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>186. Threats to hurt their mother</td>
<td>1 2 3 4 5 6 7</td>
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<td>187. Threats to hurt other friends or relatives</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>188. Threats to hurt their pet</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>189. Threats to kill their sibling</td>
<td>2 3 4 5 6 7</td>
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<tr>
<td>190. Threats to kill their mother</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>191. Threats to kill other friends or relatives</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>192. Threats to kill their pet</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>193. Hurting a friend in front of them as a warning</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>194. Hurting them as a warning</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>195. Withdrawing love and/or affection as a warning</td>
<td>1 2 3 4 5 6 7</td>
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</tbody>
</table>

130
196. Threat that other children will think that child is gay or queer
1 2 3 4 5 6 7

197. Threat that child's parents will not accept them because of sexual activity
1 2 3 4 5 6 7

198. I counted on the fact that our family doesn't talk about sexual matters
1 2 3 4 5 6 7

199. I counted on the child feeling responsible
1 2 3 4 5 6 7

200. I counted on child not willing to lose someone providing so much attention
1 2 3 4 5 6 7

201. I counted on child feeling it was their fault and thinking that they would get into trouble
1 2 3 4 5 6 7

202. Child believed that I would hurt them, although I did not threaten them directly
1 2 3 4 5 6 7

203. Child believed that I would get them in trouble, although I did not threaten them directly
1 2 3 4 5 6 7

204. Other threats that the child believed existed, even though I did not threaten directly

205. What else kept them from telling about the sexual abuse?

SECTION 11 - QUESTIONS ABOUT THE PREVENTION OF SEXUAL ABUSE

206. Did any of the children that you were involved with attend a sexual abuse prevention program at school? yes ______ no ______

131
a) If yes, how did you deal with this type of information when they brought it up?

207. Did any of the child that you were involved with ever see a movie dealing with incest? yes ___ no ___
a) If yes, how did you deal with this type of information when they brought it up?

208. If yes to either 193 or 194, what do you think kept the children from using this information and reporting the abuse to someone?

How important would the following have been in preventing the child from being engaged in sexual contact by you:

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Important</th>
<th>Very Important</th>
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<tbody>
<tr>
<td>209. Never let people touch your &quot;private parts&quot;</td>
<td>1 2 3 4 5</td>
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<tr>
<td>210. Don't keep secrets from your parents</td>
<td>1 2 3 4 5</td>
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<tr>
<td>211. Learn about &quot;good&quot; and &quot;bad&quot; touches</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>212. Learn to say &quot;no&quot; to adults sometimes</td>
<td>1 2 3 4 5</td>
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<tr>
<td>213. Run away if someone makes you feel uncomfortable</td>
<td>1 2 3 4 5</td>
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<tr>
<td>214. If someone grabs you try to get away or resist</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>215. Yell or scream if you are touched in an uncomfortable or bad way</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>216. Yell or scream if an adult approaches</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>217. Don't take short cuts on your way home</td>
<td>1 2 3 4 5</td>
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</table>
To have kept the child from becoming sexually involved with you, how important would it have been for their mother to:

Not Important | Very Important

218. Spend more time with them so they didn't have to look for another adult to be with

219. Let their children know that they are loved

220. Let their children know that they can tell them anything without being scared

221. Know where your children are and what they are doing

222. Make sure that someone is around to watch your children if you can't be home with them

223. List two things that would make you decide not to choose a child as a victim:
   a) ________________________________________________________
   b) ________________________________________________________

224. List two things that would make you decide that it was not safe to do sexual things to a child that you had already chosen as a possible victim:
   a) ________________________________________________________
   b) ________________________________________________________

225. What else do you think may help keep other children from being abused?

___________________________________________________________

Thank you for your assistance in completing this questionnaire!!
APPENDIX B

Adolescent Modus Operandi Questionnaire
ADOLESCENT MODUS OPERANDI QUESTIONNAIRE - FORM E

THE FOLLOWING QUESTIONNAIRE DEALS WITH YOUR SEXUAL ABUSE OF CHILDREN/TEENS WHO WERE OUTSIDE OF YOUR IMMEDIATE FAMILY (FRIENDS, BROTHERS OR SISTERS OF FRIENDS, CHILDREN/TEENS THAT YOU DID NOT KNOW) OR RELATIVES WHO WERE NOT LIVING IN YOUR HOME.

FOR THE PURPOSE OF THIS QUESTIONNAIRE, SEXUAL ABUSE IS RESTRICTED TO PHYSICAL CONTACT BETWEEN YOU AND THE CHILD/TEEN AND IS DEFINED AS ACTS INCLUDING: TOUCHING THE CHILD'S GENITAL AREAS WITH A HAND OR OBJECT (I.E., BREASTS, VAGINA, PENIS, BUTTOCK, ANUS); HAVING HIM/HER TOUCH YOUR GENITAL AREAS WITH A HAND OR OBJECT (I.E., PENIS, BUTTOCK, ANUS, NIPPLES); ORAL - GENITAL CONTACT, ANAL INTERCOURSE, AND VAGINAL INTERCOURSE.

QUESTIONS ABOUT YOU

1. What is your age? _____ 2. What is your race? _____
3. Highest school grade completed at this time? ____
3a. Highest school grade completed at time of sexual offense? ____
4. Total number of months in sex offender treatment? ____
4a. Total number of months in sex offender treatment at this facility? ____
5. Were legal charges pressed against you? yes ____ no ____
6. What sexually related legal charge(s) were you found guilty of? ____________
6a. What was your sentence? _____ months _____ points
7. Have you been a victim of sexual abuse? yes ____ no ____
7a. Have you ever been sexually involved with a girl or woman who was older than you? yes ____ no ____
If yes: How old were you? _____ years old
How old was the girl/woman? _____ years old
How did you know her? ______________________
What did you do sexually with the older girl/woman? _____

Revised 4/22/93
8. If you have been sexually abused, answer the following questions
(If you have not been sexually abused, go to Page 3, Question 9):

a) Did you know the person/people who sexually abused you? ___ yes ___ no
   If yes, how did you know the person or people who abused you? _____

b) Were the people who abused you related to you? ___ yes ___ no ___
   If yes, how were the people who abused you related to you? _____

c) How old were you when you were sexually abused? _____ years old

d) How many different people were you abused by? ___________

e) How old were the people who abused you? _____ years old

f) Were you sexually abused by: ___ male ___ female ___ both

g) Over what period of time did the abuse continue? _____ years ___ months

h) During that time, how many times were you sexually abused? _______

i) What did the person/people who abused you do to you sexually? _______

j) What did the person/people who abused you make you do to them sexually?

k) What kinds of bribes or privileges did the person/people who abused you use to get you to cooperate with him/her?

l) What kinds of bribes or privileges did the person who abused you use to keep you quiet about the abuse?

m) What kinds of threats or force did the person/people who abused you use to get you to cooperate with him/her?
n) What kinds of threats or force did the person who abused you use to keep you quiet about the abuse?


o) Did you tell anyone that you were sexually abused? ___ yes ___ no
   How long after the abuse started did you tell? ___ years ___ months
   What happened when you told? __________________________

p) Did you receive any therapy after you were abused? ___ yes ___ no
   How long after the abuse did you enter therapy? ___ years ___ months

q) How was the way you sexually abused your victims similar to the way you had been sexually abused (e.g. age of the victim; use of bribes, threats, force; types of sexual acts; ways of keeping the victim silent; etc.)? Please give details.

QUESTIONS ABOUT THE CHILDREN THAT YOU HAVE SEXUALLY ABUSED

9. Did you sexually abuse any boys?   yes ___ no ___

10. How many boys did you abuse? ______

Please list the following information about each boy you abused:

<table>
<thead>
<tr>
<th>How was he related to you or how did you know him?</th>
<th>How old was he?</th>
<th>How long did you know him before you sexually abused him?</th>
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If you need more space for additional victims, use the back of this form.
11. Did you sexually abuse any girls?  yes ___ no ___

12. How many girls did you abuse? _____

Please list the following information about each girl you abused:

<table>
<thead>
<tr>
<th>How was she related to you or how did you know her?</th>
<th>How old was she?</th>
<th>How long did you know her before you sexually abused her?</th>
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If you need more space for additional victims, use the back of this form.

13. If you sexually abused both girls and boys, was the time before sexual contact typically shorter with:
    boys ___ girls ___ no difference ___ not involved w/both ___

14. What is the total number of children (boys and girls) you sexually abused? _____

14a. Where were the children you sexually abused living (check all that apply):
    a) In a single parent home? _____   d) With adoptive parents? _____
    b) With both natural parents? _____   e) In a group home? _____
    c) In a foster home? _____   f) As a runaway? _____

Were the children you abused usually... (Please indicate your answer by putting a checkmark in the blank after it.)

Please check only one blank per question.

15. Sex: Male ___ Female ___

    Black ___ Red ___

17. Race: White ___ Black ___ Hispanic ___
    Oriental ___ American Indian ___

18. Height: _____ inches (Tall ___ Average ___ Short ___)

19. Weight: _____ pounds (Slim ___ Average ___ Overweight ___)
Please check only one blank per question.

20. Age: 0-5 yrs. ___ 6-11 yrs. ___ 12-17 yrs. ___

21. Intelligence: Smart ___ Average ___ Slow ___

22. Activities: Involved in many ___ Some Activities ___
   (e.g., sports and clubs)  Not involved in any ___

Were the children you abused usually . . . (Please indicate your answer by putting a checkmark in the blank after it.)

23. Social: a) Rather be alone ___ Like to be with others ___
      b) Have a lot of friends ___ Have some friends ___
         Have few friends ___ Have no real friends ___

24. Emotional: a) Happy ___ Sad ___
      b) Quiet ___ Loud ___
      c) Nervous ___ Calm ___
      d) Want more time with parents ___ Have enough time ___
      e) Poor relationship with parents ___ Good relat. ___
      f) Want more time w/dad ___ Have enough time ___
      g) Want more time w/mom ___ Have enough time ___
      h) Emotionally Needy ___ Emotionally Satisfied ___
      i) In need of attention ___ Did not need attention ___
      j) Poor relat. w/mother ___ Good relat. w/mother ___
      k) Needs male attention ___ Has male attention ___
      l) Seen as a liar ___ Seen as honest ___
      m) Had been sexually abused before ___
         Had NOT been sexually abused before ___

25. Situation: a) One time sexual contact ___ Repeated contacts ___
      b) Sexual abuse of many children at one time ___
         Sexual abuse of a few children at one time ___
         Sexual abuse of one child at a time ___

26. What other things did you look for in choosing a victim? ____________
FOR THE REST OF THE QUESTIONNAIRE, ANSWER ITEMS ONLY FOR THE PREFERRED VICTIM SEX AND AGE GROUP (see below).

27. DID YOU PREFER BOYS ___ OR GIRLS ___ AS VICTIMS (Select only one)?

28. WHICH AGE GROUP DID YOU PREFER AS VICTIMS (Select only one age group)?
   0 to 5 yrs ___   6 to 11 yrs ___   12 to 17 yrs ___

29. What particular age child did you prefer? _____ years old

WHERE YOU FOUND THE CHILDREN THAT YOU SEXUALLY ABUSED

How likely were you to find victims in the following places:

<table>
<thead>
<tr>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Unlikely</th>
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</tr>
<tr>
<td>7</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

30. At the movies 1 2 3 4 5 6 7
31. At the video arcade 1 2 3 4 5 6 7
32. Isolated places 1 2 3 4 5 6 7
   (like fishing holes)
33. Parks 1 2 3 4 5 6 7
34. At the playground 1 2 3 4 5 6 7
35. At a shopping mall 1 2 3 4 5 6 7
36. A neighborhood near my home 1 2 3 4 5 6 7
37. A neighborhood far from my home 1 2 3 4 5 6 7
38. On the way to school 1 2 3 4 5 6 7
39. At school 1 2 3 4 5 6 7
40. By babysitting 1 2 3 4 5 6 7
41. At a swimming pool 1 2 3 4 5 6 7

42a. Where else did you find victims? _______________________________________

42b. My favorite place to find victims was: ___________________________________
WHERE YOU HAD ACCESS TO THE CHILDREN THAT YOU SEXUALLY ABUSED

How likely were you to get time alone to abuse your victims in the following ways:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Unlikely</td>
<td>Somewhat Likely</td>
<td>Very Likely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43. By babysitting

44. By taking them places

45. At my victim's home

46. At home - it was O.K. with my parents

47. At a friend or relative's house who it was O.K. with

48. By going swimming with them

49. By going for a car ride

50. Going to isolated places (like fishing holes)

51. Taking them to parks

52. On the way to school

53. At school

54. By taking them to the movies

55. By taking them to a playground

In what other places or ways did you get access to your victim?


141
HOW DID YOU GET THE CHILD TO TRUST YOU?

56. How important was it to get a victim to trust you? (circle one)

<table>
<thead>
<tr>
<th>Not important</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very important</th>
<th>5</th>
</tr>
</thead>
</table>

How often did you use the following ways to get victims to trust you?

<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

57. By spending a lot of time with them
58. By giving them attention
59. By telling them how special they are
60. By saying that you are the only one who really likes them
61. By taking them places
62. By giving them candy
63. By giving them toys
64. By giving them money
65. By giving them beer
66. By giving them cigarettes
67. By giving them drugs
68. By giving them other gifts
   a) What other gifts? ______________________
69. By treating them like a peer
70. By talking like you were their age (e.g., slang)
71. By threatening to tell lies on them (e.g., stealing)
<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4 5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72. By tricking them into feeling safe with you</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. By having another child who you've abused tell them it's okay</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. By talking with them about another abuser they know</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. Allowing them to smoke cigarettes</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76. Saying loving, caring things to them</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77. By giving them non-sexual physical affection</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78. By letting them think they are in control</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79. By protecting them</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80. By playing with them</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81. By being friends with them</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82. By doing what they like to do</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83. By always siding with them in arguments with their parents</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. By always siding with them in arguments with their friends</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. What other ways did you use to get children to trust you?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

143
86. How old were your victims when you began to sexually abuse them? ____ years

87. Did you try to:
   a) Have a real friendship with them before the sexual abuse? yes no
   b) Pretend to have a friendship with them? yes no

88. What were the three most common things that you did together before the abuse began?
   a) ____________________ b) ____________________ c) ____________________

89. Did you usually buy them special things before the abuse began? yes no
   a) If yes, what kinds of things? ____________________

90. Did you usually take them special places before the abuse began? yes no
   a) If yes, where? ____________________

91. Did you give them money before the abuse began? yes no

92. About how many hours total did you spend with them during the week, before the abuse began (Monday to Friday)? ____ hours

92a. About how many hours did you spend with them alone during the week, before the abuse began (Monday to Friday)? ____ hours

93. About how many hours total did you spend with them on weekends, before the abuse began (Saturday & Sunday)? ____ hours

93a. About how many hours did you spend with them alone on weekends, before the abuse began (Saturday & Sunday)? ____ hours

94. How did you first bring up the idea of getting into sexual activities?

95. Did you sexually abuse the child the first time that you suggested sexual activity? yes no
   a) If not, how many times did you have to bring the idea up before it happened (on the average)? ____ times
96. How did you know that it was safe for you to begin the sexual activity?

97. Did you test the children to see if they would tell their parents about the sexual abuse?  yes no
   a) If yes, how did you test them?

QUESTIONS ABOUT THE SEXUAL CONTACT

98. What would you estimate was the average number of times that you would sexually abuse the child each month? ___ times a month

99. Over what period of time did you usually sexually abuse a victim?  How many weeks/months/years? ___ weeks  ___ months  ___ years

100. How long was each sexual contact on the average?  How many minutes or hours? ___ minutes  ___ hours

101. What did you do to them sexually? ___________________________

102. What did you make them do to you sexually? ___________________________

103. Did their parents usually know that you were spending time alone with the child?  yes no

104. Did any of them ever complain that you were spending too much time alone with their child?  yes no

105. After the sexual abuse began, about how many hours total did you spend with them during the week, (Monday-Friday)? ___ hours

105a. After the sexual abuse began, about how many hours did you spend alone with them during the week, (Monday-Friday)? ___ hours

106. After the sexual abuse began, about how many hours total did you spend with them on the weekends (Saturday & Sunday)? ___ hours

106a. After the sexual abuse began, about how many hours did you spend alone with them on the weekends (Saturday & Sunday)? ___ hours
107. Did the children have to lie to their parents about why they were spending so much time with you?  yes  no

108. Did you ever help them prepare lies for their parents?  yes  no
   a) If yes, what lies did you like to use?  __________________________

109. Were there ever people in your victim's family who suspected you of sexually abusing the child?  yes  no
   a) If yes, how did you deal with this?  __________________________

110. Did the child's parents know about the sexual abuse?  yes  no
   a) If yes, how did they know?  __________________________
   b) If yes, what kept them from reporting you?  __________________________

111. Were you ever confronted by a parent?  yes  no
   a) If yes, what did you do to convince them that they were mistaken?  __________________________

ENTICEMENTS TO GAIN COOPERATION

How often did you use the following ways to get the victim to do sexual things with you?:

<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3  4  5  6  7</td>
</tr>
</tbody>
</table>

112. By talking about sex more  1  2  3  4  5  6  7

113. By encouraging them to be more sexually open over time (e.g., wear less clothes)  1  2  3  4  5  6  7

114. By being more sexually open myself (e.g., I wore less clothes)  1  2  3  4  5  6  7
<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>115. By slowly introducing more sexual touching over time</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>116. By telling them that all their friends have had sex by now</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>117. By starting sexual contact as if it were no big deal</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>118. By starting sexual contact when the child seemed helpless</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>119. By getting the child very curious about sex</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>120. By getting the child sexually excited</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>121. Saying loving, caring things to them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>122. Giving them non-sexual, physical affection (e.g. hugs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>123. By playing nonsexual games with them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>124. Giving them attention</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>125. By complimenting them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>126. Giving them money over time</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>127. Giving them gifts over time</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>128. By telling them how special they are to be doing this with you</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

129. Giving them something just before or after the sexual abuse. Such as:

- a) Candy | 1 2 3 4 5 6 7
- b) Money | 1 2 3 4 5 6 7
- c) Toys | 1 2 3 4 5 6 7
- d) Beer | 1 2 3 4 5 6 7
- e) Drugs | 1 2 3 4 5 6 7
- f) Cigarettes | 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>7</td>
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</tbody>
</table>

130. By giving them other gifts

If yes, what other gifts? ________________________________

131. By telling them that you will like them more

132. By saying that you will take them places

133. By saying that you will spend more time with them

134. By having one of their friends, who you've abused with, say it's O.K.

135. By talking with them about another person who has abused them

By showing them magazines with:

136. Naked adults or adults doing sexual things

137. Naked children in them

138. Children doing sexual things

By showing them pictures of:

139. Naked adults or adults doing sexual things

140. Naked children

141. Children doing sexual things

By showing them movies or video tapes of:

142. Adults doing sexual things

143. Children doing sexual things

148
<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>144. Themself with clothes off</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>145. Themself with their clothes on</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>By taking 25mm or Polaroid pictures of:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146. Themself with their clothes off</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>147. Themself with their clothes on</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>148. Having them watch you sexually abuse other children</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>149. Having them watch other children doing sexual things with each other</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150. Having them do sexual things with other children</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>151. Buying them bathing suits</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>152. Buying them underwear or sleepwear</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>153. Buying them other clothes</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>154. By telling them if they want to act older, they need to have sex</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>155. By telling them you are going to teach them something</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>156. By telling them it's &quot;cool&quot; to have sex</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>157. By telling them someone did this to you when you were younger and it's okay</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>158. Other ways that I used to get children involved in sexual activity were:</td>
<td></td>
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</tbody>
</table>

149
## Threats and Other Methods to Gain Cooperation

How often did you use the following ways to get the victim to do sexual things with you?:

<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

159. Threatening to tell someone they had sex with you
160. Threats to make up things to get them in trouble
161. Threaten you’ll go to jail
162. Threaten they’ll go to jail
163. Making them feel like you’re in control
164. Threats to hit them
165. Threats to tie them up
166. Threats to hurt them with a gun
167. Threats to hurt them with a knife
168. Threats to hurt them with another object

What object? __________

169. Threats to hurt their brother or sister
170. Threats to hurt their parents
171. Threats to hurt other friends or relatives of theirs
172. Threats to hurt their pet
173. Threats to kill them
174. Threats to kill their brother or sister
175. Threats to kill their parents
<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>176. Threats to kill other friends or relatives of theirs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>177. Threats to kill their pet</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>178. Threats to not play with them anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>179. Threats to not let them hang around with you anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>180. Threats to break something that belongs to them (eg. a toy)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>181. Get them drunk with beer or other kind of liquor</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>182. Get them high with marijuana or other drugs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>183. Get them high with prescription drugs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>184. Tie them up</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>185. Break something that belongs to them in front of them (eg. a toy)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>186. Hurt a pet in front of them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>187. Hurting a friend of theirs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>188. Hurt a family member in front of them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>189. Saying that they must not really love you if they won't do the sexual things that you ask them to</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190. Hitting or grabbing them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>191. Forcing them to participate</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>192. Child believed that I would hurt them, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Not At All | Sometimes | Almost Always
---|---|---
1 | 2 | 3 | 4 | 5 | 6 | 7

193. Child believed that I would hurt a family member, although I did not threaten them directly

194. Child believed that I would get them in trouble, although I did not threaten them directly

195. Other threats that the child believed existed, even though I did not threaten directly

196. What other threats or methods did you use to get the child to engage in sexual activity?

| Not At All | Sometimes | Almost Always |
---|---|---|---|---|---|---|---|---|---|---|---|---|
1 | 2 | 3 | 4 | 5 | 6 | 7

### KEEPING THE CHILD QUIET ABOUT THE SEXUAL CONTACT

How often did you use the following ways of keeping the victim from telling about the sexual abuse?

| Not At All | Sometimes | Almost Always |
---|---|---|---|---|---|---|---|---|---|---|---|---|
1 | 2 | 3 | 4 | 5 | 6 | 7

197. Telling them you'll have to live somewhere else if they tell

198. Telling them they will have to live somewhere else if they tell

199. Telling them that you'd go to jail or get in trouble

200. Telling them that they'd go to jail or get in trouble

152
<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>201. Telling them that they would not be able to spend time with you if anyone knew</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202. Telling them that they would not be able to go places with you if they told</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>203. Telling them you would not be able to give them things if other people knew</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>204. Telling them that you would not like them anymore if they told</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>205. Threats to tell on them about their sexual activity</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>206. Threats to tell on them about misbehaviors</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>207. Telling them their parents would not love them anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>208. Threats that you won’t play with them anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>209. Threats to not let them hang around with you anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210. Threats to break something that belongs to them (eg. a toy)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211. Threats to hit them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212. Threats to tie them up</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>213. Threats to hurt them with a gun</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>214. Threats to hurt them w/knife</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>215. Threats to hurt them with another object</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What object?

216. Threats to hurt their brother or sister | 1 2 3 4 5 6 7 |           |               |
<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>217. Threats to hurt their parents</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>218. Threats to hurt other friends or relatives</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>219. Threats to hurt their pet</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>220. Threats to kill their brother or sister</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>221. Threats to kill their parents</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>222. Threats to kill other friends or relatives</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>223. Threats to kill their pet</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>224. Breaking something that belongs to them in front of them (eg. a toy)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>225. Hurting a friend in front of them as a warning</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>226. Hurting them as a warning (such as hitting or grabbing)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>227. Not hanging around with them or playing with them anymore as a warning</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>228. Threat that other people will think that child is gay or queer</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>229. Threat that child's parents will not accept them because they have had sex</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230. I counted on the fact that our family doesn't talk about sexual matters</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>231. I counted on the child feeling like it was his/her fault</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>232. I counted wanting to continue spending time with me</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
233. I counted on child thinking that they would get into trouble

234. Child believed that I would hurt them, although I did not threaten them directly

235. Child believed that I would hurt a family member although I did not threaten them directly

236. Child believed that I would get them in trouble, although I did not threaten them directly

237. What else was the child afraid of even though you didn't threaten them in that way?

238. What else kept them from telling about the sexual abuse?

QUESTIONS ABOUT THE PREVENTION OF SEXUAL ABUSE

239. Did any of the children that you were involved with attend a sexual abuse prevention program at school? yes ___ no ___
   a) If yes, how did you deal with this type of information when they brought it up?

240. Did any of the child that you were involved with ever see a movie or T.V. show dealing with sexual abuse? yes ___ no ___
   a) If yes, how did you deal with this type of information when they brought it up?
241. If you answered yes to either 239 or 240, what do you think kept the children from using this information and reporting the abuse to someone? ________________________________

How important would the following have been in preventing your victim from being sexually abused by you?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

242. Never let people touch your "private parts"  

243. Don't keep secrets from your parents  

244. Learn about good and bad touches  

245. Learn to say "no" to older people sometimes  

246. Run away if someone makes you feel uncomfortable  

247. If someone grabs you, try to get away or fight  

248. Yell or scream if you are in touch in an uncomfortable or bad way  

249. Yell or scream if an adult approaches  

250. Don't take shortcuts on your way home  

To have kept the child from being sexually abused by you, how important would it have been for his/her parents to:

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

251. Spend more time with them so they didn't have to look for someone else to be with  

156
252. Let their children know that they are loved
1 2 3 4 5

253. Let their children know that they can tell them anything without being scared
1 2 3 4 5

254. Know where your children are and what they are doing
1 2 3 4 5

255. Make sure that someone responsible is watching your children if you can't be home with them
1 2 3 4 5

256. List two things that would make you decide not to choose a particular child as a victim:

a) ________________________________________________________

b) ________________________________________________________

257. List two things that would make you decide that it was not safe to sexually abuse a child that you were thinking about abusing:

a) ________________________________________________________

b) ________________________________________________________

258. What else do you think may help keep other children from being abused?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Thank you for your assistance in completing this questionnaire!!
ADOLESCENT MODUS OPERANDI QUESTIONNAIRE - FORM I

THE FOLLOWING QUESTIONNAIRE DEALS WITH YOUR SEXUAL ABUSE OF CHILDREN/TEENS WHO WERE A PART OF YOUR IMMEDIATE FAMILY (YOUR SISTER, BROTHER, STEP-SISTER, STEP-BROTHER) OR SOME OTHER RELATIVES WHO WERE LIVING IN YOUR HOME.

FOR THE PURPOSE OF THIS QUESTIONNAIRE, SEXUAL ABUSE IS RESTRICTED TO PHYSICAL CONTACT BETWEEN YOU AND THE CHILD/TEEN AND IS DEFINED AS ACTS INCLUDING: TOUCHING THE CHILD'S GENITAL AREAS WITH A HAND OR OBJECT (I.E., BREASTS, VAGINA, PENIS, BUTTOCK, ANUS); HAVING HIM/HER TOUCH YOUR GENITAL AREAS WITH A HAND OR OBJECT (I.E., PENIS, BUTTOCK, ANUS, NIPPLES); ORAL - GENITAL CONTACT, ANAL INTERCOURSE, AND VAGINAL INTERCOURSE.

QUESTIONS ABOUT YOU

1. What is your age? _____
2. What is your race? _____
3. Highest school grade completed at this time? ____
3a. Highest school grade completed at time of sexual offense? ____
4. Total number of months in sex offender treatment? ____
4a. Total number of months in sex offender treatment at this facility? ____
5. Were legal charges pressed against you? yes ____ no ____
6. What sexually related legal charge(s) were you found guilty of? ____________________________
6a. What was your sentence? ____ months ____ points
7. Have you been a victim of sexual abuse? yes ____ no ____
7a. Have you ever been sexually involved with a girl or woman who was older than you? yes ____ no ____
   If yes: How old were you? ____ years old
   How old was the girl/woman? ____ years old
   How did you know her? ____________________________
   What did you do sexually with the older girl/woman? ______

Revised 4/21/93
8. If you have been sexually abused, answer the following questions (If you have not been sexually abused, go to Page 3, Question 9):

a) Did you know the person/people who sexually abused you? ___ yes ___ no

If yes, how did you know the person or people who abused you? _____

b) Were the people who abused you related to you? ___ yes ___ no

If yes, how were the people who abused you related to you? _____

c) How old were you when you were sexually abused? _____ years old

d) How many different people were you abused by? _____

e) How old were the people who abused you? _____ years old

f) Were you sexually abused by: ___ male ___ female ___ both

g) Over what period of time did the abuse continue? ___ years ___ months

h) During that time, how many times were you sexually abused? _____

i) What did the person/people who abused you do to you sexually? _____

j) What did the person/people who abused you make you do to them sexually?

k) What kinds of bribes or privileges did the person/people who abused you use to get you to cooperate with him/her?

l) What kinds of bribes or privileges did the person who abused you use to keep you quiet about the abuse?

m) What kinds of threats or force did the person/people who abused you use to get you to cooperate with him/her?
n) What kinds of threats or force did the person who abused you use to keep you quiet about the abuse?


o) Did you tell anyone that you were sexually abused?  ____ yes  ____ no
   How long after the abuse started did you tell?  ____ years  ____ months
   What happened when you told?


p) Did you receive any therapy after you were abused?  ____ yes  ____ no
   How long after the abuse did you enter therapy?  ____ years  ____ months

q) How was the way you sexually abused your victims similar to the way you had been sexually abused (e.g. age of the victim; use of bribes, threats, force; types of sexual acts; ways of keeping the victim silent; etc.)? Please give details.


QUESTIONS ABOUT THE CHILDREN THAT YOU HAVE SEXUALLY ABUSED

9. Did you sexually abuse any boys?  yes  ____ no  ____
10. How many boys did you abuse?  ____
   Please list the following information about each boy you abused:

<table>
<thead>
<tr>
<th>How was he related to you or how did you know him?</th>
<th>How old was he?</th>
<th>How long did you know him before you sexually abused him?</th>
</tr>
</thead>
<tbody>
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</table>

If you need more space for additional victims, use the back of this form.
11. Did you sexually abuse any girls? yes ___ no ____

12. How many girls did you abuse? ____

Please list the following information about each girl you abused:

How was she related to you or how did you know her? How old was she? How long did you know her before you sexually abused her?

_________________________ ___________________________ ___________________________

_________________________ ___________________________ ___________________________

If you need more space for additional victims, use the back of this form.

13. If you sexually abused both girls and boys, was the time before sexual contact typically shorter with:

boys ___ girls ___ no difference ____ not involved w/both ___

14. What is the total number of children (boys and girls) you sexually abused? _____

14a. Where were the children you sexually abused living (check all that apply):

a) In a single parent home? ____ d) With adoptive parents? ____

b) With both natural parents? ____ e) In a group home? ____

c) In a foster home? ____ f) As a runaway? ____

Were the children you abused usually... (Please indicate your answer by putting a checkmark in the blank after it.)

Please check only one blank per question.

15. Sex: Male ____ Female ____


Black ____ Red ____

17. Race: White ____ Black ____ Hispanic ____

Oriental ____ American Indian ____

18. Height: _____ inches (Tall ____ Average ____ Short ____)

19. Weight: _____ pounds (Slim ____ Average ____ Overweight ____)
Please check only one blank per question.

20. Age: 0-5 yrs. ___ 6-11 yrs. ___ 12-17 yrs. ___

21. Intelligence: Smart ___ Average ___ Slow ___

22. Activities: Involved in many ___ Some Activities ___
(e.g., sports and clubs) Not involved in any ___

Were the children you abused usually... (Please indicate your answer by putting a checkmark in the blank after it.)

23. Social: a) Rather be alone ___ Like to be with others ___
   b) Have a lot of friends ___ Have some friends ___
      Have few friends ___ Have no real friends ___

24. Emotional: a) Happy ___ Sad ___
   b) Quiet ___ Loud ___
   c) Nervous ___ Calm ___
   d) Want more time with parents ___ Have enough time ___
   e) Poor relationship with parents ___ Good relat. ___
   f) Want more time w/dad ___ Have enough time ___
   g) Want more time w/mom ___ Have enough time ___
   h) Emotionally Needy ___ Emotionally Satisfied ___
   i) In need of attention ___ Did not need attention ___
   j) Poor relat. w/mother ___ Good relat. w/mother ___
   k) Needs male attention ___ Has male attention ___
   l) Seen as a liar ___ Seen as honest ___

25. Situation: m) Had been sexually abused before ___
   Had NOT been sexually abused before ___
   a) One time sexual contact ___ Repeated contacts ___
   b) Sexual abuse of many children at one time ___
      Sexual abuse of a few children at one time ___
      Sexual abuse of one child at a time ___

26. What other things did you look for in choosing a victim? _________

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FOR THE REST OF THE QUESTIONNAIRE, ANSWER ITEMS ONLY FOR THE PREFERRED VICTIM SEX AND AGE GROUP (see below).

27. DID YOU PREFER BOYS ____ OR GIRLS ____ AS VICTIMS (Select only one)?

28. WHICH AGE GROUP DID YOU PREFER AS VICTIMS (Select only one age group)?
   0 to 5 yrs ____  6 to 11 yrs ____  12 to 17 yrs ____

29. What particular age child did you prefer? ____ years old

*******************************************************************************

WHERE YOU HAD ACCESS TO THE CHILDREN THAT YOU SEXUALLY ABUSED

How likely were you to get time alone to abuse your victims in the following ways:

<table>
<thead>
<tr>
<th></th>
<th>Very Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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</table>

30. By babysitting                  1 2 3 4 5 6 7
31. On weekend visits (if parents divorced) 1 2 3 4 5 6 7
32. By sharing a bedroom           1 2 3 4 5 6 7
33. By taking them places          1 2 3 4 5 6 7
34. At my victim's home (if you lived in separate homes) 1 2 3 4 5 6 7
35. At home - it was O.K. with my parents 1 2 3 4 5 6 7
36. At a friend or relative's house who it was O.K. with 1 2 3 4 5 6 7
37. By giving them a bath           1 2 3 4 5 6 7
38. By taking a bath/shower with them 1 2 3 4 5 6 7
39. By going swimming with them     1 2 3 4 5 6 7
40. By having them sleep in my bed  1 2 3 4 5 6 7
41. By sleeping in their bed        1 2 3 4 5 6 7

163
42. By watching T.V. on the couch with them 1 2 3 4 5 6 7
43. By going for a car ride 1 2 3 4 5 6 7
44. Taking them to the movies 1 2 3 4 5 6 7
45. Taking them to the video arcade 1 2 3 4 5 6 7
46. Going to isolated places (like fishing holes) 1 2 3 4 5 6 7
47. Taking them to parks 1 2 3 4 5 6 7
48. Going to a playground 1 2 3 4 5 6 7
49. Going to a shopping mall 1 2 3 4 5 6 7
50. On the way to school 1 2 3 4 5 6 7
51. At school 1 2 3 4 5 6 7

52. In what other places or ways did you get access to your victim?

******************************************************************************
HOW DID YOU GET THE CHILD TO TRUST YOU?
******************************************************************************

53. How much did the child trust you before the abuse began? (circle one)

Not at all | A little | Somewhat | A lot | Completely
-----------|----------|----------|-------|-----------
1          | 2        | 3        | 4     | 5         

54. How much did the child trust you while the abuse was going on? (circle one)

Not at all | A little | Somewhat | A lot | Completely
-----------|----------|----------|-------|-----------
1          | 2        | 3        | 4     | 5         

55. How much did the child trust you after the abuse? (circle one)

Not at all | A little | Somewhat | A lot | Completely
-----------|----------|----------|-------|-----------
1          | 2        | 3        | 4     | 5         

164
56. How important was it to get a victim to trust you? (circle one)

<table>
<thead>
<tr>
<th>Not important</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very important</th>
<th>5</th>
</tr>
</thead>
</table>

How often did you use the following ways to get victims to trust you?

<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

57. By spending a lot of time with them

58. By giving them attention

59. By telling them how special they are

60. By saying that you are the only one who really likes them

61. By taking them places

62. By giving them candy

63. By giving them toys

64. By giving them money

65. By giving them beer

66. By giving them cigarettes

67. By giving them drugs

68. By giving them other gifts

   a) What other gifts? ____________________________________________

69. By treating them like a peer

70. By talking like you were their age (e.g., slang)

71. By threatening to tell lies on them (e.g., stealing)
Sometimes

Almost Always

Not at All

Sometimes
FROM THE TIME PRIOR TO THE SEXUAL CONTACT TO WHEN THE SEXUAL CONTACT BEGAN

86. How old were your victims when you began to sexually abuse them? ___ years

87. Did you try to:
   a) Have a real friendship with them before the sexual abuse? yes no
   b) Pretend to have a friendship with them? yes no

88. What were the three most common things that you did together before the abuse began?
   a)___________________ b)___________________ c)___________________

89. Did you usually buy them special things before the abuse began? yes no
   a) If yes, what kinds of things?

90. Did you usually take them special places before the abuse began? yes no
   a) If yes, where?

91. Did you give them money before the abuse began? yes no

92. About how many hours total did you spend with them during the week, before the abuse began (Monday to Friday) ___ hours

92a. About how many hours did you spend with them alone during the week, before the abuse began (Monday to Friday)? ___ hours

93. About how many hours total did you spend with them on weekends, before the abuse began (Saturday & Sunday)? ___ hours

93a. About how many hours did you spend with them alone on weekends, before the abuse began (Saturday & Sunday)? ___ hours

94. How did you first bring up the idea of getting into sexual activities?

95. Did you sexually abuse the child the first time that you suggested sexual activity? yes no
   a) If not, how many times did you have to bring the idea up before it happened (on the average)? ___ times
96. How did you know that it was safe for you to begin the sexual activity?

97. Did you test the children to see if they would tell their parents about the sexual abuse?  
   yes  no  
   a) If yes, how did you test them?

Questions about the sexual contact

98. What would you estimate was the average number of times that you would sexually abuse the child each month?  
   ___ times a month

99. Over what period of time did you usually sexually abuse a victim?  How many weeks/months/years?  
   ___ weeks  ___ months  ___ years

100. How long was each sexual contact on the average?  How many minutes or hours?  
     ___ minutes  ___ hours

101. What did you do to them sexually?

102. What did you make them do to you sexually?

103. Did their parents usually know that you were spending time alone with the child?  
     yes  no

104. Did any of them ever complain that you were spending too much time alone with their child?  
     yes  no

105. After the sexual abuse began, about how many hours total did you spend with them during the week, (Monday-Friday)?  
     ___ hours

105a. After the sexual abuse began, about how many hours did you spend alone with them during the week, (Monday-Friday)?  
       ___ hours

106. After the sexual abuse began, about how many hours total did you spend with them on the weekends (Saturday & Sunday)?  
      ___ hours

106a. After the sexual abuse began, about how many hours did you spend alone with them on the weekends (Saturday & Sunday)?  
        ___ hours
107. Did the children have to lie to their parents about why they were spending so much time with you? yes no

108. Did you ever help them prepare lies for their parents? yes no
   a) If yes, what lies did you like to use? ____________________________

109. Were there ever people in your victim's family who suspected you of sexually abusing the child? yes no
   a) If yes, how did you deal with this? ____________________________

110. Did the child's parents know about the sexual abuse? yes no
   a) If yes, how did they know? ____________________________
   b) If yes, what kept them from reporting you? ____________________________

111. Were you ever confronted by a parent? yes no
   a) If yes, what did you do to convince them that they were mistaken? ___________

******************************************************************************

ENTICEMENTS TO GAIN COOPERATION

How often did you use the following ways to get the victim to do sexual things with you?:

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
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</table>

112. By talking about sex more

113. By encouraging them to be more sexually open over time (e.g., wear less clothes)

114. By being more sexually open myself (e.g., I wore less clothes)
<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

115. By slowly introducing more sexual touching over time
116. By telling them that all their friends have had sex by now
117. By starting sexual contact as if it were no big deal
118. By starting sexual contact when the child seemed helpless
119. By getting the child very curious about sex
120. By getting the child sexually excited
121. Saying loving, caring things to them
122. Giving them non-sexual, physical affection (e.g. hugs)
123. By playing nonsexual games with them
124. Giving them attention
125. By complimenting them
126. Giving them money over time
127. Giving them gifts over time
128. By telling them how special they are to be doing this with you
129. Giving them something just before or after the sexual abuse. Such as:

   a) Candy 1 2 3 4 5 6 7
   b) Money 1 2 3 4 5 6 7
   c) Toys 1 2 3 4 5 6 7
   d) Beer 1 2 3 4 5 6 7
   e) Drugs 1 2 3 4 5 6 7
   f) Cigarettes 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>130. By giving them other gifts</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>If yes, what other gifts?</td>
<td></td>
</tr>
<tr>
<td>131. By telling them that you will like them more</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>132. By saying that you will take them places</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>133. By saying that you will spend more time with them</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>134. By having one of their friends, who you've abused with say it's O.K.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>135. By talking with them about another person who has abused them</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>By showing them magazines with:</td>
<td></td>
</tr>
<tr>
<td>136. Naked adults or adults doing sexual things</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>137. Naked children in them</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>138. Children doing sexual things</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>By showing them pictures of:</td>
<td></td>
</tr>
<tr>
<td>139. Naked adults or adults doing sexual things</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>140. Naked children</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>141. Children doing sexual things</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>By showing them movies or video tapes of:</td>
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<tr>
<td>142. Adults doing sexual things</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>143. Children doing sexual things</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Not At All</td>
<td>Sometimes</td>
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<tr>
<td>1 2 3 4 5 6 7</td>
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</table>

144. Themself with clothes off
145. Themself with their clothes on

By taking 35mm or polaroid pictures of:
146. Themself with their clothes off
147. Themself with their clothes on

148. Having them watch you sexually abuse other children
149. Having them watch other children doing sexual things with each other
150. Having them do sexual things with other children
151. Buying them bathing suits
152. Buying them underwear or sleepwear
153. Buying them other clothes
154. By telling them if they want to act older, they need to have sex
155. By telling them you are going to teach them something
156. By telling them it's "cool" to have sex
157. By telling them someone did this to you when you were younger and it's okay

158. Other ways that I used to get children involved in sexual activity were:

---

172
THREATS AND OTHER METHODS TO GAIN COOPERATION

How often did you use the following ways to get the victim to do sexual things with you?

<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</table>

159. Threatening to tell someone they had sex with you

160. Threats to make up things to get them in trouble

161. Threaten you’ll go to jail

162. Threaten they’ll go to jail

163. Making them feel like you’re in control

164. Threats to hit them

165. Threats to tie them up

166. Threats to hurt them with a gun

167. Threats to hurt them with a knife

168. Threats to hurt them with another object

What object? ____________________________________________

169. Threats to hurt their brother or sister

170. Threats to hurt their parents

171. Threats to hurt other friends or relatives of theirs

172. Threats to hurt their pet

173. Threats to kill them

174. Threats to kill their brother or sister

175. Threats to kill their parents

173
<table>
<thead>
<tr>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>176. Threats to kill other friends or relatives of theirs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>177. Threats to kill their pet</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>178. Threats to not play with them anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>179. Threats to not let them hang around with you anymore</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>180. Threats to break something that belongs to them (eg. a toy)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>181. Get them drunk with beer or other kind of liquor</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>182. Get them high with marijuana or other drugs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>183. Get them high with prescription drugs</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>184. Tie them up</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>185. Break something that belongs to them in front of them (eg. a toy)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>186. Hurt a pet in front of them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>187. Hurting a friend of theirs</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>188. Hurt a family member in front of them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>189. Saying that they must not really love you if they won't do the sexual things that you ask them to</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>190. Hitting or grabbing them</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>191. Forcing them to participate</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>192. Child believed that I would hurt them, although I did not threaten them directly</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td></td>
<td>Not At All</td>
<td>Sometimes</td>
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</tbody>
</table>

**193.** Child believed that I would hurt a family member, although I did not threaten them directly

**194.** Child believed that I would get them in trouble, although I did not threaten them directly

**195.** Other threats that the child believed existed, even though I did not threaten directly

**196.** What other threats or methods did you use to get the child to engage in sexual activity?

**KEEPING THE CHILD QUIET ABOUT THE SEXUAL CONTACT**

How often did you use the following ways of keeping the victim from telling about the sexual abuse?

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
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<tbody>
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<td>7</td>
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</tbody>
</table>

**197.** Telling them you’ll have to live somewhere else if they tell

**198.** Telling them they will have to live somewhere else if they tell

**199.** Telling them that you’d go to jail or get in trouble

**200.** Telling them that they’d go to jail or get in trouble
<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
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<td>6</td>
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</tbody>
</table>

201. Telling them that they would not be able to spend time with you if anyone knew

202. Telling them that they would not be able to go places with you if they told

203. Telling them you would not be able to give them things if other people knew

204. Telling them that you would not like them anymore if they told

205. Threats to tell on them about their sexual activity

206. Threats to tell on them about misbehaviors

207. Telling them their parents would not love them anymore

208. Threats that you won’t play with them anymore

209. Threats to not let them hang around with you anymore

210. Threats to break something that belongs to them (eg. a toy)

211. Threats to hit them

212. Threats to tie them up

213. Threats to hurt them with a gun

214. Threats to hurt them w/knife

215. Threats to hurt them with another object

216. Threats to hurt their brother or sister

What object? ________________

176
| 217. Threats to hurt their parents | 1 2 3 4 5 6 7 |
| 218. Threats to hurt other friends or relatives | 1 2 3 4 5 6 7 |
| 219. Threats to hurt their pet | 1 2 3 4 5 6 7 |
| 220. Threats to kill their brother or sister | 1 2 3 4 5 6 7 |
| 221. Threats to kill their parents | 1 2 3 4 5 6 7 |
| 222. Threats to kill other friends or relatives | 1 2 3 4 5 6 7 |
| 223. Threats to kill their pet | 1 2 3 4 5 6 7 |
| 224. Breaking something that belongs to them in front of them (eg. a toy) | 1 2 3 4 5 6 7 |
| 225. Hurting a friend in front of them as a warning | 1 2 3 4 5 6 7 |
| 226. Hurting them as a warning (such as hitting or grabbing) | 1 2 3 4 5 6 7 |
| 227. Not hanging around with them or playing with them anymore as a warning | 1 2 3 4 5 6 7 |
| 228. Threat that other people will think that child is gay or queer | 1 2 3 4 5 6 7 |
| 229. Threat that child’s parents will not accept them because they have had sex | 1 2 3 4 5 6 7 |
| 230. I counted on the fact that our family doesn’t talk about sexual matters | 1 2 3 4 5 6 7 |
| 231. I counted on the child feeling like it was his/her fault | 1 2 3 4 5 6 7 |
| 232. I counted wanting to continue spending time with me | 1 2 3 4 5 6 7 |
233. I counted on child thinking that they would get into trouble

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<th>7</th>
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</thead>
</table>

234. Child believed that I would hurt them, although I did not threaten them directly

<table>
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<tr>
<th>1</th>
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<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

235. Child believed that I would hurt a family member although I did not threaten them directly

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<thead>
<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

236. Child believed that I would get them in trouble, although I did not threaten them directly

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
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</table>

237. What else was the child afraid of even though you didn't threaten them in that way?

________________________________________________________________________

238. What else kept them from telling about the sexual abuse?

________________________________________________________________________

QUESTIONS ABOUT THE PREVENTION OF SEXUAL ABUSE

239. Did any of the children that you were involved with attend a sexual abuse prevention program at school? yes ___ no ___

a) If yes, how did you deal with this type of information when they brought it up?

________________________________________________________________________

240. Did any of the child that you were involved with ever see a movie or T.V. show dealing with sexual abuse? yes ___ no ___

a) If yes, how did you deal with this type of information when they brought it up?

________________________________________________________________________

178
241. If you answered yes to either 239 or 240, what do you think kept the children from using this information and reporting the abuse to someone? ________________________________________________

How important would the following have been in preventing your victim from being sexually abused by you?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

242. Never let people touch your "private parts"  
243. Don't keep secrets from your parents  
244. Learn about good and bad touches  
245. Learn to say "no" to older people sometimes  
246. Run away if someone makes you feel uncomfortable  
247. If someone grabs you, try to get away or fight  
248. Yell or scream if you are in touch in an uncomfortable or bad way  
249. Yell or scream if an adult approaches  
250. Don't take shortcuts on your way home

To have kept the child from being sexually abused by you, how important would it have been for his/her parents to:

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

251. Spend more time with them so they didn't have to look for someone else to be with  

179
252. Let their children know that they are loved  
253. Let their children know that they can tell them anything without being scared  
254. Know where your children are and what they are doing  
255. Make sure that someone responsible is watching your children if you can't be home with them  
256. List two things that would make you decide not to choose a particular child as a victim:  
   a)  
   b)  
257. List two things that would make you decide that it was not safe to sexually abuse a child that you were thinking about abusing:  
   a)  
   b)  
258. What else do you think may help keep other children from being abused?  
   
Thank you for your assistance in completing this questionnaire!!
APPENDIX C

Consent Forms
CHILDREN'S HOSPITAL RESEARCH FOUNDATION
Columbus, Ohio 43205
CONSENT TO RESEARCH TREATMENT OR PROCEDURES

A. I consent to participate in the following study,

1. Legal Name:_____________________________________
2. Date of Birth:___________________________________
3. Full title of study - Primary Prevention Research on Child Sexual Abuse in the Family
4. Expected Duration of Participation: 90 minutes
5. Principle Investigator: Keith L. Kaufman, Ph.D.
6. Experimental Procedures: Participants will be asked to complete a questionnaire regarding the modus operandi of perpetrators of sexual abuse (that is, the way in which they choose their victims, gain their trust, obtain their cooperation, etc.). Participation involves completion of the questionnaire during the course of a single testing session. A rating form will also be completed by program staff to classify participants who were involved with victims outside of their family. This will be done in such a way as to maintain participants' anonymity.

B. Specific Information

1. Purpose of Study - The purpose of this study is to collect information from perpetrators of sexual abuse that can be used to design more effective prevention and intervention programs to protect children from becoming victims of sexual abuse. The study will involve an investigation of the way in which an abuser goes about gaining a child's trust, the types of threats or incentives he uses to get a child to cooperate in sexual acts, where he finds and how he selects his victims and the approaches he uses to keep the victim silent (his "modus operandi"). Participants will be asked to complete an anonymous 'pencil and paper' questionnaire which is intended to provide information to improve child abuse prevention programs. Program staff will complete a simple rating form which will help us determine if different groups of perpetrators use different modus operandi. These ratings will only be completed for participants who were primarily involved with victims outside of their family.

2. Appropriate alternative treatment - The study does not involve any type of treatment.

3. Possible risks - It is possible that some subjects may become uncomfortable or anxious while completing the research questionnaire(s). There is no privilege between subject and investigator. So if subjects identify themselves and reveal criminal activity that they have been involved in, the investigator is under a legal obligation to report it to the legal authorities.

(Form 2)
STUDY TITLE: Primary Prevention Research on Child Sexual Abuse in the Family

4. Possible benefits - Completion of this research is likely to provide information that may greatly influence prevention programs that are currently in use in the schools. Since this is the first study of its kind, it is also likely that study results may also lead to the development of more effective prevention programs.

Some participants may find that completing the questionnaire may give them a sense of satisfaction in knowing that the information that they are providing may help to prevent other children from being abused.

5. Methods used to maintain confidentiality - All questionnaires will be completed anonymously. No questions will be asked that will indicate the identity of the person completing the form. No records will be kept of who has filled out the form. Completed questionnaires will be placed in a box and shuffled in front of participants. For participants who were primarily involved with victims outside of their family, a classification rating form will be completed by program staff. This form will be given to participants to attach to their completed questionnaire. This form will not contain any identifying information and will preserve the confidentiality of the participant. If any of this information is presented for publication or for presentation at a professional meeting, it will be done in such a way that no participant could be identified.

6. Possible additional costs to the subjects -

None anticipated
CONSENT TO RESEARCH TREATMENT OR PROCEDURES

STUDY TITLE: Primary Prevention Research on Child Sexual Abuse in the Family

C. Informative Statements And Signatures:

POSSIBLE UNFORESEEABLE RISKS IN PREGNANCY STATEMENT: It is possible that a particular treatment or procedure used in this study may involve currently unforeseeable risks to the subject or the embryo or fetus if the subject is or may become pregnant.

STATEMENT OF CONFIDENTIALITY: I understand that all records will be maintained in a confidential manner. The records will be available only to the investigators and, when appropriate to the U.S. Food and Drug Administration (FDA). They will be revealed to other people only if personal identifiers have been removed.

COMPENSATION STATEMENT: In the event of physical injury resulting from participation in this study, I understand that immediate medical treatment is available at Children's Hospital. I also understand that costs of such treatment will be at my expense and that financial compensation is not available. For further explanations and for any questions concerning your rights or possible research-related injuries, please contact the Director of Risk Management at (614) 461-2557.

The information has been explained to me and I understand it. Any further questions I may have in regard to this study will be answered by Dr. Keith Kaufman (Principal Investigator or Authorized Representative [614] 461-2100).

Was initial consent obtained by phone? ______ YES ______ NO

Finally, I understand that I am free to withdraw my child (myself) from the project at any time without prejudice to on-going or future care. My consent does not prevent me from exercising my legal rights. I consent to enroll my child (myself).

(Witness - Oral Presentation) (Parent or person authorized to consent for patient)

(Principal Investigator or Authorized Representative - Oral Presentation) (Patient)

(Witness - Written Consent) Date: __________________________

I certify that I have explained the research, its purposes, and procedures to the subject or his/her representative or both requesting the subject or representative to sign it.

Signed (Signature of Principal Investigator or Authorized Representative - Written Consent)
FULL TITLE OF STUDY: Adolescent Offender Assessment

I. INFORMATION FOR THE PARTICIPANT AND PARENT(S):

1. LEGAL NAME: _____________________________________________

DATE OF BIRTH: _____________________________________________

2. FULL TITLE OF STUDY: Adolescent Offender Assessment

3. PRINCIPLE INVESTIGATOR: Keith L. Kaufman, Ph.D.

4. PURPOSE OF THE STUDY: The purpose of this study is: (1) To examine behavior patterns displayed by adolescent sexual offenders; (2) to examine the past sexual behaviors of adolescent sexual offenders; and (3) to examine the styles of conflict resolution within adolescent sexual offenders' home environment.

5. HOW THE STUDY WILL BE PERFORMED: Parents will be contacted by phone (when possible) to briefly explain the study and let them know that they will be receiving additional materials regarding the study through the mail. Parents willing to be involved in this study will complete and return this consent form and the Child Behavior Checklist. Parents will receive $10 to compensate them for the time they spend completing the checklist. Adolescent participants will be asked to complete three self-report questionnaires and a brief structured interview during a single assessment session. The questionnaires and interview will ask questions regarding the adolescent's "modus operandi": how the adolescent met or knew their child victim; attempts that they made to gain the child's trust; activities that they engaged in with the child prior to sexual contact; what type of sexual contact occurred; bribes and enticements and/or threats and coercion used to gain the child's cooperation; attempts made to maintain the victim's silence; history of sexual behavior; and styles of conflict resolution within their home.

Questionnaire and data forms will not contain any participant names or identification codes once all information has been collected and attached together. Further, at no time will anyone other than the Principal Investigator and his research assistant have access to any of the questionnaire or data forms.
FULL TITLE OF STUDY: Adolescent Offender Assessment

6. EXPECTED DURATION OF PARTICIPATION: 75 minutes

7. POSSIBLE RISKS: It is possible that some subjects may become uncomfortable or anxious while completing this research. Should this happen, the Principal Investigator (a Clinical Psychologist) or facility treatment staff would be available to intervene.

There is no privilege between the subject and the investigator. If participants identify themselves and reveal criminal activity that they have been involved in, the investigator is under legal obligation to report this to the legal authorities. All participants will be reminded of the Principal Investigator's legal obligation to report criminal activity just before the start of the data collection session and again before the interview.

8. POSSIBLE BENEFITS: There is no immediate benefit to adolescents participating in this research. However, some participants may find it therapeutic or may experience a sense of satisfaction in knowing that information they are providing will help to improve the assessment process for adolescent offenders which may, in turn, lead to improved treatment approaches. Further, information obtained from this study may also be useful in improving child sexual abuse prevention programs.

9. METHODS USED TO MAINTAIN CONFIDENTIALITY: Study participants will not be asked to write their name on the questionnaires and attempts will not be made by the investigator to code the questionnaires in any way to identify particular participants. No one at any time will have access to completed questionnaires or interviews other than the Principal Investigator and his research assistant.

To be sure that the parent completed Child Behavior Checklist and the research assistant completed Record Review Form can be attached to the adolescent completed interview and questionnaire, it will be necessary to write the adolescent's name on an index card attached to the completed Child Behavior Checklist and the Record Review Form for a brief period of time. Parents will be asked to write their son's name on the side of the index card facing the Checklist upon its completion. The Research Assistant will also write the adolescent's name on the side of the card facing the form. Both forms will be completed prior to collecting the questionnaire and interview information. All completed forms will be kept in a locked file cabinet at Children's Hospital in the Principal Investigator's office. At the end of the session where the adolescent completes the interview and questionnaire, the index cards will be torn off the Child Behavior Checklist and the Record Review Form. These two measures will be stapled to the interview and the questionnaire. In this way the packet will not contain names or identifying codes.
FULL TITLE OF STUDY: Adolescent Offender Assessment

9. METHOD USED TO MAINTAIN CONFIDENTIALITY: (Continued)

Completed Children's Hospital and Ohio Department of Youth Services consent forms will also be kept in a locked file cabinet in the Principal Investigator's office.

10. POSSIBLE ADDITIONAL COSTS TO THE SUBJECT OR THIRD PARTY PAYER: None anticipated.

11. VOLUNTARY PARTICIPATION: Participation in this study is voluntary; refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

II. INFORMATIVE STATEMENTS AND SIGNATURES:

STATEMENT OF CONFIDENTIALITY:

I understand that all records will be maintained in a confidential manner. The records will be available only to the investigator. Information may be published or shared with another person with my permission or if personal identifiers have been removed.

COMPENSATION STATEMENT:

If I or my child should become ill, hurt or unusually upset due to participation in this study I understand that immediate treatment is available at Children's Hospital. I also understand that costs of such treatment will be at my expense and that financial compensation is not available. For further explanations and for any questions concerning my rights, I may contact the legal services office at (614) 461-2557.

FREEDOM TO WITHDRAW:

I understand that I am free to withdraw my child or myself from the study at any time without affecting ongoing or future care.
FULL TITLE OF STUDY: Adolescent Offender Assessment

II. INFORMATIVE STATEMENTS AND SIGNATURES: (Continued)

NEW DEVELOPMENTS:

I understand that any new information that becomes available during this study that might affect my willingness to stay in it will be discussed with me.

The information has been explained to me and I understand it. Any further questions I may have in regard to this study will be answered by Dr. Keith Kaufman (Principal Investigator or Authorized Representative [614] 461-2100).

I understand that I am not giving up my child's/my legal rights. I consent to enroll my child and myself in this study.

CONSENT SIGNATURES

WRITTEN CONSENT

I have had this study explained to me and I agree to participate.

Date: __________________________  Date: __________________________

Parent/Legal Guardian  Parent/Legal Guardian

Patient Assent  Witness

Person Obtaining Consent

ORAL CONSENT

Date: __________________________

Patient Assent  Parent/Legal Guardian

Person Obtaining Consent  Witness

I certify that I have explained the research, its purposes, and procedures to the subject or his/her representative or both before requesting the subject or representative to sign.

Signed __________________________

(Principal Investigator or Authorized Agent)