

Rebooting: Incorporating Healthy Sexuality Programming in Sex Offender Treatment

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What do we mean by healthy sexuality?

- Inherent, essential, beneficial dimension of being human
- Concerned with the biological, psychological, sociological, and spiritual which affect personality and interpersonal relationships
- Positive, pleasurable feelings and emotions experienced by choice
- Not just a sex offender treatment module—a holistic view of sexuality

What values are important in healthy sexuality?

- sexual values are an extension of general values
- sexual health and freedom
- comprehensive sexuality education
- protection of minors
- rights of those with special challenges and needs
- reproductive rights
- sexual healing and rights of patients and clients
- ethics in personal relationships
- applies to all persons without regard to gender, ethnicity, age, bodily condition, marital status or sexual orientation
- AASECT Vision of Sexual Health, www.aasect.org
- Religious Institute for Sexual Morality, Justice & Healing, www.religiousinstitute.org

Why Healthy Sexuality?

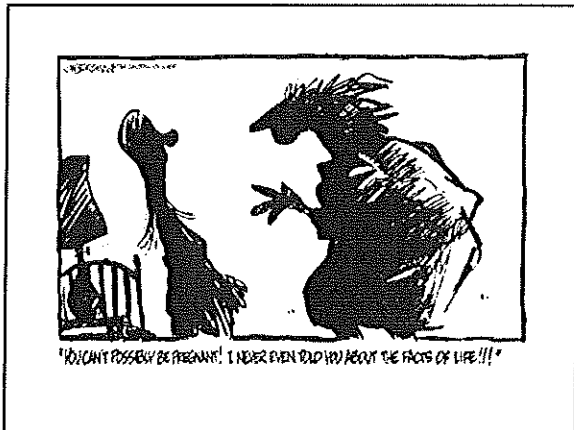
- Much of sex offender treatment is quite sex-negative, with an emphasis on eliminating deviance, preoccupation and sexual exploitation
- But we're all sexual beings, including sex offenders
- Sex can't be eliminated
- People want to engage in sex because it's often pleasurable and fun—sex offenders do too
- In the absence of sexual knowledge, sex offenders often believe sex is inherently negative
- Goal: provide positive sexual attitudes and behaviors to replace exploitative ones

Why not healthy sexuality?

- The same arguments as those used to oppose sex education for youth
- Sex education research shows when fully informed about sex, people
 - Are more responsible in their sexual decisions
 - Are more protective (from pregnancy and sexually transmitted infections)
 - Better regulate their sexual impulses and behaviors
 - Have fewer negative outcomes, such as regret of sexual experiences
 - Report more positive sexual adjustment

Healthy sexuality for sex offenders isn't like abstinence vs. reckless hot sex

- Healthy sexuality for sex offenders is a recognition that
 - They're sexual beings, not just sex offenders
 - A partner is not required
 - Efforts to ignore this aspect of their personalities are no more effective than refusing to talk to children about sex as a strategy to prepare them for life
 - Healthy sexuality programming can help sex offenders develop positive, fulfilling and non-victimizing sexual values and experiences



Who are the sex educators?

- Parents as sex educators—60% don't say anything directly to children about sex (but what is *not* said often has more impact than what is said)
- Schools—often limited to anatomy, sexual abuse, and sexually transmitted infections
- Religious groups—often the best sources of accurate information, but may convey sex-negative attitudes
- Media—often promote stereotypes and misinformation
- Internet—greatest source of immediate information and misinformation (and for sex offenders, can facilitate access to victims and deviant pornography)
- Peers—often source of misinformation

What's different with sex offenders?

- Sex offenders (especially high-risk sex offenders) are more likely than non sex offenders to
 - Have histories of trauma and abuse
 - Use sexual behavior to meet non-sexual needs, including coping
 - Have sexual experiences at an earlier age (except child molesters who weren't sexualized or abused themselves)
 - Be sexually preoccupied
 - Have sexual deviance
 - Have negative, even punitive feelings and attitudes about sex
 - Sex is dirty, dangerous, harmful

What's different with sex offenders? (cont.)

- Have odd, offense-related scripts about sexuality. They often view children in ways most people don't. They're not just selfish and erotically attracted to children, their representation of sexual behavior is often distorted and quite entitled.
- Disconnect sexual behaviors from emotional intimacy. Unfocused quest for pleasure and satisfaction (variety of impersonal sexual behaviors—telephone sex, animals, exposing, etc.) stems from and results in pervasive sexual dissatisfaction.

What's different with sex offenders? (cont.)

- Have learning disabilities or other learning impairments (especially true of child molesters oriented toward young children, but not for rapists or teen-target offenders)
- Perhaps most important:
 - Absence of healthy sexuality models**
 - in examples they have seen
 - in their own experiences
 - leaves offenders with no positive models to emulate

But what's similar?

- Sex offenders, like many non sex offenders, often
 - Have more experience than accurate knowledge
 - Are more comfortable "doing it" than talking about it
 - Consider sex to be important
 - Adhere to stereotypes about sexual minorities and gender roles
 - Use grooming (courtship) to seek sexual goals
 - Find casual sex to be exciting (including masturbation)
 - Experience strong emotions—including anxiety—related to sex
 - Aren't cool and reflective when sexually aroused
 - Do reckless and stupid things when sex is involved

The tale of a priest, a stripper and a baby

Woman charged with harassing man after affair

After six years of a love affair, a woman has been charged with harassing her former lover after the couple's relationship ended in a bitter divorce.

The woman, who is now 45, is accused of sending her former lover a series of threatening letters and making a series of phone calls to him, demanding that he return to her.

The man, who is now 48, has been charged with harassing the woman after she accused him of having an affair with a stripper.

The woman's lawyer says she is innocent and that she has never threatened her former lover. She says she has only written him a few letters and made a few phone calls.

The man's lawyer says he is innocent and that he has never harassed the woman. He says he has only written her a few letters and made a few phone calls.

The case is currently being heard in court and is expected to last several weeks.

Essential qualities of sexuality educators

- Be clear about one's own sexual attitudes and values and the impact they may have on one's work
- Be open, askable
- Be comfortable with the language of sex
- Convey appropriate sex-positive attitudes
- Have sufficient information, but more importantly, model how to obtain information
- Be culturally competent, including sexual minorities
- Have had sex, at least once, alone or with someone
- That's all!

The language of sex; so many words

- Scientific language: coitus
- Childhood language: wiener
- Slang/street language: doin' it, f**king
- Subcultural/subgroup/regional language: words/phrases outsiders don't understand
- Lovers' language: shall we go to bed early?
- Polite language: having intercourse

- Why do we use different words?
- The meaning of the communication is the message that is received—use language that is understood and conveys pro-social and respectful attitudes and values

ONE THING THAT HELPS IN TALKING ABOUT SEX IS TO USE THE RIGHT VOCABULARY. THIS CAN BE ALRIGHT AT FIRST. SOME WORDS SOUND CLINICAL AND COOL, WHILE OTHERS ARE NOT SPOKEN IN POLITE COMPANY, OR AREN'T SUPPOSED TO BE...

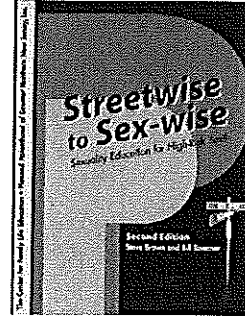
IT HELPS TO LEARN WHAT EVERYTHING IS ACTUALLY CALLED (FOR EXAMPLE, THE VAGINA IS THE INSIDE PART, THE CLIT IS THE OUTSIDE PART), SO AT LEAST WE CAN MAKE OURSELVES UNDERSTOOD! IN TIME, WE FIND OUT WHAT TERMS OUR PARTNER PREFERS.

ONCE A LEVEL OF TRUST IS ESTABLISHED, PARTNERS MAY FEEL COMFORTABLE — MORE THAN CONCEPTUAL, AROUSED — SPEAKING ALL KINDS OF SEXUAL THING. WHO KNOWS, THEY MAY EVEN TRY SOME OF THEIR OWN!

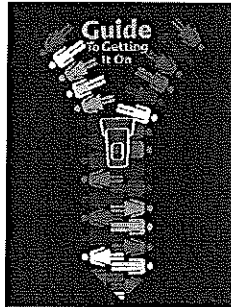
What materials do you need?

- A few books

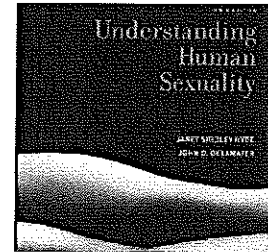
- Best youth book
 - Basic healthy sexuality manual for teens in non-traditional settings, with limited academic skills and resistance to classroom-based learning



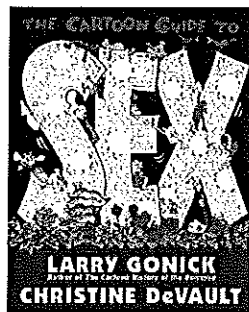
- Best adult book
 - Accurate, comprehensive information in a hip, straightforward style
 - Line drawings



- Best source book
 - Comprehensive text as resource and curriculum guide for educators

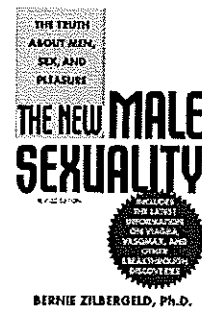


- Accurate information on a variety of sex education topics in a fun, entertaining style

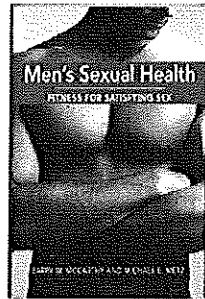


- Adult sex education for and about men

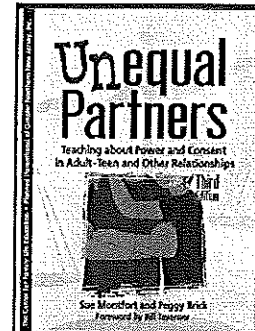
Includes treatment of sexual dysfunction



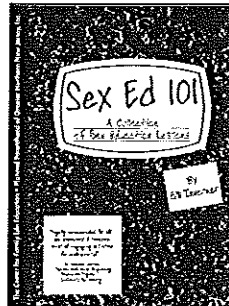
- Another excellent book about men and their sexuality



- Manual for teaching teens about honesty, equality, responsibility and respect in relationships

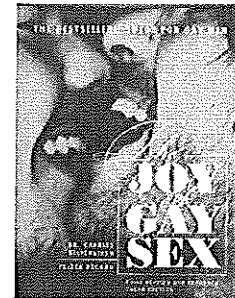


- Sex education lessons for treatment providers and teachers

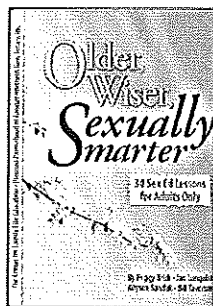


- Comprehensive information about gay male sexuality

Includes explicit drawings



- Comprehensive sexuality education manual for working with older adults



Resources-Internet

- <http://answer.rutgers.edu> (Rutgers University)
- www.iwannaknow.org (American Sexual Health Association)
- www.goaskalice.columbia.edu (Columbia University)
- www.itsyoursexlife.com (Henry J. Kaiser Family Foundation)
- www.youthresource.com (Gay, lesbian, bisexual and transgender youth, Advocates for Youth)
- www.glsen.org (Gay, Lesbian and Straight Education Network)
- www.plannedparenthood.org (Planned Parenthood)
- www.siecus.org (Sexuality Information & Education Council of the US)

The methods

- The best agenda is the audience
- Anonymous questions on 3x5 cards
- Throw out a question
- Use websites, news items
- Propose hypothetical situations
- Role play and skills practice
- Values statements: agree, somewhat, disagree—assign positions to defend

The methods, cont.

- Culturally competent (including sexual minorities)
- Adult learning methods to increase motivation (belief in need to know and sense of personal benefit; concept of being responsible for decisions and self-direction; content that is relevant to one's life; readiness to learn; practical information and skills; opportunities to practice)

The methods, cont.

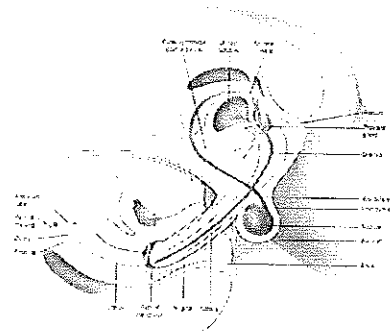
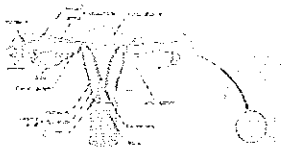
- Not enough to just learn the curriculum or do the activity, must focus on behavior change
 - How does this information/experience apply to your life?
- One of the best predictors of behavior change is intention
 - What might you do differently based on this information/experience?

The curriculum

- Anatomy, sexual response and reproduction; what's normal?
- Masturbation
- Sexual orientation
- Gender, roles and identity
- Birth control
- Sexual dysfunction
- Differences and similarities between men and women
- Relationship skills, sexual communication, intimacy and love
- Sexually transmitted infections
- Sexual attitudes, values, boundaries and ethics
- Role of sex in a balanced life; sex across the lifespan

■ Anatomy,
sexual response,
reproduction

what's
normal?



THE BRASS TO THE QUESTION: DOES SIZE MATTER? NO QUESTION HAS PROVED MORE ABLE ANSWERED OVER THE AGES.

Here are some topics:

- 1) IT'S NOT NECESSARILY RELATED TO MAJORITY OR SOCIAL CONVICTION.
- 2) IT IS NOT RELATED TO MORE LENGTH.
- 3) IT'S NOT NECESSARILY RELATED TO LENGTH, WHICH DOES NOT MAKE.
- 4) PLEASE DON'T CONFUSE THE SIZE OF A MAN'S PENIS WITH HIS INTELLIGENCE OR PERSONALITY.
- 5) DESCRIBE THE SIZE OF A MAN'S PENIS.
- 6) WHAT CAN YOU DO WITH IT, ANYWAY?

IT'S NOT THE SIZE OF THE PENIS THAT MATTERS, IT'S THE YEARS OF SEXUALITY.

■ **Masturbation**

It's normal
Avoid deviant fantasies
It's private

■ **Sexual orientation**

Heterosexual, bisexual, homosexual, transgender, asexual

Gay, lesbian and bisexual youth (ages 15-24) are 1.5 to 7 times more likely to have attempted suicide than heterosexual youth

Suicide Prevention Resource Center, US Dept. of Health & Human Services (2008)

Teach about positive aspects of all orientations

■ **Gender, roles and identity**

Young athlete pushed into gender spotlight

When physical and psychological gender are incongruent, it's complex and very difficult for people to understand

■ **Birth control**

■ **Sexual dysfunction**

SOME PSYCHOLOGICAL INFLUENCES ON SEXUAL PERFORMANCE:

ANXIETY:
 PERFORMANCE ANXIETY - WORRYING TOO MUCH ABOUT BEING IT "PERFECT" - CAN STOP A PERSON FROM DOING ANYTHING AT ALL. THE HABIT OF "LOOKING OVER ONE'S OWN SHOULDER" IS CALLED **SPECTATORING**. PERFORMANCE ANXIETY IS MOSTLY A MALE PROBLEM.

SOME ANXIETY CAN BE BASED ON A GENUINE DESIRE TO PLEASE OUR PARTNER, BUT OTHERS FEEL TO PLEASE BECAUSE OF DEFENSIVENESS - THAT'S WHEN TERRIBLE OLD STUFF!

■ Differences and similarities between men and women

■ Relationship skills, sexual communication, intimacy and love

Finding and maintaining a relationship

How to make love, please one's partner

WHEN WE MEET A POTENTIAL PARTNER, WE SEND OUT **FLIRTING SIGNALS**: EYE CONTACT, SMILES, TEASING, LIGHT TOUCHING, ETC..

WITH FLIRTING, WHAT WE SAY MATTERS LESS THAN HOW WE SAY IT.

UNFORTUNATELY, A CERTAIN AMOUNT OF MISUNDERSTANDING RESULTS FROM THE FACT THAT WOMEN AND MEN HAVE SOMEWHAT DIFFERENT FLIRTING STYLES.

WOMEN MAY FLIRT JUST FOR FUN, WITHOUT REALLY INTENDING TO GO ANY FURTHER... MEN TEND TO FLIRT WITH OVERT SEXUAL INTENT AND TO INTERPRET WOMEN'S FLIRTING THE SAME WAY.

BEFORE ENGAGING ON A SEXUAL VOYAGE, WE OWE IT TO OUR POTENTIAL PARTNER (AND OURSELVES) TO HAVE **THE CONVERSATION.**

IT'S NOT AN EASY CONVERSATION, BUT IT IS IMPORTANT, AND IT'S ESSENTIAL TO INCREASE THE LEVEL OF INTIMACY IN YOUR RELATIONSHIP.

OR DID IT ON THE SPOT, IN WHICH CASE YOU'RE BETTER OFF WITHOUT THE TURKEY, BELIEVE ME!

WELL... I'M HAVING TO THINK ABOUT THIS... AND THE... AND THE...
 "GREAT" I SHOULD TRY!

HERE ARE TAB TOPICS THAT NEED DISCUSSING ↓

INTENTION: WHAT DOES SEXUAL INVOLVEMENT MEAN TO YOU? LOVE? COMMITMENT? EXERCISE?

WHAT IF I SAID I WON'T KNOW UNTIL IT'S OVER?

I'D SAY YOU WERE MORE HEAVEN THAN HELL!

STD's: YOU MUST TELL YOUR PARTNER IF YOU HAVE A DISEASE OR HAVE EVER BEEN EXPOSED TO ONE.

UM... UM... I HAD HERPES WHEN I WAS 7...

THAT'S A "D," BUT IT'S NOT "STD,"!

CONTRACEPTION & CONDOMS: THERE HAS TO BE MUTUAL AGREEMENT ON THESE EARLY ENOUGH TO ALLOW FOR PREPARATION.

SEE CHAPTER 9 FOR DETAILS!

AT THE VERY LEAST, BRING A CONDOM AND BE PREPARED TO BACK UP YOUR CONVICTIONS WITH ACTION!

NO GLOVE, NO LOVE!

SEXUAL ACTIVITIES: OBVIOUSLY, YOU CAN'T COVER ABSOLUTELY EVERYTHING AT THE OUTSET OF A RELATIONSHIP... BUT IF ONE PERSON IS UNCOMFORTABLE DOING SOMETHING, SHE OR HE SHOULD FEEL FREE TO SPEAK UP WITHOUT FEAR OF RIDICULE OR CHERISH.

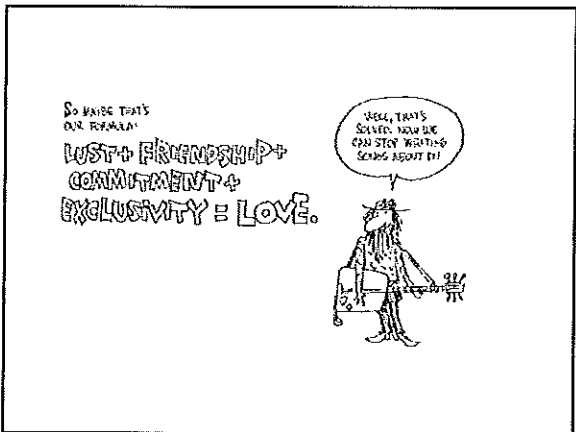
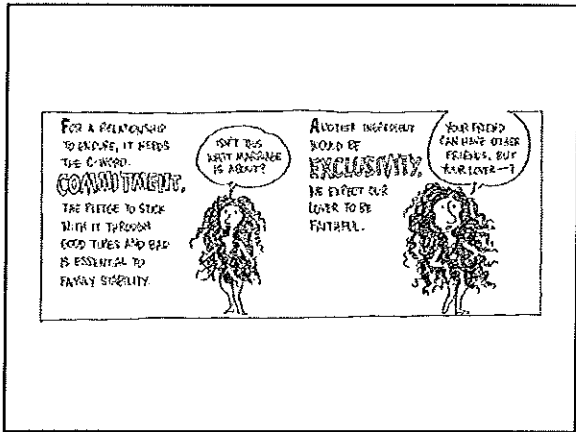
CHAINS, BUT NO WHIPS, PLEASE!

HOW YOU TELL ME!

Love

ASIDE FROM THE LOVE, LOVE SEEMS A LOT LIKE FRIENDSHIP IN ITALY, TENDERNESS AND LOVE SHINE WITH SUNLIGHTS: COMPASSION, ACCEPTANCE, HONESTY, RESPECT, LOYALTY, TRUST, ETC... DOES LOVE HAVE ANY OTHER INGREDIENTS BESIDES FRIENDSHIP AND LIST?

WELL... REALLY? NO - ACCEPTANCE? NO...



- Sexually Transmitted Infections
 - 6,800: number of people infected with HIV every day worldwide
 - 66: Percentage of new cases of STIs in people under age 25
 - 25: Percentage of people with HIV who may be unaware they are HIV positive

- Sexual attitudes, values, boundaries and ethics

- ### Sexual Code of Ethics
- Talk to your partner, about the past, present and future, limits and expectations
 - Don't use sex as an escape or weapon
 - Sex is an extension of a relationship of friendship, trust, respect and mutuality
 - Sex is not casual; it has meaning
 - Sex is not love and love is not sex
 - Take responsibility for your sexual actions
 - Respect the desires and opinions of your partner

- ### Sexual Code of Ethics, cont.
- Be trustworthy and honest in relationships
 - Do not make sexual decisions under the influence of drugs or alcohol
 - Have a variety of intimate relationships but limit sexual relationships
 - No sex activity without consent
 - Do not perpetrate or accept abuse in relationships
 - Adapted from Sexuality Information and Education Council of the US

■ Role of sex
in a balanced life;
sex across the lifespan

New concept for many sex offenders

Many changes; sometimes it's front and center,
sometimes it's on the back burner

Affected by relationship status, life stages, what's
happening on one's life

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Healthy Sexuality Resources

Sexuality websites for teens

www.answer.rutgers.edu

Rutgers University--comprehensive sexuality education for young people and teachers

www.plannedparenthood.org/teen-talk

(800) 230-PLAN

Planned Parenthood Federation of America

www.iwannaknow.org

American Sexual Health Association

www.goaskalice.columbia.edu

Columbia University's Health Education Program

www.itsyoursexlife.com

Henry J. Kaiser Family Foundation

www.youthresource.com

(800) 850-8078 Gay/lesbian/bisexual/transgender youth hotline

Advocates for Youth

www.glsen.org

Gay, Lesbian and Straight Education Network

Sexuality websites for adults and teens

www.plannedparenthood.org

Planned Parenthood Federation of America

www.cdc.gov/hiv

US Centers for Disease Control and Prevention

www.siecus.org

Sexuality Information and Education Council of the US

www.religiousinstitute

Religious Institute on Sexual Morality, Justice and Healing

Books

Streetwise to Sex-Wise, Second Edition (2001), Steve Brown & Bill Taverner, Planned Parenthood of Northern New Jersey, 196 Speedwell Ave., Morristown, NJ 07960 (973) 539-9580, www.ppnj.org Basic healthy sexuality manual for teens in non-traditional settings, with limited academic skills and resistance to classroom-based learning.

Guide to Getting It On, Paul Joannides, Psy.D., (2009), Goofy Foot Press, www.goofyfootpress.com, www.guidetogettingiton.com Accurate, comprehensive information in a hip, straightforward style.

Understanding Human Sexuality, (10th ed., 2008), Janet Shibley Hyde & John D. DeLamater, McGraw-Hill, Boston. Comprehensive text as resource and curriculum guide for treatment providers.

The Cartoon Guide to Sex (1999), Larry Gonick & Christine DeVault, Harper Collins, New York. Accurate information on a variety of sex education topics in a fun, entertaining style.

The New Male Sexuality (1999) Bernie Zilbergeld, Bantam, New York. Adult sex education for and about men, includes treatment of sexual dysfunction.

Men's Sexual Health (2008) Barry McCarthy and Michael Metz, Routledge, New York. Another source of accurate information about male sexuality.

Unequal Partners: Teaching about Power and Consent in Adult-Teen and Other Relationships (2007), Sue Montfort & Peggy Brick, Planned Parenthood of Greater Northern New Jersey, 196 Speedwell Ave., Morristown, NJ 07960 (973) 539-9580, www.ppnj.org Resource manual for educators of adolescents and young adults regarding relationship power issues.

Sex Ed 101 (2005), Bill Taverner, Planned Parenthood of Greater Northern New Jersey, 196 Speedwell Ave., Morristown, NJ 07960 (973) 539-9580, www.ppnj.org Sex education lessons for treatment providers and teachers.

The Joy of Gay Sex (2003), Charles Silverstein & Felice Picano, Harper Collins, New York. Comprehensive information about gay male sexuality.

Older, Wiser, Sexually Smarter; 30 Sex Ed Lessons for Adults Only (2009), Peggy Brick, Jan Lundquist, Allyson Sandak & Bill Taverner, Planned Parenthood of Greater Northern New Jersey, 196 Speedwell Ave., Morristown, NJ 07960 (973) 539-9580, www.ppnj.org Resource manual for educators of adults regarding sexuality issues for middle age and older adults.

Links to videos in presentation

Kangaroo

<http://www.youtube.com/watch?v=b6VKtk1FesY>

Condom Commercial

<http://www.youtube.com/watch?v=A9CwS2ri2Jc>

Midwest Teen Sex Show: Episode 24: Condoms

<http://midwestteensexshow.com/2009/03/04/mtss-24-condoms/>

Cannonball into Jacuzzi

<http://www.youtube.com/watch?v=c53WcP6YGPE>

Levis Commercial

<http://www.youtube.com/watch?v=2Z0WwHb54Vo>