

A Training Manual for
COMMUNITY PREVENTION TEAMS FOR
PREVENTION OF SEXUAL OFFENSES:

a Relapse Prevention Approach

for _____

(Offender's Name)

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DEPARTMENT OF CORRECTIONS
COMMUNITY BASED SAFETY NET FOR SEXUAL OFFENDERS
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INTRODUCTION

Preventing a relapse into crime by sexual offenders is difficult. The purpose of this training is to decrease the chance of relapse into crime. This manual shows how community leaders, family members, individuals from social services, and probation work with the offender after their release from jail. These people work on teams that will help the offenders refrain from improper sexual behavior. This manual is designed to be a resource for people wishing to help prevent sexual abuse in the community. It explains what sexual offending is, how the sexual offender is treated, and how to prevent relapse. The manual has been written to help the members of the team understand how they can help to decrease the chance that the offender will return to a life of crime.

OVERVIEW

Chapter 1

OVERVIEW

Guided Questions and Answers:

1. What are four purposes of the Community Based Safety Net Program?

- 1) To reduce the chance that an offender will commit another crime and go to jail.**
- 2) To increase safety and improve the chance that the offender can safely remain in the community.**
- 3) To train safety net members to see dangerous behaviors and help the offender stop.**
- 4) To help the therapist, Probation Officer, and others step in so that the chance of relapse is lowered.**

2. How will the Community Based Safety Net Program make your community a safer place to live?

The Community Based Safety Net Program will make your community a safer place to live because community members will know about sexual offenders. They will be able to help probation officers and therapists watch sexual offender's behavior. They will be able to help sexual offenders keep from committing another crime and going to prison.

Important Vocabulary:

Community Safety Net team - Any number of people that agree to work together to help a sexual offender keep from committing another sexual abuse crime. Examples: Probation officer, approved therapist, village elder, priest, school teacher, or any concerned community member.

Inappropriate sexual behavior - Any sexual action that involves unwilling partners or that presents a danger to the individual or others.

Offender - Lawbreaker. A person who has committed a crime.

Relapse prevention plan - A program to keep an offender from slipping back into criminal behaviors.

COMMUNITY BASED SAFETY NET PROGRAM

Overview

The Alaska Department of Corrections (DOC) has developed a program to improve community help for sex offenders who have been convicted of sex offenses and are living in the community on probation or parole. In order to reduce the chance that an offender will commit another crime and go to jail, it is necessary to have strong support. The members of the safety net team will be trained to recognize dangerous signs and alert the offender, the therapist, and probation officer.

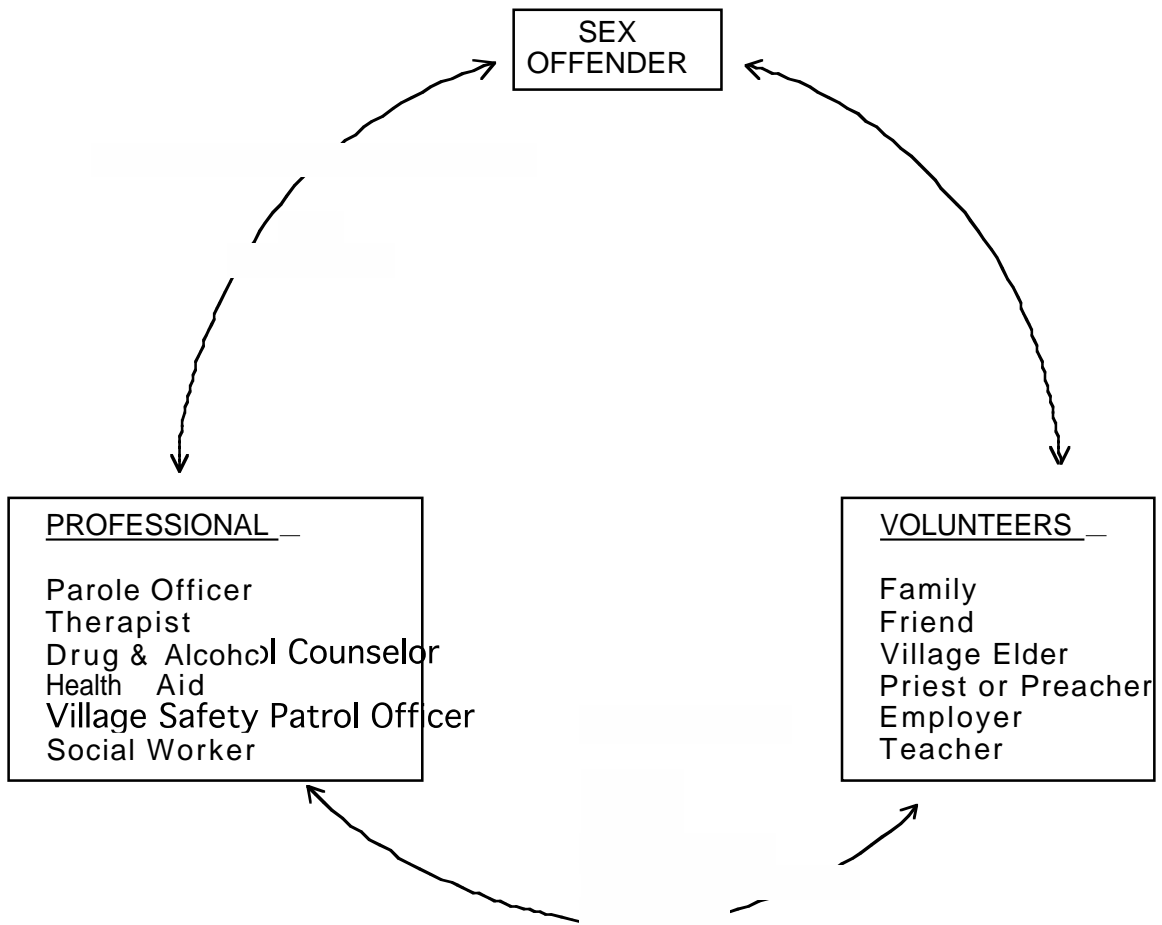
Sexual offenders are people who have been convicted of having sex with a person against their will. This is inappropriate sexual behavior. Inappropriate sexual behavior is forcing someone to have sex, or having sex with children, or anyone under 16 years of age, or any adult that cannot make a responsible decision for themselves (drunk or mentally retarded).

The Alaska Department of Corrections uses something called Relapse Prevention for the treatment of sex offenders. Relapse prevention is based on the idea that sex offenders can control their behavior, but they need your help. The main purpose of treatment is to teach offenders like _____ (offender's name) to manage and control their behavior. The community support program is to train people who already know _____ (offender's name) well to see problem behaviors and help him stop. The safety net helps _____ (offender's name) maintain a relapse prevention plan. The team members are trained to see problem behaviors in order to help the therapist, Probation Officer, and others to help the offender stop these problem behaviors.

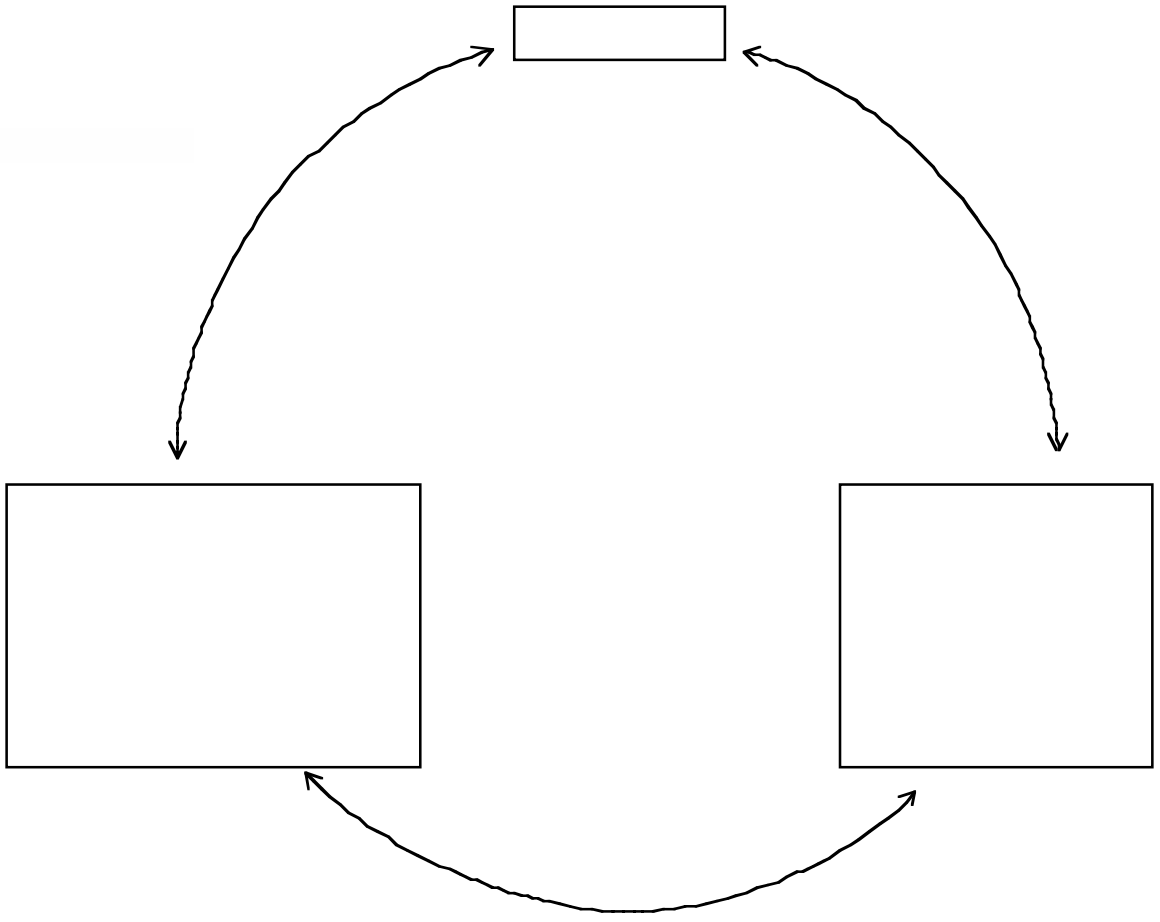
The safety net will include people such as probation officers, mental health counselors, substance abuse counselors, vocational counselors, and

village health aides. In addition, other support persons may include family members, village elders, religious leaders, employers, co-workers, friends, or anyone else who spends a lot of time with _____(offender's name). Many of these people see _____ (offender's name) everyday and may notice behaviors and problems which if ignored could lead to another crime. This will increase safety in the community and improve the chance that _____(offender's name) can safely remain in the community. If trained to see danger signs and share that information with the probation officers, the volunteers can help the probation officers to better manage _____ (offender's name) (Trainer's note: Video testimony "If only they had shared").

COMMUNITY SUPPORT TEAM



COMMUNITY SUPPORT TEAM



RELAPSE PREVENTION

Chapter 2

RELAPSE PREVENTION

Guided Questions and Answers:

1. Q. What does it mean for a person to “relapse”?
A. To a sex offender this means to commit another sexual offense.
2. Q. What is relapse prevention?
A. This is a program that an offender can use so that he can change the way he acts.
3. Q. Do alcohol and/or drugs cause a person to commit a criminal offense?
A. No. But alcohol and drugs can make the offender more dangerous because he will be less afraid of being caught or see less reasons for stopping his behavior.
4. Q. How does the safety net team help the offender get back on track?
A. By listening to the offender; asking what is going on; encouraging the offender to continue to work on his relapse plan.

Important Vocabulary:

Relapse: To slip back to old ways that are not healthy. To a sex offender this means to commit a sexual offense. To an alcoholic this means to have a drink.

Relapse prevention: A program that the offender can use so that he can change the way he acts.

RELAPSE PREVENTION

Relapse Prevention is a program that _____ (Offender's name) can use so that he can change the way that he acts. Some words can mean different things to different people. In this book the word relapse means to slip back or fall back into old ways that are not healthy. Relapse prevention is trying to make sure that a person does not slip back or fall back into the old ways which allowed him to sexually offend, hurt others, hurt himself, and go to jail.

Some people think that a sexual offense just happens and that there is no reason for it. Some people think that because the offender was drunk or using drugs he did nothing wrong. Some people believe that it was the alcohol or drugs that **caused** the crime. **THIS IS NOT TRUE.** Some people also believe that being a victim of sexual abuse is the cause of an offender's abusive behavior now. **THIS IS NOT TRUE.** Many victims never become offenders. If you look very close at sexual crimes you will usually find that several events or things happened before the crime. This is also true in _____(offender's name) case. These events lead up to the crime and are some of the reasons why the sexual offense happened.

Treatment helps the offender learn about parts of themselves that need to be improved. Most sex offenders don't control their thoughts and behaviors very well. When _____ (offender's name) does not control his thoughts and behaviors well he is in danger of committing another crime. To help _____ (offender's name) avoid a relapse, he has a plan. The safety net team is a part of _____ (offender's name) plan. He may share more details of his relapse plan later. You do not need to know all of the plan, but to be a support and to help to _____ (offender's name) it is important to know that he moves from one step to the next step as he gets closer to sexually offending.

As _____ (offender's name) goes through his day he may experience feelings of sexual excitement. Some of these feelings will be normal, and others will not. It is possible for _____ (offender's name) to control his sexual excitement, by controlling the thoughts, feelings, and behaviors that go along with the sexual excitement. Some of the time _____ (offender's name) will think that these feelings are exciting and feel good and will choose not to control them. But it is very important for him to control his sexual excitement because this will lead to a reoffense.

The way for _____ (offender's name) to control his inappropriate sexual excitement is to use a correcting choice. He has the ability to make this choice. If he does not make the choice to control his sexual excitement, he needs your help. If _____ (offender's name) does not use a corrective choice he will move towards a dangerous situation. When he is in a dangerous situation he thinks of ways he can reoffend and not get caught. You may see some problems with the way _____ (offender's name) thinks. These are examples of what _____ (offender's name) is thinking when he is in a dangerous situation (if possible, offender assists trainer in filling in list).

_____ (offender's name) **Thinking When He Is In A Dangerous Situation**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

When _____ (offender's name) makes a correct choice he will move back toward safety. This is why it is important for him to talk about what is going on for him. As he talks, you will hear him talk about decisions that do not sound real good. When you ask _____ (offender's name) why he is thinking dangerous thoughts, he should be able to correct his thinking.

If no correction is made _____ (offender's name) moves toward a dangerous situation and could commit another crime. Sometimes he will choose to correct all by himself. Sometimes it will take somebody saying something to help him. If _____ (offender's name) still does not correct, it may take somebody doing something to help him get back to his plan. This is where the safety net can help _____ (offender's name) get back on track and not commit more crimes.

After _____ (offender's name) moves back toward safe thinking he will feel bad about the poor choice he just made. He may feel like he failed and will always be a bad person. The safety net team can help _____ (offender's name) by encouraging him to continue to work on himself. **DON'T TREAT _____ LIKE A FAILURE** If he continues to work hard on his relapse plan, he will begin to feel better about himself. When _____ (offender's name) is **NOT** working on his relapse plan he will try to feel better about himself by thinking about only the positive and enjoyable things before, during, and after his offense. This is similar to an alcoholic thinking about having one drink and choosing not to think about what it feels like to be sick the next day. (video: High Risk Situations)

Remember, _____ (offender's name) may share with you that he is doing okay. He may even look like he is doing okay. But if he is not really following his own plan, he may start to put himself in a dangerous situation that may lead to a reoffense. These are the things you should look for. These are the things _____ (offender's name) **SHOULD** be doing to correct his behavior. If he does not the next chapter will help you know what to do.

1. _____
2. _____
3. _____
4. _____
5. _____

ROLE OF VOLUNTEER MEMBERS OF THE SAFETY-NET TEAM

Chapter 3

ROLE OF VOLUNTEER MEMBERS OF THE SAFETY-NET TEAM

Guided Questions and Answers:

1. **Q.** What are four ways the Safety Net Team help in the community?
A.
 - 1) To reduce the chance that an offender will commit another violent crime and return to jail.
 - 2) To create a support system in the community to help with supervision and treatment needs of the offender.
 - 3) To train community members to recognize dangerous behaviors.
 - 4) To make the community a safer place to live.
2. **Q.** What is the job of the Safety Net Team?
A. To **LOOK, LISTEN, ASK, and ACT!**

Important Vocabulary:

Probation Officer - A court officer who investigates, reports, and supervises convicted offenders on probation.

Relapse - The offender slips back into behaviors that lead to a crime.

Risky Thinking - Thinking that is not good. Errors in a person's thinking.

Therapist - A person who has received the necessary training and experience to provide treatment for a sexual offender.

Volunteer - A person who gives help or does a service.

ROLE OF VOLUNTEER MEMBERS OF THE SAFETY-NET TEAM

This training is to help you understand your job on the safety net team. It is important during this training to ask questions about your role. Anytime you have questions, you should ask.

It is very hard to get out of jail and come back to your home town. Your job is to keep working with _____ (offender's name). To work with him means to **look** at his behaviors and **listen** to him when he talks. It is also hard to find people to talk to who will encourage the offender to have respect for society. You should **listen** to _____ (offender's name) and talk with him. **Listening** is very important because it lets _____ (offender's name) talk out problems and decide for himself what is the best thing to do.

Sex offenders do not use good thinking. There may be errors in the way they think. Sometimes this can be called risky thinking. When you **Listen** to _____ (offender's name) and hear him talk about thinking that does not sound good, you should **ask**, "What is going on?" **Look** at _____ (offender's name) behaviors. It is your job to **ask** about the way _____ (offender's name) is thinking. It is your job to **ask** others about how he is doing. It is up to _____ (offender's name) to make the decision to change. It is not your responsibility to change _____ (offender's name).

An example of risky thinking could be an offender deciding to live with his sister who has several small children. Another example would be an offender deciding it is not important to go to work. (Trainer gives examples of _____ (offender's name) risky thinking and asks volunteers

what they would do). (Trainer's note: use handout **LOOK, LISTEN, ASK, ACT.**)

Sometimes you might see the offender doing things that do not seem right. An example could be choosing to be with old friends who do not work and use drugs. Another example is choosing to get drunk. Again, you **look** at _____ (offender's name), behavior. You **listen** to him talk. You **ask** him what is going on.

HOW TEAM MEMBERS ASK ABOUT DANGEROUS BEHAVIORS:

It is helpful to tell _____ (offender's name) when you see (**look**) his danger signs. This should not be done in a mean way or an angry way. If the talk becomes angry it can actually push a person towards more problem behaviors. It is helpful to tell _____ (offender's name) what danger signs you are seeing (**look**). **Ask** _____ (offender's name) about his dangerous behavior. When you **ask** him about his dangerous behaviors, it is good to say exactly what you see (**look**). It is good to **ask** what is going on. It is good to tell him why you think it is dangerous. You might say, "I see this. What is going on?" When _____ (offender's name) is asked about his dangerous behavior he may have mixed up feelings. If _____ (offender's name) gets angry when you **ask** him what is going on, you may choose to share (**ACT**) his dangerous behaviors with your contact person and **ask** what they think.

Joseph had been living back in his community for six months and looked like he was doing well. He had been seen walking through the high school football field several times in the past few weeks, but no

one in the community said anything to him. However, one of the students told her mother that she was uncomfortable seeing him doing this. The mother called a member of the safety net team.

The safety net member called Joseph and talked with him about what was seen. She shared with him that these were dangerous behaviors. She reminded him that he could take the road on the other side of the lake and that was safer. In this way Joseph was given enough information to make the changes. He also knew the community was watching out for itself. Joseph did not say much on the phone but was not seen walking through the high school football field again.

If the safety net member had not talked with Joseph over the phone, Joseph may have continued with his dangerous behavior until he convinced himself to go where the girls swim team meets at night for training. If Joseph was seen walking through the football field again, what should the safety net member do next?

IMPORTANT THINGS TO REMEMBER:

1. It is not important that the offender "like" you; it is important that you respect each other.
2. Do not try to control or manipulate the person. Be yourself. Speak with respect. Do not cuss.
3. Try not to talk about your own problems or sexual experiences.
4. Be ready to stop your meetings when you find that either of you are getting angry or frustrated. This is important when you feel uncomfortable with the offender. It is okay to ask the offender to leave and go home.
5. When you disagree with the offender be direct and firm without forcing him into a corner where he can only attack. Do not verbally attack the offender.

WHAT DOES THE SAFETY NET MEMBER DO IF THEY THINK THE OFFENDER IS GOING TO RE-OFFEND OR YOU FIND OUT HE HAS RE-OFFENDED?

In some cases the offender might choose not to change his behaviors. If this happens he will move closer and closer to relapse and back to criminal behaviors. It is important to share what you know with the other safety net members so the safety net team can decide what to do next to help the offender get back to safety and keep the community safe. It is important to share what you know with the therapist or probation officer. (Trainer's note: return to **LOOK, LISTEN, ASK, ACT** handout). If you choose to do nothing there is a greater chance that sooner or later he will sexually re-offend and go back to jail. When you share with the therapist or probation officer, they will take steps to stop the relapse before the offender commits another sexual offense. You will also be protecting any victims that he might offend. The therapist and the probation officer are able to do many things to help the offender keep from re-offending and going back to jail.

The members of the safety net team need to know that is important for them to share any information about dangerous and criminal behaviors that involves the offender. This is necessary for the safety of the entire community. It is especially important for those people who could be hurt by his dangerous behavior.

RULE 1

You know that the offender is getting ready to re-offend and won't stop acting in a dangerous way, then the therapist or probation officer must be contacted. **ACT!**

RULE 2

If you are not sure if the offender is getting ready to re-offend or not, contact the therapist or probation officer. **ACT!**

LOOK

LISTEN

ASK

ACT

REASONS TO SHARE

Chapter 4

REASONS TO SHARE

Guided Questions and Answers:

1. **Q. When should members of the Safety Net Team share information about an offender?**
A. They should use the decision tree to decide, but if they do not know whether or not they should share, then they should share. It is better to be safe than sorry.
2. **Q. Why should the Safety Net Team share information about an offender?**
A. To keep a potential victim safe. To keep the community safe. To help the offender keep from going to jail.
3. **Q. Who does the Safety Net Team contact to share information?**
A. The Safety Net Team shares information with the therapist or probation officer.

REASONS TO SHARE

It is easier for _____ (offender's name) to stop his dangerous behavior and make a corrective choice when he knows other people have seen his bad choices. Sometimes this will be enough to help him make a corrective choice. When all the people on the safety net team know about his bad choices they can talk about how to best help _____ (offender's name) get back on track, (role play)

Listed below are some examples of dangerous behaviors and bad choices:

(NOTE: the offender should put a check mark by any that apply)

selling drugs or bootleg alcohol

using alcohol or drugs

getting in fights

not accepting being told "no"

having a lot of anger

driving around just to "look"

giving a ride to a hitch-hiker

hanging out with friends that use drugs or alcohol

going to topless bars or "strip" joints

going to drinking or drug parties

staying off by himself a lot

baby-sitting for someone

giving gifts to children or a potential victim

keeping secrets

feeling inferior to a sexual partner

inappropriate employment

following a potential victim

trying to pick up a woman who is drinking alcohol

masturbating a lot

watching dirty movies or reading sexy books

showing private body parts in public

sexually rubbing against a victim

peeping in windows

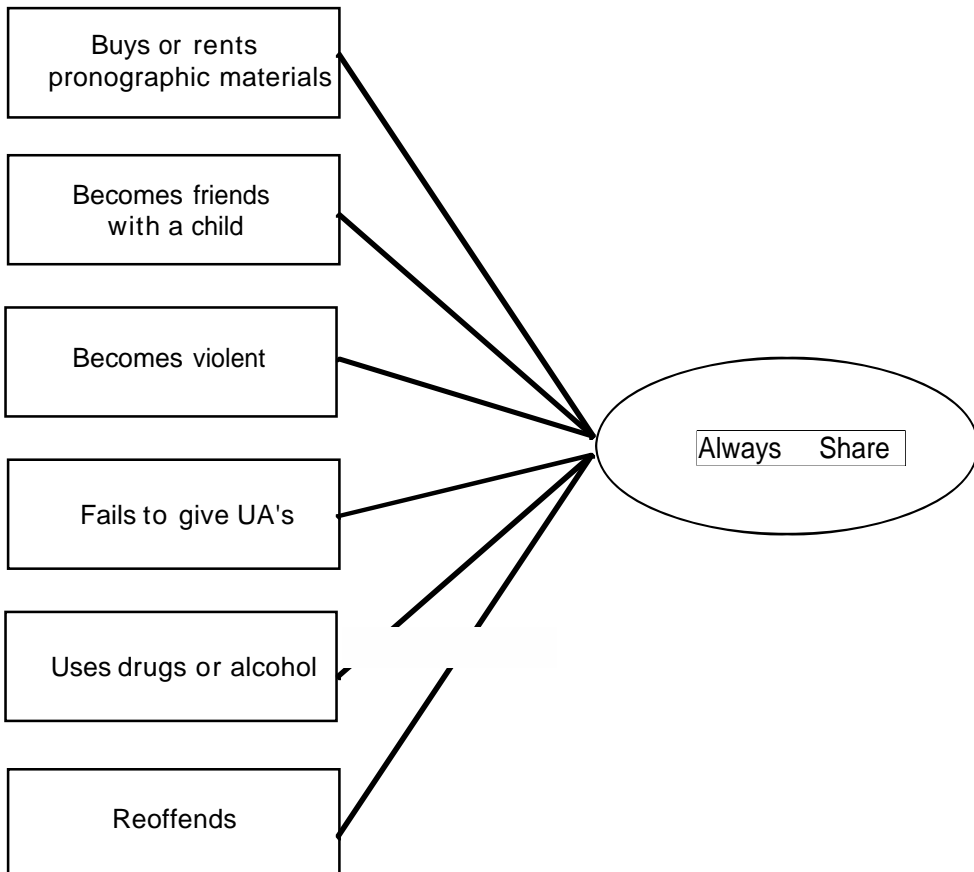
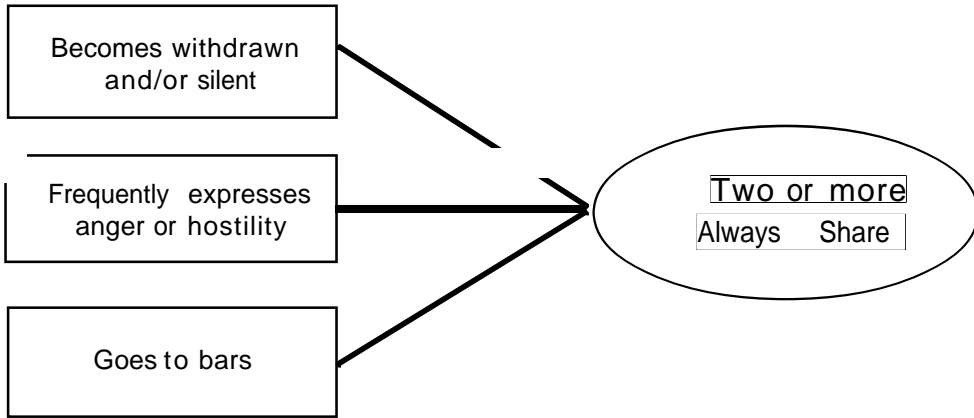
In addition to the things listed above the members of the Safety Net Team may see other things that indicate that the offender is beginning to have difficulty. Physical signs could include when the offender does not shave or wash, not sleeping, or being sick. The offender may begin to be late or not show up at all for things like A. A. meetings, counseling sessions, or taking a Urinary Analysis (UA). Social signs could be things like having a very bad attitude, being angry with feelings of hate or revenge, feeling depressed, thoughts of killing or hurting oneself or someone else.(refer to dangerous thinking list from chapter 2)

It is very important that (offender's name) be able to talk about how dangerous his behaviors are. Some people have found the best thing to ask is "On a scale of 1 to 10, how close are you to committing a crime?" The following page has what is called a **DECISION TREE**. This can help the Safety Net Members decide when to share information about (offender's name) dangerous behaviors.

SAMPLE
DECISION TREE

Red Flags Leading to Relapse

Decision to Share

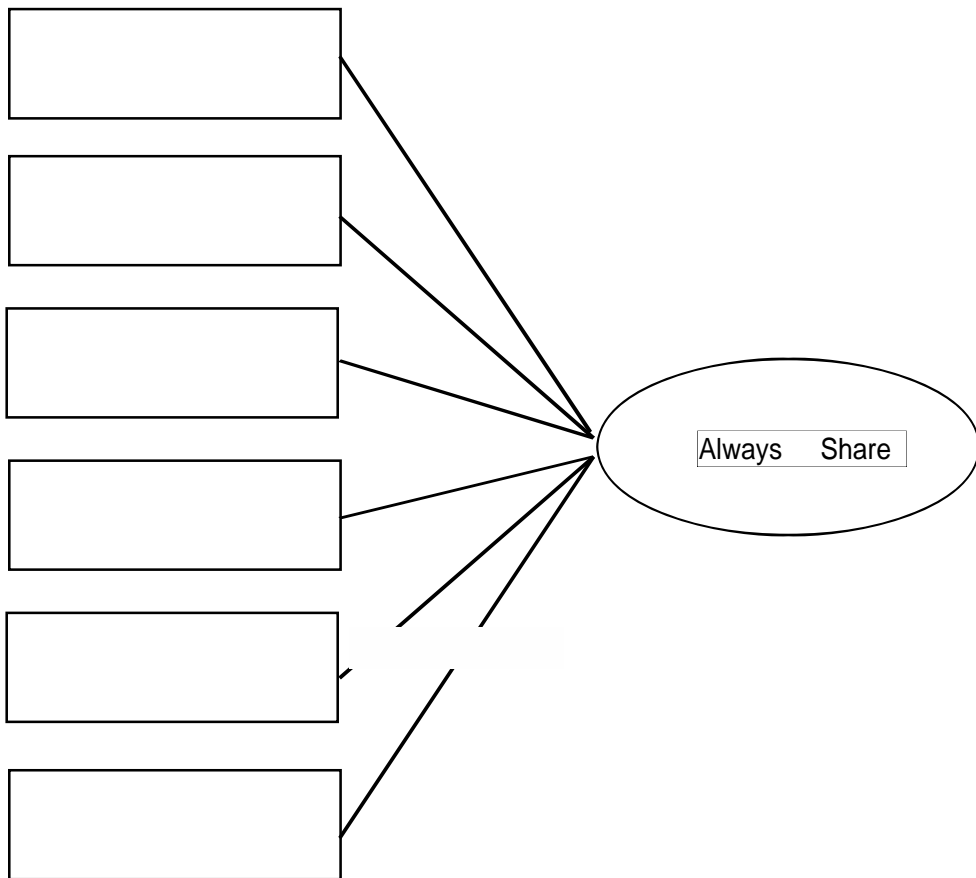
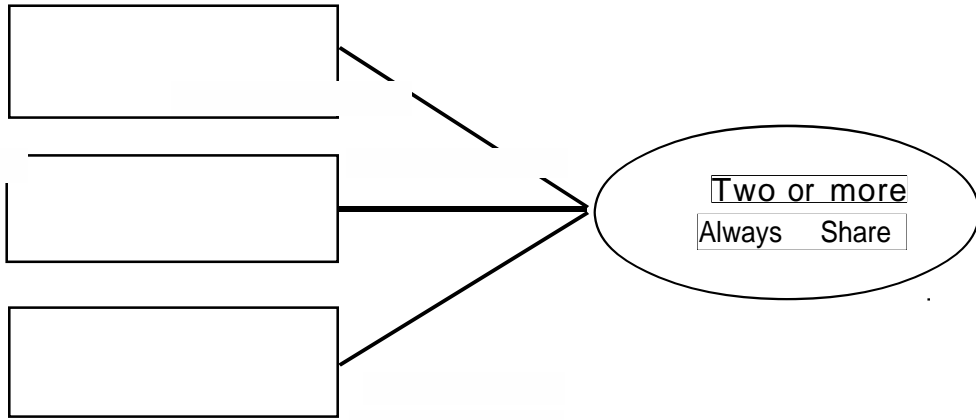


DECISION TREE

_____ (Offender's Name)

Red Flags Leading to Relapse

Decision to Share



SAFETY NET CONTRACT

This contract is between _____ (offender's name) and the members of the Safety Net Team. By signing this contract _____ (offender's name) gives his permission for the team members to share information they think is important with the therapist or probation officer.

I _____ (offender's name) give permission and encourage everyone on the Safety Net Team to share information in order to help me with my relapse prevention plan. I realize that if I am making bad choices and I am getting close to a new offense, I might try to talk you out of sharing. But it is important for you to share anyway to help me get back to healthy and safe choices. Listen to me now, not when I am using dangerous thinking. As soon as you think I might be in trouble, **share** - do not wait.

Signed,

(offender's signature)

Safety Net Team Members:

- | | |
|----------|----------|
| 1) _____ | 2) _____ |
| 3) _____ | 4) _____ |
| 5) _____ | 6) _____ |

CASE STUDIES

Chapter 5

CASE STUDIES

This chapter will provide you with an opportunity to apply what you have just learned about relapse prevention. You will be told about two offenders' cases and be asked to act as if the offender is the person you are trying to help. The offenders and their stories are made up but the stories are very much like the stories of real offenders. You will learn how to see relapse behaviors in these offenders and you will be given the chance to come up with a plan to help each one. The idea in this chapter is to help you use what you have learned to help a "real" person. You will go through all of the steps that you will need to know in order to be helpful to a real offender in your community. It is possible that the offender you will be working with will not be like the ones that are made up. It is also possible that the offender you help may be like both of these offenders. It is important to talk to the Probation Officer if you have any questions.

CASE STUDY A: HARRY

At the end of this section we will ask you to answer these questions. We are giving them here so you know what to look for.

Guided Questions:

- 1. List the types of behaviors that Harry is likely to show which would lead him to commit another crime.**
- 2. What would you do if you thought Harry was doing any one or several of the things you listed above?**
- 3. Why is it important to know about these behaviors?**
- 4. When would you be able to do something that would help keep Harry from reoffending?**
- 5. What types of help would you give to Harry in the situations you gave above?**
- 6. What would you do if your help did not stop Harry? How else would you help Harry to stop?**

CASE STUDY A:

Harry is 32 years old. He has been in jail for 14 months. He was put in jail for the sexual abuse of a child. He had gotten to know this child for two years before committing the actual sexual offense that landed him in jail. In planning his crime, Harry first hung out at the elementary school near his house. He watched for children that interested him. He became interested in a ten year old girl and watched her very closely. He also began following the child home, and would spend lots of time watching her play. After a few months of watching the child, Harry began letting her see him. He would often look at her and smile. This type of behavior continued for a few weeks until he had a chance to talk with the child in private. Harry found that chance one day while she was chasing a ball into an alley. Harry followed her and helped her get the ball. Harry asked the child what her name was. He talked with her about her friends and what she liked to do at school.

After a while, Harry would wait for the child after school, and would talk with her quite a bit. He would follow her on to the playground, and watch her play with the other children. There was even a time when Harry got mad at some of the other children who were teasing the child. For the next several months, Harry would spend as much time watching and talking with the child as he could. When he wasn't with the child, he would go home and think about her while touching his private parts.

Harry did not have any close friends his own age and had not had a job in 10 years. He had been living at home with his mother, where he spent most of his time drinking and lying around. His mother gave him money for doing chores around the house such as taking out the garbage and making his bed. However, Harry stole money from his mother's purse when he needed more.

Harry's mother did not tell him to look for a job, because he got easily angered. Harry's mother was afraid of his anger, and therefore tried not to bother him. When Harry got angry, he punched walls, threw furniture, and broke things that were easily within his reach. He hit his mother once during an argument over finding a job. The only way Harry felt better after getting angry was to touch his private parts and think about the little girl.

Sometimes Harry would get angry and storm out of the house. Usually, he had been drinking before he got mad. He would end up at the playground where he knew he could find the child. He would then ask to see her private parts, and would sometimes touch her while he touched himself. This would help with his anger, and he would feel better afterwards. This continued for several weeks before Harry was caught. He was sentenced to 14 months in jail, plus three years probation.

Harry has served his jail sentence and has been released. He is on probation which includes seeing a therapist once a week and taking part in the community safety net program. Harry has already met with the members of the community support team. With the help of his therapist, Harry has told about his behaviors that took place before his offense. These included the following:

- Harry usually drinks quite a bit throughout the day.
- Harry is more easily angered when drinking, and flies into a rage over little things.
- Harry looks for ways to deal with his anger. He feels that the best way to deal with this anger is to touch his privates and think about children.
- Sometimes the only way Harry can get excited is to either think about or be with a child.

The reasons why some people have inappropriate sexual feelings are different from person to person. Early life happenings, learned behaviors, family, and having been sexually abused oneself have effects on a person's sexual feelings. However, not all sex offenders have similar histories. Many people who become sex offenders have histories similar to those people who never sexually offend. It is true, for example, that many sexual offenders were sexually abused as children. However, most people who were sexually abused as children do not become sexual offenders. It is difficult to predict what causes people to become sexual offenders.

It is not necessary to find out why the offender acts and thinks as he does in order to be able to help him change. In fact, stressing the reasons behind his behavior can provide him with an excuse or someone to place the blame on. In order for an offender to learn how to change his behavior, he must be willing and able to take responsibility for his own actions. By allowing him to blame his parents, or childhood, etc., he is taking much of the blame off himself. Then he will not learn to stop his actions. Without taking responsibility for his own behavior, the sexual offender is giving himself permission to continue engaging in improper sexual behavior. It is not until the offender realizes that he is in control of his own behavior, and he takes responsibility for his actions, that he can begin to learn proper behaviors.

There are, however, good reasons to look at an offender's past behavior. Although the past life of a sexual offender does not mean he will become an offender, it is important to know about the offender's past life. This will help you to know how he learned to think about things, how he learned to solve his problems and what needs to be corrected. In the case of Harry, it would be helpful to understand a little about how he was brought up and how some of his thinking styles developed.

Harry grew up in a home where his parents fought often. His father would often get drunk. Then there would be a fight either between his father and mother or between his father and himself. When Harry's father was drunk, he would hit Harry and his mother and would yell at them. He would say hurtful things such as telling Harry how stupid he was and how he would never amount to anything. He would also tell Harry that he regretted ever being his father. Once when Harry was eleven years old, his father became very angry and held a knife to his throat. He was yelling at Harry's mother, threatening to kill Harry if she did not stop bothering him about his drinking. Harry grew up hating his father, and resenting his mother for not being strong enough to stand up to her husband.

Once when Harry was thirteen years old, his father wanted to teach him how to fight "like a man." He began jabbing at Harry, until he knocked him out. Harry felt ashamed that he was not strong enough or to fight his father. He hated feeling weak. Soon Harry began fighting a lot at school. At first he would beat up children much younger and smaller than himself. Eventually he started to take on children his own age and size. Harry was known as a bully. He was suspended from school many times. Harry's father left the home when Harry was fourteen. Harry has not had contact with his father since then.

When Harry entered high school, he was a bit older than the other kids in his class because he had been held back in school. He acted tough most of the time and would hang out with the crowd of school bullies. Harry and all of his friends would drink alcohol on a regular basis. They would also use marijuana when they could get it. Harry was suspended from school often, for getting caught with alcohol and/or marijuana. Each time he would get suspended or experience other penalties for his behavior, he would blame the

school or the person giving him the penalty. Harry was not able to see what was wrong about his behavior. He would become angry when he would get in trouble for the things he had done. When he would get angry he would fight with others and punish others for his unhappiness.

Harry never graduated from high school. He was kicked out during his senior year for repeated alcohol and marijuana abuse. Although some of his friends stayed with him for a while, it wasn't long before Harry was spending most of his time alone. He had tried to get odd jobs but would end up getting in fights with his bosses, causing him to be fired often. He always blamed his boss when he lost a job. After being fired, he would find reasons why his boss "didn't know anything", and did not realize what a good employee Harry really was. Harry would never see what was wrong with his behavior that caused him to lose his job. He would become very angry at anyone who tried to suggest that he had something to do with being fired.

Harry's actions are almost always the same. He is easily angered, particularly when he is punished for wrongdoing. He does not understand that many of the penalties he experiences are a result of his behavior. He does not see his own bad behaviors. When Harry is angered he becomes violent and can not control it. He yells and throws things and frequently ends up in a fist fight with the person he is angry at. Sometimes when he is angry he gets drunk before fighting. Often, he uses alcohol to calm himself down. When Harry is drunk he makes poor decisions. He seems to act without thinking and usually somebody gets hurt.

Harry believes that the only ways to calm himself down are to drink until he passes out, masturbate, or find a sexual partner. Since Harry does not know how to behave around people, it is difficult for him to make friends with people his own age, particularly women. Therefore, it is difficult for him to

find a girlfriend his own age that he can feel comfortable around. This is one of the reasons why Harry tries to have sex with children. It is easier for Harry to be friends with and control people who are much younger than himself. He knows how to get children to trust him. Once he has built the trust of a child, he abuses the child sexually.

If Harry was the offender you were asked to help, you would need to know what his behavior looked like. You would have to see what behaviors led to a new crime. Even though Harry may have good intentions to change his behavior, he will most likely have difficulty doing so. As a member of his safety net team, you would be asked to help him to see the behaviors that will lead to a new crime and going back to jail.

1. In the space provided below, list the types of behaviors that Harry is likely to show which would lead him to commit another crime.

2. What would you do if you thought Harry was doing any one or several of the things you listed above?

3. Why is it important to know about these behaviors?

4. When would you be able to do something that would help keep Harry from reoffending?

5. What types of help would you give to Harry in the situations you gave above?

6. What would you do if your help did not stop Harry? How else would you help Harry to stop?

Answers to case study A questions

1. The types of behaviors you might see Harry doing which would lead to a new crime are: drinking alcohol; not controlling his temper; hanging around places where children play.
2. You could talk to Harry to ask him if he thought his behavior might be leading to a new crime. If you do not agree with Harry's answer, you could suggest he stop whatever it might be, such as drinking, hanging around playgrounds, etc. If this still does not help Harry stop, you could call Harry's therapist, or Probation Officer, or whatever professional you are able to contact (**ACT**).
3. The importance of knowing about Harry's behavior is to know what to look for that could lead to a new offense.
4. You would be able to help when Harry first begins to drink alcohol, when his anger begins to get out of control, or when Harry begins going to the playground. Certainly you would **ACT** if these behaviors slipped by you and you suddenly realized Harry had found a new victim. The help would then be to **NOTIFY** an authority immediately! (**ACT**)
5. You would give any help gently, but firmly, and as quickly as possible.
6. If Harry wouldn't stop, then you would call his therapist or probation officer immediately. (**ACT**).

CASE STUDY B: MARVIN

At the end of this section we will ask you to answer these questions. We are giving them here so you know what to look for.

Guided Questions:

- 1. List the types of behaviors that Marvin is likely do which would lead him to commit another crime.**
- 2. What would you do if you thought that Marvin was doing any one or several of the things you listed above?**
- 3. Why is it important to know about these behaviors?**
- 4. When would you be able to do something that would help keep Marvin from re-offending?**
- 5. What types of help would you give in the various situations you gave above?**
- 6. What would you do if your help did not stop Marvin? How else could you help Marvin to stop?**

CASE STUDY B:

Marvin is a 49 year old male who will be released from jail in two weeks. He has been in jail for 4 years and will be returning to his home where he will live with his wife. Marvin was charged with the sexual assault of a 25 year old woman. Before the assault, Marvin spent several months following this woman, and thinking about what it would be like to have sex with her. Marvin would spend his time hanging around the local pool hall. He had a job as a seasonal fisherman, and would spend most of the year in his home town with nothing to do.

When Marvin was not working, he would try not to be at home. Marvin had many things at home which he was to do but would not do them. This would make his wife upset. She would become angry at him for not helping at home. When Marvin returned home he knew he would “be in trouble.” He did not like being at home. He would find other places to go to. Marvin’s favorite hangout was at the pool hall. He could play a game of pool or sit quietly and watch others. Marvin did not have many friends and liked to be left alone, to sit and think and watch other people.

While sitting in the pool hall Marvin saw his future victim. She came in with friends and played some pool. Marvin did not feel good about talking to her so he sat and watched while she was there. Over the next few weeks he watched the woman while she was at the pool hall but did not speak with her. During this time, Marvin kept thinking about having a relationship with her.

One day, Marvin asked her if she wanted to play a game of pool. She said yes. They did not talk much during the game but Marvin had fun. After the game, Marvin sat in the corner and watched the woman with her friends. Marvin began to think that the woman wanted to have a relationship with him

too. Marvin was shy and he did not want to talk to her again. He continued to watch her while she was in the pool hall. As time went on, Marvin decided to follow the woman home “just to see where she lived.” He made sure she did not see him.

Soon Marvin began to follow the woman home every night and started to hide outside of her house while she was home. He began to have thoughts about having sex with the woman and started touching his privates when he thought of her.

As Marvin spent more and more time following his victim, he spent less time at home. This made Marvin have more problems at home with his wife. She would get angry when he would not listen to her and he stayed away from home even more than he had in the past. His home life was getting worse. Marvin had more fights with his wife. Marvin felt unhappy at home and spent more time away from there. He would go to the pool hall or watch his victim.

After a few months of following this woman and thinking about her, Marvin had told himself that they were going to have a relationship together. He thought that she would be better than his wife. After a very angry fight with his wife, Marvin thought that he would feel better if he went to the victim’s house. He wanted to look in the window at her and masturbate again. This had let him feel better when he did this in the past.

Marvin went to the house but no one was there. Marvin waited for the woman and began to think about looking at and touching her clothes and bed. He broke into her house. After looking at her things he waited for her. He was still angry from the argument with his wife. He sat and thought about how angry he was and how good he would feel when he saw the woman and touched himself. When the woman got home, he grabbed her. He thought to

himself that she wanted to have sex with him also. When the woman said no, he got angry with her. Marvin began to hit the woman and felt excited. Marvin then raped her. After the rape, Marvin ran from the house. The woman called the police. The next day Marvin was arrested for sexual assault.

Marvin will be paroled at the end of the month. He will see a therapist once each week. The meeting with Marvin and his safety net team has already happened. With the help of his therapist, Marvin has found that certain behaviors happened just before his offense. These behaviors are signs that he may reoffend if he does not do something different.

These behaviors include:

- Marvin has few friends.
- Marvin and his wife fight at home.
- Marvin stays away from home more often after a fight.
- Marvin thinks about other women and has sexual thoughts about them when he has troubles with his wife.
- Marvin imagines that his desire for a relationship with someone is shared by the other person even when they have had little or no contact.

Marvin's Behavior
may look like this:

4/

Marvin has few good friends.

±

He hangs out at the pool hall.

*

Marvin sees his victim.

4*

He has sexual thoughts
about her.

*

He follows her home.

*

Marvin watches her and
masturbates.

*

He has a fight with
his wife.

4/

Marvin breaks into the
woman's home.

*

SEXUAL OFFENSE

If Marvin was the offender you were asked to help, you would need to know what his behavior looks like, and what behaviors lead to another crime. Even though Marvin may want to change his behavior, changing will probably be hard for him. As a member of his safety net team, you would be asked to help him to see the behaviors that are likely to lead to another crime.

1. In the spaces provided below, list the types of behaviors that Marvin is likely to do which would lead him to commit another crime.

2. What would you do if you thought that Marvin was doing any one or several of the behaviors that you listed above?

3. Why is it important to know about Marvin's problem behaviors?

4. When would you be able to do something that would help keep Marvin from reoffending?

5. What types of help would you give in the various situations you gave above?

6. What would you do if your help did not stop Marvin? How else could you help Marvin to stop?

Answers to Case Study B questions

1. The types of behaviors you might see Marvin doing which would lead to a new crime are: hanging out at the pool hall, fighting with his wife; staying alone without his friends.
2. You could talk to Marvin and ask him if he thought his behavior might be leading to a new crime. If you do not agree with Marvin's answer, you could suggest he stop doing whatever behavior he was doing, such as stop hanging around the pool hall, etc. If this still does not help Marvin stop, you could call his therapist or his Probation Officer, or whatever professional you are able to contact (ACT).
3. It is important to know about Marvin's behavior so you can know what to **LOOK** for that could lead to a new crime.
4. You would be able to help when Marvin first starts to hang around the pool hall, when he starts fighting with his wife, or when Marvin starts to stay alone all the time. Certainly you would **ACT** if these behavior slipped by you and you suddenly realized Marvin had found a new victim. The help would then be to **NOTIFY** an authority immediately! (ACT)
5. You would give any help gently, but firmly, and as quickly as possible.
6. If Marvin wouldn't stop, then you would call his therapist or probation officer immediately. (ACT)

CASE STUDIES

Chapter 5

CASE STUDIES

This chapter will provide you with an opportunity to apply what you have just learned about relapse prevention. You will be told about two offenders' cases and be asked to act as if the offender is the person you are trying to help. The offenders and their stories are made up but the stories are very much like the stories of real offender. You will learn how to see relapse behaviors in these offenders and you will be given the chance to come up with a plan to help each one. The idea in this chapter is to help you use what you have learned to help a "real" person. You will go through all of the steps that you will need to know in order to be helpful to a real offender in your community. It is possible that the offender you will be working with will not be like the ones that are made up. It is also possible that the offender you help may be like both of these offenders. It is important to talk to the Probation Officer if you have any questions.

CASE STUDY A: HARRY

At the end of this section we will ask you to answer these questions. We are giving them here so you know what to look for.

Guided Questions:

- 1. List the types of behaviors that Harry is likely to show which would lead him to commit another crime.**
- 2. What would you do if you thought Harry was doing any one or several of the things you listed above?**
- 3. Why is it important to know about these behaviors?**
- 4. When would you be able to do something that would help keep Harry from reoffending?**
- 5. What types of help would you give to Harry in the situations you gave above?**
- 6. What would you do if your help did not stop Harry? How else would you help Harry to stop?**

CASE STUDY A:

Harry is 32 years old. He has been in jail for 14 months. He was put in jail for the sexual abuse of a child. He had gotten to know this child for two years before committing the actual sexual offense that landed him in jail. In planning his crime, Harry first hung out at the elementary school near his house. He watched for children that interested him. He became interested in a ten year old girl and watched her very closely. He also began following the child home, and would spend lots of time watching her play. After a few months of watching the child, Harry began letting her see him. He would often look at her and smile. This type of behavior continued for a few weeks until he had a chance to talk with the child in private. Harry found that chance one day while she was chasing a ball into an alley. Harry followed her and helped her get the ball. Harry asked the child what her name was. He talked with her about her friends and what she liked to do at school.

After a while, Harry would wait for the child after school, and would talk with her quite a bit. He would follow her on to the playground, and watch her play with the other children. There was even a time when Harry got mad at some of the other children who were teasing the child. For the next several months, Harry would spend as much time watching and talking with the child as he could. When he wasn't with the child, he would go home and think about her while touching his private parts.

Harry did not have any close friends his own age and had not had a job in 10 years. He had been living at home with his mother, where he spent most of his time drinking and lying around. His mother gave him money for doing chores around the house such as taking out the garbage and making his bed. However, Harry stole money from his mother's purse when he needed more.

Harry's mother did not tell him to look for a job, because he got easily angered. Harry's mother was afraid of his anger, and therefore tried not to bother him. When Harry got angry, he punched walls, threw furniture, and broke things that were easily within his reach. He hit his mother once during an argument over finding a job. The only way Harry felt better after getting angry was to touch his private parts and think about the little girl.

Sometimes Harry would get angry and storm out of the house. Usually, he had been drinking before he got mad. He would end up at the playground where he knew he could find the child. He would then ask to see her private parts, and would sometimes touch her while he touched himself. This would help with his anger, and he would feel better afterwards. This continued for several weeks before Harry was caught. He was sentenced to 14 months in jail, plus three years probation.

Harry has served his jail sentence and has been released. He is on probation which includes seeing a therapist once a week and taking part in the community safety net program. Harry has already met with the members of the community support team. With the help of his therapist, Harry has told about his behaviors that took place before his offense. These included the following:

- Harry usually drinks quite a bit throughout the day.
- Harry is more easily angered when drinking, and flies into a rage over little things.
- Harry looks for ways to deal with his anger. He feels that the best way to deal with this anger is to touch his privates and think about children.
- Sometimes the only way Harry can get excited is to either think about or be with a child.

Harry's Behavior

* may look like this:



Harry drinks alcohol.

4/

Harry thinks others are "bugging him"
and argues or avoids people.



He gets angry at others and can
not control his anger.



He goes to the playground.



Harry finds the child.



SEXUAL OFFENSE

Harry's Behavior
may look *like this:

Harry drinks alcohol.



Harry thinks others are "bugging him"
and argues or avoids people.



He gets angry at others and can
not control his anger.



He goes to the playground.



Harry finds the child.



SEXUAL OFFENSE

The reasons why some people have inappropriate sexual feelings are different from person to person. Early life happenings, learned behaviors, family, and having been sexually abused oneself have effects on a person's sexual feelings. However, not all sex offenders have similar histories. Many people who become sex offenders have histories similar to those people who never sexually offend. It is true, for example, that many sexual offenders were sexually abused as children. However, most people who were sexually abused as children do not become sexual offenders. It is difficult to predict what causes people to become sexual offenders.

It is not necessary to find out why the offender acts and thinks as he does in order to be able to help him change. In fact, stressing the reasons behind his behavior can provide him with an excuse or someone to place the blame on. In order for an offender to learn how to change his behavior, he must be willing and able to take responsibility for his own actions. By allowing him to blame his parents, or childhood, etc., he is taking much of the blame off himself. Then he will not learn to stop his actions. Without taking responsibility for his own behavior, the sexual offender is giving himself permission to continue engaging in improper sexual behavior. It is not until the offender realizes that he is in control of his own behavior, and he takes responsibility for his actions, that he can begin to learn proper behaviors.

There are, however, good reasons to look at an offender's past behavior. Although the past life of a sexual offender does not mean he will become an offender, it is important to know about the offender's past life. This will help you to know how he learned to think about things, how he learned to solve his problems and what needs to be corrected. In the case of Harry, it would be helpful to understand a little about how he was brought up and how some of his thinking styles developed.

Harry grew up in a home where his parents fought often. His father would often get drunk. Then there would be a fight either between his father and mother or between his father and himself. When Harry's father was drunk, he would hit Harry and his mother and would yell at them. He would say hurtful things such as telling Harry how stupid he was and how he would never amount to anything. He would also tell Harry that he regretted ever being his father. Once when Harry was eleven years old, his father became very angry and held a knife to his throat. He was yelling at Harry's mother, threatening to kill Harry if she did not stop bothering him about his drinking. Harry grew up hating his father, and resenting his mother for not being strong enough to stand up to her husband.

Once when Harry was thirteen years old, his father wanted to teach him how to fight "like a man." He began jabbing at Harry, until he knocked him out. Harry felt ashamed that he was not strong enough or to fight his father. He hated feeling weak. Soon Harry began fighting a lot at school. At first he would beat up children much younger and smaller than himself. Eventually he started to take on children his own age and size. Harry was known as a bully. He was suspended from school many times. Harry's father left the home when Harry was fourteen. Harry has not had contact with his father since then.

When Harry entered high school, he was a bit older than the other kids in his class because he had been held back in school. He acted tough most of the time and would hang out with the crowd of school bullies. Harry and all of his friends would drink alcohol on a regular basis. They would also use marijuana when they could get it. Harry was suspended from school often, for getting caught with alcohol and/or marijuana. Each time he would get suspended or experience other penalties for his behavior, he would blame the school or the person giving him the penalty. Harry was not able to see what

was wrong about his behavior. He would become angry when he would get in trouble for the things he had done. When he would get angry he would fight with others and punish others for his unhappiness.

Harry never graduated from high school. He was kicked out during his senior year for repeated alcohol and marijuana abuse. Although some of his friends stayed with him for a while, it wasn't long before Harry was spending most of his time alone. He had tried to get odd jobs but would end up getting in fights with his bosses, causing him to be fired often. He always blamed his boss when he lost a job. After being fired, he would find reasons why his boss "didn't know anything", and did not realize what a good employee Harry really was. Harry would never see what was wrong with his behavior that caused him to lose his job. He would become very angry at anyone who tried to suggest that he had something to do with being fired.

Harry's actions are almost always the same. He is easily angered, particularly when he is punished for wrongdoing. He does not understand that many of the penalties he experiences are a result of his behavior. He does not see his own bad behaviors. When Harry is angered he becomes violent and can not control it. He yells and throws things and frequently ends up in a fist fight with the person he is angry at. Sometimes when he is angry he gets drunk before fighting. Often, he uses alcohol to calm himself down. When Harry is drunk he makes poor decisions. He seems to act without thinking and usually somebody gets hurt.

Harry believes that the only ways to calm himself down are to drink until he passes out, masturbate, or find a sexual partner. Since Harry does not know how to behave around people, it is difficult for him to make friends with people his own age, particularly women. Therefore, it is difficult for him to find a girlfriend his own age that he can feel comfortable around. This is one

of the reasons why Harry tries to have sex with children. It is easier for Harry to be friends with and control people who are much younger than himself. He knows how to get children to trust him. Once he has built the trust of a child, he abuses the child sexually.

If Harry was the offender you were asked to help, you would need to know what his behavior looked like. You would have to see what behaviors led to a new crime. Even though Harry may have good intentions to change his behavior, he will most likely have difficulty doing so. As a member of his safety net team, you would be asked to help him to see the behaviors that will lead to a new crime and going back to jail.

1. In the space provided below, list the types of behaviors that Harry is likely to show which would lead him to commit another crime.

2. What would you do if you thought Harry was doing any one or several of the things you listed above?

3. Why is it important to know about these behaviors?

4. When would you be able to do something that would help keep Harry from reoffending?

5. What types of help would you give to Harry in the situations you gave above?

6. What would you do if your help did not stop Harry? How else would you help Harry to stop?

Answers to case study A questions

1. The types of behaviors you might see Harry doing which would lead to a new crime are: drinking alcohol; not controlling his temper; hanging around places where children play.
2. You could talk to Harry to ask him if he thought his behavior might be leading to a new crime. If you do not agree with Harry's answer, you could suggest he stop whatever it might be, such as drinking, hanging around playgrounds, etc. If this still does not help Harry stop, you could call Harry's therapist, or Probation Officer, or whatever professional you are able to contact **(ACT)**.
3. The importance of knowing about Harry's behavior is to know what to look for that could lead to a new offense.
4. You would be able to help when Harry first begins to drink alcohol, when his anger begins to get out of control, or when Harry begins going to the playground. Certainly you would **ACT** if these behaviors slipped by you and you suddenly realized Harry had found a new victim. The help would then be to **NOTIFY** an authority immediately! **(ACT)**
5. You would give any help gently, but firmly, and as quickly as possible.
6. If Harry wouldn't stop, then you would call his therapist or probation officer immediately. **(ACT)**.

CASE STUDY B: MARVIN

At the end of this section we will ask you to answer these questions. We are giving them here so you know what to look for.

Guided Questions:

- 1. List the types of behaviors that Marvin is likely do which would lead him to commit another crime.**
- 2. What would you do if you thought that Marvin was doing any one or several of the things you listed above?**
- 3. Why is it important to know about these behaviors?**
- 4. When would you be able to do something that would help keep Marvin from re-offending?**
- 5. What types of help would you give in the various situations you gave above?**
- 6. What would you do if your help did not stop Marvin? How else could you help Marvin to stop?**

CASE STUDY B:

Marvin is a 49 year old male who will be released from jail in two weeks. He has been in jail for 4 years and will be returning to his home where he will live with his wife. Marvin was charged with the sexual assault of a 25 year old woman. Before the assault, Marvin spent several months following this woman, and thinking about what it would be like to have sex with her. Marvin would spend his time hanging around the local pool hall. He had a job as a seasonal fisherman, and would spend most of the year in his home town with nothing to do.

When Marvin was not working, he would try not to be at home. Marvin had many things at home which he was to do but would not do them. This would make his wife upset. She would become angry at him for not helping at home. When Marvin returned home he knew he would “be in trouble.” He did not like being at home. He would find other places to go to. Marvin’s favorite hangout was at the pool hall. He could play a game of pool or sit quietly and watch others. Marvin did not have many friends and liked to be left alone, to sit and think and watch other people.

While sitting in the pool hall Marvin saw his future victim. She came in with friends and played some pool. Marvin did not feel good about talking to her so he sat and watched while she was there. Over the next few weeks he watched the woman while she was at the pool hall but did not speak with her. During this time, Marvin kept thinking about having a relationship with her.

One day, Marvin asked her if she wanted to play a game of pool. She said yes. They did not talk much during the game but Marvin had fun. After the game, Marvin sat in the corner and watched the woman with her friends. Marvin began to think that the woman wanted to have a relationship with him

too. Marvin was shy and he did not want to talk to her again. He continued to watch her while she was in the pool hall. As time went on, Marvin decided to follow the woman home “just to see where she lived.” He made sure she did not see him.

Soon Marvin began to follow the woman home every night and started to hide outside of her house while she was home. He began to have thoughts about having sex with the woman and started touching his privates when he thought of her.

As Marvin spent more and more time following his victim, he spent less time at home. This made Marvin have more problems at home with his wife. She would get angry when he would not listen to her and he stayed away from home even more than he had in the past. His home life was getting worse. Marvin had more fights with his wife. Marvin felt unhappy at home and spent more time away from there. He would go to the pool hall or watch his victim.

After a few months of following this woman and thinking about her, Marvin had told himself that they were going to have a relationship together. He thought that she would be better than his wife. After a very angry fight with his wife, Marvin thought that he would feel better if he went to the victim’s house. He wanted to look in the window at her and masturbate again. This had let him feel better when he did this in the past.

Marvin went to the house but no one was there. Marvin waited for the woman and began to think about looking at and touching her clothes and bed. He broke into her house. After looking at her things he waited for her. He was still angry from the argument with his wife. He sat and thought about how angry he was and how good he would feel when he saw the woman and touched himself. When the woman got home, he grabbed her. He thought to himself that she wanted to have sex with him also. When the woman said no,

he got angry with her. Marvin began to hit the woman and felt excited. Marvin then raped her. After the rape, Marvin ran from the house. The woman called the police. The next day Marvin was arrested for sexual assault.

Marvin will be paroled at the end of the month. He will see a therapist once each week. The meeting with Marvin and his safety net team has already happened. With the help of his therapist, Marvin has found that certain behaviors happened just before his offense. These behaviors are signs that he may reoffend if he does not do something different.

These behaviors include:

- Marvin has few friends.
- Marvin and his wife fight at home.
- Marvin stays away from home more often after a fight.
- Marvin thinks about other women and has sexual thoughts about them when he has troubles with his wife.
- Marvin imagines that his desire for a relationship with someone is shared by the other person even when they have had little or no contact.

Marvin's Behavior
may look like this:

4/

Marvin has few good friends.

*

He hangs out at the pool hall.

*

Marvin sees his victim.

4/

He has sexual thoughts
about her.

*

He follows her home.

*

Marvin watches her and
masturbates.

*

He has a fight with
his wife.

4/

Marvin breaks into the
woman's home.

*

SEXUAL OFFENSE

If Marvin was the offender you were asked to help, you would need to know what his behavior looks like, and what behaviors lead to another crime. Even though Marvin may want to change his behavior, changing will probably be hard for him. As a member of his safety net team, you would be asked to help him to see the behaviors that are likely to lead to another crime.

1. In the spaces provided below, list the types of behaviors that Marvin is likely to do which would lead him to commit another crime.

2. What would you do if you thought that Marvin was doing any one or several of the behaviors that you listed above?

3. Why is it important to know about Marvin's problem behaviors?

4. When would you be able to do something that would help keep Marvin from reoffending?

5. What types of help would you give in the various situations you gave above?

6. What would you do if your help did not stop Marvin? How else could you help Marvin to stop?

Answers to Case Study B questions

1. The types of behaviors you might see Marvin doing which would lead to a new crime are: hanging out at the pool hall, fighting with his wife; staying alone without his friends.
2. You could talk to Marvin and ask him if he thought his behavior might be leading to a new crime. If you do not agree with Marvin's answer, you could suggest he stop doing whatever behavior he was doing, such as stop hanging around the pool hall, etc. If this still does not help Marvin stop, you could call his therapist or his Probation Officer, or what ever professional you are able to contact (ACT).
3. It is important to know about Marvin's behavior so you can know what to **LOOK** for that could lead to a new crime.
4. You would be able to help when Marvin first starts to hang around the pool hall, when he starts fighting with his wife, or when Marvin starts to stay alone all the time. Certainly you would **ACT** if these behavior slipped by you and you suddenly realized Marvin had found a new victim. The help would then be to **NOTIFY** an authority immediately! (ACT)
5. You would give any help gently, but firmly, and as quickly as possible.
6. If Marvin wouldn't stop, then you would call his therapist or probation officer immediately. (ACT)

