

**POLICY ANALYSIS OF AN  
ADOLESCENT SEX OFFENDER PROGRAM**

by

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Policy Analysis of an Adolescent Sex Offender Program

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## ABSTRACT

The social problem issue of sexual offending has become highly profiled in the last 15 years in Canada and the United States. There appear to be increased numbers of such offences being disclosed and processed through the respective criminal justice systems. This phenomenon holds true for both youth and adult sex offenders. More recently and paralleling the apparent increases in cases, the development of varied youth sex offender interventions and treatment programs has occurred.

The intent of the present research was to examine a specific program for youth sex offenders, the LINK program, as an exploratory policy case study - an exemplar of a lifeskills program mandated by a particular set of government and private policies. LINK is funded by the Ministry of Health and "links" its operations with Youth Court Services (YCS) in Burnaby. All residents of the LINK program must be partaking in treatment through YCS for their offending behavior.

The specific three-tiered policy analysis of LINK entailed; *inter alia*: (1) the determination of how the LINK program as a policy case focus reflects the policy and theoretical assumptions of the criminal justice and health system, and the Salvation Army, as well as the initiative's own orientations and mandates; (2) the examination of the demographic profile of LINK's clients in order to gain an understanding of the target population against the background of those policies and assumptions;

and (3) an assessment of the program over time, in terms of its policies and clientele, through interviews with key informants working in the program.

The policy analysis revealed two critical factors impinging on the functioning of LINK, according to its original mandate and governing policies: (1) the shift in programming focus to adhere more closely with a treatment approach; and (2) the influx of clients who appear to possess more potentially dangerous attributes.

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## **THE TOPIC**

### *Introduction*

The social problem issue of sexual offending has become highly profiled in the last 15 years in Canada and the United States. There appear to be increased numbers of such offences being disclosed and processed through the respective criminal justice systems (Groth and Lored, 1981; Becker and Kaplan, 1988; Campbell et al., 1992; Barbaree et al., 1993). This phenomenon holds true for both youth and adult sex offenders. More recently and paralleling the apparent increases in cases, the development of varied youth sex offender intervention and treatment programs have occurred (Stermac and Mathews, 1987; Murphy and Peters, 1992). However, there seems to have been an historic indifference to the development and refinement of such services for youth sex offenders. This indifference may stem in part from a deeply rooted disgust for, and rejection of, sex offenders by both the general public and criminal justice officials, who assign a low priority to this population (Green in Schwartz and Cellini, 1988; Campbell et al., 1992; Barbaree et al., 1993).

Further compounding the issue for the youth sex offender, the occurrence of sexual aggression in adolescents is often ignored. This behavior in the youthful sex offender has been at times labeled as mere curiosity and exploration (Mathews, 1987; Stevenson and Wimberly, 1990; Knopp (1985) in Stops and Mays, 1991), thus minimizing its impact on the victim, and resulting in an under-reporting of its incidence. Often behavior is ignored in order to protect the juvenile offenders from stigmatization and labeling.

But the relatively recent development of treatment programming for the youth sex offender has not meant that they have escaped the earlier rehabilitation controversies in corrections. The same questions must be asked of the treatment programs now that were being applied to programming in the early eighties. Leschied and Gendreau (1986) came to the conclusion that effectiveness questions needed to be broadened out to inquire more than simply "what works?". The more specific questions of: what treatment works, for what kind of offender, in what type of setting, and with what type of success (Campbell et al., 1992; Stirratt and Mathews, 1987; Wenet, Clark and Hunter in Hunner and Walker, 1981; Schram et al., 1991), must be systematically examined.

It is the intent of this thesis to examine a specific program for youth sex offenders: the LINK program; as an exploratory policy case study and an exemplar of a lifeskills program mandated by a particular set of governmental and private policies. This will require an initial examination of the policy environment, not only for the LINK program but for youth offender programming in Canada more generally. Through the examination of this environment, with a consideration of the policies, procedures and programming influencing the development of the specific LINK program, it will be possible to compare the underlying assumptions of the policies with those of the programming to determine their consistencies. Part of the specific analysis with LINK will be a determination of the demographic profile of "LINK's" clients to gain an understanding of the target population. As well, an assessment of changes in policy over time will be conducted. The policy environment for the LINK program will be

described first, followed by a consideration of treatment programming for male adolescent sex offenders.

## **PURPOSE OF THESIS**

The purpose of the thesis is fourfold: (1) the determination of how the LINK program as a policy case focus reflects the policy and theoretical assumptions of the criminal justice and health system, and the Salvation Army, as well as the initiative's own orientations and mandates; (2) to determine the theoretical assumptions of the programming at LINK and its "fit" or disjuncture with the initiative's and criminal justice and health policies; (3) to determine the demographic "profile" of the LINK client over a six year period (from 1987 to 1993); and (4) to document changes in the program focus over that period of time with theoretical assumptions and policy shifts in mind. To achieve these purposes, different methods will be employed. First, an examination of relevant policy documents will be made to determine the original intent of the LINK program; and the general intent behind the Salvation Army and Canadian Criminal Justice programming for young offenders. Second, a literature review on sexual offender programming will be conducted, coming to focus specifically on the LINK approach. Third, an archival coding of clients' records will be done, capturing information from all clients entering the program since its opening. Fourth, interviews with significant staff at the LINK program will be conducted to assess their perceptions of the intent of the program and their views of the program functioning over its existence (See appendix A for sample questions).

The chapters will cover the following topics:

Chapter one will examine the policy environment and a policy analysis framework will be established. Chapter two will discuss theoretical perspectives on the young sex offender. Included in these perspectives will be psychological and sociological explanations and similarities and differences between adult and young sex offenders. Within this chapter, a discussion of the connection between child sexual abuse and sexual abuser will be examined. Before examining the lifeskills program at LINK, Chapter three will present a variety of young sex offender treatment programs; their main underlying assumptions, goals, objectives and their reported degree of success.

In order to determine the type of client the LINK program treats, chapter four will present a demographic profile of the program (place of birth, familial background, sexual abuse, previous convictions, case management etc.). Chapter five will analyze interviews with LINK's founder, Director of the program, Director of the Resource Center, and youth workers; and provide their perceptions of the seven year old program's functioning. The specific questions for the interviews have been created from a conceptual understanding of the program as derived from its own description (see Appendix A).

In concluding the thesis, the interpretation of the results and the three-tiered policy analysis will be made (First tier - levels of policy analysis, general governing policies, theoretical perspectives, program perspectives and LINK focus; Second tier - LINK profile; Third tier - LINK staff). Recommendations for the future of the LINK program will also be discussed.

**LEVELS OF POLICY ANALYSIS**

**GENERAL GOVERNING POLICIES**

**THEORETICAL PERSPECTIVES**

**PROGRAM PERSPECTIVES**

**LINK FOCUS**

**LINK PROFILE**

**LINK STAFF**

**THREE-TIERED POLICY ANALYSIS**



## CHAPTER ONE

### POLICY

Before beginning to explore the policy environment for the particular sexual offender lifeskills program under investigation, e.g., the LINK program, some initial discussion of what policy is, what policy analysis attempts to do, and what kind of policy analysis will be employed in this thesis, should take place. According to Ekstedt (1991), criminal justice policy "seeks to effect compromises between basic social values that are in tension (e.g., liberty, security). In the larger sense, (criminal justice) policy seeks to address the balance between fairness to the individual and the well-being to society as a whole" (p.75). Taking the presenting case as an example, one question to ask of policies governing "treatment programming" for young sex offenders is just that, what social values are advocated?; How is the balance of individual rights to societal rights weighted?; Are the many varying policies governing this programming all consistent, e.g., those of forensic psychiatric services, corrections, Salvation Army?; if no, how do they differ; and what would one speculate about the impact any disjunctures might have on the programming itself?

Finally, one must ask if the policies governing the programming are also consistent in approach/philosophy with the underlying assumptions actually driving the lifeskills programming itself. Is a policy of emphasizing young offender responsibility in criminal acts such as sexual assault consistent with a lifeskills program which emphasizes the causal significance of the offender's own victimization in the offending

behavior, or the offender's socio-economic circumstance? It is not often that the many layers of governance, from government legislation and policy directive to individual agency protocols, are examined in a holistic manner, in order that operational meaning can be made of those directions.

It should be made clear here that the analysis undertaken for the thesis will be that of a retrospective analysis - one which examines the actual transformation of a policy into policy actions, through the ultimate examination of the program itself, as opposed to a prospective analysis which synthesizes information before policy actions take place. Policy development is influenced by the theoretical assumptions that underlie the formulation of the presenting problem and are subsequently implemented in a policy environment which is not necessarily consistent with the original underlying assumptions - that evolution of policy intent is what makes policy analysis fascinating. The many different stakeholders in the policy environment can gradually (or not so gradually) begin to distort the original thinking of a policy because of pressures in the environment, e.g., a high-profile sexual assault can place pressure on the corrections system to respond effectively and to provide the community with assurances that they are managing the problem. But successful offender management may not always result in effective treatment programming for the individual offender - however "effective" is measured for successful outcome.

The explanatory mode will be the basic approach taken to analyze the information. That is, the underlying assumptions of the various policies and treatment programming will be used as the unit of analysis to explain the relationships between

the policies and treatment programs. This method differs from the value critical mode, for example, in which analyses are made from ethics, or the intuitive mode, in which analyses are made from insight (Dunn, 1994).

## **THE POLICY ENVIRONMENT**

### Socio-Historical Background

This section will offer a socio-historical background that strives to give a theoretical policy introduction of the current issue. By the middle and late 1800s, the larger Canadian cities started to experience real economic growth, through urbanization. As the century progressed, youth and their deviant behavior were more clearly seen as a major social problem. The belief that there was a growing "youth problem" clearly coincided with the economic changes taking place. "Children were grossly exploited for low wages, their partial humanitarian exclusion from the labor market had by the end of the nineteenth century made them an expendable surplus population, a nuisance which something had to be done" (West, 1984:26).

From the beginning, the child savers' interests went far beyond preventing, punishing, or correcting criminal code violations by the young. West further states that "...juvenile crime and misbehavior were seen as not only evils linked to working-class and immigrant parents' drunkenness, sexual immorality, labor sloth, and resultant poverty, but also a challenge to a moral crusade for the construction of a New Jerusalem on this "'virgin' continent..." (1984:7), meaning the child savers' goal was to save the child from all evils created by the environment he/she lived in. These child

savers attempted to establish the needs of children as being part of educational and socialization agendas. They further attempted to provide practical employment skills and established better standards of public health (West, 1984).

### The Canadian Juvenile Delinquents Act, 1908

The reformers responsible for the development of **The Juvenile Delinquents Act** were very much concerned with socio-political factors. In addition, they were also as concerned with the humanitarian concerns of protecting children from the harsh, adult criminal justice system. The development of the **JDA** was a result of a conflicting reform movement that was involved in rescuing children from the harmful effects of living in an increasingly urbanized and industrialized society (Reid, 1986).

The protective ideology of the parens patriae doctrine of the **JDA** can be seen as "rescuing" the immigrant child from his/her parents. The parents were often seen as incapable of taking responsibility for their child. Sutherland (cited in Reid, 1986), suggests that the family ideology of this period was primarily based on the assumption that most Canadian children were already fairly well reared by traditional means. However, since there was an increasing number of young people occupying gaols, reformatories, prisons and penitentiaries, intervention was necessary. As Reid states, "Obviously some families have not done their jobs properly" and thus they required state assistance to prevent a future generation of evil people (1986:3).

The passing of the Canadian **Juvenile Delinquents Act** in 1908 formally redefined the legal status of the young, established a formal legal category of delinquency, and allowed for setting up organized systems of probation and juvenile courts (West in Leschied et al., 1991:6).

The definition of a "juvenile delinquent" stated that:

Any child who violates any provision of the Criminal Code or of any Dominion or provincial statute, or of any by-law or ordinance of any municipality, or who is liable by reason of any other act to be committed to an industrial school or juvenile reformatory under the provisions of any Dominion statute (West in Leschied et al., 1991:6).

This definition was extremely broad and included any child who broke an existing law or was declared in need of protection under provincial child welfare legislation.

The legislation represented the integrating of the juvenile justice and child welfare systems. Children could qualify as juvenile delinquents without having even committed a criminal offence. In addition, children who did violate a law could be put into the child welfare system upon ruling by the courts (Griffiths and Verdun-Jones, 1989).

The **JDA** was slow to be implemented across Canada, and it was soon realized that the juvenile court was not the remedy originally envisioned. A major criticism of the **JDA** was its failure to provide a clear definition of *delinquency*. This lack of direction left each province to devise its own policies and programs, resulting in erratic responses across the country (Griffiths and Verdun-Jones, 1989).

The criticisms raised regarding the philosophy, procedures and effectiveness of the juvenile court in Canada as legislated under the **JDA** led to a reevaluation of the purpose and intended consequences of juvenile justice. The process of discussion and reflection regarding new federal legislation for young offenders attempted to ease some concerns raised regarding the treatment of young offenders. In doing so, they tried to reach a compromise between the legal rights of society and the youth charged, while still attending to the needs of the youthful offender (Reid, 1986:4).

#### The Young Offenders Act of Canada - Declaration of Principle

The philosophy of the **Young Offenders Act** is signified in a policy section entitled "Declaration of Principle" (Section 3). This section assists as a guide to the Act's spirit and intent for everyone concerned with its administration throughout Canada. The Act is based on four key principles that encounter a balance between the needs of youthful individuals and the interests of society. It is important for the purpose of the thesis to keep these in mind when reading subsequent policy governing the management and treatment of young sex offenders.

These principles are:

- \* Young people are responsible for their behavior and should be held accountable in a manner appropriate to their age and maturity.
- \* Society has a right to protection from illegal behavior and a responsibility to prevent criminal conduct by young people.
- \* Young people have special needs because they are dependents at varying levels of development and maturity. In view of society's right to protection and these special needs, young people may not only require supervision, discipline and control but also must be given guidance and assistance.

- \* Young people have the same rights as adults to due process of law and fair and equal treatment, including all the rights stated in the *Canadian Charter of Rights and Freedoms* and in the 1960 *Bill of Rights*. In order to protect their rights and freedoms, and, in view of their particular needs and circumstances, young people should have special rights and guarantees (Solicitor General of Canada, 1986:4).

### The Four Models of Juvenile-Justice Procedure of the Young Offenders Act

The **Young Offenders Act** was given Royal Assent on July 7, 1982 and was proclaimed on April 2, 1984. This legislation marked the accomplishment of over two decades of reform work by the federal government of Canada. The new Act attempted to replace the **Juvenile Delinquents Act** with more progressive legislation. The then Solicitor General, Robert Kaplan, suggested in 1982 that the philosophy of the **YOA** "balances the rights of society, the responsibility that young offenders must bear for their actions, and the special needs and rights of our young" (in Reid, 1985:5).

Opinions regarding policies and programs for young offenders are established on sets of suppositions that can be classified into four models identified as Crime Control, Justice, Welfare and Community Change (Reid and Reitsma-Street 1984). The crime control model suggests that it is the responsibility of the state and courts to maintain order for society; the justice model deals with procedures for interference with freedom and it is based on consent; the welfare model states that it is society's responsibility to attend to the needs of the youth and family; and community change indicates that it is society's responsibility to promote welfare and prevent youthful crime.

The crime control model acknowledges that a youth possesses certain qualities of an adult who freely decides to commit illegal conduct. Therefore, the youth poses a threat to the social and economic association within society. Under this model, laws defining criminal behavior observed as immoral, unmanageable or threatening to the society as a whole. Social defence, deterrence, retribution and punishment are justifications for the control model with procedures being favorable for the protection of society (Reid and Reitsma-Street, 1984).

The justice model has its beginnings from the classical school of criminology starting with Cesare Beccaria. This model gives priority to social control processes administered by judicial bodies independent of political and economic influence. The youth is again perceived as rational, responsible and to a degree, in control of his/her behavior (Reid and Reitsma-Street, 1984). The justice model is similar to the crime control model in that both focus on deterrence and social defence. They differ in that the justice model stresses the actions of the individual by considering deterrence, reparation and compensation. Whereas the crime control model stresses retribution and punishment (Reid and Reitsma-Street, 1984).

The welfare model arose from the positivist school of criminology at the end of the nineteenth century. This model believes that youth are shaped primarily by their environment and are not quite the freely-determined individuals stated by the crime control or justice models. The main goal behind this model is to rehabilitate the antisocial youth. The final disposition can be modified to fit the changing needs and



circumstances of the young person. Many individuals are involved in the rehabilitating process ranging from teachers to social workers to program managers (Reid, 1984).

The community change model is deduced from the economic determinism of nineteenth century Marxist theory and the mid-twentieth century social conflict and phenomenological perspectives (Reid and Reitsma-Street, 1984). The primary environments of family, school and neighborhood are significantly shaped by the norms that are developed by the political, economic, and social ruling class. The aim of policies built on the community or societal change model is to change the processes that lead to inequality, poverty and delinquency. Youthful crime is prevented by promoting the welfare of all youth. Legislation and institutions must ensure equal distribution of educational, medical and employment opportunities. Essential revisions are required in the policies and programs of legal and penal establishments. These revisions must ensure fair and equal aid to those few youths who truly threaten society's social and economic relationships (Reid and Reitsma-Street, 1984).

An example of an essential revision in regards to child sexual abuse is Bill C-15, (an Act to Amend the Criminal Code and the Canada Evidence Act) which was recently assessed to track cases of child sexual abuse. The underlying theme of this Bill is the protection from unwanted, inappropriate, or exploitative sexual acts to both boys and girls equally. The results of this assessment found that a disproportionate number of sexual assaults on children were perpetrated by adolescents. A major issue was whether the new legislation, which broadened the definition of child sexual abuse, resulted in labeling normal childhood sexual exploration as criminal behavior. While it

was recognized that a definition of normal childhood sexual exploration was not widely accepted in the literature, certain factors have been identified as characteristic of abnormal childhood sexual behavior. The following are usually not considered normal childhood sexual behavior: (1) intrusive, age inappropriate acts; (2) significant age differences between the victim and the offender; (3) the use of power or force by the offender and (4) negative impact on the victim (Hornick et al., 1994).

The passing of Bill C-15 with its amendments to the Criminal Code of Canada and the Canada Evidence Act brought about new ways in charging and prosecuting those adolescents who offend sexually. However it did nothing to assure that the offender would receive anything more than punishment for the crime. The Young Offender's Act provides little in the way of options with the possible exception of the provision for the use of alternative measures or diversion (Mathews, 1989).

A recent proposed reform relating to the detainment and treatment of sex offenders can be paralleled with two theoretical models from the Young Offenders Act. The proposed reforms will restore public confidence, close gaps in the corrections system, and respond directly to some identified shortcomings. The legislative proposals introduced by the Government will make it easier to detain sex offenders in penitentiaries until the end of their sentences. The crime control model, whose main concern is the protection of society, explains clearly the public demands to constitute reforms to the existing system. The Correctional Service of Canada would strengthen and expand treatment programs for child sex offenders. The Government's Crime and Justice platform cited the need to enhance treatment and rehabilitation efforts for sex

offenders to improve public safety. The community change model's perspective can be paralleled with the latter proposed changes to ensure fair and equal treatment to those few offenders who truly threatened society.

These measures are a first step in the Government's ongoing commitment to improve public safety from high-risk offenders. This commitment was outlined in the pre-election Crime and Justice Issues discussion paper and the "Red Book". Further measures regarding high-risk offenders are being examined in cooperation with the Minister of Justice and the Federal/Provincial/Territorial Task Force on High-Risk Violent Offenders.

One policy question for the present research is which model or combination of models described above best "fit(s)" the operation of the LINK program for young sex offenders? Does the particular category of sexual offending influence the orientation of the programming objectives? For example, given that the LINK program is funded by the provincial health ministry, does the medical model philosophy affect the LINK facility's attendance to the Young Offender's Act philosophy? That is, a young offender is to take responsibility for his/her criminal behavior under the Young Offender's Act, but response to young sexual offenders appears somewhat similar to the old Juvenile Delinquents Act's philosophy of rehabilitating or caring for the young offender. Another element in this particular focus on LINK is the guiding philosophy of the Salvation Army, the non-government organization running the Langley Youth Resource Center, of which LINK comprises a program component.

As well, the focus in conventional policy analyses is upon the examination of policies driving the institutional mandate and needs. Because of the three tiered approach [i.e., (1) policy, theory, program model assumptions; (2) demographic profile and (3) interviews with significant staff] attempted in this exploratory policy case study, the links to individual needs will also be explored. The question is, does the client profile "fit" or not fit with the institutional profile for clients in the program?

#### Forensic Psychiatric Services Policy

It is the function of the commission to provide forensic psychiatric services to the courts in the Province and to give expert forensic psychiatric evidence. In addition, the forensic psychiatric services are to aid accused persons remanded for psychiatric examination or persons held at the direction of the Lieutenant Governor in Council under the *Criminal Code* or the *Mental Health Act*<sup>1</sup>. These services are also extended to persons in need of psychiatric care or assessment while in custody or held under a court order.

The commission's further function is to research and provide educational programs respecting the diagnosis, treatment and care of forensic psychiatric cases. The commission consults with ministries, departments and agencies of the federal and provincial governments, and municipal departments or agencies, mental health centers and other persons or organizations about the advancement of the objectives mentioned earlier.

Under this mandate, Youth Court Services operates inpatient and outpatient clinics in Burnaby for treatment of young sexual offenders.

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<sup>1</sup> Forensic Psychiatry Act, Chapter 139, 1979

## Salvation Army's Policy

LINK's policies and procedures focus around the Salvation Army's mission, therefore it is appropriate to first discuss the large organization to better comprehend LINK's operation. The Salvation Army's original MISSION STATEMENT states:

The Salvation Army, as an International Movement, is an evangelical branch of the Christian Church. Its message is based on the Bible; its ministry is motivated by love for God and a practical concern for the needs of humanity; and its mission is to preach the Gospel of Jesus Christ, supply basic human needs, provide counseling and undertake the spiritual and moral regeneration and physical rehabilitation of all persons in need who come within its sphere of influence regardless of race, color, creed, sex or age.

The Army needed to expand its mission statement to specifically include the criminal justice system.

In Canada today, all Salvation Army activity in justice and corrections comes under the direction of the Correctional and Justice Services Department. The objective of this department is to assist all persons related to the criminal justice system. The Salvation Army has developed and instituted social programs for the improvement of the underprivileged. Its Mission Statement proclaims:

To minister to persons involved in the criminal justice system through a demonstration of Christian love and concern, by practical assistance to the offender, the victim, the witness and to those persons affected by and serving in the criminal justice system.

In fulfilling this mission, the Salvation Army Correctional and Justice Services Department states they also seek to impact on the legislative process and engage in the development of correctional reform.

## LINK's Policy

The philosophy of the LINK program is based on the Salvation Army's mission statement in enforcing the belief that the inappropriate behavior demonstrated is associated with the failure to learn the appropriate skills that lead to a constructive, independent lifestyle. Furthermore, it is believed that consistent experiential learning in caring environments (which emphasize the values and beliefs and norms of a democratic society) will build lifeskills related to living a self-reliant, responsible and accountable lifestyle and may, if the youth wills, lead to a Christian commitment (LINK's policy and procedure manual, 1991).

The philosophy as articulated is based on the belief that people function in the best way they know how, and that people have the inner potential to learn to function more creatively and flexibly in an environment that provides an opportunity to acquire the knowledge and cognitive skills for social competence that they have failed to learn. LINK's goals and objectives are built around the development of improved physical, social, emotional, cognitive, and spiritual skills. The emphasis is on a holistic approach with practical teaching-learning methods applied under a flexible counseling or teaching-coaching structure which matches the learning style of each youth. Each youth is involved in identifying personal goals, the behaviors and strategies needed to attain the goals (an individualized Lifeskills Development Plan is created for each youth).

The adolescent sex offender is informed that the LINK program has been built around learning the kind of skills he needs to have to handle the expectations at school, at work, at home or living by himself in his community.

**GOALS:**

1. To provide physical, social, and emotional care of the youth in the living unit that encourages the building of independent living skills in a manner that closely models the training and expectations of a normal home.
2. To provide a regular routine of balanced meals to provide the basis of healthy growth based on modern nutrition knowledge.
3. To provide experiences in meeting the time requirements of the workday world on a regular basis.
4. To provide experiences in learning regular habits of personal hygiene and self-care.
5. To provide vocational and academic preparatory experiences for a work or work-training role based on individualized educational planning principles.
6. To provide leisure time learning experiences that will help each young person to use their leisure time in a socially constructive manner.
7. To provide behavior expectations that permit group activities to function in a manner that demonstrates caring social attitudes.
8. To provide opportunities for the young person to react to problems and to learn and practice the behaviors that demonstrate caring attitudes and values.
9. To provide learning experiences that will develop a listening awareness of one another's feelings and concerns and a supportive communication style.
10. To provide trained staff who model concerned adult attention and guidance to the needs of the young person.
11. To provide regular feedback to the youth, staff, and administration on their performance effectiveness in order to model accountability and consistency in respecting one another's needs.
12. To provide experiences which assist the young persons in developing an awareness of their own strengths and potentials.

13. To provide opportunities to develop self-discipline, self-motivation and self-sufficiency.
14. To provide opportunities to become aware of the community support systems available.
15. To provide opportunities for cognitive problem-solving development.
16. To provide opportunities to become aware of the Christian meaning of living where youth who indicate a desire to make a Christian commitment are provided with the opportunities to do so.
17. To maximize the use of community based learning experiences when each young person demonstrates the readiness in coping skills to interact in a successful manner in them.
18. To compliment each youth's therapy experiences with related living skills and lifeskills experiences in the unit by maintaining a close communication contact with the treatment team of the Youth Court Services.
19. To develop an improved parent-youth communication and relationship interaction.
20. To develop a five-year plan that will focus on improved ways of attaining these goals.
21. To evaluate both the youth's and the program's progress on a regular basis and a plan for improvement.
22. To ensure that residents and staff develop a clear understanding of the LINK program's policies.
23. To ensure that a system of two-way communication is developed in order to reach the agreed upon goals and objectives.



## OBJECTIVES:<sup>2</sup>

1. An accurate job description for each staff position which outlines the appropriate job style for each role.
2. Selection of staff in a conscientious interview process based on an evaluation of qualifications, background of relevant experiences, personality style, character references.
- 3-6. Staff-related objectives
7. A continually updated staff policy manual.
8. A continually updated resident's manual.
9. The approach to encourage positive behavior changes will be based on a case management approach and cognitive development principles where there will be staff-resident involvement in weekly goal planning.
10. The progress system will be one where the youth has an opportunity to display responsible behavior under less direct staff supervision and with more privileges as the youth demonstrates responsible social controls for his behavior.
11. Expectations of time structure and routines of personal care and housekeeping will follow those of normal family practices in order to prepare the youth for re-entry to family life or another community living plan.
12. The weekday progress will focus on each youth's progress in academic, pre-vocational or work experience learning.
13. The evening weekday program will be structured to provide learning experiences in constructive leisure time and recreational activities.
14. The weekend programs will be a mix of housekeeping, laundry, gardening, cooking the weekend meals, and wilderness programs of low risk nature, or of a community service nature.
15. The program will include special needs programs such as drug and alcohol awareness, anger management, social etiquette, responding to a job interview.

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<sup>2</sup> Some of the objectives have not been reported exactly as presented in LINK's policy manual. Some objectives have also been omitted.

16. While the strongest emphasis in this program is to develop the young persons' strengths so they can interact at more independently responsible and constructive level in their family and their community, the program will include parental involvement. Parents will be encouraged to become familiar with the principles of the "Systematic Teaching of Effective Parenting" (STEP) program.
17. Regular resident and/or staff meeting will be conducted to clarify concerns and to implement strategies for solutions.
18. Encouragement of the awareness of Judeo/Christian principles and doctrines will be provided through:
  - a) Evening fellowship meetings by community groups (optional),
  - b) Counseling from a Biblical perspective when requested by the youth,
  - c) Opportunity for learning of the Christian doctrine for those who express the desire, through church attendance.
19. The resources of the Langley Youth Resource Center Attendance Program, as well as other resources, will be made available when a need is identified.
20. The objectives will be phased in during a one year implementation plan.

## MANAGEMENT STRUCTURE

A two level management structure exists at LINK: the advisory and the direct administration. The Langley Youth Resource Center Advisory Council includes the LINK program as one of its concerns. The program manager is a member of the council. The role of the council is one of planning, review and recommendation. At the administration level, the Executive Director of the Langley Youth Resource Center is responsible for the planning, monitoring and evaluation and overall supervision of the LINK program. The Executive Director is not a Salvation Army Officer but he is directly responsible to the Salvation Army Correctional Services of Canada.

## EXECUTIVE DIRECTOR:

- Supervision of budget planning
- Interpretation of Salvation Army Policy
- Chairman in a Team Management approach regarding program policies and concerns
- Member of the Advisory Council

## DIRECTOR/PSYCHOLOGIST, Langley Youth Resource Center

- Consultant for program development and program services
- Consultant in special needs' cases
- Supervision responsibilities where the Langley Youth Resource Center is used for special needs' cases
- Staff in-service training courses at the Langley Youth Resource Center and in-service training packages.

## BALANCE OF STAFFING

- Social worker
- Youthcare Worker
- Night Supervisor
- Living Unit Worker
- Vocational Instructor
- Teacher
- Confidential Secretary
- Driver

LINK was first established in 1987 and is funded by the Ministry of Health of B.C. It "links" to the operations of the forensic component, more specifically with Youth Court Services which provides treatment programming for young sexual offenders. The program is operated by the Governing Council of the Salvation Army on a contractual basis. LINK is a residential component of Youth Court Services (YCS) in Burnaby. All residents of the LINK program must be partaking in treatment through YCS for their offending behavior. The living unit, LINK, is staffed with trained individuals who are responsible for the supervision and teaching of constructive lifeskills. Although in existence for eight years, LINK's program has not been evaluated for its "successful" operation.

Having established the nature of the policy directing LINK, from the Young Offenders Act itself, the Salvation Army and Ministry of Health policies to LINK's own policies, it is important to turn to examining the underlying assumptions of the treatment programming.

## **THE NEED FOR PROGRAM EVALUATION - IN A POLICY CONTEXT**

Given the nature of and public concern about sexual offending in youth, there would appear to be a clear need for program evaluation of LINK. Typically, however, people-changing programs within corrections divisions have been guided by trial and error and intuitive approaches, rather than by program efficacy data or original policy intent (Green in Schwartz and Cellini (eds.), 1988).

Another important reason for making program evaluation an essential part of youth sex offender treatment programs centers around the fact that there actually exists very little scientifically-collected information regarding the efficiency of sex offender treatment, in terms of recidivism and behavior change (Green in Schwartz and Cellini (eds.), 1988; Stirmac and Mathews 1987; Barbaree, et al., 1993) At this time, it has not been established which treatment works best with what type of offender - fundamental data which is potentially critical to program managers, agency policy makers, legislators and the public. Therefore, the integration of data collection and program evaluation and policy analysis into treatment program structures is recommended for future research and reform. This exercise should contribute to accountability and objectivity for policy and program creators and managers.

## **COST TO SOCIETY OF NONINTERVENTION**

Societal costs are extensive once one considers the total costs resulting from child molestation and sexual assault. Victimization leads to costs for counseling services of these victims and their families.

The financial costs of dealing with a paraphiliac<sup>3</sup> through the criminal justice system are also astounding. The only successful means of dealing with public health problems to date has been to focus on the causative agent of that problem, in this case, the paraphiliac himself (Abel et al., in Barbaree et al., 1993). Since paraphilic interest

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<sup>3</sup> A paraphilia is defined as a sexual interest or sexual arousal to an inappropriate person, object or activity. It is an abnormal or deviant sexual arousal with thoughts, feelings or behaviors associated with the deviant arousal (B.C. Ministry of Health Youth Court Services and the B.C. Institute on Family Violence, 1993).

frequently begins in adolescence, it seems only practical to bring assessment and treatment to bear on the adolescent paraphiliac if we are to significantly reduce this public health problem.

Programs are now being established to assist these youths with their paraphilia disorder. Different youth sex offender programs incorporate different goals and objectives to try to meet the needs and requirements of their target populations. Based on differing theoretical orientations, the need exists to evaluate these programs against those theoretical assumptions to test which meet the pragmatic needs and requirements of the targeted youth population best, and, as well, how the programming assumptions "fit" within the theoretical assumptions of the facility's operations more generally - thus a three-layered policy analysis.

How does this philosophy fit with the governing policies of the health and correctional ministries? How do these philosophies affect the "treatment" programming at LINK? Before analyzing these questions, an overview of theoretical perspectives on the male adolescent sex offender is appropriate.

## **CHAPTER TWO**

### **MALE ADOLESCENT SEX OFFENDERS - THEORETICAL PERSPECTIVES**

The crime of sexual abuse is a legal construct based on societal values and norms. Sexual abuse includes a range of individuals and a range of sexually abusive behaviors. Sexual abuse may be perpetrated by anyone of any age or gender. When behavior is sexually abusive, its impact on victims is uniquely personal, but may not differ, on the basis of age or gender of those involved. The laws regarding sexual behavior do not entirely define abuse: some behavior may be prohibited by law but not be abusive, while some abusive behaviors are not covered by law (Barbaree et al., 1993). It is the nature of the relationship; the equality or inequality of the participants; presence of exploitation, coercion, and control; manipulation; and the abuse of power, combined with a sexual behavior which constitute sexual abuse.

We live in a society that demonstrates a great deal of confusion about sexuality. In some cases, societal norms seem repressive while in other cases societal norms seem excessively permissive. Individuals may hold different values about sexual behaviors, influenced by religious, familial, and cultural norms or beliefs (Green in Schwartz and Cellini (eds.), 1988).

One question which must be asked first in studying sexual offending is, what constitutes "normal" adolescent sexual behavior? This is a question that should be addressed out of society's need for survival, since we personally have much at stake. As adolescents change physically, and as their identities and self-concepts include a

clearer emphasis on sexuality, their sexual behavior changes and takes on new meaning to themselves and others ( Mathews, 1987, Barbaree et al., 1993).

Most individuals seek out interactions that will permit a fulfillment of their sex drive, while others, for religious or other various reasons, try to inhibit their sex drive (Barbaree et al., 1993) . The majority of individuals pursue peers of the opposite sex, some peers of the same sex, while still others seek sexual relations with children of a much younger age and/or participate in sexual behaviors that are considered sexually deviant.

Several theories have been advanced in an attempt to explain why an individual pursues deviant, rather than appropriate, sexual behaviors to satisfy his/her sex drive. A variety of theories address themselves to the possibility that some type of biological process, be it genetic, hormonal, chromosomal or neurological, is responsible for sexually aberrant behavior.

## **BIOLOGICAL DETERMINIST PERSPECTIVE**

The first proponent of this "biological" school of thought was Cesare Lombroso. It was his theory that criminals of all types were physically inferior throwbacks to a more primitive and savage man. It appears from his writings that Lombroso was greatly influenced by the writings of Charles Darwin and adapted his theory of biological throwbacks, atavism, from the survival of the fittest. However, he failed in his analysis to control for such factors as race or to contrast his group of criminals with a group of normals. Nevertheless, his views were echoed as late as 1949 by DeRiver (cited in



Schwartz and Cellini, 1988), who included photographs in his book accompanied by statements such as, "The facial structure clearly shows his contrasexual nature... Note the dreamy neuropathic eyes often found among sexual criminals". Some studies do indeed show some relationship between physical characteristics and criminality. Sheldon's studies of delinquent youth did indicate more that a casual relationship between juvenile delinquency and body types.

The famous researchers, Glueck and Glueck, alluded to their findings on delinquency and body types when they reported that delinquent boys were larger and stronger than nondelinquent boys (1950). In the early 1970's, Cortes and Gatti reported that the male delinquent sample in their study were significantly more mesomorphic than their control, nondelinquent sample (both studies cited in Schwartz and Cellini, 1988).

The adolescent sex offender in this particular model would be a person who, because of physical characteristics, would run afoul of the sexual laws of a society. It simply would not be a conscious choice for him to commit a sex offence. Moreover, it would not be only those constitutional factors with which one is born.

Tauber (1975) hypothesized that sexual perversions are forms of psychosomatic disturbance resulting from a lack of early touching and embracing, which he felt produced benumbed skin and muscles which do not respond to the common types of erotic stimulation. Lindner (1973) presented the theory that psychogenic seizures are a defense against overwhelming anxieties related to unconscious incestuous desires (cited in Schwartz and Cellini, 1988).

Several researchers have found testosterone levels associated with hostility and violence. In a study of sex offenders, Rada (1978) found that offenders judged to be the most violent possessed significantly higher testosterone levels, although this did not correlate with individual hostility scores ( cited in Schwartz and Cellini, 1988).

### **Criticisms**

Theories that focus on physical characteristics turn out to be a more or less sophisticated form of "shadowboxing" with a more subtle and difficult problem, namely the extent to which biological differences explain differences in human behavior (Vold and Bernard, 1986). Moreover, biological theories must be viewed in terms of a "multiple factor" approach to criminal behavior, that is, the presence of those biological factors is said to increase the likelihood but not determine absolutely that an individual will engage in criminal behaviors.

### **PSYCHIATRIC PERSPECTIVE**

The psychiatric model for sexual deviancy is not simple. It is laden with terminology that is strange to the person not familiar with the dialect of Freud. It appears that we all have within us a being that wants what it wants when it wants it. This is called the id. The id holds untamed impulses centered around immediate fulfillment. Most of these primitive impulses are in the area of sex and aggression (Holmes, 1983). A suppressing shell that surrounds the id is expressed as the ego. The ego is the internalized id and is now able to say "I want" or "I need." Still, the ego-dominated person will desire satisfaction and has some difficulty in delaying

gratification. "I want sex now!" is what an ego-centered person would say. However, it is one thing to say this and quite another to place oneself into the eminent gear of action. Societal norms exist that restrict sex activity and allow only appropriate sexual behavior. This is where the superego interacts with the id and the ego (Holmes, 1983). The superego, the third-shell surrounding the id and ego, acts as society's censor and tells the ego what it should not do. It is permissible, for example, to engage in sex as the ego wants, but there are appropriate times and circumstances for this activity. Sexual deviancy results, then, when the superego is not able to contain the savage impulses of the id (Holmes, 1983).

Since in Freudian psychiatry there is tremendous influence placed on the unconscious (without adequate empirical evidence to substantiate the theory), some mention must be made of the role of the unconscious as far as criminality is concerned. The founder of psychoanalysis had little to say regarding crime specifically. His main theory in regard to the etiology of the criminal was that,

...it was a surprise to find that an increase in this unconscious sense of guilt can turn people into criminals. But it is undoubtedly a fact. In many criminals, especially youthful ones, it is possible to detect a very powerful sense of guilt which existed before the crime, and is therefore not its results but its motive. It is as if it was a relief to be able to fasten this unconscious sense of guilt on to something real and immediate (Freud cited in Schwartz and Cellini, 1988).

Ego psychologists maintain that the ego, rather than being a secondary growth of the id, is an autonomous structure with inborn processes oriented around perception, thinking, recall, language, object comprehension, motor development, and learning.

Sexual deviations are produced by an impairment of one of the ego functions. Fenichel (1945) and Ostrow (1974) theorized that deviants form unusually vivid visual experiences of some sexually traumatic event and thus become fixated at that point in psychosexual development. Any breakdown in the perceptual function may result in autistic behavior, a persistent state of primary narcissism, and difficulty in forming object relations (Fenichel, 1945 in Schwartz and Cellini, 1988).

Disordered cognitive functions may play a role in perversions by producing primitive thinking characterized by disorganization, tolerance of ambiguity, and emotionality (Fenichel, 1945; Hammer, 1968; Ostrow, 1974 in Schwartz and Cellini, 1988). Furthermore, Ostrow (1974) and Hammer (1968) both pointed out that perverse behavior may be related to an inability to utilize organized abstract thought processes or substitute fantasy for action.

### **Criticisms**

Psychoanalytic explanations of deviant sexual behavior are made after the behavior has already occurred, and rely heavily on interpretations of unconscious motivations. These interpretations may make a great deal of sense, but there is generally no way to determine the accuracy of the analyst's interpretation of an individual case within the framework of accepted scientific methodology (Vold and Bernard, 1986). Moreover, several investigators have reported disappointment with the results of psychoanalysis or psychotherapy as the sole form of treatment in cases of deviant sexual behavior (Cook and Howells, 1981 in Becker and Hunter, 1992).

## **BEHAVIOR PERSPECTIVE**

Many studies have reported behavior therapy with cases of sexual deviation, but few have dealt with theoretical issues, as sexual deviations are considered to be simply another form of learned behavior. Allen (1940) theorized that sexual conditioning physically influences the hypothalamus, which in turn affects the endocrine mechanisms. For example, the mother conditions the child to hold certain attitudes towards women. Then as the individual matures he experiments with various types of sexual behavior, retaining those most reinforced.

Sexual deviation can be the result of classical conditioning in which there is a repetitious or traumatic pairing of sexuality and some negative experience, thus producing some type of intensive emotional response. This might be caused by a sexual assault or molestation in childhood or covert seduction at that time.

Conditioning theories of human behavior were originally derived from research on animal learning, and certainly there has been widespread belief among animal researchers that sexual behavior is conditionable (Bermant & Davidson (1974) in Barbaree et al., 1993). However, the actual evidence for Pavlovian processes in shaping the sexual behavior of animals is quite limited.

McGuire et al. (1965) were the first to clearly articulate a conditioning account of sexual deviations in humans (in Barbaree et al., 1993). On the basis of the self-reported case histories of sexual deviants, McGuire et al. concluded that the pairing of deviant fantasies with masturbatory-induced arousal provided the conditioning basis for the development of patients' unusual sexual proclivities. These

authors appear to offer two quite different origins of these deviant fantasies. In what appears to be primary cause in their explanation, McGuire et al. claim that deviant fantasies arise as a result of an initial seduction or other direct experience with a deviant act.

Abel and Blanchard (1974) have also endorsed a Pavlovian view of the acquisition and maintenance of sexual deviation along the lines of that espoused by McGuire et al. (1965). In their review of studies that address the role of fantasy in deviant sexual behavior, Abel and Blanchard conclude that deviant fantasizing is the pivotal process that results in sexual offending (in Barbaree et al., 1993).

There appear to be two ways in which Pavlovian conditioning processes could be initiated: (1) by pairing a conditional stimulus with tactile-induced (touching) sexual arousal or (2) by pairing a conditional stimulus with a nontactile stimulus known to elicit sexual arousal. In the former case the unconditioned response (i.e., stimulation of the genitals) is said to be a primary unlearned elicitor of sexual arousal, whereas in the latter case the unconditioned stimulus (nontactile stimulus) is said to be a second-order elicitor of sexual arousal. Second order unconditioned stimuli are stimuli that have acquired, by prior Pavlovian processes, the power to evoke arousal; that is, they were at one time conditioned stimuli paired with a primary unconditioned stimulus, but they have acquired such automatic eliciting power that they are able to function as unconditioned stimuli in a subsequent Pavlovian process (Barbaree et al., 1993).

Operant conditioning may contribute to the learning of sexually deviant behavior. A child who is repeatedly molested in such a way that he is brought to climax will have

that type of sexual conduct powerfully reinforced. As he matures, he may find that only the repetition of the pedophilic scene can produce sexual arousal.

Modeling may produce sexually deviant behaviors. A boy who is aware of his father's incestuous behavior or an adolescent participating in a "gang rape" is following the example of powerful role models (Barbaree et al., 1993).

### **SYMBOLIC INTERACTIONIST PERSPECTIVE**

In the interactionist approach, as differentiated from the psychodynamic model, the person is born with a blank tablet, a value system devoid of judgment. What he/she holds in his/her value system is not based on innate feelings of goodness or badness. Upon this blank tablet, the person will imprint the experiences of the social world. The symbolic interactionist no longer has to contend with inborn instincts or aggression or sex and no innate ability to judge the goodness or badness of an act. The self emerges as ongoing and, therefore, continually changes. Actually, it is from this change process that the hope for rehabilitation rests.

Behavior, according to an interactionist, is a function of both person and situation. The input of the total environment: the family, the school, peers, etc., will all have impact on an individual's behavior and personality. He/she is no longer controlled by instincts, but now he/she is an acting agent dependent on the significant interaction between the self and the total environment. Each person will interpret his/her experiences differently, because the world is defined by the person in a phenomenological manner (Holmes, 1983).

If one accepts the statement of Becker (as cited in Holmes, 1983) that it is not the quality of the acts that account for deviancy but the application of sanctions by those in power, then we have an important element in the interactionist theory. The criminal act, be it a property offence, a violent personal offence, or a sexual offence, has to be judged by someone as bad. The act perpetrated by someone is not totally incidental, obviously, but the definition of criminal will depend on another party or group to account for its criminal attachment. There appears to be a reciprocal relationship existing between the person who commits the criminal act and the person(s) who judge(s) the act to be deviant. The act is judged in the social context of the world.

To briefly summarize the position of symbolic interactionism, the behavior of a person is predicated upon his/her interpretation of the symbolic world around him/her. An individual acts toward things on the meanings things have for him/her. Those meanings are learned in the interaction with others in a continual check and recheck of the interpretation of the meanings (Holmes, 1983). Sexual deviancy is not viewed as a mind-set by a certain age but rather as a behavior that may develop because of societal pressure, family circumstances, or other environmental incidences. Human action, deviant or not, is something that develops in stages, sometimes positive and sometimes negative (Holmes, 1983).

In several studies, it was found that there is no great personality differences in the sex offender and other criminal offenders (Gibbons; Ellis & Brancale; Gebhard et al. in Holmes, 1983). From these sources, as well as others, it is the general theoretical feeling that sexual deviants are more alike in their personalities than they are different.



The basic reason for their sexual crimes lies not in unresolved unconscious psychological problems but rather in the attachments to meanings and pressures/alternatives in daily life. Little confidence is placed also in the medical model of deviancy of inborn criminality.

## **ANTHROPOLOGICAL PERSPECTIVE**

One of the major difficulties in defining sexual deviation is the variety of cultural attitudes toward acceptable sexual behavior. Even the various states and provinces in both the United States and Canada, respectively, differ in the enforcement of their laws.

There is virtually no sexual behavior which some culture in some instance has not condoned (Masters, 1962 in Schwartz and Cellini, 1988). The Aranda of Australia and the Nambas of the New Hebrides approve of homosexual relations between adults and male children. The Keraki of New Guinea conduct initiation ceremonies involving the same conduct and allow marriage with prepubescent brides. The Ponapeans of the Caroline Islands use senile men to enlarge the genitals of prepubescent females (McCaghy, 1966 in Schwartz and Cellini, 1988).

While Kluckholm pointed out that no society permits unlimited sexual contacts between adults and children (McCaghy, 1966 in Schwartz and Cellini, 1988); only 23 of 110 cultures punish the act. Some groups, such as the Plateau Tonga of New Rhodesia, leave the punishment to divine forces. The Ba-ila of New Rhodesia put the blame on the child. In studying 200 cultures, Ford (1960) (in Schwartz and Cellini,

1988) found that there was no relationship between the types of sexual behaviors condoned and the level of development of the culture.

## **FEMINIST PERSPECTIVE**

Feminists, rather than trying to explain why a particular male assaults a particular female or child, attempt to explain why males as a group direct their violence at women or children. Some males choose not to abuse their power - or to abuse it in non-violent ways. Males' privilege is not restricted to the males who abuse; it is endemic in our culture. A feminist perspective makes it clear that if patriarchal structures did not give males the power to abuse females and children, and, importantly, to get away with it in large measures, then they would not abuse them, regardless of the state of their finances, level of stress or whatever (Gelsthorpe and Morris, 1990).

The feminist movement has produced a good deal of writing on sex offences. Dealing with rape is the ultimate sexist act. Susan Brownmiller (1975) stated, "Rather than society's aberrants or "spoilors of purity," men who commit rape have served in effect as front line terror guerrillas in the largest sustained battle the world has ever known" (p.210) (in Schwartz and Cellini, 1988). Rape is encouraged in this society because, "Molestation isn't regarded seriously. It is winked at, rationalized and allowed to continue through a complex of customs and mores that applauds the male's sexual aggression and denies the female's pain, humiliation and outrage" (Connell and Wilson, 1974, in Schwartz and Cellini, 1988). Connell and Wilson further state:

Sexual abuse of children is permitted because it is an unspoken but prominent factor in socializing and preparing the woman to accept a subordinate role... to submit in later life to the adult forms of sexual abuse by her boyfriend, her lover and her husband (1974 in Schwartz and Cellini, 1988).

Feminist writers have begun to explore the ways in which social institutions and traditional relationships between the sexes can interact to produce, condone and exacerbate violence against women and children. They stress that the supposedly 'private trouble' of violence against women and children must be transformed into public and political issues (Gelsthorpe and Morris, 1990).

## **A MULTIFACETED THEORY OF ADOLESCENT SEX OFFENDING**

In considering the evidence surrounding the causes of adolescent sex offending, one may conclude that adolescent sex offenders have a developmental history that makes them vulnerable to a variety of influences and to situational events that would otherwise go unrecognized or at least be ignored by males who are not so vulnerable. This vulnerability, arises most particularly by the failure during their infancy and childhood, of the parents of sex offenders to ensure that secure attachment bonds are formed between them and their children (Marshall, 1989; Barbaree et al., 1993).

The shift in attachments at puberty from parents to peers, is a particularly difficult transition that may be hindered by parents who either care little about the child or who are possessively jealous of the child's other relationships. Such parents are very unlikely to have formed secure attachments with their child, and, consequently, the boy will be further limited in developing extrafamilial relations by his lack of skills at

forming peer relations. In particular, such a boy will have difficulties relating to peer-aged females, and consequently he will find appealing those media messages that express attitudes toward women and children that objectify and demean them (Barbaree et al., 1993). Since these boys lack confidence, are unskilled interpersonally, and may fear intimacy given their history of insecure attachments, they are likely to find appealing those sexual scripts that make no demands on their confidence or skills and that do not involve intimacy. When this happens at a young age, the boy may incorporate these deviant images into his masturbatory fantasies and pairing these thoughts with self-induced sexual arousal will initiate conditioning processes that may finally lead to attitudinal changes, deviant preferences, and possibly deviant acts.

Theories of sexual deviations mirror the bias represented by the particular discipline of the writer. Psychologists view the act as the product of psychopathology or the learning process, both of which are intrapsychic processes. The anthropologist sees the behavior as part of cultural procedures, while the sociologist and criminologist may seek explanations in subculture mores, differential associations, or a breakdown in societal controls. The feminist theorists see the act as a means of subjugating a weaker group in order to control and exploit them.

Lately, interdisciplinary efforts have been directed toward the study of sexual assaults and specifically the sex offender. It is hoped that this effort will produce proposals for innovative approaches to prevention, public education, and treatment of the victim and the offender.

Studies of adult sex offender populations also serve to shed light on how early deviant sexual arousal patterns are manifested in teenagers (Abel, Mittelman and Becker, 1985). These studies indicated that adult sex offenders usually started their offence pattern during their adolescent years.

## **THE HETEROGENEOUS ADOLESCENT SEX OFFENDER**

Three arguments support the controversy that adolescent sex offenders are at least as heterogeneous as sexually coercive adults (Barbaree et al., 1993, Stirratt and Mathews, 1987). First, data indicating that a significant portion of adult rapists and child molesters have engaged in sexually coercive behavior as adolescents suggest that the heterogeneity found among adult offenders may also exist among adolescent offenders. Second, the apparently low recidivism rates reported for adolescent offenders indicate that there may be a substantial subgroup of these offenders whose deviant sexual behavior does not persist into adulthood. It is reasonable to hypothesize that offenders whose sexually coercive behavior desists may differ in substantive ways from those who continue to assault as adults. Third, adolescent offender samples typically comprise both rapist and child molester subgroups. Among adults, particular victim-age-preference subgroups have been shown to differ on a number of critical characteristics. It is plausible to speculate that these differences generalize to adolescent offenders (Barbaree et al., 1993).

When adult sex offenders are assured that their responses are either anonymous or held in strict confidence, as many as 50% of them report that their first

sexual assault occurred during adolescence (Abel, 1985; Becker & Abel, 1985; Groth, Longo, and McFadin, 1982). This indicates that a large subsample of adult sex offenders were also adolescent offenders.

Although, there are adolescent sex offenders who continue their deviant sexual behavior into adulthood, the overall recidivism rates of adolescent offenders are reportedly substantially lower than those of adult offenders (Atcheson and Williams, 1954; Furby, Weinrott, and Blackshaw, 1989 in Barbaree et al., 1993). Even though these recidivism data are highly problematic and do not permit cross-study comparisons, they nonetheless suggest that some adolescent offenders may desist from assaultive sexual behavior and would not be considered sex offenders as adults.

Because of the greater difficulty differentiating between age-appropriate and age-inappropriate sexual preferences for offenders who commit sexual assaults as adolescents, generic adolescent offender samples are, with rare exceptions (Groth, 1977), heterogeneous with respect to their victim-age preferences. Although there may be notable overlaps on certain dimensions between adult rapists and child molesters (Rosenberg and Knight, 1988 in Barbaree et al., 1993), there are also critical differences between these general groups (Bard et al., 1987). Moreover, there appear to be subgroups in each that are sufficiently different to constitute exclusive victim-age subgroups (Rosenberg and Knight, 1988). In Groth's (1977) analysis of adult offenders who committed offences as adolescents, he divided the offenders into three groups by the relative age of the victims in their adolescent crimes. His results suggest that

victim-age-preference differences may be as important among adolescent offenders as they are among adult offenders.

## **SEXUAL VICTIMIZATION OF THE ADOLESCENT SEX OFFENDER**

Although statistics vary across samples, a common factor in the personal history of many sexually abusive youth is some personal experience of victimization prior to the onset of abusive behavior. Such victimization may have been covert or overt in nature, and can include physical, psychological, and/or sexual abuse. It is important to note that being victimized in childhood or adolescence, while believed to be a contributing factor for many offenders, does not cause one to become a perpetrator, nor does it excuse reactive or repetitive behaviors. Trauma does not excuse dysfunction. A number of authors and researchers have written about the psychological and behavioral effects of victimization and it does appear that sexual, physical and/or emotional abuse are risk factors in the development of sexually abusive behaviors in children and adolescents (Barbaree et al., 1993; Campbell et al., 1992; Mathews, 1987).

Sexually abusive behavior, like many other behaviors, is compensatory in nature. That is, the offender may use this behavior to reduce negative emotional states such as inadequacy, helplessness, powerlessness, boredom, and anger among others. It may also compensate for unmet emotional needs like acceptance, nurturance, competency, control, etc. (Barbaree et al. 1993; Stirmac and Mathews, 1987; Becker and Abel, 1985).

Current understanding of victims who become abusive involves the child or adolescent's need to move from a state of helplessness as a victim to the more powerful role of perpetrator in order to achieve a sense of control. It should be stressed that being a victim earlier in life is not an excuse for abusive behavior of any kind. It is, however, part of the understanding of how abusive behaviors can develop, and resolutions of earlier victimization experiences is critical in the treatment of sexually abusive youth (Barbaree et al., 1993).

There is a good deal of clinical lore that a history of being sexually victimized is predominant in the backgrounds of sex offenders. However, there are a number of problems when extrapolating the clinical lore to the legal arena. First, one must realize that estimates currently suggest that somewhere between 1 in 8 children to 1 in 10 young males will be sexually abused before the age of 18 (Finkelhor, 1984 in Murphy & Peters, 1992). The vast majority of these children do not grow up to be sex offenders based on the fact that they have been abused. In addition, even the estimate of the rate of sexual abuse in the history of known offenders varies widely (22% - 82%), at least in studies cited by Knopp (1985) (in Murphy and Peter, 1992) . Hanson and Slater (1988) reviewed data on 1,717 offenders included in 18 different studies (in Murphy and Peters, 1992). They found that the average rate of abuse across studies was 28%.

Also, of interest in this area, is a study reported by Hindman (1988). She reports data from a group of offenders seen before and after the introduction of a lie detection procedure in their clinic. Prior to the introduction of the lie detector, 67% of the



offenders reported being victims as children and 29% reported beginning offending as adolescents. After the introduction of the polygraph, only 21% reported being abused as children, while 71% reported beginning their abuse in childhood or adolescence. Although this is only one study that was not completely controlled, it also raises serious questions of whether the actual reporting of victimization by offenders is accurate. Clearly there is insufficient evidence to correlate historical items with sex offending in any fashion that would be reliable enough, be it for a courtroom or for research (in Murphy & Peters, 1992).

This chapter has attempted to give an overview of theoretical perspectives in order to give the reader a general understanding of adolescent sex offending behavior. The next chapter will focus on actual treatment programs available to the aforementioned offender. The focus program, LINK, will also be outlined.

## **CHAPTER THREE**

### **MALE ADOLESCENT SEX OFFENDERS - TREATMENT PROGRAM PERSPECTIVES**

The criminal justice system and the health community have attempted to respond to increases in the incidence of reported youth sexual crimes in a variety of ways. Responses have ranged from punishment and incarceration to the extensive use of probation (Barbaree et al., 1993). Treatment responses have encompassed the spectrum from small, intensive, secure residential programs to large community-based programs.

Many methods and techniques are combined into a comprehensive eclectic model, in order to deal with the complex problem of sexually abusive patterns in multi-problem individuals. Not every method is employed in every program, nor is every technique useful for every individual. Many theories as described in the last chapter, facilitate the identification of important issues for which intervention methods have been identified or developed. In combination, these methods provide a range of tools for the youth to employ in changing their behavior and restructuring their lifestyle (Mildon et al., 1993).

Some techniques are well known because of wide application to other populations, others are self-explanatory, and some are very specialized and not well known outside correctional or specialized programs.

**Accountability:** Accountability originates in the legal response of law enforcement, prosecution, and the courts. Legal accountability continues through diversion, probation or parole. Personal accountability is stressed throughout treatment by requiring participation, self-disclosure and self-monitoring. One treatment message about accountability is the waiving of confidentiality, requiring the offender to give up the secrecy which has supported abusive behavior. The offender is held accountable for controlling behavior and thinking. Decision making is monitored through journal keeping, self-report, behavioral observation, and constant communication and verification with collateral sources. Irresponsible or irrational thinking is restructured and poor choices which place the offender in high risk situations are confronted. The youth is held accountable for avoiding irresponsible thoughts, actions, even fantasies. Contracts are often used to hold clients accountable for treatment conformity (Mildon et al., 1993).

**Cycle:** The sexual abuse cycle is used as a framework to understand the interrelationship of situations, thoughts, feelings, and behaviors which lead up to and follow a sexual assault. The situations which trigger the cycle are identified in order to recognize risk and avoid or react differently; the thinking errors are corrected; feelings are accurately labeled and alternate methods of non-exploitive expression are explored; and behavioral methods such as covert sensitization are used to counter fantasy and planning. The cycle is then applied to other dysfunctional areas which result in violence, substance abuse, self-destructive behaviors and other negative outcomes, and the offender learns to identify and interrupt the cycle by: avoiding high

risk situations, thinking rationally, expressing feelings without being abusive, etc. (Mildon et al., 1993).

**History:** The young offender's psychosocial, familial, sexual, and behavioral history holds many keys to current functioning; the offender's view of the world, behaviors, attitudes, self-image, and level of empathy. Early childhood history may reveal a progression of dysfunctional thinking, antisocial behaviors and exploitive patterns. Socialization and development may be impacted by early childhood traumas such as physical or sexual abuse, abandonment, rejection, and/or loss which illuminate the youth's sense of self and others, values, relationships, and communication. Family history reveals dysfunctional learning and exploitation, role reversals, and, most important, patterns of denial and minimization (Mildon et al., 1993).

**Victim Empathy:** One of the factors which enables abusive behavior to continue is a lack of empathy for one's victims. Personalization of victims is addressed in many ways: calling victims by name; offenders role playing victim's experience; describing the victim's perspective, and being made aware of all the subtle stereotyping which contribute to objectification and exploitation of others (Mildon et al., 1993).

**Arousal and Fantasy:** The role of sexual arousal in sexually abusive behavior is not always clear, and must be explored in order to know the nature of the offender's sexual interests. It cannot be assumed that the victim of his abuse is the source of his arousal. In some cases, arousal comes from fantasy material unrelated to the actual sexual behavior or specific victim. Various methods are used to develop an understanding of the youth's perception of and reactions to sexual stimuli. Assessment

procedures to aid in this process are (1) plethysmography<sup>4</sup>; (2) Clinical interviews in which youths are asked about what features of persons and behavior have been and are arousing; and (3) card sorts which describe categories of persons and interactions which are rated from most to least arousing (Mildon et al., 1993).

**Power and Control:** An offender's perceptions about a situation resulting in feeling a loss of control or helplessness can trigger a sexual assault. The assault cycle then enables the offender to compensate for feeling powerless or out of control by taking control of another person or situation. Feelings of helplessness or lack of control should be identified and the offender's locus of control internalized (Mildon et al., 1993).

**Family Dysfunction:** Family dysfunctions revealed in the juvenile's history can undermine the treatment process if left untreated. Family systems often share the same dynamics as the offenders and support the offending behavior by their denial and resistance to change. Confused role boundaries, power imbalances, distorted attachments, poor communication, sexual issues, and denial and minimization by family members must be confronted. In every case, family therapy components and parent groups work to create an environment which supports the treatment process (Mildon et al., 1993).

**Positive/Pro-Social Sexuality:** Sexually abusive youth often have not completed their sexual development and if encouraged to develop prosocial relationships and realistic sexual expectations, their tendency to return to deviant behavior is lessened.

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<sup>4</sup> The most researched assessment procedure used with adult offenders which mechanically measures arousal as reflected by penile erection while the offender is exposed to sexual stimuli involving different types of persons and types of sexual interactions.

Sex education and sexual identity issues are addressed in prosocial terms and sexual fantasies are explored and restructured to support positive sexuality (Mildon et al., 1993).

***Skill Deficits and Educational Deficits:*** Dating skills; assertiveness training; social skills; communications; problem solving; expression of feelings; anger management; stress management; values clarification; sex-role stereotyping; as well as academic functioning may be addressed in the treatment process or may be covered in specific didactic modules or adjunct services (Mildon et al., 1993).

***Impulse Control:*** Combinations of cognitive approaches and relaxation techniques are used to foster greater tolerance for frustration and delayed gratification and to develop internal controls. Monitoring thoughts, learning problem solving and stress management skills, and taking responsibility for choices and decisions supports the expectation of impulse control (Mildon et al., 1993).

### **Changing Arousal Patterns**

Reduction of deviant arousal patterns is important in the treatment of sexually abusive youth. Specific methods for controlling, changing, or reducing sexual arousal include covert sensitization, aversive conditioning, satiation, and medication (i.e., Depo-Provera) (Mildon et al., 1993).

***Covert sensitization*** is a nonintrusive technique which cognitively pairs an aversive experience with abusive sexual thoughts, fantasy, or arousal. Covert sensitization, in its many variations, is currently being used by a large number of programs and practitioners treating sexually abusive youth. It is most commonly used

as a method of helping youth cognitively anticipate the negative consequences of sexual acting-out, prior to engaging in sexually abusive acts. In this form, youth are assisted in identifying circumstances, thought patterns, and feelings that are a prelude to sexual acting-out, and are taught to interrupt this cycle of thinking and behaving by mentally switching to a covert review of potential realistic consequences of such behavior (Mildon et. al., 1993).

**Satiation techniques** use excessive repetition of deviant fantasies to extinguish arousal with boredom. Satiation may use masturbatory or verbal techniques. Clinicians have reported effective use of masturbatory satiation in the treatment of sexually abusive adults, but studies of masturbatory satiation with adolescents are not complete. Verbal satiation therapy has been utilized by an increasing number of practitioners who have treated sexually abusive youth. The technique is premised on the notion of lessening deviant sexual arousal through verbal repetition of the deviant sexual imagery until it no longer evokes a significant arousal response (extinction).

The effects of verbal satiation therapy have been measured by both self-report and plethysmography. Research suggests that satiation therapy, as one component of a comprehensive treatment approach, is moderately effective in the treatment of sexually abusive youth, with older teenagers showing a more therapeutic response than younger ones (Hunter and Santos, 1990; Becker, Kaplan, and Kavoussi, 1988; Hunter and Goodwin, 1992 in Mildon et. al., 1993).

Use of satiation techniques with adolescents has been controversial, particularly when it involves masturbation. No studies have been conducted on the relative effectiveness of masturbatory versus verbal satiation.

**Aversion therapies** employ techniques which pair an overt aversive stimulus (noxious odors or electric shock) with abusive thoughts, fantasy, or arousal. A limited number of practitioners have utilized overt aversive conditioning in the treatment of sexually abusive youth. These approaches have included the pairing of abusive sexual stimuli and imagery with noxious odors. The protocol is normally conducted in a laboratory setting in conjunction with phallometric (plethysmographic) measurement. These techniques have been found to be only moderately successful with adult sex offenders (Barbaree, 1990 in Mildon et. al., 1993).

The use of aversive conditioning with adolescents is still experimental and is, therefore, controversial. Some clinicians believe it should never be used on adolescents; others believe it should.

**Biochemical methods** (i.e. antiandrogen medications such as Depo-Provera) are designed to reduce arousal by reducing hormonal levels. They have been used primarily with adults, and do not bring about permanent change, but may lessen chronic sexual arousal during treatment and, thus, enable greater concentration in other areas of intervention (Mildon et. al., 1993).

Use of Depo-Provera with adolescents is again controversial, and there may be risks of adverse side effects. The primary concern in regard to its use with adolescents relates to adverse impacts on physiological growth and development. It is generally



felt that research should be more conclusive with adult offenders before it is proposed for adolescent populations.

## **MULTIMODEL TREATMENT PROGRAMS**

A pronounced shift in attention to the young sex offender appears to be occurring. Correctional divisions are finding care and control responsibilities shifting to them as medical facilities further de-institutionalize their populations. Consequently, treatment programs with a multitude of assessment procedures and innovative interventions are becoming more widespread in correctional settings. The wide array of multimodel treatment interventions which now exist include: group therapies, psycho-educational modules, cognitive behavioral paradigms, and relapse-prevention strategies.

A component of **group therapy** is the common sense notion that it is therapeutic for the guilty to talk about their crimes. The individual who openly shares with his group the details of his criminal past is seen as one who is expressing values which are in fundamental opposition to the crimes he committed (Margolin, 1984). It is believed that the opportunity to practice values such as honesty and openness in a supportive context provides the adolescent sex offender a means by which he can learn a new behavioral style. Self-disclosure also provides the offender with an opportunity to honestly and openly confront some of the individuals whom he has harmed the most.

The necessary modules of a **psycho-educational treatment** approach include teaching sexual knowledge, improving psychological attitudes, problem solving skills,

and moral judgment training (Hains et al., 1986). The teaching of sexual knowledge and information is one of the primary goals of sex education programs for adolescents. Increased sexual knowledge is believed to provide positive outcomes for youths such as decreased sexual related problems, more responsible decision making, and dispelled fears and myths (Kirby et al., (1979) in Hains et al., 1986).

In the second component, improved psychological attitudes such as self-esteem, communication skills, interpersonal skill development, empathy skills related to sexual behavior is considered very important for adolescent sex offenders.

The third component that is believed to be crucial for the treatment of adolescent sex offenders is the development of improved problem-solving skills. Research has indicated that young offenders are lacking in problem-solving skills and this inadequacy may increase the likelihood of producing unsuccessful, inappropriate, or antisocial solutions to problem situations (Kennedy, 1984 in Hains et al., 1986).

The **cognitive-behavioral** model developed by Abel and Becker (1984) for the treatment of adult child molesters has also been applied to adolescent sex offenders. Key components of this model include the reduction of deviant arousal via satiation therapy and the use of covert sensitization to develop greater control over sexual impulses. Other areas of treatment focus include: social skills training; assertiveness training and anger control; correction of cognitive distortions pertaining to the meaning of the behavior; empathy for victims; and sex education (Hunter and Santos, 1990).

The overall goals of **relapse prevention** are to increase the client's awareness and range of choices concerning his behavior, to develop specific coping skills and

self-control capacities (Pithers (1990), in Barbaree et al., 1993). This program includes intervention procedures designed to help the client anticipate and cope with the occurrence of lapses, and procedures designed to modify the early precursors of lapses.

One exemplar multimodal residential treatment program for male adolescent sex offenders is the Edgewood Program in Winnipeg, Manitoba. The program provides a range of interventions designed to meet the treatment needs of different offenders and the needs of each offender at different stages in his treatment. The staff are sufficiently skilled as well as flexible in their treatment delivery to apply these interventions at the appropriate times. The offender specific treatment is successfully interwoven into the residential program so that they support one another. Operating within an open community-based setting, the staff are particularly skilled at engaging a notoriously resistant client population. The Edgewood Program incorporates a variety of psychotherapeutic, cognitive, behavioral and educational elements. This is an integrated model where each of the components supports one another to provide the most effective treatment possible.

The Treatment Program includes (see appendix B for detailed description of the following components):

- Assessment - initial and ongoing
- Individual Treatment Schedules
- Level Systems
- Sex Offender Specific Peer Group Therapy

- Parent/Family Involvement
- Day Program
- Support of Placing Agency Social Worker and Probation
- Pre-discharge Phase
- Graduate or Post Discharge Treatment Group
- Liaison with Post Discharge Placement

Edgewood has a team of evaluators working with the program in order to ensure its proper functioning. The evaluation team is constantly seeking indicators to measure the success of the program. Some components of evaluation include:

- Impact of formal program evaluation on staff and residents
- Behavioral indicators as measures of change
- Risk assessment
- Merits of the program.

This program is seen as a model residential treatment program for adolescent sex offenders in Canada. Furthermore, its evaluation process has been seen as a necessity rather than just a need or desire.

## ***THE FOCUS:***

### **The LINK Program**

The stated purpose of the LINK youth sex offender program in Langley is to provide life skills and living skills learning experiences. This occurs under a structure that provides twenty-four hour supervision of male young offenders displaying a paraphilia disorder who are placed into the Living Skills Needs Unit as a condition of probation.

As well as assuring supervision, the focus is on providing counseling and teaching of school or employment skills, recreation skills, as well as key living and lifeskills as important goals for an individualized lifeskill development program.

As articulated in the program description, the philosophy underlying its operation is based on the theoretical assumption that inappropriate behavior demonstrated is associated with the failure to learn the appropriate skills that lead to a constructive, independent lifestyle. Also there is the belief that consistent experiential learning in caring environments, which emphasizes the values and beliefs and norms of a democratic society, will build lifeskills related to living a self-reliant, responsible and accountable lifestyle.

The program is designed to meet the needs of male youths between the ages of 13 and 18 whose primary difficulties stem from a paraphilia disorder. They are youth who have been assessed as lacking in social competency, weaknesses in their cognitive skill development (interpersonal problem-solving, cognitive thinking style, social perspective taking, critical reasoning, values, self-thinking awareness and

self-control) and in social skills. The youths come from areas other than Greater Vancouver and the Fraser Valley.

The offenders demonstrate the need for a low to medium environmental management structuring under the guidance of caring, encouraging adults who model and emphasize a cognitive style of counseling and guidance.

## **REFERRAL ACCEPTANCE**

The youth is accepted into the LINK program on the basis of:

1. A social history, and a psychiatric and psychological reports done by the assessment team of the Youth Services Clinic for the Youth Court Services.
2. This assessment must indicate:
  - a) A willingness of the sexual treatment team to provide treatment for the paraphilia disorder,
  - b) suitability of the youth to be treated on an "out patient" basis. That is, he is indicating sufficient behavior strengths to live in his home, or in a group home under close supervision, and that under close supervision he is not a danger to the community or to other youth in the living unit

## **METHOD OF "TREATMENT"**

Although the approach is a differential planning one based on an individualized assessment of learning needs as the adolescent reacts to the goal expectations outlined at each level of the program, group counseling approaches are based on

Positive Peer Culture principles. This approach encourages the youths to provide caring, supportive help and monitor one another's difficulties.

LINK's staff are encouraged to provide a modeling emphasis upon demonstrating caring concern and firm but supportive guidance in building a more socialized and self-sufficient lifestyle. Teaching-learning experiences, including role playing, video feedback, problem-solving, and value clarification discussions, and rehearsal of effective assertive and behavioral change strategies are included to encourage the youth to strengthen his coping skills and to normalize his lifestyle.

Counseling styles vary according to the adolescent's demonstrated readiness to respond—from direct teaching-coaching behavioral engineering to cognitive counseling, to underlying feeling clarification, to vocational guidance, to social group activity therapy. The emphasis throughout the counseling will focus on providing experiences to build self-esteem and self-assurance, and encourage the adolescent's desire to belong and be accepted in a group where activities provide pro-social learning experiences.

## **MOTIVATION**

The aim of the program is not only to develop new skills, but also to develop positive attitudes, values and behaviors necessary for the young person's constructive responses to his community. The counseling evaluation process to encourage self-motivation models Dr. William Glaser's definition of a responsible person, "one who does that which gives himself a feeling not only of self-worth, but of worth in

others--self-needs are fulfilled in a way that does not deprive others of the ability to fulfill theirs".

Thus, the aim of the LINK program is to assist the youth to have a clear idea of who he is, of what is expected of him, and of how he reacts to others. The youth needs to demonstrate he has a clear idea of what he wants and is self-directed in going about attaining what he wants in an assertive, prosocial manner.

## **PROGRAM DETAILS**

There are day training programs and evening instructional classes, as well as recreational activities. The day training activities are to help the youths to learn the kind of habits and skills that will get them employed and continue their education. The activities include:

- 1) **Academic Skill Training:** (the youth needs at least a grade 10 level of education to get into most trade training courses). The instructors can facilitate the youth towards receiving their grade 10 education no matter how weak the youths feel their learning skills are.
- 2) **Woodwork Training:** Instructors help youths to learn or improve their skills in woodworking.
- 3) **Ground Maintenance:** The youths learn how to operate and maintain machinery that is used in keeping care of the grounds at Langley Youth Resource Center.

The Evening Instructional Activities consist of group modules which the youth is expected to take part in as part of his treatment and YCS program, as well as peer



counseling groups which are an important part of the program. Refusal to participate in these modules could lead to a breach of the youth's probation order.

The Evening Recreational Activities are to help the youth to learn things he might like to do in his free time and which he is expected to take part in. Activities are different depending upon the season. The usual ones are weightlifting, swimming, volleyball, basketball, floor hockey, baseball, and other non-competitive games.

There are five levels in the LINK PROGRAM: Back phase, 3 orientation levels, and senior level. While the youth resides at LINK, staff will encourage him to demonstrate a self-disciplined and self-directed focus on the following goals:

- 1) The LINK PROGRAM behavior expectations.
- 2) Habits of personal hygiene and personal care.
- 3) Sharing and cooperating in the group living and household routines.
- 4) Working on identified goals and problem areas.
- 5) Demonstrating a concerned and constructive support of others in the program.
- 6) Making good use of time.
- 7) Involvement in free time and recreational activities.
- 8) Handling difficulties in an assertive and objective way.
- 9) Involvement in academic and pre-vocational training.
- 10) Completing the life skills modules expectations.

In the orientation level, the youth is expected to learn the rules of the LINK PROGRAM and to be involved in his day academic/vocational program, as well as his evening modules and recreational activities. At this level the youth begins to learn

some of the skills which will help the youth to live "successfully" in his community according to the philosophy of the program. The youth begins sessions on how to develop meaningful friendships with other residents and with staff members.

Privileges in Orientation Level are fewer than in the Senior Level because Orientation Level residents are expected to be adjusting themselves and familiarizing themselves to the LINK PROGRAM. They are not allowed home leaves in order to completely submerge themselves into the program.

Back-phase and the three Orientation levels are determined by the number of points the youth earns each week.

To graduate to the Senior Level, the youth is expected to take a greater responsibility for his decision making. He needs to show that he is willing to make decisions which are acceptable to the staff and to the group - "his community". The youth is expected to show an increased awareness of others, whether this is by being cooperative and helpful to staff, or helping a newer resident learn skills which he himself has already learned.

Therefore, the LINK PROGRAM is based on the idea that the youth is a young adult who someday soon will be living in the community. Therefore, while he attends the LINK PROGRAM he is encouraged to make decisions and develop responsibility for himself and to others. The idea is that as in the youth's community, there are limits on what is acceptable and expectations for responsible behavior. If the youth decides to violate the rules of the program, there are consequences which are intended to teach

him to live in cooperation with the rules of our society. The youth must decide if he wants to spend his time at LINK.

## **EVALUATION**

The evaluation system is designed to identify the youth's level of conceptual development, his level of social competency, and his preferred learning style so that suitable environmental structuring and teaching-counseling style can be provided to encourage a more responsible, self-controlled level of maturity and a prosocial internalized value and belief system.

The LINK Individual Case Management is a process of generating, implementing and monitoring a plan of action for a youth's problem behaviors or difficulties. The following are important issues that the youth is evaluated on:

1. Behaviors or Difficulties - What are the troublesome behaviors that the youth is doing that are denotative of the youth's difficulties?
2. Intention Behind Behavior - Why does the youth act the way he does?  
-What needs do his actions satisfy?
3. Area of Concern - What are the areas of concern indicated by probation officer, pathways module and problem strength list?
4. Short term Strategies
5. Long term goals
6. Pathways - Resident goal plan
7. Pathways - Steps to Accountability
8. Interventions - who can assist the youth in being successful in the long term goals?

9. Basic needs - love and belonging, power and control, fun, freedom.

Having discussed the major treatment components available to adolescent sex offenders and introducing the focus program, it is important to consider the actual demographics of those youth involved in such offending, in order to determine if the emerging profile can assist in support of the underlying assumptions of the theoretical approaches. It is also very crucial to receive input from the individuals who work so closely with these adolescents; the staff. The next two chapters will focus on both the client and the staff of the LINK program. Each chapter will be presented as a separate and complete study onto itself: chapter four will outline the demographic profile of the youth, which will subsequently be referenced in the policy discussion on "fit" of this information with the intent of the program. Chapter five will present the informed opinions of relevant administrators and workers on the intent of the program (over time) -- opinions which will be referenced to supplement information from program descriptions and policy documents. This "triangulated" approach strengthens the policy analysis and facilitates the three-tiered discussion.

## **CHAPTER FOUR**

### **DEMOGRAPHIC PROFILE- INPUTS EVALUATION**

#### **Purpose of the Study**

The following study was initiated in response to the growing concern to evaluate the six year existence of the LINK program. A one year pilot study was initially proposed; one in which an ongoing data base was to be established for all sexual offenders being processed by LINK. The first phase of the evaluation process entailed the gathering of key information from client files: age, education, familial data, nature of offence, disposition etc. Moreover, the purpose was to establish a demographic profile of offenders that have entered the LINK program from the time of its inception in 1987 until December, 1993. Client demographics are very important for interpreting outcome and output studies for program evaluation.

#### **Goal of the Study**

The study was set up to explore and examine variables proposed and/or investigated by other researchers in their attempt to develop a profile of the adolescent sex offender. In addition, the study was conducted to systematically gather information on all of the youths brought before the LINK program in Langley: past, present and future. Another goal of this study is complimented by a goal of the program that states: "To evaluate... the program's progress on a regular basis and plan for improvement"<sup>5</sup>.

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<sup>5</sup> Goal number 22 in LINK's Standards and Procedures Manual

The major goal, however for the purposes of the thesis was to collect data on the client which could be referenced in the "making of meaning" exercise of the policy analysis. Does the profile of the youth fit with the intended profile?

## **METHODOLOGY**

### **Sample**

The study was focused on LINK, a youth lifeskills program situated in Langley. Information collected in the study was obtained from the program's client files (occurrence reports, pre-sentence reports, psychological assessments, and case management information). Most client information is contained within three types of files: general, confidential and case management. The general file usually consists of the basic demographic information on the youth (date, place of birth, place of residence, etc.). The confidential files frequently consist of a pre-disposition report and/or psychological assessment and/or a police report (i.e. family history, educational history, sexual abuse history, mental history, etc.). The case management files include monthly or bi-weekly progress reports<sup>6</sup> on the offender. Information attained for the demographic profile study was for the file data only and therefore, not confirmed through other methods, i.e. participant observation. The latter method could not have been possible, in any event, given concerns about confidentiality and permission required from parents. In total, 87<sup>7</sup> LINK client files were analyzed according to a coding sheet<sup>8</sup>. The coding sheet was developed to ensure that information from the

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<sup>6</sup> See Appendix C for an example of a case management progress report.

<sup>7</sup> two clients were re-admitted into the program. The demographic profiles of these two clients were reported only once in the findings.

files was gathered systematically. Variables were chosen based on other studies conducted in the area of residential adolescent treatment programs and the opinion of key individuals within the program. In conjunction to the coding sheet, a coding manual<sup>9</sup> was also developed to ensure that LINK staff and future researchers would be familiarized with where and how the data for this study was obtained. More specifically, whether from the pre-disposition report, psychological assessment, etc.

Before discussing the actual demographic profile of LINK's clients, it is appropriate to examine previous studies that have also attempted to profile the adolescent sex offender. These studies will again be referenced to in the discussion of LINK's findings.

Studies have indicated that the young sex offender population is quite similar to the adult sexual offender population (Campbell, et al., 1992; Mathews, 1987). They are not voluntary clients. They have been described as not defining their own problems and needs, and almost exclusively, taking on a self-serving, self-protected stance during treatment (Campbell, et al., 1992). It has been suggested that young sex offenders suffer from low self esteem and lack communication skills in close relationships. They experience difficulties with aggression and hostility; and suffer from social isolation, poor impulse control and poor reality testing (Campbell et al., 1992; Mathews, 1987; Stevenson et al., 1989).

Unfortunately, most of the empirical studies on male adolescent sex offenders are limited to simple tallies of frequencies. In particular, descriptive characteristics of

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<sup>8</sup> See Appendix D.

<sup>9</sup> See appendix E

these offenders and their offences, such as their ages, the history of their previous sex and non-sex offending, the types of sexual crimes they have committed, and the ages and sexes of their victims (Barbaree et al., 1993). Thus, the empirical literature provides only weak speculations about the importance of particular dimensions. A review of the most important of these dimensions is nevertheless necessary.

*Family Environment.* It has frequently been hypothesized that being physically abused or observing family violence may contribute to the development of sexual violence in adolescence (Barbaree et al., 1993). In accordance with these speculations, Campbell et al., (1992) in the Marymount Model project (Winnipeg, Manitoba), found that approximately 63% of the adolescent offenders had been subjected to physical abuse in their family of origin. Van Ness's study indicated 41% of adolescent sex offenders reported physical abuse (1984).

*Sexual History.* It has been hypothesized that the sexual aggression of juveniles may be due in part to the recapitulation of their own sexual victimization (Rogers and Terry, (1984) in Barbaree et al., 1993). Support for this contention varies. In a few studies, it has been found that a significant number of adolescents in samples of sexual aggressors were themselves the victims of sexual abuse (Becker, Kaplan, Cunningham-Rathner, and Kavoussi, 1986 (23%); Fehrenbach et al., 1986 (19%); Friedrich and Luecke, 1988 (81%); Longo, 1982 (47%) Campbell et al., 1992 (87%).

*History of Delinquency.* A number of studies have found that adolescent sex offenders frequently have histories of other criminal activity. In Amir's [(1971) in Barbaree et al., 1993] sample, 41% of the adolescent sex offenders had earlier arrest records.



Fehrenbach et al.'s, (1986) sample had committed at least one earlier non-sexual offence (in Barbaree et al., 1993). Becker et al.'s (1986) study indicated 50% of the youths possessing non-sexual offence records. Corresponding to these findings, Awad et al.'s (1984) study showed 50% of the adolescent sex offenders had histories of previous court appearances. Campbell et al. (1992) found that over 60 of their clients had a history of delinquency in addition to their sexual offence history.

*School Achievement.* Although the data on IQ and cognitive abilities are somewhat inconsistent, there is relatively consistent evidence that adolescent sex offenders have some problems in school. Over 80% of the sex offenders in Awad et al.'s (1984) sample had experienced learning difficulties during some part of their schooling. Paralleling this data, 69% of the Marymount project's clients (Campbell et al., 1992) were considered to have had general school difficulties at the time of intake.

## **Data Analysis**

One of the primary goals of this study was to profile LINK's adolescent sex offender. In order to identify similar characteristics and frequencies of the offenders, variables 8 through 98 from the LINK coding sheet were presented in frequency distributions.<sup>10</sup> Chi square (Pearson's Product-Moment Coefficient of Correlation) value of the test, degrees of freedom and a significance of at least  $p < .05$  were also performed on selected independent variables to determine any association between them.

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<sup>10</sup> Some variables were not analyzed due to the overwhelming number of missing cases

## **FINDINGS**

### **DEMOGRAPHICS**

#### **Place of Birth**

Out of 81 valid cases (see table 1), 60 clients were born within the interior of British Columbia; 17 were born in another province; 3 were born in the Lower Vancouver Mainland area; and 1 was born outside of Canada.

**TABLE 1 - PLACE OF BIRTH  
(N=81)**

<b>BIRTH PLACE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Interior B.C.	60	74%
Different Province	17	21%
Lower Mainland	3	4%
Out of Canada	1	1%
<b>TOTAL</b>	<b>81</b>	<b>100%</b>

#### **Place of Residence at Time of Offence**

A similar pattern appears with the place of residence as it did with the place of birth (see table 2); out of 79 valid cases: 73 resided in the Interior of British Columbia, 5 in the Lower Mainland region (keeping in mind that according to LINK's referral acceptance, youths only from British Columbia's interior are to be admitted into the program) , and 1 youth lived outside of British Columbia.

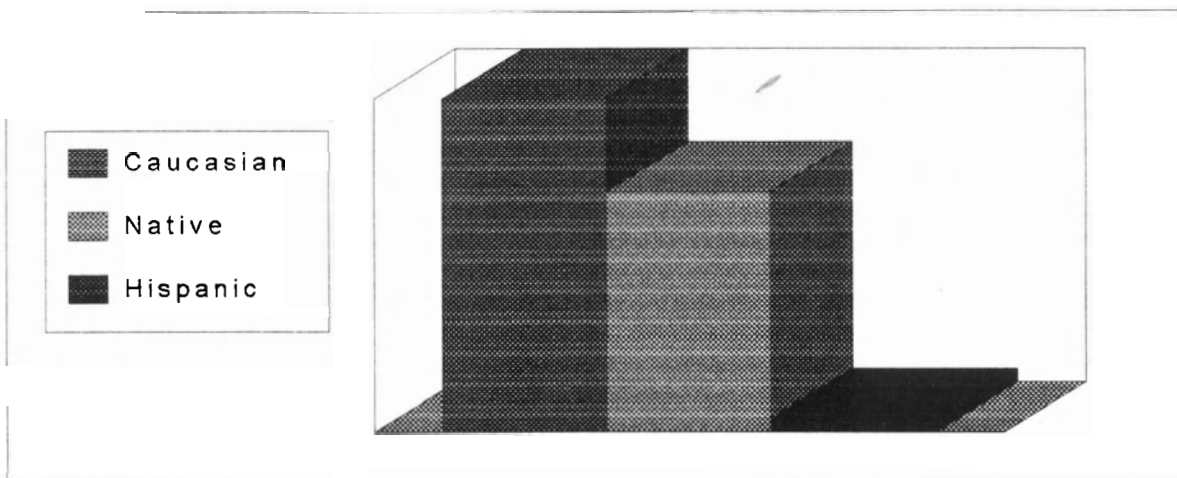
**TABLE 2 (N=79)**

<u>PLACE OF RESIDENCE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Interior B.C.	73	93%
Lower Mainland	5	6%
Out of Province	1	1%
<b>TOTAL</b>	<b>79</b>	<b>100%</b>

### **Racial Origin**

The racial origin of the youths consisted of caucasian, native and hispanic. Of 44 valid cases (see figure 1); 57% ( 25) were caucasian, 41% (18) were native and 2% (1) were hispanic.

**FIGURE 1 - RACIAL ORIGIN**  
(N=44)



## Employment History

Of 42 valid cases (see table 3), 71% (30) of the youths possessed some employment history. Only 12 cases (table 4) indicated the length of employment in months. Most of the youths kept employment for less than one year (10).

**TABLE 3 - (N=42)**

<b>EMPLOYMENT</b>	<b>FREQUENCY</b>
Yes	30
No	12
<b>TOTAL</b>	<b>42</b>

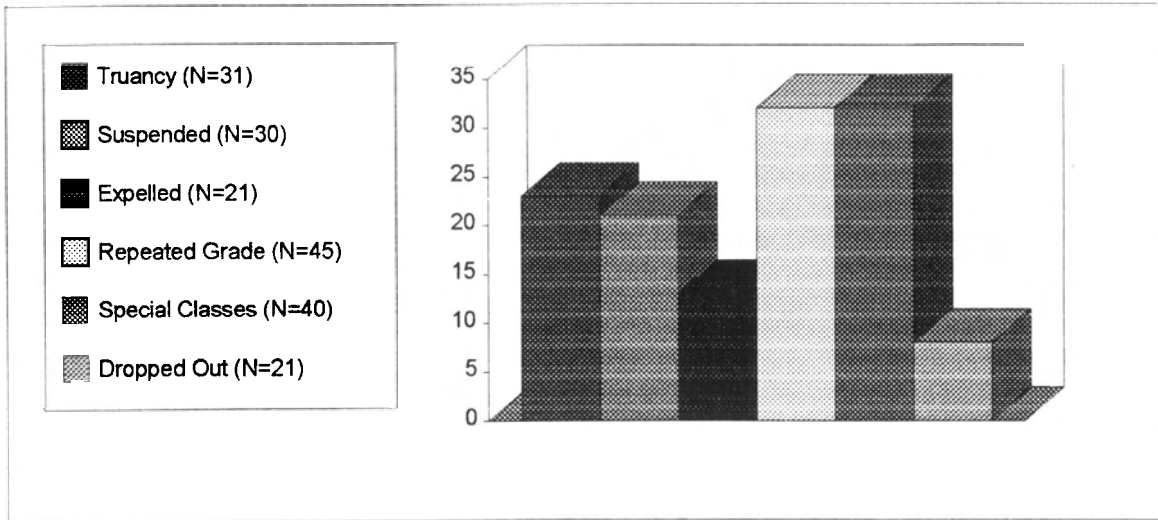
**TABLE 4 - (N=12)**

<b>EMPLOYMENT IN MONTHS</b>	<b>FREQUENCY</b>
Less than 12 months	10
More than 12 months	2
<b>TOTAL</b>	<b>12</b>

## Educational History

From a total of 31 valid cases (see figure 2): 74% (23) of the youths had a history of skipping school; of 30 valid cases: 70% (21) were suspended at least once from school; of 21 valid cases: 62% (13) were expelled; of 45 valid cases: an overwhelming 71% (32) of the youths had repeated at least one grade; of 40 valid cases: 80% (32) had attended some form of special education program in school; and from 21 cases: 38% (8) of the offenders had dropped out of school completely.

**FIGURE 2 - EDUCATIONAL HISTORY**

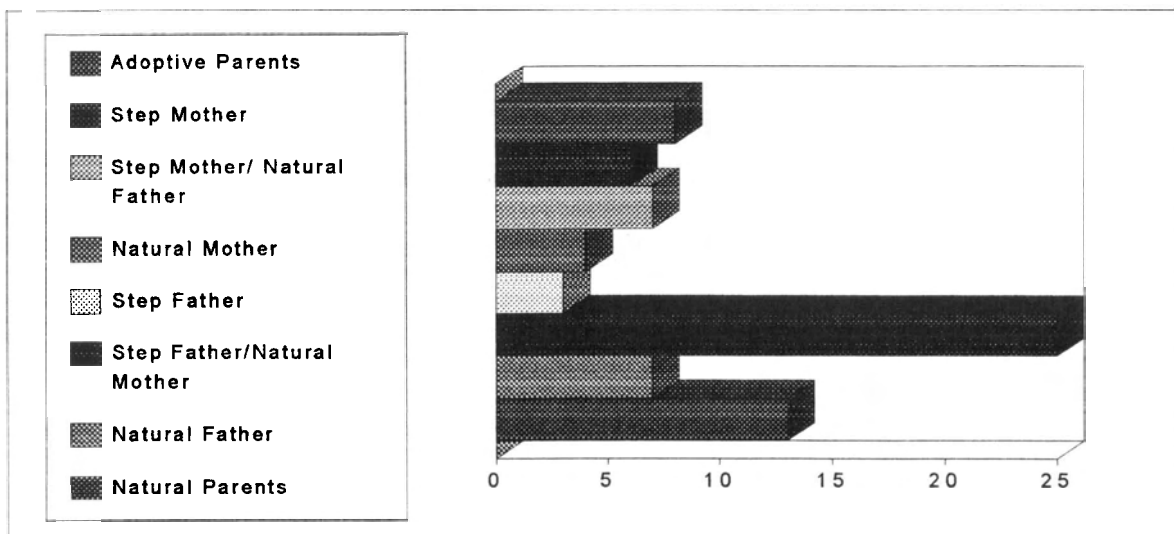


**FAMILY HISTORY**

**Living Arrangements at Time of offence(s)**

Approximately 30% of the youths lived with their natural mothers and step fathers (25 out of 82 valid cases) (see figure 3); whereas only 16% (13) of the youths resided with their natural parents.

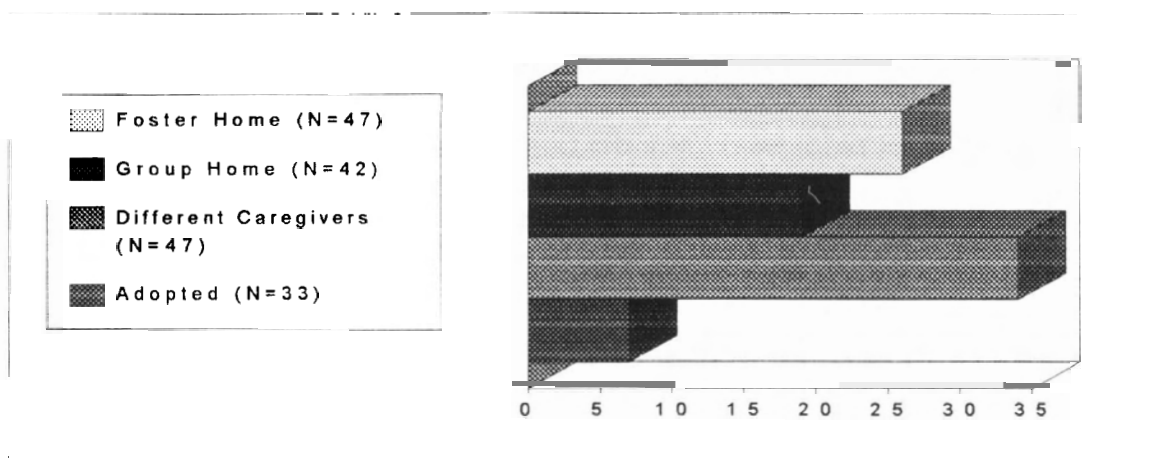
**FIGURE 3**  
(N=82)



## Past Living Arrangements

The majority (72%) of the young sex offenders have lived with different caregivers at some point in their lives (34 of 47 valid cases) (see figure 4). Only 21% (7) of 33 cases indicated that the youths were adopted; 45% (19) of 42 valid cases signified that the youths were placed in a group home; 55% (26) of 47 valid cases stated that the offenders had been through at least one foster home.

**FIGURE 4**



## Mother's Occupation

For the mother's occupation, only 47 files (see table 5) indicated the type of employment she held. Most mothers were employed in the clerical/restaurant sector, 19% (9); educational/daycare, 23% (11); or social assistance/housewife, 34% (16). Only 9% (4) of the mothers were employed as laborers<sup>11</sup>.

<sup>11</sup> For a complete list of occupations see coding sheet (Appendix E), p.160, Question #26.

**TABLE 5 - (N=47)**

<b>MOTHER'S OCCUPATION</b>	<b>FREQUENCY</b>
Clerical/Restaurant	9
Education/Daycare	11
Social Assistance/ Housewife	16
Laborer	4
Other	7
<b>TOTAL</b>	<b>47</b>

**Father's Occupation**

The caregiving fathers' occupations were divided into 4 areas: professional, trades, unemployed/social assistance and laborer<sup>12</sup> (see table 6). 52% of fathers were employed as laborers (27 of 52); whereas only 21% (11) were employed professionally.

**TABLE 6 - (N=52)**

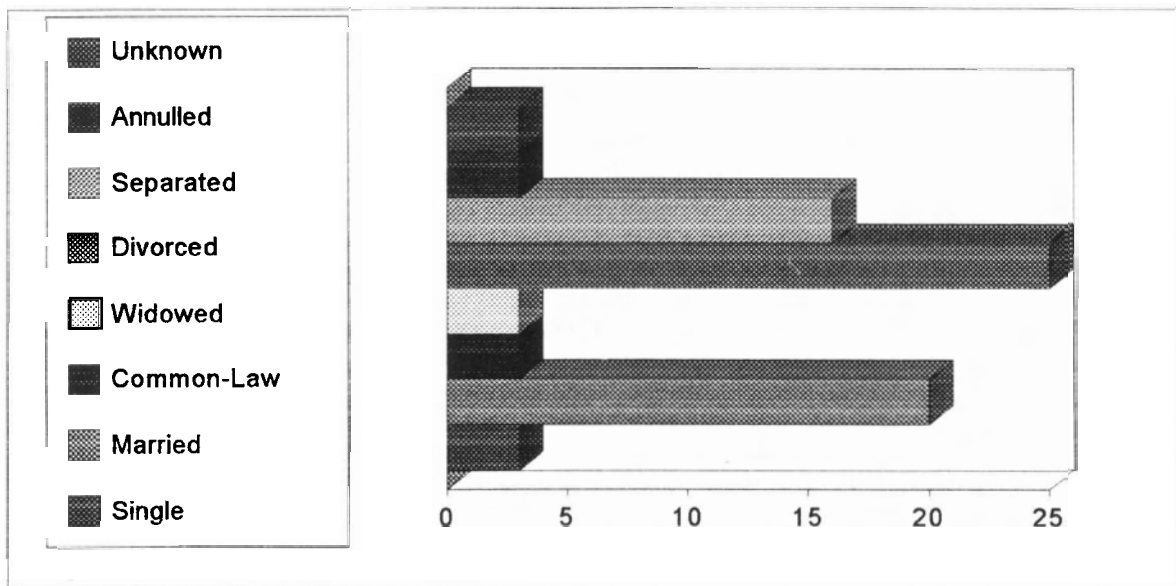
<b>FATHER'S OCCUPATION</b>	<b>FREQUENCY</b>
Laborer	27
Professional	11
Social Assistance/ unemployed	8
Trades	4
Other	2
<b>TOTAL</b>	<b>52</b>

<sup>12</sup> for complete list of occupations see coding sheet (Appendix E), p.161, Question #27.

## Marital Status Of Biological Parents

An overwhelming 75 valid cases (see figure 5) reported the marital status of the youths' biological parents: 4% (3) were single; 27% (20) were still married; 4% (3) were living common law; 4% (3) were widowed; 33% (25) were divorced; and 21% (16) were separated.

**FIGURE 5**  
(N=75)



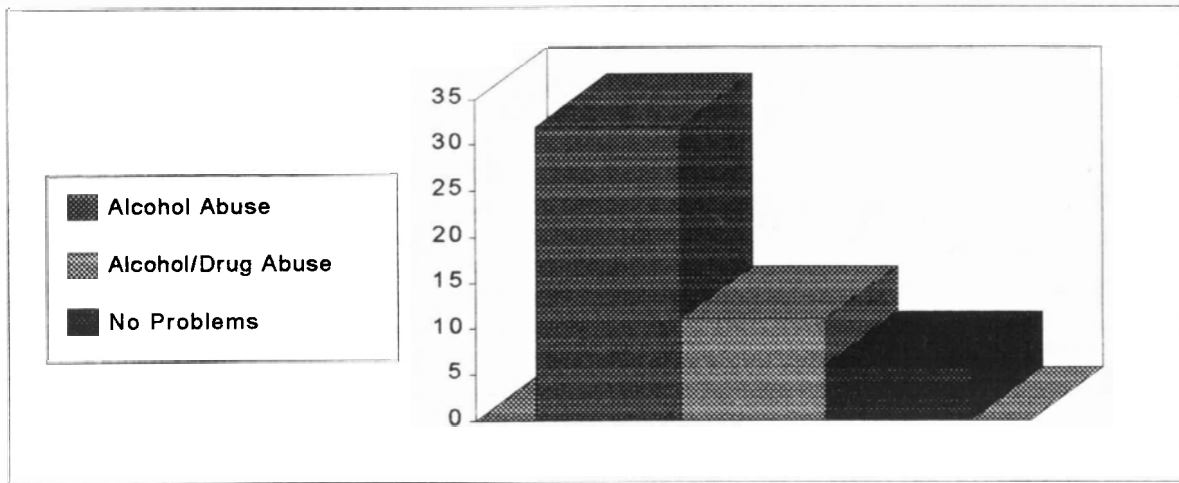
## Alcohol/ Drug Abuse In Caregiving Family

In figure 6 it can be observed that of 49 valid cases, 65% (32) of the youths witnessed alcohol abuse within the caregiving home<sup>13</sup>. Only 22% (11) encountered both alcohol and drugs; and 12% (6) of the young offenders reported no problems of alcohol or drug abuse within the home.

<sup>13</sup> this variable did not include the youth himself as an abuser.



**FIGURE 6 - ALCOHOL/ DRUG ABUSE**  
(N=49)



**Racial Origin Correlated With Alcohol And Drug Abuse In Caregiving Home**

A cross tabulation (see table 7) using racial origin and alcohol/drug abuse in the caregiving home showed a slight statistical significance at  $p < .05$ <sup>14</sup>. 41% (7) of 17 valid cases showed caucasian families abusing alcohol; whereas 59% (10) of native families reported alcohol abuse.

**TABLE 7**

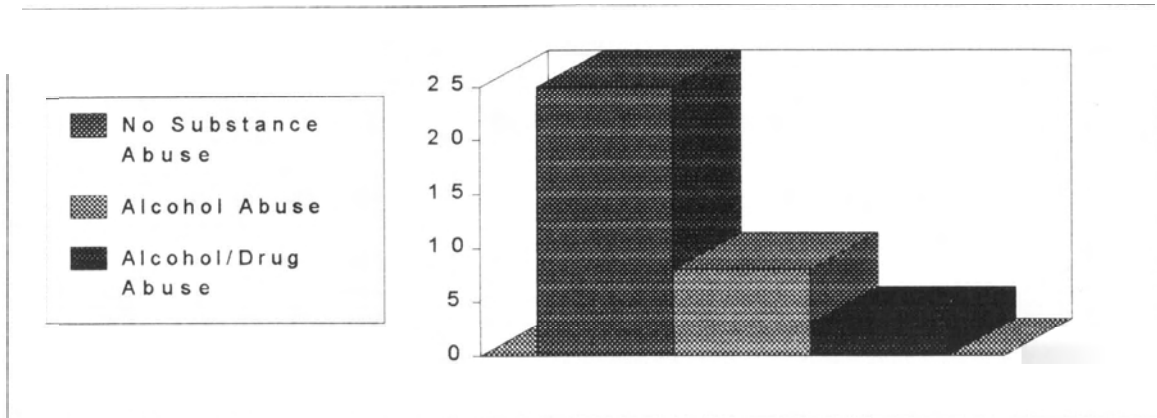
	No Problems	Alcohol	Alcohol & Drugs
Caucasian	4	7	1
Native	-	10	3
Hispanic	1	-	-
<b>Total</b>	<b>5</b>	<b>17</b>	<b>4</b>

<sup>14</sup> Value @ 9.18480 and DF = 4

## Prenatal Alcohol/ Drug Abuse

69% (25) of mothers from the 36 valid cases (see figure 7) reported no prenatal substance abuse. Only 22% (8) reported alcohol abuse and 8% (3) reported both alcohol and drug abuse.

**FIGURE 7 - PRENATAL ALCOHOL/DRUG ABUSE (N=36)**



## Racial Origin Correlated With Prenatal Alcohol And Drug Abuse

Racial origin (n=11) cross tabulated with prenatal alcohol/drug abuse (n=7) showed a statistical significance at  $p < .01^{15}$ . 91% (10) of caucasian mothers (see table 8) reported no problems of prenatal substance abuse, whereas only 9% (1) of native mothers reported no problems. For alcohol abuse, 29% (2) of caucasian and 71% (5) of Native mothers reported using the substance during pregnancy.

**TABLE 8**

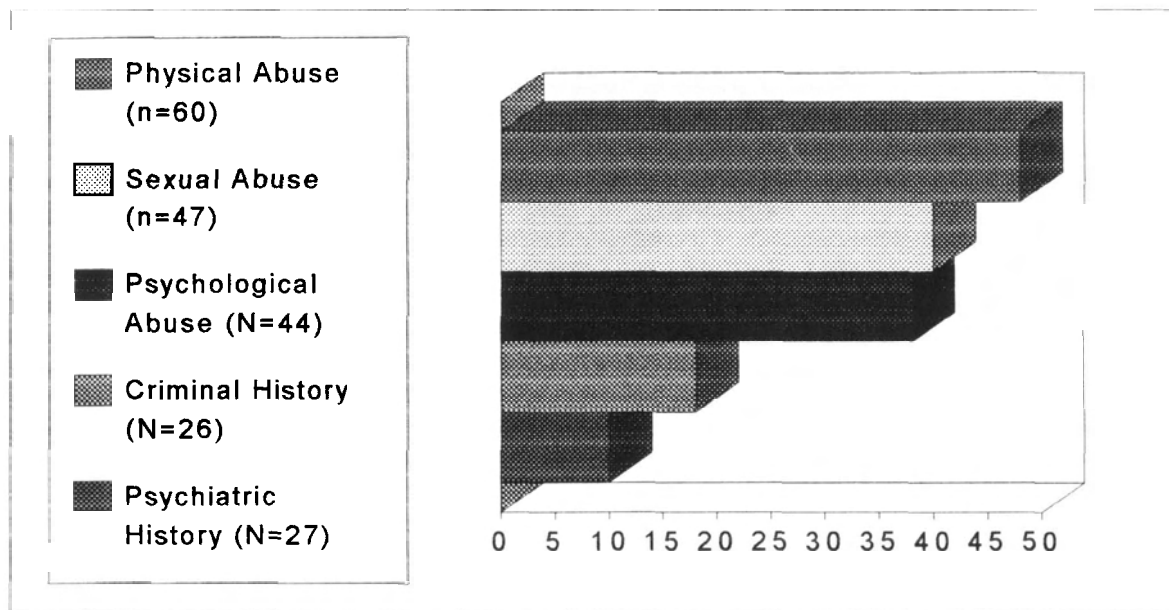
	No Problems	Alcohol	Alcohol & Drugs
Caucasian Mother	10	2	1
Native Mother	1	5	0
<b>Total</b>	<b>11</b>	<b>7</b>	<b>1</b>

<sup>15</sup> Value @ 8.18082, DF=2

## Family Abuse History

Family abuse history consisted of any physical, sexual<sup>16</sup>, or psychological abuse encountered within the caregiving family. This category also included any criminal or psychiatric history. Of 60 valid cases (see figure 8), 80% (48) indicated physical abuse within the home. 85% (40) of 47 valid cases reported sexual abuse and 86% (38) of 44 valid cases experienced some form of psychological abuse. Criminal and psychiatric histories were infrequently reported.

**FIGURE 8**



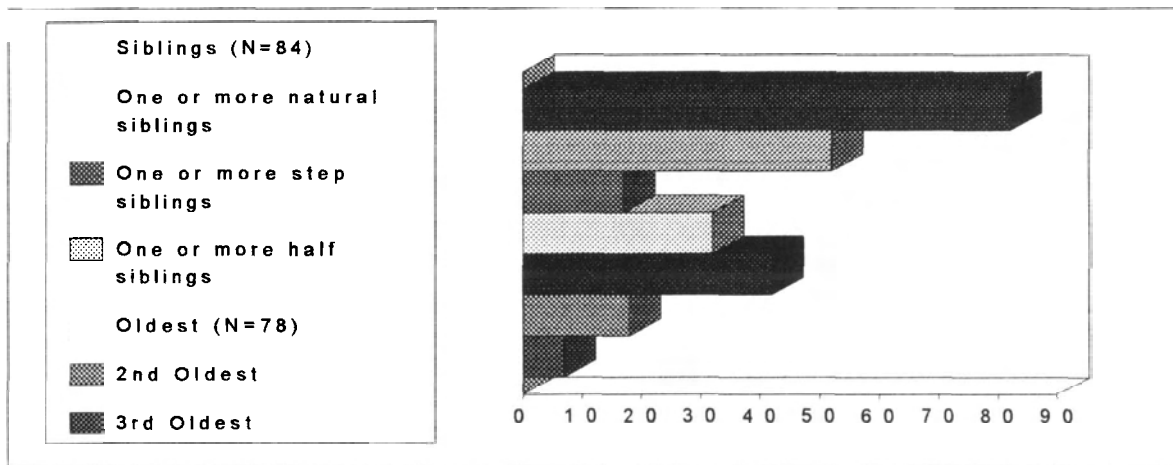
<sup>16</sup>

The offender was excluded from this category

## Siblings

98% of the offenders reported having at least one sibling (82 of 84 valid cases) (see figure 9). The sibling category was further divided into natural siblings, step siblings and half siblings. The temporal order of the offender indicated he was usually (49 of 78 cases) the oldest of his siblings.

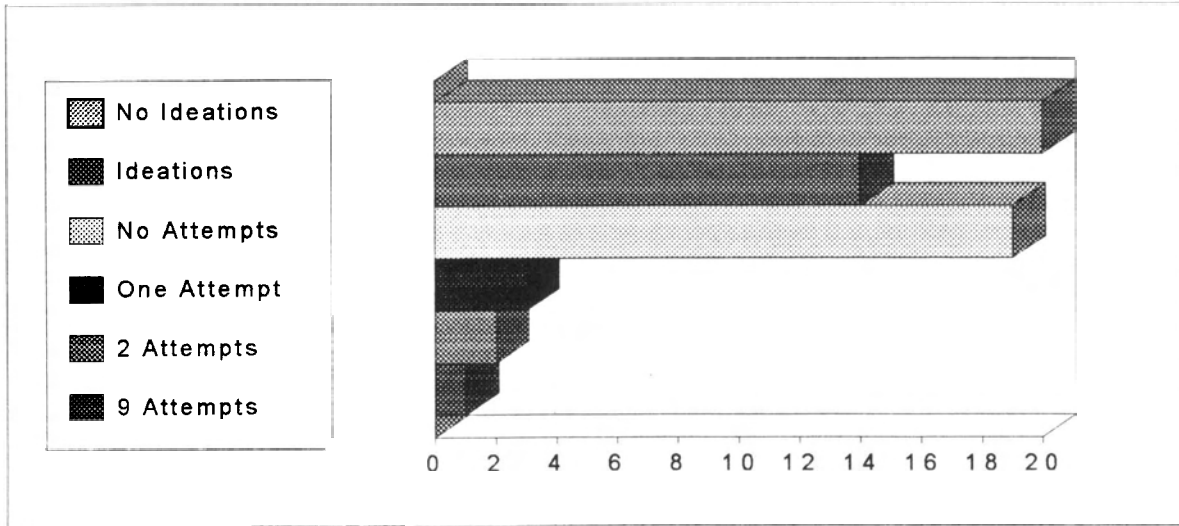
**FIGURE 9 - SIBLINGS**



## MENTAL HEALTH HISTORY - Suicide

Suicide ideation was not a serious problem with the offenders. Of 34 valid cases (see figure 10), 59% (20) reported no suicide ideations. Suicide attempts (3 valid cases) were reported even less frequently (see figure 10).

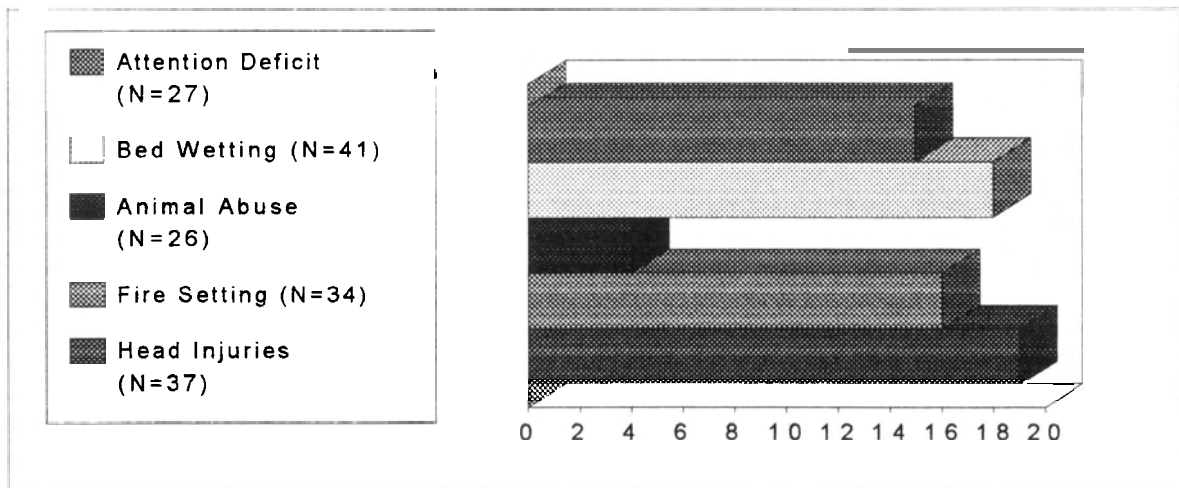
**FIGURE 10 - SUICIDE**



**Head Injuries, McDonald's Triad And Attention Deficit Disorder**

A similar pattern is present with all of the variables within this category; with the exception of animal abuse (see figure 11). Approximately 50% (19 of 37 valid cases) of youths experienced some form of neurological insult; fire setting (16 of 34 valid cases); bed wetting (18 of 41 valid cases); and Attention Deficit Disorder (15 of 27 valid cases).

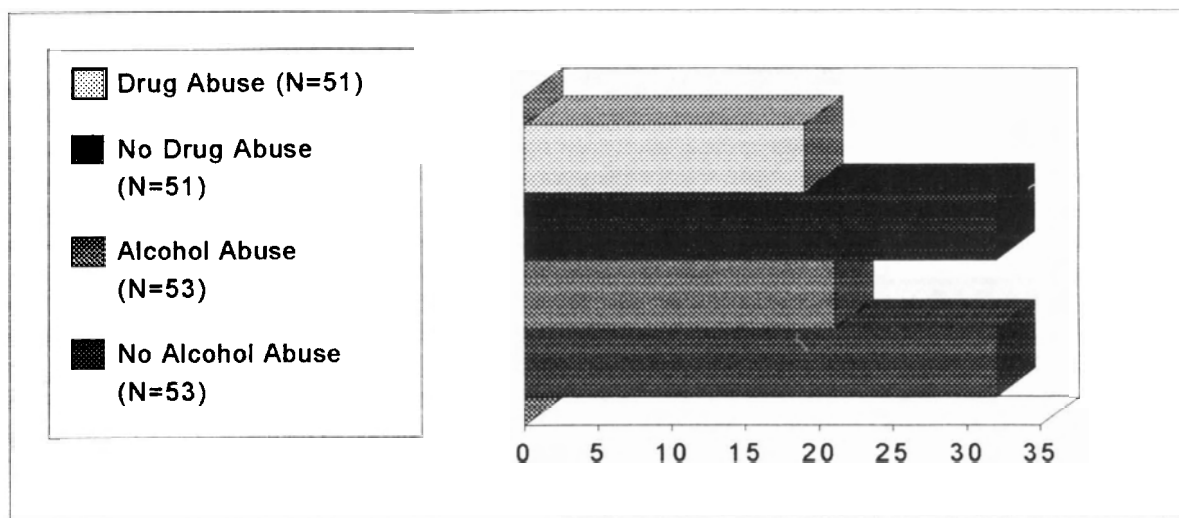
**FIGURE 11**



## Offender's Substance Abuse History

About 60% of the adolescent sex offenders reported no abuse of either alcohol or drugs in the past (32 of 53 valid cases for alcohol abuse; 32 of 51 valid cases for drug abuse) (see figure 12).

**FIGURE 12** - OFFENDER'S SUBSTANCE ABUSE

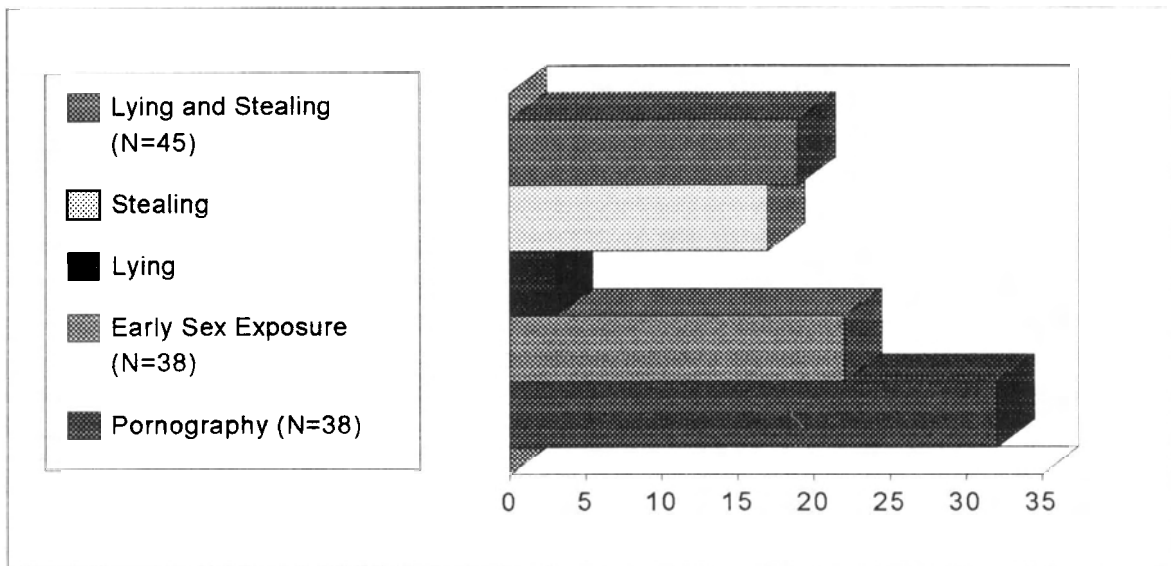


## Miscellaneous Variables

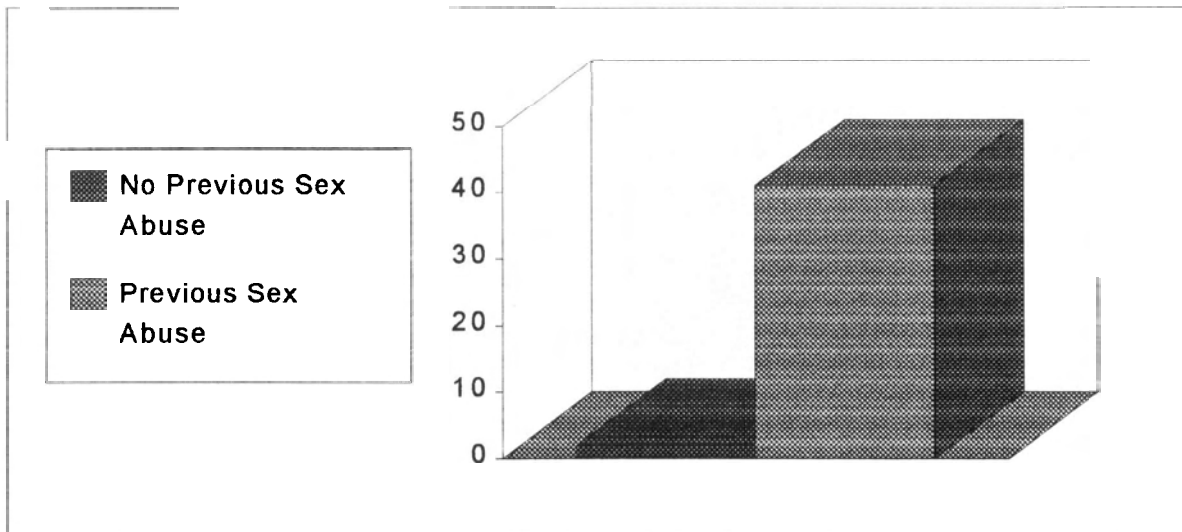
This category (see figure 13) included the use of pornographic material, early exposure to sexual activity, history of lying and/or stealing and any disclosure of previous unofficially reported sex abuse by the offender. A large segment (84%) of the offenders have used pornographic materials (32 of 38 valid cases) and 58% (22) of 38 youths have had early exposure to sexual activity. The combination of lying and stealing produced nearly 50% (19) of 45 valid cases.

Previous unofficially reported sex abuse (see figure 14) by the offender showed an overwhelming 91% (41) of 44 valid cases; indicating that the sex offenders have abused other victims without being processed through the criminal justice system.

**FIGURE 13 - MISCELLANEOUS**



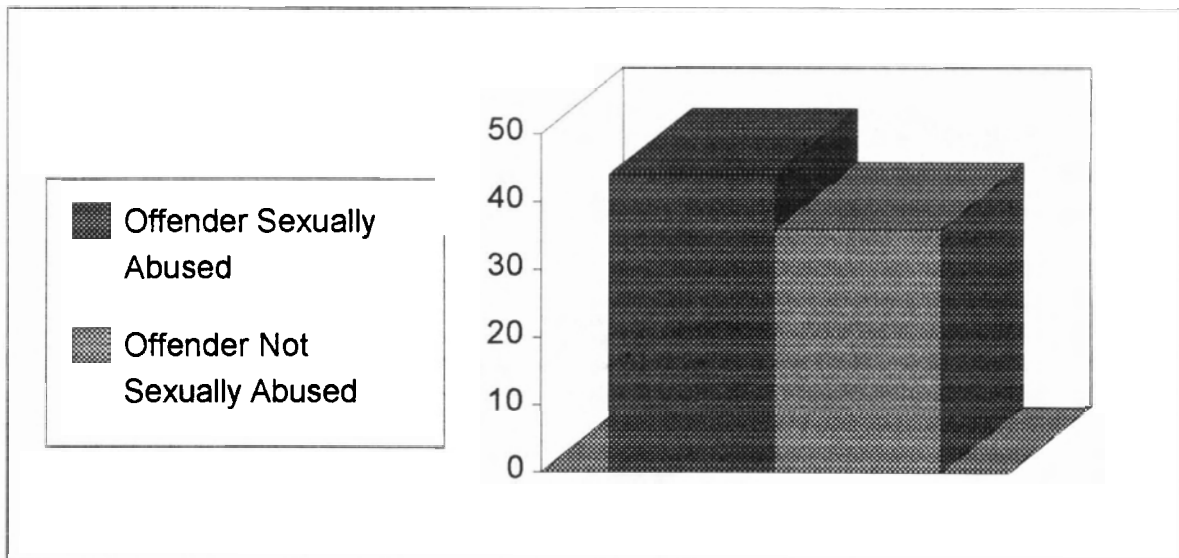
**FIGURE 14 - PREVIOUS SEXUAL ABUSE (N=44)**



## Sexual Abuse History

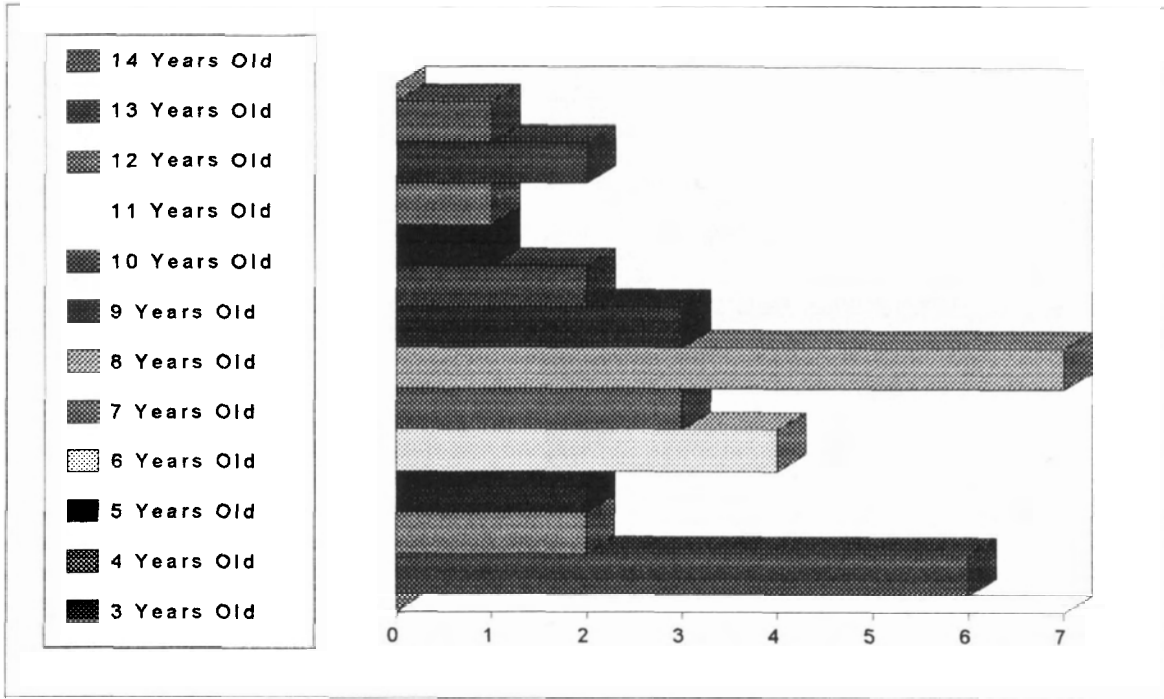
This category examined whether or not the adolescent sex offender was himself sexually abused in the past (based on his own recognition). Of 80 valid cases 55% (44) youths confirmed that they were previously sexually abused (see figure 15). 71% of the adolescents were between the ages of three and nine (24 of 34 valid cases) when they first encountered the abuse (see figure 16). 64% of the time, the abuser was usually a baby-sitter, father or an acquaintance (25 of 39 valid cases) (see figure 17a). The abuse (figure 17b) occurred 83% of the time in either the adolescent's or in the abuser's home (20 of 24 valid cases). Inauspiciously, the type of abuse the youth endured was frequently not indicated. Of the 26 reported cases: 40% of the youths (10) were fondled, 28% (7) were involved in oral intercourse and 16% (4) were involved in anal intercourse (see figure 18).

**FIGURE 15** - (N=80)

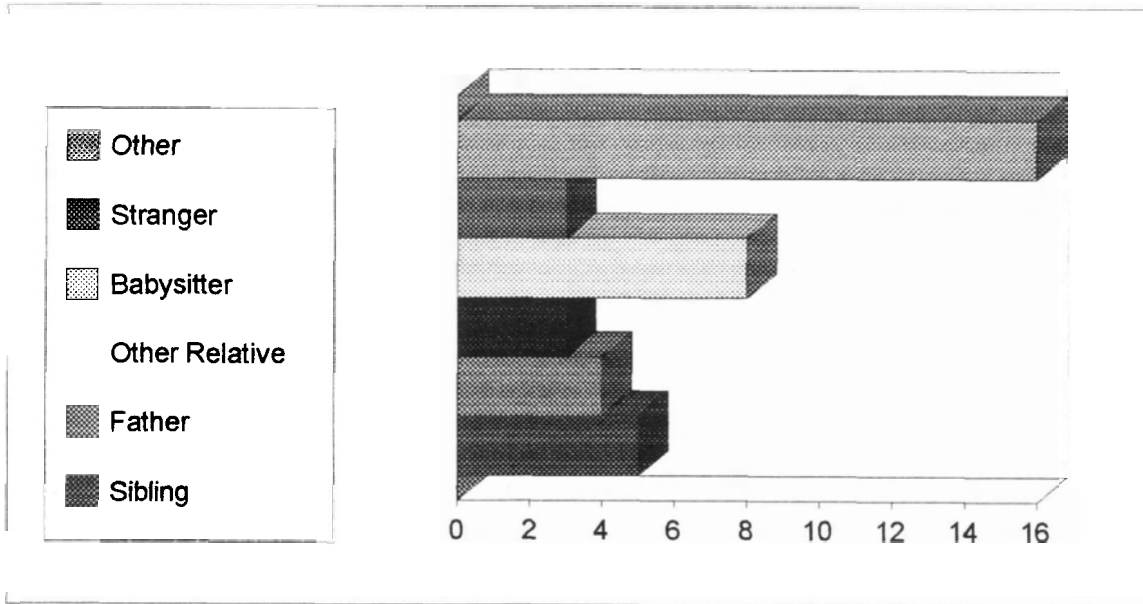




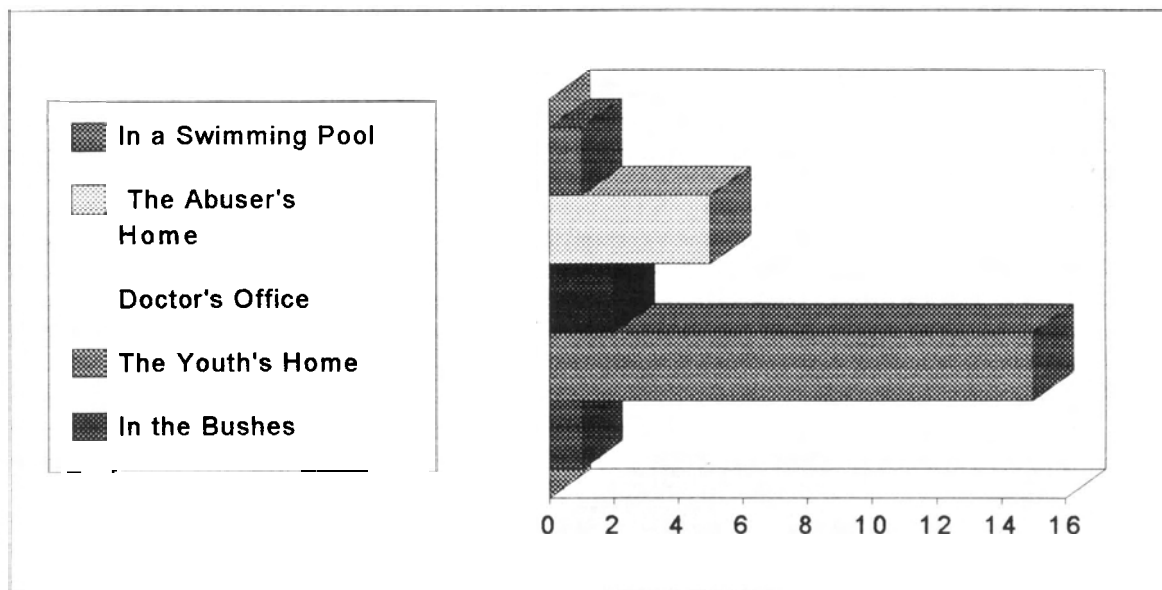
**FIGURE 16 - OFFENDER'S AGE AT TIME OF 1ST SEX ABUSE (N=34)**



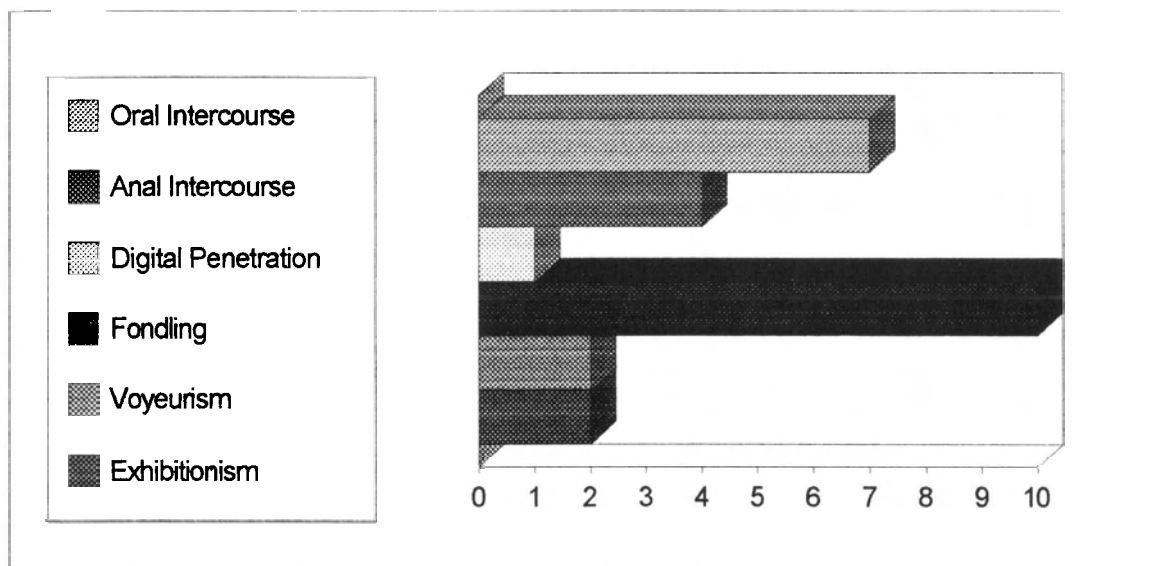
**FIGURE 17a - ABUSER (N=39)**



**FIGURE 17b - PLACE OF ABUSE**  
(N=24)



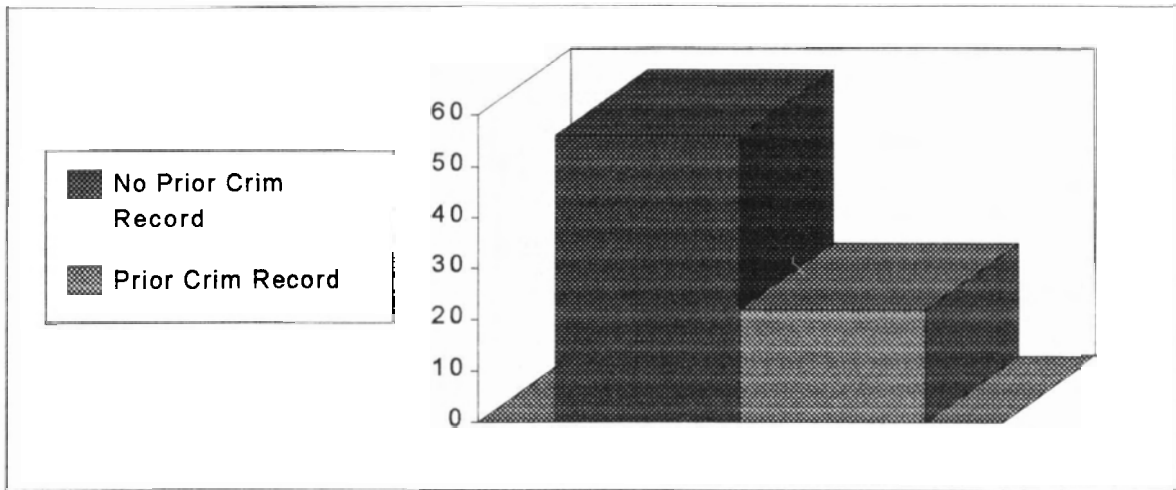
**FIGURE 18 - TYPES OF SEXUAL ACTS** (N=26)



## Past Offence History

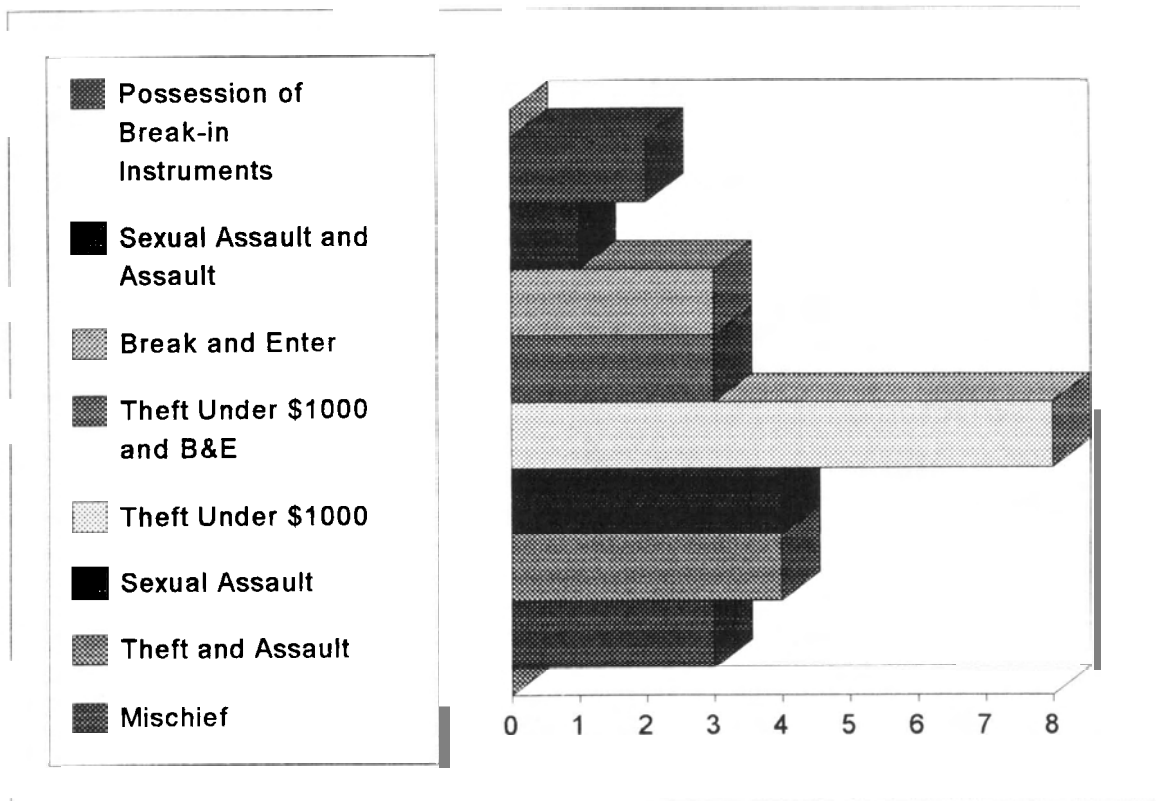
72% of the valid cases (56 of 78) reported that the adolescent sex offenders did not possess a prior criminal record (see figure 19). The 27 cases<sup>17</sup> that indicated a previous criminal history consisted of the following offences: property offences (18) and sex related offences (4) (see figure 20).

**FIGURE 19 - PRIOR CRIMINAL RECORD (N=78)**



<sup>17</sup> Some files had prior charges diverted, resulting in the larger number of previous charges (27) as opposed to previous offence history (22).

**FIGURE 20 - TYPES OF PRIOR CONVICTIONS (N=27)**



### Current Offence

Most of the adolescents (71%) who have attended the LINK program were charged with Sexual Assault under section 271 of the Criminal Code of Canada (62 of 86 valid cases). 47% of the youths (40) were charged with two offences; 16% (14) of the adolescents were charged with three offences; and 7% (4) were charged with four offences (see tables 9-12).

**TABLE 9 - CURRENT OFFENCE #1**  
(N=86)

Offence	Frequency	Percentage
151- Sexual Interference	8	9%
152 - Invitation to Sexual Touching	2	2%
153 -Sexual Exploitation	1	1.5%
155 - Incest	2	2%
173 - Indecent Act	4	5%
177 - Trespassing	1	1.5%
266- Assault	2	2%
267 - Assault Causing Bodily Harm	1	1.5%
271 - Sexual Assault	62	72%
334 - Theft Under \$1000	2	2%
430 - Mischief	1	1.5%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

**TABLE 10 - CURRENT OFFENCE #2**  
(N=40)

Offence	Frequency	Percentage
151- Sexual Interference	8	20%
152 - Invitation to Sexual Touching	2	4.5%
155 - Incest	1	2.5%
160 - Bestiality	1	2.5%
266- Assault	1	2.5%
271 - Sexual Assault	23	58%
334 - Theft Under \$1000	3	7.5%
335 - Taking Motor Vehicle	1	2.5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

**TABLE 11 - CURRENT OFFENCE #3**

(N=14)

Offence	Frequency	Percentage
160 - Bestiality	1	6%
173 - Indecent Act	3	20%
264 - Uttering Threats	1	6%
271 - Sexual Assault	7	50%
334 - Theft Under \$1000	1	6%
348 - Break and Enter	1	6%
367 - Forgery	1	6%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

**TABLE 12- OFFENCE #4**

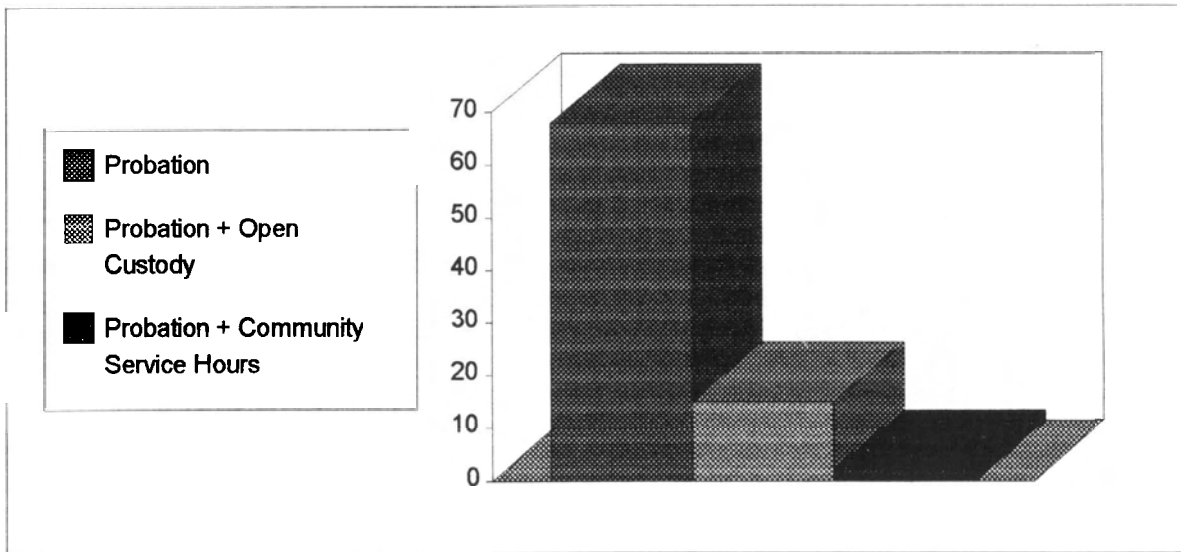
(N=5)

Offence	Frequency	Percentage
152 - Invitation to Sexual Touching	1	20%
173 - Indecent Act	1	20%
160 - Bestiality	1	20%
334 - Theft Under \$1000	1	20%
740 - Breach of Probation	1	20%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>

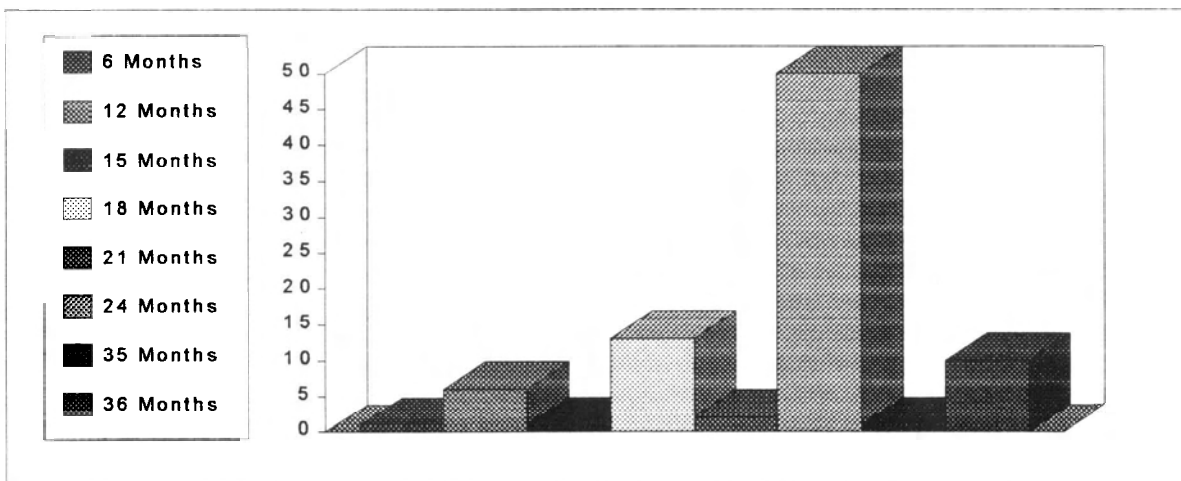
## Dispositions

80% of the dispositions for the offence(s) usually consisted of probation (68 of 85 valid cases). The most frequent (62%) length of probation time was 24 months (52 of 84 valid cases) (see figures 21-22).

**FIGURE 21 - DISPOSITIONS (N=85)**



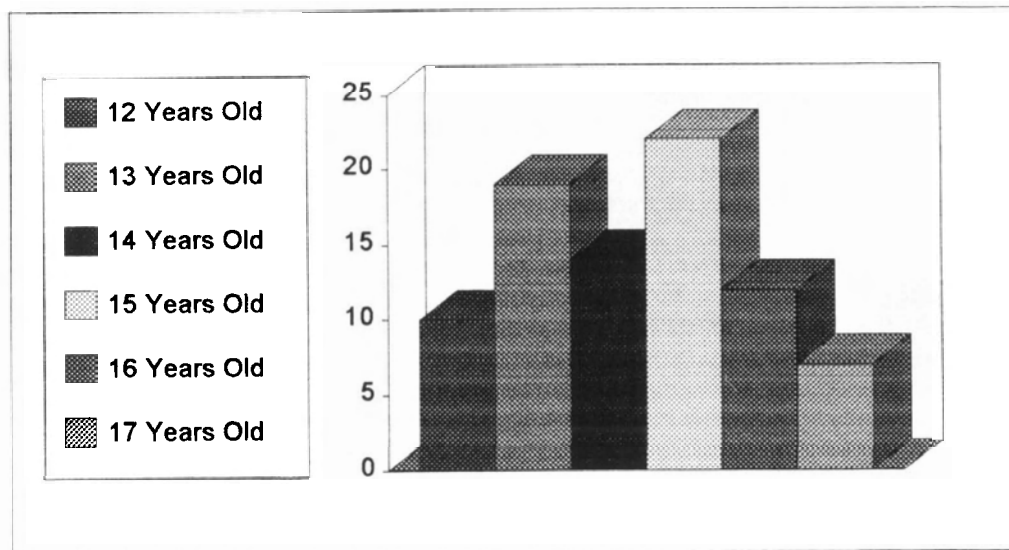
**FIGURE 22 - PROBATION LENGTH IN MONTHS (N=84)**



## Offender's Age At Time Of First Sex Offence

65% of the adolescent offenders tended to be between the ages of 13 and 15 at the time they committed their first officially reported sexual abuse (55 of 84 valid cases) (see figure 23).

**FIGURE 23** - (N=84)

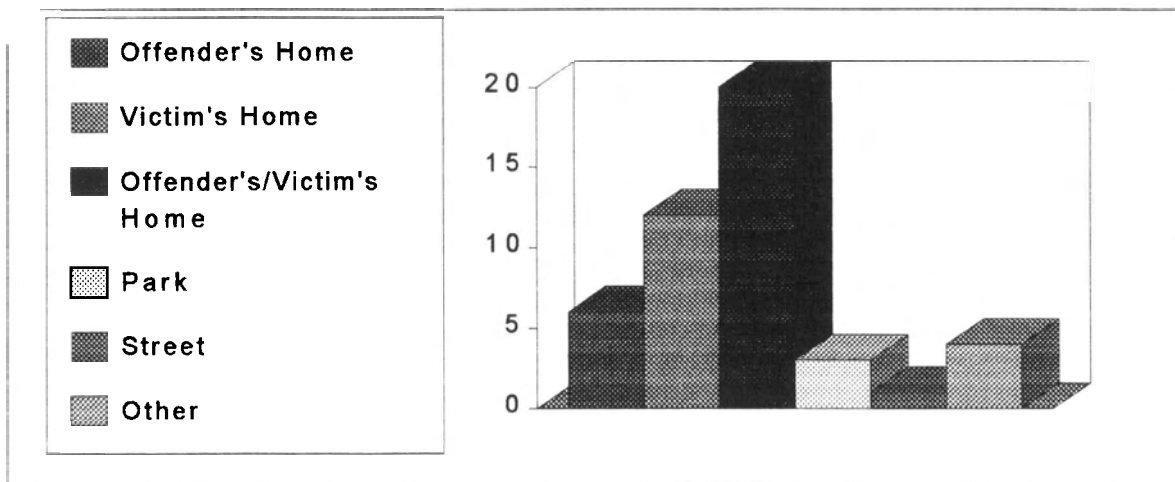




## Location Of Offence

In most cases, 83%, (38 of 46) the offence(s) occurred in the victim's home (12), the offender's home (6) or both the offender's/victim's home (20) (see figure 24).

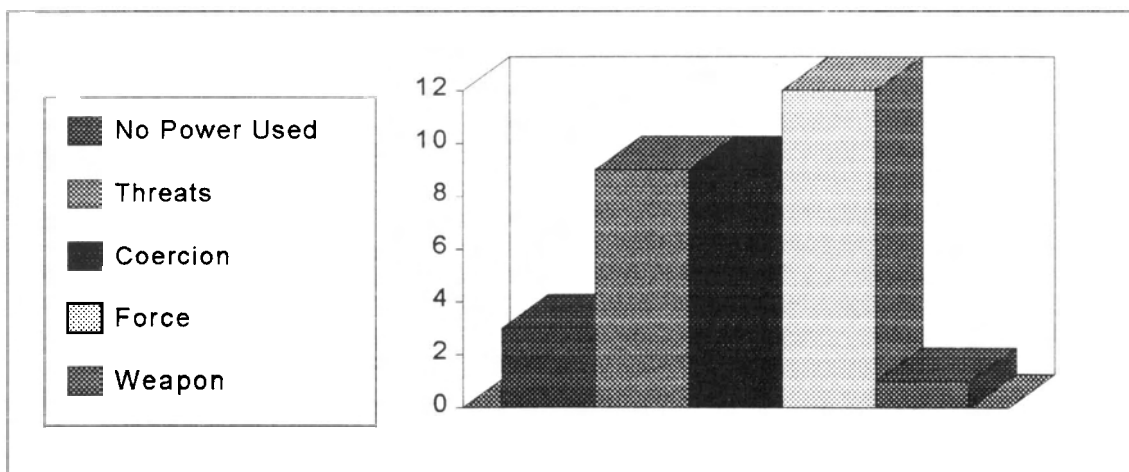
**FIGURE 24** - (N=46)



## Type Of Power Used

In enticing the victim(s) to participate in the sexual abuse, the offender routinely used physical force (12 of 34 cases), coercion (9), and threats (9) (see figure 25).

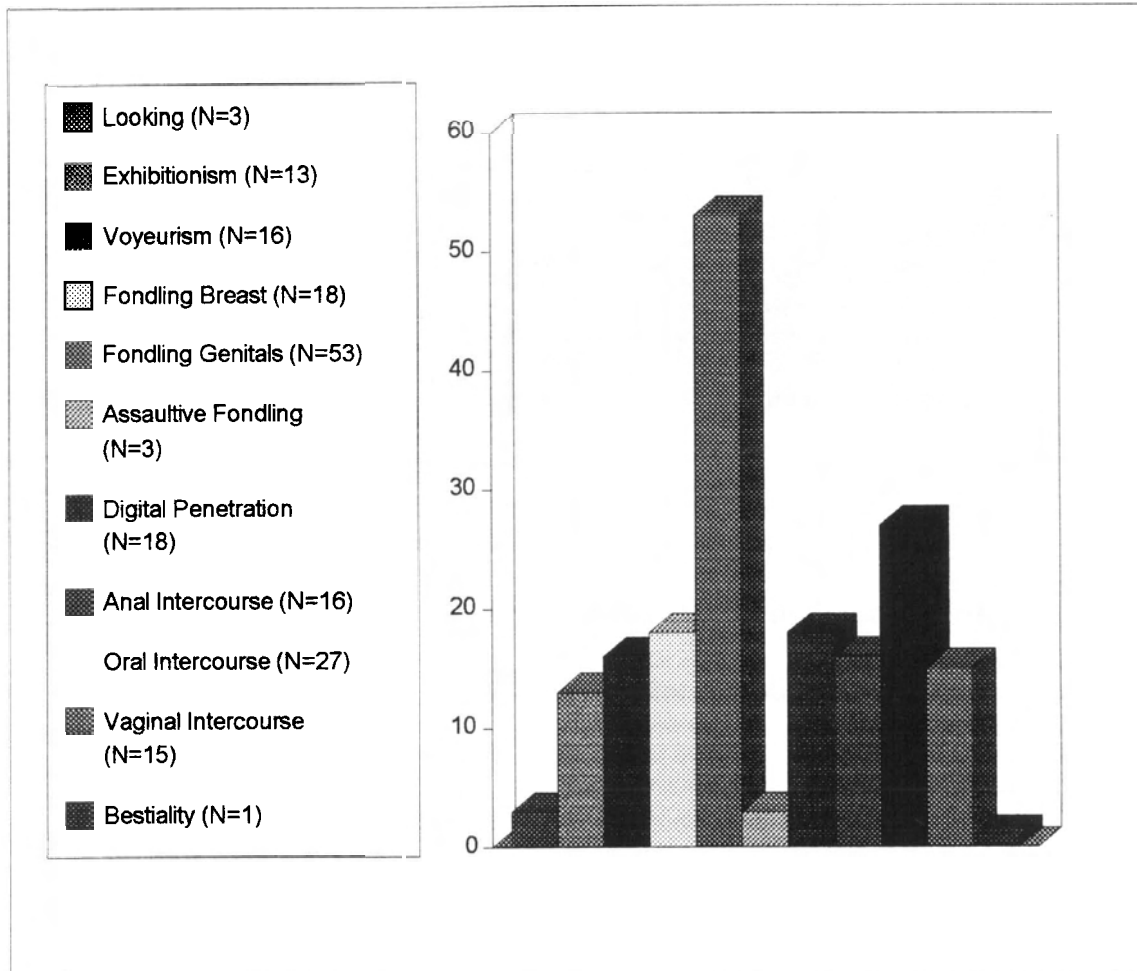
**FIGURE 25** - (N=34)



## Sexual Acts Performed

The type of sexual acts most recurrently performed were: genital fondling (53), oral intercourse (27), digital penetration (18) and fondling breasts (18) (see figure 26).

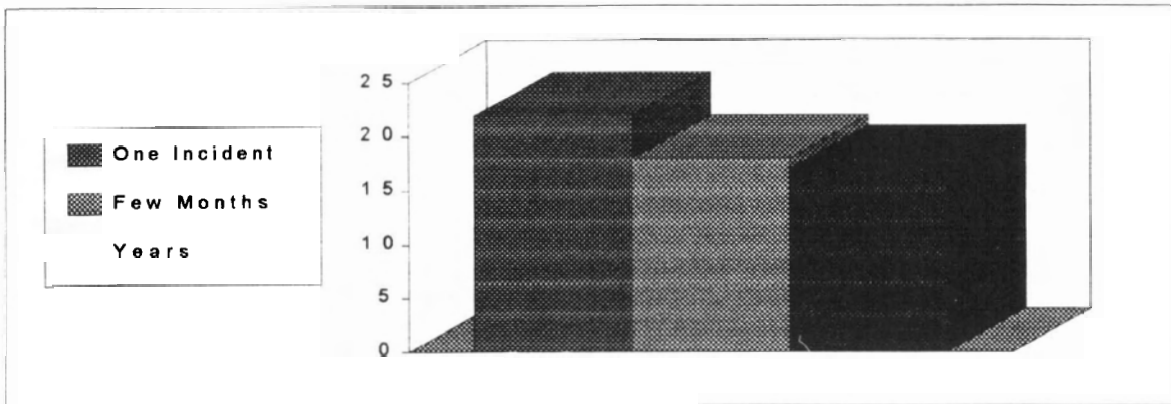
**FIGURE 26**



## Sexual Abuse Duration

The sexual abuse duration did not vary greatly: 22 of 57 cases reported that the abuse only occurred once; while 18 reported the abuse lasted months and 17 indicated that the abuse had continued for years (see figure 27).

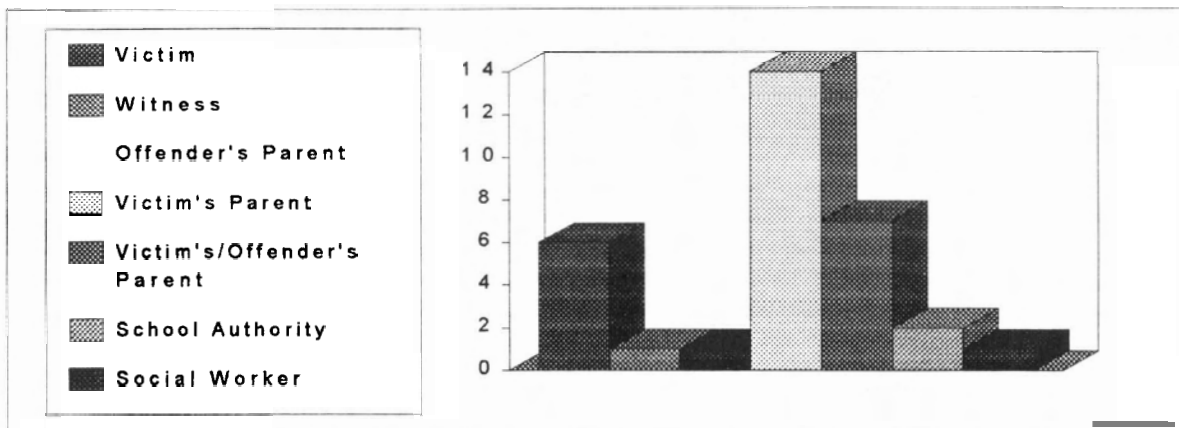
**FIGURE 27** - (N=57)



## Party Who Reported Offence(s)

The party who reported the offence(s) to official authorities was commonly one of the victim's parents (14 of 32 cases), one of the offender's/victim's parents (7) or the victim him/herself (6) (see figure 28).

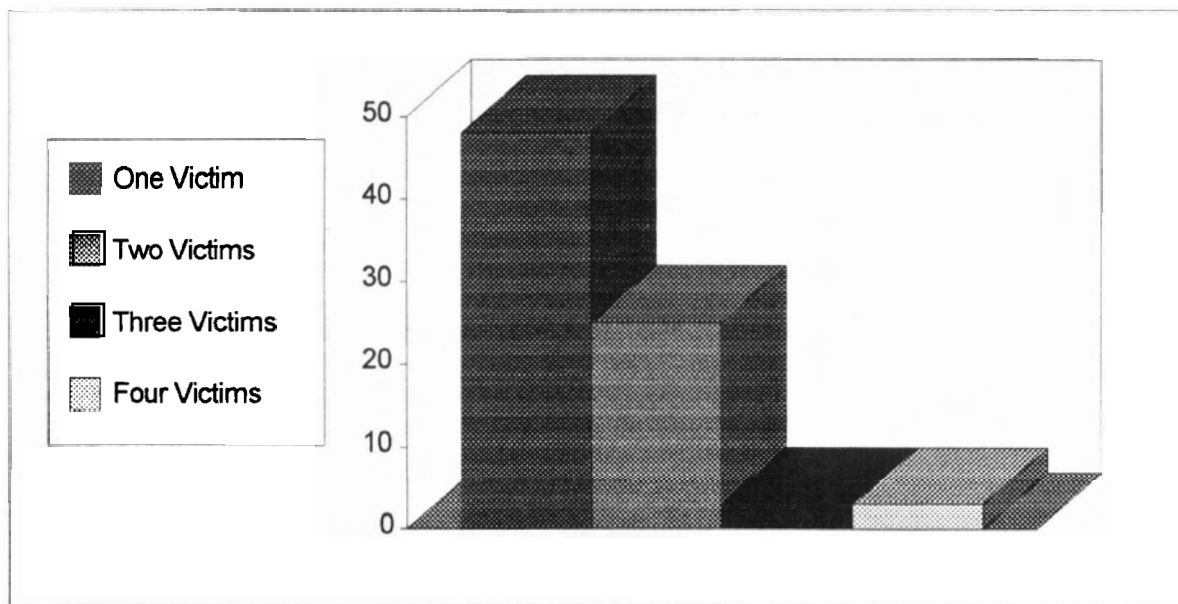
**FIGURE 28** - (N=32)



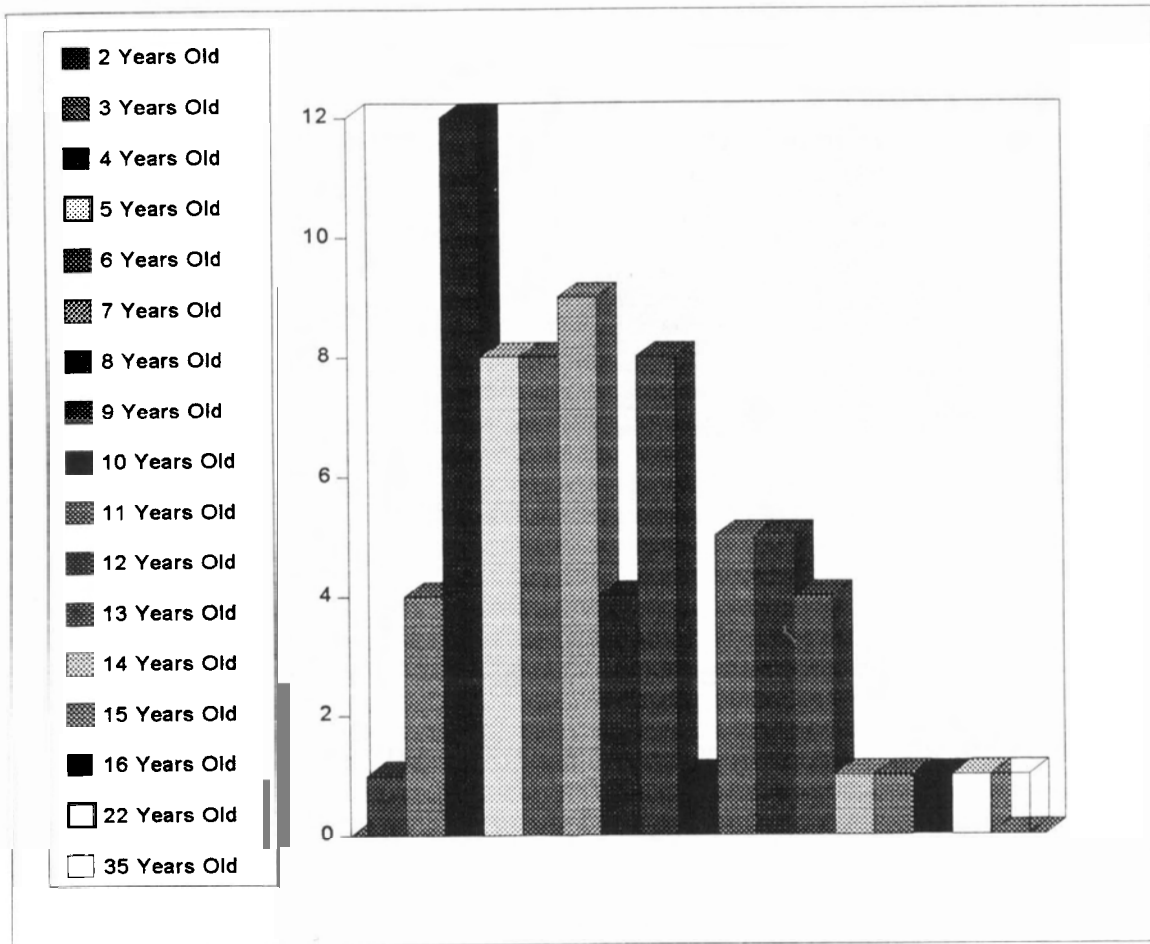
## VICTIM VARIABLES

The majority (61%) of the offenders chose one victim (48 of 79 valid cases); and a respectable number (32%) also victimized two individuals (25). In 66% of the cases, the offenders tended to abuse victims that were between the ages of 4 and 12 (49 of 74 cases). The adolescents preferred female victims (64%) (51 of 80 cases) to either male (25%) (20) or both female and male (11%) (9). In 18% of the incidences, the young offenders knew their victims through baby-sitting (13 of 71 valid cases). In 45% of the cases the attack was on a sibling (32) and 17% of the time a relative (12) was sexually abused (see figures 29-32).

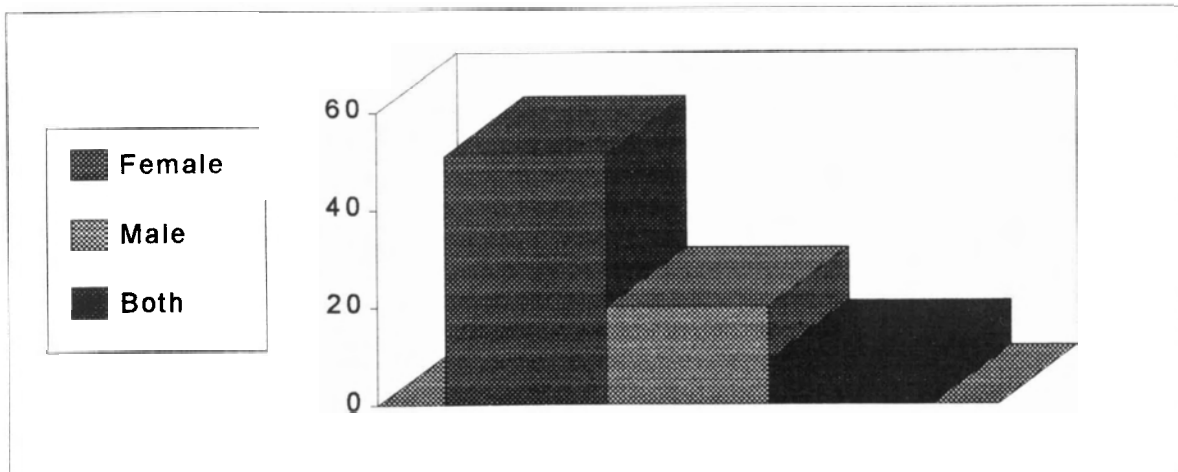
**FIGURE 29** - NUMBER OF VICTIMS (N=79)



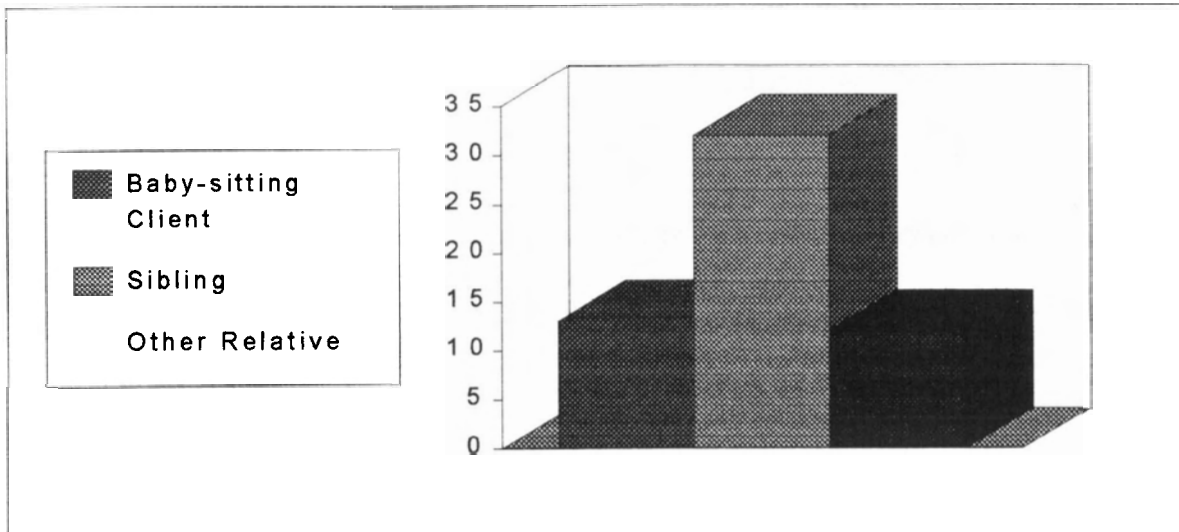
**FIGURE 30 - AGE OF VICTIM(S) (N=74)**



**FIGURE 31 - GENDER OF VICTIM(S) (N=80)**



**FIGURE 32 - OFFENDER'S RELATIONSHIP TO VICTIM  
(N=71)**



**Remorse For Victim/ Victim Required Therapy**

More than half of the assessment reports indicated (29 of 38 valid cases) that the adolescent sex offender had no remorse for his actions or towards his victim(s). The victim required therapy only in half of the reported cases (12 of 24) (see table 13).

**TABLE 13**

	<b>FREQUENCY</b>
Remorse	9
No Remorse	29
Victim Therapy	12
No Victim Therapy	12

## CASE MANAGEMENT

Case management variables were analyzed in this study to give the staff at LINK an in depth look at the behavior and achievement of clients. The case management program levels are divided into BACKPHASE, LEVEL ONE, LEVEL TWO, LEVEL THREE AND SENIOR<sup>18</sup>. Over 50% of the youths, at the time of their last evaluation of their progress, endured at the senior level (26 of 50 cases); an adequate number (26%) of individuals excelled at level three (13) (see table 14).

The average number of times that the adolescent sex offender was evaluated was eight<sup>19</sup>; the lowest number being once and the highest being 25 times (see table 15).

**TABLE 14**

**PROGRAM LEVEL ACHIEVED AT THE TIME OF OFFENDER'S LAST EVALUATION  
(N=50)**

PROGRAM LEVEL	FREQUENCY	PERCENTAGE
BACKPHASE	1	2%
LEVEL 1	2	4%
LEVEL 2	8	16%
LEVEL 3	13	26%
SENIOR	26	52%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

<sup>18</sup> See coding manual (Appendix E) for conversion to new case management format (p.205)

<sup>19</sup> This number varied depending on the length of the offender's stay at LINK

**TABLE 15 - # OF TIMES EVALUATED (N=72)**

NUMBER OF TIMES	FREQUENCY	PERCENTAGE
1 TO 5	16	22%
6 TO 10	30	42%
11 TO 15	11	15%
16 TO 20	11	15%
21 TO 25	4	6%
<b>TOTAL</b>	<b>72</b>	<b>100%</b>

**The Overall Rating Category**

For this category, 74% of the adolescent offenders fluctuated throughout their stay at the LINK program (51 of 69 valid cases) (see table 16). In their last evaluation, 44% of the youths were at level three (dependent upon external control and structuring: 31 of 70 cases) and 41% achieved level four (demonstrates a self-controlled focus on constructive goals and needs little supervision to complete: 29 of 70 cases) (see table 17).

**TABLE 16 - PROGRESS IN OVERALL RATING CATEGORY (N=69)**

PROGRESS	FREQUENCY	PERCENTAGE
FLUCTUATED	51	74%
IMPROVEMENT	13	19%
NO IMPROVEMENT	5	7%
<b>TOTAL</b>	<b>69</b>	<b>100%</b>



**TABLE 17- LEVEL ACHIEVED IN OVERALL RATING CATEGORY  
(AT TIME OF LAST EVALUATION N=70)**

LEVEL NUMBER	FREQUENCY	PERCENTAGE
1	2	3%
2	7	10%
3	31	44%
4	29	41%
5	1	2%
<b>TOTAL</b>	<b>70</b>	<b>100%</b>

**Academics/ Vocational Category**

The populace (63%) of the adolescent sex offenders repeatedly fluctuated in this category for the duration of their stay at LINK (42 of 67 valid cases) (table 18).

The youths frequented level three (37 of 64 cases) and level four (16) the most. (table 19).

**TABLE 18 - PROGRESS IN ACADEMICS/ VOCATIONAL CATEGORY (N=65)**

PROGRESS	FREQUENCY	PERCENTAGE
FLUCTUATED	42	65%
IMPROVEMENT	17	26%
NO IMPROVEMENT	6	9%
<b>TOTAL</b>	<b>65</b>	<b>100%</b>

**TABLE 19** - LEVEL ACHIEVED IN ACADEMICS/ VOCATIONAL CATEGORY  
(N=64)

LEVEL NUMBER	FREQUENCY	PERCENTAGE
2	3	4%
3	37	58%
4	16	25%
5	8	13%
<b>TOTAL</b>	<b>64</b>	<b>100%</b>

## **DISCUSSION**

Information gathered for the study came from occurrence reports, pre-sentence reports, psychological assessments and case management information. Accordingly, very little control could be maintained over the quality of the data. Reports were not always filled out with the same level of detail, files were sometimes missing, and some records were vague. Based on these limitations, the study does not necessarily represent a conclusive and generalizable account of adolescent sex offenders that have entered the LINK program, but rather a description of information that was available. Nevertheless, there are several themes that emerged from the analysis of the reports and assessment data. The findings served to identify common characteristics that were shared by a significant number of clients. These characteristics can be summarized as follows.

## 1. SCHOOL DIFFICULTIES

Most of the youths experienced difficulties at school [as were also reported by Mathews (1987), Awad et al., (1984), and Campbell et al., (1992)]. A large majority of the clients also attended special education programs. In the absence of information about level of intellectual functioning within this study, it was important not to interpret school problems as meaning low intelligence. Many factors could play a role in the youth's under-achievement: low self esteem, rejection by peers, dysfunctional family environment even gaining status from other peers for underachieving [also observed in Mathews (1987)].

## 2. HIGH PERCENTAGE OF PAST LIVING ARRANGEMENTS

Almost three quarters of the young sex offenders have lived with different caregivers, besides a parent, or have been placed in foster homes. A strong indication that they did not have a stable environment to grow up in.

## 3. INDICATORS OF FAMILY DYSFUNCTION

Over half of the youths reported experiencing alcohol abuse within the home. Two thirds of the offenders reported physical abuse and psychological abuse. The same number also indicated witnessing a family member being sexually abused (two thirds of Campbell et al.'s study (1992) also showed family dysfunction).

## 4. SIBLINGS

Almost all of the offenders have at least one sibling either natural, step or half.

## 5. MENTAL HEALTH PROBLEMS

Almost half of the adolescents had indicators of mental health problems (Mathews study (1987) reported 34%, Awad et al. (1984) reported 50%).

## 6. EXPOSURE TO PORNOGRAPHY

Approximately 80% of the adolescents had been exposed to pornography (similar to Campbell et al.'s (1992) findings: 80%).

## 7. EMERGING OFFENCE PATTERN

An alarming 91% of the youths admitted to engaging in previous sexual abuse without being officially charged. This may suggest that sexual offending patterns emerged at a relatively young age.

## 8. MAJORITY OF OFFENDERS WHO HAD BEEN SEXUALLY VICTIMIZED

More than half of the 80 youths were themselves sexually abused at the time of their intake (this figure is somewhat higher than Mathews (1987) who indicated only 25% and substantially lower than Campbell et al. (1992) who reported 87%).

## 9. PAST OFFENCE HISTORY

Most of LINK's clients did not possess a prior history of delinquency (this is contrary to what both Mathews and Campbell et al.'s findings who reported 50% and 60%, respectively in favor of a prior offence record).

## 10. AGE OF THE OFFENDER AT TIME OF 1ST SEXUAL OFFENCE

More than half of the youths tended to be between the ages of 13 and 15 when they committed their first officially reported offence.

## 11. YOUNG AGE OF VICTIM

In over 50% of the cases, the victim was between the ages of 4 and 12 (Campbell et al. (1992) produced similar findings).

## 12. RELATIONSHIP BETWEEN OFFENDER AND VICTIM

Over half of the victims were either siblings or other relatives. This indicates that the offender usually did not have to seek out his victim(s), they were frequently within his home. This high exposure percentage of victims being either siblings or other relatives may be an indication that the abuser's behavior is no longer being considered as simple male curiosity or experimentation. The desire to protect the honor or reputation of the females in the family is somewhat trivial in comparison to the necessary treatment needed for these abusers and their victims.

## 13. ABOVE AVERAGE ACHIEVEMENT IN CASE MANAGEMENT

Overall, most of the offenders usually achieved average or above average results at the time of their last evaluation at LINK.

The study sought to examine a number of variables, deemed by other researchers and key informants as relevant to the initial stage of evaluating sex offender programs. Also, it was intended that the findings be used for the development of profiles of the clients LINK accepts into its program. The profile should also be useful in improving the program.

A finding of concern, especially at the beginning of the research, was the lack of background and other kinds of information in the files. For example, in 50% of the

cases there was no mention of previous victimization or of whether the issue had been explored with the youth (Mathew's 1987 study experienced similar difficulties). In almost half of the documented incidences, the location of the sexual offence was not mentioned. As the study progressed to recent files, the data tended to be more thorough in exploring and documenting what are now considered essential kinds of information.

Increases in reporting adolescent sex offenders have placed an enormous strain on many organizations to develop and effectively run programs. The LINK program is no exception. Unfortunately research has not kept up with the demand for knowledge and program effectiveness. There is need for a uniform data collection system within the program. A coding sheet for key variables on the adolescent clients has been established and each client's files should at least possess this important information. This is the first step in systematically evaluating the program's effectiveness and comparing the actual profile with the target population.

Chapter five will focus on the people who have made the LINK program possible for almost a decade: the staff. Interviews with key individuals focusing on policy issues will be analyzed and compared with YOA's, Ministry of Health's, Salvation Army's and LINK's actual policies and procedures.

## **CHAPTER FIVE**

### **THE CONCEPT OF PROGRAM EVALUATION - STAFF INTERVIEWS**

*"In the past few years, several of the nation's leading sex offender programs have been closed down. It is urged that programs build a strong evaluation component into their treatment programs. Quantitative and qualitative components must be assessed" (Green in Schwartz and Cellini, 1988).*

#### **Purpose of The Study**

The purpose of the study was exploratory due to the pilot nature of the research. This study is only a pre-testing instrument for future research that is needed to be performed for a complete program evaluation.

Before reporting the results of the interviews conducted with LINK's staff, it is necessary to discuss why and how the questions for the interviews were chosen. Program evaluation is designed to be a systematic process for eliciting clear and objective feedback regarding the degree in which the program is achieving success in accomplishing goals and objectives (Green in Schwartz and Cellini, 1988). Most of the questions asked of the staff centered around input and effort evaluation components. These evaluations focus on an examination of all resources utilized within the program itself. The concept of "inputs" (Green in Schwartz and Cellini, 1988) pertains to every resource available for the program including: funding, staffing, and even client population demographics (the latter which has been reported in Chapter four). "Effort" evaluation questions examine the process by which inputs are channeled into program

output. These type of questions clarify process-oriented issues for a sex offender program (e.g. How are decisions made regarding advancing, graduating and terminating offenders?).

## **METHODOLOGY**

### **Sample**

The sampling process was conducted in a non-probalistic purposive manner. This type of procedure was chosen because each of the individuals, who were employed by the Salvation Army, were intentionally sought because they met the criterion of employment in the program for inclusion in the study. Interviews were conducted with seven LINK staff members (one administrator, one former director, one program manager and four front line workers). Interviews were conducted on a volunteer, availability basis. Considering LINK consists of only ten employees, the sample was considered representative of the population. Each interview lasted between forty-five minutes to two hours. The front line workers were excluded from a few policy natured questions for reasons that will be explained later in this chapter.

### **Interview Questions<sup>20</sup>**

The questions chosen for the interviews have been previously tested with adult sex offender treatment programs. Two state legislatures in California, prompted by public concern and demands for accountability, retrospectively assumed responsibility for sex offender program evaluation. They determined that the responsibility to collect and analyze data is an inherent function of such programs. Consequently, a series of important questions were developed in facilitating the program evaluation process.

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<sup>20</sup> See Appendix A



## **Data Analysis**

One of the primary goals of this study is to find out to what extent staff are aware of: the type of client that enters the program; interventions used; and the program's policies and procedures. In analyzing the data, reference will be made to archival data presented in Chapter four, the Salvation Army's mission statement, LINK's policy and procedures manuals (1985 and 1991 versions) and the four theoretical models of the Young Offenders Act discussed in Chapter one.

## **FINDINGS**<sup>21</sup>

### **LINK's Mission (n=7)**

LINK's goals and objectives are built around the development of improved physical, social, emotional, cognitive and spiritual skills. In general, the interviewed participants noted most of the goals and objectives of the lifeskills program: To provide appropriate social and basic skills for reintegration into society and show the residents a safe and caring environment.

Some responses included:

"To teach appropriate behaviors to interact with peers and society".

"Give the youths social skills to help change".

"Personal, developmental and social skills are learned".

It is important to note that a significant component in both the Salvation Army's mission statement and one of LINK's goals - "the spiritual, Christian component", was not discussed by any staff member; administrative or front line.

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<sup>21</sup> See Appendix F for actual interview responses

## **Offender Profile (n=6)**

According to the archival data obtained from LINK's files, the youth's average age is 15.7 years. He is usually caucasian and has had a poor educational history. The youth usually comes from a dysfunctional home, where he has witnessed either alcohol, drug or sexual abuse. In more than half of the reported cases, the youth himself has been a victim of sexual abuse. Even though for most of the youths, it is the first time they have been charged with a sexual offence, they have engaged in inappropriate sexual behavior years before their official charge. He usually chooses one female victim between the ages of 4 and 12. He also chooses his sibling(s) or relative(s) to abuse.

Most of the responses profiled the youth as being between the ages of 15-16 years, coming from a dysfunctional home and lacking self-esteem. Some individuals also listed other characteristics such as:

"They are generally victims of sexual, physical and verbal abuse".

"He usually perpetrates within his family".

"He is usually a loner".

"Virtually all types of boys come through the program except violent ones".

"A lot of the boys attended cadets".

The profile, in each of the respondent's opinion, parallels with LINK's policy of the type of offender that is accepted into the program. LINK outlines its client as a youth that demonstrates inappropriate behavior and failure to learn the appropriate skills that lead to a constructive, independent lifestyle.

### **Specific Interventions Employed (n=7)**

The method of treatment is based on differential planning based on an individualized assessment of learning and needs as the adolescent reacts to the goal expectations outlined at each level of the program. According to the 1985 version of the policy and procedures manual; the aim of the program was that it was the youth's self-motivation from an intrinsic reward system rather than from a concrete behavior modification "reinforcers" that was important. The aim of the program has changed over time to strongly enforce behavior modification (according to modules outlined in the 1991 policy and procedures manual).

General responses to specific interventions employed included reality therapy, behavior modification, modules, role playing. It is interesting to note that only two individuals mentioned the lifeskills component as a specific intervention. The Lifeskill component, according to LINK's 1985 policy and procedures manual, usually includes academic skill training, woodwork training, ground maintenance, household skills.

### **Expected Outcomes (n=3)**

The aim of the LINK program is to assist the youth to have a clear idea of who he is, of what is expected of him, and of how he reacts to others. The respondents all believed that the expected outcome of the youth is a changed outlook about himself and to provide him with skills to conduct himself appropriately in the outside world.

### **The Importance of Recidivism Rates (n=3)**

Recidivism rates have been studied in the area of adolescent sex offenders to determine when adolescent sex offenders are most likely to commit new offences; both sexual and non-sexual. Also of importance are characteristics associated with reoffending "quickly" (during the first year at risk in the community). Researchers have also used recidivism rates to determine if juvenile sex offenders continued to commit sex offences as adults. Sexual recidivism among adolescent sex offenders, according to previous studies, is very low (Marymount Project, 1992; Rowe, 1991).

In an unpublished document through Youth Court Services, which involved approximately 272 files between the years of 1986 and 1990, the rate of recidivism<sup>22</sup> was reported as being 8%.

Responses varied for this question. One individual believed the program must be in existence for a longer period of time before recidivism rates should be looked at. The other two individuals believed recidivism rates were idealistically an important component in measuring the success of the program, but admitted that realistically this data is difficult to obtain.

### **Crime Free, or Reduced Seriousness of New Crimes (n=7)**

The "crime free" issue can be paralleled with the crime control model of the four models of the Young Offenders Act discussed in Chapter one. The crime control model believes the youth poses a threat to the social and economic association within society and that he must remain crime free in order to protect the rest of society.

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<sup>22</sup> This rate was calculated strictly from Provincial Corrections data.

The "reduced seriousness of new crimes" issue can be associated with the welfare model of the YOA. This model believes that youth are shaped primarily by their environment and are not quite the freely-determined individuals stated by other models. The main goal behind this model is to rehabilitate the antisocial youth. The reduced seriousness of new crimes, which could be considered as a final disposition, can be seen as a modification to fit the changing needs and circumstances of the youth.

Most of the individuals believed that the youths were expected to be "sex crime free" but realistically, the staff believe the youths are not expected to be totally crime free. These responses indicate that most of the LINK's employees believe that when the youth is placed back into the community, and the youth chooses to displace his frustrations into committing non-sex crimes, it is considered an improvement in his behavior. None of the respondents believed that the youth was to be expected to be totally crime-free.

### **Social/Psychological Changes (n=7)**

The Salvation Army's mission is to supply basic human needs; provide counseling and undertake the spiritual, moral regeneration and physical rehabilitation of all persons in need.

Most individuals believed that the youths are expected to learn the necessary social skills to interact with positive peer groups. The psychological changes that are expected of the youth are an increase in self-esteem, appropriate sexual behavior, positive coping. One respondent did not believe that the program deals with

psychological changes. Only one respondent mentioned the expected social change of strengthening the youth's affiliation with the church.

### **Definition and Measurement of Activities (n=3)**

The definition and measurement of activities are set out in LINK's 1991 policy and procedures manual. These activities range from group modules, to lifeskills activities to the youth's free time.

The responses ranged from measurement of appropriate interactions with peers; to the definitions of the activities by the specific group that is in the program; to a combination of external observations based on well defined criteria. One respondent indicated that activities could be partially (but not to a large extent) defined by the program's policy.

### **Clients Meeting Program Expectations (n=7)**

LINK's goals and objectives are built around the development of improved physical, social, emotional, cognitive and spiritual skills. The emphasis is on an holistic approach. Each youth is involved in identifying personal goals, the behaviors and strategies needed to attain those goals. The youth is informed that the LINK program has been built around learning the kind of skills he needs to have to handle the expectations at school, work, at home or living by himself in his community.

The general consensus among the respondents was that the youths did meet program expectations. Two significant comments were that there was flexibility within the program and that the kids are meeting the expectations of the program even if it is only on the surface.

### **The Type of Client Actually Being Treated (n=7)**

In the referral acceptance section of the 1985 policy and procedures manual, the offender to be treated should be one that is not a danger to the community or to other youth. A fair number of individuals believe that some of the clients that are actually being treated are dangerous and have the potential for violence. It is interesting to contrast the profile of the offender with the offender actually being treated. It is also significant to note that the same individual who stated that virtually all types of youths enter the program, except for dangerous ones; also stated that some clients that are actually being treated have the potential to be violent, dangerous and predatory.

### **Programmatic Changes to Enhance Treatment Process (n=7)**

One of the goals of the LINK program, according to the 1991 policy and procedures manual, is to develop a five-year plan that will focus on improved ways of attaining other goals. Another goal is to evaluate both the youth's and the program's progress on a regular basis and plan for improvement.

Programmatic changes suggested by LINK's workers included a multi-systemic approach that links the lifeskills and sexual offending components in a better fashion; LINK actually being a residential treatment center with a therapist and psychiatrist on site; more treatment groups; more training; and a follow-up component.

Other changes recommended using pets to practice empathy; a new building needed for the program; and to initiate more social activities.

### **Program Keeping Abreast with Latest Research (n=7)**

The majority of the respondents believed that the program was indeed keeping up with the latest research in the area of lifeskills and adolescent sex offenders. One respondent though, strongly believed that the program needs to extend training to all staff and the program needs to be more on top of things. Another respondent stated not seeing any improvements within the program and that research is constantly changing on adolescent sex offenders but LINK lags behind.

### **Staff/Client Ratio (n=7)**

Within the policy and procedures manual, there is no indication of what the staff/client ratio should be.

It is interesting to note that respondents did not arrive at the same staff/client ratio. An equal proportion of individuals believed the ratios were: 1 staff to 2 youths; 1 staff to 3 youths; and 1 staff to 4 youths. One respondent distinguished day: 1 staff to 2.5 youths and evening: 1 staff to 10 youths, as the staff/client ratios.

### **Academic, Experiential and attitudinal characteristics of staff (n=3)**

One of the first LINK policy objectives, as indicated in the 1985 policy and procedures manual, states that the selection of staff is to be conducted in a careful interview process based on an evaluation of qualifications, background of relevant experiences, personality style, character references, and willingness to sign a statement of confidentiality.

One respondent stated each staff's academic achievements, whereas the other two respondents gave a general overview of the staff's academic accomplishments.



All three respondents concurred on the experiential and attitudinal characteristics of the staff. The respondents believed the staff to be quite knowledgeable about the criminal justice system and sex offending and able to work together as a team. One respondent did admit that at the inception of the LINK program, staff that were hired were not knowledgeable about adolescent sex offenders. This was in due part to adolescent sex offending being an area that was still being ignored and not taken seriously. One respondent also mentioned that he/she believed that due to union contract "bumping" not all staff were properly trained in the sex offending area.

#### **Staff Organization to Accomplish Objectives (n=3)**

Staff at LINK (1985 manual) includes the following: program manager, social worker, youthcare worker, night supervisor, living unit worker, vocational instructor, teacher, confidential secretary and driver.

The responses were quite general for this question. No one actually described staffing positions at the program except for the role of the program manager and social worker. One individual also discussed that seven out of ten of the staff were involved in front-line delivery of the program.

#### **How well do referral sources understand intent and capabilities of LINK? (n=7)**

Referral acceptance (1985 manual) into LINK is based on a social history, and psychiatric and psychological reports done by the assessment team at Youth Court Services. Throughout the youth's stay at LINK, the social worker forwards once a

month a formal progress report to the probation officer, Youth Court Services, to the Recourse Center Director of Programs, and to other authorized professionals.

Most respondents believe the referral sources do understand LINK's intent and capabilities. Responses also included that the understanding is much better than it was years ago.

### **The Need for Educating Referral Sources (n=7)**

A fair number of individuals believed that a continual process of educating the many organizations involved in LINK's operation is necessary. One individual stressed that there still appears to be difficulties with front-line probation officers.

### **Statutes and Policies Pertaining to the Program (n=2)**

Both respondents believed that the statutes and policies pertaining to the program are meeting stated expectations. It is significant to note that one respondent stated that there are ongoing evaluations and strategies surrounding the policies. The last time the policies and procedures manual was updated was 1991. This manual incidentally was a much shorter and general version of the 1985 manual. The 1991 manual excluded important components such as the objectives and motivation of the program.

### **Staff Time Allocation (n=6)**

Staff time allocation is based on the respondent's typical shift at LINK. Depending on the individual interviewed, the administrative allocation of time varied from 5% to 30% of the respondent's time. Security time varied between 20% to 100% of the allocation time. There was a consensus on how much time was allocated to

training workers: 0% to very little. This is an interesting point because according to LINK's 1991 policy and procedures manual, staff are encouraged to participate at least once a year in a course/seminar with the *assistance* of LINK with costs and arrangements ( LINK's Standards and Procedures Manual, p. 2.11).

Allocation of documentation time was usually stated at being between 20-30% of the respondents' time. The lifeskills component was unanimously stated as taking up 50% of the respondents' time.

### **Decisions made Regarding Advancing, Graduating and Terminating Offenders**

(n=7)

LINK residents are advanced and demoted within 5 levels (backphase, levels 1, 2, 3 and senior) based on the program card points system<sup>23</sup>. As indicated in LINK's 1985 policy and procedures manual, graduation from the program is determined by:

- 1) The Youth Court Services Treatment team's recommendation for readiness to return to the community,
- 2) The completion of specific lifeskills modules,
- 3) Satisfactory monthly progress reports on meeting the specific objectives of the case management plan,
- 4) Satisfactory home leave reports.

The termination of offenders from the program once again is a group decision between YCS and LINK staff.

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<sup>23</sup> See LINK RESIDENT - PROGRAM CARD (Appendix G) for complete outline of activities and points earned.

The youths, in 1987, usually attended the program for approximately six months, whereas in the last couple of years the length of time has extended to between ten to twelve months. The program has become lengthier in due part to the type of clientele that has entered the program in recent times; (potentially dangerous) and to the treatment focus of the program.

The staff is well aware of the process of advancing, graduating and terminating offenders. Most of the respondents believe decisions are based on a team case management effort in conjunction with Youth Court Services. Only one respondent indicated that alone the therapist and social worker make the decisions of advancing, graduating and terminating offenders. It is also interesting to note that only one respondent indicated that the onus is placed on the youth whether or not he will be advanced, terminated or graduated from the program: "he must complete requirements and risk assessments".

**The Number of Groups, Modules, Behavior Therapy Sessions, Activity Groups Conducted on a Monthly Basis (n=3)**

Nowhere in the LINK's 1991 Policy and Procedures Manual does it indicate a specific number of modules or activity groups to be conducted on a monthly basis. The manual does outline the different modules conducted at LINK: Pathways (a guided treatment module for Juvenile Sex Offenders); Positive Peer Culture (PPC) (group therapy setting); PREP (effective family living); Nutrition (Eating Right); Consumer Education (personal, budgeting skills); Active Awareness (understanding important issues).

The 1985 Policy and Procedures Manual states that the youth will attend the Langley Youth Resource Center's academic and pre-vocational programs. Teachers under contract of the Langley School District provide the teaching-guidance according to the learning and subject need level of the individual youth. Pre-vocational training was available in woodwork, auto-mechanics, and silkscreening, it is now only available in woodwork.

Two youth in the mornings, and two youth in the afternoons, are under the supervision and teaching guidance of the Living Unit worker for two weeks at a time, for the purpose of learning basic household skills.

Evening programs include: Positive Peer Culture group meetings, cognitive skills, personal and living needs meetings, individualized case management contact, recreational and leisure-time activities, lifeskills modules.

Only one respondent outlined in general, how many groups and modules are conducted on a monthly basis: 8 YCS groups, 60 modules, 4 behavior therapy sessions, 16 activity groups and 64 lifeskills sessions.

### **Communication Among Staff Regarding Offender's Progress and Treatment Plans (n=7)**

FAPS (Fact: Assessment: Plan: Strategies) are an important source of feedback for a resident. Each resident is to have a FAPS form completed by a Youth Care Worker every day on a positive behavior that has been displayed. Each staff member is to read resident FAPS and sign in the appropriate area.

Resident Logs are a detailed account of observed behavior of each resident at LINK. These behaviors are recorded in the resident's personal computer log. The module material covered and the resident's input into the group discussion is recorded in this log entry.

The FAPS, resident logs and treatment plans are discussed in great detail at weekly case management meetings.

A great majority of the staff reported case management meetings, logs and verbal communication as a means of reporting client's progress and treatment plans.

### **Major Policy Changes that Have Occurred Since the Inception of the Program** (n=3)

Pathways is a guided treatment module for adolescent sex offenders that has been used at the LINK program as part of each youth's case management plan. Pathways is a twelve step method for understanding and changing residents' sexual behavior that is illegal and hurts people. The method works by giving the youth a deeper understanding of his offending behavior, helps him to be accountable, and encourages him to practice new behaviors that will keep him offence free. It does not replace specialized sexual deviancy counseling by trained professionals, but can serve as both a starting point for helpful addition to treatment. It is designed to be used with the guidance of trained counselors and the support of peer group therapy. Pathways can be an effective tool in helping residents learn new and non-hurtful ways of dealing with their feelings, thinking, and behavior patterns.

It seems that the major policy changes that have occurred within the program over the years is that it has taken on a more treatment focus and integrated case management process (all elements involved in the program - including probation officers). It is important to note that when the program began in 1987, there was no need for the treatment component of behavior modification. As time progressed, there appeared to be a greater need for the treatment component emerging, such that LINK is now gradually integrating treatment techniques within the program.

## **DISCUSSION**

Information gathered from the study came from interviews conducted with LINK's staff. The four front line workers were excluded from some policy questions for several reasons. It was quickly realized by the researcher that some of the front line workers did not possess the knowledge to answer the questions such as: how important are recidivism rates? or how are activities defined and measured? or what are the academic, experiential and attitudinal characteristics of staff? Some front line staff are not expected to know this type of information. The researcher also found herself giving hints to the first interviewee on how to respond to a certain policy question. Therefore, it was decided in order for the study to be as objective and unbiased as possible, questions that posed uncertainty or difficulties were not asked of certain front line workers.

A slight problem was encountered when data analysis occurred. The researcher had to reference two of LINK's policy and procedures manuals. It was deemed necessary to reference the 1985 initial manual due in part to the lack of pertinent

information that the "updated" 1991 manual contained. The analysis at times proved to be somewhat confusing and frustrating due to not being able to find relevant information in the newer manual. This lack of information may be in due part to why staff did not concur with one another on basic questions within the interviews.



## **CHAPTER SIX**

### **CONCLUSIONS AND FUTURE RECOMMENDATIONS**

Many objectives and questions regarding LINK as a policy study were introduced in the opening chapters. As a conclusion to this thesis, it is here deemed appropriate to reiterate the fourfold purpose of the thesis and ultimately discuss the three-tiered policy analysis incorporating the policy/ theory discussion, the demographic profile, and the interviews with significant stakeholders. Again, it should be kept in mind that the data were derived from files and interviews only, not from actual observations of programming operations. However, this latter approach would not have been allowed by the program's administrators, as a method to have been employed for the researcher. Therefore, this discussion will include the attempt to initiate the evaluation of the LINK program by testing theoretical assumptions of all organizational policies involved that meet the needs of the targeted clients. It will also be shown how the programming assumptions fit within the theoretical assumption of the facility's operation. Finally future operational recommendations will be stated.

According to the demographic breakdown, LINK's clients, in general, fit the profile of Barbaree et al.'s (1993) multifaceted theoretical explanation as to why adolescents engage in sex offending. The youths usually lack confidence, are unskilled interpersonally, and possess a developmental history that makes them vulnerable to a variety of influences and to situational events that would otherwise go unrecognized or at least be ignored by males who are not so vulnerable. Coming from

dysfunctional homes, the youths have usually not experienced secure attachment bonds with their parents. According to this theory, such boys will have difficulties relating to peer-aged females, and consequently find appealing those media messages that express attitudes toward women and children that objectify and demean them. Is LINK appropriately treating this type of client, consistent with such a theory?

**OBJECTIVE:**

**HOW LINK, AS A POLICY CASE FOCUS, REFLECTS CRIMINAL JUSTICE/HEALTH, SALVATION ARMY AND ITS OWN ASSUMPTIONS.**

LINK believes that the inappropriate behavior demonstrated in its clients is associated with the failure to learn the appropriate skills that lead to a constructive independent lifestyle. Furthermore it is believed that consistent experiential learning in caring environments will build lifeskills related to living a self-reliant responsible lifestyle and may if the youth wills, lead to a Christian commitment. In setting case management goals and offering the twelve steps pathways module, LINK is addressing the youth's obligation to be held accountable for his behavior. As a pre-requisite to entering the Program, under close supervision, the youth is not to pose a danger to the community or to other youth in the living unit.

The LINK program operates under the theoretical assumptions of the Young Offenders Act. More specifically, the philosophy underlying LINK is consistent with the philosophy of the YOA: "balance the rights of society, the responsibility that young offenders must bear for their actions, and the special needs and rights of the young".

In balancing the rights of society, the LINK program attempts to take every precaution regarding community safety, including accepting clients that are supposedly not deemed a danger to society.

Unfortunately, "dangerousness" is a very controversial issue and according to a few LINK staff, some clients, especially in recent times, have had the potential to be dangerous. The shift in clientele attributes of potentially dangerous may well require a shift in programming focus; a balance between the corrections mandate and the health mandate, such that individual and public safety concerns receive higher priority.

On paper, the case management individualized development component of the program addresses the client's accountability for his behavior. Through setting short term and long term goals and providing the pathways module, LINK directs the youth to take responsibility for his inappropriate actions.

As indicated from the profile, most of LINK's clients have come from dysfunctional homes and/or unstable environments. In realizing that its target population has special needs and rights, LINK gives the youths an opportunity at learning appropriate lifeskills, developing positive attitudes, values and behaviors necessary for constructive responses to their communities.

A couple of Forensic Psychiatric Services' functions are to assess persons held under a court order and to research and provide educational programs respecting the diagnosis, treatment and care of forensic psychiatric cases. In accordance with the former function, LINK's referral acceptance is based on a social history, and psychiatric and psychological reports done by the assessment team of the Youth Court Services.

In seeing the need for educational programming for this type of client, the Ministry of Health provides funding in order for the LINK program to assist these youths with their lack of living and lifeskills learning experiences.

Lastly, the Salvation Army's mission ministers to persons involved in the criminal justice system through a demonstration of Christian love and concern. It also offers practical assistance to the offender, the victim, the witness and to those persons affected by and serving in the criminal justice system. LINK 's goals are built around the development of improved physical, social, emotional, cognitive and spiritual skills to assist its target population in leading constructive lifestyles when re-entering the community. In summation, LINK's operations reflect the policy goals of the Young Offenders' Act, Health and Salvation Army's theoretical assumptions and in doing so, is capable of providing a holistic approach to its programming components.

**OBJECTIVE:**

**TO DETERMINE THE THEORETICAL ASSUMPTIONS OF THE PROGRAMMING AT LINK AND ITS "FIT" OR DISJUNCTURE WITH THE PROGRAM AND CRIMINAL JUSTICE AND HEALTH POLICIES.**

The purpose of the LINK program is to provide lifeskills and living skills learning experiences under a structure that provides twenty-four hour supervision of male young offenders displaying a paraphilia disorder, who are placed into the Living Skills Needs Unit as a condition of probation. As well as assuring supervision, the focus is on providing counseling and teaching of school or employment skills, recreation skills, as well as key living and lifeskills as important goals for an individualized lifeskill

development program. The youth have been assessed as lacking in social competency, weaknesses in their cognitive skill development (interpersonal problem-solving, cognitive thinking style, social perspective taking, critical reasoning, values, self-thinking awareness and self-control) and in social skills.

In referencing Mildon et al.'s (1993) techniques for a comprehensive eclectic model in treating adolescent sex offenders, it is apparent that LINK, a lifeskills program, has changed its focus to become more of a treatment model.

LINK integrates the client's need for being accountable for his behavior through its case management and pathways module. According to Mildon et al. (1993), personal **accountability** is stressed throughout treatment by requiring participation, self-disclosure and self-monitoring. One treatment message about accountability is the waiving of confidentiality, requiring the offender to give up the secrecy which has supported abusive behavior.

In taking part in the pathways--steps to sex offender accountability module, the youth must be aware of the **sexual abuse cycle** and understand the interrelationship of situations, thoughts, feelings, and behaviors which lead up to and follow a sexual assault .

As part of a pilot project, the LINK program has now established its clients' psychosocial, familial, sexual, and behavioral **history**. This type of information holds many keys to the offender's current functioning: his views of the world, behaviors, attitudes, self-image, and levels of empathy.

One of the steps to sex offender accountability at LINK's pathways module is for the youth to learn to feel and demonstrate remorse and **empathy** for those he has victimized. Personalization of victims is addressed in many ways: calling victims by name; offenders role playing victims' experiences, and being made aware of all the subtle stereotyping which contributes to objectification and exploitation of others.

In profiling the clients at LINK, most of the staff stated that the youths come from dysfunctional homes/environments. The actual demographic profile was consistent with this perception and showed that over half of the youths reported physical and psychological abuse. It is one of LINK's goals to develop an improved parent-youth communication and relationship interaction. **Family dysfunctions** revealed in the youth's history can undermine the treatment process. Family systems often share the same dynamics as the offenders and support the offending behavior by their denial and resistance to change.

The PREP module at LINK is a comprehensive program designed to help clients in present relationships with parents, teachers, employers, peers, and dating partners. PREP focuses not only on parenting, but on self-awareness, on understanding friends, family, dating, engagement and marriage. PREP discusses four basic goals of negative behavior: attention, power, revenge and display of inadequacy.

Dating skills; assertive training; social skills; communications; problem solving; expression of feelings; anger management; stress management; values clarification; as well as academic functioning according to Mildon et al.'s (1993) technique of **skills deficit and educational deficits**, may be addressed in the treatment process.

Treatment, particularly for adolescent sex offenders, requires interagency cooperation and close coordination of treatment efforts to be effective. A range of interventions is required in order to meet the needs of different offenders and the needs of each offender at different stages in his treatment. Current thinking incorporates elements of many theories/principles into a multi-modal, multi-factor theoretical model which incorporates forensic and eclectic elements as part of a comprehensive intervention process. As well, LINK integrates into the program concepts from all four theoretical models of the juvenile justice procedure, i.e., crime control, justice, welfare, and community change, although it is evident from the discussion that the justice and community change models predominate at LINK. It is also suggested however, that the crime control model is gaining in importance, in light of the nature of the clientele now being processed through the program.

Theoretically, the LINK program fits the model of a lifeskills program, but at a closer glance at the techniques employed, it appears the program has a slightly different focus and can even be seen as striving to the Edgewood treatment program's level of dealing with male adolescent sex offenders. The LINK program has needed to change its original focus to better deal with the special treatment needs of its clients. One issue that still must be addressed at LINK is the potential dangerousness of its target population. Referring back to staff interviews, the actual client that is currently being treated at LINK has the potential to be dangerous; this reality is inconsistent with LINK's original admission criteria. A revised classification criteria for the target population should be incorporated into the policy and procedures manual.

This change in focus remains nevertheless, in general, consistent with criminal justice, Salvation Army and health policies; in that the program is still attempting to balance the rights of society; stressing responsibility that the clients must bear for their actions; addressing the special needs and rights of the youth; consulting with the Ministry of Health in regard to changes made within the program; and offering practical assistance (physical rehabilitation) to the adolescent sex offender. In response to the change in focus at LINK, it is recommended that a revised policy and procedures manual setting out the new goals and objectives of the program is essential. This would surely benefit not only the staff at LINK but also all organizations involved in LINK's operation, as well as other agencies examining the LINK model for their own development.

In summation, the two critical factors impinging on the functioning of LINK, according to its original mandate and governing policies, is the shift in programming focus to adhere more closely with a treatment approach and second, the influx of clients which appear to possess more potentially dangerous attributes.

## **FUTURE RECOMMENDATIONS**

The following recommendations address the broader issues stemming from the study conducted at LINK. The recommendations present an ideal framework for research and policy analysis with respect to the needs of male adolescent sex offenders. It is realized that the practical realities impinging on service provision in the 1990's, where financial and fiscal restraints, limit implementation of reformed policies.



There have been numerous studies on the nature and prevalence of child sexual abuse. A limited number of studies specifically describe programs for adolescent sex offenders. However, few controlled outcome studies have been conducted with respect to male adolescent sex offender treatment. Given the scarcity of resources, and the developmental aspects of the work with this clientele, it is imperative to determine what constitutes effective treatment for LINK's clients. It is also important to continue to build LINK's descriptive data on its clients.

From this pilot policy study, it is recommended for future evaluative research:

- \* To establish a data base at LINK in order to systematically collect empirical information on its clients.
- \* Update the Policy and Procedures Manual to include pertinent information regarding the program's operation, focus, motivation, aim, target population, goals and objectives, etc.
- \* To incorporate as part of program objectives, a post treatment group after discharge (see Appendix B for more details).
- \* To incorporate into the Policy and Procedures manual an outline of the different organizations and their policies as they are involved in LINK's operation.
- \* In order to effectively evaluate the program in the future, a follow up component after discharge should be incorporated; this may include an examination of recidivism rates, self-report interviews, the success of maintaining "normal" relationships, etc.

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## **APPENDICES**

## **APPENDIX A**

### **INTERVIEW QUESTIONS WITH LINK STAFF**

1. What is the task or mission of this lifeskills program?
2. What is the profile (in your opinion) of the offender to be treated?
3. What specific interventions are employed?
4. What are the expected outcomes of these interventions?
  - a) To what degree are recidivism rates a measure of program success?
  - b) Is the sex offender expected to be crime-free, or demonstrate reduced seriousness of new crimes?
  - c) What social/psychological changes are expected in the sex offender?
5. How can activities be defined and measured?
  - a) To what degree are clients meeting the program's expectations?
  - b) What types of clients (in your opinion) are actually being treated?
  - c) What programmatic changes would enhance the treatment process?
  - d) Is the program keeping abreast of the latest research?
6. What is the staff/client ratio?
7. What are the academic, experiential and attitudinal characteristics of the staff?
8. How is the staff organized to accomplish programmatic, statutory and clinical objectives (where applicable)?
9. How well do the referral sources understand the intent and capabilities of this program?

10. Is there a need to educate referral sources about those amenable to the type of treatment?
11. Do the statutes and policies pertaining to the program meet stated expectations?
12. How is staff time allocated among administrative, security, public relations, documentation, training, assessment, and lifeskills tasks?
13. How are decisions made regarding advancing, graduating, and terminating offenders?
14. How many groups, modules, behavior therapy sessions, activity groups are conducted on a monthly basis?
15. How is input from staff solicited regarding an offender's progress status?
16. How is information communicated to other staff members regarding treatment plans?
17. What are the major policy changes that have occurred in the program from the time of its inception?

**APPENDIX B**

MACDONALD YOUTH SERVICES

THE EDGEWOOD PROGRAM

A LEVEL IV RESIDENTIAL TREATMENT PROGRAM

FOR

MALE ADOLESCENT SEX OFFENDERS

(WINNIPEG, MANITOBA)

## MACDONALD YOUTH SERVICES

### THE EDGEWOOD PROGRAM

#### A LEVEL IV RESIDENTIAL TREATMENT PROGRAM

#### FOR

#### MALE ADOLESCENT SEX OFFENDERS

#### RATIONALE

In the past, MYS has attempted to manage and treat individuals who have exhibited, among other problems, a pattern of sexually aggressive behaviors within the existing Level IV Residential Care Program. MYS has developed an expertise in treating adolescent offenders, both through training, experience and successfully recruiting professional staff with experience and training in this area. However, from this experience we have come to believe that placing adolescent sex offenders in residential programs designed to serve emotionally or behaviorally disturbed adolescents who are not sex offenders does not allow for the best treatment for the offender and indeed creates an unacceptable risk for the non-offending population. Therefore we have developed a specialized Level IV treatment program for male adolescent sex offenders.

#### OVERVIEW

In recognition of the complexity of the problem of sexual offending as well as the heterogeneous nature of this population, the program provides a range of interventions designed to meet the treatment needs of different offenders and the needs of each offender at different stages in his treatment. The staff are sufficiently skilled as well as flexible in their treatment delivery to apply these interventions at the appropriate times. The offender specific treatment is successfully interwoven into the residential program so that they support one another. Operating within an open community-based setting, our staff are particularly skilled at engaging a notoriously resistant client population. We also work closely with our collaterals within the system.

This program was developed with an appreciation for the many challenges it presents as well as a strong belief in the importance of treating adolescent sex offenders. Our ultimate goal for every offender in this program is the total abstinence from sexual offending behavior. Due to the very serious and harmful effects of this problem, it is incumbent upon us to ensure as effective a program as possible and we believe that the incorporation of all the program components ensures that the staff and residents in this program are working together towards the goals within this program.

## **1. Assessment**

Assessment begins with the referral. Due to the short term, intensive nature of the program an amenability to treatment is a major consideration. Assessment continues with baseline testing which is administered by staff immediately following admission. Included in this testing is the Risk Assessment and Risk Determination Checklist developed by Peter Loss and Jonathan Ross. Also included are the Achenbach Scale, Beck Depression Inventory, Becker's Adolescent Scale, Piers-Harris Children's Self-Concept Scale, Stait Trait Anger Expression Inventory, as well as a number of behaviorally based Rating Scales specifically developed for this program. These assessments are the first steps of treatment as they begin to educate the offender and set the stage for all treatment that follows. The Risk Assessment is administered at various stages throughout treatment and as well the treatment staff regularly complete the Rating Scales on all residents.

## **2. Individual Treatment Schedules**

Since the population that commits sexual offences is extremely heterogeneous, each offender receives a completely individualized assessment and treatment plan or "schedule". This includes all components of the program as well as indicators of successful performance at each stage or level of treatment. Recognition and privileges are based on a combination of progress in group and individual treatment as well as observable behaviors.

## **3. Sex Offender Specific Peer Group Therapy**

It is well documented that group treatment for adolescent offenders is the treatment of choice and as such this therapy forms the core of the program design. The group is a place for the offender to process and integrate information and experiences. It is here that he comes to take responsibility for his offending behavior, that he learns victim empathy, that he is challenged on his cognitive distortions and rationalizations, that he deals with his own sexual, physical and emotional victimization. It is here also he is supported in his attempts to intervene in his cycle and control his offensive behavior and practice healthy, self assertive, responsible and non-deviant behaviors. This group is ongoing and open-ended because the offenders will progress at different rates. It is healthy for them to see some members progress through the group and move on. Being at different levels they can effectively challenge and support one another. Every offender is involved in the treatment group for the duration of his placement. The group is co-facilitated by the Clinical Case Manager and/or Supervisor and Treatment Worker. This provides a balance and models the example of a healthy relationship between two authority figures and between a male and a female.

#### **4. Individual Therapy**

As an adjunct to the group each offender receives individual therapy for the duration of his placement. The individual therapy is topic specific and task oriented. The material learned here is processed in group. The individual therapy starts with the teaching of the Psychoeducational Curriculum for Adolescent Sex Offenders developed by Joseph Richardson, Peter Loss and Jonathan Ross. This is delivered individually in order that the treatment staff can more accurately assess the offender's ability to grasp the concepts and go back over the material if needed to ensure understanding. This also allows for a wider range of cognitive abilities among our population. This curriculum includes homework assignments and tests. Once this curriculum is complete the therapy focuses on the individual learning his offender cycle, understanding the sequence of his thoughts, feelings, events, circumstances and arousal stimuli that make up the cycle that precede his involvement in sexually aggressive behaviors. This is one of the first steps in the offender taking responsibility for his offending behaviors. The logical next step is for the offender to now learn to intervene in his cycle so as to break the pattern and call upon the appropriate methods he has learned in order to control and stop the behavior. Each offender learns a wide repertoire of control techniques and behavioral interventions that he can call upon. These may range from relaxation and stress management techniques to cognitive restructuring, covert sensitization, third party monitoring, and removal of opportunity.

Once the offender has learned his cycle and knows how and when to intervene he engages with his therapist in a re-education and resocialization process. Through this process the offender will replace antisocial thoughts and behaviors with pro-social ones, acquire a positive self-concept and new attitudes and expectations for himself. He will also learn new social and sexual skills to help him cultivate positive, satisfying, pleasurable and equal relationships with others. This therapy may also address a variety of topics geared to the individual offender's needs and deficits, for example, anger management and healthy assertiveness training, teaching healthy sex roles and values and positive sexuality, identifying cognitive cycles or chains and helping him to make better choices, and developing non-offender specific personal goals.

#### **5. Parent/Family Involvement**

Since MYS works from within a family systems perspective we believe that family involvement and support of treatment is important. To this end we provide a concurrent group for family members of all offenders where participation is encouraged but optional. The purpose of this group is to educate and inform parents and/or family so that they will be more likely to support rather than sabotage the offender's treatment. They receive similar material as that contained in the Psychoeducational Curriculum. They learn an offender's cycle including common rationalizations, minimizing and denial tactics, as well as the need for intervention and constant vigilance and supervision. The process with families begins at intake with the description of the program and administration of the Family Assessment Measure III, and continues with the offer of the group and the involvement of family and/or future caregivers in the pre-discharge planning phase and the connection with the Liason Worker which continues following discharge. We also provide family members with referrals to individual resources or family therapy where warranted.

## **6. Day Program**

Identified in the admission criteria is the stipulation that offenders admitted to this program must be able to participate consistently in a full day program. This may be a school program--regular classes, special education classes, vocational or other remedial or specialized training and education or a vocational program such as T.Y.R. or M.Y.S.'s Workforce Venture. We recognize that most Level IV offenders have a history of considerable difficulties within school system and we are prepared to support and assist with specialized programming, however due to the shorter term, intensive nature of this treatment program we cannot spend several months waiting for or searching for a day program. Free time is a potentially very high risk, dangerous time for an offender, especially one just beginning treatment in an open community-based setting. Day programming must be confirmed prior to admission.

## **7. Support of Placing Agency Social Worker and Probation Officer**

Our general beliefs about offenders are that: (1) they do not stop unless caught and treated; (2) they seldom volunteer for treatment; (3) they are experts at denial, minimizing and rationalization; (4) they are manipulative and power oriented. Given these beliefs, as well as the recognition of the high risk untreated offenders pose to the community and the extent of damage done to victims of sexual assault, it becomes evident that in order to be effective any offender treatment program needs to be able to call upon a higher authority when the offender becomes resistant to treatment. Without this authority from outside, either through the courts or the mandated Child and Family Services agency the offender may not participate fully in the program or may withdraw or revert to denial when treatment becomes uncomfortable. Attendance is not enough, the offender must do the work to integrate the material and desirable activities and beliefs into his daily life. The specifics of the support required is outlined elsewhere, however it is here identified as an essential part of the total program.

The period of release into the community is the most challenging and crucial to the sex offender who does not wish to reoffend. This segment of program is a distinct but essential part of the total treatment program and consists of three separate but interrelated components.

## **8. Pre-discharge Phase**

This phase occurs a minimum of one month prior to discharge. The family or future caregivers (or support worker) is asked to participate in sessions with the offender explains his specific cycle and identifies "triggers" to his offending behavior. High risk situations are identified and plans made to deal with real life situations he is likely to encounter. This includes identifying how the family/caregiver/worker can assist the offender. This phase also includes a gradual, monitored release into the community in order to allow for the "shaky" offender to be pulled back into the residential program when he begins to exhibit pre-offence patterns.



## **9. Graduate or Post Treatment Group**

Each offender, as part of his treatment, participates in a mandatory weekly group treatment for a minimum of six months following discharge from the residential program. This allows the offender to further test out and master his learning in order to maintain his new safer lifestyle out in the community. Based on our belief about the nature of offending behavior, ie., that it can never be completely "cured", only controlled, this component is as essential as any of the others.

In cases where distance makes this impossible, plans for alternate supports will have to be arranged in conjunction with the referring worker prior to admission.

## **10. Liasion Worker**

One Treatment Worker is identified as the "Liasion Worker". This person acts as the contact for workers, probation officer and family of all offenders who have been discharged as well as for the offender himself. The responsibilities include monitoring attendance in group, checking on lifestyle choices and reinforcing caretaker responsibilities as part of the safety plans, as well as providing support or resources to the offender and his family following discharge.

## **STAFFING**

The staff team is composed of a Clinical Case Manager, a Treatment Worker Supervisor, 7 full time Treatment Workers, a half time Liaison Worker, and a small pool of relief Youth Care Workers. This team is supported by a Clinical Consultant/Supervisor and the Coordinator of Residential Care who retains overall responsibility for the program. The Treatment Workers deliver the majority of the direct treatment work. They provide the individual therapy and co-facilitate the 3 groups (parent group, process group, follow-up group) with either the Supervisor or Clinical Case Manager.

Because the Treatment Workers have direct therapy responsibilities they are supervised jointly by the Unit Supervisor and the Clinical Case Manager.

The Liasion Worker co-facilitates the follow-up group, monitors the offenders' participation in group and attendance in day program, monitors and supports the caregivers' responsibilities around in day program, monitors and supports the caregivers' responsibilities around supervision and assistance with the offender's control plan or interventions into the offending cycle. The Liasion Worker is also available for individual meetings with the discharged offender and/or family for risk assessment and monitoring of control plans.

In order to ensure all Treatment Workers have the knowledge and skills to deliver this program, there was a fairly extensive initial training of all Treatment Workers in this program, in addition to ongoing supervision and clinical consultation.

## **ADMISSION CRITERIA**

1. Must be between the ages of 13 to 17 inclusive and have been approved for Level IV placement.
2. Must fall within the Macdonald Youth Services criteria for placement, i.e., must not be psychotic or chemically dependent and must be of at least borderline intelligence.
3. Must have committed a hands-on sexual offence.
4. Must acknowledge having committed a sexual offence, or have been convicted of an offence and sentenced to sex offender specific treatment. Preference will be given to those clients who have been adjudicated on a sexual offence.
5. Must be developmentally and cognitively capable of participating in group living and treatment.
6. Must be able to be integrated immediately into readily available community day programming.

In order to maintain the treatment effectiveness and integrity of the program the Macdonald Youth Services Coordinator of Residential Care has final approval on all placements.

## **SUPPORT REQUIRED FROM PLACING AGENCY SOCIAL WORKERS**

In addition to the Child and Family Support expectations for Placing Agency Social Workers regarding contact with their client and support of placement through participation in quarterly conferences, MYS requires the following from all Social Workers who have a client placed in this program:

1. to support the client throughout the treatment including attendance at all conferences;
2. to support MYS's decision regarding control over the offender's contact with his victim(s). There will be no contact until the MYS Clinical Case Manager, Supervisor and Treatment Worker deem it appropriate, depending on the offender's progress in therapy;
3. to ensure that the Child and Family Services agency completes the investigation process regarding the sexual offence(s) in a timely manner. Incomplete investigation may delay admission.
4. to assist parents/family to understand the treatment process; and to support MYS's decision regarding the offender's access to parents/family. This decision will be made by MYS in consultation with the Placing Agency Social Worker and will depend on our ongoing assessment of the family's potential to support or undermine offender treatment;
5. to facilitate family involvement in whatever capacity is clearly appropriate for that particular family. This may include arranging transportation for families who are out of town;
6. to apprehend, in cases of VPA's, in order to ensure completion of treatment if the family does not follow through in supporting treatment to completion. MYS will actively support this;

7. for offenders who have not been convicted of a sexual offence or who are not under a probation order for said offence, the placing agency worker is expected to provide the supports that would have been provided through a probation order. These may include:
  - monitoring the offender's participation and progress in treatment;
  - arranging for a safe time away from the treatment unit if the offender is aggressively out of control and is deemed to be an unacceptably high risk for offending in the community. During this "time out" MYS will work with the offender in order to settle him and bring him back to the unit;
8. to understand that MYS will discharge the offender if he is AWOL for more than 10 days. MYS will not apply for an absence waiver in cases of AWOL's unless under exceptional circumstances. In cases of discharge due to AWOL's once the client is located , MYS may prioritize him for re-admission when an opening becomes available.

February 26, 1993

## APPENDIX C

### CASE MANAGEMENT EVALUATION FORM

NAME: \_\_\_\_\_

PROGRESS RATING: \_\_\_\_\_

**1. CARE OF ENVIRONMENT**

- A. resists
- B. inconsistent
- C. needs reminding
- D. established

remarks: \_\_\_\_\_

\_\_\_\_\_

**2. CARE OF SELF**

- A. avoids
- B. inconsistent
- C. needs reminding
- D. established

remarks: \_\_\_\_\_

\_\_\_\_\_

**3. PHYSICAL ACTIVITIES**

- A. avoids
- B. reluctant
- C. eager to improve
- D. involved

remarks: \_\_\_\_\_

\_\_\_\_\_

**4. PEER RELATIONSHIPS**

- A. unresponsive
- B. self-centered
- C. supportive/tolerant
- D. positive leadership role

remarks: \_\_\_\_\_

\_\_\_\_\_

**5. GROUP INTERACTIONS**

- A. sabotages
- B. indifferent
- C. attentive
- D. constructively involved

remarks: \_\_\_\_\_

**6. USE OF LEISURE TIME**

- A. inactive
- B. little goal focus
- C. goal focused when primed
- D. constructive use of time

remarks: \_\_\_\_\_

\_\_\_\_\_

**7. RESPONSE TO PROGRAM RULES**

- A. ignores
- B. reluctant acceptance
- C. accepting
- D. positive

remarks: \_\_\_\_\_

\_\_\_\_\_

**8. RESPONSE TO STAFF DIRECTION**

- A. evades
- B. hostile
- C. reluctant
- D. responsive

remarks: \_\_\_\_\_

\_\_\_\_\_

**9. PROBLEM SOLVING ABILITY**

- A. great difficulty
- B. difficulty planning
- C. can plan/rarely carries through
- D. can plan and solve

remarks: \_\_\_\_\_

\_\_\_\_\_

DESCRIPTION OF ABOVE MATURITY LEVELS - OVERALL RATING

- Level 1      Very self-centred, impulsive behavior/depends upon clear structure/ priming/ very short easy to attain goals/has a low frustration control/avoids ownership for difficulties.
- Level 2      Accepts outlined expectations/tries to complete expectations with some priming/responsive to staff guidance/tries to solve difficulties appropriately/easily influenced by peers.
- Level 3      Responsive to adult direction/completes assigned goals/complies with social expectations and prosocial values/seek help appropriately.
- Level 4      Shows an independent, self motivated goal setting/likes to plan and problem solve independently/ seeks appropriate adult or youth for input/carries through.

SALVATION ARMY - LINK PROGRAM  
"LINK" INDIVIDUAL CASE MANAGEMENT PLANNING OUTLINE

NAME: \_\_\_\_\_

CASE MANAGEMENT: \_\_\_\_\_

DATE SET: \_\_\_\_\_

PROGRESS REVIEW DATE: \_\_\_\_\_

PROGRESS RATING: \_\_\_\_\_

1. Troublesome Behaviors or Difficulties [Short term goal(s)]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Interpreted Meaning of Behavior (What is the reasoning for the youth's actions. What needs are being satisfied).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Area(s) of Concern (As expressed by p.o., community, resident or treatment).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Alternate Short Term Strategies (Behaviors needed to reach goal).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Long Term Goal.

\_\_\_\_\_

6. Basic Need.

\_\_\_\_\_

7. Interventions (Who can assist).

\_\_\_\_\_

8. Time Set to Evaluate Progress.

\_\_\_\_\_

9. Progress Evaluation - by Case Manager.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Comments - Social Worker.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Education Modules - Lifeskills

PREP: Chap 1-9 \_\_\_\_\_

Pathways 1-13 \_\_\_\_\_

Nutrition \_\_\_\_\_

Other \_\_\_\_\_

Positive Peer Culture \_\_\_\_\_

Consumer Education \_\_\_\_\_

Active Awareness \_\_\_\_\_

\_\_\_\_\_  
Resident's Signature

\_\_\_\_\_  
Case Manager's Signature

\_\_\_\_\_  
Social Worker's Signature

LINK/pch/1993

**APPENDIX D**

**LINK YOUTH SEX OFFENDER PROGRAM DATA SHEET**

**DEMOGRAPHICS**

1. POLICE FILE NUMBER (9999999=NI)	_____	(1-7)
2. YOUTH COURT NUMBER (9999=NI)	_____	(8-11)
3. LINK FILE NUMBER ( 9999=NI)	_____	(12-15)
4A. YEAR ADMITTED INTO LINK (99=NI)	__	(16-17)
4B. MONTH ADMITTED INTO LINK (99=NI)	__	(18-19)
4C. DAY ADMITTED INTO LINK (99=NI)	__	(20-21)
5A. YEAR RELEASED FROM LINK (99=NI)	__	(22-23)
5B. MONTH RELEASED FROM LINK (99=NI)	__	(24-25)
5C. DAY RELEASED FROM LINK	__	(26-27)
FILE TYPE(S)		
6A. GENERAL	0= NO 1= YES	__ (28)
6B. CASE MANAGEMENT	0= NO 1= YES	__ (29)
6C. CONFIDENTIAL	0= NO 1= YES	__ (30)
7. DATE OF BIRTH (YEAR)	(99=NI)	__ (31-32)
(MONTH)	(99=NI)	__ (33-34)
(DAY)	(99=NI)	__ (35-36)

## 8. PLACE OF BIRTH

- 1= MEXICO
- 2= MEUFORT, SASK.
- 3= BROOKS, AB
- 4= NEW HAZELTON, BC
- 5= WINNIPEG, MAN
- 6= PRINCE GEORGE, BC
- 7= PLASTER ROCK, NB
- 8= BELLA COOLA, BC
- 9= CRESTON, BC
- 10= PRINCETON, BC
- 11= VANCOUVER, BC
- 12= 100 MILE HOUSE, BC
- 13= INVERMERE, BC
- 14= GRAND FORKS, BC
- 15= ANAHIM LAKE, BC
- 16= PINCHER CREEK, BC
- 17= ST. CATHERINES, ON
- 18= KAMLOOPS, BC
- 19= COMOX, BC
- 20= LESSARD LAKE, BC
- 21= PRINCE RUPERT, BC
- 22= SURREY, BC
- 23= KELOWNA, BC
- 24= VICTORIA, BC
- 25= POWELL RIVER, BC
- 26= NELSON, BC
- 27= LETHBRIDGE, AB
- 28= WILLIAMS LAKE, BC
- 29= CAMPBELL RIVER, BC
- 30= CALGARY, AB
- 31= SARNIA, ON
- 32= LADYSMITH, BC
- 33= RIMBY, AB
- 34= TERRACE, BC
- 35= CRANBROOK, BC
- 36= FT. MCMURRAY, AB
- 37= SMITHERS, BC
- 38= HINTON, AB
- 39= SECHELT, BC
- 40= CASTLEGAR, BC
- 41= FORT ST. JOHN, BC
- 42= OLIVER, BC
- 43= EDMONTON, AB
- 44= NORTH BAY, ON
- 45= PORT ALBERNI, BC
- 46= SPRINGHILL, NS
- 47= BURNABY, BC
- 48= DUNCAN, BC
- 49= THE PAS, MAN
- 50= QUESNEL, BC
- 51= NEW WESTMINSTER, BC
- 52= BURNS LAKE, BC
- 53= CHATHAM, ON
- 54= KITIMAT, BC



## 9. PLACE OF RESIDENCE (AT TIME OF OFFENCE)

- 1= KAMLOOPS, BC
- 2= 100 MILE HOUSE, BC
- 3= SALMON, ARM, BC
- 4= NEW HAZELTON, BC
- 5= TERRACE, BC
- 6= PRINCE GEORGE, BC
- 7= REVELSTOKE, BC
- 8= BELLA COOLA, BC
- 9= OLIVER, BC
- 10= ATHALMER, BC
- 11= SURREY, BC
- 12= ANAHIM LAKE, BC
- 13= CRANBROOK, BC
- 14= COURTENAY, BC
- 15= WILLIAMS LAKE, BC
- 16= PRINCE RUPERT, BC
- 17= POWELL RIVER, BC
- 18= PORT COQUITLAM, BC
- 19= ABBOTSFORD, BC
- 20= SECHELT, BC
- 21= NELSON, BC
- 22= GOLDEN, BC
- 23= HEFFLEY CREEK, BC
- 24= FORT ST. JOHN, BC
- 25= BARRIERE, BC
- 26= CRESTON, BC
- 27= GRAND FORKS, BC
- 28= TELKWA, BC
- 29= CASTLEGAR, BC
- 30= KASLO, BC
- 31= CHRISTINA LAKE, BC
- 32= KELOWNA, BC
- 33= CLEARWATER, BC
- 34= PORT ALBERNI, BC
- 35= FERNIE, BC
- 36= BURNABY, BC
- 37= MARYSVILLE, BC
- 38= GOLD RIVER, BC
- 39= THE PAS, MAN
- 40= QUESNEL, BC
- 41= GIBSONS, BC

10. RACIAL ORIGIN

1= CAUCASIAN      4= OTHER \_\_\_\_\_  
2= NATIVE          9= NI  
3= HISPANIC

— (41)

11. EMPLOYMENT                      0= NO 1= YES 9= NI

— (42)

12. LONGEST HELD EMPLOYMENT (IN MONTHS)

99= NI                                      — — (43-44)

**EDUCATIONAL HISTORY**

13. LAST GRADE COMPLETED (99=NI)

— — (45-46)

14. TRUANCY                              0= NO 1= YES 9= NI

— (47)

15. SUSPENDED                            0= NO 1= YES 9= NI

— (48)

16. EXPELLED                              0= NO 1= YES 9= NI

— (49)

17. REPEATED GRADE                      0= NO 1= YES 9= NI

— (50)

18. SPECIAL CLASSES                      0= NO 1= YES 9= NI

— (51)

19. DROPPED OUT                            0= NO 1= YES 9= NI

— (52)

**FAMILY HISTORY**

20. LIVING ARRANGEMENT AT THE TIME OF THE OFFENCE(S)

- 1= NATURAL PARENTS
- 2= NATURAL FATHER ALONE
- 3= STEP/EX-COMMON-LAW FATHER AND NATURAL MOTHER
- 4= STEP/EX-COMMON-LAW FATHER ALONE
- 5= NATURAL MOTHER ALONE
- 6= STEP/EX-COMMON-LAW MOTHER AND NATURAL FATHER
- 7= STEP/EX-COMMON-LAW MOTHER ALONE
- 8= ADOPTIVE PARENTS
- 9= FOSTER PARENTS
- 10= GRANDPARENTS



27. FATHER'S OCCUPATION

- |                            |                      |
|----------------------------|----------------------|
| 1= ENGINEER                | 23= UNEMPLOYED       |
| 2= GLASS BLOWER            | 24= SALESPERSON      |
| 3= PLUMBER                 | 25= ARMED FORCES     |
| 4= LANDSCAPER              | 26= CAB DRIVER       |
| 5= RAILWAY WORKER          | 27= GAS CO. LABOURER |
| 6= SOCIAL ASSISTANCE       |                      |
| 7= FARMER                  |                      |
| 8= HEAVY DUTY MECHANIC     |                      |
| 9= RANCH HELPER            |                      |
| 10= FIREFIGHTER            |                      |
| 11= LOGGER/SAWMILL WORKER  |                      |
| 12= WELDER                 |                      |
| 13= FISHERMAN              |                      |
| 14= EQUIPMENT OPERATOR     |                      |
| 15= ELECTRICIAN            |                      |
| 16= DENTAL MECHANIC        |                      |
| 17= OFFICE MANAGER         |                      |
| 18= PIPEFITTER             |                      |
| 19= MECHANIC               |                      |
| 20= BUS DRIVER             |                      |
| 21= RCMP - CIVILIAN WORKER |                      |
| 22= TRUCK DRIVER           |                      |
| 23= UNEMPLOYED             |                      |
| 24= SALESPERSON            |                      |
| 25= ARMED FORCES           |                      |
| 26= CAB DRIVER             |                      |
| 27= GAS CO. LABOURER       |                      |

\_\_ \_\_ (62-63)

28. MARITAL STATUS OF BIOLOGICAL PARENTS AT TIME OF YOUTH'S OFFENCE(S)

- |               |                  |
|---------------|------------------|
| 1= SINGLE     | 6= SEPARATED     |
| 2= MARRIED    | 7= UNKNOWN       |
| 3= COMMON-LAW | 8= BOTH DECEASED |
| 4= WIDOWED    | 9= ANNULLED      |
| 5= DIVORCED   | 99= NI           |

\_\_ \_\_ (64-65)

29. TYPE OF RELATIONSHIP WITH CAREGIVING MOTHER

1= STABLE  
2= UNSTABLE  
9= NI

— (66)

30. TYPE OF RELATIONSHIP WITH CAREGIVING FATHER

1= STABLE  
2= UNSTABLE  
3= NI

— (67)

31. ALCOHOL AND/OR DRUG ABUSE IN CAREGIVING FAMILY

0= NO PROBLEM      3= BOTH  
1= ALCOHOL          9= NI  
2= DRUGS

— (68)

32. PRENATAL ALCOHOL/DRUG ABUSE

0= NO PROBLEM      3= BOTH  
1= ALCOHOL          9= NI  
2= DRUGS

— (69)

33. PHYSICAL ABUSE IN CAREGIVING FAMILY

0= NO 1= YES 9= NI

— (70)

34. SEXUAL ABUSE IN CAREGIVING FAMILY

0= NO 1= YES 9= NI

— (71)

35. PSYCHOLOGICAL ABUSE IN CAREGIVING FAMILY

0= NO 1= YES 9= NI

— (72)

36. CRIMINAL HISTORY OF CAREGIVING FAMILY

0= NO 1= YES 9= NI

— (73)

37. PSYCHIATRIC HISTORY OF BIOLOGICAL FAMILY

0= NO 1= YES 9= NI

— (74)

**38. SIBLINGS**

0= NO 1= YES 9= NI \_\_\_\_\_ (75)

**39. HOW MANY NATURAL SIBLINGS** \_\_\_\_\_

99= NI \_\_\_\_\_ (76-77)

**40. HOW MANY STEP SIBLINGS** \_\_\_\_\_

99= NI \_\_\_\_\_ (78-79)

**41. HOW MANY HALF-SIBLINGS** \_\_\_\_\_

99= NI \_\_\_\_\_ (80-81)

**42. ORDER (OFFENDER)**

99= NI \_\_\_\_\_ (82-83)

**PHYSICAL HEALTH HISTORY**

**43. PHYSICAL TRAUMA**

0= NO 1= YES 9= NI \_\_\_\_\_ (84)

**44. MEDICATION REQUIRED**

0= NO 1= YES 9= NI \_\_\_\_\_ (85)

**MENTAL HEALTH HISTORY**

**45. SUICIDE IDEATIONS**

0= NO 1= YES 9= NI \_\_\_\_\_ (86)

**46. SUICIDE ATTEMPTS**

0= NO 1= YES 9= NI \_\_\_\_\_ (87)

46A. if yes, how many times 99= NI \_\_\_\_\_ (88-89)

47. NEUROLOGICAL INSULT

0= NO 1= YES 9= NI \_\_\_\_\_ (90)

48. FIRE SETTING

0= NO 1= YES 9= NI \_\_\_\_\_ (91)

49. ABUSE OF ANIMALS

0= NO 1= YES 9= NI \_\_\_\_\_ (92)

50. BED WETTING

0= NO 1= YES 9= NI \_\_\_\_\_ (93)

51. HISTORY OF ATTENTION DEFICIT DISORDER

0= NO 1= YES 9= NI \_\_\_\_\_ (94)

**SUBSTANCE ABUSE HISTORY**

52. ALCOHOL ABUSE

0= NO 1= YES 9= NI \_\_\_\_\_ (95)

53. DRUG ABUSE

0= NO 1= YES 9= NI \_\_\_\_\_ (96)

**MISCELLANEOUS**

54. USE OF PORNOGRAPHIC MATERIALS

0= NO 1= YES 9= NI \_\_\_\_\_ (97)

55. EARLY EXPOSURE TO SEXUAL ACTIVITY

0= NO 1= YES 9= NI \_\_\_\_\_ (98)

56. HISTORY OF LYING AND/OR STEALING

- 0= NEITHER
- 1= LYING
- 2= STEALING
- 3= BOTH
- 9= NI

\_\_\_ (99)

57. ANY PREVIOUS UNOFFICIALLY REPORTED SEX ABUSE BY OFFENDER

- 0= NO 1= YES 9= NI

\_\_\_ (100)

**SEXUAL ABUSE HISTORY**

58. OFFENDER SEXUALLY ABUSED

- 0= NO 1= YES 9= NI

\_\_\_ (101)

59. AGE AT TIME OF FIRST SEXUAL ABUSE INCIDENT

\_\_\_ \_\_\_ (102-103)

60. LENGTH OF TIME ABUSE LASTED

\_\_\_ (104)

- 1= ONE INCIDENT
- 2= A FEW INCIDENTS
- 3= A FEW MONTHS
- 4= YEARS
- 9= NI

61. ABUSER:

- 1= SIBLING
- 2= FATHER
- 3= OTHER RELATIVE
- 4= BABYSITTER
- 5= STRANGER
- 6= SCHOOL MATE
- 7= OTHER \_\_\_\_\_
- 9= NI

\_\_\_ (105)



62. PLACE OF ABUSE

- 1= BUSHES
- 2= CAREGIVING HOME
- 3= DOCTOR'S OFFICE
- 4= PERPETRATOR'S HOME
- 5= SWIMMING POOL
- 9= NI

— (106)

TYPE(S) OF ABUSE

- 63A. EXHIBITIONISM            0= NO 1= YES            — (107)
- 63B. VOYEURISM            0= NO 1= YES            — (108)
- 63C. FONDLING GENITALS    0= NO 1= YES            — (109)
- 63D. DIGITAL PENETRATION 0= NO 1= YES            — (110)
- 63E. ANAL INTERCOURSE    0= NO 1= YES            — (111)
- 63F. ORAL INTERCOURSE    0= NO 1= YES            — (112)
- 63G OTHER \_\_\_\_\_            — (113)
- 63H. \_\_\_\_\_ 9= NI            — (114)

64. WAS ABUSE OFFICIALLY REPORTED BEFORE OFFENDER CHARGED WITH

CURRENT OFFENCE ? 0= NO 1= YES 9= NI            — (115)

**PAST OFFENCE HISTORY**

65. PREVIOUS CONVICTIONS

0= NO 1= YES 9= NI            — (116)

66. TYPE OF PREVIOUS OFFENCES

- 1= THEFT UNDER, INDECENT ASSAULT, MISCHIEF
- 2= SEXUAL ASSAULT
- 3= THEFT UNDER
- 4= BUGGERY
- 5= THEFT UNDER AND B&E
- 6= B&E
- 7= SEXUAL ASSAULT AND ASSAULT
- 8= POSSESSION OF BREAK-IN INSTRUMENTS
- 9= NI
- 0= MISCHIEF

— (117)

67. PREVIOUS SEXUAL OFFENCE CONVICTIONS

0= NO 1= YES 9= NI \_\_\_\_\_ (118)

68. NUMBER OF OFFENCES

\_\_\_\_\_  
(99=NI)

\_\_\_\_ (119-120)

69. AGE OF VICTIM(S)

\_\_\_\_\_  
(99=NI)

\_\_\_\_ (121-122)

70. SEX OF VICTIM(S)

1= MALE  
2= FEMALE  
3= BOTH  
9= NI

\_\_\_\_ (123)

DISPOSITION(S)

71. PROBATION

0= NO 1= YES 9= NI \_\_\_\_\_ (124)

71A. IF NO, WHAT OTHER SENTENCE?

1= DIVERTED  
2= OPEN CUSTODY  
3= COMMUNITY SERVICE HOURS  
9= NI

\_\_\_\_ (125)

72. LENGTH

\_\_\_\_\_  
(IN MONTHS)

\_\_\_\_ (126-127)

73. TREATMENT PROGRAM(S)

0= NO 1= YES 9= NI \_\_\_\_\_ (128)

**CURRENT OFFENCE**

LEGAL DESCRIPTION OF OFFENCE(S)

74A. \_\_\_\_\_ (129-131)  
(CRIMINAL CODE NUMBER AND DESCRIPTION)

74B. \_\_\_\_\_ (132-134)

74C. \_\_\_\_\_ (135-137)

74D. \_\_\_\_\_ (138-140)

74E. \_\_\_\_\_ (141-143)

75. OFFENDER'S AGE AT TIME OF OFFENCE (99=NI) \_\_\_\_\_ (144-145)

76. DATE OF DISPOSITION (YEAR) (99=NI) \_\_\_\_\_ (146-147)  
(MONTH) (99=NI) \_\_\_\_\_ (148-149)  
(DAY) (99=NI) \_\_\_\_\_ (150-151)

77. DISPOSITION OF OFFENCE

1= DIVERTED

2= OPEN CUSTODY

3= COMMUNITY SERVICE HOURS

\_\_\_\_\_ (152)

78. PROBATION TERM 99= NI \_\_\_\_\_ (153-154)  
(MONTHS)

**79. PROBATION OFFICE**

- |                   |                    |
|-------------------|--------------------|
| 1= CRANBROOK      | 25= SALMON ARM     |
| 2= KAMLOOPS       | 26= BELLA COOLA    |
| 3= PRINCE GEORGE  | 27= ABBOTSFORD     |
| 4= WILLIAMS LAKE  | 28= GOLDEN         |
| 5= NELSON         | 29= CRESTON        |
| 6= 100 MILE HOUSE | 30= REVELSTOKE     |
| 7= BURNABY        | 31= CASTLEGAR      |
| 8= FERNIE         | 32= FORT ST. JOHN  |
| 9= PORT ALBERNI   | 33= PORT COQUITLAM |
| 10= QUESNEL       | 34= CAMPBELL RIVER |
| 11= VICTORIA      | 35= ROSSLAND       |
| 12= TERRACE       | 36= GRAND FORKS    |
| 13= KELOWNA       | 37= SECHELT        |
| 14= CLEARWATER    | 38= HAZELTON       |
| 15= SURREY NORTH  | 99= NI             |
| 16= KIMBERLY      |                    |
| 17= COURTENAY     |                    |
| 18= NANAIMO       |                    |
| 19= SMITHERS      |                    |
| 20= PRINCE RUPERT |                    |
| 21= PENTICTON     |                    |
| 22= POWELL RIVER  |                    |
| 23= OLIVER        |                    |
| 24= ANAHIM LAKE   |                    |

\_\_\_ (155-156)

**GENERAL DESCRIPTION OF OFFENCE**

**80. LOCATION OF OFFENCE**

- 1= OFFENDER'S HOME
- 2= VICTIM'S HOME
- 3= OFFENDER/VICTIM'S HOME
- 4= SCHOOL YARD
- 5= PARK
- 6= STREET
- 7= OTHER \_\_\_\_\_
- 9= NI

\_\_\_ (157)

81A. DATE OF OFFENCE(S)	(YEAR)	(99=NI)	___	(155-160)
	(MONTH)	(99=NI)	___	(161-162)
	(DAY)	(99=NI)	___	(163-164)

81B. UNTIL DATE OF OFFENCE(S)	(YEAR)		___	(165-166)
	(MONTH)		___	(167-168)
	(DAY)		___	(169-170)

82. TYPE(S) OF POWER USED

- 1= NONE
- 2= THREAT
- 3= COERCION
- 4= PHYSICAL FORCE
- 5= WEAPON
- 9= NI

A.	___	(170)
B.	___	(171)

SEXUAL ACTS

83A. LOOKING ONLY	0= NO	1= YES	___	(172)
83B. EXHIBITIONISM	0= NO	1= YES	___	(173)
83C. VOYEURISM	0= NO	1= YES	___	(174)
83D. FONDLING BREASTS	0= NO	1= YES	___	(175)
83E. FONDLING GENITALS	0= NO	1= YES	___	(176)
83F. ASSAULTIVE FONDLING	0= NO	1= YES	___	(177)
83G. DIGITAL PENETRATION	0= NO	1= YES	___	(178)
83H. ANAL INTERCOURSE	0= NO	1= YES	___	(179)
83I. ORAL INTERCOURSE	0= NO	1= YES	___	(180)
83J. VAGINAL INTERCOURSE	0= NO	1= YES	___	(181)
83K. BESTIALITY	0= NO	1= YES	___	(182)

84. DURATION OF OFFENCE(S)

- 1= ONE INCIDENT
- 2= FEW MONTHS
- 3= YEARS
- 9= NI

___	(183)
-----	-------

85. PARTY WHO REPORTED OFFENCES

- 1= VICTIM
- 2= WITNESS
- 3= OFFENDER'S PARENT
- 4= VICTIM'S PARENT
- 5= VICTIM/OFFENDER'S PARENT
- 6= SCHOOL AUTHORITY
- 7= SOCIAL WORKER
- 9= NI

\_\_\_ (184)

**VICTIM(S) VARIABLES**

86. NUMBER OF VICTIMS

\_\_\_ (185)

87. AGE OF VICTIM OR AGE RANGE OF VICTIMS  
(AT TIME OF INCIDENT)

\_\_\_ \_\_ (186-187)

88. GENDER

- 1= MALE
- 2= FEMALE
- 3= BOTH
- 9= NI OR OTHER

\_\_\_ (188)

89. RELATIONSHIP TO OFFENDER

- 1= SIBLING
- 2= OTHER RELATIVE
- 3= BABYSITTING CLIENT
- 4= CASUAL ACQUAINTANCE
- 5= STRANGER
- 6= SCHOOL MATE
- 7= FOSTER CHILD
- 8= OTHER \_\_\_\_\_
- 9= NI

A. \_\_\_ (189)

B. \_\_\_ (190)

**CIRCUMSTANCES AFTER THE SEXUAL OFFENCE**

90. REMORSE/EMPATHY FOR VICTIM

- 0= NO 1= YES 9= NI

\_\_\_ (191)

91. VICTIM REQUIRED THERAPY

0= NO 1= YES 9= NI

\_\_\_ (192)

92. DID YOUTH COMMIT ANY OFFENCES FROM THE TIME HE WAS CHARGED WITH THE CURRENT OFFENCE TO THE TIME HE APPEARED IN COURT FOR THE CURRENT OFFENCE?

0= NO 1= YES 9= NI

\_\_\_ (193)

**CASE MANAGEMENT EVALUATION OF OFFENDER**

93. AT WHAT PROGRAM LEVEL WAS OFFENDER RELEASED/LAST EVALUATED

1= BACKPHASE

2= LEVEL 1

3= LEVEL 2

4= LEVEL 3

5= SENIOR

9= NI

\_\_\_ (194)

94. HOW MANY TIMES WAS OFFENDER EVALUATED?

\_\_\_\_\_

\_\_\_ \_\_ (195-196)

95. IN OVERALL RATING CATEGORY, DID OFFENDER IMPROVE THROUGHOUT HIS STAY AT LINK?

0= NO 1= YES 2= FLUCTUATED

\_\_\_ (197)

96. AT WHAT AVERAGE RATING LEVEL WAS THE OFFENDER RELEASED/LAST EVALUATED?

1= REQUIRES HIGH EXTERNAL CONTROL AND STRUCTURING

2= REQUIRES LESS EXTERNAL CONTROL AND STRUCTURING

3= DEPENDENT UPON EXTERNAL CONTROL AND STRUCTURING

4= DEMONSTRATES A SELF-CONTROLLED FOCUS ON CONSTRUCTIVE

GOALS AND NEEDS LITTLE SUPERVISION TO COMPLETE

5= COMPLETES CONSTRUCTIVE GOALS INDEPENDENTLY

\_\_\_ (198)

97. IN **ACADEMICS/VOCATIONAL** CATEGORY, DID OFFENDER IMPROVE THROUGHOUT HIS STAY AT LINK?

0= NO 1= YES 2= FLUCTUATED \_\_\_\_\_ (199)

98. AT WHAT AVERAGE RATING LEVEL IN **ACADEMICS/VOCATIONAL** CATEGORY WAS THE OFFENDER RELEASED/LAST EVALUATED?

- 1= REQUIRES HIGH EXTERNAL CONTROL AND STRUCTURING
  - 2= REQUIRES LESS EXTERNAL CONTROL AND STRUCTURING
  - 3= DEPENDENT UPON EXTERNAL CONTROL AND STRUCTURING
  - 4= DEMONSTRATES A SELF-CONTROLLED FOCUS ON CONSTRUCTIVE GOALS AND NEEDS LITTLE SUPERVISION TO COMPLETE
  - 5= COMPLETES CONSTRUCTIVE GOALS INDEPENDENTLY
- \_\_\_\_\_ (200)

WHAT WAS OFFENDER'S AVERAGE RATINGS IN **PERSONAL** CATEGORY AT THE TIME OF HIS LAST EVALUATION? (CHOOSE BETWEEN 1 AND 5)

- |                    |                |       |       |
|--------------------|----------------|-------|-------|
| 99A. EXCITABLE     | EASY GOING     | _____ | (201) |
| 99B. SHOWOFF       | MODEST         | _____ | (202) |
| 99C. IMPATIENT     | PATIENT        | _____ | (203) |
| 99D. ERRATIC       | STEADY         | _____ | (204) |
| 99E. SELF-CENTERED | OTHER-CENTERED | _____ | (205) |
| 99F. MOODY         | CHEERFUL       | _____ | (206) |

WHAT WAS OFFENDER'S AVERAGE RATINGS IN **PEER RELATIONSHIPS** CATEGORY AT THE TIME OF HIS LAST EVALUATION?(CHOOSE BETWEEN 1 AND 5)

- |                         |            |       |       |
|-------------------------|------------|-------|-------|
| 100A. LOW PARTICIPATION | HIGH       | _____ | (207) |
| 100B. SELFISH           | UNSELFISH  | _____ | (208) |
| 100C. USING             | GIVING     | _____ | (209) |
| 100D. UNDERMINING       | SUPPORTIVE | _____ | (210) |
| 100E. FOLLOWER          | LEADER     | _____ | (211) |
| 100F. UNCARING          | CARING     | _____ | (212) |



WHAT WAS OFFENDER'S AVERAGE RATINGS IN **STAFF RELATIONSHIPS** CATEGORY AT THE TIME OF HIS LAST EVALUATION? (CHOOSE BEWTEEN 1 AND 5)

101A. REJECTS AUTHORITY	ACCEPTING	—	(213)
101B. HOSTILE	POSITIVE	—	(214)
101C. OPPOSITIONAL	HELPFUL	—	(215)
101D. INSOLENT	COURTEOUS	—	(216)
101E. INSINCERE	SINCERE	—	(217)
101F. AVOIDS DIRECTION	SEEKS	—	(218)

WHAT WAS OFFENDER'S AVERAGE RATINGS IN **EFFORT** CATEGORY AT THE TIME OF HIS LAST EVALUATION? (CHOOSE BETWEEN 1 AND 5)

102A. UNWILLING	WILLING	—	(219)
102B. LAZY	ENERGETIC	—	(220)
102C. QUITTER	PERSISTENT	—	(221)
102D. UNTHINKING	PLANNER	—	(222)
102E. INATTENTIVE	ATTENTIVE	—	(223)
102F. LOW FRUSTRATION	HIGH FRUSTRATION	—	(224)

**APPENDIX E**

**CODING MANUAL  
FOR EVALUATING  
THE LINK PROGRAM AT THE SALVATION ARMY'S  
LANGLEY YOUTH RESOURCE CENTER:  
A PILOT PROJECT  
LANGLEY, BRITISH COLUMBIA**

## **DEMOGRAPHICS**

### **1. POLICE FILE NUMBER**

THIS NUMBER IS GIVEN TO THE YOUTH AFTER HE HAS BEEN CHARGED BY THE POLICE WITH THE CURRENT OFFENCE (IF THE OFFENDER HAS A PREVIOUS RECORD, THE MOST CURRENT POLICE FILE NUMBER IS USED).

OBTAINED EITHER FROM "LINK" INTAKE INFORMATION SHEET, PROBATION ORDER OR POLICE REPORT (DEPENDING ON WHAT WAS AVAILABLE IN EACH FILE).

IF INFORMATION IS NOT INDICATED, CODE 999999 (NI)

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### **2. YOUTH COURT NUMBER**

THIS NUMBER WAS ASSIGNED TO THE YOUTH WHEN HE APPEARED IN COURT FOR THE CURRENT CHARGE(S) (IF THE YOUTH HAS APPEARED IN COURT BEFORE AND HAS NUMEROUS COURT NUMBERS; THE MOST CURRENT COURT NUMBER IS USED).

OBTAINED FROM "LINK" INTAKE INFORMATION SHEET OR PROBATION ORDER

IF INFORMATION IS NOT INDICATED, CODE 9999 (NI)

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### **3. "LINK" FILE NUMBER**

ASSIGNED TO THE YOUTH WHEN ENTERED LINK PROGRAM

OBTAINED FROM THE EXTERIOR RIGHT HAND CORNER OF THE GENERAL AND/OR CONFIDENTIAL FILE(S). THE NUMBER USUALLY CONSISTS OF THE YEAR THE YOUTH ENTERED THE PROGRAM FOLLOWED BY THE CASE NUMBER

IF INFORMATION IS NOT INDICATED, CODE 9999 (NI)

**4 A. B. C. DATE ADMITTED INTO "LINK"**

THE DATE (YEAR, MONTH, DAY) THAT THE YOUTH WAS ADMITTED INTO THE LINK PROGRAM

THIS DATE WAS EITHER OBTAINED FROM THE "LINK" INTAKE INFORMATION SHEET, LINK ADMITTANCE BOOK, OR IF AVAILABLE, FROM THE CASE MANAGEMENT FILE.

**5 A. B. C. DATE RELEASED FROM "LINK"**

THE DATE (YEAR, MONTH, DAY) THAT THE YOUTH WAS RELEASED FROM THE LINK PROGRAM

THIS DATE CAN EITHER BE OBTAINED FROM THE OUTSIDE OF THE GENERAL FILE (USUALLY WRITTEN IN BLACK IN THE LEFT HAND CORNER), LINK ADMITTANCE BOOK, OR THE "LINK" INTAKE INFORMATION SHEET

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**6 A. B. C. FILE TYPE(S)**

ON THE OUTSIDE OF MOST FILES IT IS INDICATED WHETHER THE FILE CONTAINS GENERAL INFORMATION, CONFIDENTIAL INFORMATION OR CASE MANAGEMENT INFORMATION. NOTE: MOST YOUTHS HAVE MORE THAN ONE FILE TYPES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**7 A. B. C. DATE OF BIRTH**

THE DATE OF BIRTH OF THE YOUTH

THIS INFORMATION CAN BE OBTAINED FROM THE "LINK" INTAKE INFORMATION SHEET AND/OR CASE MANAGEMENT FILE AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

**8. PLACE OF BIRTH**

THE PLACE OF BIRTH OF THE YOUTH

THIS CAN BE OBTAINED FROM THE "LINK" INTAKE INFORMATION SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**9. PLACE OF RESIDENCE (AT TIME OF OFFENCE).**

THE CITY THE YOUTH RESIDED IN AT THE TIME HE COMMITTED THE OFFENCE(S)

THIS CAN BE OBTAINED FROM THE LINK INTAKE INFORMATION SHEET OR THE LANGLEY YOUTH RESOURCE CENTER'S REFERRAL FORM

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**10. RACIAL ORIGIN**

THE RACIAL ORIGIN OF THE YOUTH

THIS CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR FROM THE SUMMARY SHEET (WHEN AVAILABLE).

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**11. EMPLOYMENT**

A PAID JOB HELD BY THE YOUTH (WHEN APPLICABLE)

THIS CAN BE OBTAINED FROM THE SALVATION ARMY'S LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM (WHEN AVAILABLE) AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**12. LONGEST HELD EMPLOYMENT**

THE LONGEST HELD EMPLOYMENT BY THE YOUTH CODED IN MONTHS

THIS CAN BE OBTAINED FROM THE SALVATION ARMY'S LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**EDUCATIONAL HISTORY**

**13. LAST GRADE COMPLETED**

THE LAST SCHOOL GRADE COMPLETED BY THE YOUTH AT THE TIME OF HIS ADMITTANCE INTO THE LINK PROGRAM

THIS CAN BE OBTAINED FROM THE SALVATION ARMY'S LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

THE GRADE NUMBER IS CODED AS THE GRADE NUMBER, WHEREAS NOT INDICATED, CODE 99

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**14. TRUANCY**

TRUANCY FROM ANY SCHOOL SYSTEM IN YOUTH'S EDUCATIONAL HISTORY BEFORE HIS ADMITTANCE INTO THE LINK PROGRAM.

THIS CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/ OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

**15. SUSPENDED**

SUSPENSION FROM ANY SCHOOL SYSTEM IN YOUTH'S EDUCATIONAL HISTORY BEFORE HIS ADMITTANCE INTO THE LINK PROGRAM.

THIS CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**16. EXPELLED**

EXPULSION FROM ANY SCHOOL SYSTEM IN YOUTH'S EDUCATIONAL HISTORY BEFORE HIS ADMITTANCE INTO THE LINK PROGRAM

THIS CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**17. REPEATED GRADE(S)**

ANY GRADE(S) REPEATED IN ANY SCHOOL SYSTEM BY THE YOUTH BEFORE HIS ADMITTANCE INTO THE LINK PROGRAM

THIS CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

**18. SPECIAL CLASSES**

ANY SPECIAL CLASSES ATTENDED BY THE YOUTH IN A REGULAR SCHOOL SYSTEM BEFORE HIS ADMITTANCE INTO THE LINK PROGRAM

THIS CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**19. DROPPED OUT**

WHETHER THE YOUTH HAS EVER DROPPED OUT OF ANY SCHOOL SYSTEM BEFORE HIS ADMITTANCE INTO THE LINK PROGRAM

THIS CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**FAMILY HISTORY**

**20. LIVING ARRANGEMENT AT THE TIME OF THE OFFENCE**

LIVING ARRANGEMENT OF THE YOUTH AT THE TIME OF THE OFFENCE(S)

THIS CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)



## **21. GROUP HOME PLACEMENT**

WHETHER THE YOUTH WAS EVER PLACED IN A GROUP HOME

THIS CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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## **22. FOSTER HOME PLACEMENT**

WHETHER THE YOUTH WAS EVER PLACED IN A FOSTER HOME

THIS CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

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## **23. ADOPTED**

WHETHER THE YOUTH WAS EVER ADOPTED BY A FAMILY OTHER THAN ONE INVOLVING HIS BIOLOGICAL MOTHER OR BIOLOGICAL FATHER

THIS CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

#### **24. LIVED WITH DIFFERENT CAREGIVERS**

WHETHER THE YOUTH HAD LIVED WITH 3 OR MORE CAREGIVERS BEFORE HIS ADMISSION TO THE LINK PROGRAM.

"DIFFERENT CAREGIVERS" INCLUDE DIFFERENT FAMILY MEMBERS, DIFFERENT FOSTER HOMES OR GROUP HOMES AND DIFFERENT ADOPTIVE FAMILIES

THIS CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF THE INFORMATION IS NOT INDICATED, CODE 9 (NI)

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#### **25. WARD OF THE COURT**

THE YOUTH'S LEGAL STATUS IN THE FILE BEING CODED

THIS CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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#### **26. MOTHER'S OCCUPATION**

THE YOUTH'S CAREGIVING MOTHER'S OCCUPATION AT THE TIME OF CODING THE FILE

THIS CAN BE OBTAINED FROM LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**27. FATHER'S OCCUPATION**

THE YOUTH'S CAREGIVING FATHER'S OCCUPATION AT THE TIME OF CODING THE FILE

THIS CAN BE OBTAINED FROM LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**28. MARITAL STATUS OF BIOLOGICAL PARENTS AT TIME OF YOUTH'S OFFENCE(S)**

THE MARITAL STATUS OF THE YOUTH'S BIOLOGICAL PARENTS AT THE TIME THE YOUTH COMMITTED THE OFFENCE(S)

THIS CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**29. TYPE OF RELATIONSHIP WITH CAREGIVING MOTHER**

THE TYPE OF RELATIONSHIP THE YOUTH HAD WITH HIS CAREGIVING MOTHER BEFORE ADMITTANCE INTO THE LINK PROGRAM

"**CAREGIVING MOTHER**" IS DEFINED AS THE MOTHER THE YOUTH LIVED WITH AT THE TIME OF THE OFFENCE(S)

"**STABLE**" IS DEFINED AS ANYONE INDICATING IN THE FILE BEING CODED THAT THE YOUTH AND HIS CAREGIVING MOTHER GOT ALONG WITH ONE ANOTHER

"**UNSTABLE**" IS DEFINED AS ANYONE INDICATING IN THE FILE BEING CODED THAT THE YOUTH AND HIS CAREGIVING MOTHER DO NOT GET ALONG WITH ONE ANOTHER

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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### **30. TYPE OF RELATIONSHIP WITH CAREGIVING FATHER**

THE TYPE OF RELATIONSHIP THE YOUTH HAD WITH HIS CAREGIVING FATHER BEFORE ADMITTANCE INTO THE LINK PROGRAM

**"CAREGIVING FATHER"** IS DEFINED AS THE FATHER THE YOUTH LIVED WITH AT THE TIME OF THE YOUTH'S OFFENCE(S)

**"STABLE"** IS DEFINED AS ANYONE INDICATING IN THE FILE BEING CODED THAT THE YOUTH AND HIS CAREGIVING FATHER GOT ALONG WITH ONE ANOTHER

**"UNSTABLE"** IS DEFINED AS ANYONE INDICATING IN THE FILE BEING CODED THAT THE YOUTH AND HIS CAREGIVING FATHER DID NOT GET ALONG WITH ONE ANOTHER

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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### **31. ALCOHOL AND/OR DRUG ABUSE IN CAREGIVING FAMILY**

PAST OR PRESENT ALCOHOL AND/OR DRUG ABUSE OF ANY MEMBERS IN THE YOUTH'S PREVIOUS OR CURRENT CAREGIVING FAMILY(IES) (I.E.. MEMBERS IN BIOLOGICAL FAMILY, ADOPTIVE FAMILY AND/OR FOSTER FAMILY)

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**32. PRENATAL ALCOHOL/DRUG ABUSE**

ALCOHOL AND/OR DRUG ABUSE BY THE YOUTH'S MOTHER DURING PREGNANCY

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**33. PHYSICAL ABUSE IN CAREGIVING FAMILY**

PAST OR PRESENT PHYSICAL ABUSE WITHIN THE CAREGIVING FAMILY (IES) (I.E.. NATURAL FAMILY, ADOPTED FAMILY, FOSTER FAMILY). THE PHYSICAL ABUSE MAY OR MAY NOT INVOLVE THE YOUTH

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**34. SEXUAL ABUSE IN CAREGIVING FAMILY**

PAST OR PRESENT SEXUAL ABUSE WITHIN THE CAREGIVING FAMILY (IES) (I.E.. NATURAL FAMILY, ADOPTED FAMILY, FOSTER FAMILY) **OTHER THAN THE YOUTH**

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**35. PSYCHOLOGICAL ABUSE IN CAREGIVING FAMILY**

PAST OR PRESENT PSYCHOLOGICAL ABUSE WITHIN THE CAREGIVING FAMILY (IES) (I.E.. NATURAL FAMILY, ADOPTED FAMILY, FOSTER FAMILY). THE PSYCHOLOGICAL ABUSE MAY OR MAY NOT INVOLVE YOUTH

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT AVAILABLE, CODE 9 (NI)

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**36. CRIMINAL HISTORY OF CAREGIVING FAMILY**

PAST OR PRESENT CRIMINAL OFFENCES COMMITTED BY ANY MEMBER(S) IN THE YOUTH'S PREVIOUS OR CURRENT CAREGIVING FAMILY (I.E.. MEMBERS OF BIOLOGICAL FAMILY, ADOPTIVE FAMILY, AND/OR FOSTER FAMILY) REGARDLESS OF WHETHER OR NOT THAT MEMBER WAS CHARGED

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT AVAILABLE, CODE 9 (NI)

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**37. PSYCHIATRIC HISTORY OF BIOLOGICAL FAMILY**

PAST OR PRESENT PSYCHIATRIC/PSYCHOLOGICAL PROBLEMS IN THE BIOLOGICAL FAMILY (BIOLOGICAL FATHER, MOTHER, SIBLINGS) DEMONSTRATED BY A NEED FOR PROFESSIONAL INTERVENTION (ASSESSMENT, THERAPY, INSTITUTIONALIZATION)

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT AVAILABLE, CODE 9 (NI)

**38. SIBLINGS**

HOW MANY SIBLINGS DOES THE YOUTH HAVE AT TIME OF CODING THE FILE?

"SIBLINGS" INCLUDES NATURAL, STEP AND HALF SIBLING(S)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**39. HOW MANY NATURAL SIBLINGS**

HOW MANY NATURAL SIBLINGS DOES THE YOUTH HAVE AT TIME OF CODING THE FILE (THIS INCLUDES SIBLINGS THAT MAY HAVE DIED)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT APPLICABLE, CODE 99 (NA)

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**40. HOW MANY STEP SIBLINGS**

HOW MANY STEP SIBLINGS WITHIN THE CAREGIVING HOME DOES THE YOUTH HAVE AT TIME OF CODING THE FILE

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT APPLICABLE, CODE 99 (NA)

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**41. HOW MANY HALF-SIBLINGS**

HOW MANY HALF SIBLINGS WITHIN THE CAREGIVING HOME DOES THE YOUTH HAVE AT TIME OF CODING THE FILE

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT APPLICABLE, CODE 99 (NA)

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**42. ORDER**

INCLUDING ALL SIBLINGS (NATURAL, STEP AND HALF), THE TEMPORAL ORDER (FROM OLDEST TO YOUNGEST = 1 TO ?) OF THE YOUTH

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR "LINK" INTAKE SHEET AND/OR LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT APPLICABLE, CODE 99 (NA)

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**PHYSICAL HEALTH HISTORY**

**43. PHYSICAL TRAUMA**

PAST OR PRESENT INJURY (I.E.. SEVERE BURNS OR ACCIDENTS, AND BROKEN BONES) WHICH WAS NOT RESULTED FROM PHYSICAL OR SEXUAL ABUSE, AND WAS NOT A CHRONIC DISORDER

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-SENTENCE REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)



**44. MEDICATION REQUIRED**

DID THE YOUTH REQUIRE MEDICATION AT TIME OF CODING THE FILE

CAN BE OBTAINED FROM "LINK" INTAKE SHEET AND/OR LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**MENTAL HEALTH HISTORY**

**45. SUICIDE IDEATIONS**

HAS THE YOUTH EVER THOUGHT ABOUT COMMITTING SUICIDE

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES  
IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**46. SUICIDE ATTEMPTS**

HAS THE YOUTH EVER ATTEMPTED SUICIDE

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED CODE 9 (NI)

**46A. if yes, how many times**

IF THE ANSWER TO QUESTION #46 WAS YES, HOW MANY TIMES DID THE YOUTH ATTEMPT SUICIDE

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**47. NEUROLOGICAL INSULT**

PAST OR PRESENT HEAD INJURY SUFFERED BY THE YOUTH AS A RESULT OF A SEVERE IMPACT (I.E.. A FALL RESULTING IN UNCONSCIOUSNESS)

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**48. FIRE SETTING**

PAST OR PRESENT INDICATION OF YOUTH SETTING FIRES AT THE TIME OF CODING THE FILE

CAN BE OBTAINED FROM LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**49. ABUSE OF ANIMALS**

PAST OR PRESENT INDICATION OF YOUTH ABUSING ANIMALS AT THE TIME OF CODING THE FILE

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**50. BED WETTING**

PAST OR PRESENT INDICATION OF YOUTH WETTING HIS BED AT THE TIME OF CODING THE FILE

CAN BE OBTAINED FROM LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**51. HISTORY OF ATTENTION DEFICIT DISORDER**

DESCRIPTIONS OF PAST OR PRESENT ATTENTION DEFICIT DISORDER AT THE TIME OF CODING THE FILE

CAN BE OBTAINED FROM LANGLEY YOUTH RESOURCE CENTER REFERRAL FORM AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**SUBSTANCE ABUSE**

**52. ALCOHOL ABUSE**

PAST OR PRESENT ALCOHOL ABUSE BY THE YOUTH AT THE TIME OF CODING THE FILE

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**53. DRUG ABUSE**

PAST OR PRESENT DRUG ABUSE BY THE YOUTH AT THE TIME OF CODING THE FILE

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**MISCELLANEOUS**

**54. USE OF PORNOGRAPHIC MATERIAL**

PAST OR PRESENT USE OF PORNOGRAPHIC MATERIAL (I.E.. MAGAZINES, VIDEOS)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**55. EARLY EXPOSURE TO SEXUAL ACTIVITY**

THIS INCLUDES ANY SEXUAL ACTIVITY OCCURRING BEFORE PUBERTY; EXCLUDES SEXUAL ABUSE. ALSO INCLUDES OBSERVATION AND/OR INVOLVEMENT, INTENTIONALLY OR UNINTENTIONALLY EXPOSED OR INTRODUCED TO SEXUAL ACTIVITY BY AN OLDER INDIVIDUAL (I.E.. WITNESSING ADULTS IN SEXUAL INTERCOURSE)

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**56. HISTORY OF LYING AND/OR STEALING**

PAST OR PRESENT INDICATION BY ANYONE IN THE FILE(S) OF THE YOUTH LYING AND/OR STEALING

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**57. ANY PREVIOUS UNOFFICIALLY REPORTED SEX ABUSE BY OFFENDER**

ANY ADMISSION BY THE OFFENDER OR MEMBER OF CAREGIVING FAMILY THAT THE OFFENDER HAS SEXUALLY ABUSED OTHER VICTIMS WITHOUT REPORTING THE OFFENCES TO THE APPROPRIATE AUTHORITIES

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**SEXUAL ABUSE HISTORY**

**58. OFFENDER SEXUALLY ABUSED**

THE YOUTH'S REPORT ANYWHERE IN THE FILE OF SEXUAL ABUSE BY AN OLDER INDIVIDUAL WHETHER PARTICIPATION WAS WILLING OR UNWILLING

OBTAINED FROM YOUTH'S SUMMARY REPORT AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**59. AGE AT TIME OF FIRST SEXUAL ABUSE INCIDENT**

THE YOUTH'S SELF REPORT AT WHAT AGE (CODED IN YEARS) HE WAS FIRST SEXUALLY ABUSED

OBTAINED FROM YOUTH'S SUMMARY REPORT AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED CODE, 99 (NI)

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**60. LENGTH OF TIME ABUSE LASTED**

THE YOUTH'S SELF REPORT ON THE LENGTH OF TIME THE ABUSE LASTED - CODE:

- 1= ONE INCIDENT
- 2= A FEW INCIDENTS
- 3= A FEW MONTHS
- 4= YEARS

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**61. ABUSER**

THE YOUTH'S SELF REPORT ON WHO THE PERSON WAS WHO SEXUALLY ABUSED HIM

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**62. PLACE OF ABUSE**

ENTER HAND-WRITTEN PLACE WHERE YOUTH WAS SEXUALLY ABUSED, TO BE ENCODED LATER (I.E.. PARK, YOUTH'S HOME, ABUSER'S HOME, ETC.)

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**63. TYPE(S) OF ABUSE**

WHAT TYPE OF SEXUAL ABUSE (AS INDICATED IN THE CODING SHEET) DID THE YOUTH EXPERIENCE

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF TYPE OF ABUSE IS NOT INDICATED, CODE 9 IN 10H (NI)

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**64. WAS ABUSE OFFICIALLY REPORTED BEFORE OFFENDER CHARGED WITH CURRENT OFFENCE**

WAS THE SEXUAL ABUSE REPORTED BY THE YOUTH OR ANOTHER PARTY TO THE POLICE **BEFORE** THE YOUTH WAS CHARGED WITH MOST CURRENT OFFENCE

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**PAST OFFENCE HISTORY**

**65. PREVIOUS OFFENCES**

HAS THE YOUTH COMMITTED ANY OTHER OFFENCES BEFORE COMMITTING THE MOST CURRENT OFFENCE?

CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-SENTENCE REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION NOT INDICATED, CODE 9 (NI)

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**66. TYPE OF PREVIOUS OFFENCES**

THE TYPE OF PREVIOUS OFFENCES COMMITTED BY THE YOUTH - CODED ACCORDING TO DESCRIPTION OF OFFENCE AND CRIMINAL CODE NUMBER OF OFFENCE

NOTE: MOST OF THE OFFENCE NUMBERS HAVE BEEN REVISED - THE 1994 CARSWELL CRIMINAL CODE BOOK WAS USED TO UPDATE THE PREVIOUSLY USED CRIMINAL CODE NUMBERS.

CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**67. PREVIOUS SEXUAL OFFENCE CONVICTIONS**

DOES THE YOUTH HAVE ANY PREVIOUS SEX RELATED OFFENCE CONVICTIONS

CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)



**68. NUMBER OF OFFENCES**

HOW MANY PREVIOUS SEX OFFENCES WAS YOUTH CONVICTED OF  
(EXCLUDES CURRENT SEX RELATED OFFENCE)

CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR  
PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT  
AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IN NOT INDICATED, CODE 9 (NI)

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**69. AGE OF VICTIM(S)**

THE AGE OF THE YOUTH'S PREVIOUS VICTIM(S) WHO HE SEXUALLY ABUSED

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE  
REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND  
PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**70. SEX OF VICTIM(S)**

THE SEX OF THE YOUTH'S PREVIOUS VICTIM(S)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE  
REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND  
PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**DISPOSITION(S)**

**71. PROBATION**

DID THE YOUTH RECEIVE PROBATION AS A SENTENCE FOR HIS PREVIOUS SEX-RELATED OFFENCE(S)

71A. IF THE YOUTH RECEIVED OTHER THAN PROBATION, OR IN ADDITION TO PROBATION

THIS CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT, PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**72. LENGTH**

THE LENGTH OF THE PREVIOUS PROBATION PERIOD CODED IN MONTHS

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**73. TREATMENT PROGRAM(S)**

WAS THE YOUTH INVOLVED IN ANY TREATMENT PROGRAM(S) AS PART OF HIS PROBATION ORDER

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**CURRENT OFFENCE**

**74 A. B. C. D. E. LEGAL DESCRIPTION OF OFFENCE**

THE 1994 CRIMINAL CODE NUMBER OF THE OFFENCE(S) AND THE DESCRIPTION OF THE OFFENCE

CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR PROBATION ORDER AND/OR PRE-SENTENCE REPORTS (PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 999 (NI)

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**75. THE OFFENDER'S AGE AT TIME OF OFFENCE**

THE YOUTH'S AGE AT THE TIME HE COMMITTED THE OFFENCE(S)

CAN BE OBTAINED BY SUBTRACTING THE OFFENCE DATE FROM THE YOUTH'S BIRTH DATE, ALSO CAN BE OBTAIN FROM PRE-SENTENCE REPORTS FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**76 A. B. C. DATE OF DISPOSITION**

THE DATE THE YOUTH WAS GIVEN HIS DISPOSITION BY THE COURT

CAN BE OBTAINED FROM PROBATION ORDER

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**77. DISPOSITION OF OFFENCE**

THE TYPE OF SENTENCE THE YOUTH RECEIVED

CAN BE OBTAINED FROM "LINK" INTAKE INFORMATION SHEET AND/OR PROBATION ORDER

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**78. PROBATION TERM**

HOW LONG OF A PROBATION TERM DID THE YOUTH RECEIVE

CAN BE OBTAINED FROM PROBATION ORDER

IF THE INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**79. PROBATION OFFICE**

THE PROBATION OFFICE THE YOUTH MUST REPORT TO DURING THE TIME OF HIS PROBATION TERM

CAN BE OBTAINED FROM PROBATION ORDER

IF INFORMATION NOT INDICATED, CODE 99 (NI)

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**80. GENERAL LOCATION OF OFFENCE**

THE LOCATION WHERE THE OFFENCE OCCURRED

CAN BE OBTAINED FROM YOUTH'S SUMMARY REPORT AND OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES AND/OR POLICE REPORT

IF INFORMATION NOT INDICATED, CODE 9 (NI)

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**81 A. B. C. D. E. F. DATE(S) OF OFFENCE(S)**

THE DATE(S) THE OFFENCE(S) OCCURRED

CAN BE OBTAINED FROM PROBATION ORDER AND/OR POLICE REPORT

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

**82 A. B. TYPE(S) OF POWER USED**

THE TYPE OF POWER USED BY THE YOUTH TOWARDS HIS VICTIM(S)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES AND/OR POLICE REPORT

IF INFORMATION NOT INDICATED, CODE 9 (NI)

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**83. SEXUAL ACTS**

THE TYPE(S) OF SEXUAL ACTS PERFORMED AS SPECIFIED IN CODING SHEET

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES AND/OR POLICE REPORT

IF INFORMATION NOT INDICATED, CODE 1 FOR 83L (NI)

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**84. DURATION OF OFFENCE(S)**

HOW LONG DID THE OFFENCE(S) OCCUR (AS SPECIFIED IN THE CODING SHEET)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES AND/OR POLICE REPORT

IF INFORMATION IS NOT INDICATED, CODE 9

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**85. PARTY WHO REPORTED OFFENCE(S)**

THE PERSON(S) WHO REPORTED THE OFFENCE TO THE POLICE

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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## **VICTIM(S) VARIABLES**

### **86. NUMBER OF VICTIMS**

THE NUMBER OF VICTIMS THE YOUTH SEXUALLY ABUSED

CAN BE OBTAINED FROM YOUTH'S SUMMARY AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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### **87. AGE OF VICTIM OR AGE RANGE OF VICTIMS (AT TIME OF INCIDENT)**

THE AGE OF THE VICTIM(S) THE YOUTH SEXUALLY ABUSED

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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### **88. GENDER**

THE GENDER OF THE VICTIM(S)

CAN BE OBTAINED FROM YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

**89. RELATIONSHIP TO OFFENDER**

THE VICTIM'S RELATIONSHIP TO THE YOUTH (I.E.. SIBLING, BABYSITTING CLIENT)

CAN BE OBTAINED FROM THE YOUTH'S SUMMARY SHEET AND/OR PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 99 (NI)

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**CIRCUMSTANCES AFTER THE SEXUAL OFFENCE**

**90. REMORSE/EMPATHY FOR VICTIM**

DID THE YOUTH FEEL REMORSEFUL FOR SEXUALLY ABUSING THE VICTIM

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES

IF INFORMATION NOT INDICATED, CODE 9 (NI)

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**91. VICTIM REQUIRED THERAPY**

AFTER THE SEXUAL ABUSE, DID THE VICTIM REQUIRE ANY FORM OF THERAPY

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS (PARTICULARLY PSYCHOLOGICAL ASSESSMENT AND PRE-DISPOSITION REPORT) FROM YOUTH COURT SERVICES AND/OR VICTIM IMPACT STATEMENT

IF INFORMATION NOT INDICATED, CODE 9 (NI)

**92. DID YOUTH COMMIT ANY OFFENCES FROM THE TIME HE WAS CHARGED WITH THE CURRENT OFFENCE TO THE TIME HE APPEARED IN COURT FOR THE CURRENT OFFENCE**

THIS QUESTION IS POSED TO SEE IF THE YOUTH, WHILE ATTENDING THE LINK PROGRAM, IS AWAITING TO APPEAR IN COURT FOR OTHER CHARGES

CAN BE OBTAINED FROM PRE-SENTENCE REPORTS FROM YOUTH COURT SERVICES

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

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**CASE MANAGEMENT EVALUATION OF OFFENDER**

**93. AT WHAT PROGRAM LEVEL WAS OFFENDER RELEASED**

SEE APPENDIX K FOR A DESCRIPTION OF POINTS EARNED FOR EACH LEVEL

THIS INFORMATION CAN BE OBTAINED FROM THE YOUTH'S LAST EVALUATION IN THE CASE MANAGEMENT FILE

\*\*\*FOR RECENT CASE MANAGEMENT FILES, PROGRAM LEVELS HAVE BEEN CONVERTED TO MATURITY LEVELS: LEVEL 1= NUMBER 1 IN CODING SHEET  
LEVEL 2= NUMBER 2 IN CODING SHEET  
LEVEL 3= NUMBER 3 IN CODING SHEET  
LEVEL 4= NUMBER 4 IN CODING SHEET

IF INFORMATION NOT INDICATED, CODE 9 (NI)

---

**94. HOW MANY TIMES WAS OFFENDER EVALUATED**

THIS INFORMATION CAN BE OBTAINED FROM THE CASE MANAGEMENT FILE





**99. (A-F) WHAT WAS THE OFFENDER'S AVERAGE RATINGS IN PERSONAL CATEGORY AT THE TIME OF HIS LAST EVALUATION**

THIS INFORMATION CAN BE OBTAINED FROM THE YOUTH'S LAST EVALUATION IN THE CASE MANAGEMENT FILE

IF EVALUATION SHEET HAD TWO NUMBERS CIRCLED, THE LARGER NUMBER OF THE TWO WAS INCORPORATED INTO THE CODING SHEET (E.G.. FOR 99A, BOTH 2 AND 3 HAVE BEEN CIRCLED BY THE EVALUATOR, THEREFORE 3 IS INCORPORATED INTO THE CODING SHEET

IF EVALUATION SHEET HAD MORE THAN TWO NUMBERS CIRCLED, THE AVERAGE NUMBER OF THE THREE NUMBERS WAS INCORPORATED INTO THE CODING SHEET

\*\*\*FOR RECENT CASE MANAGEMENT EVALUATIONS, THE CATEGORIES:  
CARE OF ENVIRONMENT  
CARE OF SELF  
HAVE BEEN CONVERTED INTO THE OLD CASE MANAGEMENT FORMAT:

A= 1 IN ALL SUB-CATEGORIES OF PERSONAL CATEGORY  
B= 2 IN ALL SUB-CATEGORIES OF PERSONAL CATEGORY  
C= 3 IN ALL SUB-CATEGORIES OF PERSONAL CATEGORY  
D= 4 IN ALL SUB-CATEGORIES OF PERSONAL CATEGORY

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

**100. WHAT WAS OFFENDER'S AVERAGE RATINGS IN PEER RELATIONSHIPS CATEGORY AT THE TIME OF HIS LAST EVALUATION**

THIS INFORMATION CAN BE OBTAINED FROM THE YOUTH'S LAST EVALUATION IN THE CASE MANAGEMENT FILE

IF EVALUATION SHEET HAD TWO NUMBERS CIRCLED, THE LARGER NUMBER OF THE TWO WAS INCORPORATED INTO THE CODING SHEET (SEE EXAMPLE IN NUMBER 99)

IF EVALUATION SHEET HAD MORE THAN TWO NUMBERS CIRCLED, THE AVERAGE NUMBER OF THE THREE NUMBERS WAS INCORPORATED INTO THE CODING SHEET

**\*\*\*FOR RECENT CASE MANAGEMENT EVALUATIONS, THE CATEGORIES:  
PEER RELATIONSHIPS  
GROUP INTERACTIONS  
HAVE BEEN CONVERTED INTO THE OLD CASE MANAGEMENT FORMAT:  
(THE AVERAGE OF THE TWO CATEGORIES)**

**A= 1 IN ALL SUB-CATEGORIES OF PEER RELATIONSHIPS CATEGORY  
B= 2 IN ALL SUB-CATEGORIES OF PEER RELATIONSHIPS CATEGORY  
C= 3 IN ALL SUB-CATEGORIES OF PEER RELATIONSHIPS CATEGORY  
D= 4 IN ALL SUB-CATEGORIES OF PEER RELATIONSHIPS CATEGORY**

**IF INFORMATION IS NOT INDICATED, CODE 9 (NI)**

**101. WHAT WAS OFFENDER'S AVERAGE RATINGS IN STAFF RELATIONSHIPS CATEGORY AT THE TIME OF HIS LAST EVALUATION**

THIS INFORMATION CAN BE OBTAINED FROM THE YOUTH'S LAST EVALUATION IN THE CASE MANAGEMENT FILE

IF EVALUATION SHEET HAD TWO NUMBERS CIRCLED, THE LARGER NUMBER OF THE TWO WAS INCORPORATED INTO THE CODING SHEET (SEE EXAMPLE IN NUMBER 99)

IF EVALUATION SHEET HAD MORE THAN TWO NUMBERS CIRCLED, THE AVERAGE NUMBER OF THE THREE NUMBERS WAS INCORPORATED INTO THE CODING SHEET

**\*\*\*FOR RECENT CASE MANAGEMENT EVALUATIONS, THE CATEGORIES:  
RESPONSE TO PROGRAM RULES  
RESPONSE TO STAFF DIRECTION  
HAVE BEEN CONVERTED INTO THE OLD CASE MANAGEMENT FORMAT:  
(THE AVERAGE OF THE TWO CATEGORIES)**

**A= 1 IN ALL SUB-CATEGORIES OF STAFF RELATIONSHIPS CATEGORY  
B= 2 IN ALL SUB-CATEGORIES OF STAFF RELATIONSHIPS CATEGORY  
C= 3 IN ALL SUB-CATEGORIES OF STAFF RELATIONSHIPS CATEGORY  
D= 4 IN ALL SUB-CATEGORIES OF STAFF RELATIONSHIPS CATEGORY**

**IF INFORMATION IS NOT INDICATED, CODE 9 (NI)**

**102. WHAT WAS OFFENDER'S AVERAGE RATINGS IN EFFORT CATEGORY AT THE TIME OF HIS LAST EVALUATION**

THIS INFORMATION CAN BE OBTAINED FROM THE YOUTH'S LAST EVALUATION IN THE CASE MANAGEMENT FILE

IF EVALUATION SHEET HAD TWO NUMBERS CIRCLED, THE LARGER NUMBER OF THE TWO WAS INCORPORATED INTO THE CODING SHEET (SEE EXAMPLE IN NUMBER 99)

IF EVALUATION SHEET HAD MORE THAN TWO NUMBERS CIRCLED, THE AVERAGE NUMBER OF THE THREE NUMBERS WAS INCORPORATED INTO THE CODING SHEET

\*\*\*FOR RECENT CASE MANAGEMENT EVALUATIONS, THE CATEGORIES:  
PHYSICAL ACTIVITIES  
USE OF LEISURE TIME  
PROBLEM SOLVING ABILITY  
HAVE BEEN CONVERTED INTO THE OLD CASE MANAGEMENT FORMAT:  
(THE AVERAGE OF THE THREE CATEGORIES)

A= 1 IN ALL SUB-CATEGORIES OF EFFORT RELATIONSHIPS CATEGORY  
B= 2 IN ALL SUB-CATEGORIES OF EFFORT RELATIONSHIPS CATEGORY  
C= 3 IN ALL SUB-CATEGORIES OF EFFORT RELATIONSHIPS CATEGORY  
D= 4 IN ALL SUB-CATEGORIES OF EFFORT RELATIONSHIPS CATEGORY

IF INFORMATION IS NOT INDICATED, CODE 9 (NI)

## APPENDIX F

### INTERVIEWS CONDUCTED WITH LINK'S STAFF

#### 1. What is the task or mission of this lifeskills program?

1.

- To provide learning and caring environment
- To teach appropriate behaviors to interact with peers and society
- Part of the task is to partially stop the offending behavior
- Even though it is not really part of the lifeskills program - to show the youth appropriate behavior
- Integration is needed to deal with offending behavior

2.

- Most youths have not been taught basic skills - this program attempts to teach these skills
- the kids need to interact appropriately with people - communication

3.

- To compliment treatment from Burnaby
- To give residents safe and caring environment
- Give the youths social skills to help change

4.

- To compliment treatment from Burnaby
- To give residents safe and caring environment
- Give the youths social skills to help change

5.

- To help boys realize the difference between a normal and dysfunctional family relationship
- Build self-esteem

6.

- Provide kids with skills to reintegrate them back into society effectively
- Effective meaning that they take what they have learned in the program and apply it
- To ensure that they are placed into settings where positive reintegration can be achieved
- They are expected to be crime free when released

7.

- Lifeskills - to compliment treatment component in Burnaby
- Improve skills of individuals
- Identify needs of individuals
- Personal, developmental and social skills are learned
- Treatment is based on the specific problem

**2. What is the profile (in your opinion) of the offender to be treated?**

1.

- The average age is 16
- The number of victims after disclosure is 6-10
- He comes from a dysfunctional home
- A step father is usually present
- After disclosure - he has also been offended against
- He usually has a functional level of a 10 or 11 year old
- He is usually charged with 2 or 3 offences (pedophilic in nature)
- He usually perpetrates within his family

2.

- Every offender is very dysfunctional
- Quite a few of the youths attended cadets
- The majority of the boys have been or suspected to have been sexually abused themselves
- They are lower functioning than peers their age
- They are loners and usually not accepted by their peers
- Average age is 15-16

3.

- The average age is 16
- The youths usually come from extremely dysfunctional homes
- They are generally victims of sexual, physical and verbal abuse
- Antisocial, low self-esteem, socially inept

4.

- Low self-esteem
- Passive
- Most are well mannered but manipulative
- Average age is 15-16
- Most come from split families
- Most come from abusive families - physical and verbal

5.

- Most of the youths are between the ages of 14-17
- Most come from abusive backgrounds
- All have multiple victims
- All come from dysfunctional homes
- Most come from broken homes
- No positive role-modelling
- Correlation between pornography and sexual offending
- Lower than normal education and intellect
- Poor social and interaction skills
- Inappropriate views of right and wrong
- Hygiene problems
- Lower self-esteem
- Usually come from small communities
- Sometimes diagnosed with some type of disorder
- Client group is adolescent
- Virtually all types of boys come through the program expect for violent ones
- Some tend to be active firesetters
- Youths convicted of sexual offences
- Are amiable to treatment

6.

- Profile - a youth that is a loner
- Lacks social, personal skills
- Low in self esteem
- Lacking in coping skills
- The youth has enough strength to be responsive to open custody or group home situations
- Will not tend to go AWOL
- Paraphilia offences focused on sibling or relative or baby-sitting client
- He has a specific target (not random)



### **3. What specific interventions are employed**

1.

- Eclectic approach with sex offenders
- In terms of treatment process: Behavior Modification
- Pathways are used
- Prep - family modification
- Reality Therapy based
- Encouragement works - but not with all kids
- Paratreatment - 12 steps to Sex Offender Accountability
- Sex offending treatment does not occur

2.

- Behavior modification
- logical and consequential
- learn to empathize
- reality therapy
- teaching and role modeling

3.

- Social skills
- Constant positive reinforcement
- Confrontation
- Role modeling
- Proper etiquette
- Consistency

4.

- Confrontations to show them a different way of looking at things
- Consistent
- Role playing
- Therapy - modules - group therapy
- Schooling, woodwork - eye and hand coordination

5.

- Positive Peer Culture module - group type therapy - stresses interaction skills
- Opportunity is given to express problems
- Prep module - effective family living skills
- They are taught to appropriately deal with family situations
- Role playing
- Pathways - 12 step program
- Active awareness - current events are presented to the boys
- Day to day - confronting inappropriate behavior, offence cycle, manners at table, household skills
- Physical component - positive encouragement - e.g.. sports
- Interacting, showing positive role models

6.

- Lifeskills components
- Peer processes
- Staff that can intervene properly
- Therapeutic milieu
- They have a subculture of their own - kids that support each other
- Safe environment
- Realize personally that they have a problem

7.

- Personal counseling
- Staff role modelling
- Coping strengths - conflict resolution
- Guidance in anger management
- Training intervention - positive peer culture
- Umbrella structure program
- Glaser's reality and control theory
- Developing social skills
- more cognitively based - differs according to each individual
- Behavior modification
- Eclectic

#### **4. What are the expected outcomes of these interventions?**

1.  
-Normal peer age interaction
2.  
-Willingness and skills to do different
3.  
-Increase in self-esteem and confidence  
-An improved and confident interaction with other youngsters  
-Movement into positive social groups - in turn would develop more mature individual  
-More aware of destructive tendencies

#### **a) To what degree are recidivism rates a measure of program success?**

1.  
-Not a good tool to use for this program - only 8 years in existence
2.  
-It is important but very difficult to get a hold of
3.  
-In the eyes of the community - it is very important  
-A greater measurement is self-awareness and control  
-More constructive and supportive in verbal communication

**b) Is the sex offender expected to be crime-free, or demonstrate reduced seriousness of new crimes?**

1.

- Idealistically, it is expected that they live a crime free lifestyle
- Realistically if they channel the sexual nature of their behavior to other crimes it is better than sex crimes i.e.. property crimes
- It is hoped that the youth lives a positive lifestyle after treatment

2.

- The youth unfortunately is expected to demonstrate reduced seriousness of new crimes
- The youth cannot be cured he is taught to curb or control his behavior
- They tend to forget the skills they learns at LINK, there need to be more follow up after their release from LINK
- Most of the youth return to the same environment as they were in before entering the program
- They will tend to turn to different crimes

3.

- Expected to be crime free
- More realistically they demonstrate reduced seriousness of new crimes

4.

- No they are not expected to be crime free because there is a number of these kids that will not practice the skills that they have learned in the program when they return to their old environment - some will go back to their old ways

5.

- They are expected to be crime free
- The seriousness of committing one crime is there

6.

- Specifically sex offences - yes they are expected to be crime free
- If they move from children to age appropriate peers - this is an improvement

7.

- Zero tolerance - they are expected to be sex crime free
- They are not expected to be totally crime free

**c) What social/psychological changes are expected in the sex offender?**

1.

- Expect them to have peer age interaction (no victim preference activities)
- Socially changed
- Do not deal with psychological changes

2.

- Social awareness of themselves and their behaviors
- Interaction - to increase their ability to socialize
- To help their self-esteem - to give them the tools

3.

- Gain self worth
- Learn how to positively interact with peers and society
- They learn to empathize

4.

- To reason the difference between right and wrong
- They are taught to be socially acceptable by boosting their self-esteem
- Proper ways in dealing with problems and socialization

5.

- Social - to learn/have social skills necessary to not be involved in crimes
- Psychological - appropriate sexual behavior, appropriate sexual fantasies and appropriate sexual urges (control)

6.

- Social - associating with more appropriate age group
- Communication skills
- Improve ability to deal with stress
- Psychologically - more aware of themselves - self-esteem, growing process

7.

- Psychological - reliance on external control to internal controls
- positive coping
- Inadequacy to adequacy
- Social - interacting constructively with positive peer groups
- Church affiliation is encouraged so they have something to build on when they return to community

## 5. How can activities be defined and measured?

1.

- 20% - free time - appropriate interaction with peers
- 80% - day program, schooling, work related, household requirement, taking care of their rooms

2.

- Can be defined partially by program's policy (but not a big part)
- Part would be group evaluation, feedback from kids through journals
- Modules chosen
- Defined by the specific group that is in the program
- E.g. - health issues, hygiene issues, need to experience community setting
- With staff - activities build a relationship between staff and youth e.g.. rock climbing
- Spiritual component - part of healing process

3.

- Through personal observations - measurements are applied to various areas of their daily activities
- Level of maturity
- Feedback to the youth by counselor about his difficulties - strategic planning to improve
- A combination of external observations based on well defined criteria and direct dialogue with youth

### a) To what degree are clients meeting the program's expectations?

1.

- Depends on the group
- Depends if they really want to be at the program
- There is flexibility
- In general, the majority of the youths meet the expectations
- Only 2 actual dismissals from the program in 7 years

2.

- All learn and grow while they are here
- They do change
- They are meeting expectations of the program

3.

- They most definitely meet program expectations - even if it is only on the surface

4.

- Most kids are meeting expectations with modules and therapy
- Secrets are revealed through these modules
- They are realizing what is going on and what they will have to do to change

5.

- On the most part - yes they do meet expectations
- They accept the expectations and try to meet them

6.

- Sometimes the expectations are based on the clients
- Each youth is different - sets his own expectations
- They are not suppose to meet program's expectations rather the program is to meet their expectations

7.

- To a high degree - on a scale of 1-10 an 8 or 9
- The change model is very effective
- Kids using program dialogue

**b) What types of clients (in your opinion) are actually being treated?**

1.

- From lifeskills point of view - improving social skills

2.

- Some are dangerous and the majority could re-offend in certain circumstances
- The support systems are not there when they return to society
- Not all components are dealt with at this program

3.

- Some dangerous offenders who should not have been released into the community

4.

- A good number of them are passive and manipulative - they learn the system

5.

- Some have the potential to be violent, dangerous and predatory
- Some have a high risk to re-offend
- High pedophilic drives
- Some will benefit from program and not re-offend

6.

- Same as question #2

7.

- Clinically been diagnosed as having a high risk of paraphilia disorder - the behavior will persist into adulthood if not intervened
- A high degree of these youths have a long record of failure - educationally and socially
- coping skills underdeveloped
- Some have ADD
- Most kids have been sexually offended against

**c) What programmatic changes would enhance the treatment process?**

1.

- Multi-systemic approach is needed especially dealing with kids from outside the lower mainland
- Lifeskills and sexual offending components cannot be separated from programming
- Idealistically, LINK should be a residential treatment center with a therapist and psychiatrist on site
- The families of the clients need to be more involved
- The youth needs to be within his community
- The abusive household needs to be dealt with
- The B-Module point system should be kept but should not be emphasized as much
- Offending behavior must be targeted more often
- Unfortunately some youths learn to play the system - they truly do not change their behaviors

2.

- Social skills within community
- Alcohol and drug, victim programs
- Create program to empathize with others

3.

- Constant update of materials dealing with adolescent sex offenders
- More social activities
- More treatment groups
- More one on one with therapist needed
- More lifeskills training
- New building needed
- Restructuring their social skills

4.

- To show empathy - they should have pets to practice on
- To show feelings more readily



- 5.
- Having a full time therapist working on property
  - Higher staff to resident ratio
  - More inservice training
  - Bridging gap between management and workers

- 6.
- Follow-up (which is not mandatory of the program) - this is a weak component in the program

- 7.
- Since other programs have been moved LINK clients now tend to have more of the attention that they need
  - They are no longer at the bottom of the scale
  - Not really in a position to answer this question

**d) Is the program keeping abreast of the latest research?**

- 1.
- Yes

- 2.
- Training should extend to all the staff
  - More intense training
  - We can be more on top of things

- 3.
- Yes

- 4.
- Yes, but more communication and upgrading skills are needed

- 5.
- No - the program does not see improvements
  - The offences and research are constantly changing and the program lags behind

- 6.
- Yes

- 7.
- Probably

**6. What is the staff/client ratio?**

1.  
-Daytime: 1:2.5  
-Nighttime: 1:10

2.  
-1:4

3.  
-1:4

4.  
-1:3

5.  
-1:3

6.  
-1:2

7.  
1:3

**7. What are the academic, experiential and attitudinal characteristics of the staff?**

1.  
-Education:  
-Bachelor of Arts - 2  
-Child care certificate - 1  
-Undergraduate student - 1  
-Master degree in Clinical Psychology - 1  
-Grade 12 diploma - 5  
-Experiential - most staff have significant experience in the criminal justice system  
-Attitudinal- currently they work well and are focused with the behaviors  
-they work as a team  
-very good towards program

2.  
-They have to understand what sex offenders are all about - abuser issues  
-Education - child care certificates, undergraduate in social sciences  
-Must be able to build relationships with youth, must be a team player  
-Specific skills in teaching and anger management

3.
  - When the program was first started - the emphasis was on selecting experienced youth workers who possessed practical experience
  - The emphasis then was to provide thorough workshop training, e.g.. in reality therapy
  - Burnaby helped out in this process in their thorough understanding of the model that was provided
  - When program became unionized - placement of staff that were not trained in this area
  - Salvation Army's loss of youth program also bumped seniority individuals into LINK
  - Back then - program manager had undergrad degree
  - Social worker - undergrad degree
  - None of the workers had degrees - some had child care certificates
  - Attitudinal - screened for judgment free individuals
  - No staff had experience in dealing with adolescent sex offenders

**8. How is the staff organized to accomplish programmatic, statutory and clinical objectives (where applicable)?**

1.
  - 7 out of 10 front line program delivery staff
  - 1 clinical social worker
2.
  - Social worker is the link to clinical component
  - Appropriate staff available - adequate team
3.
  - Program manager's and social worker's roles in continuous dialogue with team and professionals in the field

**9. How well do the referral sources understand the intent and capabilities of this program?**

1.
  - Youth Court Services - very well
  - Referral source - yes and no - youth forensic and corrections involved
  - LINK can say no. Forensics can say yes
  - LINK can say yes. Forensics can say no
2.
  - Very well - YCS is great
3.
  - More so now - probation officers are made more aware of the process

4.  
-It is getting better - their understanding of the program

5.  
-Unsure

6.  
-Very well - strong link with YCS - consistent staffing

7.  
-Very well - back then, info package went out to them  
-Vast majority were screened by forensics  
-Had to be aware of manipulation pressures -e.g.. he really is not as bad as they say  
-They were firm in sticking to criteria

**10. Is there a need to educate referral sources about those amenable to the type of treatment?**

1.  
-Referral sources - good relations with YCS and Forensics  
-Corrections on the other hand is a different story - difficulties with front line probation officers  
-Administration does not understand the capabilities of the program

2.  
-No need to educate

3.  
-Yes - we have to answer to so many organizations

4.  
-Yes there is - we need to let them know exactly what is done in the program

5.  
-Unsure

6.  
-There is always a need to continue the process but it is not top priority

7.  
-Tried to outline this by giving descriptive profile of what type of youth would fit into this program

**11. Do the statutes and policies pertaining to the program meet stated expectations?**

1.
  - Clearly and simply - yes
2.
  - Yes
  - Program modeled on statutes and policies
  - There are ongoing evaluations and strategies surrounding the policies

**12. How is staff time allocated among administrative, security, public relations, documentation, training, assessment, and lifeskills tasks?**

1.
  - Administration - 5%
  - Security - 20%
  - Public Relations - 0%
  - Documentation - 20%
  - Training - 2%
  - Assessment - 5%
  - Lifeskills - 48%
2.
  - Admin. - 2 or 3 hrs. (out of 10 hrs.)
  - Security-ongoing
  - Training-very little
  - Lifeskills tasks - 2 hrs. (includes prep modules)
  - Administrative and documentation - 1.5 out of 8 hrs.
  - Security - 6 hrs.
  - public relations - none
  - training - none lately
  - lifeskills tasks - 5 hrs.
3.
  - Admin. and documentation - 1 hr. out of 8 hrs.
  - Security - varies - depending on program - usually 3-4 hrs.
  - Training- very rare
  - Lifeskills tasks - .5 hr.
4.
  - Admin. and Documentation - 30%
  - Security - 20%
  - Lifeskills - 50%
  - Training - 0%

- 5.
- Majority of staff time is directed to service-orientation
  - Administration is very minimal
  - Training- more is needed but unfortunately there are too many budget constraints
  - There is informal training within the team

- 6.
- Staff specialization, e.g.. program manager and social worker
  - Priority is supervision
  - Trying to balance that with lifeskills, recreational training
  - Based on program manager and social worker working with staff on weekly basis

**13. How are decisions made regarding advancing, graduating, and terminating offenders?**

- 1.
- Based upon team effort - the B module system
  - Graduating and terminating - YCS and LINK staff decide

- 2.
- Staff meetings and whole treatment group
  - YCS decides the graduating

- 3.
- Decisions made as group - using case management
  - YCS influences graduating and terminating

- 4.
- Case management
  - PPG was used by YCS

- 5.
- Unsure

- 6.
- Joint process between therapist and social worker
  - Youth must complete requirements and risk assessment (if further time in the program is necessary or helpful)

- 7.
- Internal progress
  - case manager's input
  - Youth's responsibility of the knowledge of the criteria
  - Graduation largely based on recommendations of treatment team

**14. How many groups, modules, behavior therapy sessions, activity groups are conducted on a monthly basis?**

1.
  - 8 YCS groups/ month
  - 60 modules/ month
  - 4 behavior therapy sessions/ month
  - 16 activity groups/ month
  - 64 lifeskills/ month
2.
  - 24 or 25 a month
3.
  - Back then every night there was a lifeskills or personal development program happening or some type of recreational group

**15. How is input from staff solicited regarding an offender's progress status?**

1.
  - Comprehensive case management system
  - Information is fully computerized
  - plans, session notes- all full time staff have access to the info
  - for casual staff - information is kept in a binder
2.
  - Daily logs - readily accessible plays important role
3.
  - Computer logs, staff meetings
4.
  - Staff meetings, case management
5.
  - Case management assessment, input in case management, weekly meetings
  - Suggestions are used
6.
  - Case management meetings
7.
  - A combination of every Friday afternoon each youth was discussed - progress etc.
  - Daily input - techniques of the log and positive peer culture log were observed

**16. How is information communicated to other staff members regarding treatment plans?**

1.
  - Fully computerized - plans, sessions - all full-time staff has access
  - For casual staff - info kept in binder
2.
  - Case management staff meetings
  - Quite a bit of information
3.
  - Staff meetings, shift change and logs
4.
  - Logs in computer and verbal reporting in staff meetings
5.
  - No formal process - verbal communication
  - Meetings
6.
  - Case management meetings

**17. What are the major policy changes that have occurred in the program from the time of its inception?**

1.
  - More stress on supervision
  - Staff management
  - Program change - now more treatment focused
2.
  - When the program first started there was no need for behavior modification
  - As time progressed - a need existed
  - It was gradually introduced at different levels - junior to senior
  - As staff became more comfortable with positive peer culture and reality therapy - these aspects grew within the program
3.
  - More treatment focused
  - Now an integrated case management process (all elements involved in program)



## APPENDIX G

### LINK RESIDENT - PROGRAM CARD

NAME: \_\_\_\_\_

DAY STAFF

WEEK OF: \_\_\_\_\_ TO: \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9:00-10:15 10 pts.							
10:30-12:15 10 pts.							
1:00-2:30 10 pts.							
2:30-4:00 10 pts.							
PHYSICAL 10 pts.							
PREP/PPC 20 pts.							

TOTAL POINTS EARNED LAST WEEK: \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
ROOM CLEANLINESS 10 pts							
HYGIENE 10 pts							
SELF DISCIPLINE 30 pts							
FRUSTRATION MANAGE 20 pts							
CONSIDER OF OTHERS 30 pts							
PROGRESS ON GOALS 30 pts							
BONUS POINTS							
DAILY TOTAL							
MINUS FINES							
TOTAL FOR THE WEEK							

GOAL FOR THE WEEK \_\_\_\_\_

## RESIDENT PRIVILEGES BY LEVEL

PRIVILEGES	BACKPHASED	1	2	3	SENIOR
POINTS	<700	>700	>1001	>1200	>1200
ALLOWANCES	1	5.5	9	12	15
<u>WEEKNIGHTS</u> BEDTIMES LIGHTS OUT	9:00 10:00	9:30 10:00	10:00 11:00	10:00 11:00	11:00 11:10
<u>WEEKENDS</u> BEDTIMES LIGHTS OUT	11:00 11:10	11:30 11:40	12:00 12:10	12:00 12:10	1:00 1:10
CARD/POINT SYTEM	YES	YES	YES	YES	NO
OUTINGS	0	0	1/WEEK	2/WEEK	2/WEEK
DAY PASSES	NO	NO	YES	YES	YES
4 DAY PASSES	NO	NO	NO	NO	YES
GHETTOS/TAPES	NO	NO	YES	YES	YES
POSTERS IN ROOM	NO	NO	YES	YES	YES
ROOM ACCESS	9 - 9 NO KEY	4 - 9 NO KEY	4 - 9 NO KEY	4 - 9 NO KEY	24 HRS KEY
TELEPHONE PRIVILEGES	EMERGENCY ONLY	1 CALL/ WEEK	EVERY 2ND DAY	NO LIMIT	NO LIMIT
FREE TIME T.V.	NO	YES	YES	YES	YES
EARLY SERVER OPPORTUNITY	NO	YES	YES	YES	YES
STORE RUNS OPPORTUNITY	NO	NO	YES	YES	YES
BOOKING T.V. SHOWS	NO	NO	2/WEEK	4/WEEK	NO LIMIT
RECORDING T.V. SHOWS	NO	NO	1/WEEK	1/WEEK	1/WEEK
SATURDAY NIGHT VIDEOS	NO	YES	YES	YES	YES