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Approach Behaviors of Incarcerated Child Molesters

A Thesis

Presented to

the Graduate Faculty of the
University of the Pacific

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Laura-Lee Griffith-Carrasquel

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This thesis, written and submitted by

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Dated April 28, 1983

ABSTRACT

The approach behaviors of 107 incarcerated child molesters at Atascadero State Hospital in California were examined through the use of an interview protocol and a 49-question questionnaire developed from the interview findings. The goal was to develop a data base for a molestation prevention program directed toward children. Results suggest that the sampled molesters were oriented to behaviors that commonly occur in friendship formation, including focusing attention on the child and his/her interests and attributes. These findings suggest that an effective prevention program could be very difficult to develop.

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early morning hours, even though all you wanted was sleep. You supported me when I was down and encouraged me when I had given up. Thank you for your patience and understanding. But most of all, thanks for loving me.

I love you.

In recent years there has been an increasing interest in protecting children from sexual molestation, and more researchers have become involved in this area of investigation. Studies have focused primarily on types of sexual acts and on the characteristics of the offender and/or the victim, such as age, sociosexual development and adjustment, and situational factors. In addition, other studies have focused on the relationship between the victim and offender; the level of participation of child victims; and personal background information on the offender and/or victim, including intelligence, medical and/or psychological history, family physical and psychological make-up. The majority of information has been obtained through interviews with incarcerated offenders, general surveys, and reports of public agencies.

Incidence

The estimated number of cases of child molestation varies greatly. According to Law (1979), each year there are over 25,000 children molested in the United States. Mrazek (1980) and the National Center on Child Abuse and Neglect (1978) estimate the yearly figure to be between 60,000 and 100,000. Child Find (1981) reports a slightly lower figure. However, other researchers report that each year there are more than 330,000 cases of child sexual abuse in the United States (Chaneles, 1967; McCaghy, 1971; Sarafino, 1979; Swift, 1979). The highest estimate presented in the literature has been given by Gagnon (1965). He reports that in the United States there are at least 500,000 cases of female child molestation each year.

Unfortunately, the validity of these and other estimates is questionable for many reasons. For instance, national estimates of sexual molestation of male children are almost non-existent (Schultz, 1973; Swift, 1979). In addition, instances of child sexual abuse may be dealt with differently because

of lack of legal standardization across states and agencies (Burgess, Groth, Holmstrom & Sgroi, 1978; Cook & Howells, 1981; Gagnon, 1965, 1974; Kurland, 1960; National Center on Child Abuse and Neglect, 1978; Sarafino, 1979; Schultz, 1973). Along this line, the National Center on Child Abuse and Neglect (1978) states:

"Fear of social censure, shame, and unwillingness to subject the child to embarrassing questioning, and the fact that in most cases no physical harm has been done, all contribute to this reluctance. Moreover, children often do not report incidents of sexual abuse to their parents. They may be afraid that their parents will blame them; they may be afraid of reprisal by the perpetrator; or they may feel guilty over any enjoyment they may have had from the sexual contact." (p. 3-4)

Victims

Age. DeFrancis (1969) reports that the median age of the child victims is 11. However, in a study done by Gebhard, Gagnon, Pomeroy and Christenson (1965), the median age of the child victims was found to be 8. The majority of literature reports that the age of the molested children ranged between 3 and 16 years, with the median age between 11 and 14 (Finkelhor, 1979; Gagnon, 1965; Groth, 1977; McCaghy, 1968, 1971; Schachter, 1979; Schultz, 1973; Swanson, 1968; Weiss, Rogers, Darwin & Dutton, 1955). Landis (1956) states that of 1800 subjects interviewed, 52% of the males were between the ages of 11 and 16 years at the time of their experiences, while 53% of the females were between the ages of 4 and 12 years. In a study done by Bernard (1975), molesters responded that, if given the choice, they preferred boys 12 to 14 and girls 11 to 13.

Sex. Several researchers found girls to be molested more frequently than boys at a ratio of 10 to 1 (DeFrancis, 1969; Sarafino, 1979; Schachter, 1979). Groth (1977), McKerrow (1973), and Swanson (1968) report that in general, 87% of

their subjects were female. Other studies point out that girls are more likely to be reported as sexually abused than boys (10 or 11 to 1: National Center on Child Abuse and Neglect, 1978). Swift (1979) argues that data presented in the literature underestimates the number of male victims (Finkelhor, 1979, and Schultz, 1973, support this contention). Swift feels that males are not likely to report sexual victimization. She says:

"Homosexual attacks on children carry double stigma since they violate the heterosexual norms as well as the prohibition of the use of a child as a sexual partner" and "The message to boys in our culture is that homosexual attacks are unspeakable events."

She goes on to say:

"A conspiracy of silence surrounds the boy who is sexually victimized. His victimization is proof that he has failed in one of the primary mandates of the masculine role -- to defend himself." (p. 134)

Nasjleti (1980) presents similar if not identical arguments. According to Landis (1956), only 16.5% of the male victims studied told their parents about being victimized compared to 43% of the female victims. Sarafino (1979) disagrees with the arguments presented by Swift, stating that there is no evidence supporting "the notion that the ratio of reported female to male victimizations (i.e. 10 or 11 to 1) differs from the ratio among unreported cases." (p. 133)

However, it is interesting that when convicted molesters were asked if they preferred boys or girls, 96% said they preferred boys, and the remaining 4% said both (Bernard, 1975). It is important to take into account that all the offenders responding to this question were either Dutch or Belgian, all living in the Netherlands.

Offenders

Sex. Some researchers report that both men and women are involved in child molestation, but the majority of cases reported in the literature involve men (Bernard, 1975; Brant & Tizsa, 1977; Brown, 1979; Chaneles, 1967; Cook & Howells, 1981; Davison, 1968; DeFrancis, 1969; Finkelhor, 1979; Frisbie, 1969; Gagnon, 1965, 1974; Gagnon & Simon, 1969, 1970; Gebhard & Gagnon, 1964; Gebhard, et al., 1965; Groth, 1977; Groth & Burgess, 1977; Josiassen, Fantuzzo & Rosen, 1980; Keller, 1966; Kremser, Holmes & Laws, 1980; Kurland, 1960; McCaghy, 1968, 1971; McKerrow, 1973; Mohr, 1981; Mrazek, 1980; National Center on Child Abuse and Neglect, 1978; Newton, 1978; Panton, 1978; Peters, 1976; Queen's Bench Foundation, 1977; Quinsey, Chaplin & Carrigan, 1979; Revitch & Weiss, 1962; Rooth, 1973; Rush, 1980; Sarafino, 1979; Schachter, 1979; Schultz, 1973, 1980; Sgroi, 1975; Swanson, 1968; Swift, 1979; Tuteur, 1963; Virkkunen, 1975, 1981; Weiss, et al., 1955). Gagnon and Simon (1969, 1970) and Sarafino (1979) report that the majority of offenses against children were committed by men and that sexual offenses against children by women are almost non-existent.

Age. The most frequent age of the molester has been reported to fall somewhere between 20 and 40. In general the age of the offender ranges from 15 to 72 (Bernard, 1975; Burgess, et al., 1978; Chaneles, 1967; DeFrancis, 1969; Finkelhor, 1979; Frisbie, 1969; Gebhard & Gagnon, 1964; Gebhard, et al., 1965; Kurland, 1960; Landis, 1956; McCaghy, 1968, 1971; Mohr, 1981; Panton, 1978; Queen's Bench Foundation, 1977; Revitch & Weiss, 1962; Schachter, 1979; Swanson, 1968).

Frequency of offenses in relation to age groups. Mohr (1981) develops the concept of the "trimodal age distribution" of chronic offenders. Mohr found when studying the ages of offenders that there were three distinguishable groups of offenders.

Mohr found that in the first age group, called the "adolescent group" (which includes teen-agers and people who are psychologically such), the

average age of the child victim is 6.5. He points out that adolescents are still involved closely with children, through siblings, friends or schoolmates. He found that "involvement with children decreases in the late teens and the twenties but increases in the thirties" (p. 49). He explains that decreases in molestation by males in their late teens and twenties may be due to psycho-sexual development towards more socially acceptable objects.

For the second group, called the "middle-aged group" (approximately 30-40 years), the average age of the child victim is about 11. Furthermore, Mohr found that this group contained the highest number of offenders, which is supported by the literature in general. He explains that the increase in the thirties may be due to the fact that children reappear in the offenders' lives as a result of marriage, which also increases the probability of possible encounters with other children. Mohr believes that, in this group, sexual activity with children may be due to "regression or substitution where adult relations have become problematic" (p. 50). The decrease in the number of offenders in the late forties and the fifties may be due to the fact that their children have entered adolescence, thus diminishing the offenders' opportunities of contact with children.

In the last group, called the "old-aged group" (approximately 55-65 years), children reappear once again. Mohr explains that for most individuals in this group, adult sexual activity has ceased, and, more importantly, there is often a withdrawal from social interactions. Mohr feels that in this group sexual activity with children often arises from play. Frequently the sexualization of interactions with children is not intended, and it often results in shame and guilt. Mohr feels that the decline in the number of offenders in this group after the late sixties may be due to the fact that play between adult and child is no longer sexualized.

Profile of offender. Several studies have developed a general profile of a child molester. The molester is usually non-violent. He often avoids adult

sexual relations out of fear of rejection. As a result, the child molester turns to children because he finds them accepting and undemanding. The molester feels inadequate and/or inferior around his peers, and any adult social contact may be associated with frustration and anxiety (Burgess, et al., 1978; Cohen, Seghorn & Calmas, 1969; Finkelhor, 1979; Gagnon, 1974; Gebhard, et al., 1965; Gentry, 1978; Gibbens, Way & Soothill, 1977; Panton, 1978; Swanson, 1968; Swift, 1979; West, 1981). Bernard (1975) reports that 90% of his subjects indicated that they would not change their sexual preference for children if given the choice.

Role of alcohol. Alcohol has commonly been correlated in some way with deviant behavior. However, several studies report that the role of alcohol in child sexual abuse by non-incestuous adults is minimal. Generally, the majority of non-incestuous offenders were not drinking at the time of their offense, and their involvement with alcohol in their daily life is less than that of the general population (Burgess, et. al, 1978; Frisbie, 1969; Gebhard & Gagnon, 1964; Gebhard, et. al, 1965; Groth, 1977; McCaghy, 1968; Swanson, 1968). However, in connection with either incestuous or aggressive sexual abuse with children the role of alcohol is significant. The majority of incestuous offenders reported being drunk or drinking at or before the time of their offense (Burgess, et al., 1978; Gebhard, et al., 1965; Peters, 1976; Virkkunen, 1975). Gebhard, et al. (1965) report that 72% of the offenders involved in aggressive sexual assaults on children were categorized as heavy drinkers. Fortunately, these offenders make up an extremely small percentage of the molester population.

Victim/Perpetrator Relationship

Findings in general report that in the majority of offenses the molester is known to the victim (Brant & Tizsa, 1977; Brown, 1979; Burgess & Holmstrom, 1980; Burgess, et al., 1978; Chaneles, 1967; Cohen, et al., 1969; Finkelhor, 1979; Gagnon, 1965; Gebhard, et al., 1965; Groth, 1977; McCaghy, 1973; Mohr,

1980; National Center on Child Abuse and Neglect, 1978; Plummer, 1981; Queen's Bench Foundation, 1977; Rush, 1980; Schachter, 1979; Swanson, 1968; Virkkunen, 1975, 1980; Weiss, et al., 1955). Several findings show that the majority of the offenders involved in child molestation are strangers (DeFrancis, 1969; Landis, 1956). Landis (1956) reports findings from other researchers which differ from those of his own. Landis cites Kinsey (1953), who found that among his subjects who had had experiences with molesters, 48% had known the offender, while Porter reports that 84.4% of his subjects had known the offender prior to the incident. Gebhard, et al. (1965) report that 2/3 of the offenders involved in aggressive sexual assaults on children were strangers.

Victim Participation

According to Witter (1972), in the majority of cases the victim either passively allowed the event to occur or took an initiative role in the event. Revitch and Weiss (1962) write, "We have the clinical impression that quite often the child victim is aggressive and seductive and often induces the adult offender to commit the offense." These opinions are supported by several other authors (Brant & Tizsa, 1977; Burton, 1968; Chaneles, 1967; DeFrancis, 1969; Gagnon & Simon, 1969, 1970; Gentry, 1978; Keller, 1966; McCaghy, 1971; Rush, 1980; Weiss, et al., 1955). However, the present author believes that while child victims are not actively looking for sexual gratification, they tend to be emotionally deprived and thus are looking for attention or some means of control over adults. The influence of this deprivation on the child's cooperation is facilitated by several factors: a) the offender's dominant position as an adult, whom children are taught to obey, trust and respect; b) the offender's offers of material goods, threats of violence, or misrepresentation of moral standards (Brant & Tizsa, 1977; Burgess & Holmstrom, 1980; Burton, 1968; Chaneles, 1967; DeFrancis, 1969; Finkelhor, 1979; Gagnon & Simon, 1969, 1970; Gebhard, et al., 1965; Gentry, 1978; Keller, 1966; McCaghy, 1971; National Center on Child Abuse and Neglect, 1978; Newton, 1978; Peters,

1976; Plummer, 1981; Revitch & Weiss, 1962; Rush, 1980; Schultz, 1973; Virkkunen, 1975; 1981; Weiss, et al., 1955).

Parents' Contribution

DeFrancis (1969) states, "Parents contribute to the occurrence of child molestation by act of omission or by act of commission, i.e. they failed to do things which they should have done or they did things they should not have done" (p. 109). DeFrancis states that the act of omission may be broken down into three categories:

1. It was found that parents provided little or no control over their child's activities;
2. Parents often failed to provide appropriate supervision for their child in the time of their absences;
3. Mothers in general had a tendency, even though they suspected molestation, to take no action to protect their child.

To these categories the present author would add a fourth:

4. Parents provided insufficient love and attention.

Circumstances

Child molestation has been found to occur most frequently in streets and alleys, followed by parks and outdoor places, the home of friends and relatives, automobiles, and last, public and business places (DeFrancis, 1969; Landis, 1956). Landis (1956) found that 81% of the boys and 59% of the girls encountered the molester alone. DeFrancis (1969) reports that in 48% of the cases the child was alone, while in 32% of the cases the child was with at least one other adult.

Approaches

Burgess and Holmstrom (1980), Burgess, et al. (1978) and Poche, Brouwer and Swearingen (1981), present several approaches which are believed to be used by molesters. First, incentive lures and social activities and/or material rewards: children are offered money, candy, etc. and/or a trip to the movies,

a game of cards or a party contingent upon completion of the molester's request. Second, authority lures and adult approval: children are taught to obey adults. An adult, such as a parent or teacher, usually provides the child with whatever is needed (reinforcers). As a result, if a child is asked to get into the car of a stranger, the child is likely to obey, especially if the molester mentions that the parent or teacher gives his/her permission. Last, simple lures and need for human contact: many children find human contact extremely reinforcing and any demonstration of affection appealing. Here, for example, the molester simply approaches the child and says "Hello" or "What are you doing?", and after the child displays some interest the offender may say, "Do you want to go for a walk with me?," or "Let's go play."

Victim's Reaction

"It is difficult to make a general statement about the effects of sexual abuse on children..., children react differently to different situations depending on a number of variables that may be operating at the time of the occurrence" (National Center on Child Abuse and Neglect, 1978, p. 8). Several variables have been found to influence a child's reaction to such experiences. Researchers believe that psychological trauma is greater when: the offender uses force and/or parents and professionals react negatively and/or the sexual relationship is of long duration and/or there are high degrees of guilt or shame evoked in the child and/or, most importantly, the offender is a close relative. Findings have shown that there are basically no long-term effects on those children who were sexually molested by strangers. Most likely this is due to the fact that few of these psychologically traumatizing variables are present (Burgess, et al., 1978; Burton, 1968; Chaneles, 1967; DeFrancis, 1969; Finkelhor, 1979; Gagnon, 1965; Gagnon & Simon, 1969, 1970; Keller, 1966; Landis, 1956; McCaghy, 1971; Mrazek, 1980; National Center on Child Abuse and Neglect, 1978; Plummer, 1981; Queen's Bench Foundation, 1977; Schultz, 1973).

Prevention

As far as the problem of prevention is concerned, the available literature presents two basic approaches: first, the treatment of offenders, and second, the treatment of victimized children.

Crawford (1981) reports that research traditionally has focused its attention on treatment of the offender in hopes of developing means to change and/or reduce sexually abusive behaviors of child molesters. However, Crawford found that these treatment programs are not effective. His review of the literature suggests that only the most drastic treatment approach, castration, has any degree of success when looking at generalization and maintenance. Crawford believes that greater efforts should be made to prevent molestation rather than to "cure" it.

Another approach discussed in the literature is treatment intervention designed to decrease the probability of repeated victimization. Newton (1978) suggests that prevention approaches should focus less exclusively on the molester and more on the types of children being molested and the reasons why they are victims. West (1981) states, "It is time for professionals and parents to seek means to protect children from sexually abusive adults." It is this author's opinion that all approaches that deal with the problem after it has occurred are fruitless unless related to prevention. Several researchers suggest that the problem of child molestation should be dealt with through preventive education of children (Agras, Griffith, Watkins, Ballard & Gipson, Note 2; Chaneles, 1967; Gentry, 1978; Harnett, 1971; Newton, 1978; Poche, et al., 1981; Queen's Bench Foundation, 1977; Swift, 1979; "When children must learn to fear," 1981; Wishon, 1969).

Two approaches to prevention can be identified. The most common by far is to provide children with warnings about the dangers of interacting with strangers. Randall (1971), for example, believes that the solution to this problem is for parents to ask children to observe three basic rules: 1) never

get into the car of a stranger; 2) never accept candy or anything from a stranger; 3) never go with a stranger, no matter what is promised or what reason he gives for the pick-up. Spock (1969) and the Queen's Bench Foundation (1977) offer similar suggestions. In addition, it is advised that parents become aware of where their children are, know whom they are with, and finally know what they are doing.

Police departments offer such films to schools as Dangerous Stranger. Poche, et al. (1981) provide a list of five such films. In Dangerous Stranger (Boecherer, 1965) children are shown various places in which they could face danger. After the film the children are given a pamphlet to take home which contains seven basic rules similar to the rules mentioned by Randall (1971). Other examples of pamphlets include Ice Cream Isn't Always Good (Newman, 1971), A Guide to Personal Safety for Children (KCRA TV, 1981), and What If I Say No. Unfortunately, Landis (1956) reports that of 1800 subjects who had been molested as children, 71% reported they had been warned before their experience. The experience of Atlanta, Georgia, also suggests that something more than warnings is necessary where the enticement is convincing and attractive.

The second approach focuses on the circumstances which are characteristic of specific acts of the child molester and has the child practice what to do in these circumstances. It is the opinion of the author that children should learn what to do when faced by a possible molester, and, even more importantly, they should be actually drilled in appropriate responses to possible situations of molestation.

Ballard, Gipson, Lawson & Telch (Note 3) and Wishon (1979) suggest that every child should learn to identify suspicious behavior of molesters such as loitering, attempts at physical contact, the initiation of sexual conversation, enticements and requests; they should then learn appropriate responses to such circumstances. Recently, several programs have been developed to accomplish

these goals (Agras, Gipson, Ballard & Telch, Note 1; Agras, et al., Note 2; , Ballard, et al. Note 3; Poche, et al., 1981). Poche, et al. (1981) trained children to use appropriate verbal and motor responses to three types of lures commonly used by molesters: simple lures, authority lures, and incentive lures. The training program consisted of behavior rehearsal, modeling, and social reinforcement. Several other programs have been developed at the University of the Pacific which are designed to teach children appropriate responses to approaches from strangers through the use of behavior rehearsal, modeling, and stimulus control.

In summary the literature reviewed in this paper provides needed information for effective training programs in the areas of: the victims' age, sex, and participation; the offenders' age and sex; victim/offender relationship; role of alcohol; and molestation circumstances. The major remaining information needed to complete an effective prevention program is: the behaviors exhibited by molesters when trying to seduce children and the characteristics molesters prefer in their victims. Unfortunately, the available literature provides little, if any, information about the approach behaviors of molesters, and that information available is primarily speculative. The present study describes an attempt to gather data on preferences and approach behaviors used by incarcerated child molesters. The long-term goal of this study is to present children receiving the preventive training with a more representative sample of potentially dangerous situations.

METHOD

Subjects

One hundred and seven male child molesters (classified as Mentally Disordered Sex Offenders [MDSO] under the law in effect in California at the time of the study) constituted the sample drawn from a population of approximately 500 MDSO individually housed at Atascadero State Hospital. Of the 107 child molesters, 55 were non-incestuous offenders, 34 incestuous offenders, and the remaining 18 offenders reported being involved in both types of offenses. Subjects were obtained by asking for volunteers during various ward meetings in Programs V, VI, and IX throughout the institution.

Procedure

Direct interview construction. The questions asked during the direct interviews were derived in the following way. First, a statement was written defining the construct (see Appendix 1). Second, 40 open-ended questions were written to exemplify the construct (see Appendix 1). Third, three offenders, who were selected by the Director of Program V at Atascadero, acted as consultants. Fourth, using the feedback and suggestions offered by the consultants, the interview questions were revised. Fifth, questions were categorized and placed in subgroups according to similarities. Sixth, the revised interview was reviewed by the experimenter and the thesis chair and by mutual consensus 34 questions were then selected which best fit the construct definition to make up the final direct interview. Finally, the direct interview was tested for length and understandability using two additional child molesters, who were asked for feedback upon completion of the interview. The interview was then revised for the final time using the information provided by these two test subjects.

Direct interview administration. The experimenter met with 22 subjects individually for several weeks. Of the 22 subjects, 15 were non-incestuous molesters, 6 were incestuous molesters, and 1 subject reported being involved with both non-incestuous and incestuous crimes. Each interview took place in one of the offices available on Ward 19 and lasted approximately one hour. Each direct interview began with a brief introduction. Included in the introduction was a statement concerning the legal and ethical constraints of the experimenter. (See Appendix 2.) In addition, the experimenter read the informed consent form aloud to each subject prior to their signing (see Appendix 3).

The questions asked during the interview began with a series of demographic questions which were used primarily to develop the initial rapport between the interviewer and the subjects. The total interview consisted of 34 questions. (See Appendix 4.)

Written questionnaire construction. After the direct interviews, the results were reviewed by the experimenter. All answers to each question were grouped and a frequency count was obtained. A total of 56 questions were then generated, using the information obtained from the direct interview. Questions were written in multiple choice, Likert scale, and open-ended forms. The answer choices used in the objective questions in the questionnaire were those answers given most frequently during the direct interviews.

The three offender consultants used during the development of the direct interview reviewed the questionnaire and offered their comments and suggestions. Revisions were made and questions were categorized into subgroups according to similarities in subareas of the construct. There were a total of 8 subgroups. The subgroups were as follows:

- 1) Characteristics of the victim, which consisted of question 6a-e, questions 7-9, question 29a-c, and question 30.

- 2) Location of the victim which consisted of questions 10 and 11.
- 3) Physical appearance of the victim, which consisted of questions 12-17.
- 4) Behavior of the victim, which consisted of questions 18-19, question 20a and b, question 21, question 22a and b, question 23, questions 33-34.
- 5) Offender appearance, which consisted of question 25a, b and c.
- 6) Transportation, which consisted of questions 27 and 28.
- 7) Forehand knowledge of victim and parents, which consisted of question 35a-k and questions 36-38.
- 8) Offender approach behavior, which consisted of question 24, question 26, question 32, question 34, question 39, question 46, question 47a-h, question 48, and question 49 steps 1-8 and a-j.

From the 56 questions and the consultants' feedback, 49 questions were selected by consensus of the experimenter and thesis chair to make up a draft of the questionnaire. The questionnaire was then reviewed by a reading specialist¹ who made changes in structure and wording of the questions. This was done to insure that each question was written at a fourth grade reading level or lower.

Once the tentative questionnaire was completed it was pretested on two additional offenders. Each offender took less than one hour to complete the questionnaire. Upon completion, both offenders were asked to review the questionnaire and instructions. Based upon their comments and performance changes were made where needed. (See Appendix 5.)

Written questionnaire administration. During each ward group meeting of the 12 wards visited, a brief introduction was given by the experimenter followed by a summation of the purposes of the study. Two to four subjects from the direct interviews accompanied the experimenter to each ward (the number varied with the availability of these individuals due to conflicting

¹Dr. Ann Zinck, School of Education, University of the Pacific

activities) and told each group of their experiences with the study (this was done in hopes of alleviating anxiety present in each group of offenders). Each ward group was then read the contents of the informed consent form by the experimenter (see Appendix 3). The incestuous offenders were informed that the questions were designed to be answered by non-incestuous offenders and that they might find many of the questions difficult to answer. For those questions, incestuous offenders were instructed to imagine themselves in the situation and write down what they thought they might have done.

Those individuals willing to participate in the study signed the consent form, which was then placed in their files as kept by the institution. A total of 85 subjects, 40 non-incestuous offenders, 28 incestuous offenders, and 17 who were both non-incestuous and incestuous offenders, were administered the written questionnaire. Each ward group took approximately one hour to complete the questionnaires.

The experimenter and volunteer assistants remained available to answer questions while the questionnaires were completed. For those subjects with reading difficulties, one or more of the volunteer assistants read each question to the subjects. In those cases where the subjects had trouble writing down their answers they were also aided by a volunteer. For two cases, the questionnaire was translated into Spanish and then read aloud.

RESULTS

After the data were collected, all objective answers of the questionnaire were coded and entered into a computer data file. Since all of the questions in the direct interview and some of the questions in the questionnaire required free responses, an unbiased naive observer² was obtained to analyze the free responses and make up the categories of responses to be coded. Once this was completed, the observer's response categories were then placed with the response categories generated by the experimenter and responses coded. For those questions requiring the selection of one answer, only one item was coded for all responses; however, for those questions where one or more answers were possible, each response was coded as an individual item. All analyses used the statistical program system SPSS.

Consistency of Responding

The SPSS Pearson Correlation and Reliability procedures were used to evaluate the subjects' consistency in responding to similar questions. A .05 level of significance was employed. In calculating reliability, questions and their individual items were paired according to similarities. Once the coefficients for each paired item were obtained a mean coefficient was calculated. (See Table 1.)

For questions 6 and 7 (victim's age) the mean coefficient was .33 with the lowest coefficient being .22 and the highest coefficient being .53. For questions 8 and 9 (victim's sex) the coefficient was .53. For questions 29 and 30, which asked the offenders if their victims were (or they preferred their victims to be) alone or with others the mean coefficient was .45 with a range of .36 to .56. Questions 10 and 11, which dealt with the victim's location, had a mean coefficient of .40 and the coefficients for all the items ranged from .27 to .63. For questions 12 and 13 (victim's clothes) the coefficients

²Karen E. Beauchamp, Psychology undergraduate, University of the Pacific

ranged from .30 to .68 and the mean coefficient was .47. The mean coefficient for questions 14 and 15 (victim's facial appearance) was .44 with the range being .26 to .65. For questions 18 and 19 (victim's behavior) the mean coefficient was .48 with the range being .21 to .81. The mean coefficient for questions (20 & 21) concerning "turn-offs" was .26 with a range of .22 to .33. For questions 22 and 23 ("turn-ons"), coefficients ranged from .20 to .21 with the mean coefficient being .20. For questions 27 and 28 (transportation) the coefficient was .46. Questions 35 and 37, which were about foreknowledge of the victim, had a mean coefficient of .24 with a range of .19 to .34. For questions about foreknowledge of the parents (36 & 38), coefficients ranged from .19 to .39 with the mean coefficient being .28. For questions 45 and 46 (techniques & styles), the mean coefficient was .26 with a range of .19 to .34. Questions 40 to 43, which were about approaches by age of the victims, had a mean standard item coefficient of .79 with the range being .67 to .85. For questions 39, 44, 47 and 48 (approaches used for first encounters), the mean standard item coefficient was .67 with the range being .57 to .79.

Table 1

Coefficient values from Pearson Correlation and Reliability Tests
of paired items for matched questions when $p=.05$
(the coefficient is Pearson r , except where indicated)

Question Numbers	Item Name	Item # with Item #	Coefficient
6 & 7	Victim's Age	Item 1 with Demog 8	.22
		Item 1 with Demog 9	.34
		Item 1 with Demog 10	.43
		Item 1 with Demog 12	.28
		Item 2 with Demog 9	.22
		Item 2 with Demog 10	.31
		Item 2 with Demog 12	.53
			$\bar{X}=.34$
8 & 9	Victims' Sex	Item 3 with Item 4	.53
29 & 30	Victim Alone W/Other children W/Other Adults	Item 124 with Item 127	.41
		Item 125 with Item 128	.56
		Item 126 with Item 129	.36
			$\bar{X}=.45$
10 & 11	Schoolgrounds Parks Streets/Alleys Arcades Swimming Places Stores/Malls Beaches Recreation Centers Amusement Places	Item 5 with Item 229	.34
		Item 6 with Item 230	.43
		Item 7 with Item 231	.33
		Item 8 with Item 232	.60
		Item 9 with Item 233	.31
		Item 10 with Item 234	.35
		Item 11 with Item 235	.42
		Item 12 with Item 236	.46
Item 13 with Item 237	.40		

Table 1 (continued)

Question Numbers	Item Name	Item # with Item #	Coefficient
	Movies	Item 14 with Item 238	.63
	Community Gatherings	Item 15 with Item 239	.27
	Hitchhiking	Item 16 with Item 240	.45
	Home	Item 225 with Item 241	.29
	Public Restrooms	Item 228 with Item 243	.36
			$\bar{X}=.40$
12 & 13	Shorts	Item 18 with Item 246	.48
	Dresses	Item 19 with Item 247	.30
	Bathing Suits	Item 20 with Item 248	.39
	Halter Tops	Item 22 with Item 250	.61
	Pants/Jeans	Item 23 with Item 251	.47
	Tank Tops	Item 24 with Item 252	.52
	Tube Tops	Item 25 with Item 253	.37
	T-Shirts	Item 26 with Item 254	.49
	Body Suits	Item 27 with Item 255	.32
	Athletic Uniforms	Item 28 with Item 256	.44
	Nightclothes	Item 244 with Item 257	.68
	Underclothes	Item 245 with Item 258	.53
			$\bar{X}=.47$
14 & 15	Long Hair	Item 30 with Item 260	.48
	Medium Hair	Item 31 with Item 261	.26
	Blonde Hair	Item 33 with Item 262	.43
	Brown Hair	Item 34 with Item 263	.28
	Black Hair	Item 35 with Item 264	.45
	Blue Eyes	Item 36 with Item 266	.49

Table 1 (continued)

Question Numbers	Item Name	Item # with Item #	Coefficient
	Brown Eyes	Item 37 with Item 267	.36
	Green Eyes	Item 38 with Item 268	.41
	Black Eyes	Item 39 with Item 269	.65
	Fair Skin	Item 40 with Item 270	.46
	Tanned Skin	Item 42 with Item 272	.43
	Dark Skin	Item 43 with Item 273	.54
			$\bar{X}=.44$
18 & 19	Passive	Item 46 with Item 61	.54
	Friendly	Item 47 with Item 62	.34
	Polite	Item 48 with Item 63	.57
	Sexy	Item 49 with Item 64	.57
	Cooperative	Item 50 with Item 65	.37
	Attentive	Item 51 with Item 66	.29
	Talkative	Item 52 with Item 67	.52
	Aggressive	Item 54 with Item 69	.75
	Shy	Item 55 with Item 70	.46
	Bratty	Item 56 with Item 71	.21
	Cold	Item 57 with Item 72	.31
	Quiet	Item 60 with Item 75	.43
	Lonely	Item 283 with Item 291	.81
			$\bar{X}=.48$
20 & 21	Verbally Abusive	Item 76 with Item 300	.25
	Tell Someone	Item 78 with Item 304	.22
	Rejection Responses	Item 296 with Item 303	.33
	Uncooperative	Item 88 with Item 302	.22

Table 1 (continued)

Question Numbers	Item Name	Item # with Item #	Coefficient
			$\bar{X}=.26$
22 & 23	Aggressive	Item 91 with Item 306	.21
	Good Humored	Item 95 with Item 310	.20
			$\bar{X}=.20$
27 & 28	Bicycle/Moped	Item 121 with Item 328	.46
35 & 37	Tell Someone	Item 151 with Item 348	.29
	Parents Watching	Item 152 with Item 349	.25
	Like Sex	Item 155 with Item 346	.19
	Sexual Experience	Item 156 with Item 347	.22
			$\bar{X}=.24$
36 & 38	Parents' Occupation	Item 161 with Item 359	.34
	Parents Watching	Item 162 with Item 355	.19
	Parents' Location	Item 163 with Item 354	.21
	Parents Drinkers	Item 343 with Item 357	.39
			$\bar{X}=.28$
45 & 46	Like ?	Item 202 with Item 375	.19
	Compliments	Item 203 with Item 379	.23
	Bribes	Item 203 with Item 376	.34
	Sympathy	Item 205 with Item 382	.34
	Sex Talk	Item 374 with Item 381	.33
			$\bar{X}=.26$

Table 1 (continued)

Question Numbers	Item Name	Item # with Item #	Coefficient
40-43		Item 174 - 178, Item 366	
		Item 182 - 200 (coefficient α)	
	Bribes		.81
	Friendly		.67
	Touch		.84
	Manipulate		.85
			$\bar{X}=.79$
39, 44, 47, 48		Item 167 - 171, Item 209 - 215, Item 362,	
		Item 367 - 373, Item 387 - 395 (coefficient α)	
	Personal ?		.66
	Sex Talk		.79
	Bribes		.57
	Compliments		.67
			$\bar{X}=.67$

Direct Interview

The results presented in the following section are based on the responses of 22 subjects. However, for those questions where some subjects failed to respond, the sample size will be presented (N=?).

Offender Characteristics

Offender status. All subjects who participated in the direct interview were classified in three categories according to the type of relationship between the offender and victims. A molest was classified as non-incestuous when there was no blood relationship between offender and victim. A molest was considered incestuous when there was some kind of blood relationship between offender and victim (those offenders involved with stepchildren were also placed in this group). A molest was classified as both when the molester reported being involved in non-incestuous and incestuous crimes. Sixty-eight percent of the offenders reported being involved in non-incestuous molests. Twenty-seven percent of the offenders reported being involved in incestuous molests. The remaining offender reported being involved with both types of molests. (See Table 2.)

Table 2
Offender Status and Absolute Frequency

Offender Status	Absolute Frequency
Incestuous	6
Non-Incestuous	15
Both	1

Age. The mean age of the offenders was 34 with the most frequent age being 35 with a SD=11. The offenders' ages ranged from 19 to 60 years. (See Table 3.)

Table 3
Age of the Offender and Absolute Frequency

Age	Absolute Frequency
19	1
20	1
21	2
22	1
23	1
28	2
30	1
33	1
35	2
36	3
38	1
40	1
43	1
48	1
49	1
50	1
60	1

Marital status and treatment time. Forty-one percent of the offenders reported being married while 32% of the offenders reported being divorced. Thirty-one percent of the offenders reported being single and 5% reported being widowed. The mean treatment time for the offenders at Atascadero State Hospital was 1.91 years with the median treatment time being 2.04 years with a $SD=1.26$. (See Tables 4 & 5.)

Table 4
Marital Status and Absolute Frequency

Marital Status	Absolute Frequency
Married	9
Single	5
Divorced	7
Widowed	1

Table 5
Treatment Time and Absolute Frequency

Treatment time in Years	Absolute Frequency
0 to 1	1
1 to 2	9
2 to 3	4
3 to 4	4
4 to 5	3
5 to 6	1

Number of years molesting. Offenders reported being involved in molesting children for a mean of 7 years and a median of 4 with a SD=8. For the offenders sampled, the number of years involved in molesting children ranged from months to 26 years. (See Table 6.)

Table 6
 Number of Years Molesting and Absolute Frequency

Years	Absolute Frequency
Less Than one year	1
1	1
2	2
3	1
4	2
5	3
8	1
11	1
13	1
15	1
16	1
20	1
25	1
26	1
No Answer	4

Characteristics of the Children

Age. The reported age of the victims ranged from infancy to 16 years. The mean of the low age range (youngest victim's age) was 9 years, the median being 10 with a SD=3. The mean of the high age range (oldest victim's age) was 11 years, the median being 12 with a SD=3. (See Table 7.)

Sex. Sixty-eight percent of the offenders reported preferring girls for sexual interactions while 27% preferred boys. Five percent of the offenders reported liking both girls and boys. (See Table 8.)

Table 7

Victim's Low and High Age Range and Absolute Frequency

Low Age	Absolute Frequency	High Age	Absolute Frequency
0	1	0	1
4	1	6	1
6	2	8	1
8	3	10	3
9	3	11	3
10	5	12	6
11	2	13	1
12	1	14	4
13	4	15	1
		16	1

Table 8

Sex and Absolute Frequency

Sex	Absolute Frequency
Girls	15
Boys	6
Both	1

Company.³ The majority of subjects mentioned that they preferred approaching children that were alone (95%). Thirty-six percent of the subjects mentioned that they preferred to approach children that were with other children. (See Table 9.)

Table 9
Children's Company and Absolute Frequency

Company	Absolute Frequency
Alone	21
Children	8
Adults	0

Location of Children

The most common places for finding children according to the offenders were parks (82%) and schoolgrounds (73%). Offenders reported finding children at home (43%), streets and alleys (45%), stores and malls (36%), arcades and swimming places (both were 32%), amusement places and recreation centers (both were 27%), and movies (23%). (See Table 10.)

Physical Appearance of Children

Clothes. The majority of offenders reported liking children who wore shorts (77%, N=13), followed by dresses and bathing suits (both were 46%, N=13), skirts, jeans and body suits (all were 23%, N=13). (See Table 11.)

Facial appearance. Most offenders mentioned preferring children with long (75%, N=16) blonde or brown hair (both were 59%, N=17), blue eyes (69%, N=13), and fair skin (65%, N=17). Thirteen percent of the offenders (N=16) preferred medium length hair, black hair (18%, N=17), brown eyes (59%, N=13) and tanned skin (35%, N=17). (See Table 12.)

³In most of the following questions one or more responses may be selected.

Table 10
Children's Location and Absolute Frequency

Location	Absolute Frequency
Homes	9
Outdoors	4
Public Restrooms	1
Schoolgrounds	16
Parks	18
Streets and Alleys	10
Arcades	7
Amusement Places	6
Swimming Places	7
Stores	8
Recreation Centers	6
Movies	5
Community Gatherings	4
Hitchhiking	3
Bus or Train Stations	1
Gas Stations	1
Libraries	1
Laundromats	1

Table 11
Childrens' Clothes and Absolute Frequency

Clothes	Absolute Frequency
Shorts	10
Dresses	6
Skirts	3
Bathing Suits	6
Tank Tops	1
Tube Tops	1
Halter Tops	2
Jeans	3
Body Suits	3
Athletic Uniforms	1
T-Shirts	1
No Answer	9

Table 12

Children's Facial Appearance and Absolute Frequency

Facial Appearance		Absolute Frequency
<u>Hair Length</u>	Long Hair	12
	Medium Length Hair	2
	Short Hair	1
	No Answer	6
<u>Hair Color</u>	Blonde Hair	10
	Brown Hair	10
	Black Hair	3
	No Answer	5
<u>Eye Color</u>	Blue Eyes	9
	Brown Eyes	5
	Green Eyes	1
	No Answer	9
<u>Skin Color</u>	Fair Skin	11
	Freckled Skin	1
	Tanned Skin	6
	Dark Skin	1
	No Answer	5

Physique. Molesters reported liking children who were average size (67%, N=9) and medium height (63%, N=8) for their age. The next most common responses were children who were thin (33%, N=9) and slightly shorter (25%, N=8) or taller (13%, N=8) than medium height. (See Table 13.)

Table 13
Children's Physique and Absolute Frequency

	Physique	Absolute Frequency
<u>Size</u>	Thin	3
	Average	6
	No Answer	13
<u>Height</u>	Medium Short	2
	Medium	5
	Medium Tall	1
	No Answer	14

Behavior of Children

Initial encounter. Offenders reported wanting children they had just met to act passive (62%, N=21), talkative (52%, N=21), and shy (33%, N=21). Nineteen percent (N=21) of the offenders reported liking children to act friendly and cooperative. (See Table 14.)

"Turn-offs." The majority of offenders mentioned being "turned off" by children who were emotionally upset (52%, N=21) and who had rejected them (57%, N=21). In addition, offenders reported being "turned off" by children who acted aggressive and confrontive (both were 43%, N=21), bratty, verbally abusive and threatened to tell (all were 33%, N=21). (See Table 15.)

"Turn-ons." Most molesters reported that they were "turned on" by children who acted friendly (57%, N=21), physical (57%, N=21), and provocative (52%, N=21). Molesters reported being "turned-on" by children who acted mature (29%, N=21) and responsive (24%, N=21). (See Table 16.)

Table 14

Children's Behavior During Initial Encounter and Absolute Frequency

Behaviors	Absolute Frequency
Passive	13
Friendly	4
Polite	2
Sexy/Seductive	1
Cooperative	4
Attentive	2
Talkative	11
Aggressive	3
Shy	7
Happy/Fun Loving	1
Innocent/Naive	2
Emotionally Upset	1
No Answer	1

Table 15
"Turn-off" Behaviors and Absolute Frequency

Behaviors	Absolute Frequency
Rejection	12
Tell Someone	7
Ignore You	5
Verbally Abusive	7
Confrontive	9
Aggressive/Mean	9
Bratty/Unfriendly	7
Emotionally Upset	11
Uncooperative	6
Disrespectful	2
Talk About Girls	1
Religious Talk	1
Run Away	1
No Answer	1

Table 16
"Turn-on" Behaviors and Absolute Frequency

Behaviors	Absolute Frequency
Provocative	11
Aggressive	3
Talkative	1
Responsive	5
Friendly	12
Good-Humored	2
Polite	2
Trusting	2
Innocent/Naive	2
Easily Controlled	3
Inferior	5
Non-Threatening	2
Novelty	1
Curious	3
Physical	12
Mature	6
Relaxed	1
No Answer	1

Willing child behavior. Most offenders reported that willing children acted responsive and cooperative (90%, question 29, N=21 and 78%, question 31, N=18) and physical (43%, question 29, N=21 and 67%, question 31, N=18). In addition, molesters mentioned that willing children acted friendly and talkative (29%, question 29, N=21 and 6%, question 31, N=18), attentive (29%, question 29, N=21) and promiscuous (19%, question 29, N=21). (See Table 17.)

Table 17

Willing Children's Behavior and Absolute Frequency

Behavior	Absolute Frequency	
	N=21 Q. 29	N=18 Q. 31
Responsive/Cooperative	19	14
Physical	9	12
Friendly/Talkative	6	1
Relaxed	3	2
Do Favors	0	2
Attentive	6	0
Affectionate	3	0
Promiscuous	4	0
Enjoying My Company	2	0
No Answers	1	4

Offender Appearance

Offenders believed that the types of clothes children liked them to wear were tennis shoes or western boots (both were 27%, N=11), jeans (92%, N=12) and T-shirts (64%, N=11). (See Table 18.)

Table 18
Offender Appearance and Absolute Frequency

Appearance		Absolute Frequency
<u>Shoes</u>	Western Boots	3
	Tennis/Running Shoes	3
	No Answer	11
<u>Pants</u>	Jeans	11
	No Answer	10
<u>Shirts</u>	T-Shirts	7
	Western Shirts	3
	Tank Tops	1
	No Answer	11

Transportation

Offenders reported meeting children while driving a car (90%, N=20), walking (80%, N=20), riding a motorcycle (35%, N=20) and bicycle or moped (25%, N=20). According to offenders, the best way to meet children was by car (71%, N=21). (See Table 19.)

Foreknowledge of Children and Parents

Foreknowledge of children. When subjects were asked about the type of information they would like to know about a child before trying to pick up that child, several responses were given. Forty-five percent (N=11) of the offenders wanted to know about the child's interests. Thirty-six percent (N=11) of the offenders wanted to know if the child had any sexual experience and if the child would cooperate (36%, N=11). (See Table 20.)

Table 19
Means of Transportation and Absolute Frequency

Transportation	Absolute Frequency	
	Actual	Best
Car	18	15
Walking	16	4
Motorcycle	7	4
Van	1	3
Bicycle/Moped	5	2
Public Transit	3	0
No Answer	2	1

Foreknowledge of parents. Before approaching a child, subjects mentioned that they would like to know about the location of the parents (54%, N=13), their occupation (38%, N=13), and if they were watching their child (31%, N=20). (See Table 21.)

Offender Approach Behavior

Approaches used for first encounters. Approaches to children were investigated in several questions. Asking personal questions was the approach mentioned most often by offenders (67%, question 26, N=21 and 78%, question 32, N=18). Bribes (48%, question 26, N=21 and 67%, question 32, N=18) and compliments (29%, question 26, N=21 and 28%, question 32, N=18) were two other approaches mentioned by offenders. (See Table 22.) When molesters were asked about ways to "break the ice" when making the first contact with a child, several approaches were reported. The most frequent approach reported was personal questions (86%, N=21), followed by bribes (62%, N=21), "Do you like" questions (29%, N=21) and compliments (10%, N=21). (See Table 23.)

Table 20
Foreknowledge of Children and Absolute Frequency

Knowledge	Absolute Frequency
Cooperate	4
Age	1
Sexual Experience	4
Prior Molests	3
Smart	1
Lonely	1
Interests	5
No Answer	11

Table 21
Foreknowledge of Parents and Absolute Frequency

Knowledge	Absolute Frequency
Occupation	5
Parents Watching	4
Parents' Location	7
Happy or Unhappy Family	3
Address	3
Marital Status	3
Drinkers	1
No Answer	9

Table 22

Approaches Used for First Encounters and Absolute Frequency

Approaches	Absolute Frequency	
	N=21	N=18
	Q. 26	Q. 32
Personal?	14	14
Bribes	10	12
Compliments	6	5
Family Friend	3	3
Know?	3	0
Manipulation	1	0
Like?	0	8
Favor?	0	1
No Answer	1	4

Table 23

"Break the Ice" Approaches and Absolute Frequency

Approaches	Absolute Frequency
Personal?	18
Like?	6
Bribes	13
Know?	2
Compliments	3
No Answer	1

Approaches by age of the child. With respect to young children, the most common approach mentioned by offenders was bribes (56%, N=18). Other approaches mentioned by offenders were manipulation (28%, N=18), personal questions (22%, N=18), and authority figure (e.g. "I am a policeman and you have to come with me," 22%, N=18). (See Table 24.)

Table 24

Approach Behaviors for Young Children and Absolute Frequency

Approaches	Absolute Frequency
Magic Tricks	1
Bribes	10
Directness	2
Like?	2
Friendly	3
Personal?	4
Play With Them	2
Authority	4
Touching	1
Manipulate	5
Compliments	2
No Answer	4

The most frequent approach mentioned for older children was bribes (56%, N=16), followed by friendliness (38%, N=16) and "Do you like" questions (25%, N=16). (See Table 25.)

Table 25

Approach Behaviors for Older Victims and Absolute Frequency

Approaches	Absolute Frequency
Compliments	3
Bribes	9
Force	1
Friendliness	6
Know?	2
Directness	2
Touching	2
Manipulate	1
Hitchhiking	1
No Answer	6

Techniques and styles. The most commonly reported "one-liners" were bribes (76%, N=17), personal questions (41%, N=17), compliments and "Do you know" questions (both were 35%, N=17). Several other "one-liners" mentioned were manipulation (29%, N=17) and "Do you like" questions (24%, N=17). (See Table 26.)

Molesters were asked to report on the "MO'S" which really worked on children. Eighty-three percent (N=18) of the molesters mentioned bribes, followed by personal questions (39%, N=18) and compliments (22%, N=18). (See Table 27.)

A final question asked molesters to teach someone how to pick up a child. Most molesters mentioned that the best approaches to teach were bribes (80%, N=20) and personal questions (70%, N=20). In addition, molesters would teach someone to use "Do you like" questions (50%, N=20), compliments and "Do me a favor" questions (both were 25%, N=20). (See Table 28.)

Offender's response to rejection. In situations where the child's response to the offender's approach was "ignored and walked away" or "refused to go with you," 86% (N=22) of the offenders reported that they would leave the child alone, while 14% (N=22) of the offenders would try again. Only 5% (N=22) of the offenders reported that they would use force. (See Table 29.)

Getting the child alone. Ninety-five percent of the molesters reported using bribes as a way of luring the child away from the people he/she was with. In addition, molesters mentioned using secrets or privacy (30%, N=20) and posing as a friend of the family (15%, N=20) as other means of getting the child alone. (See Table 30.)

Types of material bribes. The most frequently mentioned bribe used by offenders was money (67%, N=21), followed by toys and games (48%, N=21), food and candy (43%, N=21), activities (33%, N=21), and live animals (24%, N=21). (See Table 31.)

Table 26
 "One-liners" and Absolute Frequency

"One-liner"	Absolute Frequency
Bribes	13
Compliments	6
Like?	4
Sympathy	1
Favor?	2
Manipulate	5
Know?	1
Personal?	7
Family Friend	1
No Answer	5

Table 27
 "MO'S" Approaches and Absolute Frequency

Approaches	Absolute Frequency
Bribes	15
Compliments	4
Personal?	7
Friendliness	3
Favor?	2
Force	1
Touching	1
No Answer	4

Table 28

"How to pick up a child" Approaches and Absolute Frequency

Approaches	Absolute Frequency
Bribes	16
Personal?	14
Like?	10
Compliments	5
Know?	2
Favor?	5
Secret/Privacy	1
No Answer	1

Table 29

Offender's Response to Rejection and Absolute Frequency

Response	Absolute Frequency
Use Force	1
Try Again	3
Leave Child Alone	19

Table 30

Behaviors to Get the Victim Alone and Absolute Frequency

Behaviors	Absolute Frequency
Bribes	19
Family Friend	3
Secrets/Privacy	6
Wait For The Child To Be Alone	1
No Answer	2

Table 31

Types of Material Bribes and Absolute Frequency

Bribes	Absolute Frequency
Money	14
Food/Candy	9
Toys/Games	10
Live Animals	5
Jewelry	1
Clothes	2
Tickets	2
Drugs/Booze	2
Magic Tricks	1
Activities	7
No Answer	1

Questionnaire

Offender Characteristics

Offender status. All subjects who participated in the questionnaire were classified in three categories according to the type of relationship between the offender and his victims. A molest was classified as non-incestuous when there was no blood relationship between offender and victim. A molest was considered incestuous when there was some kind of blood relationship between offender and victim (those offenders involved with stepchildren were also placed in this group). Forty-seven percent of the offenders reported being involved in non-incestuous molests. Thirty-three percent of the offenders reported being involved in incestuous molests. The remaining 20% of the offenders reported being involved with both types of molests. (See Table 32.)

SPSS Crosstabs were used to find if there were differences in responding according to offender status. Where the responses of offenders differed according to their status (chi square $p < .05$), the differences are reported in the remainder of the Results section. In all other cases there were no significant differences between responses of offenders related to their status.

Age. The ages of the subjects ranged from 19 to 60 years with the mean age being 33 years and the median age being 32 years with a $SD=10$. (See Table 33.)

Marital status and treatment time. Forty-four percent of the subjects reported being married or divorced, with the majority of incestuous offenders (70%) falling into this category. Fifty-two percent of the offenders were single, with the majority of non-incestuous offenders (71%) falling into this group ($X^2=11.44$, $p < .01$). The mean treatment time spent at Atascadero State Hospital for the subjects at the time of this study was 1.55 years, with the median treatment time being 1.28 years with a $SD=1.57$. (See Tables 34 & 35.)

Table 32
Offender Status and Absolute Frequency

Offender Status	Absolute Frequency
Incestuous	28
Non-Incestuous	40
Both	17

Table 33
Age of the Offender and Absolute Frequency

Age	Absolute Frequency
19	1
20	4
21	3
22	1
23	4
24	2
25	2
26	6
27	5
28	3
29	4
30	4
31	2
32	3
33	2
34	2

Table 33 (continued)

Age	Absolute Frequency
35	5
36	2
37	6
38	4
39	1
40	3
42	1
43	1
46	2
47	1
48	4
51	1
55	3
57	1
60	1

Table 34
Marital Status and Absolute Frequency

Marital Status	Absolute Frequency
Married	14
Single	44
Divorced	23
Widowed	2

Table 35
Treatment Time and Absolute Frequency

Treatment Time in Years	Absolute Frequency
Less Than One Year	23
1	25
2	21
4	8
5	2
6	1
9	1

Table 36
Number of Victims and Absolute Frequency

Number of Victims	Absolute Frequency
None Reported	28
1	10
2	8
3	3
4	3
6	3
7	2
8	6
10	3
12	1
13	3
14	1
15	1
16	1
17	1
25	1
26	1
30	2
35	1
36	1
40	1
50	2
60	2

Table 37
 Number of Years Molesting and Absolute Frequency

Years	Absolute Frequency	Years	Absolute Frequency
Less Than One Year	21	14	2
1	4	15	1
2	10	16	2
3	5	17	1
4	8	18	3
5	6	19	1
7	2	20	1
8	2	22	1
9	2	25	1
10	2	26	1
11	2	45	1
12	2	46	1
13	2	53	1

Number of victims. The results showed that the mean number of victims per offender was 8 with a $SD=13.8$; however, the most frequent number was 2. Non-incestuous offenders reported having molested more children (69% had molested five or more while only 18% of the incestuous offenders reported molesting five or more, $X^2=15.43$, $p<.01$). For the population sampled in this study the number of victims per molester ranged from 1 to 60 children. (See Table 36.)

Number of years molesting. Offenders were involved with molesting for a mean of 8 years, the median being 4 years, with a $SD=10.26$. The range for all subjects was from months to 53 years. (See Table 37.)

Characteristics of the Victim

Age. The reported age of the victims ranged from infancy to 14 years, the majority of victims being 9 years or older. Non-incestuous offenders were found to have molested older victims (80% of the non-incestuous victims were 9-11 compared to 39% of the incestuous victims, $X^2=10.04$, $p<.01$). (See Table 38.)

Table 38

Age of the Victims and Absolute Frequency

Age	Absolute Frequency
0-2	3
3-5	12
6-8	39
9-11	51
12-Older	51

Sex. The reported sex of the victims was evenly distributed among boys and girls. Thirty-nine percent of the offenders reported molesting boys.

Forty-three percent of the offenders reported that their victims were girls, while 17% of the offenders reported having molested both boys and girls. Sixty percent of non-incestuous offenders reported preferring male victims, while 27% of incestuous offenders indicated this preference ($X^2=10.04$, $p<.05$). (See Table 39.)

Table 39
Sex and Absolute Frequency

	Sex	Absolute Frequency
<u>Actual</u>	Boys	33
	Girls	36
	Both	15
<u>Preferred</u>	Boys	26
	Mostly Boys	9
	Both	8
	Mostly Girls	8
	Girls	32

Company. The majority of the subjects reported that they preferred to approach children that were alone (89%). Similarly, the majority of victims were alone when approached by the offenders (86%). (See Table 40.)

Location of the Victims

As can be expected when dealing with incestuous crimes, the most common location of the child victim was reported by incestuous offenders to be the home (83%), while 51% of non-incestuous offenders chose the home ($X^2=5.84$, $p<.05$). When dealing with non-incestuous crimes the variety of locations used for finding a child victim increases. The most common locations of victims of non-incestuous crime according to the non-incestuous molesters were parks (40%,

only 4% of incestuous molesters selected this response, $X^2=8.92$, $p<.01$), followed by streets and alleys (31%, 4% of incestuous molesters selected this response, $X^2=6.20$, $p<.01$), then schoolgrounds (31%, not selected by incestuous offenders, $X^2=8.92$, $p<.01$). Both types of offenders reported finding their victims at recreation centers such as bowling alleys and skating rinks (20%), swimming places (18%), fairs and bazaars (14%), and arcades (13%). (See Table 41.)

Table 40

Victim's Company and Absolute Frequency

Victim's Company	Absolute Frequency	
	Preferred	Actual
Alone	76	73
Children	15	26
Adults	1	7

Physical Appearance of the Victim

Clothes. When subjects were asked about the clothes their victims wore, the most frequent answer was shorts or pants/jeans (39%) followed by bathing suits (22%), T-shirts (16%), dresses(13%), athletic uniforms or nightclothes (8%). When subjects were asked about the clothes children wore that made them think about sex, the most frequent response was bathing suits (53%), followed by shorts (52%, 63% of non-incestuous molesters reported liking shorts while only 30% of incestuous molesters chose this response, $X^2=5.84$, $p<.05$). Pants/jeans (28%) was the third most frequent response, followed by athletic uniforms (24%), dresses or T-shirts (16%), then skirts (14%). Tank tops were reported by 30% of the non-incestuous molesters (this response was selected by only 4% of the incestuous molesters, $X^2=7.43$, $p<.05$). (See Table 42.)

Table 41
Victim's Location and Absolute Frequency

Victim's Location	Absolute Frequency
Schoolgrounds	17
Parks	24
Streets and Alleys	19
Arcades	11
Swimming Places	15
Stores	7
Beaches	8
Fairs and Bazaars	12
Recreation Centers	17
Community Gatherings	6
Hitchhiking	8
Homes	44
Worksites	1
Outdoors	2
Public Restrooms	7

Table 42

Victim's/Children's Clothes and Absolute Frequency

Clothes	Absolute Frequency	
	Children	Victim
Shorts	44	33
Dresses	14	11
Bathing Suits	45	19
Skirts	12	3
Halter Tops	10	4
Pants/Jeans	24	33
Tank Tops	16	5
Tube Tops	10	5
T-Shirts	14	14
Body Suits	16	4
Athletic Uniforms	20	7
Nightclothes	8	12
Underclothes	7	7
School Clothes	0	3

Facial appearance. The majority of molesters reported choosing and also preferring victims who had blue eyes (72% preferred and 52% actual), long (46% preferred and 20% actual) or medium length (46% preferred and 18% actual) blonde hair (67% preferred and 45% actual), and light (54% preferred and 40% actual) or tanned (55% preferred and 33% actual) skin. Sixty-five percent of incestuous offenders reported choosing victims with long hair, while 60% of non-incestuous offenders chose victims with medium hair ($X^2=8.93$, $p<.01$ and $X^2=6.42$, $p<.01$). Victims with brown hair (48% preferred and 28% actual) and brown eyes (38% preferred and 32% actual) were reported next most frequently. (See Table 43.)

Physique. Offenders reported that their victims were (and that they preferred victims who were) average size (56% preferred and 44% actual) and medium height (32% preferred and 38% actual) for their age. The next most common responses were either victims slightly shorter (14% preferred and 11% actual) or slightly taller (15% preferred and 5% actual) than medium, and victims that were thin (21% preferred and 18% actual). (See Table 44.)

Behavior of the Victim

Initial encounter. Offenders reported that victims most frequently acted (also preferred their victims to act) friendly (72% preferred and 82% actual) and attentive (61% preferred and 52% actual) when they first met them. In addition, molesters reported finding victims to be polite (47% preferred and 45% actual) and cooperative (58% preferred and 44% actual). Fifty one percent (preferred) and 57% (actual) of non-incestuous molesters reported that their victims were talkative ($X^2=5.11$, $p<.01$ and $X^2=7.09$, $p<.01$). Molesters reported, less frequently, that their victims also acted shy (27% preferred and 31% actual) and passive (27% preferred and 24% actual). Offenders responded that they preferred children that they were interested in picking up as sex partners to act as their previous victims had acted. (See Table 45.)

Table 43

Victim's Facial Appearance and Absolute Frequency

Facial Appearance		Absolute Frequency	
		Preferred	Actual
<u>Hair Length</u>	Long Hair	39	17
	Medium Length Hair	39	15
	Short Hair	10	0
<u>Hair Color</u>	Blonde Hair	57	38
	Brown Hair	41	24
	Black Hair	25	9
	Red Hair	0	2
<u>Eye Color</u>	Blue Eyes	61	44
	Brown Eyes	32	27
	Green/Hazel Eyes	19	8
	Black Eyes	9	4
<u>Skin Color</u>	Light Skin	46	34
	Freckled Skin	7	3
	Tanned Skin	47	28
	Dark Skin	15	9

Table 44
Victim's Physique and Absolute Frequency

Physique	Absolute Frequency	
	Preferred	Actual
<u>Size</u> Skinny	0	0
Thin	18	15
Average	48	38
Chubby	2	2
Fat	0	0
Doesn't Matter	12	0
<u>Height</u> Short	2	2
Medium Short	12	9
Medium	27	32
Medium Tall	13	4
Tall	5	3
Doesn't Matter	22	0

Table 45

Victim's Behavior During Initial Encounter and Absolute Frequency

Behavior	Absolute Frequency	
	Preferred	Actual
Passive	23	20
Friendly	70	62
Polite	40	38
Sexy	32	19
Cooperative	49	37
Attentive	52	44
Talkative	36	36
Aggressive	9	9
Shy	23	26
Bratty	4	4
Cold	3	3
Resistant	3	7
Ignores You	2	1
Quiet	20	14
Lonely	2	3
Vulnerable	2	2
Needy	1	0
Confused	1	0
Curious	6	6
Trusting	2	0
Naive	0	0
Frightened	1	2
Sad	0	1

"Turn-offs". Seventy-six percent of all molesters responded that they would be "turned off" by children who said that they would tell someone about the offender and the molest. Fifty-eight percent of the molesters reported that they would be "turned off" by children who made confrontive responses such as "What are you doing?" or "What do you want with me?" In addition, molesters reported being "turned off" by verbally abusive (47%) and uncooperative (41%) children. Non-incestuous molesters felt that bratty, unfriendly children (40%, 13% of incestuous, $X^2=4.87$, $p<.05$) and emotionally upset children, crying, screaming or scared (43%, 13% of incestuous offenders, $X^2=5.76$, $p<.05$), would turn them off. (See Table 46.)

"Turn-ons". Molesters reported that they were "turned on" by several behaviors exhibited by children such as friendly (82%), trusting (72%), responsive (63%), innocent (61%), good-humored (56%), and non-threatening (54%). (See Table 47.)

Willing victim behavior. Offenders reported that children who became willing victims were affectionate (65%), friendly (61%), attentive (60%), and promiscuous (45%). According to 80% of the non-incestuous and 52% of the incestuous offenders, willing children were responsive, they did what was asked ($X^2=5.02$, $p<.05$). In addition, the majority of non-incestuous offenders indicated that willing children acted relaxed (63%) and seemed to enjoy their company (74%). Incestuous offenders reported these responses less often (relaxed 30%, $X^2=5.84$, $p<.05$ and enjoyed company 48%, $X^2=4.21$, $p<.05$). (See Table 48.)

Unwilling victim behavior. In contrast, 36% of the offenders reported that unwilling children were unresponsive, that they did not do what was asked, and that they also would ignore the molester. Non-incestuous offenders mentioned that unwilling children would pull away (71%) and say "no" statements (60%) such as "Don't touch me" and "I can't talk to strangers." Fewer incestuous offenders mentioned these behaviors (pull away 22%, $X^2=8.22$, $p<.01$

and "no" statements 35%, $X^2=7.60$, $p<.01$). (See Table 49.)

Offender Appearance

Offenders frequently wore jeans (61%), T-shirts (51%), and tennis shoes (50%) when trying to pick up their victims. Shorts (17%), western shirts (16%) and western boots (24%) were selected, however less frequently. (See Table 50.)

Table 46

"Turn-off" Behaviors and Absolute Frequency

Behaviors	Absolute Frequency
Verbally Abusive	40
Confrontive	49
Tell Someone	65
Talk About Girls	11
Religious Talk	18
Rejects You	32
Ignores You	28
Mean/Aggressive	18
Bratty/Unfriendly	29
Emotionally Upset	31
Uncooperative	35
Disrespectful	23
Rejection Responses	13
Nosey Questions	3
Run Away	5
Seductive	4

Table 47
"Turn-on" Behaviors and Absolute Frequency

Behaviors	Absolute Frequency
Seductive/Aggressive	26
Friendly	70
Responsive	55
Talkative	26
Good-Humored	47
Respectful/Polite	42
Trusting	61
Innocent	50
Easily Controlled	57
Inferior	31
Non-Threatening	45
Novelty	33

Table 48

Willing Victim's Behavior and Absolute Frequency

Behavior	Absolute Frequency
Responsive	57
Attentive	51
Relaxed	46
Affectionate	55
Friendly	52
Enjoy My Company	56
Promiscuous	38
Sad/Lonely	1
Approached Me	3
Curious	1

Table 49

Unwilling Victim's Behavior and Absolute Frequency

Behavior	Absolute Frequency
Say "No"	42
Pull Away	47
Ignore You	31
Unresponsive	31
Tell Someone	4
Run Away	4
Emotional Upset	4
Mean Looks	2
Restless/Jumpy	1

Table 50
Offender Appearance and Absolute Frequency

	Appearance	Absolute Frequency
<u>Shoes</u>	Western Boots	15
	Tennis Shoes	31
	Dress Shoes	6
	Loafers	3
	Boots	4
	Sandals	1
	Barefoot	2
<u>Pants</u>	Jeans	33
	Slacks/Pants	8
	Corduroys	4
	Shorts	9
<u>Shirts</u>	T-Shirts	25
	Western Shirts	11
	Tank Tops	3
	Dress Shirts	4
	Sport Shirts	6

Transportation

According to offenders, the preferred way to meet their victims was walking (65%, N=49). Non-incestuous offenders reported several ways they met their victims. Fifty-seven percent of the offenders mentioned walking (22% of incestuous offenders mentioned walking, $\chi^2=7.09$, $p<.01$), 37% mentioned cars (9% of incestuous offenders mentioned cars, $\chi^2=5.86$, $p<.05$), and 31% mentioned bicycles (none of the incestuous offenders reported using bicycle, $\chi^2=8.92$, $p<.01$). (See Table 51.)

Table 51

Means of Transportation and Absolute Frequency

Transportation	Absolute Frequency	
	Preferred	Actual
Walking	32	40
Car	7	23
Motorcycle	3	6
Van	1	3
Bicycle/Moped	4	16
Public Transit	0	8
Boat	2	0
No Answer	36	0

Foreknowledge of Victim and Parents

Foreknowledge of victim. When subjects were asked about the type of information they would like to know about a child before they made their approach, several responses were given. Most offenders reported wanting to know if the child was going to cooperate (71%). Sixty-seven percent of all offenders wanted to know if the child would tell someone about the molest. Subjects reported that they would like to know if the child was lonely (56%),

unhappy or troubled (56%). Forty-seven percent of the offenders wanted to know about the child's interests and 38% percent of the offenders were concerned about the child's age. In addition, offenders reported that information about the child's sexual knowledge (51%), sexual experience (42%), and prior molests (34%) would also be important information to have before approaching the child. More non-incestuous offenders reported being concerned with cooperation (94%) than incestuous offenders (48%, $X^2=16.36$, $p<.01$). Fifty-four percent of the non-incestuous molesters wanted to know if the child was alone or being watched, while only 26% of incestuous molesters indicated this concern ($X^2=4.50$, $p<.05$). (See Table 52.)

Foreknowledge of parents. Before approaching a child, subjects mentioned that they would like to know if the parents were living together or separated (51%) and if they had a happy or unhappy family life (39%). Nineteen percent of the offenders wanted to know about the parents' occupations. Non-incestuous offenders mentioned that they wanted to know about the location of the parents (40%) and if they were watching their child (49%). Fewer incestuous offenders said that they wanted this information (parent's location 9%, $X^2=6.81$, $p<.01$ and parent's watching 22%, $X^2=4.24$, $p<.05$). (See Table 53.)

Offender Approach Behavior

Approaches used for first encounters. Approaches to children were investigated in several questions. Asking personal questions (e.g. "What is your name?" or "How old are you?") was the approach mentioned most often by non-incestuous offenders (51% preferred and 69% actual). Few incestuous offenders reported using this approach (17% preferred, $X^2=6.83$, $p<.01$ and 26% actual, $X^2=10.03$, $p<.01$). Non-incestuous offenders reported using "Do you know" questions (e.g. "Do you know where Post street is?" or "Do you know where the Smith's live?") significantly more often than incestuous offenders (9% preferred, $X^2=4.04$, $p<.05$ and 13% actual $X^2=10.02$, $p<.01$). For subjects in general, compliments (33% preferred and 45% actual), bribes (27% preferred

Table 52

Foreknowledge of the Victim and Absolute Frequency

Knowledge	Absolute Frequency
Cooperative/Responsive	60
Tell Someone	57
Someone Watching	36
Age	32
Interests	40
Sexual Knowledge	43
Prior Molests	29
Sexual Experience	36
Lonely	48
Smart	24
Unhappy/Troubled	48

Table 53

Foreknowledge of Parents and Absolute Frequency

Knowledge	Absolute Frequency
Occupation	16
Parents Watching	38
Parents' Location	28
Happy or Unhappy Family	33
Marital Status	43

and 45% actual), and "Do you like" questions (29% preferred and 40% actual) were several approaches mentioned. In addition, 29% of the molesters reported that they preferred to ask a child for favors such as "Can you help me find my dog?" When asked to report about the approaches used on their victims, bribes (25%), compliments (13%), sex talk (12%), personal questions (9%), and secrets/surprises (9%, e.g. "I've got a surprise to show you," and "This will be our little secret") were mentioned by both types of offenders. (See Table 54.)

Table 54

Approaches Used for First Encounters and Absolute Frequency

Approaches	Absolute Frequency	
	Preferred	Actual
Personal?	39	50
Like?	25	34
Bribes	23	38
Know?	21	28
Favors	25	0
Compliments	28	38
Sex Talk	0	3
Friend Of The Family	6	0
Talk About My Interests	0	2
Take Their Picture	1	0

Approaches by age of the victim. With respect to young victims, the most common approach reported by offenders was friendliness (74% preferred and 64% actual). Other approaches mentioned by offenders were manipulation (51% actual), touching (51% actual), bribes (36% actual), "Do you like" questions (40% actual), and simply playing with them (64% actual). Non-incestuous

molesters reported several approaches that may be used on young victims. Sixty-three (preferred) and sixty-nine percent (actual) of non-incestuous molesters mentioned using personal questions on young children while only 4% (preferred) and 35% (actual) of incestuous molesters mentioned this approach ($X^2=19.86$, $p<.01$, preferred and $X^2=5.34$, $p<.05$, actual). (See Table 55.)

Table 55

Approach Behaviors for Young Victims and Absolute Frequency

Approaches	Absolute Frequency	
	Preferred	Actual
Magic Tricks	8	0
Bribes	31	31
Directness	16	0
Like?	34	0
Friendliness	63	54
Personal?	36	43
Play With Them	54	0
Talk About Myself	2	0
Manipulate	1	43
Touch Them	0	43
Parental/Authority	0	19
Know?	0	1

The most frequent approach mentioned for older children was friendliness (65% preferred and 59% actual), followed by manipulation (45% actual), touch (45% actual), bribes (39% preferred and 36% actual), and hitching (27% preferred). Non-incestuous offenders reported "Do you know" questions (34% preferred and 40% actual) more often than incestuous offenders (9% preferred, $X^2=4.96$, $p<.05$ and 9% actual, $X^2=6.81$, $p<.01$). In addition, 66% of

non-incestuous molesters and only 35% of incestuous molesters reported preferring "Do you like" questions when approaching older children ($X^2=5.34$, $p<.05$). (See Table 56.)

Table 56

Approach Behaviors for Older Victims and Absolute Frequency

Approaches	Absolute Frequency	
	Preferred	Actual
Hitching	23	0
Bribes	33	28
Force	8	0
Know?	22	24
Friendliness	55	46
Directness	17	0
Like?	43	0
Touch Them	0	30
Manipulate	0	38

Techniques and styles. The most commonly reported "one-liners" were compliments (47%), for example, "Boy you have pretty eyes," and sympathy (18%), for example, "My daughter just died. Would you be my daughter?" "One-liners" most commonly mentioned by non-incestuous offenders included: a) personal questions (63%, incestuous offenders 17%, $X^2=11.60$, $p<.01$); b) bribes (46%, incestuous offenders 17%, $X^2=4.93$, $p<.05$); c) "Do you like" questions (51%, incestuous offenders 22%, $X^2=5.11$, $p<.05$); d) "Do you know" questions (37%, incestuous offenders 9%, $X^2=5.86$, $p<.05$). (See Table 57.)

In addition, molesters were asked to report on the "MO'S" which worked on their victims. Molesters reported that the approaches which worked best on

Table 57
 "One-liners" and Absolute Frequency

"One-liners"	Absolute Frequency
Like?	34
Compliment	40
Bribes	36
Sympathy	15
Know?	22
Personal?	42
Sex Talk	4

Table 58
 "MO'S" Approaches and Absolute Frequency

Approaches	Absolute Frequency
Like?	2
Bribes	13
Friendliness	14
Talking	1
Compliments	7
Touching	6
Sex Talk	4
Sympathy	1
Directness	2
Threaten	6

their victims were friendship (16%), bribes (16%), compliments (8%), and touching (7%). (See Table 58.)

A final question asked offenders to indicate the order in which they would use various approaches on children. Asking personal questions was selected clearly as the first step (52%, N=71). The most frequent responses for the following steps were: Step 2 (N=68), "Do you know" questions (22%) and compliments (15%); Step 3 (N=65), "Do you like" questions (25%), "Do you know" questions (17%), and bribes (15%); Step 4 (N=55), compliments (29%) and "Do you like" questions (13%); Step 5 (N=42), sympathy (10%), personal questions and "Do me a favor" questions (both were 7%), at this point the person would have the child (36%); Step 6 (N=28), sympathy (18%) and "Have" the child (39%); Step 7 (N=16), threaten (19%) and "Have" the child (31%); Step 8 (N=13), threaten (23%) and "Have" the child (69%). (See Table 59.)

Offender's response to rejection. In situations where the child's response to an offender's approach was "ignored and walked away" or "refused to go with you," 83% of all molesters reported that they would leave the child alone, while 11% of the molesters would try again. Only 6% of all subjects responding indicated that they would use force. (See Table 60.)

Testing victims. When testing children, 44% of the offenders reported acting friendly while 29% of the offenders reported that they would touch the child as a test of cooperation. Twenty percent of the offenders mentioned that they would ask the child directly for what they wanted to see their reaction. (See Table 61.)

Getting the victim alone. Molesters reported using secrets and privacy (38%) such as "I want to tell you a secret, come over here" or "I want to show you something, but it's got to be in private", as a way to get their victim alone. In addition, molesters mentioned bribes (35%), acting as a friend of the family (13%), and simply following the child until the moment he/she was alone (16%) as other means of getting the victim alone. Fifty-seven percent of

non-incestuous offenders mentioned that they waited for a child who was alone, while only 9% of incestuous offenders waited for a child alone ($\chi^2=13.84$, $p<.01$). (See Table 62.)

Types of material bribes. The most frequently mentioned bribe used by offenders was money (53%), followed by food and candy (36%), toys and games (33%), movies (22%), drugs and booze (19%), and tickets to shows, games, concerts, etc. (18%). New clothes (11%) and live animals (9%) were mentioned by offenders less frequently. (See Table 63.)

Table 59
Steps, Approaches and Absolute Frequency

Step	Approach	Absolute Frequency
Step 1		
	Personal?	37
	Favor?	8
	Bribe	3
	Know?	6
	Like?	8
	No Answer	14
Step 2		
	Personal?	8
	Favor?	8
	Bribe	4
	Know?	14
	Like?	15
	Compliment	10
	Sympathy	2
	"Have" The Child	9
	No Answer	17

Table 59 (continued)

Step	Approach	Absolute Frequency
Step 3		
	Personal?	3
	Favor?	3
	Bribe	10
	Know?	11
	Like?	16
	Compliment	8
	Sympathy	9
	"Have" The Child	7
	Threaten	2
	No Answer	20
Step 4		
	Personal?	5
	Favor?	3
	Bribe	5
	Know?	3
	Like?	7
	Compliment	16
	Sympathy	4
	"Have" The Child	9
	Threaten	1
	No Answer	30

Table 59 (continued)

Step	Approach	Absolute Frequency
Step 5		
	Personal?	3
	Favor?	3
	Bribe	8
	Know?	1
	Like?	1
	Compliment	2
	Sympathy	4
	"Have" The Child	15
	No Answer	43
Step 6		
	Personal?	1
	Favor?	2
	Bribe	1
	Like?	1
	Compliment	2
	Sympathy	5
	"Have" The Child	11
	Threaten	1
	No Answer	57

Table 59 (continued)

Step	Approach	Absolute Frequency
Step 7		
	Favor?	2
	Bribe	1
	Compliment	7
	Sympathy	2
	"Have" The Child	5
	Threaten	3
	No Answer	69
Step 8		
	"Have" The Child	9
	Threaten	3
	No Answer	72

Table 60
Offender's Response to Rejection and Absolute Frequency

Response	Absolute Frequency
Use Force	4
Try Again	7
Leave Child Alone	52

Table 61
Behavior to Test Victims and Absolute Frequency

Behavior	Absolute Frequency
Friendliness	24
Touch Child	16
Directness	11
Favors	2
"Trust Me"	2

Table 62

Behaviors to Get the Victim Alone and Absolute Frequency

Behavior	Absolute Frequency
Bribe	30
Friend Of The Family	11
Secrets/Privacy	32
Wait For A Child Alone	31
Follow The Child Until Alone	14
Offer The Child A Job	4

Table 63

Types of Material Bribes and Absolute Frequency

Bribes	Absolute Frequency
Money	45
Food/Candy	31
Toys/Games	28
Live Animals	8
Jewelry	7
Movies	19
Clothes	9
Tickets	15
Drugs/Booze	16
Activities	5
Magic Tricks	2
Weapons	1

DISCUSSION

Several behavioral programs designed to prevent child molestation rely heavily on accurate knowledge of child molester behavior. The focus of these programs has been teaching children appropriate responses to approaches of strangers. However, there is little information about the approach behaviors of molesters. The purpose of this study was to gather information on preferences and approach behaviors used by incarcerated child molesters, which could then be used to revise presently available abduction and molestation prevention training programs (Agras, et. al Note 1; Agras, et al., Note 2, Ballard, et al. Note 3). It was hoped that by doing this we might better prepare children for approaches of strangers by training them with examples of actual molesters' behaviors.

Reliability of the Questionnaire

In general, subjects were found to respond consistently to similar questions throughout the questionnaire. This suggests that answers overall were based on the molesters' responses to the content of the questions rather than other demand characteristics of the testing situation.

Offender Characteristics

Offender status. In order to train children to avoid approaches from strangers it was important to have as many non-incestuous subjects as possible. The majority of the subjects were involved in non-incestuous crimes. Since the population from which the sample was drawn consisted primarily of incestuous offenders and subjects were obtained on a volunteer basis, it was impossible to have a sample made up of strictly non-incestuous offenders. Incestuous offenders were used in order to have a large sample. They were informed that the questionnaire was designed for non-incestuous offenders. For those questions which did not relate to them, they were instructed to answer the questions as best they could by thinking of what might happen if they were in that situation. Therefore, differences in responding that occurred between the

two groups of offenders were reported. In general, non-incestuous and incestuous offenders were found to have responded similarly to the majority of questions. In the experimenter's opinion, differences in responding between the two types of offenders may be inherent in the type of offense. The experimenter believes that these differences may be explained as follows: most incestuous crimes involve the offenders' own children and usually there are not that many children in the home to molest. In contrast, non-incestuous offenders have more children available to them, and they will find those children in a variety of different locations which are outside the home. In addition, the experimenter believes that children who are allowed to play outside unsupervised will tend to be older. Furthermore, parents have the tendency not to watch their male children as carefully as they would their female children. As a result, the children most commonly available to non-incestuous offenders are older boys. Finally, non-incestuous offenders reported approaching children by starting a conversation asking the child personal questions and "Do you know" questions. Most incestuous offenders did not mention using these approaches and since they were familiar with their victims, these questions would be irrelevant and unnecessary.

Age. The most frequent age of the molesters was reported to be between 32 and 35 years. The ages of all the subjects ranged from 19 to 60 years.

Marital status. The majority of non-incestuous offenders reported being single, while the majority of incestuous offenders reported being married or divorced. Since incestuous offenses usually involve a molest of a child or stepchild, it could be expected that most such offenders would be or have been married.

Treatment time. When the information of this study was gathered the average treatment time for offenders at Atascadero State Hospital had been 1.5 years. The treatment time of offenders ranged from a few months to 9 years.

Number of victims. For subjects that participated in the questionnaire the average number of victims per offender was 8. However, the majority of offenders reported having molested 2 children. For the 85 subjects answering the questionnaire the number of victims ranged from 0 to 60. Non-incestuous offenders reported molesting five or more children, while only a small percentage of incestuous offenders reported molesting as many.

Number of years molesting. The number of years involved with molesting children from the offenders sampled in the questionnaire ranged from months to 53 years. However, the figures reported in the upper part of this range are questionable, since the oldest reported age of a molester was 60 years. It is possible that several subjects may have misread the question. For the subjects sampled in the direct interview, the number of years involved with molesting ranged from months to 26 years. The most common response to this question for both groups sampled was 4 years.

Characteristics of the Victim

Age. The median age of the child victims was found to be between 9 and 12 years. A large number of the victims of non-incestuous crimes tended to be older, about 9 years or more.

Sex. According to the literature reviewed here, girls were found to be molested more frequently than boys. However, the present results show that the victims' sex was fairly evenly distributed between boys and girls. When offenders were asked if they preferred boys or girls, the majority of offenders in the interviews selected girls. One offender told the experimenter that most of his victims were boys because they were more available and that parents had a tendency not to watch them as carefully as girls. However, he mentioned preferring girls. In the questionnaire the majority of non-incestuous offenders reported preferring boys, while the majority of incestuous offenders reported preferring girls.

Company. Most of the offenders mentioned that they liked to approach children who were alone. Several offenders explained that if the child was alone then the chances of getting caught or recognized were less. Other offenders mentioned that they liked to approach a child who was with other children. These offenders explained that children and parents are less suspicious of an adult male talking and walking with a group of children. Futhermore, it was explained, a child was more likely to go places with a stranger if his/her friends were there. Finally, the offenders asserted, "Once a group of children trusted you it was just a matter of getting the child you wanted alone." The data reported for the actual cases of molests paralleled closely the data on the offenders' preferences in this area.

Location of the Victim

The available literature discusses the places where the actual molests were reported to have occurred. However, for the purpose of a prevention program it was important to find out where the first meetings between offenders and victims occurred, whether or not they were the actual locations of the molest. The majority of incestuous offenders reported that they found their victims at home. However, since non-incestuous crimes usually involve strangers, such molesters must go and look for their victims. Offenders at the hospital called these offenders "predators." The most common place to find a child was a park, followed by schoolgrounds, streets and alleys, stores and malls. Other places mentioned to find children (usually alone) were arcades, beaches, pools, rivers, lakes, amusement places (e.g. fairs and bazaars), and recreation centers (e.g. skating rinks and bowling alleys).

Physical Appearance of Children

Clothes. The majority of offenders reported being sexually aroused by children who wore shorts, bathing suits, dresses and skirts. From listening to the subjects in the direct interviews describe the clothes children wore that aroused them, it was the experimenter's opinion that their descriptions could

have easily been that of clothing for an adult. For example, one subject said that he was attracted to girls that wore tight fitting jeans and skimpy bathing suit tops. Another offender reported being aroused by his daughter when she ran around the house in only her underwear. It would be fairly safe to assume that an adult male would also report being aroused by a woman wearing tight fitting jeans or a skimpy bathing suit top or walking around in only her underwear.

Facial appearance. The majority of offenders reported preferring children with long blonde hair, blue eyes, and fair skin. The majority of non-incestuous offenders mentioned that they liked children with medium length hair.

Physique. Children that were of average size and medium height for their age were preferred by the majority of the offenders.

Behavior of Victims

Initial encounter. According to offenders, children who became victims usually acted friendly when they first met. Victims were reported to have acted attentive, that is they seemed to listen to every word that was spoken. In addition, the offenders reported that their victims were talkative, polite, and willing to do whatever was asked of them. Offenders in the direct interview liked a child to act passive and shy, but talkative when they first met.

"Turn-offs". Offenders reported being "turned off" sexually by children who threatened to tell, or children that were confrontive and questioned what they were doing. Offenders reported being "turned off" sexually when a child became emotionally upset, bratty or verbally abusive (e.g. calling the molester names or using bad language).

"Turn-ons". The majority of offenders mentioned that they were "turned on" sexually by children who were friendly and affectionate. Offenders in the questionnaire reported being "turned on" by children because they were

trusting, innocent, fun-loving and socially non-threatening. Subjects in the direct interview explained that they would be sexually "turned on" when children became physical and provocative. Many offenders said that they became aroused when children would sit on their laps, hug and kiss them. Other offenders mentioned that children would stand with their hands on their hips and walk provocatively in front of them.

Willing child behavior. Offenders reported that they knew that a child would be a willing victim when he/she acted friendly and affectionate and paid attention to what was being said to him/her. In addition, offenders reported that these children would be responsive and cooperative (they would do whatever was asked). Other offenders said that they knew that a child would be a willing victim if the child was physical and promiscuous. According to the offenders, promiscuous meant that the child either had a reputation of being molested or that the child mentioned having a lot of sexual experience. Non-incestuous offenders mentioned that a willing child seemed to be relaxed and enjoy their company.

Unwilling child behavior. According to the molesters, unwilling children would either ignore them or they would be unresponsive (they would not do anything that was asked of them). Non-incestuous offenders described an unwilling child as a child that would pull away and say "no" statements such as "I can't talk to you, you're a stranger" and "Don't you touch me."

Offender Appearance

The majority of offenders reported wearing jeans, T-shirts and tennis shoes when trying to pick up their victims. Subjects in the direct interviews explained that they would wear the same clothes that they wore every day around the house.

Transportation

Molesters reported in the questionnaire that the best way to meet their victims was while walking. However, molesters interviewed directly felt that

the best way to meet children was while driving a car. Several molesters explained that by using a car you could get away faster, plus you could travel to places far from where you lived. Others explained that a fast, flashy car usually attracted children.

Foreknowledge of Victim and Parents

Foreknowledge of victim. Offenders were asked to imagine that if they could know anything about a child they were thinking of molesting, but had never met, what would it be. Offenders wanted to know if the child would cooperate and not tell. One offender explained that if the child was not going to cooperate and only give him a "hard time," that, "I would not waste my time." Another offender said that for his own safety he would want to know if the child would tell his parents and get him in trouble. Non-incestuous offenders wanted to know if the child was alone or being watched.

Offenders also wanted to know if the child was lonely, unhappy and troubled. Several offenders explained that lonely, unhappy children were looking for a friend and someone to love them. These children usually were the best type of victims. The child's interests (likes) were mentioned by offenders as another piece of information that would aid them in their molests. In addition, offenders reported wanting to know about the child's sexual history, for example, how many times had the child been molested, did the child know about sex and had the child had sexual experiences. One offender said that a child who had been molested several times was not likely to cause problems. Another offender told of an incident when he was taking care of a neighbor's little girl, who at bed time climbed into his bed naked; when asked what she was doing she replied that she knew that if she did not sleep with him, he would throw her out and not watch her as other sitters had threatened.

Foreknowledge of parents. Non-incestuous offenders mentioned that if it were possible, they would want to know where the parents were and if they were watching their child, before they made their approach. Subjects mentioned that

they wanted to know if the parents were divorced or separated. Several subjects said that they would like to know if the child had a father living at home for several reasons. A child without a father was likely to be looking for a father figure. Several subjects said that they would move in with the mother to get to the child. Other subjects said that if the father was missing then he could not harm them.

Offenders reported that they would like to know if the child's family had a happy or unhappy life. One offender explained that a family with problems usually did not have time to love their child and this would make things easier for the molesters. He said, "Molesters love to love kids and I don't mean physically."

Offenders mentioned that they would like to know the parents' occupations. Several offenders said they wanted to know if the father was a policeman or a lawyer, because if the father was involved with the law they would not approach that child. One offender explained that one child he had approached told him "You better get out of here, my dad's a cop." When he heard that he ran.

Offender Approach Behavior

Approaches used for first encounters. Non-incestuous offenders reported that when they met a child for the first time they would start a conversation by asking the child personal questions. In addition, non-incestuous offenders mentioned that they would ask a child they had just met "Do you know" questions. One offender said that when he first met a child he would ask him/her what he/she was doing. If the child answered, he would then ask the child his/her name and then his/her age. One subject explained that he would usually drive up and ask the child if he/she knew where a certain street was. He went on to say, "Kids love to show you how much they know." Most incestuous offenders did not mention using these approaches; since they were familiar with their victims, these questions would be irrelevant and unnecessary.

For both types of offenders, compliments, bribes and "Do you like" questions were three approaches mentioned. One offender said that he would walk up to a little girl and tell her how pretty she was, and if it was a little boy, he would tell the boy how strong and big he looked. Another offender said that it was important to find out about the child's interests, and this information would give him something with which to gain the child's cooperation.

Other approaches mentioned were secrets and surprises, sex talk, and asking for favors. One offender said that children cannot resist secrets or surprises, that all you had to do was tell them that you wanted to show them a surprise, but that it had to be a secret. According to several offenders, when they first met their victims they talked about sex-related things. For example, one offender said that he would ask his victims if they had ever been kissed, and would they like to be kissed, or if they had ever seen or touched an adult's genitals and would they like to. Another offender said that children love to help and be needed so you ask them to do you favors.

Approaches by age of the victim. Most of the approaches used on younger and older victims were the same. Friendliness, manipulation, touching, and bribes were the approaches mentioned for all children. However, for younger children, offenders mentioned that they would simply play with the child and/or they would ask "Do you like" questions, for example, "Do you like ice cream" or "Do you like to play games," etc. For older victims, offenders mentioned that they would offer rides to children that were hitching (usually children that hitch are older). Non-incestuous offenders reported using personal questions and acting as an authority figure with young children, while with older children they would use "Do you know" and "Do you like" questions.

One offender told the experimenter that with his young victims he usually said that he was a policeman and that he was arresting the child. He mentioned that with older victims this approach would not work because "they are smarter

from watching too much T.V."

Techniques and styles. When asked about the "one-liners" used on children, the answers given seemed similar to "one-liners" that a man might use on a woman. Offenders mentioned that compliments and sympathy worked on children. Several offenders suggested complimenting and praising children: "They love and need this because they never get this from their parents." One offender said the line that worked for him every time was "I am so lonely. You see, my daughter has just died and you look just like her, would you please talk to me?" Non-incestuous offenders mentioned that personal questions, bribes, "Do you like" and "Do you know" questions were "one-liners" that worked for them.

Several of the most commonly mentioned "MO'S" which worked for molesters were friendship, bribes, compliments, and touching.

Offenders were asked to tell the experimenter the steps to follow if one wanted to pick up a child. According to offenders, the first thing a person should do is ask the child some personal questions. Once the child has answered, then you could ask the child about his/her interests, if he/she knows where someone lives, or you could compliment him/her. At this point one could either bribe the child with something he/she likes, get him/her to feel sorry for you or have the child do you a favor. Usually at this point, you would have the child; however, "if all else fails you could threaten."

Offender's response to rejection. Since most prevention programs teach children to ignore and walk away from strangers, the experimenter wanted to know how the offenders would respond to this behavior. Most offenders said that they would leave the child alone. Several offenders said that they would try to approach the child again. A total of five offenders stated that they would use force.

Testing victims. To test a child to see if that child would be a willing victim, offenders mentioned that by being friendly and touching the child, they would check the child's reaction and know if he/she would cooperate. One offender said that with his victims he would place his hand on the child's knee. If the child let his hand stay there the offender would move his hand slowly up the child's leg in steps, while checking the boy's reaction.

Getting the victim alone. On many occasions, molesters must get a child victim to accompany them to a secluded place. Molesters reported using bribes, secrets and privacy, and posing as a friend of the family as means of getting the child alone. Several molesters said that they would offer the child something which they must go together to a store to buy. One molester explained that with his victim he said that there was a secret he had to tell the child, but no one else should hear it, therefore the two of them must go to the bushes and hide. A molester explained that with his victims he would pose as a friend of the family. He would approach a child and say that his/her mother was extremely mad at the child and had sent him to pick up the child.

Types of material bribes. In many of the situations of a prevention program, bribes are depicted. Therefore, offenders were asked about the type of material bribes that they had offered children. Money was the most commonly mentioned bribe. Offenders mentioned offering children toys and games, food and candy, activities (e.g. movies, camping, boating, etc.), drugs and "booze," clothing, and live animals.

Limitations of the Study

Questions and answers. In the experimenter's opinion, by reading the answers given by some of the subjects, there seemed to be a lack of understanding of what was being asked in the questions. In addition, several subjects used the spaces provided for the free response questions in the questionnaire to justify molesting children, in the process electing not to answer the questions. Some of the subjects mentioned that the questions were

repetitive, and it seemed to the experimenter that in response they tried to vary their answers. While inputting the results of the questionnaire into the computer, the experimenter made the mistake of coding no answers the same as a "no" response, therefore inflating the size of N in a few cases. Therefore in these cases, when obtaining a percentage, a question where only 55 offenders responded was treated as if all 85 subjects had responded.

Sampling problems. It is important to understand that the information obtained in this study was limited since the sample consisted of incarcerated child molesters who volunteered to participate, and it should not be assumed that the findings were representative of child molester behavior as a whole. Differences in approach behaviors may exist between incarcerated and non-incarcerated child molesters, and those differences may account for certain molesters' success in avoiding detection. In addition, given the fact that the subjects sampled were from a captive population, the motivations behind their participation in the study might have been questionable. Furthermore, since questions either asked what was preferred or what actually happened, problems with reliability may be the result of the way the questions were written. For example, an offender might have said that he preferred children who were quiet, however he may have said his victims were talkative.

The Ideal Victim

Since the focus of this study was to find information concerning preferences and approaches of strangers, the following section will be a description of the ideal child victim as viewed by non-incestuous molesters. In summary, from the results obtained from the non-incestuous offenders sampled, the ideal child victim would be a boy between 9 and 12 years old who has medium length blonde hair, blue eyes, and fair skin. He would be of medium height and average size, wearing shorts. Upon the first encounter with the offender he would be friendly and talkative. The offender would know that he would be a willing victim because he would act provocative, promiscuous and

physical. Furthermore, he would be willing to do whatever was asked of him and he would never tell anyone about what happened. The child would know about sex either because of prior sexual experiences or prior molests. He would be a lonely child from an unhappy family.

Ideal Approach

In summary, from the results of this study, the ideal approach that a molester might use could be broken down into the following steps:

1. The molester would spot a child that is alone.
2. He would approach that child saying, "What are you doing? What's your name? My name's Joe. Do you live around here?"
3. "Do you know where the school is?"
4. "Boy, you're not only pretty, you're also smart!"
5. "How about showing me the school and then we could go get some ice cream or something, ok?"
6. "You know, I feel really sad. Nobody likes me. You like me don't you? How about being my best friend?"
7. "Want to do me a big favor? Help me find my dog."
8. According to only a few offenders, if all of the other steps fail then you could always say to the child, "If you don't come with me right now I'll kill you. Get moving."

The Incarcerated Child Molester

Several observations about incarcerated child molesters presented here resulted from the experimenter's multiple contacts with the subjects of the study.

The experimenter had many opportunities to talk informally with staff and molesters, individually and in groups, about the molester, his crime and his views. All of the following statements and conclusions are derived from the data collected in this study, including summaries of conversations with molesters.

Social skill level. As stated in the introduction, the general profile of a child molester was one of a non-violent man, one who avoids adult sexual relations out of fear of rejection. The molester feels inadequate and/or inferior around his peers, and any adult social contact may be associated with fear. The experimenter found that in many cases, subjects reported being unable to deal with adults in an adequate and satisfying manner. In the experimenter's opinion, there seemed to be a similar theme running through subjects' histories with adult relationships, one of rejection, humiliation, and punishment. As a result these men seem to have stopped at an early age the development of needed social skills.

Molesters seem to lack the skills which enable them to compete with other adult men for appropriate female (male) relationships. As a result, they turn to children for love, affection and sexual gratification. One offender explained that molesters truly love children, in the same way that a man would love a woman (or a man would love a man). He mentioned that even though he has been through treatment and counseling, children will never lose their reinforcing and fulfilling value; in his words, "They will never turn me off to children." However, he knows that he must find gratification and fulfillment through socially acceptable means. This last sentiment seemed to summarize the feelings of the majority of offenders who talked to the experimenter. In the opinion of the experimenter, for many molesters, the fear of being caught again will be the only factor stopping the molester from molesting again.

The experimenter found that once the subjects felt comfortable and relaxed, they would explain that in their molests they were the victim of a provocative and seductive child who knew exactly what he/she was doing and why. One offender said, "She was asking me to do it." Offenders would explain that children would purposely sit on their laps and wiggle around just to arouse them. These offenders felt that they were approached by the child, who made them do what they did.

Many of the offenders' responses reflect this belief. Molesters reported that they were "turned on" by children who were seductive, provocative, promiscuous, and physical. Furthermore, the present data indicates that molesters were interested in the child's sexual experience, knowledge and prior molests. In contrast, several molesters mentioned that children were naive and innocent concerning sex, that many children in fact did not want acts related to sex. These offenders found it extremely easy to take advantage of children through manipulation by simply telling them that what they were doing was all right.

Friendship and emotional involvement with children and misperception of children's behavior. There is another side to the relationship between the offender and his victim which needs to be mentioned. Throughout many conversations, the experimenter found that offenders talked about the friendship and love relationship between themselves and their victims which had developed beyond the sexual aspect of the relationship. One offender said,

"My involvement with both of my victims was not only sexual, it was also emotional: I cared for both of them. They liked and cared for me as well and I liked that. I knew both of them for a relative (sic) long time before I molested them. What I am trying to say is that I could not relate sexually to a child unless there was (sic) emotional feelings, going both ways. These two boys gave me a sense of security and attachment."

As seen in the questionnaire and interview data, offenders reported that their victims were friendly, talkative, responsive and attentive when they first met. In addition, offenders reported asking personal questions and acting friendly with their victims. In the experimenter's opinion, the offenders' and victims' behaviors are examples of behaviors which are used when initiating a friendship between two strangers. On the other hand, there were molesters who did not

develop a friendship or love bond with their victims. These offenders approached and left their victims as strangers.

The experimenter feels that these men see much of children's behavior as if it were the behavior of adults; they view the innocent, uninhibited behaviors of children as premeditated and suggestive, while most adults view these same behaviors as cute and playful, even though normal adults would see those behaviors in another adult as premeditated and suggestive. In addition, offenders tended to develop a bond of friendship and caring with their victims, as friendships and caring commonly develop between adult sexual partners. In general, throughout this study the experimenter found many examples of behaviors existing between molesters and children that would exist between adult sexual partners.

Conclusion

The fundamental goal of this study was to provide data upon which to base revised and updated prevention programs to teach children how to avoid approaches from strangers. This study's results will hopefully provide some of the needed information about approach behaviors used by child molesters. According to the results, prevention programs that teach children to ignore and walk away or say "no" adequately train children to avoid approaches from strangers. It needs to be emphasized, however, that since the majority of offenders appear to approach children with behaviors used for making friends, such as personal questions, "Do you like" questions, etc., it may be difficult to develop a prevention program that will adequately train children to respond appropriately. As a result, prevention programs must find a way to teach children how to recognize approaches from inappropriate strangers without hampering their ability to make friends.

Further, the data presented here suggests that parents may also contribute to their child's molest by not caring enough for their child and/or not watching their child, and/or not caring about their child's activities

and/or whereabouts. For example, offenders have mentioned that parents have willingly left a child in their care. These men viewed this behavior as an open invitation to molest. Therefore, prevention programs must be developed to teach parents how to better care for their children, since their behaviors may contribute to both their child's vulnerability and safety.

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Appendix 1

Statement

The purpose of the interview and questionnaire is to measure the offenders' preferences for certain characteristics of the victim and the approach behaviors exhibited by the offenders.

Sample Initial Interview Question Pool

1. How old are you?
2. Are you married, divorced or unmarried?
3. What do you do for a living?
4. Who makes up your family?
5. Talking about children, what age group are you generally most interested in?
6. Do you prefer boys, girls or both?
7. Where are the places you can pick up children?
8. If you are looking for a child as a sexual partner, where do you usually go to find them?
9. Put in order the places you can find children from easiest to hardest.
10. In what particular way do you like the child to be dressed?
11. Are there certain clothes that children wear that catch your attention?
12. Tell me what color hair, eyes and skin you like the best for children.
13. Do you prefer children of any particular height and size?
14. Which children are easier to approach? For example, happy looking children, sad looking, crying, laughing, etc.?
15. How do you like children to act when you meet them? For example, shy, talkative, mean, quiet, etc.
16. How do children you pick up usually act toward you? For example curious, asking you a lot of questions, scared, etc.
17. What do children do that turns you off?

18. If a child ignores you and walks away, what do you do?
19. If a child refused to go with you or do what you want, what would you do?
20. Describe what the ideal child would be like to you.
21. Is there any particular way you dress when trying to pick up a child?
22. What kind of clothes do you think children like on you?
23. How do you usually act toward the children you are trying to pick up?
24. What do you say to the children?
25. In your opinion, what is the best thing someone can say to a child when trying to pick them up?
26. What do you usually do to attract a child?
27. What do you feel children like about you?
28. Are there any special things that you use to pick up children? For example, money, toys, etc.
29. What are some things you would say to younger children, that is, children 5 to 7 years old?
30. What are some things you would say to older children, that is, children 8 to 15 years old?
31. How do you approach younger children compared to how you approach older children?
32. How do you get children to cooperate?
33. Are there certain things you do depending on the age of the child?
34. How do you attract younger children?
35. How do you attract older children?
36. When trying to pick up children, how do you get there? For example, do you walk, drive, ride a bus, etc?
37. How often do you meet children when: walking, driving a car, riding a bicycle, on a motorcycle, riding a bus.

38. What means of transportation is the best to use when picking up children?
39. How often do you approach children who are: alone, with other children with an adult?
40. Why would you say children cooperate with strangers?

Appendix 2

INTRODUCTION

"My name is Laura-Lee Griffith, and I am a graduate student from the Psychology Department of the University of the Pacific in Stockton. I am doing my master's thesis on child molestation, and I am interested in interviewing you to obtain information that will help improve a prevention program designed to teach children how to avoid approaches from strangers. I am going to ask you questions about such things as your age, occupation, interactions with children, how you gain the cooperation of children, etc. Do you have any questions?"

Ethical and legal constraints

Since the subjects will vary according to their legal status, for example, those awaiting trial and psychological assessment, those awaiting sentencing, and finally those receiving treatment, they will not be asked about their committing offenses. They will be specifically requested not to make responses containing information concerning specific places, such as "Joe's Deli in Stockton," and names of victims or related parties. If these responses occur the subject will be reminded to avoid such answers. Subjects will be asked not to supply information about other possible offenders, such as "My friend Rich has molested about 50 girls and he is still out doing it." By avoiding such questions and responses the interviewer will not be placed in the position of possibly holding back important information from authorities and betraying the confidence of the subjects.

Appendix 3

Informed Consent FormWhat the researcher wants you to do:

The researcher is going to ask (or have you read) a number of questions. Each one is about the kind of children you like and how you get them to do what you ask so that you can have sex with them. She will not ask you about the actual sexual things you have done with children. She does want you to give honest answers.

What you, the patient, have to give:

The researcher will tape record your answers and take notes while you talk or will ask you to write your answers on a test form (questionnaire). You, the patient, will be able to answer all the questions in an hour. Any tape recording made will never leave Atascadero State Hospital and will be erased immediately following review of each tape.

What the researcher will do with your answers:

The researcher will collect all the answers she gets from all the patients in this study and find out what are the most common answers to each question. Your name will never be written down with your answers or in any other way connected with your answers.

What good could come from this study:

The researcher wants to teach children how to keep out of having sex with adults. If she can teach children some of the things a man might do to attract children's attention and get children's cooperation, it will be easier for them to avoid danger. You can help tell the researcher what to teach these children.

Are there other ways that I, the patient, can give the researcher the answers she wants?

For those patients getting the questionnaire you can say your answers into a tape recorder if you don't want to write your answers down. For those

in the interviews the researcher will not use the tape recorder if you don't want her to.

Can I ask questions?

Yes! The researchers will answer any questions you have about this study and how your answers will be used.

What risks will I, the patient, be taking if I participate in this study?

It is possible that you might feel some psychological discomfort as a result of talking about the subject of molesting children.

Can I, the patient, get out of the study even after I have started answering questions?

Yes, you, the patient, can stop anytime you wish to.

Will any patient names be used?

No! Your name nor any other patients' names will ever be written down with the answers. No one will ever be able to tell who gave which answers to the questions.

I, the patient, understand that medical care will not be provided should illness or injury occur as a direct result of participation in this study. I, the patient, also understand that there will be no compensation should harm result directly from participation in this study, and I understand that the researcher will not provide counseling should any psychological stress or harm occur as a direct result of participation in this study.

I have read everything on this form and understand it. I agree to participate.

Patient signature _____

Date _____

Ward _____

Appendix 4

Statement

The purpose of the interview and questionnaire is to measure the offenders' preferences for certain characteristics of the victim and the approach behaviors exhibited by the offenders.

Interview Question Pool

1. How old are you?
2. Are you married, divorced or unmarried?
3. What did you do for a living?
4. Who are the members of your family?
5. How long have you been in treatment?
6. How long were you involved sexually with children or a child?
7. Talking about children, what age group were you generally most interested in sexually? For example, 0-2, 2-4, 4-6, 6-8, 8-10, 10-12, older.
8. Did you prefer boys, girls or both for sexual interactions?
9. If one was looking for a child as a sexual partner, what places would one usually go to find them?
10. List those places you just mentioned, beginning with those places one could be most successful and ending with those where one might be least successful.
11. Were there certain clothes that children wore that caught your attention sexually?
12. Tell me what color and length of hair, ex. brown and short, eyes color, and skin, ex. pale, light or dark skin, you liked the best for a children you would have chosen for a sexual partner.
13. Did you prefer children of any particular height and size as your sexual partner?

14. When you were interested in a child you just met sexually, how did you like children to act? For example, passive, aggressive, shy, talkative, mean, quiet, etc.
15. What actions of children turned you off sexually?
16. What about children turned you on sexually?
17. If a child ignored you and walked away or refused to go with you when you tried to pick that child up to have sex, what did you do?
18. What kind of clothes did you think children liked on you?
19. How did you usually break the ice, when making your first contact with the children you were trying to pick up?
20. Were there any special things that you used to pick up children? For example, money, toys, etc.
21. How would you have approached younger children compared to how you would have approached older children when you were interested in finding a sex partner?
22. Are there certain things you said and did depending on the age of the children to get their cooperation as a sex partner?
23. How often did you meet children you were interested in sexually when: walking, driving a car, riding a bicycle, on a motorcycle, riding a bus?
24. What means of transportation was the best to use when picking up children?
25. Did you prefer to approach children for sex who were: alone, with other children, or with an adult?
26. When you first encountered a child that attracted you sexually what would you say to that child?
27. Do you know of any one-liners that worked on children when trying to pick them up as sexual partners? Tell me as many as you can.

28. What "MO" really worked on children?
29. How did you know when you had a willing child when you had first met them?
30. How did you get the child alone, away from the people he/she was with?
31. How did you test children to see if they would be willing to cooperate or not?
32. Tell me what different things you might have said to a child you had met for the first time if you were interested in that child as a sexual partner?
33. If I wanted to pick up a child I had seen for the first time teach me what I would have to do.
34. If you could have known anything you wanted about the children and their parents before ever trying to pick them up for sex, what would it be?

Appendix 5
Instructions

The following test consists of a number of questions with different ways of answering them. With each question there will be separate instructions, so **PLEASE READ ALL QUESTIONS CAREFULLY & SLOWLY BEFORE ANSWERING THEM.** Some questions will ask you what you liked (preferred) your child sex partner to be, if you could have picked them. Other questions will ask what your victims really were like. Some questions ask for more than one answer, other questions ask for only one answer. It is important to **READ EACH QUESTION CAREFULLY & SLOWLY BEFORE ANSWERING THEM.** Many of the questions may seem to ask the same thing; even though, please answer each question as if you have never answered them before. If you have any questions please ask.

Thank you very much for your help.

- 1) How old are you? _____
- 2) (Please circle) Are you: Married, Single, Divorced, Widowed?
- 3) How long have you been in treatment here? _____
- 4) How many children have you had sexual contact with?
(Please circle one)
- a) 1-4
- b) 5-9
- c) 10-14

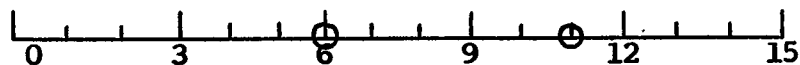
- d) 15-19
- e) 20-more
- f) I don't remember how many

I believe the number of children was (fill in number) _____.
(example- 16.)

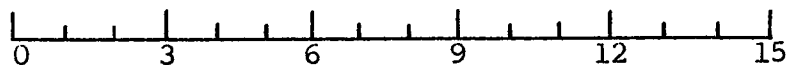
- 5) For how many years did you have sexual acts with children?
(Please write down the time) _____.
- 6) Circle all the ages of your victims you chose for sex.
(You can circle more than one).
- a) 0-2 b) 3-5 c) 6-8 d) 9-11 e) 12-older

- 7) How old did you like a child sex partner to be?

Example- If you liked your victims between 6 to 11 years you would circle
6 and 11.



(Please circle the youngest to the oldest age you liked)



- 8) Were your victims: (Please check one)
- ___ Boys
- ___ Girls
- ___ Both (Boy & Girls)

9) Did you like (prefer): (Please circle one answer)

only boys	mostly boys	both	mostly girls	only girls

10) Where did you usually find your victims?
(Please check as many as you need)

- School grounds
- Parks
- Streets, Alley ways
- Arcades
- Swimming places
- Stores/Malls
- Beaches
- Amusement places (fairs, bazaars, etc.)
- Recreation centers (skating rinks, bowling, gyms, etc.)
- Movie theaters
- Community gatherings
- Hitching
- Other places- please tell us where _____

11) If someone was looking for a child for sex acts, where would you tell them to look. (Please write down as many places as you want)

12) Were there certain clothes that children wore that made you think about sex? (Check as many as you need to)

- Shorts
- Dresses
- Bathing suits
- Skirts
- Halter tops
- Pants/Jeans
- Tank tops
- Tube tops
- T-shirts
- Body suits
- Athletic uniforms
- Other kinds of clothes- Please tell us what kinds. _____

13) What clothes did your victims usually wear?
(Please write down as many answers as you want)

- 14) Check what you liked best about a child you wanted as a sex partner?
(Check as many as you want)

1) Hair length

long
 medium
 short

3) Eye color

blue
 brown
 green
 black

2) Hair color

blonde
 brown
 black

4) Skin color

light/fair
 freckled
 tanned
 dark

- 15) Write down what your victims' hair, eyes and skin usually looked like.

- 16) Did you like children of any certain height and size as a sex partner?
(Circle your choice)

Size

skinny thin average chubby fat doesn't matter

Height

short medium medium medium tall doesn't matter
 short tall

- 17) What was the usual height and size of your victims?
(Please write down your answer)

- 18) When you first met a child you were interested in picking up as a sex partner, how did you like the child to act? (Check as many as you need)

passive
 friendly
 polite
 sexy

cooperative (helpful)
 pays attention to you
 talkative

other actions- please tell us _____

aggressive
 shy

bratty
 cold

resistant (refusing)
 ignores you
 quiet

- 19) When you first met your victims how did they usually act?
(Check as many as you need to)

<input type="checkbox"/> passive	<input type="checkbox"/> aggressive
<input type="checkbox"/> friendly	<input type="checkbox"/> shy
<input type="checkbox"/> polite	<input type="checkbox"/> bratty
<input type="checkbox"/> sexy	<input type="checkbox"/> cold
<input type="checkbox"/> cooperative (helpful)	<input type="checkbox"/> resistant (refusing)
<input type="checkbox"/> pays attention to you	<input type="checkbox"/> ignores you
<input type="checkbox"/> talkative	<input type="checkbox"/> quiet

other actions- please tell us _____

- 20) What might children have said or done that would have turned you off sexually?

a) What children said

verbally abusive (example- said you were bad, said things you didn't like, bad language)

confrontive responses (example- "what do you want with me?", "What are you doing?")

said they'd tell someone (example- "I'm going to tell my parents on you")

talked about girls

religious talk

other- tell us what they said _____

b) What children have done

rejected you, turned their backs, laughed at you

ignores you; acted like you weren't there

aggressive, mean

unfriendly, bratty

scared, crying, hysterical, etc.

screaming, yelling, waving hands around, etc.

uncooperative, wouldn't go along with you

disrespectful, talked back, rude

other- tell us what they did _____

21) What did your victims do or say that turned you off sexually. (Please write down your answer)

22) What about children turned you on sexually? (Check as many as you want)

a) The way the children acted

- aggressive, seductive, sexy
 friendly, affectionate, loving
 responsive, do what you wanted them to
 talkative, talked a lot
 good humor, fun loving
 respectful, polite, good manners

b) The way the children were

- trusting
 innocence, innocent, naive
 easily controlled, do what they're told
 inferior to you, they know less than you
 non-threatening, they can't hurt or frighten you
 they are something new, an adventure, novelty

23) What did your victims do or say that turned you on sexually?
(Please write down your answers)

24) If a child ignored you and walked away or refused to go with you when you tried to pick that child up to have sex, what did you usually do?
(Please check one)

- I would use force
 I would try again
 I would leave them alone
 Other- I would _____

25) How did you usually dress when you were picking up your victims? (Please check one from each list)

a) Shoes

- western boots
 tennis/running shoes
 dress shoes
 loafers
 other shoes-
please tell us _____

b) Pants

- jeans
 slacks/pants
 corduroys
 shorts
 other pants- please tell us

c) Shirts

- T-shirts
 western shirts
 tank tops
 dress shirt
 other shirts- please tell us _____

26) Were there any special things that you used that helped you pick up children? (Please check as many as you need to)

- money
 food/candy
 toys/games
 live animals
 jewelry
 movies
 clothes
 tickets to shows, games, concerts, etc.
 drugs/booze
 other things- please tell us what you used _____

27) How did you meet your victims? (Please check as many as you need to)

- car
 walking
 motorcycle
 van
 bike, bicycle, moped
 public transit (bus, trolley, subway, train, etc.)

28) What was the best way you found to meet your victims?
(Please check only one)

- walking
 car
 van
 motorcycle
 other- please write down your answer _____

29) Did you like to approach children for sex who were: (Please circle as many as you want)

- a) alone b) with other children c) with parents/adults

30) Were your victims usually:
(Please check as many as you need)

- alone
 with other children
 with parents or other adults

31) When you first met a child, how did you know when you had a child who would go along with you? (Please check as many as you need to)

- they were responsive/cooperative (they did what you asked)
 they were attentive (they paid attention to you, listened to you)
 they were relaxed (they were calm, easy going, casual)
 they were affectionate (they were loving, hugging, kissy)
 they were friendly/talkative (they talked alot, nice to you)
 they enjoyed your company
 they were promiscuous (they had messed around before)
 other- please tell us _____

32) How did you test children to see if they were going to do what you wanted? (Please check one)

- I was friendly and nice to them
 I checked to see how much they would let me touch them
 I asked them to do things for me
 other ways I tested them were- please write them down _____

33) What did unwilling children do that told you they would not do what you wanted them to do? (Please check as many as you need to)

- they said no (example- "I can't talk to strangers" "Don't touch me")
 pulled away, draw away from you
 ignored you, didn't pay any attention to you
 unresponsive, didn't do what you asked, didn't do anything back
 other things- please tell us _____

34) How did you get your victims alone, away from the people they were with?
(Please check as many as you need to)

bribes/lures (example- "I'll buy you something," "I'll give you this")

family/friend (example- "Your mother sent me to get you," "I'm a friend of your father")

secrets/privacy (example- "I want to tell you a secret, come over here," "I want to show you something in private," "Let's go and do something, but nobody can know")

I waited for a kid who was alone

I followed one kid until that kid was alone

other- please tell us _____

35) If you could know anything about children before you started to approach them, what would it be? (Circle as many as you want to)

a) will they cooperate/ respond/ do what I ask

b) will they tell anybody

c) are they alone or is someone watching

d) what is their age

e) what does the child like to do/ interests

f) do they know about sex

g) do they have experience with sex

h) have they been molested before

i) are they lonely

j) are they smart

k) is the child in trouble/ unhappy/ does the child have problems

36) What things would you have liked to know about a child's parents before you started your approach? (Please check as many as you need)

what their parents did for a living

were the parents watching/did they know where the child was

where were the parents, where do the parents live

what is the family like, are they happy, sad, etc.

did they have a mother, father, brothers and sisters

other things about the parents- _____

37) For your own safety, what things did you want to know about a child before you approached that child? (Please write down what you like to know for your own safety)

- 38) For your own safety, what things would you like have to know about a child's parents, before you approached that child? (Please write down your answers)

- 39) How did you usually break the ice when making your first contact with the children you tried to pick up? (Please check as many as you need)

___ I asked them personal questions (example- "What are you doing," "What is your name," age, school, etc.)

___ I asked them "do you like" questions (example- "Do you like ice cream," toys, money, etc. "Do you like to play baseball," music, games, etc.)

___ I asked them "do you want" questions (example- "Do want to make money," "Do you want to go to the store," movie, etc., "Do you want play," talk, etc.)

___ I asked them "do you know" questions (example- "Do you know how to get to this place," "Do you know where this street is," "Do you know who so and so is," etc.)

___ I used compliments (example- "Boy, that is a nice shirt you have on," "You have some pretty eyes," "I like the way you do that," etc.)

___ Other- I broke the ice by (please write your answer) _____

- 40) How would you get a real young child (ages 1-9) to go along with you, if you were interested in that child sexually? (Please circle as many as you need)

a) Use magic tricks

b) Use bribes (example- money, toys, animals, etc.)

c) You would just tell the child what to do

d) Find out what they like to do (do you like questions)

e) Be friendly to them, talked to them

f) Ask them personal questions (example- "what's your name," "where do you live," etc.)

g) Play with them

h) Other- I would (please tell us) _____

41) How would you get older children (ages 10 and up) to go along with you, if you were interested in them sexually? (Please circle as many as you need)

- a) Hitching, offer them a ride
- b) Use bribes (example- money, beer, pot, clothes, etc.)
- c) Use force
- d) Ask them "do you know" questions (example-"Do you know where the Post Office is," "Do you know where the nearest store is")
- e) I would be friendly and talk to them nicely
- f) I would be direct and ask for what I want (example-"how about you and I going somewhere and mess around," etc.)
- g) I would find out what they like to do (example- "What do you like to do," "Do you like sport," etc.)
- h) Other- I would (Please tell us) _____

42) Were there certain things you said and did to pick up a young child? (Please check as many as you need)

- I asked personal questions (example-"What is your name," your age, "Where do you live," etc.)
- I was friendly and talked to them (example- I would smile, make jokes, I would ask them how they were doing, etc.)
- I would use bribes (example- money, toys, animals, candy, etc.)
- I acted like their parent or authority (example-"You better not do that you might get hurt," "I think it is better if you come with me now," "I am a police man and you have to come with me")
- I would touch them first just a little and if they let I would touch more and more.
- I would try to manipulate them (example-"It is ok if you come with me, no one will now, there is nothing wrong with what we are going to do, come you will have fun, you like me don't you," etc.)
- Other- please tell us _____

43) Were there certain things you said and did to pick up an older child? (Please check as many as you need)

- I was friendly and talked to them (example- I would smile, make jokes, I would ask them how they were doing, etc.)
- I would ask them "do you know" questions (example-"Do you know where the Post Office is," "Do you know where the park is," etc.)
- I would use bribes (example- money, beer, animals, pot, my car, etc.)
- I would touch them first just a little and if they let I would touch more and more.
- I would try to manipulate them (example-"It is ok if you come with me, no one will now, there is nothing wrong with what we are going to do, come you will have fun, you like me don't you," etc.)
- Other- please tell us _____

- 44) When you first meet a child that attracted you sexually what would you do?
(Please write down what you would do)

- 45) What one liners worked on children you have tried to pick up as sexual partners? (please check as many as you need)

- _____ "Do you like" questions (example-"Do you like sports," "Do you like to play games," etc.)
- _____ Compliments (example-"You have pretty hair and eyes," "You sure look old for your age," "You are the prettiest kid I have ever seen," etc.)
- _____ "Do you want" questions, bribes (example-"Do you want to drive my car," "Do you want to go get an ice cream," "Do you want to go to the movie," etc.)
- _____ Sympathy (example-"Please would you help me," "I am so lonely would you be my friend," "You look just like my child who died, would you talk to me," etc.)
- _____ "Do you know" questions (example-"Do you know how to get to this street," "Do you know where the Smiths live," "Do you know where the school is," etc.)
- _____ Personal question (example-"How old are you," "Do you have any brothers or sisters," "Do you come here often," "What are you doing," "What is your name," etc.)
- _____ Other- please tell us _____

- 46) What "MO" really worked on your victims? (Please tell us)

- 47) What is the first thing you might have said to a child you were interested in sexually? (Circle as many of the examples as you need to)

- a) "Can you do me a favor"
- b) "Do you know where the Post Office is (or any other place)"
- c) "Do you want some icecream, candy, money, etc. (bribes)"
- d) "I am a friend of your mom," "I am a police man"
- e) "What is your name," "Where do you live," "How old are you"
- f) "Do you like sailing," "Do you like animals," "Do you like games"
- g) "You sure are pretty," "You have nice eyes" "You act grown up"
- h) other-please tell us _____

48) What different things did you say to your victims? (Please tell us)

49) If a person wanted to pick up a child to molest, what steps should they follow?

Example

Step 1	<u>B</u>	A) Threaten
Step 2	<u>G</u>	B) Asked personal questions
Step 3	<u>D</u>	C) "Would you do me a favor"
Step 4	<u>J</u>	D) Bribe them
Step 5	_____	E) Ask "do you know" questions
Step 6	_____	F) Ask "do you like" questions
Step 7	_____	G) Compliment them
Step 8	_____	H) Other- Please tell us _____
		I) Get them to feel sorry for the person
		J) At this point the person would have the child where the person wanted.

The example above means that the first step would be to ask personal questions, second step is to compliment the child, third step would be to bribe them with something, then by the fourth step the child would be where the person wanted the child to be to have sex. (Only Steps 1-4 were used)

(Please fill in Steps 1-8 with the choices A-J, you only have to use as many choices and steps as you need)

Step 1	_____	A) Threaten
Step 2	_____	B) Ask personal questions
Step 3	_____	C) "Would you do me a favor"
Step 4	_____	D) Bribe them
Step 5	_____	E) Ask "do you know" questions
Step 6	_____	F) Ask "do you like" questions
Step 7	_____	G) Compliment them
Step 8	_____	H) Other- Please tell us _____
		I) Get them to feel sorry for the person
		J) At this point the person would have the child where the person wanted.

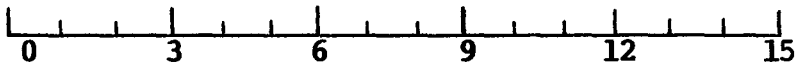
Appendix 6

- 1) How old are you? Demog 2
- 2) (Please circle) Are you: Married, Single, Divorced, Widowed? Demog 3
- 3) How long have you been in treatment here? Demog 4
- 4) How many children have you had sexual contact with?
(Please circle one) Demog 5
 - a) 1-4
 - b) 5-9
 - c) 10-14
 - d) 15-19
 - e) 20-more
 - f) I don't remember how many

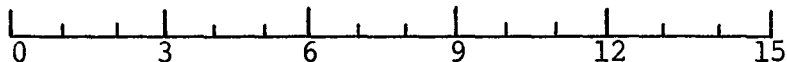
I believe the number of children was (fill in number) Demog 6.
(example- 16 .)

- 5) For how many years did you have sexual acts with children?
(Please write down the time) Demog 7.
- 6) Circle all the ages of your victims you chose for sex.
(You can circle more than one).
 - a) 0-2 Demog 8 b) 3-5 Demog 9 c) 6-8 Demog 10 d) 9-11 Demog 11
 - e) 12-older Demog 12
- 7) How old did you like a child sex partner to be?

Example- If you liked your victims between 6 to 11 years you would circle 6 and 11.



(Please circle the youngest (Item 1) to the oldest (Item 2) age you liked)



- 8) Were your victims: (Please check one) Item 3
 - Boys
 - Girls
 - Both (Boy & Girls)

- 9) Did you like (prefer): (Please circle one answer) **Item 4**

only boys
 mostly boys
 both
 mostly girls
 only girls

- 10) Where did you usually find your victims?
(Please check as many as you need)

Item 5 School grounds

Item 6 Parks

Item 7 Streets, Alley ways

Item 8 Arcades

Item 9 Swimming places

Item 10 Stores/Malls

Item 11 Beaches

Item 12 Amusement places (fairs, bazaars, etc.)

Item 13 Recreation centers (skating rinks, bowling, gyms, etc.)

Item 14 Movie theaters

Item 15 Community gatherings

Item 16 Hitching

Item 225 - 228 Other places- please tell us where _____

- 11) If someone was looking for a child for sex acts, where would you tell them to look. (Please write down as many places as you want)

Item 229 - 243

- 12) Were there certain clothes that children wore that made you think about sex? (Check as many as you need to)

Item 18 Shorts

Item 19 Dresses

Item 20 Bathing suits

Item 21 Skirts

Item 22 Halter tops

Item 23 Pants/Jeans

Item 24 Tank tops

Item 25 Tube tops

Item 26 T-shirts

Item 27 Body suits

Item 28 Athletic uniforms

Item 244 -245 Other kinds of clothes- Please tell us what kinds. _____

- 13) What clothes did your victims usually wear?
(Please write down as many answers as you want)

Item 246 - 259

- 14) Check what you liked best about a child you wanted as a sex partner?
(Check as many as you want)

1) Hair length

Item 30 long

Item 31 medium

Item 32 short

3) Eye color

Item 36 blue

Item 37 brown

Item 38 green

Item 39 black

2) Hair color

Item 33 blonde

Item 34 brown

Item 35 black

4) Skin color

Item 40 light/fair

Item 41 freckled

Item 42 tanned

Item 43 dark

- 15) Write down what your victims' hair, eyes and skin usually looked like.

Item 260 - 273

- 16) Did you like children of any certain height and size as a sex partner?
(Circle your choice)

Size Item 44

skinny thin average chubby fat doesn't matter

Height Item 45

short medium medium medium tall doesn't matter
 short tall

- 17) What was the usual height and size of your victims?
(Please write down your answer)

Item 274 - 282

- 18) When you first met a child you were interested in picking up as a sex partner, how did you like the child to act? (Check as many as you need)

Item 46 passive

Item 47 friendly

Item 48 polite

Item 49 sexy

Item 50 cooperative (helpful)

Item 51 pays attention to you

Item 52 talkative

Item 283 - 290 other actions- please tell us

Item 54 aggressive

Item 55 shy

Item 56 bratty

Item 57 cold

Item 58 resistant (refusing)

Item 59 ignores you

Item 60 quiet

- 19) When you first met your victims how did they usually act?
(Check as many as you need to)

Item 61 passive

Item 62 friendly

Item 63 polite

Item 64 sexy

Item 65 cooperative (helpful)

Item 66 pays attention to you

Item 67 talkative

Item 291 - 295 other actions- please tell us _____

Item 69 aggressive

Item 70 shy

Item 71 bratty

Item 72 cold

Item 73 resistant (refusing)

Item 74 ignores you

Item 75 quiet

- 20) What might children have said or done that would have turned you off sexually?

a) What children said

Item 76 verbally abusive (example- said you were bad, said things you didn't like, bad language)

Item 77 confrontive responses (example- "what do you want with me?", "What are you doing?")

Item 78 said they'd tell someone (example- "I'm going to tell my parents on you")

Item 79 talked about girls

Item 80 religious talk

Item 81 other- tell us what they said _____

b) What children have done

Item 82 rejected you, turned their backs, laughed at you

Item 83 ignores you; acted like you weren't there

Item 84 aggressive, mean

Item 85 unfriendly, bratty

Item 86 scared, crying, hysterical, etc.

Item 87 screaming, yelling, waving hands around, etc.

Item 88 uncooperative, wouldn't go along with you

Item 89 disrespectful, talked back, rude

Item 90 other- tell us what they did _____

- 21) What did your victims do or say that turned you off sexually. (Please write down your answer)

Item 300 - 305

- 22) What about children turned you on sexually? (Check as many as you want)

a) The way the children acted

Item 91 aggressive, seductive, sexy

Item 92 friendly, affectionate, loving

Item 93 responsive, do what you wanted them to

Item 94 talkative, talked a lot

Item 95 good humor, fun loving

Item 96 respectful, polite, good manners

b) The way the children were

Item 97 trusting

Item 98 innocence, innocent, naive

Item 99 easily controlled, do what they're told

Item 100 inferior to you, they know less than you

Item 101 non-threatening, they can't hurt or frighten you

Item 102 they are something new, an adventure, novelty

- 23) What did your victims do or say that turned you on sexually?
(Please write down your answers)

Item 306 - 319

- 24) If a child ignored you and walked away or refused to go with you when you tried to pick that child up to have sex, what did you usually do?
(Please check one) **Item 103**

I would use force

I would try again

I would leave them alone

Other- I would _____

25) How did you usually dress when you were picking up your victims? (Please check one from each list)

a) Shoes **Item 104**

western boots
 tennis/running shoes
 dress shoes
 loafers
 other shoes-
 please tell us _____

b) Pants **Item 105**

jeans
 slacks/pants
 corduroys
 shorts
 other pants- please tell us _____

c) Shirts **Item 106**

T shirts
 western shirts
 tank tops
 dress shirt
 other shirts- please tell us _____

26) Were there any special things that you used that helped you pick up children? (Please check as many as you need to)

Item 107 money

Item 108 food/candy

Item 109 toys/games

Item 110 live animals

Item 111 jewelry

Item 112 movies

Item 113 clothes

Item 114 tickets to shows, games, concerts, etc.

Item 115 drugs/booze

Item 325 - 327 other things- please tell us what you used _____

27) How did you meet your victims? (Please check as many as you need to)

Item 117 car

Item 118 walking

Item 119 motorcycle

Item 120 van

Item 121 bike, bicycle, moped

Item 122 public transit (bus, trolley, subway, train, etc.)

28) What was the best way you found to meet your victims?
 (Please check only one) **Item 123**

walking

car

van

motorcycle

other- please write down your answer _____

29) Did you like to approach children for sex who were: (Please circle as many as you want)

a) alone **Item 124** b) with other children **Item 125** c) with parents/adults **Item 126**

30) Were your victims usually:
(Please check as many as you need)

Item 127 alone

Item 128 with other children

Item 129 with parents or other adults

31) When you first met a child, how did you know when you had a child who would go along with you? (Please check as many as you need to)

Item 130 they were responsive/cooperative (they did what you asked)

Item 131 they were attentive (they paid attention to you, listened to you)

Item 132 they were relaxed (they were calm, easy going, casual)

Item 133 they were affectionate (they were loving, hugging, kissy)

Item 134 they were friendly/talkative (they talked alot, nice to you)

Item 135 they enjoyed your company

Item 136 they were promiscuous (they had messed around before)

Item 335 - 337 other- please tell us _____

32) How did you test children to see if they were going to do what you wanted?
(Please check one) **Item 138**

_____ I was friendly and nice to them

_____ I checked to see how much they would let me touch them

_____ I asked them to do things for me

_____ other ways I tested them were- please write them down _____

33) What did unwilling children do that told you they would not do what you wanted them to do? (Please check as many as you need to)

Item 139 they said no (example- "I can't talk to strangers" "Don't touch me")

Item 140 pulled away, draw away from you

Item 141 ignored you, didn't pay any attention to you

Item 142 unresponsive, didn't do what you asked, didn't do anything back

Item 338 -339 other things- please tell us _____

- 34) How did you get your victims alone, away from the people they were with?
(Please check as many as you need to)

Item 144 bribes/lures (example-"I'll buy you something", "I'll give you this")

Item 145 family/friend (example- "Your mother sent me to get you", "I'm a friend of your father")

Item 146 secrets/privacy (example- "I want to tell you a secret, come over here", "I want to show you something in private", "Let's go and do something, but nobody can know")

Item 147 I waited for a kid who was alone

Item 148 I followed one kid until that kid was alone

Item 340 other- please tell us _____

- 35) If you could know anything about children before you started to approach them, what would it be? (Circle as many as you want to)

Item 150 a) will they cooperate/ respond/ do what I ask

Item 151 b) will they tell anybody

Item 152 c) are they alone or is someone watching

Item 153 d) what is their age

Item 154 e) what does the child like to do/ interests

Item 155 f) do they know about sex

Item 156 g) do they have experience with sex

Item 157 h) have they been molested before

Item 158 i) are they lonely

Item 159 j) are they smart

Item 160 k) is the child in trouble/ unhappy/ does the child have problems

- 36) What things would you have liked to know about a child's parents before you started your approach? (Please check as many as you need)

Item 161 what their parents did for a living

Item 162 were the parents watching/did they know where the child was

Item 163 where were the parents, where do the parents live

Item 164 what is the family like, are they happy, sad, etc.

Item 165 did they have a mother, father, brothers and sisters

Item 341 -343 other things about the parents- _____

- 37) For your own safety, what things did you want to know about a child before you approached that child? (Please write down what you like to know for your own safety)

Item 344 - 351

- 38) For your own safety, what things would you like have to know about a child's parents, before you approached that child? (Please write down your answers)

Item 352 -360

- 39) How did you usually break the ice when making your first contact with the children you tried to pick up? (Please check as many as you need)

Item 167 I asked them personal questions (example- "What are you doing", "What is your name", age, school, etc.)

Item 168 I asked them "do you like" questions (example- "Do you like ice cream", toys, money, etc. "Do you like to play baseball", music, games, etc.)

Item 169 I asked them "do you want" questions (example- "Do want to make money", "Do you want to go to the store", movie, etc., "Do you want play", talk, etc.)

Item 170 I asked them "do you know" questions (example- "Do you know how to get to this place", "Do you know where this street is", "Do you know who so and so is", etc.)

Item 171 I used compliments (example- "Boy, that is a nice shirt you have on", "You have some pretty eyes", "I like the way you do that", etc.)

Item 361 - 362 Other- I broke the ice by (please write your answer) _____

- 40) How would you get a real young child (ages 1-9) to go along with you, if you were interested in that child sexually? (Please circle as many as you need)

Item 173 a) Use magic tricks

Item 174 b) Use bribes (example- money, toys, animals, etc.)

Item 175 c) You would just tell the child what to do

Item 176 d) Find out what they like to do (do you like questions)

Item 178 e) Be friendly to them, talked to them

Item 179 f) Ask them personal questions (example-"what's your name", "where do you live", etc.)

Item 180 g) Play with them

Item 181 h) Other- I would (please tell us) _____

41) How would you get older children (ages 10 and up) to go along with you, if you were interested in them sexually? (Please circle as many as you need)

Item 181 a) Hitching, offer them a ride

Item 182 b) Use bribes (example- money, beer, pot, clothes, etc.)

Item 183 c) Use force

Item 184 d) Ask them "do you know" questions (example-"Do you know where the Post Office is", "Do you know where the nearest store is")

Item 185 e) I would be friendly and talk to them nicely

Item 186 f) I would be direct and ask for what I want (example-"how about you and I going somewhere and mess around", etc.)

Item 187 g) I would find out what they like to do (example- "What do you like to do", "Do you like sport", etc.)

Item 188 h) Other- I would (Please tell us) _____

42) Were there certain things you said and did to pick up a young child? (Please check as many as you need)

Item 189 I asked personal questions (example-"What is your name", your age, "Where do you live", etc.)

Item 190 I was friendly and talked to them (example- I would smile, make jokes, I would ask them how they were doing, etc.)

Item 191 I would use bribes (example- money, toys, animals, candy, etc.)

Item 192 I acted like their parent or authority (example-"You better not do that you might get hurt", "I think it is better if you come with me now", "I am a police man and you have to come with me")

Item 193 I would touch them first just a little and if they let I would touch more and more.

Item 194 I would try to manipulate them (example-"It is ok if you come with me, no one will now, there is nothing wrong with what we are going to do, come you will have fun, you like me don't you", etc.)

Item 366 Other- please tell us _____

43) Were there certain things you said and did to pick up an older child? (Please check as many as you need)

Item 196 I was friendly and talked to them (example- I would smile, make jokes, I would ask them how they were doing, etc.)

Item 197 I would ask them "do you know" questions (example-"Do you know where the Post Office is", "Do you know where the park is", etc.)

Item 198 I would use bribes (example- money, beer, animals, pot, my car, etc.)

Item 199 I would touch them first just a little and if they let I would touch more and more.

Item 200 I would try to manipulate them (example-"It is ok if you come with me, no one will now, there is nothing wrong with what we are going to do, come you will have fun, you like me don't you", etc.)

Item 367 - 373 Other- please tell us _____

- 44) When you first meet a child that attracted you sexually what would you do?
(Please write down what you would do)

Item 373 - 374

- 45) What one liners worked on children you have tried to pick up as sexual partners? (please check as many as you need)

Item 202 "Do you like" questions (example-"Do you like sports", "Do you like to play games", etc.)

Item 203 Compliments (example-"You have pretty hair and eyes", "You sure look old for your age", "You are the prettiest kid I have ever seen", etc.)

Item 204 "Do you want" questions, bribes (example-"Do you want to drive my car", "Do you want to go get an ice cream", "Do you want to go to the movie", etc.)

Item 205 Sympathy (example-"Please would you help me", "I am so lonely would you be my friend", "You look just like my child who died, would you talk to me", etc.)

Item 206 "Do you know" questions (example-"Do you know how to get to this street", "Do you know where the Smiths live", "Do you know where the school is", etc.)

Item 207 Personal question (example-"How old are you", "Do you have any brothers or sisters, "Do you come here often", "What are you doing", "What is your name", etc.)

Item 208 Other- please tell us _____

- 46) What "MO" really worked on your victims? (Please tell us)

Item 375 - 384

- 47) What is the first thing you might have said to a child you were interested in sexually? (Circle as many of the examples as you need to)

Item 209 a) "Can you do me a favor"

Item 210 b) "Do you know where the Post Office is (or any other place)"

Item 211 c) "Do you want some icecream, candy, money, etc. (bribes)"

Item 212 d) "I am a friend of your mom", "I am a police man"

Item 213 e) "What is your name", "Where do you live", "How old are you"

Item 214 f) "Do you like sailing", "Do you like animals", "Do you like games"

Item 215 g) "You sure are pretty", "You have nice eyes" "You act grown up"

Item 385 - 395 h) other-please tell us _____

48) What different things did you say to your victims? (Please tell us)

Item 396 -398

49) If a person wanted to pick up a child to molest, what steps should they follow?

Example

Step 1	<u>B</u>	A) Threaten
Step 2	<u>G</u>	B) Asked personal questions
Step 3	<u>D</u>	C) "Would you do me a favor"
Step 4	<u>J</u>	D) Bribe them
Step 5	_____	E) Ask "do you know" questions
Step 6	_____	F) Ask "do you like" questions
Step 7	_____	G) Compliment them
Step 8	_____	H) Other- Please tell us
		I) Get them to feel sorry for the person
		J) At this point the person would have the child where the person wanted.

The example above means that the first step would be to ask personal questions, second step is to compliment the child, third step would be to bribe them with something, then by the fourth step the child would be where the person wanted the child to be to have sex. (Only Steps 1-4 were used)

(Please fill in Steps 1-8 with the choices A-J, you only have to use as many choices and steps as you need)

Item 217	Step 1	_____	A) Threaten
Item 218	Step 2	_____	B) Ask personal questions
Item 219	Step 3	_____	C) "Would you do me a favor"
Item 220	Step 4	_____	D) Bribe them
Item 221	Step 5	_____	E) Ask "do you know" questions
Item 222	Step 6	_____	F) Ask "do you like" questions
Item 223	Step 7	_____	G) Compliment them
Item 224	Step 8	_____	H) Other- Please tell us
			I) Get them to feel sorry for the person
			J) At this point the person would have the child where the person wanted.