



SEXUAL OFFENDING

AN EVIDENCE-BASED CURRICULUM

UCCI's Cognitive-Behavioral Intervention - Sexual Offending (CBI-SO) curriculum is a structured curriculum intended for individuals who are moderate to high need in the area of sexual offending. As the name of the curriculum suggests, this intervention relies on a cognitive-behavioral approach to teach participants strategies for avoiding sexual offending and related behaviors. Specifically, the program emphasizes skill-building activities to assist with cognitive, social, emotional, and coping skills development. The following information serves to support the CBI-SO as an evidence-informed program capable of favorably changing offending behavior.

FOLLOWS RNR MODEL OF EFFECTIVE PRACTICES: ⁱ

1. Designed for moderate to high-risk individuals as determined by a validated tool for measuring likelihood for recidivism (risk principle).ⁱⁱ
2. Not recommended for low-risk individuals to be included in groups. If the material is delivered to low-risk individuals, it is recommended that dosage be: (risk principle) ⁱⁱⁱ
 - Decreased
 - Target specific domains indicated by a dynamic criminogenic need assessment
3. Flexible dosage to match individual risk level of program participants (risk principle)
4. Targets multiple criminogenic needs including but not limited to: (need principle) ^{iv}
 - Antisocial cognitions
 - High-risk peer associations
 - High-risk personality traits (anger, aggression, poor problem solving, impulsivity etc.)
 - Substance use
 - Leisure activities
5. Targets multiple criminogenic need specific to sexual offending^v including but not limited to:
 - Intimacy deficits
 - Conflicts in intimate relationships
 - Anger and hostility
 - Emotional management difficulties
 - Self-regulation difficulties
 - Impulsivity
 - Cognitive distortions that support sexually abusive behaviors
 - Sexual preoccupation
6. Uses cognitive-behavioral interventions as demonstrated by: (general responsiveness principle) ^{vi vii viii ix x xi}
 - Emphasizes the thought-behavior link, thought awareness, thought analysis and risky thought restructuring ^{xii xiii}
 - Problem solving
 - Structured skill acquisition, development and advanced application ^{xiv xv}

- Emotion regulation: anger, impulsivity, aggression, anxiety, self-centeredness, poor coping, high taste for risk ^{xvi}
 - Utilizes social learning to promote skills acquisition and mastery through teaching, modeling, role-playing (practice and application), feedback, and graduated practice ^{xvii xviii}
7. Targets specific responsivity by providing optional motivational enhancement sessions ^{xix}

EMPHASIZES FIDELITY PRINCIPLE: ^{xx}

1. Clear learning objectives ^{xxi}
2. Scripted sessions ^{xxii xxiii}
3. Availability of fidelity observation, coaching and tracking

INCLUDES SUCCESS PLANNING TO ADDRESS RELAPSE PREVENTION: ^{xxiv xxv}

1. Identification of high risk people, places and things
2. Clear and specific responses of the above to lower risk
3. Behavioral rehearsal of those above identified situations and responses
4. Problem solving skill development ^{xxvi}
5. Inclusion of a support network
6. Specific plans for responding to lapses
7. Development of alternative prosocial activities, supports and behaviors

In April of 2001, the International Community Corrections Association (ICCA) published an evidence informed checklist in the Journal of Community Corrections (JCC) to assist in the selections of effective curricula. The full article and checklist is available through membership to the ICCA or through a membership-holding library. Of the 83 items on the checklist, the CBI-SO fulfills all but three recommendations: 1) program evaluation is not yet complete 2) by an external entity, and 3) regarding ethics, the curriculum advises that local or state ethical guidelines be used.

ⁱ Latessa & Lowenkamp 2006

ⁱⁱ Latessa & Lowenkamp 2006

ⁱⁱⁱ Lowenkamp & Latessa 2004; Lovins, Lowenkamp & Latessa, 2009

^{iv} Andrews, D. A. 1995

^v Mann, Hanson & Thorton, 2010

^{vi} Gendreau, P 1996

^{vii} Gendreau, French & Goinet 2002

^{viii} MacKenzie, D.L. 2000

^{ix} Andrews, Zinger, Hoge, Bonta, Gendreau & Cullen 1990

^x Lipsey, Chapman & Landenberger 2001

^{xi} Person, Lipton, Cleland & Yee 2002

^{xii} Gendreau, Smith & French 2006

^{xiii} Landenberger & Lipsey 2005

^{xiv} Antonowicz & Ross 1994

^{xv} Sperber & Lowenkamp 2017

^{xvi} Dowden & Andrews 2000

^{xvii} Antonowicz & Ross 1994

^{xviii} Dowden & Andrews 2000

^{xix} McMurrin M. 2011

^{xx} Latessa & Lowenkamp 2006

^{xxi} International Community Corrections Association 2001

^{xxii} Mann 2009

^{xxiii} Taxman, F. S. 2000

^{xxiv} Laws, D.R. 1999

^{xxv} Dowden, Antonowicz & Andrews 2003

^{xxvi} Gendreau, Smith & French 2006