

INTRODUCTION TO SEX OFFENDER TREATMENT

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STEVEN R. GRAY, ED.D. & BRECKEN BLADES, PSY.D.

1

FOUNDATIONS OF TREATMENT & SUPERVISION

RISK – NEED – RESPONSIVITY

2

RISK PRINCIPAL

The risk principle focuses on providing the appropriate dosage and intensity of treatment and supervision for each individual based on level of assessed risk.

3

STATIC RISK ASSESSMENTS

- Most widely used:
 - Static 99R
 - Static 2002R
- Examples of factors include:
 - Age at release from index sex offense
 - Ever lived with intimate partner
 - Prior sexual offense charges/convictions
 - Prior non-sexual violence convictions
 - Number of prior sentencing dates
 - Victims who are strangers

4

CONCEPTUALIZATION OF SEX OFFENSE RISK

- Sex offender risk can be conceptualized as consisting of two domains of deviant sexual interest of deviant sexual interest and general criminality.
 - Deviant sexual interest can include paraphilic disorders, persistence and variability of offending behaviors.
- Risk assessments use an actuarial framework to depict the empirical correlates of these two domains.
- Intensity of Treatment and Probation services should be matched to the assessed needs of the individual.

5

NEED PRINCIPLE

The need principal TARGETS AN
INDIVIDUAL'S DYNAMIC RISK FACTORS,
THOSE FACTORS THAT ARE MOST LIKELY
TO RESULT IN A REDUCTION OF
RECIDIVISM RISK!

6

DYNAMIC RISK ASSESSMENT

- Examples:
 - Sex Offender Treatment Intervention and Progress Scale (SOTIPS)
 - STABLE-2007
 - Violence Risk Scale: Sex Offender Version

7

CRIMINOGENIC NEEDS

- | | |
|--------------------------------|--------------------------------------|
| • DEVIANT SEX INTEREST | • SEXUAL PREOCCUPATION |
| • OFFENSE SUPPORTIVE ATTITUDES | • EMOTIONAL CONGRUENCE WITH CHILDREN |
| • LACK OF ADULT ATTACHMENTS | • LIFESTYLE IMPULSIVITY |
| • POOR PROBLEM-SOLVING | • SELF-REGULATION PROBLEMS |
| • RESISTANCE TO SUPERVISION | • GRIEVANCE/HOSTILITY |
| • NEGATIVE SOCIAL INFLUENCES | • EMPLOYMENT HISTORY |

8

RESPONSIVITY PRINCIPLE

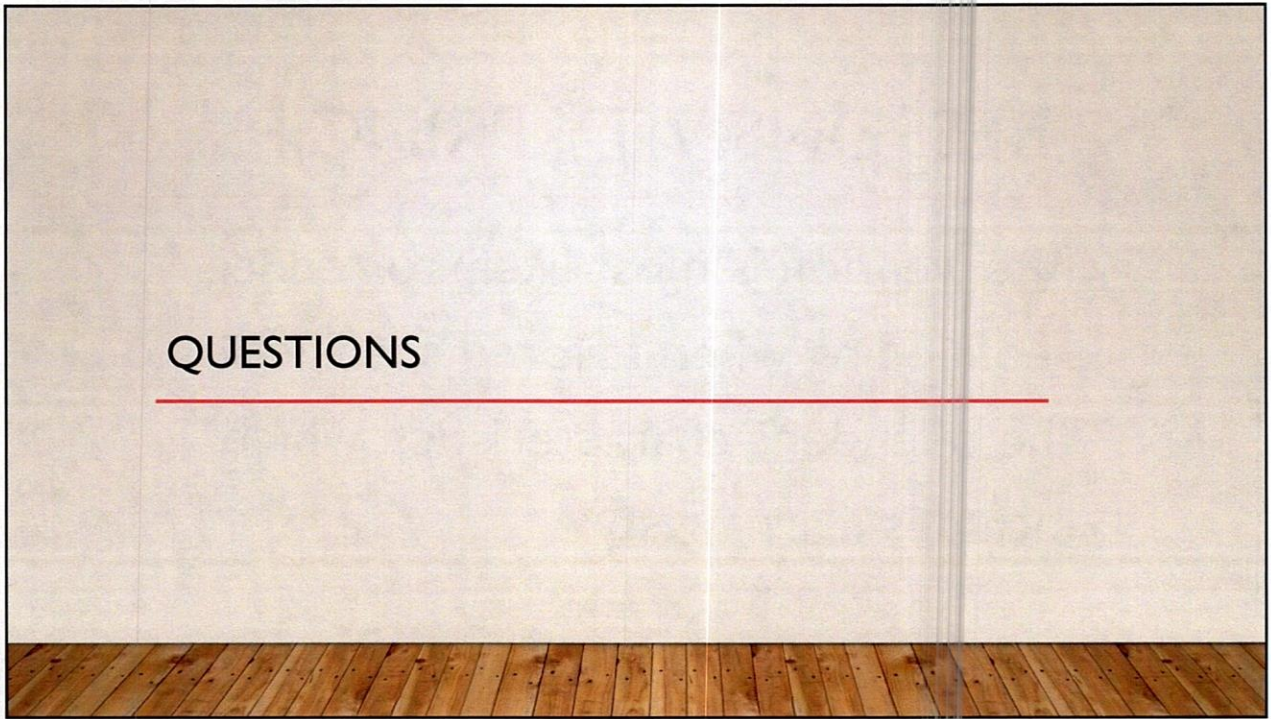
- Intervention is most likely to reduce reoffending when tailored specifically to the offender's characteristics, which includes learning style.

9

RESPONSIVITY: HOW SERVICES ARE DELIVERED

- USE COGNITIVE BEHAVIORAL AND SOCIAL LEARNING APPROACH
- TAILOR TREATMENT TO INDIVIDUAL CHARACTERISTICS
- IDENTIFY THE SKILL TO TEACH
- FOCUS ON USEFULNESS OF SKILL
- MODEL THE SKILL (ROLE PLAY)
- PRACTICE THE SKILL
- PROVIDE FEEDBACK
- PROVIDE OPPORTUNITIES AND ENCOURAGEMENT TO ENHANCE SKILL
- ASSIGN PRACTICE IN COMMUNITY

10



11