

# 2016 NATIONAL SYMPOSIUM

ON SEX OFFENDER MANAGEMENT AND ACCOUNTABILITY

JULY 26-27 | KANSAS CITY MARRIOTT DOWNTOWN, KANSAS CITY, MO

ADAM WALSH ACT

10<sup>th</sup>

ANNIVERSARY

## New Initiatives to Help Prevent Sexual Violence on College Campuses

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SMART

2016 NATIONAL SYMPOSIUM  
ON SEX OFFENDER MANAGEMENT AND ACCOUNTABILITY



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# Agenda

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- **Overview**
- **Campus Sexual Misconduct: Using Perpetrator Risk Assessment & Tailored Treatment to Individualize Sanctioning**
- **Preventing Campus Sexual Assault: Developing & Implementing A Sustainable Situational Prevention Approach**
- **Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions: Adapting an Evidence-Based Model**

# Four Pillars For Action:

## White House Campus Sexual Assault Task Force



Identify the scope  
of the problem

**Help schools  
respond effectively  
to assaults**

**Help prevent  
campus sexual  
assault**

Improve  
government's  
enforcement<sup>2</sup>

# Not Alone

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- CDC sponsored Campus Think Tank  
[https://c.ymcdn.com/sites/safestates.site-ym.com/resource/resmgr/Fowler\\_43015\\_0145PM.pdf](https://c.ymcdn.com/sites/safestates.site-ym.com/resource/resmgr/Fowler_43015_0145PM.pdf)
- Campus climate validation study by OVW and BJS:  
<http://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>
- OVW Roundtable Discussions





# 8 Risk Converging Factors

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- 1. *age of the victims***
- 2. *victim access***
- 3. *a social culture***
- 4. *drugs are ubiquitous***
- 5. *coercion-supporting peer groups***
- 6. *age of the offenders***
- 7. *ubiquitous Victim Pool***
- 8. *perceived Sense of Immunity***

# 4 Precondition Model

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- Motivation to sexually abuse
- Overcoming internal inhibitions
- Overcoming external inhibitions
- Overcoming victim's resistance



# Fear of Exposure

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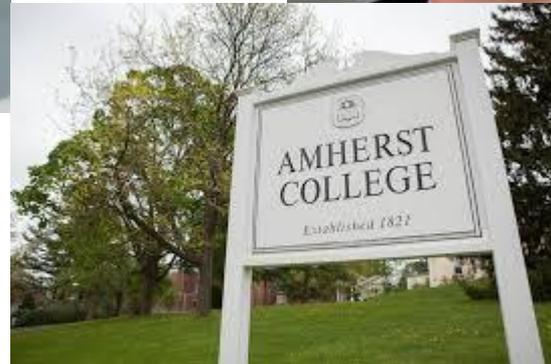
- Fear of what an increase in reporting means for their image.
- Fear that participation might increase their “exposure”
- Fear of losing funding, alumni support, etc.





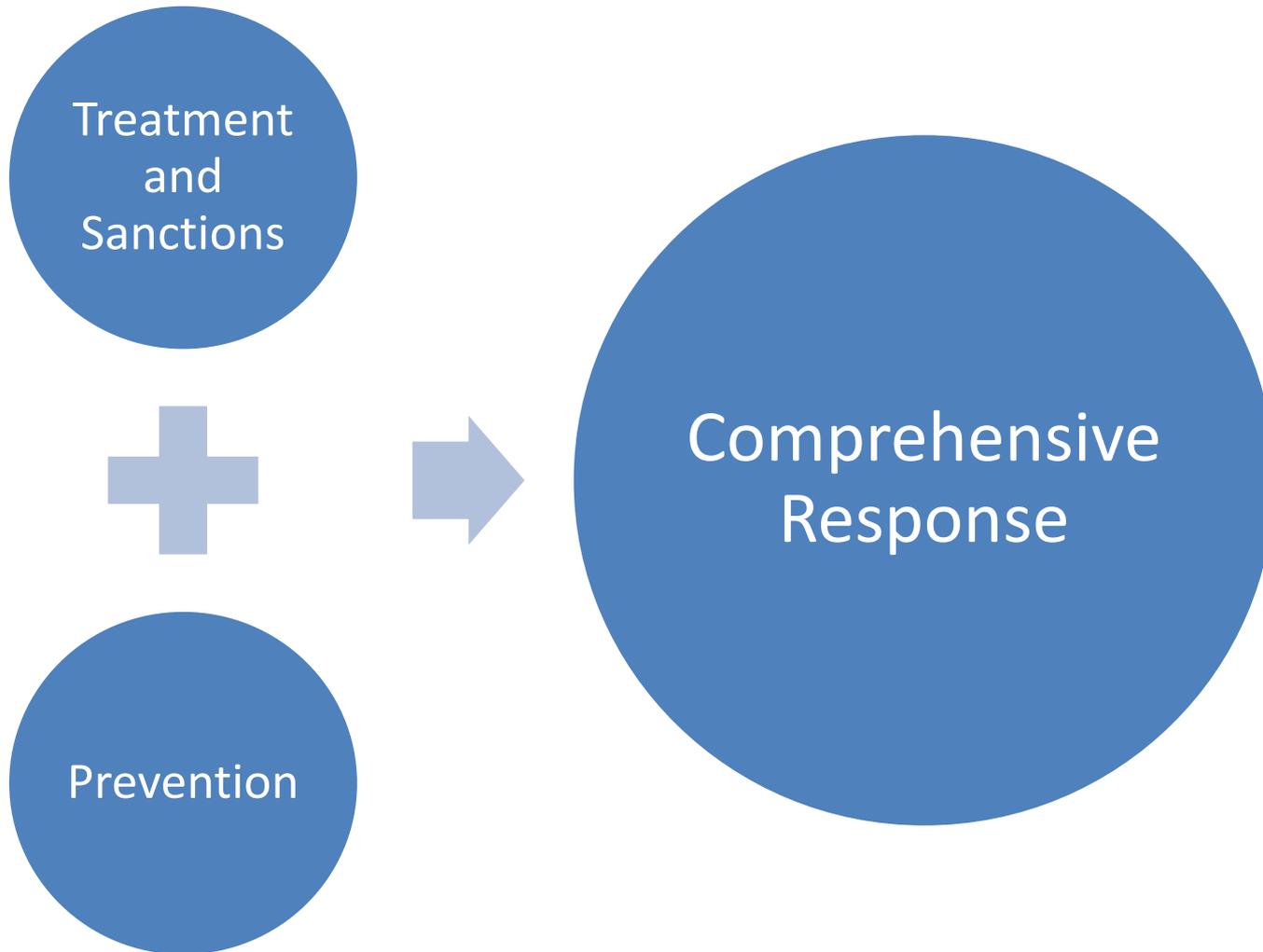
# Media Attention

- Media attention is high – NOW is the time for a comprehensive response!



# How do we respond?

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# Campus Sexual Misconduct:

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## Using Perpetrator Risk Assessment and Tailored Treatment to Individualize Sanctioning



**Robert Prentky, PhD**  
**Raina. Lamade, Ph.D**  
**Fairleigh Dickinson University**

**This project was funded by the SMART Office of DOJ;  
It is a national study with study sites around the country.**

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- **Principal Personnel include:**
  - **RAP – PI (FDU)**
  - **Mitch Abrams, Psy.D. (Rutgers / NJ DOC)**
  - **Judith Becker, Ph.D. (U. of AZ) – co-PI**
  - **Ann Wolbert Burgess, D.N.Sc., FAAN (B.C.)**
  - **Mark Huppin, Ph.D., J.D. (UCLA)**
  - **Mary Koss, Ph.D. (U. of AZ) – co-PI**
  - **Raina Lamade, Ph.D. (FDU) – P.M.**
  - **Austin Lee, Ph.D. (MGH)**
  - **Elise Lopez, M.A. (U. of AZ) – P.M.**
  - **Neil Malamuth, Ph.D. (UCLA)**
  - **Sue Righthand, Ph.D. (U. Maine)**
  - **Barbara Schwartz, Ph.D. (Maine)**
  - **Kevin Swartout, Ph.D. (G.S.U.)**
  - **Jay Wilgus, J.D.**



# Grant Structure and Overview

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## Two Phases, Six Goals

### Phase I: Survey Administrations

#### Goal 2:

- Survey college students at 15 sites:
- Identify risk factors & treatment needs that distinguish students with a greater likelihood of committing sexual assault in a diverse sample of about 1,000 undergraduate males
- survey a sample of 1,000 female undergraduates regarding campus climate, perceptions of risk, reasons for not reporting *unwanted sexual behavior*, and perspectives about decisions to report or not report.

# Grant Structure and Overview

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## Phase II : Development and Implementation

### Goal 3

- Design a risk and needs assessment protocol
- Design an evidence-based treatment curriculum

### Goal 4

- Education and Training.

### Goal 5

- Training clinicians to administer the treatment curriculum with fidelity to intervention modality and dosage recommendations;

### Goal 6

- Pilot-test the model at colleges/ universities

### Goal 7

- Evaluate the implementation through a structured debriefing after 12 months.

# Phase I – Goal 2

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## We argued that:

- (1) extant empirical literature on risk in adult sex offenders or juvenile sex offenders is not adequate (generalizable) for the college student population;
- (2) extant empirical literature on treatment of juvenile or adult sex offenders is not adequate (generalizable) for the college student population.

# Content Domains Covered by Male Survey

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- Demographics
- Situational Factors
- Criminal / Delinquent Behavior
- Alcohol / Drug Use
- Sexual Experiences
- Big Five Personality Factors
- Empathy
- Attachment
- Short Dark Triad [Narcissism; Machiavellianism; Psychopathy]
- Hostile Masculinity
- Self-Report Psychopathy
- Resisting Peer Influence
- Rape Myth items- selected
- Attraction of Sexual Aggression (ASA)
- Sexual Perpetration (SES)
- Additional sexual misconduct items
- Student feedback

# Content Domains Covered by Women's Survey

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- **Demographics**
- **Student Safety Perceptions**
- **Campus Climate Survey**
- **Environmental Situational Experiences**
- **Sexual Victimization (SES)**
- **Failure to Report**
- **Opinions on Reporting**
- **Impact of Decision to Report**
- **Feedback on coping with sexual victimization**
- **General Feedback box**

# Phase I data collection Males: 14 campuses\*

<b>Fairleigh Dickinson [Teaneck &amp; Madison]</b>	<b>186</b>
<b>U.C. Los Angeles</b>	<b>249</b>
<b>U.C. Santa Barbara</b>	<b>95</b>
<b>Univ. of Texas – Austin</b>	<b>78</b>
<b>Univ. of Washington</b>	<b>85</b>
<b>Georgia State University</b>	<b>98</b>
<b>University of Arizona</b>	<b>92</b>
<b>Boston College</b>	<b>53</b>
<b>Long Island University</b>	<b>47</b>
<b>Bowling Green State University</b>	<b>79</b>
<b>John Jay College (CUNY)</b>	<b>28</b>
<b>California State – Long Beach</b>	<b>70</b>
<b>Springfield College, MA</b>	<b>07</b>
<b>TOTAL:</b>	<b>1,167</b>

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# Phase I data collection Females: 14 campuses

<b>Fairleigh Dickinson [Teaneck &amp; Madison]</b>	<b>145</b>
<b>U.C. Los Angeles</b>	<b>237</b>
<b>U.C. Santa Barbara</b>	<b>92</b>
<b>Univ. of Texas – Austin</b>	<b>93</b>
<b>Univ. of Washington</b>	<b>100</b>
<b>Georgia State University</b>	<b>100</b>
<b>University of Arizona</b>	<b>96</b>
<b>Boston College</b>	<b>134</b>
<b>Long Island University</b>	<b>77</b>
<b>Bowling Green State University</b>	<b>100</b>
<b>John Jay College (CUNY)</b>	<b>85</b>
<b>California State – Long Beach</b>	<b>108</b>
<b>Springfield College, MA</b>	<b>32</b>
<b>TOTAL:</b>	<b>1,399</b>

# 23 Phase II Sites Explored

Rutgers University*	University of Maine*
Oregon State University*	Univ. of Hartford
Tulane University*	Williams College
Michigan State University*	Purdue University
Ohio State University*	Indiana University
Univ. North Caroline – Greensboro*	Skidmore College
Georgia State University*	Westminster College
University of Texas – El Paso*	Swarthmore College
University of Utah*	University of West Virginia
University of West Virginia*	University of Florida
University of New Hampshire*	Louisiana State University
*contacted	University of Mass. – Boston*

## **Preliminary Reach-Out / Discussion with Stakeholders**

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**On-site meetings & conference calls with stakeholders (Title 9, Risk Management, Legal, Clinical / Counseling, Student Conduct) at colleges to elicit the greatest needs, the biggest challenges & problems**

# Overview: Phase II “Products”

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- A modularized, multi-component treatment curriculum comprised of 12+ separate modules for maximum flexibility
- Semi-structured interview & guidelines to assist the therapist in tailoring an assessment during Session 1 to determine treatment needs
- Risk Appraisal Scale (RAS-TV) for the adjudicators to be completed *after* a finding of responsibility to assist with determination of sanctions
- Treatment Needs & Progress Scale for the therapist (TNPS-TV) to be completed periodically

# Treatment Modules

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- #1: Orientation, Assessment & Treatment Planning**
- #2: Sexual Behavior & Sexual Abuse**
- #3: Focus on Socialization & Sexualization in Society**
- #4: A Perfect Storm: Understanding Risks for Sexual Abuse**
- #5: Healthy Sexual Identity & Sexual Behavior / Hostile Masculinity**
- #6: *Consequences* of Sexual Abuse**
- #7: *Behavior is a Choice*: Choosing Wisely**
- #8: Developing Healthy Relationships**
- #9: Accountability: Making amends and making a difference**
- #10: Wrapping up & Going forward**

## Each Module includes:

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- ❖ Narrative for clinician describing the clinical focus of the Module, “core” treatment targets of the module, and discussion points; training resources for the clinician as well as treatment resources for the client
- ❖ **We project that these Modules may also include additional resources:**
  - ✓ Videos / video clips / YouTube links for selected Modules
  - ✓ Experiential exercises for selected Modules
  - ✓ In-between session assignments for selected Modules
  - ✓ Selected readings

# Deliverables

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- **Summary of the university administrator survey results**
- **Summary of college student surveys**
- **A pre-sanction risk and needs scale**
- **A modularized, multi-component treatment curriculum**
- **A Risk & Needs Inventory to be completed by the therapist at the beginning and periodically during treatment**
- **Treatment Project implementation guidelines & Manual**
- **Compilation of feedback from participating student conduct professionals and clinicians**

# Phase I Challenges

- **Climate**
  - Negative Publicity / P.R. / damaging “the brand” / recruiting / retention problems
  - Liability and action concerns
  - Pressure, scrutiny from alumni, the press, the Feds
- **Campus survey saturation with surveys, policies, publicity, etc.**
  - Campus level
  - Student level
- **Limitations**
  - Subject pool - predominantly females
  - Lack of volunteers for research studies / volunteers do not reflect higher risk students
  - Access to athletics and Greek life VERY difficult / athletes shielded from research
  - Range of students, range of responses
- **IRB and DOJ vetting process**
  - unified protocol was developed, training and monitoring – use of site PIs, connection to resources (site specific resource sheets)
  - Consistency, safety and ability to connect students to resources.
  - Confidentiality agreements and Privacy Certificate
  - Concerns about online versus paper and pencil
    - Know who will participate, Frat night party
    - Reactions, want to assure connecting them to MH services
- **Paper and pencil versus online**
  - P&P - more time consuming , greater resources needed (personnel, time)
- **Reluctance of participating**
  - Bringing things to light
  - The blame game
  - Instructed not to participate on the advice of university counsel

# Phase II Challenges

- **Developing assessment tools based on the literature and surveys**
  - No existing risk assessment tools for this “emerging adult” population
- **Requirements of empirically based treatment modalities**
  - Drawing from the adult and juvenile sex offender literature, but seem to be different..... Reason for Phase I is so important - Nothing specifically tested for this population – drawing from adult and juvenile literature
- **Needs**
  - “Democratic” – for all students, not just male perpetrator - female victim; LBGT, Transgender, etc.
  - High risk students, as a recommendation
- **Buy in / engagement across many levels and systems and addressing needs**
  - University Administrators / Student Conduct / other stakeholders / General Counsel / Risk Management
  - Risk concerns / Exposure – “dueling” law suits
  - Students - perpetrators scoff at idea of “therapy” or sue or simply go to another school
- **Limits of confidentiality, reporting requirements of the provider to the institution and future use**
  - What is required to divulge; variability across institutions
  - Need to clarify requirements in informed consent
  - Client agreement? / Partial confidentiality? / whose holds privilege?
- **Feasibility**
  - Training of therapists / Who is the therapist? – independent? Employed by school? Who pays therapist?
  - Cost and resources
  - Comprehensive, cohesive treatment with structure and organization but allowing for maximum flexibility
- **Logistical variability across sites**
  - Serious crimes expelled, but others vary in sanctioning and recommendations
  - On-campus versus off campus
  - Victim considerations and feedback

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## Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions: Adapting an Evidence-Based Model

**Dr. Kurt Bumby**

Senior Associate, Center for Effective Public Policy

Director, Center for Sex Offender Management



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# Systematic Review of Sexual Violence Perpetration Strategies

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- Examined 30 years' worth of outcome studies on *perpetration* prevention (140 studies)
- Not focused on strategies for victimization prevention
- Not aimed at recidivism reduction among perpetrators

(DeGue et al., 2014)

# Systematic Review (cont.)

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- Most strategies were single or limited dose psycho-educational interventions
  - Designed to increase knowledge, change attitudes, and ideally behaviors at the individual level
- Some impact on knowledge, attitudes, bystander intentions or behaviors
- Generally not effective in changing *behaviors*
- Higher dose needed for lasting behavior change

(DeGue et al., 2014)

# Systematic Review (cont.)

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- Very few were comprehensive strategies
  - Educational
  - Skills building
  - Social norms
  - Relationships
  - Policy
  - Community
  - Environmental, contextual
- Multicomponent approaches more effective in changing behaviors

(DeGue et al., 2014)

# Evidence-Based Strategies Effective in Changing Behavioral Outcomes

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- *Safe Dates* (Foshee et al., 2004)
- Funding associated with the 1994 *Violence Against Women Act* (VAWA; Boba & Lilley, 2009)
- *Shifting Boundaries* (Taylor, Stein, Woods, Mumford, & Forum, 2011)

# Shifting Boundaries

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- School-based intervention in NYC public school system
  - 30 middle schools
  - 117 sixth- and seventh-grade classes
  - Over 2,500 students

(Taylor, Stein, Woods, Mumford, & Forum, 2011)

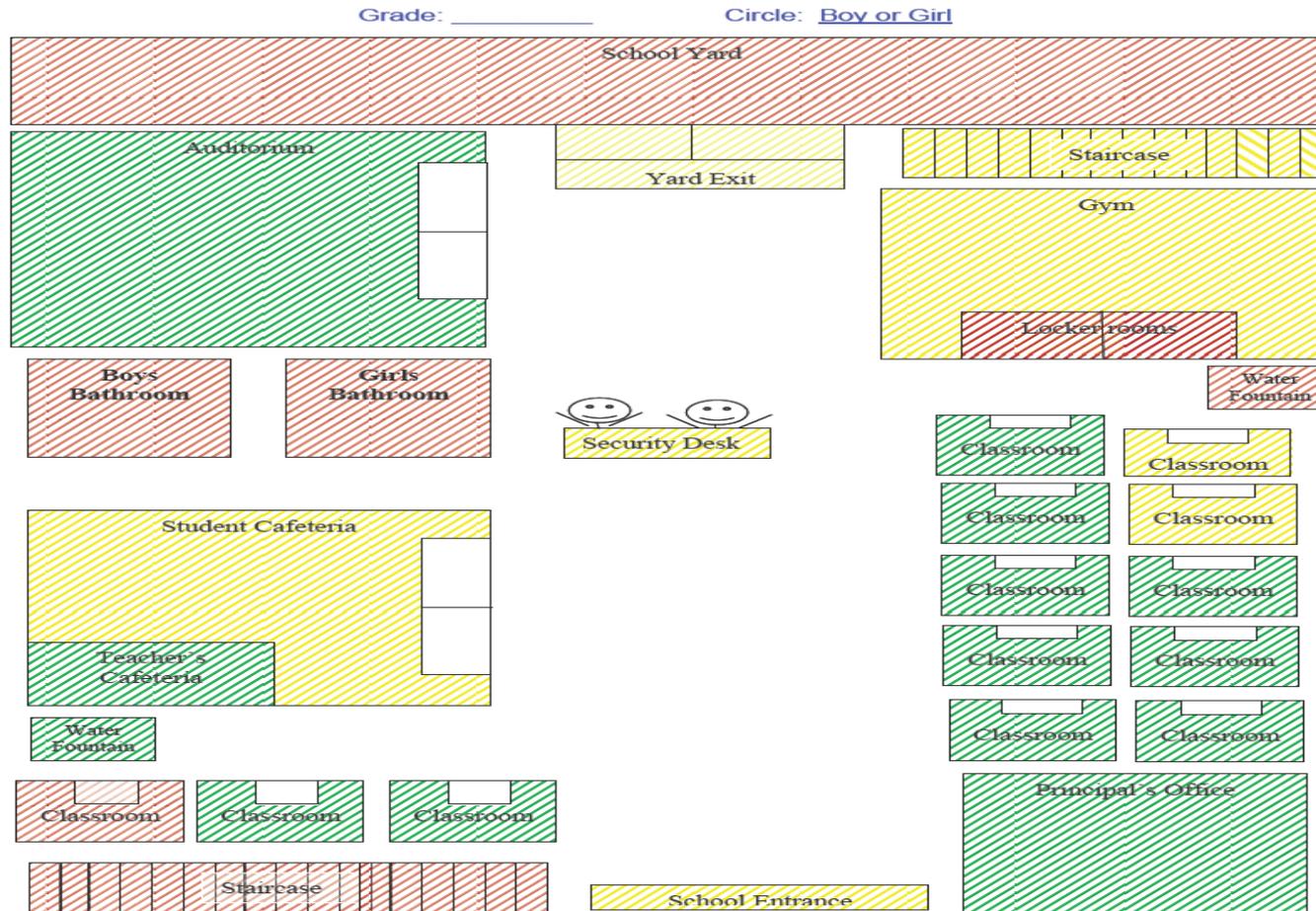
# Shifting Boundaries (cont.)

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- Classroom intervention, 6-session curriculum
  - Interactional and "law & justice" components
    - Measurement of personal space
    - Healthy relationships
    - Consequences for perpetrators of dating violence/harassment; state laws, penalties
    - Student mapping

(Taylor, Stein, Woods, Mumford, & Forum, 2011)

# Shifting Boundaries: Sample Blueprint of Safe and Unsafe Spaces

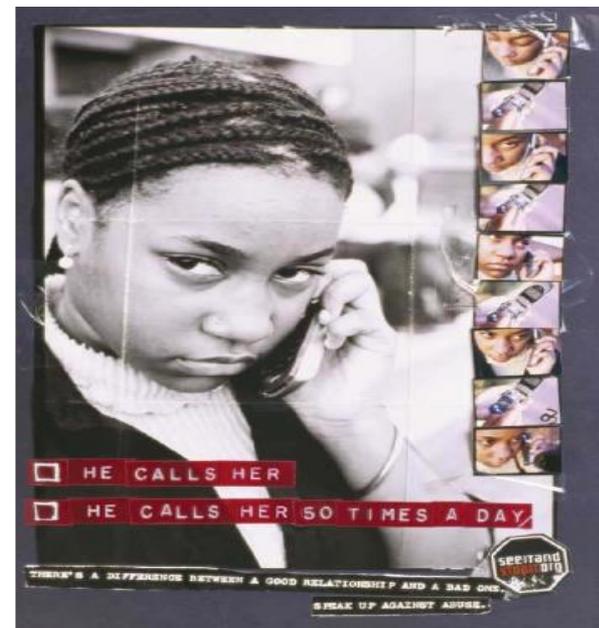
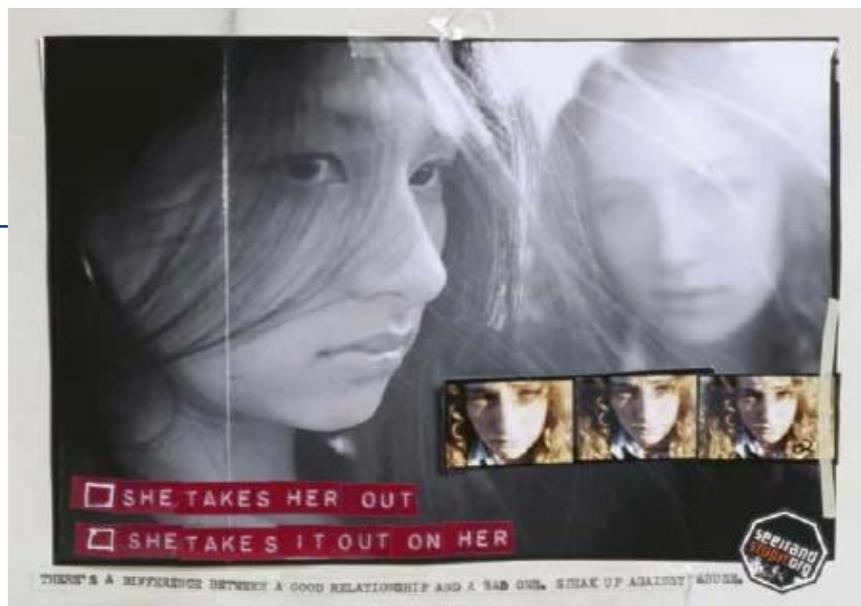
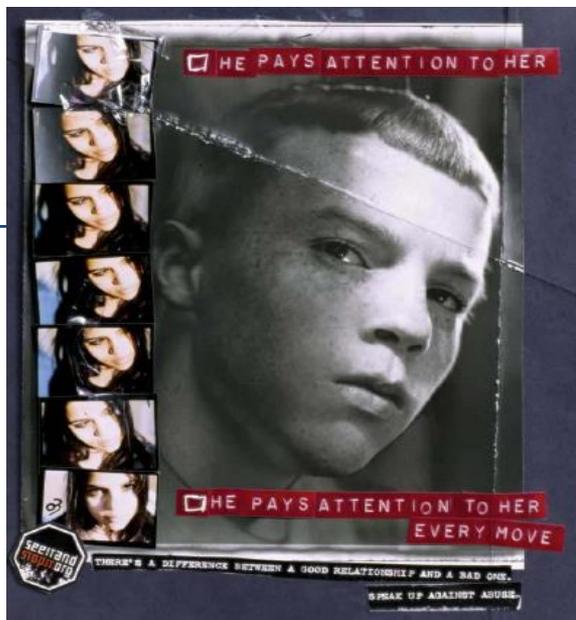


# Shifting Boundaries (cont.)

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- Building-level, environmental interventions
  - Respecting boundaries agreements
  - Higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe “hot spots”
  - Posters to increase awareness and reporting of dating violence to school personnel

(Taylor, Stein, Woods, Mumford, & Forum, 2011)



# RCT Design

<i>Intervention</i>	Receives building-level	No building-level
Receives Classroom	7 schools & 28 classrooms <b><u>Both</u></b>	6 schools & 23 classrooms <b><u>Classroom only</u></b>
No classroom	8 schools & 30 classrooms <b><u>Building only</u></b>	9 schools & 36 classrooms <b><u>Neither</u></b>
Total	15 schools & 58 classrooms	15 schools & 59 classrooms

# Outcomes: Knowledge and Intentions

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- Increased knowledge of DV/H
- Increased behavioral intentions to reduce violence immediately after “building only” intervention
- “Building only” intervention was associated with more positive intentions to intervene as a bystander
- Increased pro-social attitudes against DV

(Taylor, Stein, Woods, Mumford, & Forum, 2011)

# Outcomes: Behavioral

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## Building intervention only

- ↓ ~ 50% fewer incidents of victimization and perpetration of any dating violence at 6 months follow-up

## Both classroom-based and building intervention

- ↓ 31% drop in prevalence of victimization of any dating violence at 6 months follow-up

## Classroom only intervention

No statistically significant findings

(Taylor, Stein, Woods, Mumford, & Forum, 2011)



# Current Initiative

## *Shifting Boundaries: College Adaptation*

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THE CENTER  
CENTER FOR EFFECTIVE PUBLIC POLICY

Wellesley  
Centers for  
Women



CALCASA



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# Duke

UNIVERSITY



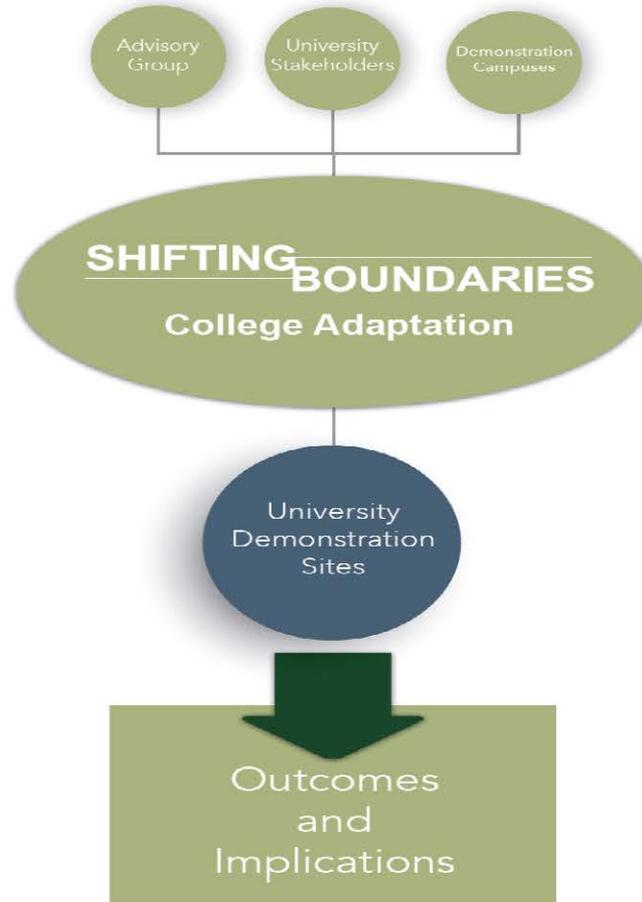
# Williams

# Adapted Socio-Ecological Model



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## Proposed Situational Intervention Initiative



# Overarching Approach

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- Complement existing prevention activities
- Intended focus
  - Environmental conditions
  - Location-based
  - Policy-related
  - Temporally influenced
- Potential focus on subgroups of students
  - Recognize places that various students live, socialize, recreate, and congregate can vary

# Anticipated Elements of “Shifting Boundaries: College Adaptation”

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- Multi-dose sessions to address:
  - Defining consent, harassment, sexual assault
  - Bystander interventions
  - Relevant laws, campus policies, resources
  - Establishing, measuring, claiming, asserting, and renegotiating personal space/boundaries
- Facilitated student mapping activities
- Strategically planned situational interventions



# Obtain Comprehensive Snapshot

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- Explore campus-specific data
  - Student population, subgroups
  - Incidence, prevalence
  - Survivor, perpetrator demographics
  - Campus climate, other relevant student surveys
- Review policies, protocols
  - Definitions
  - Campus law enforcement, other investigations
  - Student conduct, sanctioning
  - Follow-up for survivors, perpetrators
- Explore programs, services
  - Crisis services, counseling for survivors
  - Prevention programs/strategies
  - Program evaluations
  - Interventions for perpetrations

# Initial Series of Campus Visits

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- Engage university officials, students, other stakeholders
- Foster collaborative tone
- Establish shared mission, shared ownership
- Promote shared understanding of situational prevention, project goals, objectives
- Reaffirm complementary nature of situational interventions

# Initial Series of Campus Visits (cont.)

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- Observe routine orientation, prevention-related activities
- Conduct interviews, focus groups with university stakeholders and students
- Establish local planning team, committee
- Review multiple data, information sources, and implications
- Begin to identify potential campus-relevant strategies
- Anticipate local needs for training, technical assistance

# Facilitated Student Mapping

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- Examine why students consider particular locations, conditions, circumstances to be safe/unsafe
  - Time of day
  - Density of students
  - Subpopulation-specific vulnerabilities
  - Routine activities occurring in specific spaces
- Empowers students to create safe spaces, transform unsafe spaces, conditions
- Assists campus officials and other students to reduce perpetration opportunities



# Collection of Additional Situational-Related Information Sources

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- Temporal analyses
  - Timing may vary regarding when perpetration occurs (or may be more likely to occur)
    - Time of day
    - Days of week
    - Points in semester (e.g., move in week, post-finals)
- Identify types of activities that may contribute to perpetration opportunities
  - Home games/athletic events
  - Out of town formals
  - Greek Life parties

# University X: Temporal Analysis for Situational Policy Interventions

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- Explored alcohol harm at points in time in semester
  - 5 years of data
- Identified high rates of high risk alcohol-related concerns during move-in week
  - Self-reported binge drinking/blackouts
  - Increased transports to hospitals
  - BAC levels
- Attributed in part to extended period of unstructured free time

# University X: Temporal Analysis for Situational Policy Interventions (cont.)

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- Changed policy for move-in period
  - From 1 week to 1 ½ days
  - Reduced unstructured free time
- Identified positive impact, 2 year follow-up
  - Reduced alcohol harm
    - Reduced self-reported binge drinking/blackouts
    - Reduced alcohol-related transports to ER
    - Lower BAC's measured at ER
- Other potential impact?
  - Reduced sexual harm?

# Create “Shifting Boundaries: College Adaptation”

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- Use data, multiple sources of information to guide interventions
- Collectively identify possibilities for
  - Content and approach
  - Mode of delivery
  - Target population
  - Timing and sequencing

# “Shifting Boundaries: College Adaptation” Package

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- Introduction and overview
- Facilitator’s guide and materials
- Student workbook, exercises, materials
- Examples of location-based, policy-related, and campus wide situational interventions
- Supplemental resources section
  - Campus and community resources
  - Available services for victims, other students
  - Relevant laws, campus policies



# Current Status

# Questions?



# Thank You

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