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139738

Developmental Factors Associated with Sexual Dangerousness

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Final Report
National Institute of Justice
Grant No. 85-IJ-CX-0072
October, 1992

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Research Department
Massachusetts Treatment Center
Bridgewater, MA 02324

139738

U.S. Department of Justice
National Institute of Justice

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Developmental Factors Associated with Sexual Dangerousness

Introduction

Although our understanding of the causes and courses of criminal histories remains rudimentary (Farrington, 1979), there have been major advances in the specification of the domain of variables that need to be considered in the creation of predictive models for generic (i.e., nonsexual) criminal conduct. A host of variables have been found to covary with adolescent aggression and delinquency, including: (a) social and economic variables like family income and size (Farrington, 1978); (b) specific family interaction and parental childrearing patterns such as harshness of punishment and discipline, marital disharmony, lax discipline, poor supervision, and rejection (Bandura & Walters, 1959; Eron, Walder, Toigo, & Lefkowitz, 1963; Farrington, 1978; Farrington & West, 1971; Glueck & Glueck, 1950; Lefkowitz, Eron, Walder, & Huesmann, 1977; McCord, McCord, & Howard, 1961; McCord, McCord, & Zola, 1959; Quinton, Rutter, & Rowlands, 1976; Wirt, Hampton, & Seat, 1972); (c) parental characteristics like criminality (Farrington, 1978; Glueck & Glueck, 1950; McCord & McCord, 1958); and (d) subject characteristics such as daring, low IQ, poor school attainment, poor social skills, and poor peer acceptance (Farrington, 1978; Janson, 1982; Roff, 1972; Wirt et al., 1972).

A remarkably similar set of variables predicts conduct disorders and psychopathology: (a) social and economic variables like low SES and large families (Eron, Walder, & Lefkowitz, 1971;

Roff, 1974); (b) specific family interaction and parental childrearing patterns including broken homes, neglect, abandonment, cruelty to the child, inadequate control and supervision, and routine childrearing (McCord, 1979; Roff, 1974); (c) parental characteristics like trouble with the law, criminality, promiscuity, paternal psychopathology and alcoholism, maternal lack of affection, low self confidence, and bearing illegitimate children (McCord, 1979; Robins, 1966; Roff, 1974); and (d) subject characteristics like truancy, school failure, conduct problems in school, arrests and frequent contact with the law, drug use and drinking, precocious sexual activity, and aggressiveness (Lefkowitz et al., 1977; Robins, 1972; Roff, 1974).

Developmental Antecedents

There is an ample literature on developmental and familial antecedents of aggression to provide a priori hypotheses about those aspects of early life history that might be most contributory to subsequent violent behavior. Therefore, detailed questions addressing a wide variety of pertinent life experiences during the formative years of childhood and early adolescence must be included in any developmental interview.

The developmental antecedents of aggression, juvenile delinquency, and adult criminality and antisocial behavior have been the focus of many retrospective, prospective and follow-up studies (e.g., Farrington, 1979; Glueck & Glueck, 1950; McCord, 1979; McCord et al., 1961; Mitchell & Rosa, 1981; Olweus, 1980; Robins, 1966; 1970). Although our knowledge regarding specific

causal relations remains limited and speculative (Farrington, 1979), several sets of variables have been found to covary consistently with certain kinds of antisocial behavior.

These include variables having to do with parenting style, especially styles that are rejecting, or extremely lax with respect to supervision, punitive, and/or inconsistent (Bandura & Walters, 1959; Eron et al., 1963; Feshbach, 1979; Glueck & Glueck, 1950; McCord et al., 1961), marital discord (McCord, 1979), and criminality in another family member, particularly one or both parents (Farrington, Gundry & West, 1975; Kirkegaard-Sorenson & Mednick, 1975).

Additionally, there is a large and growing literature regarding the various effects of child abuse and neglect (Blount & Chandler, 1979; Elmer & Gregg, 1967; Finkelhor, 1979, 1984; George & Main, 1979; Kent, 1976; Kinard, 1980; Lewis, Shanock, Pincus, & Glaser, 1979; Martin, 1980; Martin & Rodeheffer, 1976; Reidy, Anderegg, Tracy, & Cotler, 1980; Silver, Dublin, & Lourie, 1969). Specifically, a positive correlation has been found between experiencing abuse and manifesting aggressive behavior (George & Main, 1979; Lewis et al., 1979; Reidy, 1977). Abused and neglected children have also been observed to manifest a variety of developmental deficits, learning disorders, problems in school, cognitive deficits, and language problems (Elmer & Gregg, 1967; Helfer, 1980; Martin, 1980; Reidy et al., 1980) and have problems in forming peer relationships and developing interpersonal skills (George & Main, 1979; Kinard, 1980; Reidy et al., 1980).

Clinicians studying case histories of sexual offenders have noted the prevalence of many of the phenomena cited above, but there has been limited systematic exploration of the etiological roots of rape or child molestation. This study therefore explored the developmental backgrounds of subjects at the Treatment Center in an effort to determine etiological factors in their subsequent sexual offending.

The developmental antecedents of aggression, criminal behavior, and other antisocial behavior (noted above) can be conceptualized as comprising dimensions of a child's experience. These dimensions (for example, degree of chaos, rejection, etc.) impact on a child's experience of and approach to the world, interactive style, and behavior. Although all of these dimensions cannot be addressed in one study, an attempt was made to assess several that have been found to be especially important.

Intrafamilial Violence and Aggression

As noted above, a positive correlation has been found between experiencing and witnessing violence and manifesting aggressive behavior (Feshbach, 1979; George & Main, 1979; Lewis et al., 1979; Reidy, 1977). Various theories provide an explanation for this phenomenon. Social learning theory would explain the phenomenon by focusing on the role of modeling in the development of aggressive behaviors (i.e., children learn what they see). Ego-psychological theory would conceptualize the explanation somewhat differently, although by no means incompatibly (i.e., a child in a violent or aggressive environment will identify with and internalize a

violent, aggressive "object"). We did not attempt to determine how true -- or untrue -- either explanation is. Rather, we considered each in determining which variables were important to study. Thus, who is aggressive, in what way, for how long, and to whom was examined.

Chaos/Instability/Unpredictability

Chaos can occur within a family for a number of reasons. For example, frequent comings and goings of family members, marital disharmony or conflict, frequent changes in residence, etc. can lead to chaos and disruption in the functioning of the family. Again, various theoretical explanations can account for why an unpredictable, chaotic early environment might antecede later aggressive or inappropriate social behavior. A lack of predictability and consistency with respect to significant others contributes to difficulties in trusting others and forming stable interpersonal relationships. Unpredictability and chaos also contribute to a sense of ineffectiveness and incompetence to control one's environment, leading to a sense of insecurity and vulnerability. Further, in a chaotic environment, needs are more likely to go unmet, leading (possibly) to frustration and anger. Again, the different kinds of environmental instability might well have different impacts on different subjects. Its presence has been well documented in criminal populations in general and among sex offenders in particular and thus was an important dimension to explore in more detail.

Neglect

Neglect is a multifaceted condition that has both physical and psychological consequences (Martin, 1980). It is not surprising that it impacts on a variety of subsequent adaptations and has been related to problems in social, behavioral, and cognitive areas (e.g., Reidy et al., 1980). It is conceptually distinct from abuse and is characterized by the absence of many caregiving behaviors. In a previous study of Treatment Center residents (Bard, Carter, Cerce, Knight, Rosenberg, & Schneider, 1987), some degree of neglect was noted to have occurred in the developmental histories of 49% of the subjects. In that study, however, detailed assessment of the nature or perception of the neglect was not possible. In this study we were able to distinguish the various elements of neglect in subjects' developmental histories and assess the differential impact of such neglect on different subjects.

Harshness of Discipline/Abuse

Excessively harsh discipline and abusive treatment have both been related to subsequent developmental deficits and problems in interpersonal relations (Helfer, 1980; Kinard, 1980; Martin, 1980; Reidy et al., 1980), as well as to childhood aggression and withdrawal (Gordon, Jones, & Nowicki, 1979; McCord et al., 1961). The exact nature of the relation (except in extreme cases where central nervous system damage occurs) is far from understood. It is also the case that "harsh" and "abusive" are culturally defined adjectives, so that what might be considered as normal and appropriate by one group might be considered abusive by another.

Problems in interpersonal relations are invariably found in incarcerated rapists and child molesters, frequently beginning in early childhood. Although the developmental histories of the Treatment Center population vary considerably with respect to experienced styles of discipline and various forms and degrees of abuse, treatment harsh enough to be labelled as abuse was assessed as present in the developmental histories of only 56% of the Treatment Center residents (Bard et al., 1987). Consequently, exploring in greater detail early childhood experiences with such abuse was crucial, both to examine its nuances and to hopefully clarify some of the confusion surrounding its role and impact in subsequent development.

Social Competence

Degree of social competence and the consequent ability to effect different kinds of interpersonal relationships have been found to differ widely across sex offenders in adulthood (Cohen, Seghorn, & Calmas, 1969; Cohen, Garofalo, Boucher, & Seghorn, 1971; Groth & Birnbaum, 1979; Swanson, 1968), and problems in interpersonal relationships are frequently cited and deficits in actual social skills have been reported by several investigators (e.g., Becker, Abel, Blanchard, Murphy, & Coleman, 1978; Christie, Marshall, & Lanthier, 1979; Groth & Cohen, 1976). There also appears to be similar variety in degree of social competence in childhood, although this has not been explored in detail. On the assumption that the degree to which patterns and skills developed in childhood foreshadow subsequent adaptations, we examined

subjects' abilities to effect different kinds of peer relations in childhood and adolescence, as well as manage effectively in the social setting of school.

Family Isolation

The tendency for parents and indeed whole families to be relatively isolated from external support systems (e.g., extended family, neighbors, social service agencies) has been noted in both abusive and neglectful families (George & Main, 1979; Justice & Justice, 1976; Parke & Collmer, 1975; Polansky, Chalmers, Buttenwieser, & Williams, 1979). The documentation of this phenomenon in abusive and neglectful families raises the question of whether or not such isolation occurs in other kinds of pathological family environments. For example, families in which a member is severely disturbed, or in which roles are quite confused, or in which responsibilities (for caretaking or sex) are inappropriately delegated or assumed, may well exhibit the same tendency to be isolated. Such isolation may be antecedent or consequent to other problems. For instance, when parents or families are highly isolated, they lack the benefit of a social reference group for norms and values. In such a situation, it is easy to see how aberrant behaviors and patterns might develop and sustain, not only within the immediate family but over generations. Conversely, a family may be aware of differences in their own practices but might have an investment in keeping them secret. In this case one would imagine that secrecy would foster isolation rather than the isolation fostering secrecy. Individuals in the

Treatment Center sample clearly come from highly dysfunctional families. Thus, we examined patterns of isolation to assess their potential role in the development of the different subtypes of sexual offenders.

Research at the Massachusetts Treatment Center

Although there is some agreement about the ability of these foregoing variables to predict the frequency of crime in adolescence and adulthood, the particular contribution of each predisposing variable and its location and function in the causal nexus is far from certain. Indeed, the testing of causal models to predict the frequency of crime and the amount of violence has only just begun (Buikhuisen & Meijs, 1983; Lefkowitz et al., 1977; Olweus, 1980; Robins, 1972).

Knight, Prentky, Schneider, and Rosenberg (1983) tested a complex causal model containing many of the predisposing variables discussed above, and examined its predictive efficacy for sexual criminality. One of the most compelling findings reported by Knight et al. (1983) was the strong relationship between family instability and antisocial behavior in adulthood. Among the subgroup of rapists (n=78), family instability led to acting out and psychiatric system contact in childhood and to antisocial behavior in adulthood (cf. Figure 1, Appendix I). Family sexual deviation was strongly associated with destructiveness in childhood. Whereas social/academic incompetence in childhood again foreshadowed interpersonal incompetence and severe psychopathology/

sexual pathology in adulthood, acting out was associated with adult antisocial behavior.

Among the subgroup of child molesters (n=41), family instability led to psychiatric system contact in childhood and adolescence and alcohol abuse in adulthood (cf. Figure 2, Appendix II). Family sexual deviation was an important predictor variable for child molesters, forecasting both degree of violence and frequency of criminal offenses. It is noteworthy that the presence of family sexual deviation was associated with <u>greater</u> violence and <u>lower</u> frequency, as well as a reduced likelihood of alcohol abuse. In addition, child physical abuse and parental substance abuse was associated with a lower frequency of offending.

There are a number of interesting comparisons that can be made between the two subgroups. For child molesters, the impact of family pathology appears to have been expressed most importantly in adulthood. Whereas only one significant path emerged between family and childhood variables, five such paths related family and adult outcome variables. Quite the opposite was true for the subgroup of rapists. Of the four significant paths emerging from the family pathology variable sets, three went to childhood behavior or conduct disorders, suggesting a more immediate impact of family turmoil. For both groups, however, the overall contribution of family pathology to outcome was remarkable: three-quarters of all paths leading to outcome originated in childhood.

From a longitudinal perspective, one may also note that the linear structural model for rapists was characterized by two major paths both emerging from family instability. One path proceeded from family instability to juvenile acting out, adult antisocial behavior and frequency of criminal offenses. The other path led from family instability to juvenile psychiatric system contact and frequency of criminal offenses. Thus, there appear to have been two independent routes to more frequent criminal offenses for that sample of rapists, both originating with family instability, but manifesting that instability differently during the child/juvenile period. Whereas one path appears to define a longitudinal pattern of assaultiveness and generic (nonsexual) unsocialized aggression, the other path was defined entirely by an antecedent history of early psychiatric institutionalization or psychiatric outpatient contact with no evidence of early conduct disorder.

A subsequent path analytic study by Rosenberg, Knight, Prentky, and Lee (1988) sought to validate components of an earlier version of our taxonomic system for rapists (MTC:R2; cf. Figures 3-5, Appendix I). This study subjected archival data from 201 rapists to a series of probabilistic outcome analyses using stepwise multiple and logistic regression analyses. Principal component-derived factors served as the predictors. Four factors, labelled Family Pathology, Juvenile Impulsive/Antisocial Behavior, School Problems and Destructiveness/Victimization, represented the childhood period and four factors, labelled Alcohol Abuse, Social Competence, Adult Impulsivity/Antisocial Behavior and Psychiatric

Disturbance, represented the adulthood period. Unlike the Knight et al. (1983) study, which found ample evidence in three different models for the predictive importance of family instability and family sexual deviation, family pathology failed to predict any taxonomic outcome in the Rosenberg et al. (1988) study. Rather, Juvenile Impulsive/Antisocial Behavior was consistently the most important precursor of adult adaptation as well as taxonomic outcome.

Two explanations were posited for this unexpected result. First, it was noted that the predictors may have been suboptimal measures (i.e., too imprecise or too global to capture the more subtle nuances of developmental pathology that relate to outcome). The Family Pathology scale, for instance, was comprised of nine variables representing various domains (mother's experiences with drugs and crime; father's experiences with drugs and crime; the child's experiences with neglect, physical abuse and sexual abuse). The second problem discussed by Rosenberg et al. (1988) concerned the impurity of the taxonomic constructs that served as the distal variables. The system that was being validated (MTC:R2) has since been revised (MTC:R3) and implemented. The MTC:R2 system was characterized by inadequate operationalization of the major discriminating dimensions, resulting in relatively poor interrater reliability.

A companion study (Prentky, Knight, Rosenberg, & Lee, 1989) sought to validate the major taxonomic dimensions in our most recent version of the child molester classification system

(MTC:CM3; cf. Figures 6-8 in Appendix I). As in the case of the Rosenberg et al. (1988) study, this study employed as predictors scales that were composed of variables selected from an archival database. Variables were selected that represented three time periods: family, childhood/adolescence and adulthood. Although these data were not collected in a longitudinal fashion, we have conceptualized our model as "postdictive." The resulting three variable sets were individually subjected to principal component analysis and scales were derived. These predictor scales were blocked and multiple regression models were constructed to determine the relation across time among these predictors. Finally, three logistic regression models were constructed using the family, child and adult scales to predict the taxonomic discriminators. The multiple regression analysis was then integrated with each of the logistic regression analyses to yield the three models presented in Figures 6-8.

In this study of 177 child molesters, we found compelling evidence for the predictive importance of family pathology. Five paths emerging from the Family Pathology scale were associated with School-Related Acting Out ($\underline{B}$ = .26, $\underline{p}$ < .001), Academic and Interpersonal Problems ($\underline{B}$ = .20, $\underline{p}$ < .05) and Emotional/Behavioral Instability ($\underline{B}$ =.21, $\underline{p}$ < .01) in childhood and Alcohol Abuse ($\underline{B}$ = .23, $\underline{p}$ < .005) and lower Academic/Vocational Competence ($\underline{B}$ = -.18, $\underline{p}$ < .01) in adulthood. The Family Pathology scale used in this study, unlike the equivalent scale in the Rosenberg et al. (1988) study, was comprised of five variables and focused on paternal

pathology. It consisted of drug abuse and criminal history of the biological father, child neglect, physical abuse and family instability. Interestingly, there were no significant paths emerging from Maternal Pathology, a separate four-variable scale that focused on drug abuse, criminal history and psychiatric history in the biological mother.

The logistic models, reporting significant probabalistic relations between predictor scales and dichotomized taxonomic outcome, yielded interesting results. In the first model, which examined the two MTC:CM3 Axis I dimensions (fixation and social competence) (cf. Figure 6), three of the four paths bearing a significant probabalistic relationship to fixation on children emerged from the childhood/juvenile period. Specifically, the probability of being highly fixated on children was increased when there were Academic and Interpersonal Problems ($\underline{G} = 1.02$, $\underline{p} < .01$), Emotional/Behavioral Instability ($\underline{G} = .82$, $\underline{p} < .05$) and a low degree of School-Related Acting Out ($\underline{G} = -.79$, $\underline{p} < .01$) in childhood. A high degree of School-Related Acting Out was also associated with the probability of being a low social competence child molester ($\underline{G} = -1.75$, $\underline{p} < .001$).

The second model, which examined the Amount of Contact with children (Axis II, MTC:CM3) (cf. Figure 7), revealed that offenders who have greater contact with children are less likely to abuse alcohol in adulthood ($\underline{G} = -.60$, $\underline{p} < .005$) and evidence less aggression in their offenses ($\underline{G} = -.84$, $\underline{p} < .005$). In addition,

these high contact offenders had more Academic and Interpersonal Problems (G = .59, p < .05) but less School-Related Acting Out (G = -.55, p < .05) as children or adolescents.

The third model examined the Axis II dimensions of physical injury and sadism (cf. Figure 8). School-Related Acting Out was positively associated with both muted (Type 4) and overt (Type 6) sadism (G = .97 & 1.01, p < .05, respectively). The amount of physical injury to the child was positively associated with Alcohol Abuse in adulthood (G = .54, p < .05) and Emotional and Behavioral Instability in childhood/adolescence (G = 1.10, p < .005).

Each of the three models provided evidence of longitudinal paths originating in Family Pathology, impacting behavior during childhood or adolecence, which in turn was associated with taxonomic outcome in adulthood. As noted, Family Pathology was positively associated with all three Child/Juvenile Behavior Pathology scales. In the first model, all three Child/Juvenile scales were related to degree of fixation on children. In the second model, all three Child/Juvenile scales were related to the amount of contact with children. In the third model, one Child/Juvenile scale was related to sadism and one scale was related to amount of injury. Thus, in all three models there was continuity between family pathology, behavior pathology in childhood or adolescence and adult pathology as expressed through taxonomic outcome.

The predictions in these path analyses from childhood and juvenile acting out to adult antisocial behavior confirms previous

findings of the longitudinal stability of aggressive behavior (Olweus, 1979). The stability of aggression found in these studies attests to the impressive robustness of such behavior, particularly because the samples were selected on the basis of adult sexual assaults, and thus should have been more homogeneous with respect to aggression than previous samples. Yet, the longitudinal stability of aggression is manifestly evident.

The models reported in these three studies relied on stable subject characteristics as the mediators of earlier life history events in predicting specific aspects of criminal behavior. Such models are clearly incomplete. For a more adequate prediction of aggressive behavior, in addition to the assessment of the individual's substance abuse, academic, vocational, and social incompetence, strength of habitual aggressive tendencies, and general level of serious psychopathology, it would have been necessary to take into account situational and person-situation interactive variables (Olweus, 1969, 1973). Given the inability to measure such variables and given the problems inherent in reliance on the inevitably partial accounts in archival data, the predictions obtained, particularly to adulthood pathology, were impressive. The many consistencies between this sample of sexual offenders and other delinquent and criminal populations support the notion that some variables operate in a similar fashion across these samples.

Although these three studies used global measures of development gleaned from archival sources, they provided a clear

direction for further research. In another study, Cerce, Day, Prentky, and Knight (1984) attempted to specify those components of family instability that were contributing most to the prediction of sexual offending. They constructed a clinical interview (cf. Appendix VII) designed to elicit more differentiated information on the general course of family lives. To minimize problems of retrospective report, they focused their interview on easily recalled, verifiable major events in the course of the offender's early life. From the interview data a life course chart was constructed for each offender that served as the basis for a number of measures. For example, the number of significant caretakers, the average time spent with each caretaker, and the number of changes in home and institutional residences were all tallied.

To determine which aspects of family instability were most predictive of sexual criminality, Cerce et al. (1984) administered the interview to 81 sexual offenders incarcerated at the Treatment Center. Various measures of instability were correlated with measures of adult adaptation and criminal history that had been generated from archival sources. They confirmed the preliminary findings of Knight et al. (1983) that family instability was related to antisocial behavior in adolescence. Moreover, they were more precise in identifying sources of instability that were associated with both frequency of and amount of aggression in sexual offenses. Frequency of adult antisocial behavior was predicted best by measures assessing the amount and frequency of early institutionalization (i.e., penal, psychiatric and medical).

Similarly, the amount of general (non-sexual) aggression was predicted by variables assessing situational instability. In contrast, the amount of sexual aggression was better predicted by caretaker instability, most strongly when such instability occurred in the middle childhood years (ages 6 to 12). Importantly, the data suggested that amount of general and sexual aggression could be differentiated, and that relationships of the offender with significant others in early and middle childhood may contain an important key for predicting the nature and amount of subsequent sexual aggression.

A follow-up study (Prentky, Knight, Sims-Knight, Straus, Rokous, & Cerce, 1989) extended the findings of Cerce et al. (1984) by examining four areas of developmental pathology that have been identified as important both in the literature on the developmental antecedents of antisocial behavior (e.g., Buikhuisen, van der Plas-Korenhoff, & Bontekoe, 1985; Ensminger, Kellam, & Rubin, 1983; Loeber & Dishion, 1983; Mawson, 1980; Olweus, 1984; Robins, 1978) and in our own research. These four areas included (a) caregiver instability and (b) institutional history during childhood and adolescence, (c) physical abuse and (d) sexual abuse. The variables that comprised these PCA-derived scales, the characteristics of the scales and the results of the multiple regression analyses predicting sexual and nonsexual violence are reported in Tables 2-7, Appendix II.

Consistent with Cerce et al. (1984), we found that institutional history was more related to general than to

specifically sexual aggression (cf. Figure 9). Institutional history in combination with physical abuse/neglect accounted for 81.2% of all cases of extreme general aggression in adulthood (cf. Table 8). Either institutional history or physical abuse/neglect, when taken alone, accounted for approximately half that number of cases (46%). It is noteworthy that 39% of those with neither factor still evidenced extreme nonsexual aggression. Thus, it is the interaction of the two factors, and not their unique contributions, that result in a robust forecast of outcome. Prentky et al. (1989) concluded that "the child who is emotionally disenfranchised at an early age, effectively cut off from ties with biological or surrogate family through exile to an unsupportive, often threatening environment, may be more likely to develop general (nonsexual) aggression," p.163.

Prentky et al. (1989) also found, again consistent with Cerce et al. (1984), that caregiver instability, which measured the frequency of changes in primary caregivers and the longest tenure with a single caregiver, was more related to sexual than to general (nonsexual) aggression (see Figure 9, Appendix I). Caregiver instability in combination with sexual abuse accounted for 87.5% of all cases of extreme sexual aggression in adulthood (see Table 8, Appendix II). Either one of those predictors, when taken alone, accounted for 51% of the cases of extreme sexual aggression. Only 22.6% of those individuals with neither of the factors evidenced extreme sexual aggression, suggesting an additive rather than interactive relationship (cf. Table 8, Appendix II).

Whereas stable contact with a caregiver over a long duration provides the opportunity for the establishment of secure relationships with adults, frequent changes in caregivers, each experienced for a short duration, would likely disrupt such relationships. Indeed, as Prentky et al. (1989) noted, such a history of repeated losses and broken relationships would be likely to engender distrust in the stability of any living situation or in the permanence of any relationship. The fact that repeated interruptions in relationships with caregivers (independent of other factors such as abuse and nonintactness) predicted greater sexual violence suggested that early caregiver experiences may be important in modulating aggression in adult heterosexual relationships.

The second variable, sexual deviation and abuse, which included both sexual abuse by a member of the offender's family and sexual deviation in the offender's family of origin, was related to greater sexual aggression in adulthood. These results suggested that sexual abuse or exposure to sexual deviation in the family becomes a model for how to express one's hostile and violent impulses (i.e., through sexual crimes). Experiences of sexual abuse, whether they are direct or vicarious, represent a profound violation of trust between the caregiver and the child, and provide a pattern of behavior that can be imitated within the family on other siblings.

It was particularly impressive that caregiver instability and sexual deviation/abuse independently and additively predicted

sexual aggression in both the multiple regression and chi-square analyses. Thus, either providing a model for sexual aggression or interfering with the formation of long-term, supportive relationships with significant caregivers increases the likelihood of the development of sexually aggressive behavior, and the two conditions taken together are powerful predictors.

Why should predictors of sexual aggression differ from those for general, nonsexual aggression? Role modeling may provide a partial explanation. Physical abuse and institutionalization (if the experience is victimizing and perceived as threatening and dangerous) provide models for general aggression (i.e., the world is a dangerous place and must be defended against). Similarly, sexual deviation and abuse may provide a model for sexual aggression. By adding sexual deviation and abuse to the developmental palette, we may be, in effect, filling a void left by disrupted or unformed relationships with sexually pathological and sexually aggressive experiences that become a "model" for subsequent behavior.

The pattern of correlations for caregiver instability and institutional history suggested a further explanation. Both of those variables showed zero-order correlations with sexual aggression, but institutional history failed to add any variance independent of caregiver instability in the multiple regression. This suggests that the quality of the specific relationship with the primary caregiver is involved. That is, being shuttled from one unrewarding and apparently uncaring relationship to another is

likely to engender low self esteem and a distrust of and hostility towards others that increases the potential for anger and aggression in sexual relationships.

In both studies (Cerce et al., 1984, Prentky et al., 1989), the amount of expressed aggression in adulthood was predicted more effectively than the frequency of criminal activity. This is clearly one of the more interesting findings from these studies because the problems of predicting violent criminal activity have perennially plagued researchers (Monahan, 1981). Even studies implicating genetic factors (Gabrielli & Mednick, 1983) have had more success predicting frequency than violence. Indeed, in the Knight et al. (1983) study, the prediction of the frequency of crimes was far superior to the prediction of either the amount of violence or the impulsivity (planning) of individual sexual crimes. Cerce et al. (1984) and Prentky et al. (1989) provided the first evidence from our own database of an association between early premorbid familial factors and subsequent degree of violence in adulthood.

An important caveat concerns the nature of the commitment process to the Treatment Center. Because the criminal history must be repetitive and/or violent, some men are committed on the basis of a single violent crime, whereas other men are committed on the basis of a series of less violent offenses. Thus, the frequency of crimes for the more violent offenders may have been truncated by the earlier commitment of men with more violent offenses, with highly repetitive, less violent offenders being overrepresented in

the sample, artifactually reducing correlations between certain predictors and frequency. In contrast to the prediction of frequency, the sexual aggression evidenced by the offenders in this sample ranged from fondling (in the case of some child molesters) to murder and their interpersonal styles ranged from extreme passivity to extreme aggressiveness, providing a very broad predictive target.

The results of these earlier studies provided a reasonably strong foundation upon which to pursue inquiry into the association between family/developmental pathology and sexual aggression. The present investigation provides the logical "next step" in our efforts to identify early developmental factors associated with an outcome of sexual aggression. The first part of the investigation involved the development and programming of a comprehensive life history interview and the administration of the interview to 150 sex offenders currently residing at the Treatment Center. The second part of the investigation involved the coding of the institutional files for all subjects taking the interview using the same 1,200 variable questionnaire that has been used in prior research with this population. In addition to the file coding, all interviewed subjects were independently classified according to the taxonomic systems developed at the Center (MTC:CM3 & MTC:R2). In all cases, data acquisition in different areas was accomplished by different members of the research team. The net result of this investigation is that we compiled a rich database consisting of

self-report information from the interview, archival information coded from the files and a classification on 150 offenders.

General Method

Subjects

The subjects came from a population of approximately 260 male patients who are currently committed to the Massachusetts Treatment Center for Sexually Dangerous Persons.

Section 123a of the Massachusetts General Laws, Chapter 646 of the Acts of 1958, introduced the term "sexually dangerous person" and defined this individual as anyone "whose misconduct in sexual matters indicates a general lack of power to control his sexual impulses, as evidenced by repetitive or compulsive behavior and either violence or aggression by an adult against a victim under the age of sixteen years, and who as a result is likely to attack or otherwise inflict injury on the objects of his uncontrolled or uncontrollable desires." This law provided that a person found guilty of a sexual offense could, if he were judged to be sexually dangerous, be committed to the Massachusetts Treatment Center for one day to life under a civil commitment. To meet the evaluation, commitment, and treatment provisions of this law, Section 2 ordered the Commissioner of Mental Health to establish a treatment center within the Massachusetts Correctional Institution at Bridgewater.

Since the establishment of the Treatment Center, over 3,000 sexual offenders have been given preliminary examinations. Of these, approximately 1,800 were judged possibly dangerous and were

referred to the Center for an intensive 60-day observation. Of these 1,800 men, approximately 600 have been committed to the facility, and, of those 600, 340 have been released after varying lengths of time. At present there are 260 patients at the Treatment Center. This group of 260 constituted the focus of the present investigation.

Sample Characteristics

The distributions of Treatment Center inmate's ages, education level attained, race and sentence/length of stay are presented in Table 1, Appendix II. These data are based on recent archival research done at the Treatment Center. These characteristics are compared with the Massachusetts Department of Corrections prisoner descriptions (Holt, 1986).

The data indicate that the inmate population at the Treatment Center is older than the general Corrections population. The level of education as well as marital status is comparable in both populations. The only noteworthy demographic characteristic that distinguishes the two offender groups is race. Racially, whereas the Treatment Center population is 87% Caucasian and 13% Black, the general offender population in the state prison system is 63% Caucasian and 31% Black.

Although the Treatment Center commitment is indefinite, the average stay is approximately eight years. The sentences for the state penal population range from one year to twenty years, 13% have life sentences and 32% indeterminate sentences (most frequent

offense; armed robbery - 26%). Approximately two-thirds of the general inmate population have a minimum sentence of eight years.

The 260 inmates at the Treatment Center have been assigned to one of two subgroups based on victim age. Those men whose sexual assaults were on victims sixteen years of age or older were classified as rapists (about 60% of the population at the Treatment Center), and those whose victims were under the age of sixteen were classified as child molesters. A sexual assault was designated as either "serious" or "nuisance." A serious sexual offense was defined as any sexually-motivated assault involving physical contact with the victim. A nuisance sexual offense was defined as any non-contact offense having sexual overtones; if a victim was involved (e.g., exhibitionism), there was no physical contact. In cases where victim selection appeared to be indiscriminate (i.e., men whose victims were both under and over the age of sixteen with no primary target age), the subject was not classified.

Generalizability

The choice of this particular sample of offenders (i.e., "sexually dangerous persons"), raises the question of the generalizability of such a select sample to a generic criminal population.

The data reported in Table 1 suggest that while there are differences between the Treatment Center population and the general Corrections population, all demographic categories were represented in our sample. We remain cognizant, however, of the sample

limitations of our study, because these determine the extent to which generalization can be reasonably made.

Only a small percentage of sexual crimes are reported (Brownmiller, 1975) and a small percentage of those reported lead to convictions (FBI, 1975). Once convicted of a sexual offense, there are several possible dispositional routes through the criminal justice system. The determination of route is not at the offender's discretion, although he might petition for a particular disposition. The route a convicted offender will take results from various decisions made by the court, often with consultation at particular junctures (e.g., conviction, sentencing, finding of sexual dangerousness, commitment, and release), and these judgments are discretionary.

It is evident that the results of our study do not permit general statements about sexual offenders, because those apprehended, convicted and committed to the Treatment Center may well be a biased subsample of all such offenders. Although our sample of committed patients is indeed select, our total sample is broad enough to allow assessment of generalizability to other similar samples of sexually dangerous persons.

Earlier research has addressed this issue and suggested that sex offenders are not substantially different from other violent criminals who have no history of sex offenses (e.g., Lewis et al., 1979). Moreover, it has been found that rapists had more prior and subsequent property offenses than sex offenses (Christiansen, Elers-Nielsen, LeMaine, & Sturup, 1965; Soothill & Gibbons, 1978;

Soothill, Jack, & Gibbons, 1976). There is further evidence that in general criminal behavior the probability of committing a particular crime is independent of the type of the immediately preceding crime (Wolfgang, Figlio, & Sellin, 1972). Such data have led Farrington (1979) to conclude that typologies of offenders based only on crime patterns have limited value. These studies suggest that knowledge gained from the current investigation may in fact have implications for criminal offenders without a history of sexual offenses.

Clinicians working with sexual offenders at the Treatment Center have observed that whereas some sexual offenders appear to be career criminals whose sexual crimes are relatively isolated acts in an otherwise lengthy track record of nonsexual offenses, others are highly repetitive in their sexual offending and apparently constitute a separate and distinct group (Cohen et al., 1971). Although this project cannot resolve the crime pattern predictibility issue, it may help to determine whether variables previously found to precede and predict aspects of general criminality are also precursors of similar aspects of sexual violence. Moreover, because this sample can be readily broken down into subsamples based on a number of different classification systems (i.e., MTC:CM3 & MTC:R3), we were able to assess the relative strength of different developmental histories within the subgroups derived from these classificatory systems.

Procedure

The sample for this investigation was drawn from the above described Treatment Center population. The inmates in residence were solicited through written notice to participate on a voluntary basis and were required to sign a statement of informed consent prior to participating. Although this subgroup of volunteers does not represent a truly random sample of the total population, it is large enough (150 out of approximately 260) to reflect the characteristics of that population.

Acquisition and Coding of Archival Data

The primary data source for subtyping subjects and for coding variables was an offender's extensive clinical file, which included all information gathered during the man's evaluation and commitment periods at the Treatment Center. Post-commitment information routinely available included such Treatment Center records as treatment reports, behavioral observation reports, work reports and summaries of program participation. Information collected during the man's observation period included, in addition to reports of diagnostic and psychometric assessments and clinical interviews conducted as part of the evaluation itself, data from multiple sources external to the Treatment Center, such as past - institutionalization records, school and employment reports, police reports, court testimony, parole summaries, probation records, and social service notes. These reports not only originated from different agencies, but were also written at different points in the subject's life to describe events as they were occurring at

that time. In almost all cases (90% or higher), social service and school reports were available that predated the subject's first arrest for a sexual offense. Access to these original reports helped to counteract the retrospective biases inherent in file research based largely on summary reports of a subject's life written after events of particular importance have already taken place (in the case of this study, after the onset of criminal activity). The archivally-derived variables comprising the adult outcome scales are provided in Appendix VI.

Computerized Developmental Interview

Rationale for Computerization. The data for this study were gathered using a programmed, computer administered self-report interview (cf. Appendix VIII). The savings in personnel time (and therefore in money) both in interviewing and in transcribing and transforming data is an obvious advantage of using computers (Klingler, Johnson, & Williams, 1976), but this constitutes only a small portion of the benefits that accrue from using computers. It has in fact been demonstrated that patients give more, and more truthful, information to a computer than to a human interviewer (Klingler et al., 1976; Lucas, Mullin, Luna, & McInroy, 1977). This is particularly important when the information being elicited is very sensitive. Most patients react very favorably to computerized interviews, and some patients actually prefer the computer to a human interviewer (Klingler et al., 1976). Patients do not have to be familiar with computer terminals to be interviewed, since simple keyboards can be designed to allow the

untrained to answer questions easily (Cole, Johnson, & Williams, 1976).

Computers are extremely flexible and can be programmed to give dynamic interviews in which, for example, the computer goes into subroutines to gather additional information on certain areas of a patient's life, depending on the patient's answers to specific questions (Giannetti, Klingler, Johnson, & Williams, 1976). It has been found that structured computer interviews are more complete and contain fewer omissions than free form interviews (Weitzel, Morgan, Guyden, & Robinson, 1973). Completion time for computerized assessment is faster than traditional assessments (Klingler, Miller, Johnson, & Williams, 1977). Moreover, interviews can be discontinued at any time and resumed when the patient is ready (Cole et al., 1976), thereby creating fewer scheduling problems and maximizing the chance that the patient is ready for and amenable to being interviewed.

Interview Description. Subjects were asked questions in four specific areas:

(1) topics covered adequately in previous archival research (to permit checks of the coverage and reliability of the data found in the clinical files);

(2) topics that are inadequately or superficially covered in the clinical files on which we would like additional information (e.g., the details of the incidence of psychopathology in the patients' first degree relatives);

(3) self report questions related to specific competency scales;

(4) self report questions addressing subject's caretakers, developmental experiences, and environment.

The interview consisted of 541 questions and statements regarding the subject's family, developmental experiences, school experiences, peer relations through childhood, and numerous events that may or may not have occurred (e.g., serious illness, death of a family member, divorce or separation, institutionalization). There was also a section containing 67 simple, self-descriptive statements.

Items were selected on a rational basis after reviewing several interview schedules that explored developmental histories, most notably the Minnesota-Briggs History Record (Briggs, 1955), the developmental interviews used in Project Competence at the University of Minnesota (Garmezy, available on request from the author) and the interview schedule designed by Finkelhor (1979) for his study on childhood sexual victimization. In addition to covering areas of conventional developmental psychopathology, items were also selected for their hypothetical relevance in defining the various dimensions found by others to antecede aggressive and/or antisocial behavior. Although most of the items had a multiple choice response format, a small proportion of the items were categorical (i.e., yes/no response format).

The interview was programmed for computer administration using AVID, a software package from Advanced Interactive Systems, Inc.

AVID permitted considerable flexibility in the presentation of the interview. In addition, AVID provided for the hierarchical tree structuring of questions as well as follow-up questions that were contingent on the responses to previous questions. Depending on a subject's responses, the interview went into sub-routines gathering more information in a given area or going on to another area. For example, if a subject indicated that he had no siblings, those sections dealing with siblings were skipped.

The interview was administered by a DEC PRO350-D System Unit. The PRO350 is a microcomputer with adequate core and memory for the demands imposed by the interview. Instructions regarding the use of the computer terminal were given individually. The keyboard was masked, with only keys required for responding available. Each subject had privacy during the interview, although a research assistant was available to answer questions. Prior to the administration of the interview a very brief life history was taken by the research assistant to determine those individuals who had played a significant role during the subject's formative years. For the most, these individuals included grandparents, stepparents, foster parents and aunts/uncles. Additional questions pertaining to these individuals were included only if the subject or the research assistant felt that the individual had impacted significantly on the life of the subject. In such cases, "secondary caregiver" sections that duplicated the questions in the mother or father sections were administered. The headings and

references in these secondary caregiver sections were changed to the name of the designated caregiver.

The following is an outline of the contents of the interview. Subjects received only instructions, statements or questions, and response options.

Mother Information -- This section contains 78 questions regarding the subject's mother. These statements pertain to his mother's employment, health, alcohol use and behavior while drinking, mental health (including a list of symptoms of possible psychopathology), and criminal history.

Father Information -- This section contains 75 questions regarding the subject's father. Content areas are the same as covered in Mother Section.

Family Information -- This section contains 142 questions regarding family relationships and interactions (parent-parent, parent-child, and sibling-sibling), and methods of discipline. Also, statements regarding siblings' and extended family members' alcohol use, criminal history, and mental health are included in this section.

Subject Self Description -- This section contains 67 self-descriptive statements regarding the subject's behaviors during his developmental years.

Subject Personal History -- This section contains 78 questions that cover four areas: Health, School History, Social/Peer Relationships, and Family Social. The Health section

contains statements regarding a subject's health during his developmental years. The School History section contains statements specifically relating to a subject's experiences in school. Statements pertain to academic performance, behavioral problems, and relationships with peers and teachers. The Social/Peer Relationships section contains statements regarding the subjects' relationships with peers and activities outside of the school setting. The Family Social section contains statements that pertain to the subjects' family's social network. Statements examined the nature and amount of interaction with extended family, neighbors, and friends.

Life Stress -- This section contains 101 questions exploring the presence or absence of potentially stressful life events and the degree of impact they had on the subject. This section also contained questions regarding some subject's sexual experiences while growing up, with a particular focus on experiences that may have involved victimization of the subject or others.

Each interview lasted between two to three hours depending on the number of subroutines necessary for a given individual. When the subject expressed fatigue or was observed to be fatigued or anxious, the interview was terminated and one or two additional, shorter sessions were scheduled.

Lifeline Interview

The lifeline interview was intended to supplement the above described developmental interview (cf. Appendix VII). It was a 30-minute, 51-item structured, clinical interview that focused on

caregiver and institutional history within three developmental epochs (1 - 5 years; 6 - 10 years; 11 - 18 years). The interview was administered by a trained research assistant. Two other research assistants independently coded each interview for (a) the number of significant caregivers (i.e., parents, grandparents, or live-in substitute parents, relatives, or foster parents that had primary responsibility for six months or longer), (b) the total number of caregivers, (c) the total time spent with all significant caregivers, (d) the total time spent in all life situations, (e) the total time spent with each biological parent, (f) the longest time spent in an institution, and (g) the number of changes in institutions. The coders reached agreement on all items, and consensus judgments were used in all subsequent analyses. Reliability estimates (Roff, 1981) for all items exceeded .75.

Classification of Sexual Offenders

Classification Procedure

The clinical file abstracts were read by a group of six clinicians or research assistants trained in the use of the MTC:CM3 or MTC:R3 typologies. Each rater independently assigned each offender to either Axis I and Axis II MTC:CM3 types or to an MTC:R3 type. When two raters disagreed on a type assignment, they met to resolve their discrepancy and reach consensus. In the rare instances in which they could not reach a mutually satisfactory type classification, a third rater made an independent rating, and this rating was used to resolve the

discrepancy. All of the analyses in this project were computed on the consensus ratings.

In cases where victim selection appeared to be indiscriminate (i.e., victims were both under and over the age of 16 with no primary target age), the case was excluded from classification. In addition, when the clinical file of an offender contained insufficient information for making a reliable classification the case was excluded.

Of the 150 subjects who completed this interview, 81 were rapists who were classified according to MTC:R3 criteria and 69 were child molesters who were classified according to MTC:CM3 criteria.

Assigning Child Molesters to Types. The classification system for child molesters (MTC:CM3) consists of two independent axes (cf. Appendix III). Axis I consists of two dichotomous, crossed constructs -- **Fixation** and **Social Competence** -- yielding four types. The **Fixation** variable (Decision 1 on Axis I) is coded "high" if there is unequivocal, direct evidence that children have been a central focus of the offender's sexual and interpersonal thoughts and fantasies for a protracted period (at least six months). Behavioral evidence of high fixation includes three or more sexual contacts with children over a period greater than six months, enduring relationships with children, and contact with children in numerous situations over the lifetime. The **Social Competence** variable (Decision 2 on Axis I) is coded "high" if the subject has demonstrated two or more of the following: (a) a

single job lasting three years or longer, (b) marriage or cohabitation with an adult (over 16 years of age) for one year or longer, (c) raising a child for one year or longer, (d) active membership in an adult-oriented organization for one year or longer (organizations such as the Cub Scouts/Boy Scouts are excluded), (e) friendship with a peer, not involving marriage or cohabitation, lasting one year or longer.

Axis II of MTC:CM3 consists of a hierarchical series of decisions beginning with **Amount of Contact with Children.** A basic distinction is made between the amount of time an individual spends in close proximity with children (e.g., as a camp counselor, school teacher, bus driver, etc.) over a protracted period of time (Decision 1 on Axis II) and the strength of an individual's pedophilic interest (i.e., the extent to which children are a major focus of the individual's thought and attention), as captured by the degree of fixation (Decision 1 on Axis I). An individual is coded as "high contact" if there is clear evidence that he spends time with children in multiple contexts, both sexual and nonsexual. Such contexts may be vocational (e.g., school teacher) or avocational (e.g., little league coach). In addition, repeated (three or more) sexual encounters with the same child is considered evidence for high contact.

For high-contact offenders a subsequent distinction (Decision 2 on Axis II) is made between those child molesters who seek to establish interpersonal relationships with children (Type II-1) and those whose high contact is exclusively sexually motivated (Type

II-2). For low-contact offenders subsequent dichotomous discriminations on the **Degree of Physical Injury** inflicted on the child (Decision 2) and on the absence or presence of **Sadism** (Decision 3) yield the four low-contact groups (Types II-3 to II-6) depicted at the botton of the figure. The complete classification criteria are presented in Knight et al. (1989).

MTC:CM3 already has demonstrated reasonable reliability. Based on a sample of 177 offenders, the kappas for dimensions discussed in this paper are good: Fixation (.67), Social Competence (.84) and Amount of Contact with Children (.70) (Knight, Carter, & Prentky, 1989). In addition, MTC:CM3 has evidenced ties to antecedent life events (Prentky, Knight, Rosenberg, & Lee, 1989), recidivism, and symptom domains (Knight, 1991).

Assigning Rapists to Types. The classification system for rapists (MTC:R3; cf. Appendix IV) is a prototypic model whose structure was generated by juxtaposing types according to their proximity on cluster dentrograms and the similarities of their cluster profiles on critical variables (e.g., expressive aggression, lifestyle impulsivity/antisocial behavior, social competence, sexualization, and sexualized aggression; cf., Knight & Prentky, 1990). Assignment to types in this typology is achieved by an offender meeting a specific set of criteria for each type.

After the rapists were typed by two independent raters according to specified dimensions (cf. Appendix IV), the raters met to resolve all discrepancies through consensus to produce the final diagnosis. MTC:R3 has been used to classify 279 offenders,

including the 81 men who took the developmental interview. Preliminary analyses on the reliability and concurrent validity of this revised model are encouraging. The kappa for the primary subtype assignment for 279 of these offenders was .65, which by Cicchetti and Sparrow's (1981) criteria is good. Reliabilities for the component scales that were used in arriving at a type designation, and were also employed as dependent variables are presented in Appendix IV.

Development of MTC:R3

MTC:R3, a revision of MTC:R2, represents an attempt to correct all the problems encountered in the previous system (cf. Appendix IV). Although some of the problems we had identified in our analyses of MTC:R2 (cf. Knight & Prentky, 1990; Prentky, Knight, & Rosenberg, 1988) required only an increased concretization and specification of discriminating criteria, others could be implemented only with some basic structural renovations of the system. Whereas in our successful revisions of a child molester typology discrepancy analyses of assignment disagreements led to structural changes, neither such discrepancy analyses nor extensive validity analyses of MTC:R2 yielded hints about structural solutions. In retrospect, the reason for this failure appears clear. Discrepancy analyses depend on the agreed cases to provide a core of homogeneity against which the disagreed cases can be compared. The types in MTC:R2 were too heterogeneous to profit from discrepancy analyses (cf. Knight & Prentky, 1990). Thus, although the problems with the old typology became obvious, we

lacked a model whose structure provided some guidance for incorporating the required changes and whose flexibility allowed efficient implementation of such modifications. Initially, we attempted to maintain the balanced monothetic structure of the old system. When either new discriminators or new types were incorporated into this system, however, additional types had to be introduced to retain the basic bifurcated classification structure of the system. Even the attempt to nest progressive splits within certain branches of the hierarchical structure, a solution that was successful in revising the child molester typology, did not work (cf. Knight & Prentky, 1990). Although the target problem would improve when an appropriate new dimension or type was introduced, the types added to maintain the balanced structure appeared to have little empirical or clinical reality. Thus, the complexity of the relations among variables and among types led us to incorporate the more flexible procedures of a polythetic structure in which the overall similarity among members is assessed simultaneously on critical discriminating variables, rather than by the sequential application of a few hierarchically embedded general discriminations. In contrast to the monothetic approach, the polythetic approach emphasizes a bottom-up rather than a top-down strategy for seeking taxonomic structure (Brennan, 1987). Consequently, it introduced a major change in our perspective and led us to explore whether a better organizational structure could be generated from such a bottom-up strategy. In general, we implemented this bottom-up approach by identifying stable

prototypes that emerged repeatedly in varying types of analyses (both deductive and inductive, cluster analytic solutions), by assessing the similarities among these stable types both in terms of the dendrogram structures of the various cluster analyses and on the basis of profile analyses of critical variables, and by generating and testing models that were based on the juxtaposition of similar types. A more detailed description of our strategies is presented in Knight and Prentky (1990).

The implementation of this new strategy yielded the new system depicted in Figure 1 of Appendix IV. The structure of this revised typology not only corrected the inelegance of the relative positioning of the types in MTC:R2, it also provided a flexible framework that either solved or could efficiently accept solutions to the major difficulties we had identified in our analyses of MTC:R2. Consequently, this new system addresses all the major difficulties of its predecessor. First, the instrumental-expressive aggression distinction is no longer a preemptory, preliminary discriminator. It has been more precisely and concretely operationalized and has been assigned the more appropriate function of serving as one among many specific diagnostic criteria for individual types. Second, social competence has been afforded a major role as a typological definer in accord with the results of our cluster analyses. It has been operationalized with concrete criteria that were generated on a sample of rapists. Third, the heterogeneous Exploitative types have been replaced by two more tightly defined Opportunistic types.

Assignment to these two new types cannot occur by default, as frequently was the case with the Exploitative types. Rather, the offender must now reach a set of clearly defined, behavioral criteria to be classified Opportunistic. Fourth, the problems of reliably differentiating Displaced Anger from Sadistic types have been addressed by three changes: (a) we introduced two new types (the Pervasively Angry and the Muted Sadistic) to accommodate expressively aggressive offenders who did not match the characteristics of either the Displaced Anger or Sadistic, and thus created assignment inconsistencies; (b) we more clearly delineated the criteria for sadism; and (c) we replaced the Displaced Anger types with more tightly and narrowly defined Vindictive types, that include only offenders with low lifestyle impulsivity and no longer require the inherently problematic diagnostic criterion of "displacement." Fifth, lifestyle impulsivity has been divided into adolescent and adult components, more stringently defined by concrete behaviors, and is now applied only to differentiating specific types.

Thus, the major problems that we encountered in our discrepancy and validity analyses of MTC:R2 have been solved without proliferating empty types or creating an unwieldly system. The polythetic format of the present system has provided a more flexible structure that permits greater specificity and individualization of criteria. Consequently, the criteria for case assignment in the revised system are far better anchored than those of its predecessor.

MTC:R3: Primary Motivational Themes

For the **Opportunistic types** (Types 1 & 2) the sexual assaults appear to be impulsive, predatory acts, controlled more by situational and contextual factors than by sexual fantasy or explicit anger at women. The primary motivation for the **Pervasively Angry type** (Type 3) is hypothesized to be global and undifferentiated anger (i.e., these offenders are as likely to express their unmanageable aggression at men as at women). There are four types whose motivation is hypothesized to be **"sexual"** (i.e., marked by the presence of protracted sexually aggressive or sadistic fantasies that influence as well as sustain the rapes). These offenders (Types 4,5,6 & 7) have in common some form of enduring sexual preoccupation. This preoccupation may be distorted by the fusion of sexual and aggressive feelings (Types 4 & 5) or be characterized by dominance needs and/or acute feelings of inadequacy (Types 6 & 7). The final hypothesized motivation, for the **Vindictive offender** (Types 8 & 9), involves misogynistic anger. For these offenders it is suggested women are a central and exclusive focus of their anger. The sexual assaults of these men are marked by behaviors that are explicitly intended to physically harm as well as to degrade and humiliate.

General Results

Data Reduction of Developmental Interview

A series of principal component analyses (varimax rotation) of each of the seven behavioral domains yielded the 32 factors

presented in Appendix V. For each of these factors an internally consistent Likert scale was calculated. The items comprising the scales, the PCA statistics and the Cronbach alphas for these scales are also presented in Appendix V.

The "Mother" items yielded the following four factors: **Alcohol Use** (Eigenvalue = 8.72; % Var = 51.3); **Alcohol & Aggression** (Eigenvalue = 2.08; % Var = 12.2); **Psychiatric History** (Eigenvalue = 1.11; % Var = 6.6); **Sullen & Withdrawn** (Eigenvalue = 0.92; % Var = 5.4). The alphas for these scales were .90, .92, .82 & .82, respectively.

The "Father" items yielded the following three factors: **Alcohol Use** (Eigenvalue = 13.09; % Var = 48.5); **Psychiatric History** (Eigenvalue = 2.39; % Var = 8.9); **Criminal History** (Eigenvalue = 2.20; % Var = 2.20). The alphas for these scales were .95, .86 & .83, respectively.

The "Parental Relationship" items yielded the following five factors: **Positive Parental Relationship** (Eigenvalue = 9.07; % Var = 31.3); **Negative Verbalizations** (Eigenvalue = 4.82; % Var = 16.6); **Parental Aggression** (Eigenvalue = 2.71; % Var = 9.3); **Sibling Conflict** (Eigenvalue = 2.11; % Var = 7.3); **Parental Separation** (Eigenvalue = 1.54; % Var = 5.3). The alphas for these scales were .94, .89, .88, .83 & .82, respectively.

The "Family" items yielded the following four scales: **Financial Problems** (Eigenvalue = 3.63; % Var = 24.2); **Visiting Others** (Eigenvalue = 2.55; % Var = 17.0); **Neighbors or Friends Help** (with family needs or problems) (Eigenvalue = 1.90; % Var = 12.6);

General Socializing (Eigenvalue = 1.15; % Var = 7.7). The alphas for these scales were .78, .76, .75 & .55, respectively.

The "Health" items yielded the following three scales: **General Illness** (Eigenvalue = 3.79; % Var = 29.1); **Seizures/ Suicide** (Eigenvalue = 1.89; % Var = 14.5); **Head Injuries & Emergency Room Visits** (Eigenvalue = 1.59; % Var = 12.2). The alphas for these scales were .75, .77 & .75, respectively.

The "Subject Characteristics" items yielded the following seven scales: **Aggression** ((Eigenvalue = 7.55; % Var = 22.9); **Anxious & Dependent** (Eigenvalue = 3.58; % Var = 10.8); **School Problems** (Eigenvalue = 2.52; % Var = 7.6); **Subject Picked On** (as a child) (Eigenvalue = 2.10; % Var = 6.4); **Friendless** (subject had no friends as a child) (Eigenvalue = 2.02; % Var = 6.1); **Alcohol Use** (Eigenvalue = 1.70; % Var = 5.1); **Bad Actor in School** (Eigenvalue = 1.33; % Var = 4.0). The alphas for these scales were .83, .83, .81, .88, .80, .68, & .68, respectively.

The "Child Rearing Practices" items yielded the following six scales: **Discipline & Punishment** (Eigenvalue = 13.66; % Var = 31.0); **Positive Relationship with Mother** (Eigenvalue = 6.06; % Var = 13.8); **Positive Relationship with Father** (Eigenvalue = 3.14; % Var = 7.1); **Predictability** (of parental response) (Eigenvalue = 2.24; % Var = 5.1); **Rejection** (Eigenvalue = 1.69; % Var = 3.8); **Violence** (perpetrated against the subject) (Eigenvalue = 1.52; % Var = 3.4). The alphas for these scales were .95, .92, .91, .81, .80, & .76, respectively.

General Procedure for Model Development

Our data analysis, thus far, has focused on relating these aforementioned retrospective developmental scales to both MTC:CM3 & MTC:R3 typological assignments and to the scales that form the basis of MTC:CM3 & MTC:R3 classification. Examples of the types of hierarchical regression models we are generating to analyze the developmental antecedents of MTC:CM3 & MTC:R3 are presented in Figures 3-8, Appendix I. The same developmental components derived from principal components analyses of the developmental interview that were described earlier served as independent variables in the regression models using interview-derived scales.

Interfacing MTC:R3 with the Developmental Interview

For purpose of illustration, we will use as a prototype of the regression models generated from this project one that is depicted in Figure 10, Appendix I. Combination scales (cf. Assessment of Parental/Family Variables section) were sorted into five blocks of theoretically and temporally related variables: parental characteristics, family relations, child-rearing practices, childhood variables, and adult variables. The variables in the first three blocks (i.e., the parental/family variables) are listed in Table 9, Appendix II. The fourth and fifth blocks are represented individually in Figure 10.

Our discussion of this model (cf. Figure 10) will follow five steps. First, we will describe the four independent, predictor blocks. Second, we will summarize the two major hypotheses we have thus far tested about the relation of these independent, predictor blocks to adult outcome. Third, we will describe the adult outcome

measures. Fourth, we will briefly discuss the design rationale for the model. Fifth, we will describe the results.

Independent, Predictor Blocks

Assessment of parental/family variables. The problem with multicollinearity resulted in the forced rational combination of highly correlated components within the three parental/family variable blocks. For example, Negative Verbalizations (between parents) and Parental Aggression (toward each other) were combined into a single scale, "Negative Parental Relationship." "Mother Negative" was an amalgam of several negative aspects of mothering such as alcohol abuse, rejection, and hostility. Likewise, "Father Negative" was a combination of father's alcoholism, psychiatric history, and criminal record. Discipline/punishment, rejection, and violence/abuse were also combined into one factor, "Negative Relationship with Parents." Positive relations with mother and father were pooled into "Positive Relationship with Parents." Table 9, Appendix II contains a complete list of the developmental variables comprising (a) Parental Characteristics, (b) Family Relations, and (c) Child-Rearing Practices.

Assessment of childhood variables. As discussed earlier, childhood variables (Block 4) were also produced from these PCA-derived scales. They are presented in Figure 10, Appendix I. Seizures/Suicide measured the presence of seizures or suicide attempts in childhood. Aggression consisted of behaviors such as tantrums, destructive, or bullying tendencies. School Problems comprised academic difficulties and problems with concentration.

Bad Actor in school was a factor that assessed behavioral problems in school, such as suspension, hitting teachers, etc. Juvenile unsocialized behavior was derived from archival file data on the rapists.

Hypothetical Developmental Antecedents of MTC:R3

Thus far, only a couple of a priori hypotheses have been assessed about the developmental antecedents of MTC:R3 types. These include:

1. Because of the extensive literature demonstrating the stability of aggressiveness (Olweus, 1984) and the validity of juvenile antisocial behavior (Doane & Goldstein, 1983; Robins & Ratcliffe, 1978-79) in predicting adult antisocial behavior, we attempted to trace the developmental roots of adult antisocial behavior among sexual offenders. It was hypothesized that the variables previously found to be important in nonsexually aggressive populations would also have predictive validity among sexually aggressive offenders, for instance: parental violence, drug and alcohol abuse (Pollock, Briere, Schneider, Knop, Mednick, & Goodwin, 1990); emotional deprivation and rejection (McCord, 1983; McCord & McCord, 1958); paternal antisocial activity (Robins, 1966; Robins & Ratcliffe, 1978-79); maternal harsh criticism and lack of guilt induction (Doane & Goldstein, 1983); inconsistent control, particularly when coupled with corporal punishment (McCord, 1983; Olweus, 1984; Hall, 1984); permissiveness for aggression (Olweus, 1984).

2. The Sadists should have experienced significantly more disordered backgrounds (i.e., more physical and sexual abuse in childhood) than nonsadistic sexual types, and to the degree that overt sadism characterizes an offender's sexual behavior they should have experienced more childhood physical and sexual abuse (Prentky et al., 1988; Prentky & Knight, 1991).

Assessment of Adult Taxonomic Outcome Variables

All adult outcome variables, as well as juvenile unsocialized behavior, were coded from file data on the rapists. Each file contained an assortment of records and information such as school, employment, and past institutional records, parole summaries, probation records, social service notes, and the results of clinical interviews and psychometric testing. The files were coded by two research assistants. The outcome variables employed in this study were a combination of MTC:R3 rapist types and rapist dimensions that served as the basis for assigning offenders to types. All these variables were dual coded from archival files. Their definitions and content are described below.

Expressive Aggression. This Likert scale comprised five dichotomous items, assessing the nature of victim injury, relation of offender's aggression to victim resistance, the specific acts committed in the offense, etc., that were coded as either low (0) or high (1). The total number of items judged present were divided by the number of items deemed rateable (enough information present in files).

Sadism. The offender had to meet several criteria to be judged sadistic (whether overt or muted) and was categorized as sadistic on the basis of the presence or absence of specific criteria. These criteria included a Sadism scale that assessed aspects of sexual fantasies or preoccupation with thoughts of inflicting pain or torture on the victim, as well as actual acting out of these impulses during sexual activity (criminal or noncriminal).

Pervasive Anger. This Likert scale was also judged from archival data and included several assessments of anger control such as consistently showing a pattern of anger to both males and females, having assaulted males, and exhibiting cruelty to animals.

Adult Unsocialized Behavior. This Likert scale comprised eight dichotomous items, assessing behaviors such as the history of non-prescription drug use, vandalism or fighting after age 16, assaultive aggression, and conduct/behavioral charges.

Antisocial Types Comparison. This outcome variable was the statistical product of comparing the predictive ability of childhood variables on types 1, 2, 3, and 4 of the MTC:R3 versus types 6, 7, 8, or 9 . (cf. Appendix IV for the types and the dimensions that define these types.) As such, this is the only variable in this study which directly tested the hypothesis that this population of rapists differs from psychopaths in general.

Description of the Regression Model

The hierarchical multiple regression model depicted in Figure 10 was constructed to determine the relation among the

developmental predictors and between these variables and taxonomic outcome (Block 5), in this case using MTC:R3. Thus, the model was conceptualized longitudinally and parental/family variables were considered exogenous, causally prior components of the model. This assumption must be interpreted with the caveat that the paths between parental/family and childhood variables may not be unidirectional. That is, it is possible that the child's behaviors may exacerbate family pathology. The paths leading from either parental/family or childhood variable blocks to taxonomic outcome may, however, be reasonably construed as unidirectional.

Each block of variables within the parental/family domain was entered sequentially as blocks (1, 2, and then 3) to predict each of the scales within the childhood variables. The R^2 values in the figure represent the significant R^2 changes when each subsequent block was added to the previously entered blocks. Thus, they represent the independent contribution of the variables in that block to predicting each childhood characteristic. This particular model therefore assumes the causal priority of parental characteristics, assesses whether the relationship between parents or between parents and others increases prediction over parental characteristics alone, and finally determines whether child-rearing practices explain independent variance over the first two blocks. In predicting the adult variables the same procedure for entering the parental/family variables was followed, and the childhood variables were entered as a fourth block. The betas emerging from childhood variables and projecting to adult taxonomic variables

represent therefore the independent contribution of that childhood characteristic to predicting a particular taxonomic outcome over and above the previous blocks.

Results

Because we are just beginning to explore the validity of MTC:R3, and adjustments to the criteria are anticipated on the basis of preliminary analyses, we will simply highlight a couple of critical features of the regression model we have just presented and summarize some additional analyses we have thus far completed on the Sadists.

First, it is important to note that the top four adult outcome variables in the regression model (see Figure 10) were taxonomic scales. Only the fifth variable, Antisocial types, was directly a taxonomic comparison (Types 1,2,3,4 vs. 6,7,8,9). Consistent with other analyses we have completed on these developmental data, the types constituted better outcome targets than any specific scales, even when the scales related directly to the particular taxonomic decision (e.g., adult unsocialized behavior). For instance, consistent with our second set of a priori hypotheses, described above, the Sadistic types were distinguished in another set of analyses by higher levels of physical abuse in childhood and by a higher incidence and greater degree of sexual coercion by an adult during their childhood than other types, but all correlations to Sadistic scales in the regression model presented in Figure 10 were not significant. Second, the constellation of variables that predicted being classified as an Antisocial type, which included

paternal history of criminal, alcohol, and psychiatric history (B = .43, p < .005), negative relation with parents (B = .41, p < .02), friendlessness in childhood (B = .27, p < .06), and subject aggressiveness in childhood (B = .45, p < .005), are consistent with previous literature on other populations (McCord, 1983; Olweus, 1984; Robins & Ratcliff, 1978-79). Finally, different constellations of developmental antecedents were related to different adult taxonomic outcomes.

Interfacing MTC:R2 & MTC:CM3 with the Developmental Interview Independent, Predictor Blocks

Assessment of parental/family & childhood variables. Three additional models were designed, each using a slightly different set of predictor blocks. The family/parental and childhood variables in Figures 11 - 13 all derive from the Developmental Interview (cf. Appendix V). In the previously described study, the problem of multicollinearity was addressed through the rational combination of correlated scales. For these three models, higher-order factor analysis produced the combinations of components entered into the models. These components or scales are presented in Appendix V.

Assessment of Adult Taxonomic Outcome Variables. The two distal (taxonomic) outcome variables in Figure 11 represent two dimensions in MTC:R2. The first variable, Impulsivity, contrasts subtypes 1, 3, 5, & 7 (low) with 2, 4, 6, & 8 (high). This dimension reflects lifestyle impulsivity, and is exemplified by

such behaviors as a history of fighting, vandalism or assaultive aggression, chronic instability of employment, drug/alcohol abuse, history of escape/running away, inability to sustain long-term relationships, and aimlessness or failure to settle down. The second variable, Expressive Aggression, contrasts subtypes 1 - 4 (low) with 5 - 8 (high). Expressive Aggression reflects, primarily, degree of physical injury sustained by the victims.

The five taxonomic outcome variables in Figure 12 are from MTC:CM3. Fixation (degree of preoccupation with children; subtypes 2,3 (low) vs. 0,1 (high)) and Social Competence (subtypes 0,2 (low) vs. 1,3 (high) are the dimensions comprising Axis I of the child molester classification system (cf. Appendix III for the decision-making criteria). Amount of Contact (amount of non-offense contact with children, typically in vocational or recreational contexts; subtypes 3-6 (low) vs. 1,2 (high)), Sadism (subtypes 3,5 (low) vs. 4,6 (high)) and Physical Injury (subtypes 1-4 (low) vs. 5,6 (high)) are the dimensions comprising Axis II of MTC:CM3 (cf. Appendix III).

The five outcome variables in Figure 13 include the three taxonomic dimensions of Amount of Contact, Sadism and Physical Injury. In addition, two non-taxonomic dimensions were included, Amount of Sexual Aggression (a 5-point scale, ranging from no evidence of aggression to extreme aggression) and Number of Serious Sexual Offenses.

Results

The three regression models were tested using the same procedures described earlier.

Rapists. Figure 11 depicts a regression model for rapists. The Family/Parental predictor block of Discipline-Punishment, Rejection & Violence/Abuse was strongly related to Head Injury ($\underline{B}$ = .48) and Aggressive & Bad Actor in School ($\underline{B}$ = .54) in childhood. The Childhood predictor block of Friendless, Picked On, and Anxious/Depressed was predicted by two Family/Parental predictor blocks, Mother Withdrawn ($\underline{B}$ = .19) and Father Alcohol & Father Psychiatric Disorder ($\underline{B}$ = .30). In addition, Mother Alcohol & Mother Aggression predicted School Problems & Alcohol Use in childhood ($\underline{B}$ = .20).

Head Injury in childhood was negatively associated with Paraphilias in adulthood ($\underline{B}$ = -.19). Aggressiveness and Bad Actor in School was related to Antisocial & Criminal Behavior ($\underline{B}$ = .34) and Lifestyle Impulsivity ($\underline{B}$ = .28) in adulthood. School Problems & Alcohol Use in childhood was related to general Incompetence in adulthood ($\underline{B}$ = .34). Being Anxious & Dependent in adulthood was predicted by the Family/Parental predictor block of Negative Relations with Parents & Predictability ($\underline{B}$ = .24), as well as the childhood predictor block of Friendless, Picked On and Anxious/ Depressed ($\underline{B}$ = .44).

A taxonomic outcome of <u>high</u> impulsivity (collapsing across subtypes 2,4,6 & 8 and 1,3,5 & 7) was predicted by Antisocial & Criminal Behavior ($\underline{G}$ = 3.15, $\underline{p} < .005$) and Lifestyle Impulsivity ($\underline{G}$ = 2.87, $\underline{p} < .01$). A taxonomic outcome of <u>high</u> Expressive

Aggression (collapsing across subtypes 1-4 & 5-8) was predicted by the presence of Seizures & Suicide Atttempts in childhood (G = .69, p < .05).

In this model the only longitudinal path is one that proceeds from Discipline-Punishment/Rejection/Violence & Abuse in the home to Aggression and school-related behavior management problems in childhood, to Antisocial & Criminal Behavior and Lifestyle Impulsivity in adulthood, and to a taxonomic outcome of greater Impulsivity. The path reflects, of course, the often documented longitudinal stability and robustness of antisocial conduct and impulsive acting out that is manifest early in life.

Although counterintuitive, one interesting path leads from Discipline-Punishment/Rejection/Violence & Abuse in the home to Head Injury in childhood, and to a <u>decreased</u> likelihood of Paraphilias in adulthood. These relations are presently the subject of follow-up scrutiny. It is reasonable to speculate that there are mediators that are responsible for the inverse relation between Head Injury and Paraphilias. In this model, however, neither predictor was related to any other component. The other relation that is of particular interest, and is the subject of focal scrutiny, is between Seizures & Suicide attempts in childhood and Expressive Aggression in adulthood. This childhood predictor block (Seizures & Suicide) is unrelated to any non-taxonomic adult outcome (e.g., greater lifestyle impulsivity and/or a track record of antisocial behavior). Not only does Seizures & Suicide forecast greater manifest aggression in sexual offenses for

rapists, but the same predictor block was associated with an outcome of Sadism among child molesters. Thus, teasing apart the more subtle nuances of this particular component will be very important.

Child Molesters: Model 1. Figure 12 depicts a regression model for child molesters that includes, as distal variables, the five major taxonomic dimensions incorporated in MTC:CM3.

Having an impaired father (Father Alcohol & Psychiatric Disorder) was strongly associated with being a Sickly child (B = .57). The Family/Parental predictor block of Discipline/ Punishment/Rejection/Violence/Abuse was related to three childhood outcomes: Aggressive/School Problems/Anxious Depressed (B = .49), Friendless & Picked On (B = .37) and Alcohol Use (B = .31). Friendless & Picked On also was predicted by Negative Relationship with Mother & Father/Unpredictability (B = .28). Alcohol Use also was predicted by Mother Psychiatric Disorder (B = .38).

There were only two significant predictions to noncriminal adult adaptation. Incompetence was predicted by Alcohol Use in childhood (B = .32), and Mood Disorder & Social Introversion was predicted by Negative Relationship with Mother & Father/ Unpredictability (B = .34).

Taxonomic outcome was predicted by a variety of childhood and adulthood variables. Those who were high in Fixation experienced Bad Relationships with Peers (G = 1.68, p < .05). Those who were low in Social Competence had Bad Relationships with Pecrs in adulthood (G = -5.70, p < .005) and were behavior management

problems in childhood (Aggressive/School Problems/Anxious-Depressed, G = -2.90, p < .05). Those who were Sadistic (muted or overt) had Bad Relationships with Peers in adulthood (G = 2.96, p < .05) and experienced Seizures and/or Suicide attempts in childhood (G = 8.12, p < .05). Finally, high Physical Injury to victims was associated with Alcohol Use in childhood (G = 1.53, p < .01).

This model is reasonably consistent with our a priori hypotheses. A high degree of Fixation (or sexual preoccupation with children) was associated with Bad Relationships with Peers. Similarly, low Social Competence was associated with Bad Relationships with Peers in adulthood and relatively fewer problems with aggression and acting out in childhood. Physical Injury was associated with Alcohol Use in childhood, though use of alcohol in childhood undoubtedly passes on to adulthhod (cf. Model 2). Perhaps the most noteworthy - and unexpected - finding was the relation between Sadism and Seizures & Suicide. Given the paucity of literature on the etiology of sadism, this finding is of particular interest.

Child Molesters: Model 2. Figure 13 depicts a regression model for child molesters that includes three taxonomic dimensions (Amount of Contact, Sadism & Physical Injury), as well as an assessment of the degree of sexual violence (Amount of Sexual Aggression) and the Number of Serious Sexual Offenses (i.e., those offenses that involved physical contact with the victim). This model employed only three Family/Parental predictor blocks that

focused on parental pathology. These three blocks evidenced minimal predictive power, with two of the relations, Father Alcohol & Psychiatric Disorder and childhood Sickliness and Mother Psychiatric Disorder and childhood Alcohol Use, emerging in Model 1. There were a number of model-specific associations between childhood predictors and adult outcome. Aggressive/School Problems forecast Antisocial & Criminal Behavior in adulthood ($\underline{B}$ = .52), as well as the Number of Serious Sexual Offenses ($\underline{G}$ = -.46, $\underline{p}$ < .05). The child who was Friendless & Picked On was destined to be higher in Lifestyle Impulsivity ($\underline{B}$ = .24). Alcohol Use in <u>childhood</u> was associated with Alcohol Use in adulthood ($\underline{B}$ = .61), a higher Amount of Sexual Aggression ($\underline{G}$ = .52, $\underline{p}$ < .05) and greater Physical Injury to victims ($\underline{G}$ = 1.53, $\underline{p}$ < .01).

Taxonomic outcome was predicted by a number of childhood and adulthood factors. Those who were higher in Antisocial & Criminal Behavior were more likely to be <u>low</u> in Amount of Contact with children ($\underline{G}$ = -2.05, $\underline{p}$ < .01). As noted in Model 1, Sadism was predicted by childhood Seizures and Suicide attempts. Physical Injury, as noted, was predicted by Alcohol Use in childhood. The Amount of Sexual Aggression was related both to childhood Alcohol Use and to Antisocial & Criminal Behavior ($\underline{G}$ = .62, $\underline{p}$ < .01). Finally, as noted, the Number of Serious Sexual Offenses was negatively related to Aggressive, School Problems, Anxious/Depressed in childhood.

The most important longitudinal path suggested by this model proceeds from childhood aggressive, unmanageable behavior to

Antisocial & Criminal Behavior in adulthood, and to a greater Amount of Sexual Aggression. Thus, among child molesters, a history of aggressive acting out is associated with increased aggression in sexual crimes. In addition, the same track record of childhood and adulthood aggressive and antisocial behavior also leads to low contact with children. On the Amount of Contact dimension, a classification of "low" implies that the offender spent no time nurturing relationships with his victims, that all victim contact was in the context of an offense. The relation between Amount of Contact and antisocial behavior may be explained by the greater lifestyle impulsivity of child molesters who have a history of generic criminal conduct. Again, this is an empirical question that we are examining.

When Alcohol Abuse in adulthood is introduced into the model, there is, as expected, a strong relation between such abuse and earlier abuse of alcohol in childhood. There is, however, no relation between adulthood abuse of alcohol and Physical Injury to victims, as there is for childhood Alcohol Abuse. A very large percentage of the child molesters in our samples report use of alcohol in adulthood (about 75%), and a substantial proportion of those (50%) report abuse of alcohol.

A much smaller subgroup, however, report abuse of alcohol in childhood. This smaller subgroup may be more homogeneous, and thus a better differentiator, with respect to sexual violence. Again, these findings suggest more refined analyses that compare subjects

reporting alcohol abuse in childhood with those who abused alcohol in adulthood but reported no such abuse in childhood.

Finally, it is noteworthy that the Family/Parental predictor blocks that focused on the pathology of the mother or father (e.g., history of psychiatric disorder or alcohol abuse) were relatively weak compared to predictor blocks that focused on actual negative outcomes for the child (Discipline-Punishment/ Rejection/Violence-Abuse and Negative Relationship with Mother & Father/Unpredictability).

Relating Life Course to Adult Outcome Variables for Sexual Offenders

In addition to the computer interview, a standardized, clinical interview (Appendix VII) was administered to 155 subjects at the Massachusetts Treatment Center (MTC) to gather data concerning changes in caregivers during the course of the offenders' lives and their institutional experience. This interview was administered because a pilot study on a subset of the present sample had suggested the possibility that particular types of early experiences might account for unique aspects of sexual as opposed to general, nonsexual aggression (Prentky et al., 1989). In addition, in this earlier pilot study the severity rather than the frequency of aggression was predicted.

The present, clinical interview study has extended this previous study by increasing substantially the number of subjects and by recoding two variables according to the developmental stage

at which they occurred. This allowed us to re-examine these variables to determine whether disruptions in the family and the stability and consistency of interpersonal relationships might have different effects depending on when they occur in the offender's developmental history.

Method

Subjects

The subjects were 155 male volunteers from the resident population of 260 offenders committed to the Massachusetts Treatment Center as sexually dangerous persons. Of the 155 participants, 81 were rapists (men who have committed sexual assaults on females over the age of 16), 54 were child molesters (men who committed sexual assaults on male or female children under the age of 16) and 20 had both child and adult victims.

Procedure

Clinical Interview. One of two male research assistants administered a 30-minute, 51 item structured clinical interview about developmental epochs, one through five years, six through 10, and 11 through 18 (cf. Appendix VII). For each epoch two trained research assistants independently coded each interview for (a) the number of significant caregivers (i.e., parents, grandparents, or live-in substitute parents, relatives, or foster parents that had primary responsibility for six months or longer), (b) the total number of caregivers, (c) the total time spent with all significant caregivers, (d) the total time spent in all life situations, (e) the total time spent with each biological parent, (f) the longest

time spent in an institution, and (g) the number of changes in institutions. Reliability estimates (Roff, 1981) all exceeded .75. For all discrepant judgments raters reached consensus.

Archival Data. Each subject's clinical file, which contained extensive pre and post commitment data, was also independently coded by two other trained research assistants for five theoretically relevant predictor variables (family disruptiveness, physical abuse, emotional neglect, sexual abuse in the family, and family sexual deviation not involving the subject) and four outcome measures (the amount of violence and victim injury in the offender's sexual assaults, the amount of aggression in nonsexual contexts, the total number of serious sexual offenses, and the total number of nonsexual, victim-involved offenses). Reliability estimates (Roff, 1981) of all ratings exceeded .80. For all discrepant judgments raters reached consensus.

Results

Principal Components Analysis of Family and Childhood Measures

A principal components analysis of the family and childhood measures across the three developmental epochs yielded the same four factors as Prentky et al. (1989): Caregiver Inconstancy, Physical Abuse and Neglect, Institutional History, and Sexual Deviation and Abuse within Family. These factors accounted for a substantial percent of the total variance (75%). The resultant scales, which were calculated by standardizing each variable that loaded > .50 on each factor and computing the mean of these items, had adequate internal consistencies (alphas = .72 to .94; cf.

Table 10). For Caregiver Inconstancy and Institutional History similar scales were calculated for each developmental epoch.

Correlations of Childhood/Family Components with Adult Outcome

As can be seen in Table 11, sexual and general aggression were predicted by both a different pattern of variables and by disturbances in different developmental epochs. Caregiver Inconstancy predicted both subsequent sexual and general aggression, but their patterns of association varied across developmental epochs. For sexual aggression, Caregiver Inconstancy in the preschool years ($p < .01$) had more predictive power than during middle childhood (ns) or adolescence (ns). For general aggression, Caregiver Inconstancy in adolescence ($p < .001$) was a somewhat stronger predictor than in middle childhood ($p < .05$) or in the preschool years ($p < .01$). Institutional History was more related to general aggression than to sexual aggression, and predictions varied across developmental epochs. Whereas only institutionalization in preschool years predicted sexual aggression ($p < .05$), institutionalization in middle childhood and adolescence predicted general aggression. Physical Abuse and Neglect predicted only general and not sexual aggression. Sexual Deviation and Abuse within the Family predicted none of the adult outcomes assessed.

The pattern of results suggests that sexual and general aggression have different developmental roots. Variables measured in early childhood were more predictive of adult sexual aggression. In contrast, relationships with generalized, nonsexual aggression were strongest during adolescence.

In addition, the kind of variables that predicted each kind of aggression differed. Consistent with past research (Graybill, MacKie, & House, 1985; Kinard, 1980; Main, 1983; Main & Goldwyn, 1984; Main & Weston, 1981) physical abuse and neglect predicted general aggression. Institutional history during adolescence had the strongest relationship with general aggression. These findings are consistent with a social learning model. Physical abuse provides a model for nonsexual aggression rather than for sexual aggression. Adolescent penal institutions, the primary place of institutionalization for this sample, are widely thought to be environments in which aggressive behavior is modeled (e.g., Robins & Ratcliff, 1978-79; Wilkins, 1969). The consistent relation of caregiver inconstancy with general aggression suggests additional mechanisms. Other research with adolescent offenders (not sexual) has suggested that the presence of a mother who has an affectionate and discplinary relationship with the adolescent is associated with smaller probabilities of continued acting out (Martin, 1975; McCord, 1982; Robins & Ratcliff, 1978-79). Obviously, such relationships can only exist if the adolescent is not being shuffled from caregiver to caregiver.

The developmental story for sexual aggression is quite different. The only significant relations were in the preschool years--caregiver inconstancy and institutional history, the latter of which presumably reflects the former. This suggests that the roots of sexual aggression are in the dynamics of relationships rather than in modeling of sexual abuse or disciplinary

relationships. Early caregiver inconstancy may be a duration or an early experience effect. That is, early inconstancy may simply reflect a longer history of inconstancy or it may indicate that inconstancy during the preschool years are particularly harmful.

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Developmental Factors Associated with Sexual Dangerousness

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Final Report
National Institute of Justice
Grant No. 85-IJ-CX-0072
September, 1992

Appendices

I - VIII

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Research Department
Massachusetts Treatment Center
Bridgewater, MA 02324

Appendices

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Appendix VIII	Developmental Interview

Appendix I

Figures

Figures

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LINEAR STRUCTURAL ANALYSIS FOR RAPISTS

(simultaneous multiple regression analysis, n=78)

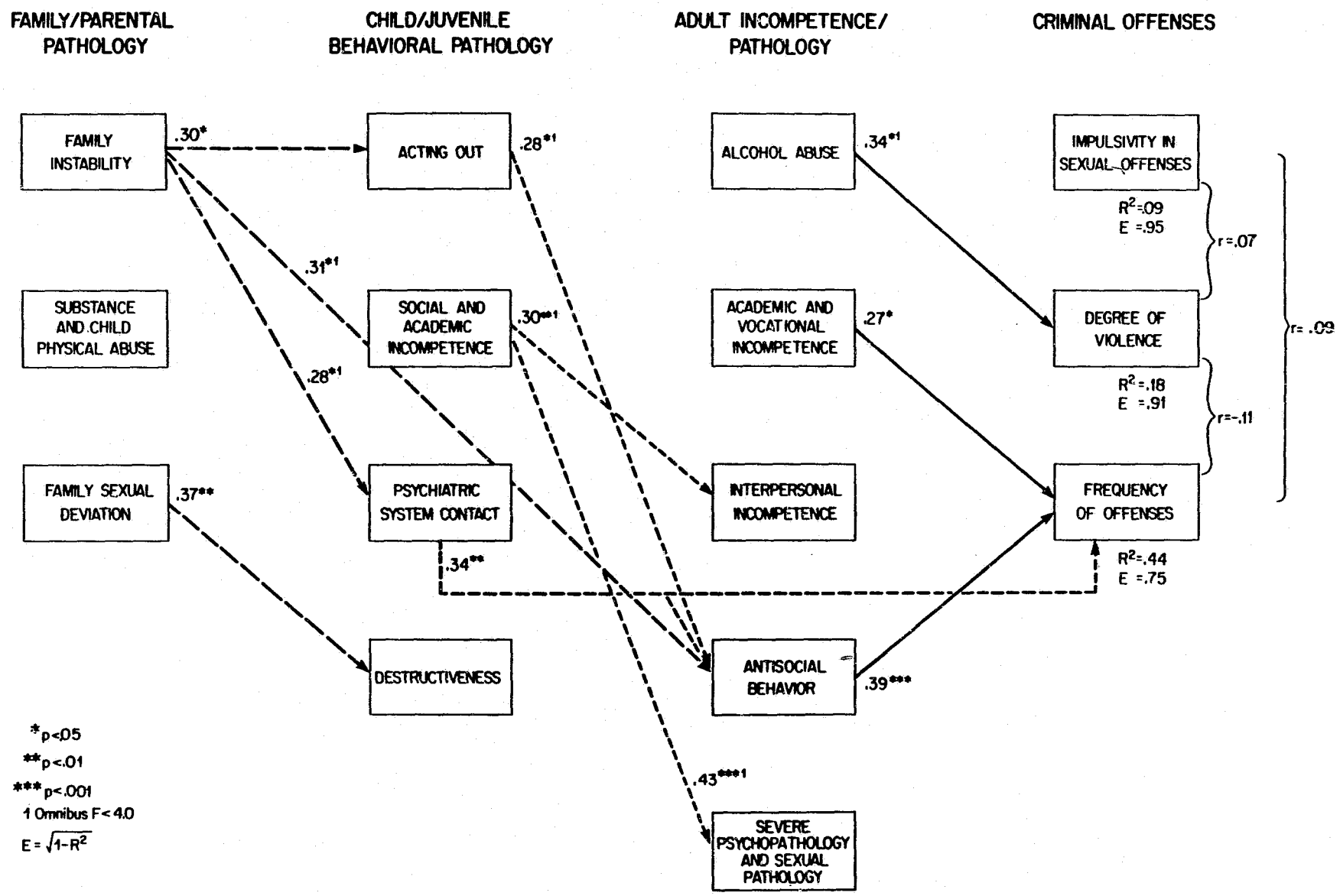


Figure 1

LINEAR STRUCTURAL ANALYSIS FOR CHILD MOLESTERS

(simultaneous multiple regression analysis, n = 41)

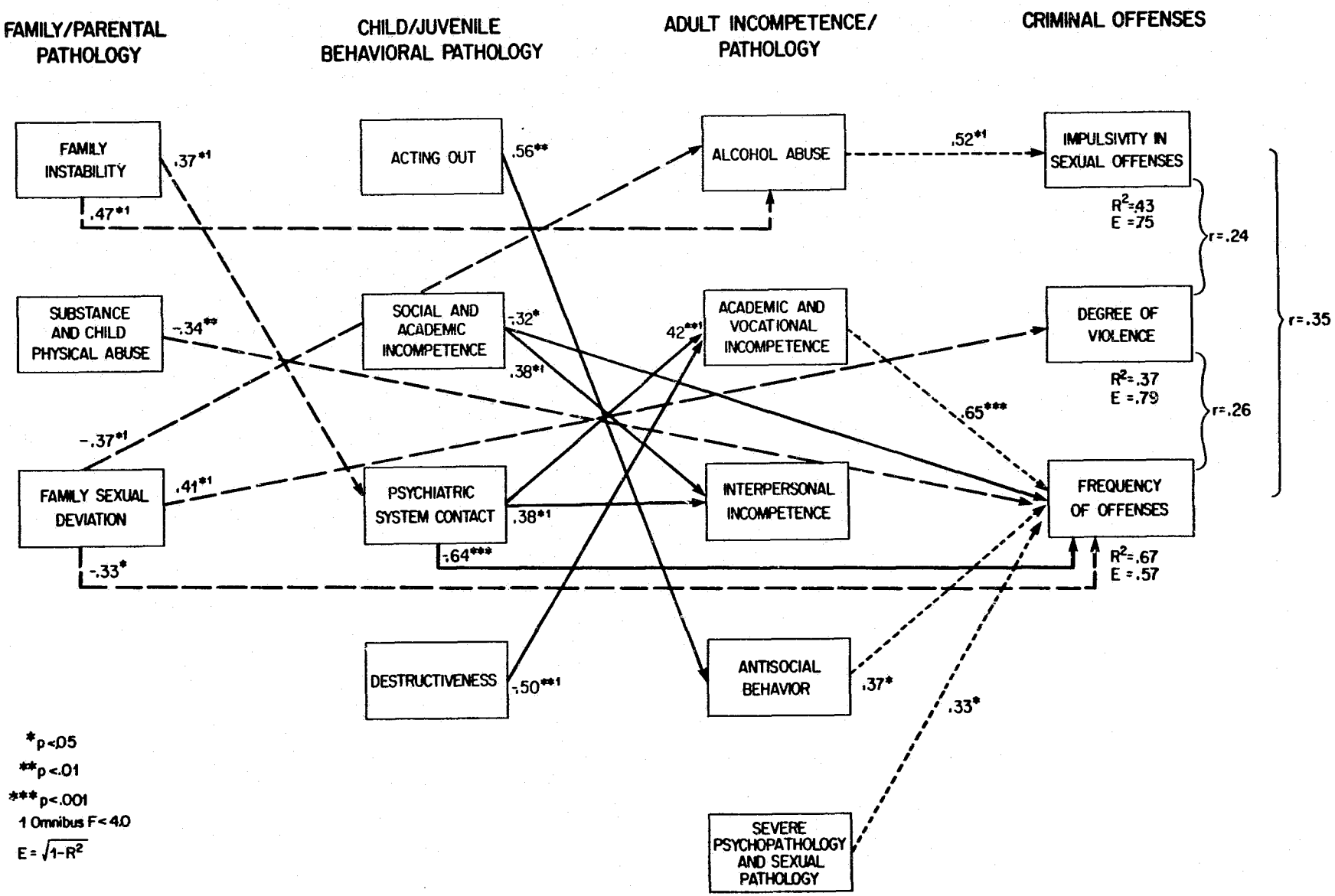
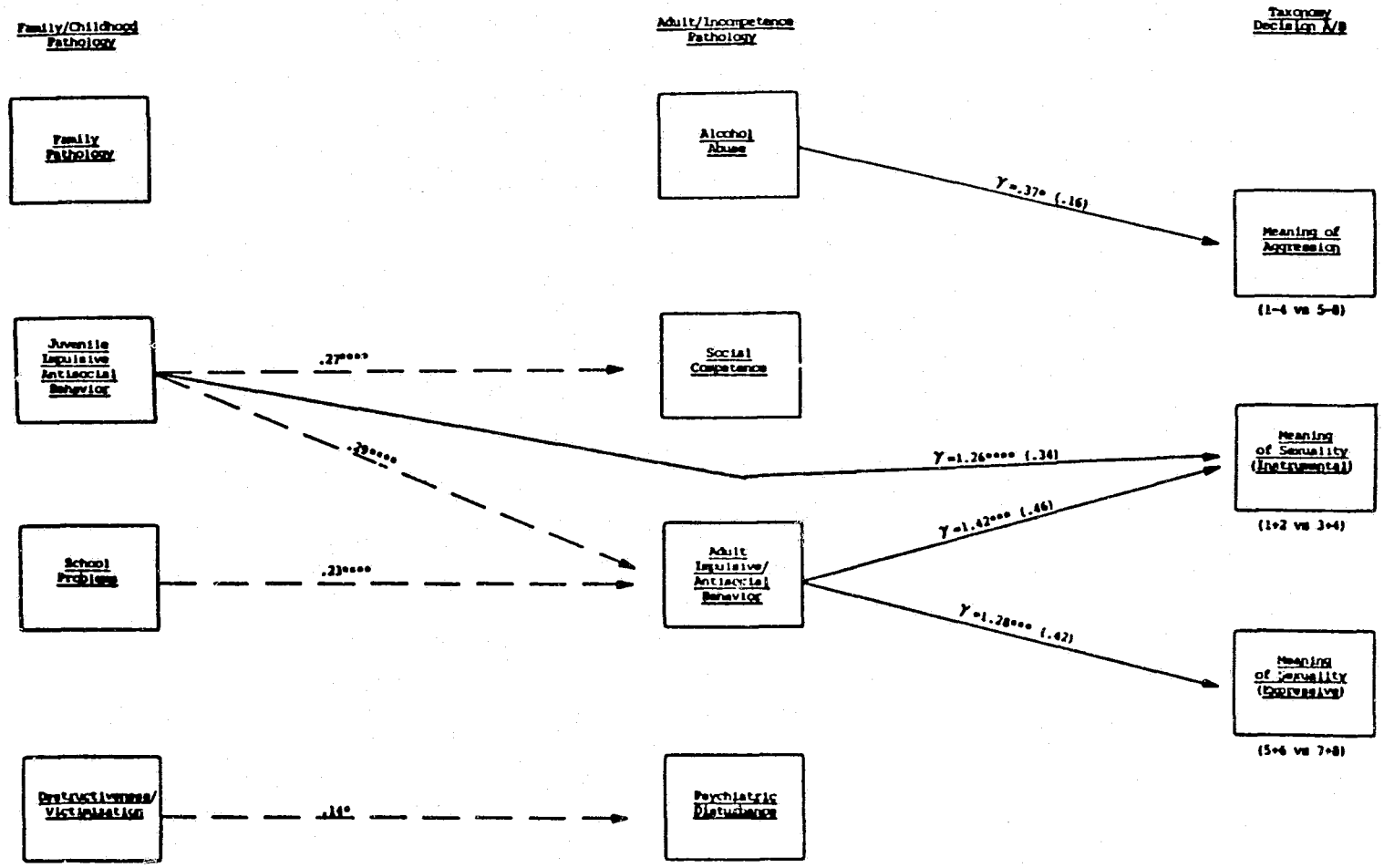
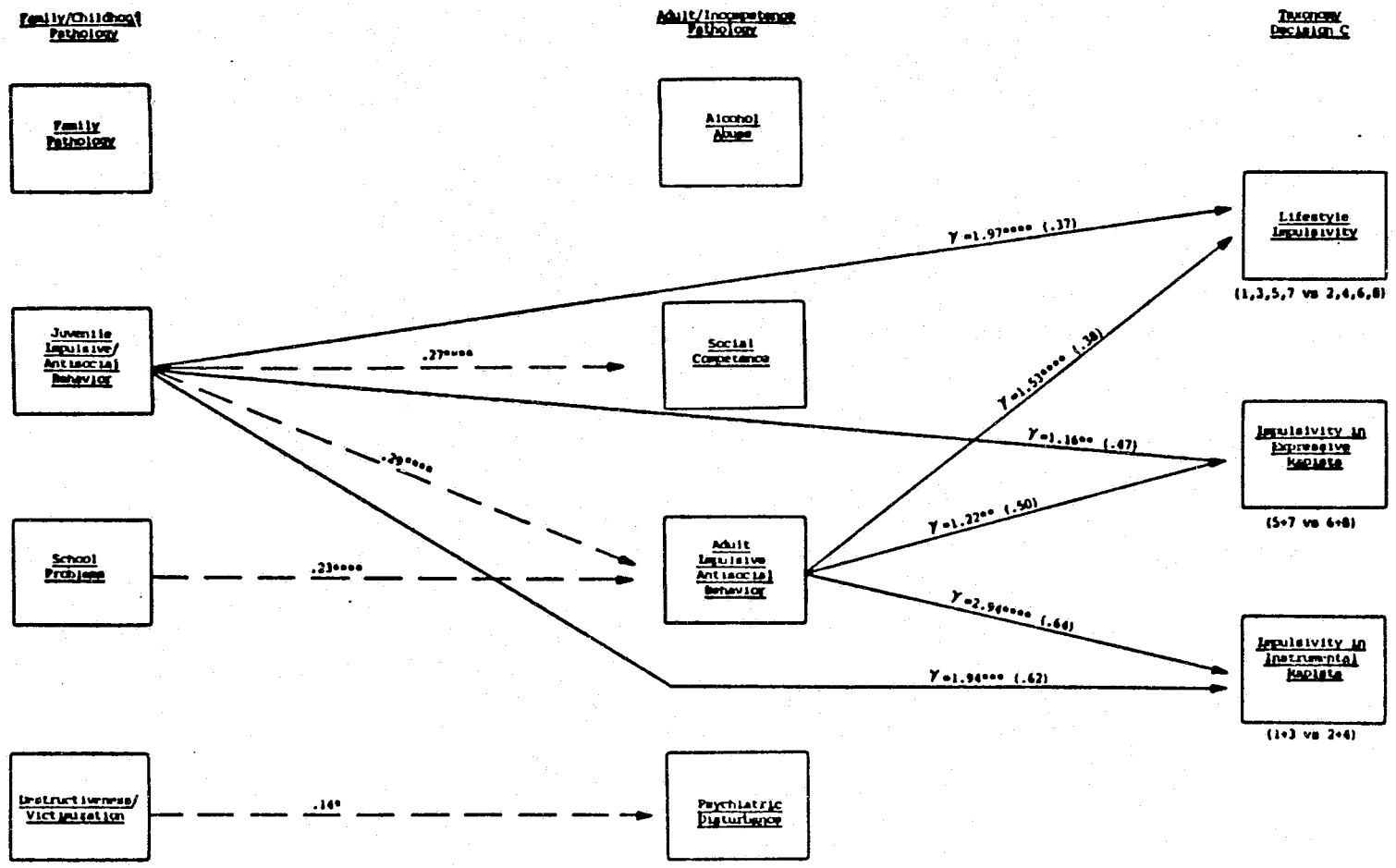


Figure 2



Linear structural analysis for rapist taxonomy: meaning of aggression/sexuality. $^{*}p < .05$; $^{**}p < .01$; $^{***}p < .005$; $^{****}p < .001$. All betas derived from stepwise regression analyses. Logistic regression (γ): log $P/(1 - P) = \gamma_0 + \gamma_1 X_1 + \gamma_2 X_2$. – – –, multiple regression; ——, logistic regression; numbers in parentheses, standard error.

Figure 3



Linear structural analysis for rapist taxonomy: lifestyle impulsivity. $^{*}p < .05$; $^{**}p < .01$; $^{***}p < .005$; $^{****}p < .001$. All betas derived from stepwise regression analyses. Logistic regression (γ): $\log P/(1 - P) = \gamma_0 + \gamma_1 X_1 + \gamma_2 X_2$: – – –, multiple regression; ——, logistic regression; numbers in parentheses, standard error.

Figure 4

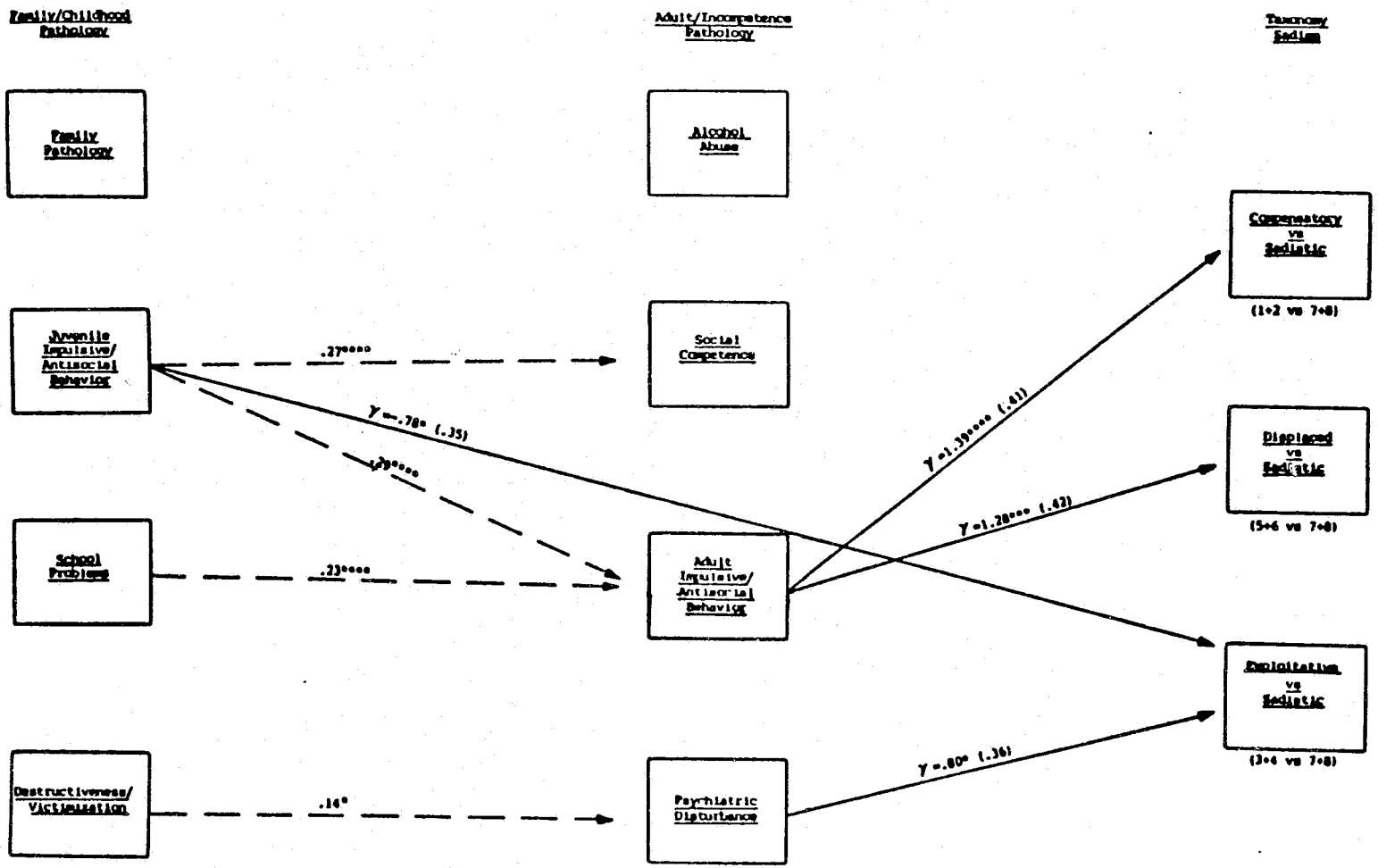


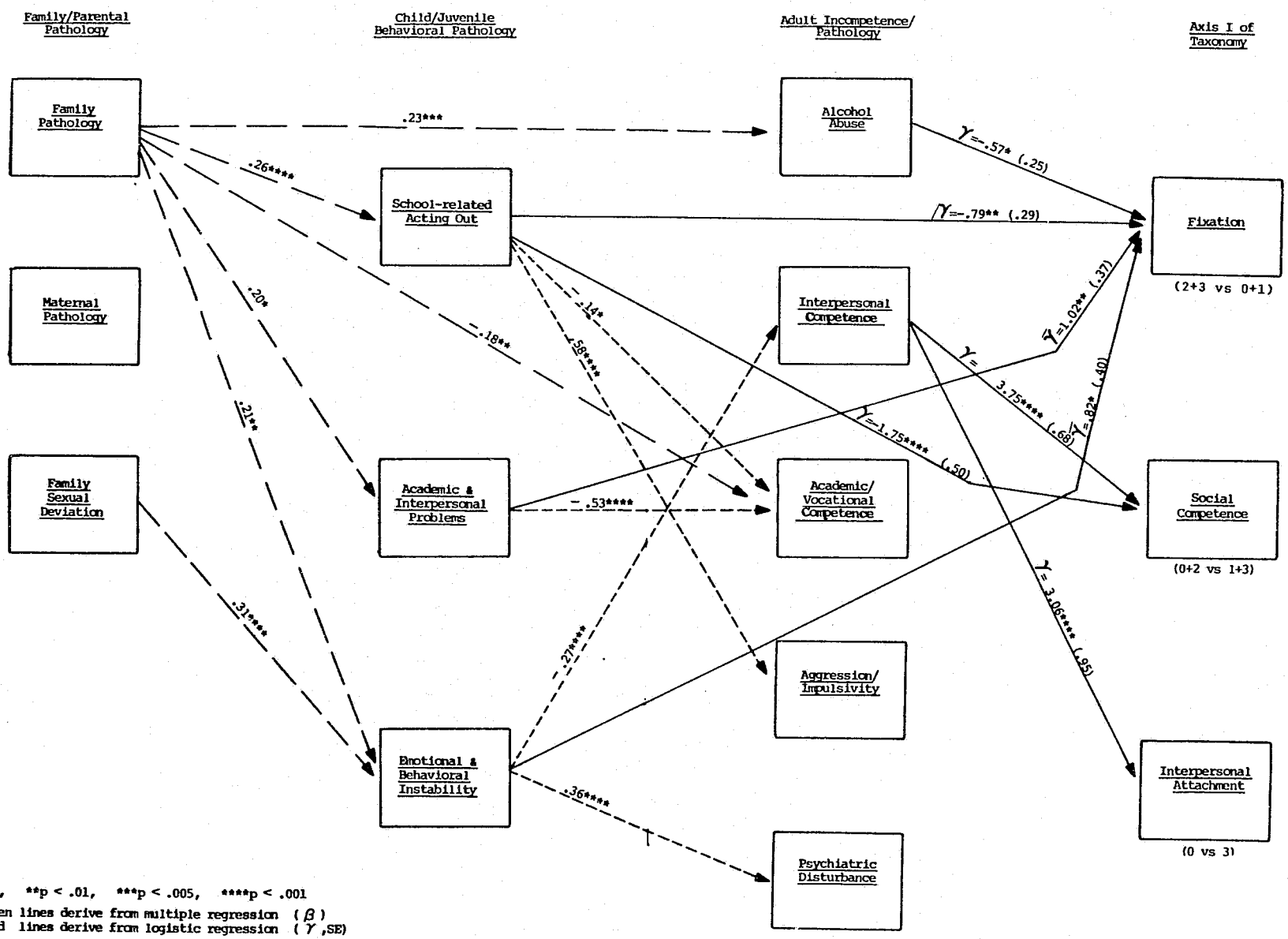
Figure 5

Linear structural analysis for rapist taxonomy: sexualized aggression. $^{*}p < .05$; $^{**}p < .01$; $^{***}p < .005$; $^{****}p < .001$. All betas derived from stepwise regression analyses. Logistic regression (γ): $\log P/(1 - P) = \gamma_0 + \gamma_1 X_1 + \gamma_2 X_2$. – – –, multiple regression; ——, logistic regression; numbers in parentheses, standard error.

LINEAR STRUCTURAL ANALYSIS FOR CHILD MOLESTER TAXONOMY

Probabilistic Outcomes for Axis 1

(N = 179)



*p < .05, **p < .01, ***p < .005, ****p < .001

All broken lines derive from multiple regression (β)
All solid lines derive from logistic regression (γ ,SE)

Logistic regression: (γ): $\log \frac{p}{1-p} = \gamma_o + \gamma_1 X_1 + \gamma_2 X_2$

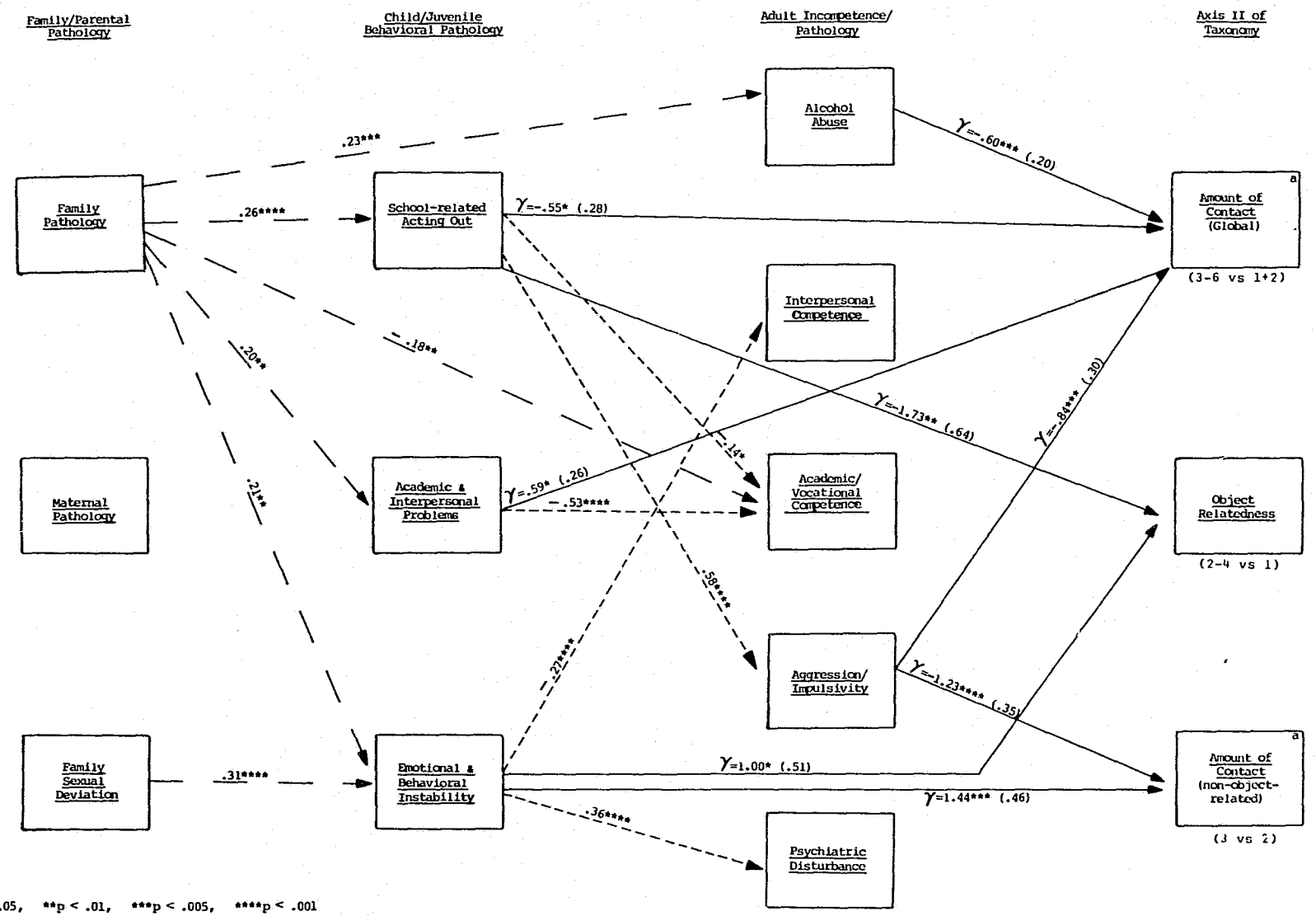
Subtype contrasts are indicated in parens under each box

Figure 6

LINEAR STRUCTURAL ANALYSIS FOR CHILD MOLESTER TAXONOMY

Probabilistic Outcomes for Axis 2: Quality of Contact with Victim

(n = 179)



*p < .05, **p < .01, ***p < .005, ****p < .001

All broken lines derive from multiple regression (β)
All solid. lines derive from logistic regression (γ ,SE)

Logistic regression: (γ): $\log \frac{p}{1-p} = \gamma_0 + \gamma_1 X_1 + \gamma_2 X_2$

Subtype contrasts are indicated in parens under each box

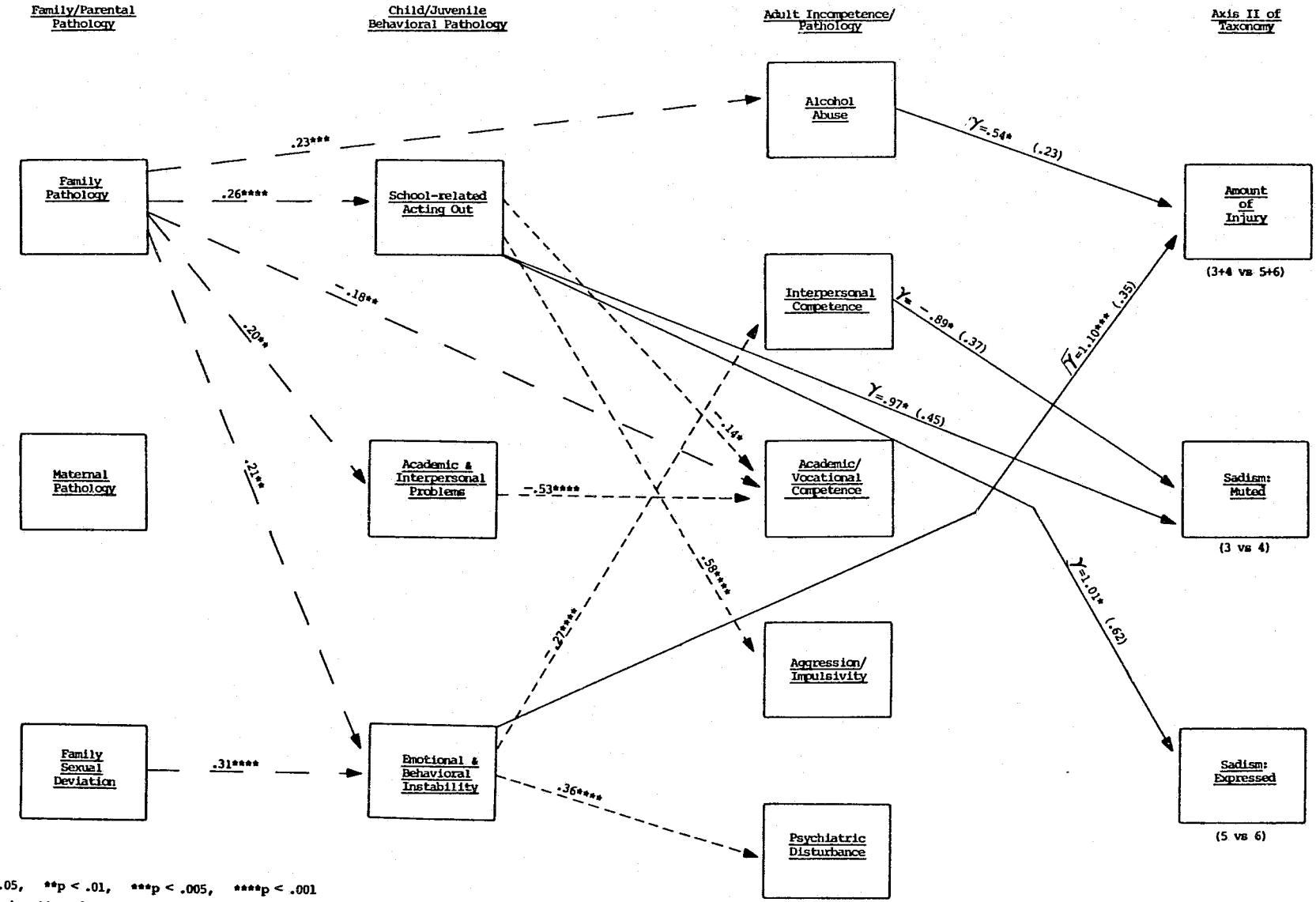
[a]Global amount of contact with children includes both object-related and nonobject-related contact

Figure 7

LINEAR STRUCTURAL ANALYSIS FOR CHILD MOLESTER TAXONOMY

Probabilistic Outcomes for Axis 2: Degree of Sexualized Violence

(n = 179)



*p < .05, **p < .01, ***p < .005, ****p < .001

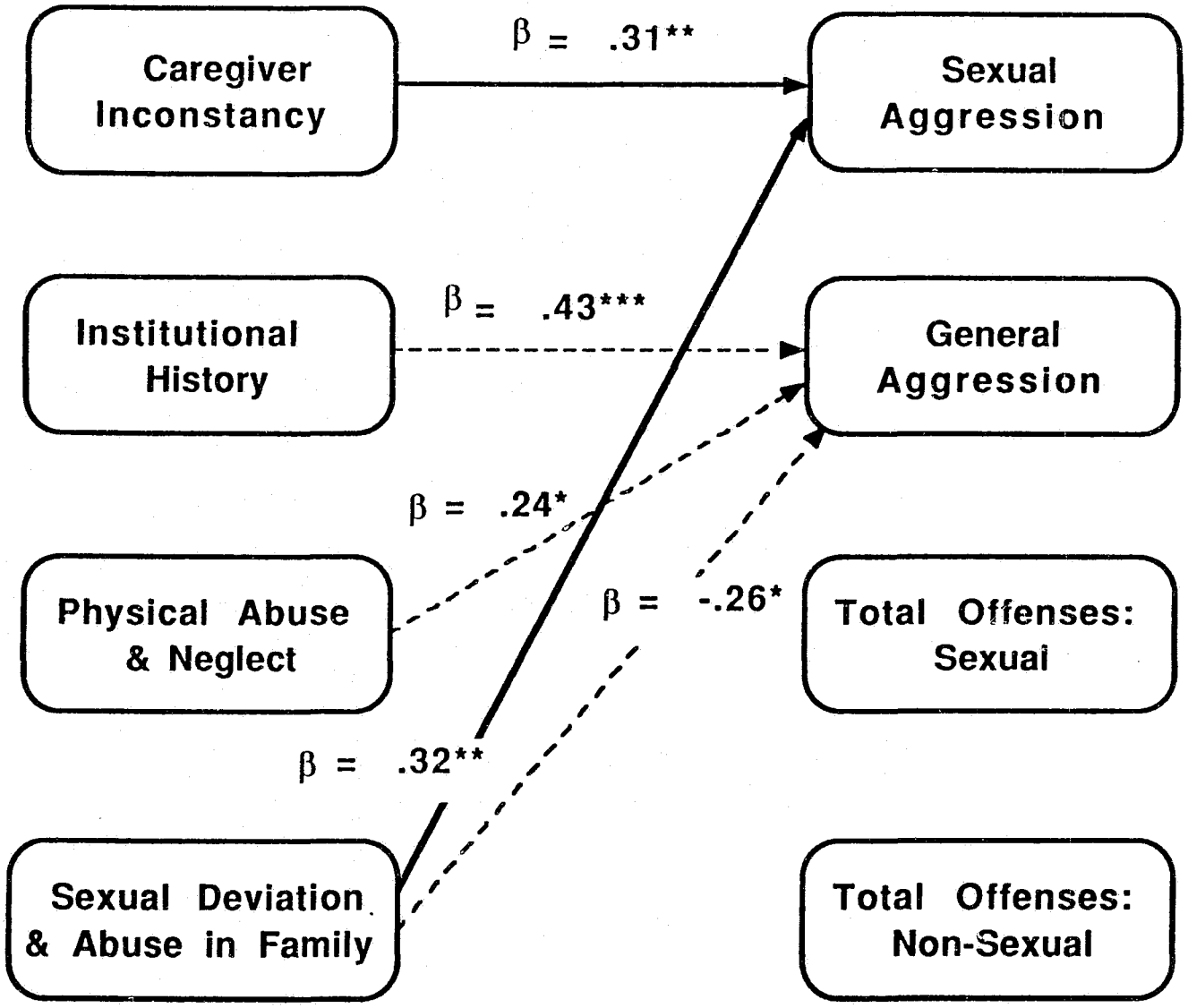
All broken lines derive from multiple regression (β)

All solid lines derive from logistic regression (γ ,SE)

Logistic regression: (γ): $\log \frac{P}{1-p} = \gamma_0 + \gamma_1 X_1 + \gamma_2 X_2$

Subtype contrasts are indicated in parens under each box

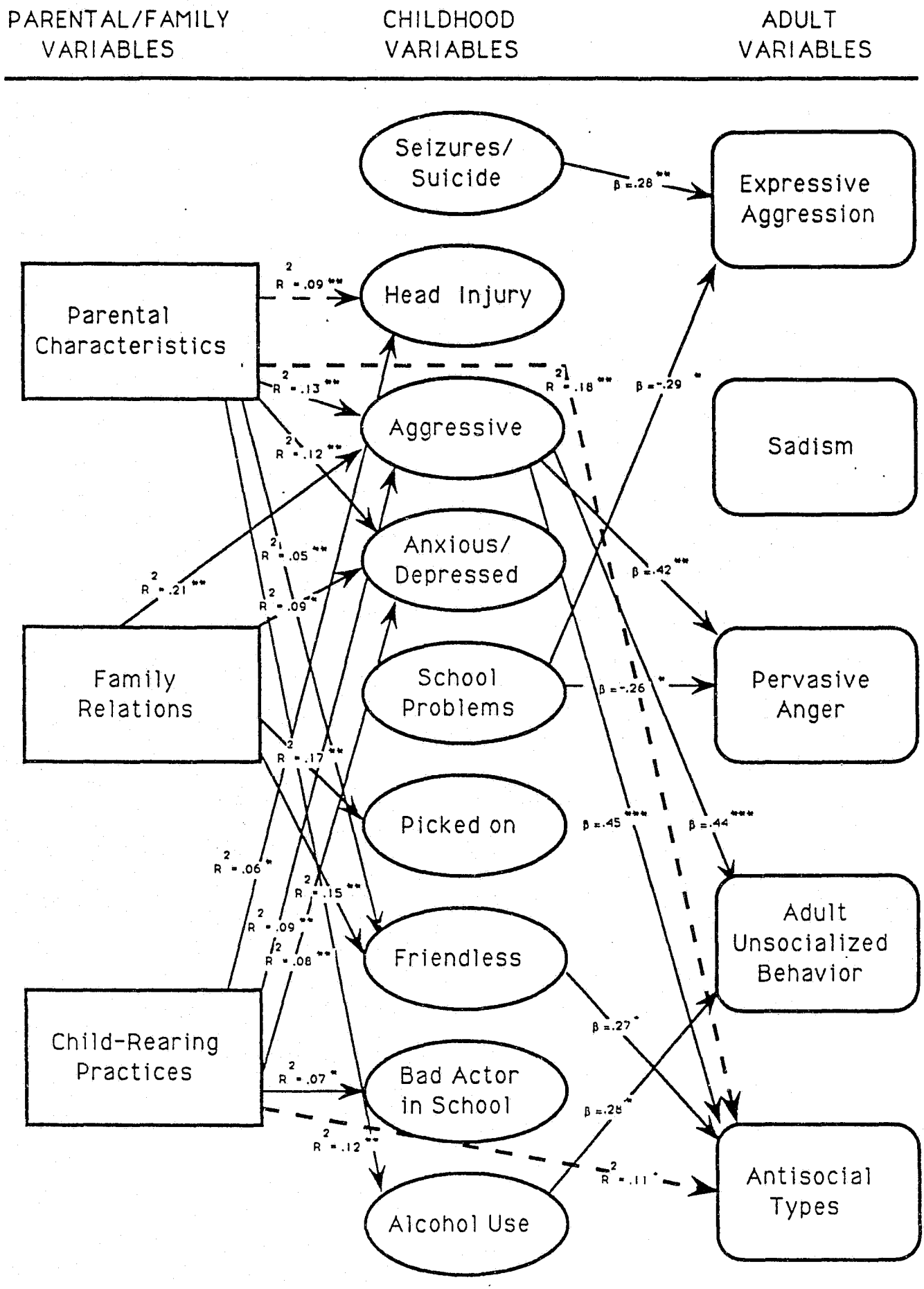
Figure 8



* p < .05
* * p < .005
* * * p < .001

Figure 9

Figure 10


PARENTAL/FAMILY VARIABLES
CHILDHOOD VARIABLES
ADULT VARIABLES
Seizures/ Suicide
Head Injury
Aggressive
Anxious/ Depressed
School Problems
Picked on
Friendless
Bad Actor in School
Alcohol Use
Parental Characteristics
Family Relations
Child-Rearing Practices
Expressive Aggression
Sadism
Pervasive Anger
Adult Unsocialized Behavior
Antisocial Types
β =.28 **
R² =.09 **
R² =.13 **
R² =.12 **
R² =.21 **
R² =.05 **
R² =.09 **
R² =.17 **
R² =.06 **
R² =.15 **
R² =.09 **
R² =.08 **
R² =.07 *
R² =.12 **
R² =.18 **
β =-.29 *
β =.42 **
β =-.26 *
β =.45 ***
β =.44 ***
β =.27 *
β =.28 *
R² =.11 *

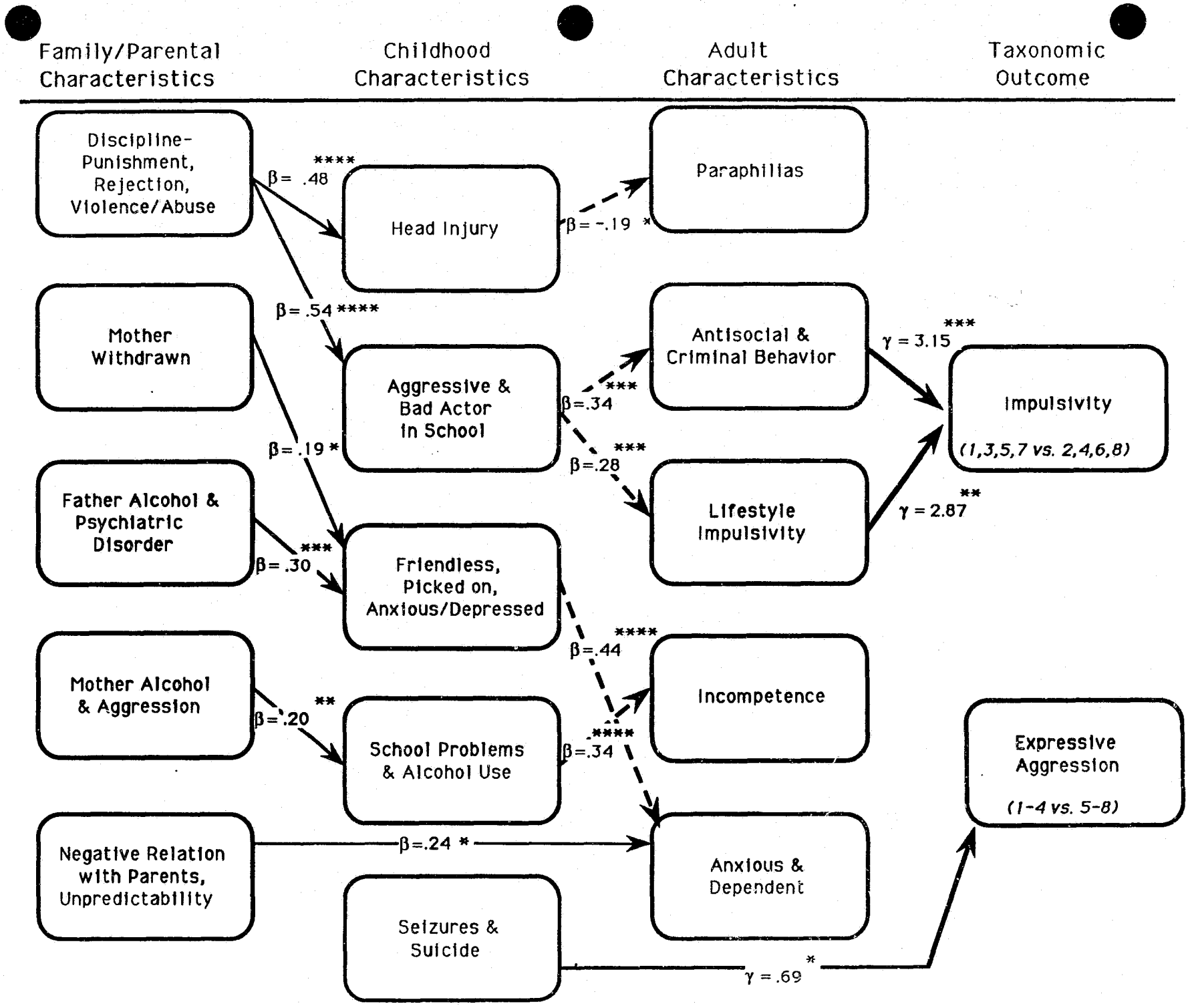

Family/Parental Characteristics
Childhood Characteristics
Adult Characteristics
Taxonomic Outcome
Discipline-Punishment, Rejection, Violence/Abuse
Mother Withdrawn
Father Alcohol & Psychiatric Disorder
Mother Alcohol & Aggression
Negative Relation with Parents, Unpredictability
Head Injury
Aggressive & Bad Actor in School
Friendless, Picked on, Anxious/Depressed
School Problems & Alcohol Use
Seizures & Suicide
Paraphilias
Antisocial & Criminal Behavior
Lifestyle Impulsivity
Incompetence
Anxious & Dependent
Impulsivity
(1,3,5,7 vs. 2,4,6,8)
Expressive Aggression
(1-4 vs. 5-8)
β = .48 ****
β = .54 ****
β = .19 *
β = .30 ***
β = .20 **
β = -.19 *
β = .34 ***
β = .28 ***
β = .44 ****
β = .34 ****
β = .24 *
γ = 3.15 ***
γ = 2.87 **
γ = .69 *

Figure 11

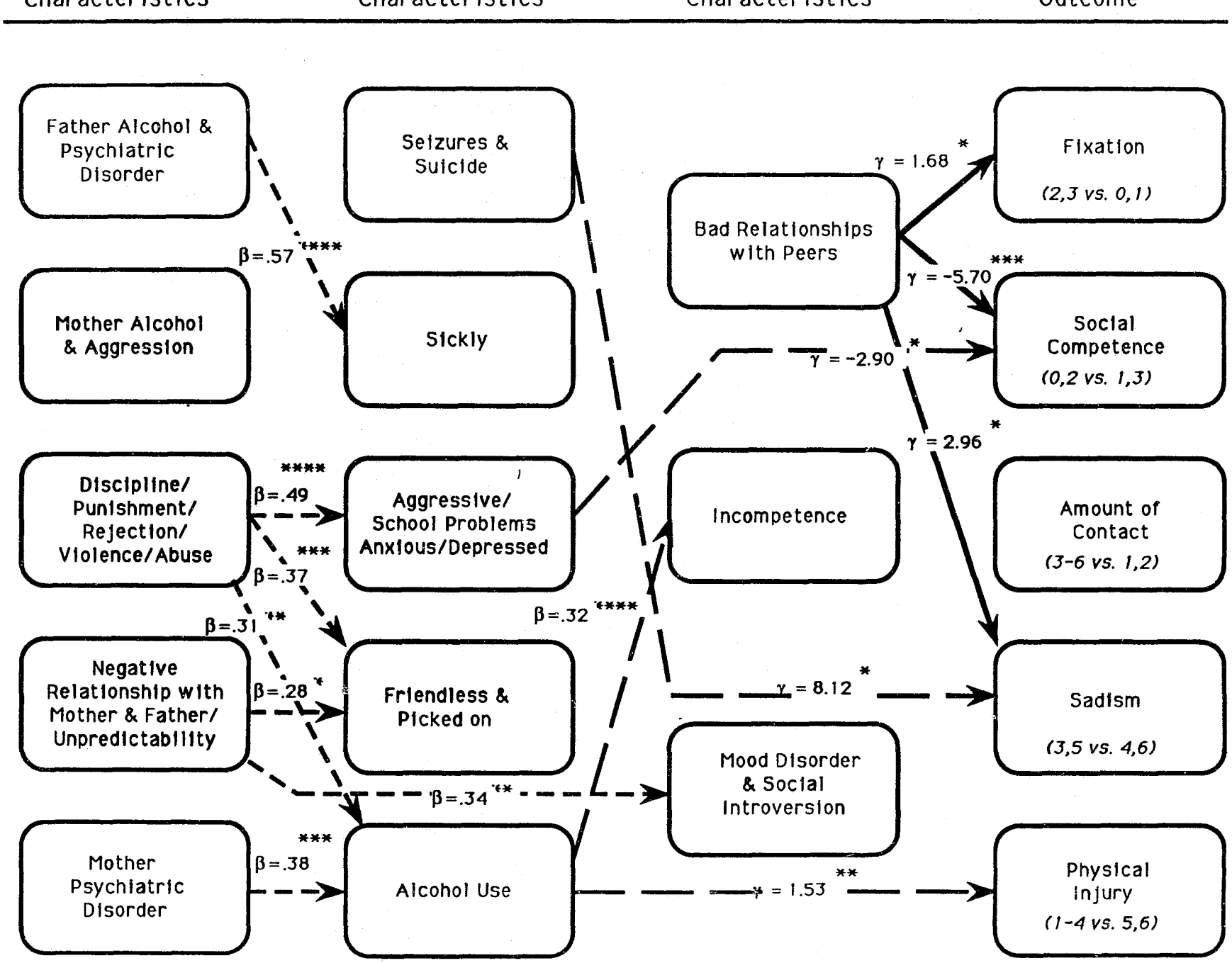

Family/Parental Characteristics
Childhood Characteristics
Adult Characteristics
Taxonomic Outcome
Father Alcohol & Psychiatric Disorder
Mother Alcohol & Aggression
Discipline/ Punishment/ Rejection/ Violence/Abuse
Negative Relationship with Mother & Father/ Unpredictability
Mother Psychiatric Disorder
Seizures & Suicide
Sickly
Aggressive/ School Problems Anxious/Depressed
Friendless & Picked on
Alcohol Use
Bad Relationships with Peers
Incompetence
Mood Disorder & Social Introversion
Fixation
(2,3 vs. 0,1)
Social Competence
(0,2 vs. 1,3)
Amount of Contact
(3-6 vs. 1,2)
Sadism
(3,5 vs. 4,6)
Physical Injury
(1-4 vs. 5,6)
β=.57 ****
β=.49 ****
β=.37 ***
β=.31 **
β=.28 *
β=.34 **
β=.38 ***
β=.32 ****
γ = 1.68 *
γ = -5.70 ***
γ = -2.90 *
γ = 2.96 *
γ = 8.12 *
γ = 1.53 **

Figure 12

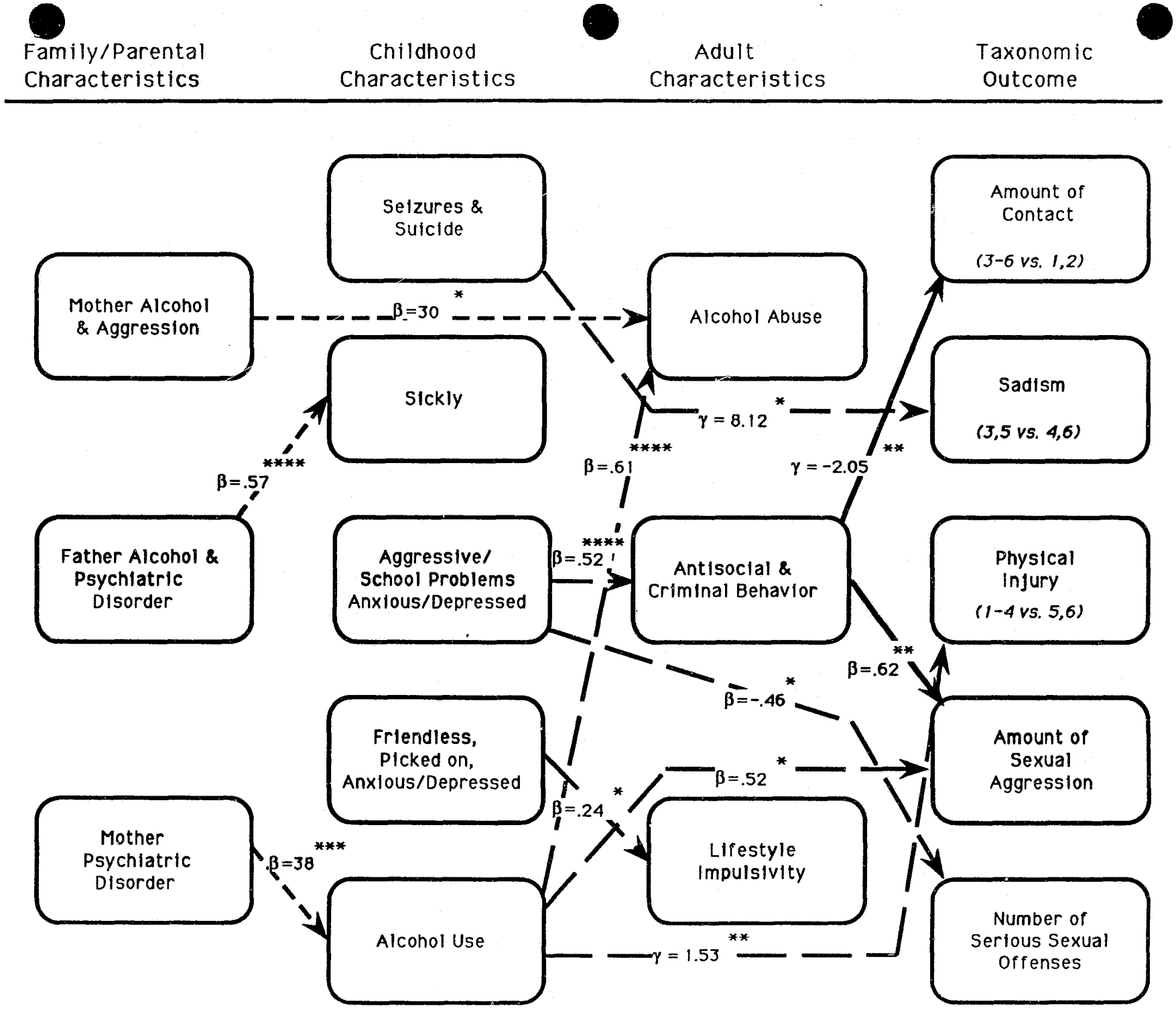

Family/Parental Characteristics
Childhood Characteristics
Adult Characteristics
Taxonomic Outcome
Seizures & Suicide
Mother Alcohol & Aggression
β=30
*
Alcohol Abuse
Amount of Contact
(3-6 vs. 1,2)
Sickly
γ = 8.12
*
Sadism
(3,5 vs. 4,6)
****
β=.57
β=.61
****
γ = -2.05
**
Father Alcohol & Psychiatric Disorder
Aggressive/ School Problems Anxious/Depressed
****
β=.52
Antisocial & Criminal Behavior
Physical Injury
(1-4 vs. 5,6)
**
β=.62
*
β=-.46
Friendless, Picked on, Anxious/Depressed
β=.52
*
Amount of Sexual Aggression
*
β=.24
Mother Psychiatric Disorder
***
β=38
Lifestyle Impulsivity
Alcohol Use
**
γ = 1.53
Number of Serious Sexual Offenses

Figure 13

Appendix II

Tables

Tables

1. Demographic Characteristics of T.C. Sample & Comparative D.O.C. Demographics

2. Means, Standard Deviations, and Interrater Reliabilities of the Measures Selected from the Interview & Archival Files

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10. Components Derived from Principal Components Analysis of the Clinical Interview and Archival Family Variables

11. Correlations of Family and Childhood Components with Adult Sexual and General Aggression and Crime Frequency

Table 1

Descriptive Characteristics of Sample

	T.C.*	D.O.C.**
Total Inmates	250	5,390 (94% male)
Median Age	32	26
Median Education	10th	11th
Marital Status	60% Single	63% Single
Race: White	87%	63%
Black	13%	31%
Length of Stay	mean: 8 yrs.	median: minimum 8 yrs. 69% of population

* Descriptive statistics, based on a sample of 184 residents of the Massachusetts Treatment Center as of November, 1982 (note Bard et al.)

** Statistics taken from Massachusetts Department of Corrections report #294 dated January 1, 1986 (L.K. Holt)

Table 2

Means, Standard Deviations, and Interrater Reliabilities of the Measures Selected from the Interview and Archival Files

Interview Derived Variables	M	SD	IRR
Longest Time Spent with Caregivers[1]	13.17	4.13	.96
No. of Caregivers	3.17	1.44	.95
No. of Changes in Caregivers	2.10	1.87	.74
Time with Biological Mother[1]	13.10	5.16	.94
Time with Biological Father[1]	10.16	6.40	.99
Longest Time Spent in Institutions[1]	1.11	1.49	.98
No. of Changes in Institutions	0.99	1.12	.85
Total Time Spent with Caregivers[1]	15.59	2.57	.97
File Derived Variables			
Family Disruptiveness[2]	2.04	0.88	.85
Child Physical Abuse[3]	0.66	0.48	.94
Child Neglect[3]	0.51	0.51	.90
Sexual Deviation in Family[3]	0.31	0.47	.86
Sexual Abuse of Subject[3]	0.19	0.39	.81

[1] reported in years
[2] Guttman-scaled (4 points)
[3] Dichotomous variables
SD = Standard Deviation
IRR = Interrater Reliability

Table 3

Scales Used to Measure Severity of Aggression

General Aggression
(excludes sex offense-related aggression)

0-no evidence of unsocialized aggression
1-occasional mild unsocialized aggression (mild arguments, spats, verbal aggression)
2-frequent mild unsocialized aggression (mild...same as above)
3-occasional moderate unsocialized aggression (moderate-fights, brawls, minor assaults, physical aggression)
4-frequent moderate unsocialized aggression (moderate...same as above)
5-occasional or frequent severe unsocialized aggression (severe-brutal assaults)
6-occasional or frequent extreme unsocialized aggression (extreme-mutilation, brutal murder)

Sexual Aggression
(includes both offense and non-offense (consenting) sexual activities)

0-no evidence of aggression (no evidence of aggression during sexual activities)
1-minimal amount of aggression involved (coded if subject was verbally or physically aggressive to victim or sexual partner (e.g., swearing or cursing at the victim or sexual partner, pushing, holding, squeezing, etc.))
2-moderate amount of aggression involved (coded if subject was physically abusive to the victim or sexual partner (e.g., pinching, slapping, biting, etc.))
3-high amount of aggression involved (coded if subject was physically abusive to the victim or sexual partner causing much pain and/or injury (e.g., punching, kicking, cutting, burning, etc.))
4-extreme amount of aggression involved (coded if subject was severely physically abusive to the victim or sexual partner causing extreme pain and serious injury or death (e.g., stabbing, brutal beating, mutilation, etc.))

Table 4

Means, Standard Deviations, Interrater Reliabilities of the Outcome Measures and the Correlations Between these Measures

	M	SD	IRR	Correlations			
				SA	GA	#SSO	#V-IO
Severity of Sexual Aggression[1] (SA)	2.30	0.93	.90	-	.18	-.28*	.22*
Severity of General (Non-Sexual) Aggression[2] (GA)	2.46	1.34	.80		-	-.16	.47**
Number of Serious Sexual Offenses (#SSO)	3.20	2.85	.95			-	-.02
Number of Victim-Involved Non-Sexual Offenses (#V-IO)	0.72	1.44	.96				-

* $p < .05$
** $p < .001$

[1] 5-point Guttman Scale
[2] 7-point Guttman Scale

SD = Standard Deviation
IRR = Interrater Reliability

Table 5

Components Derived from Principal Components Analysis of the Clinical Interview and Archival Family Variables

Component Name	Variables	Loadings	% of Var.	a
Caregiver Inconstancy	Longest Time Spent With Caregivers	-0.68	38.3	.86
	No. of Caregivers	0.86		
	No. of Changes in Caregivers	0.80		
	Time with Biological Mother	-0.73		
	Time with Biological Father	-0.63		
Institutional History	Longest Time Spent in Institution	0.82	19.3	.79
	No. of Changes in Institutions	0.75		
	Total Time Spent with Caregiver	-0.87		
Physical Abuse Neglect	Family Disruptiveness[1]	0.78	11.5	.92
	Child Physical Abuse[2]	0.93		
	Child Neglect[2]	0.85		
Sexual Deviation & Abuse within Family	Sexual Deviation in Family[2]	0.69	7.2	.73
	Sexual Abuse of Subject[2]	0.91		

[1] Guttman-scaled variable
[2] dichotomous variables

a = Cronbach's alpha

Table 6

Correlations Among the Family History Components Derived from the Principal Components Analysis

Component Name	CI	IH	PAN	SDF
Caregiver Inconstancy (CI)	--	0.48**	0.38**	0.12
Institutional History (IH)		--	0.24*	-0.03
Physical Abuse and Neglect (PAN)			--	0.46**
Sexual Deviation in Family (SDF)				--

* $p < .05$
** $p < .001$

Table 7

Multiple Regressions Predicting Sexual and General Aggression from the Four Developmental Components

Sexual Aggression

Components	beta	pcc[a]	t[b]	r
Caregiver Inconstancy	0.31	0.31	3.04 (p<.005)	0.35
Sexual Deviation & Abuse within Family	0.32	0.31	3.09 (p<.005)	0.35

General Aggression

Components	beta	pcc[a]	t[b]	r
Institutional History	0.43	0.42	4.05 (p<.001)	0.47
Physical Abuse & Neglect	0.24	0.21	2.00 (p<.05)	0.22
Sexual Deviation & Abuse within Family	-0.26	-0.23	-2.28 (p<.05)	-0.14

[a] pcc: part correlation coefficient

[b] t value for beta

Table 8

Correct Hit Rates in the Prediction of General and Sexual Aggression from Developmental Pathology

	Severity of General Aggression*		Severity of Sexual Aggression**	
Components	Low	High	Low	High
NEITHER ABOVE THE MEAN				
N	14	9	24	7
Observed Row %	60.9	39.1	77.4	22.6
ONE ABOVE THE MEAN				
N	23	20	17	18
Observed Row %	53.5	46.5	48.6	51.4
BOTH ABOVE THE MEAN				
N	3	13	2	14
Observed Row %	18.8	81.2	12.5	87.5
Expected Row %	42.7	57.3	52.4	47.6

* High vs Low General Aggression x Neither, One or Both of the Predictor Components (Institutional History + Physical Abuse/Neglect) ($X^2_{(2)} = 7.50$, $p < .025$)

** High vs Low Sexual Aggression x Neither, One or Both of the Predictor Components (Caregiver Inconstancy + Sexual Deviation & Abuse in the Family) ($X^2_{(2)} = 18.20$, $p < .001$)

Table 9

The Three Blocks of Composite Scales in the Parental/Family Variables Section

Block	Composite	Contents
I. Parental Characteristics	Maternal Negative	Alcohol Abuse, Aggression, Psychiatric History, Sullen & Withdrawn
	Paternal Negative	Alcohol, Psychiatric, and Criminal History
II. Family Relations	Positive Parental Relationship	
	Negative Parental Relationship	
	Sibling conflict	
	Parental Separation	
	Visiting	Family visits and was visited by others
	Friends/Neighbors Help	Social Support System
	General Socializing	
III. Child-Rearing Practices	Positive Relationship with Parents	
	Negative Relationship with Parents	
	Predictability	Consistency in Reward/Punishment

Table 9

Components Derived from Principal Components Analysis of the Clinical Interview and Archival Family Variables

Component Name	Variables	Loadings	% of Var.	α
Caregiver Inconstancy	Number of Caregivers	.90	38.6	.86
	Number of Changes in Caregivers	.89		
	Longest Time Spent with Caregiver	-.62		
	Time with Biological Mother	-.70		
	Time with Biological Father	-.52		
Physical Abuse & Neglect	Child Physical Abuse	.94	17.4	.94
	Family Disruptiveness	.87		
	Child Neglect	.80		
Institutional History	Longest Time Spent in Institution	.87	12.0	.82
	Total Time Spent with Caregiver	-.89		
Sexual Deviation & Abuse within Family	Sexual Abuse of Subject	.89	7.0	.72
	Sexual Deviation in Family	.77		

Table 10

Correlations of Family and Childhood Components with Adult Sexual and General Aggression and Crime Frequency

Component	Adult Outcome			
	Sexual Aggression	General Aggression	Total Sexual Offenses	Total Nonsexual Offenses
Caregiver Inconstancy				
Early (0 - 5)	.25**	.23**	-.13	-.10
Middle (6 - 10)	.14	.20*	-.16*	-.08
Late (11 - 18)	.14	.31***	-.19*	-.11
Institutional History				
Early (0 - 5)	.17*	.11	.03	-.07
Middle (6 - 10)	.14	.18*	-.06	-.07
Late (11 - 18)	.04	.29***	-.08	-.10
Physical Abuse & Neglect	.12	.23*	-.17	-.18
Sexual Deviation & Abuse within Family	-.01	-.07	-.11	-.09

* $p < .05$
* * $p < .01$
* * * $p < .001$

Table 11

Appendix III

CHILD MOLESTER CLASSIFICATION SYSTEM

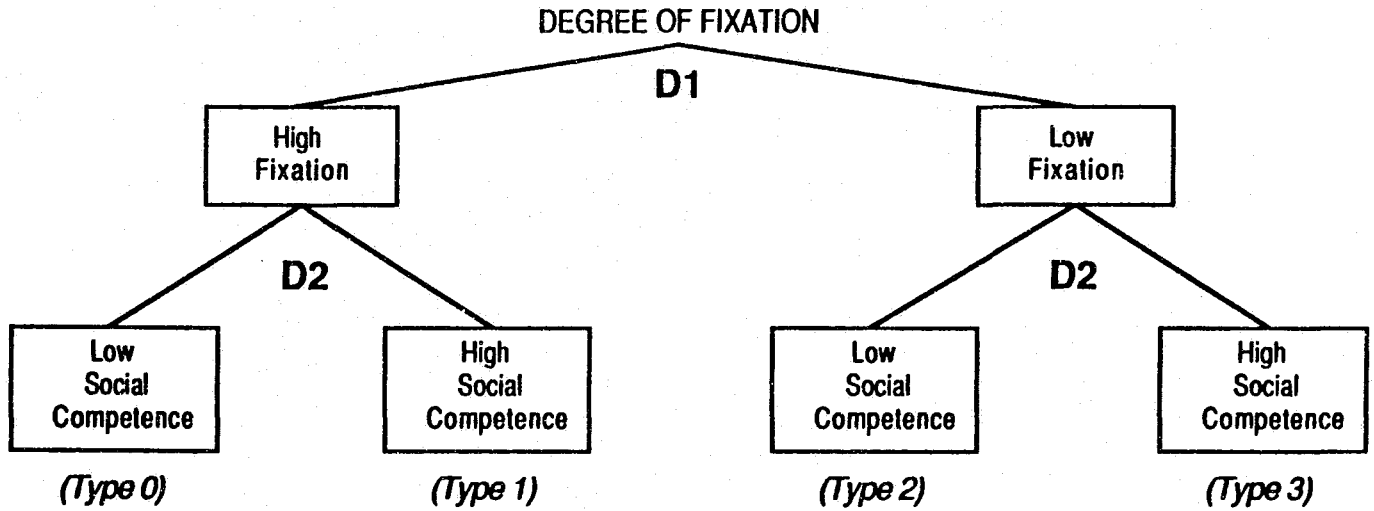
(MTC:CM3)

MTC:CM3

System Figure, Interrater Reliabilities & Cross-Tabulations

MTC:CM3

AXIS I



AXIS II

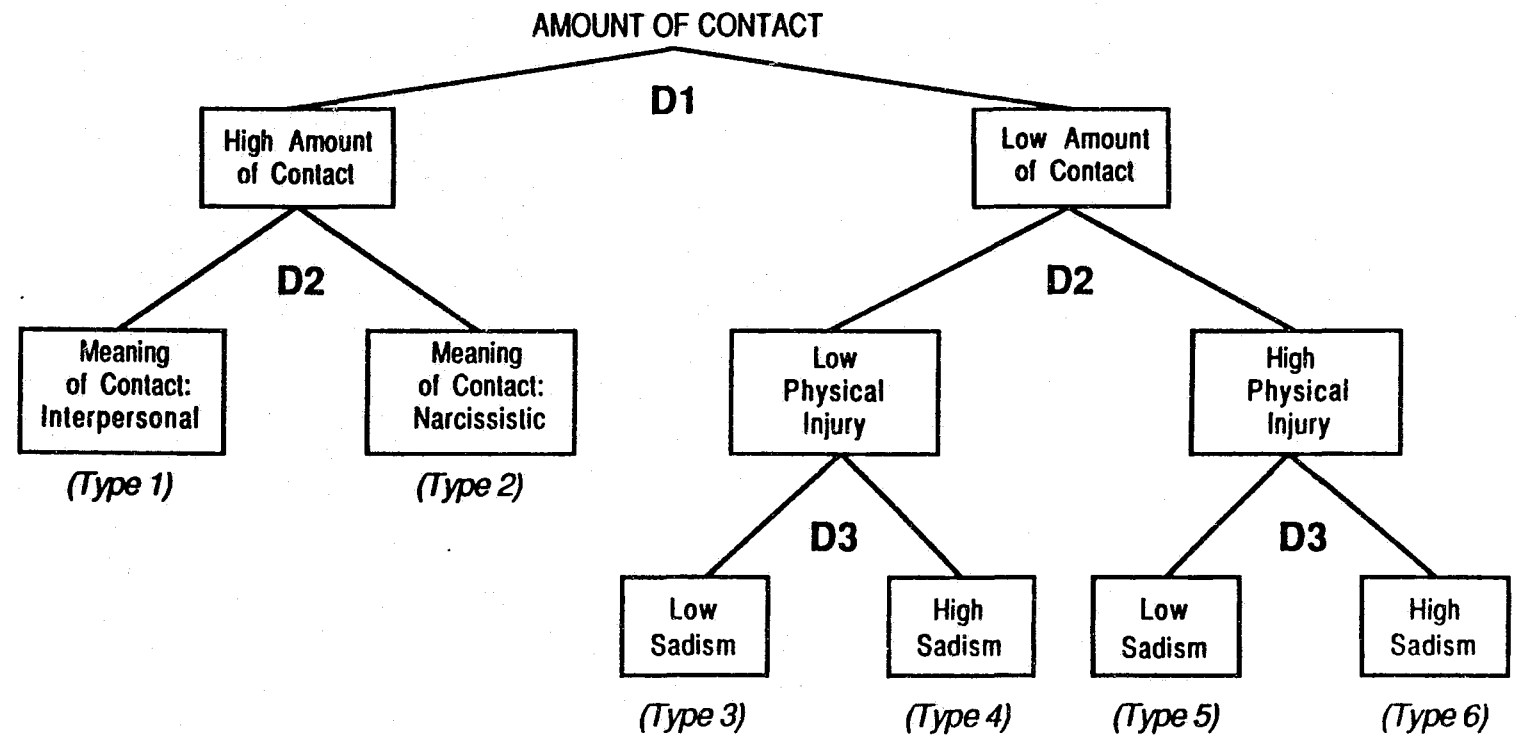


Table 1

Interrater Reliabilities for MTC:CM3

		Kappa
Axis I		.73
	Fixation	.67
	Social Competence	.84
Axis II		.56
	Amount of Contact	.70
	Meaning of Contact	.51
	Physical Injury	.76
	Sadism	.60
	Sadism for Low Injury Cases	.75
	Sadism for High Injury Cases	.41

Table 1

Crosstabulation of Axis I Types with Axis II Types: Cell Frequencies and Percents

AXIS I TYPES		AXIS II TYPES: Interpersonal	Narcissistic	Exploitative	Muted Sadistic	Aggressive	Sadistic
High Fixation	Low Competence	11 [a] 6.2% [b]	37 20.9%	27 15.3%	15 8.5%	14 7.9%	8 4.5%
	High Competence	8 4.5%	15 8.5%	11 6.2%		2 1.1%	
Low Fixation	Low Competence		3 1.7%	3 1.7%	1 .6%	10 5.6%	5 2.8%
	High Competence		1 .6%	5 2.8%		1 .6%	

[a] Cell Frequency

[b] Cell Percent

Table 2

Crosstabulation of Axis I Fixation and Social Competence

		SOCIAL COMPETENCE: Low	SOCIAL COMPETENCE: High	Row Totals
FIXATION	Low	22 [a] 12.4% [b]	7 4.0%	16.4%
	High	112 63.3%	36 20.3%	83.6%
	Column Totals	75.7%	24.3%	

[a] Cell Frequency

[b] Cell Percent

Table 3

Crosstabulation of Axis I Fixation and Axis II Amount of Contact with Children

FIXATION	CONTACT: Low	CONTACT: High	Row Totals
Low	25 [a] / 14.1% [b]	4 / 2.3%	16.4%
High	77 / 43.5%	71 / 40.1%	83.6%
Column Totals	57.6%	42.4%	

a Cell Frequency

b Cell Percent

Table 4

Crosstabulation of Axis I Social Competence and Axis II Amount of Contact

SOCIAL COMPETENCE	CONTACT: Low	CONTACT: High	Row Totals
Low	83 [a] 46.9% [b]	51 28.8%	75.7%
High	19 10.7%	24 13.6%	24.3%
Column Totals	57.6%	42.4%	

[a] Cell Frequency
[b] Cell Percent

Table 5

Crosstabulation of Axis II Sadism and the Amount of Injury Inflicted on the Child

SADISM	AMOUNT OF INJURY: Low	AMOUNT OF INJURY: High	Row Totals
Absent	46 [a] 45.1% [b]	27 26.5%	71.6%
Present	16 15.7%	13 12.7%	28.4%
Column Totals	60.8%	39.2%	

[a] Cell Frequency

[b] Cell Percent

Table 6

Crosstabulation of Axis I Fixation and Axis II Sadism for Low Contact Offenders

FIXATION	SADISM: Absent	SADISM: Present	Row Totals
Low	19 [a] 18.6% [b]	6 5.9%	24.5%
High	54 53.0%	23 22.5%	75.5%
Column Totals	71.6%	28.4%	

[a] Cell Frequency

[b] Cell Percent

Table 7

Crosstabulation of Axis I Fixation and Axis II Amount of Injury for Low-Contact Offenders

FIXATION	AMOUNT OF INJURY: Low	AMOUNT OF INJURY: High	Row Totals
Low	9 [a] 8.8% [b]	16 15.7%	24.5%
High	53 52.0%	24 23.5%	75.5%
Column Totals	60.8%	39.2%	

[a] Cell Frequency

[b] Cell Percent

Table 8

Crosstabulation of Axis I Social Competence and Axis II Sadism for Low-Contact Offenders

SOCIAL COMPETENCE	SADISM: Absent	SADISM: Present	Row Totals
Low	54[a] / 53.0%[b]	29 / 28.4%	81.4%
High	19 / 18.6%	0 / 0.0%	18.6%
Column Totals	71.6%	28.4%	

[a] Cell Frequency

[b] Cell Percent

Table 9

Crosstabulation of Axis I Social Competence and Axis II Amount of Injury for Low-Contact Offenders

SOCIAL COMPETENCE	AMOUNT OF INJURY: Low	AMOUNT OF INJURY: High	Row Totals
Low	46[a] / 45.1%[b]	37 / 36.3%	81.4%
High	16 / 15.7%	3 / 2.9%	18.6%
Column Totals	60.8%	39.2%	

[a] Cell Frequency

[b] Cell Percent

MTC:CM3

Brief Summary of Axis II Criteria for Subtypes

TYPE 1

1. HIGH CONTACT WITH CHILDREN

2. NON-GENITAL, NON-ORGASMIC SEXUAL ACTS
   (E.G., FONDLING, CARESSING, FROTTAGE, ETC.)

3. OFFENDER KNEW VICTIM PRIOR TO SEXUAL ENCOUNTER

4. OFFENDER HAS LONG TERM RELATIONSHIP OR MULTIPLE ENCOUNTERS WITH THE SAME VICTIM

5. PLANNED, NON-IMPULSIVE OFFENDING PATTERN

TYPE 2

1. HIGH CONTACT WITH CHILDREN
2. INTERESTS SELF-CENTERED, PRIMARY AIM IS SEXUAL GRATIFICATION
3. SEXUAL ACTS PRIMARILY PHALLIC- AIM IS TO PENETRATE AND ACHIEVE ORGASM- VICTIM USED AS MASTURBATORY OBJECT
4. VICTIMS STRANGERS
5. OFFENSES USUALLY SINGLE ENCOUNTERS WITH A PARTICULAR VICTIM
6. OFFENDER PROMISCOUS IN HIS ASSAULTING BEHAVIOR (MANY VICTIMS)
7. OFFENSES SPONTANEOUS AND INVOLVE LITTLE PLANNING

TYPE 3

1. LOW CONTACT WITH CHILDREN
2. LOW INJURY TO VICTIM
3. ONLY ENOUGH AGGRESSION TO ENSURE VICTIM COMPLIANCE
4. NO EVIDENCE THAT AGGRESSION IS EROTICIZED
5. THIS IS A DEFAULT CATEGORY- MADE ONLY WHEN THERE IS AN ABSENCE OF MUTED SADISM

TYPE 4

1. LOW CONTACT WITH CHILDREN

2. LOW INJURY TO VICTIM

3. ONE OF THE FOLLOWING THREE PRESENT:

   A. BENIGN, NON-DAMAGING INSERTION OF FOREIGN OBJECTS

   B. OFFENDER REPORTS SADISTIC FANTASIES OR EVIDENCE OF SUCH FANTASIES (E.G., BONDAGE, SPANKING, URINATION, USE OF FECES, BIZARRE OR PECULIAR ACTS THAT ARE NOT NORMAL SEXUAL BEHAVIOR

   C. SODOMY OF VICTIM

TYPE 5

1. LOW CONTACT WITH CHILDREN

2. HIGH INJURY TO VICTIM

3. EITHER OR BOTH OF THE FOLLOWING PRESENT:

   A. AGGRESSION IN OFFENSE ROOTED IN ANGER AT VICTIM, THE WORLD, PEOPLE IN GENERAL OR A SPECIFIC INDIVIDUAL

   B. ACCIDENTAL INJURY TO THE VICTIM - DUE TO CLUMSINESS OR INEPTITUDE ON PART OF OFFENDER

TYPE 6

1. LOW CONTACT WITH CHILDREN
2. HIGH INJURY TO VICTIM
3. OFFENDER HIGHLY AROUSED OR DERIVES PLEASURE FROM PUTTING VICTIM IN FEAR OR PAIN
4. PRESENCE OF VIOLENCE TO FACILITATE SEXUAL AROUSAL
5. PRESENCE OF BIZARRE OR RITUALIZED PECULIAR ACTS (E.G., VIOLENCE FOCUSED ON GENITALS, AGGRESSIVE SODOMY)
6. SEXUAL ACTS USUALLY OCCUR DURING OR AFTER THE VIOLENCE
7. EVIDENCE THAT AGGRESSION HAS BEEN FUSED WITH VIOLENCE AND AGGRESSION

MTC:CM3

Decision-Making Criteria

AXIS I

The fixation/regression distinction has been partitioned into dichotomous decisions on two separate factors--degree of fixation on children and level of social competence. The sequential application of these two decisions yields the four type assignments depicted in the flow diagram presented in Figure 1 --high fixation, low social competence (Type 0), high fixation, high social competence (Type 1), low fixation, low social competence (Type 2), and low fixation, high social competence (Type 3). The criteria for each of these decisions are detailed below.

LEVEL OF FIXATION ON CHILDREN

(Decision 1)

The "level of fixation" decision attempts to assess the strength of an offender's pedophilic interest (i.e., the extent to which children are a major focus of the offender's thought and attention). If unequivocal, direct evidence (e.g., direct report by the offender of the presence, nature, and duration of fantasies about children) is available, indicating that children have been a central focus of the offender's sexual and interpersonal fantasies and cognitions for a protracted period (at least six months), rate the offender as having high fixation.

In the absence of direct evidence about the offender's fantasies and cognitions, the following criteria should be used to guide this decision. Because the clinical files that were our data

source lacked the more direct evidence described above, these supplementary criteria were the bases for most of the fixation judgments in the present study.

Low Fixation

The subject is considered to be "low fixated" (Types 2 or 3 in Figure 1), if he is over 20 years old, and all of his sexual encounters with children (both charged and uncharged) occurred within a six month period (here "children" would be interpreted to mean youngsters at least 5 years younger than the offender). If an offender is 20 years old or younger, and all of his offenses occurred within a 6 month period, he may be "high fixated" if he fits criteria B2 or B3 under "high fixation" or there is evidence of serious deficiencies in his peer relationships in adolescence (as evidenced by lack of age appropriate acquaintances or of considerable time spent with pre-adolescent children).

High Fixation

An offender is considered high fixated if:

A. He does not fit the criteria for "Low Fixation" and/or

B. Any of the following are present:

1. There is evidence of three or more sexual encounters with children, and the time period between the first and third encounter was greater than six months. These encounters may be with a single victim over many incidents, and should not be limited to charged offenses.

2. There is evidence that the offender has had enduring relationships with children (excluding parental contact). This includes sexual and non-sexual and professional and non-professional contact.

3. The offender has initiated contact with children in numerous situations over his life time.

DEGREE OF SOCIAL COMPETENCE

(Decision 2)

Two or more of the following must be evident for the offender to be rated as having high social competence. An offender with one or none of these characteristics should be rated as having low social competence. Rate each as present/absent.

1. An offender has had a single job lasting three or more years. If the offender has had multiple jobs, any job changes occurring within a three year time period must either reflect professional advancement or be characteristic of the particular occupation (e.g., construction worker, electrician, plumber).

2. The offender has been in a sexual relationship with an adult, involving marriage or cohabitation, for at least 1 year.

3. There is evidence that the offender has assumed significant responsibility in parenting a child for 3 or more years.

4. The offender has been an active member in an adult-oriented organization (e.g., sports, business, religious [not simply church attendance], etc.). Membership must reflect more than mere attendence. The subject must have actively participated

for 1 or more years with frequent adult interpersonal contacts. Membership or activity in Boy Scouts, Cub Scouts or Little League should not be considered, because of the possible sexual motivation on the offender's part, and the child orientation of the groups.

5. The offender had a friendship with an adult, not involving marriage or cohabitation, lasting at least 1 year and involving active contact and shared activities.

Although we recognize that the criteria for social competence that we have adopted are biased against young adults, these criteria originally were designed with the Treatment Center population in mind, which has an average commitment age of 34.7 (SD = 12.4) for child molesters.

AXIS II

As can be seen in the flow diagram (cf. Figure 1), Axis II consists of three hierarchically sequential decisions. The first decision divides offenders into two subgroups according to the amount of contact they have had with children.

For those judged to have had high contact with children, a second decision is made that distinguishes two meanings or motivations for the high contact--interpersonal or narcissistic. An interpersonal offender (Type 1) attempts to establish a relationship (not exclusively sexual) with the child, whereas a narcissistic offender (Type 2) seeks contact for predominantly sexual reasons.

For those judged to have had low contact, a secondary decision distinguishes those who have inflicted a low amount physical injury from high injury offenders. A tertiary decision then dichotomizes each of the injury groups on the basis of the absense or presence of eroticized (sadistic) aggression. The combined injury and sadism decisions yield the four types depicted in Figure 1.

AMOUNT OF CONTACT WITH CHILDREN

(Decision 1)

A preemptory distinction is made between those offenders who have spent a substantial amount of their time in close proximity to children (high contact) and those offenders who have spent little or no time with children outside of sexual assaults (low contact). Amount of contact is a behavioral measure of the time spent with children. It includes both sexual and non-sexual situations, but excludes the contact that results from parental responsibilities. The contact distinction must be distinguished from the fixation decision, which attempts to assess the strength of an individual's pedophillic interest (i.e., the extent to which thoughts of children dominate his fantasy life).

High Amount of Contact

For the high contact offender there should be evidence of regular contact with children in both sexual offense and non-sexual contexts. Evidence for non-sexual contact is usually quite clear, even though this contact may be motivated partly or entirely by the desire to gain access to children for sexual purposes. Such evidence for high contact includes any structured or non-structured involvement in an occupation or recreation that requires contact with children (e.g., school teacher, bus driver, carnival worker, riding stable attendant, newspaper delivery, etc.) Other activities indicating high contact would include: Cub Scout leader, Boy Scout leader, Little League coach, YMCA volunteer, babysitter, etc. Obviously, this does <u>not</u> mean that all individuals engaged in these occupations or activities should be considered child molesters. These occupational criteria are only intended to help identify the level of contact for those already determined to be child molesters. Other evidence for high contact may include regular visits from neighborhood children to the offender's home or the offender acting as an adopted father or big brother. In addition, we assume that repeated sexual (non-incestuous) encounters with the same child imply the development of a relationship that goes beyond sexual involvement. For that reason, when there are <u>three or more sexual encounters with the same victim</u>, the offender is coded as "high contact."

There are rare instances in which a high amount of contact with children is coupled with aggression that causes considerable

physical injury to the victim (e.g., punching, choking, or kicking the victim). In these atypical cases (this occurred in 9 of the 177 cases in the present study), the amount of aggression takes precedence over amount of contact, and the individual should be classified as a high physical injury type (either Type 5 or 6) on the "low contact" side of Axis II. This special assignment is noted by checking the appropriate "keyed factor" on the bottom of our subtype coding sheet (available on request).

Meaning of Contact for High Contact Offenders

(Decision 2)

For the "high contact" child molesters a second-level differentiation is made between Type 1 (Interpersonal) and Type 2 (Narcissistic). This distinction focuses on both the motivation (meaning) of the high contact for the offender (either interpersonal or exclusively sexual) and the nature or aim of the sexual acts in the offense (either non-genital or phallic).

Type 1: Interpersonal

This type of offender has shown interest in the child as an appropriate companion in a relationship. He has demonstrated some sense of "object relatedness" or interpersonal involvement and feels that he is giving something to the child. He perceives that the relationship is mutually satisfying, and that it benefits the child in some way. If the information permitting such a judgment is unavailable or unclear, use the following criteria.

Primary criterion. The offense behavior is typically characterized by non-genital, non-orgasmic sexual activities. The sexual acts tended to be limited to fondling, caressing, frottage, or oral sex performed on the victim.

Secondary criteria. An offender is considered more likely to be an Interpersonal type if:

1. The offender knew the children he assaulted prior to the sexual encounter.

2. The relationship with the victim was either long-term or there were multiple encounters with same victim.

3. His offenses were usually planned and the offending pattern could only rarely be characterized as an impulsive act triggered by circumstances.

Special considerations. Do not consider antisocial behavior, social inadequacy, adult relationships, or employment stability in making this decision. If the offender has had one phallic sexual episode and it appears to have been experimental or atypical, he still may be subtyped as Interpersonal. Any additional phallic episodes and he must be considered as Narcissistic (Type 2).

Type 2: Narcissistic

This offender has shown evidence that his interests are more self-centered. In his encounters with children his primary aim has been to achieve sexual gratification. There was little or no concern about the needs, comfort, or welfare of the child. If the information permitting such a judgment is unavailable or unclear, use the following criteria.

Primary criterion. The sexual acts in the offense were primarily phallic. The offender's aim was to penetrate some orifice and to achieve sexual gratification (e.g., force victim to fellate him). The child was typically used only as a masturbatory object.

Secondary criteria. An offender is considered more likely to be a Narcissistic type if:

1. His victims were all strangers.

2. His offenses typically involved only a single encounter with a particular victim.

3. The offender tended to be promiscuous (had many different victims) in his sexual assaulting.

4. His offenses were usually spontaneous and involved little planning. His common pattern of offending could be characterized as impulsive.

Special considerations. Do not consider antisocial behavior, social inadequacy, adult relationships, or employment stability in making this decision.

Additional Criteria for Differentiating Type 1 from Type 2

When an offender has engaged in both phallic and non-phallic sexual assaults on children, the following criteria should be used:

1. If most of the sexual acts were non-phallic, but there was one experimental or atypical phallic act, the offender should be classified as Interpersonal (Type 1).

2. If there were some phallic acts, but the vast majority of sexual acts were non-phallic and the victim was 10 years old or

younger, consider evidence of mutuality, duration of the relationship with the offender and victim, and whether the victim was known to the offender. Evidence for "mutuality" is most often found in the victim's description of the sexual encounter. Statements such as, "We kissed each other," as opposed to, "He forced me to kiss him," suggest mutuality. If <u>these</u> criteria were present, consider the person to be an Interpersonal type.

3. If the sexual acts were consistently phallic and the victim was 10 years old or older (to puberty), assign the offender to the "Narcissistic" type.

Low Amount of Contact

The low contact offender has had little or no contact with children either in his job or in his recreation. His only contact with children has been in the context of a sexual assault. If however, he has had three or more sexual encounters with the same victim, the offender should still be coded on the left side of the tree as "high contact." We assume in this instance that some relationship was necessary to sustain the contact with the victim.

<u>Amount of Physical Injury for Low Contact Offenders</u>

(Decision 2)

Offenders who have been classified as having low contact with children are subsequently divided into low or high physical injury subgroups on the basis of the physical injury sustained by their victims.

Low Amount of Physical Injury: Non-sadistic Versus Sadistic (Decision 3)

Low injury is characterized by an absence of physical injury to the victim and the presence of only such acts as pushing, shoving, slapping, holding, or verbal threats, as long as these acts result in no lasting injury (e.g., cuts, bruises, contusions, etc.). An offender may be assigned to one of the low physical injury types (3 or 4) when there were several offenses with no physical injury to the victims, but one offense in which minor injury was inflicted, if this injury appears to have been accidental.

The low injury group is further subdivided into Exploitative (Type 3) and Muted Sadistic (Type 4) types on the basis of whether the meaning of the aggression is instrumental (only that necessary to gain victim compliance) or has sadistic components or features (eroticized aggression).

Type 3: Exploitative, Non-Sadistic. Offenders in this type use no more aggression than was necessary to secure victim compliance (e.g., holding or other forms of non-violent aggression). There has been no evidence that aggression or victim fear has been eroticized or has enhanced the sexual arousal of the offender. This is the default decision in the Type 3/4 distinction and is made in the absence of evidence of muted sadism.

Type 4: Muted Sadistic. An offender is classified Type 4 if and only if he has engaged in one of the following three kinds of behavior during his sexual assault: (a) benign, non-damaging insertion of foreign objects, (b) the report of sadistic fantasies

or behavioral evidence of such fantasies, such as making the child afraid, bondage, spanking, urination, the use of feces or shaving cream, or bizarre or peculiar acts that exceed "normal" sexual behavior, or (c) sodomy.

High Amount of Physical Injury: Non-Sadistic Versus Sadistic (Decision 3)

High injury includes hitting, punching, choking, aggressive sodomy (i.e., any violence causing physical injury to the victim). High injury also includes forcing the victim to ingest urine or feces, and, when present, points to a Type 6 classification. If the offender has been determined to be a high injury type, a subsequent discrimination is made between Non-Sadistic Aggression (Type 5) and Sadism (Type 6). In this distinction, Type 5 is the default category and is assumed when there is evidence of physical injury, but no clear evidence of sadism.

Type 5: Non-Sadistic, Aggressive. There are two different cases that may be appropriate for a Type 5 assignment. The first case is anger. Here the aggression is rooted in rage or anger at the victim, the world, the offender himself, people in general, or some specific individual. There is no evidence that the violence in any of his offenses was arousing to him or was eroticized in any way. If sexual acts did occur in the offense, they were likely to have preceded or coincided with the violence. The second case is an accident. In these cases the injury to the victim is accidental. It could have been due to clumsiness or ineptness on the part of the offender (e.g., Lenny in "Of Mice and Men"), or the victim

may have been pushed in a struggle and accidentally hit his/her head.

Type 6: Sadistic. The hallmark of a Type 6 classification is evidence that the offender is sexually aroused or otherwise derives pleasure from placing the victim in pain or fear. In lieu of self-report of such arousal or of sadistic fantasies, it is necessary to rely upon behavioral evidence, such as the use of violence to facilitate arousal or ritualized, bizarre, peculiar acts not usually seen as part of normal sexuality. Other examples of sadistic acts include: aggressive sodomy, object insertion, or violence focused on breasts, genitals, or anus. These sexual acts commonly occur during or after the violence and aggression. For assignment to this category consider only violent sexual acts. Do not consider general violence or aggressiveness on the part of the offender in non-sexual contexts (assault and batteries, etc.).

If there is no evidence that violence and aggression have been fused with sexuality in some way, the high injury offender should be coded as Type 5 Non-Sadistic Aggressive.

Rater _____

Date _____

Response Sheet for Classifying Child Molesters

Subject # _____

AXIS I _____

AXIS II _____

AXIS I

Fixation _____

Social Competence		High Fixation	Low Fixation
	Low	0	2
	High	1	3

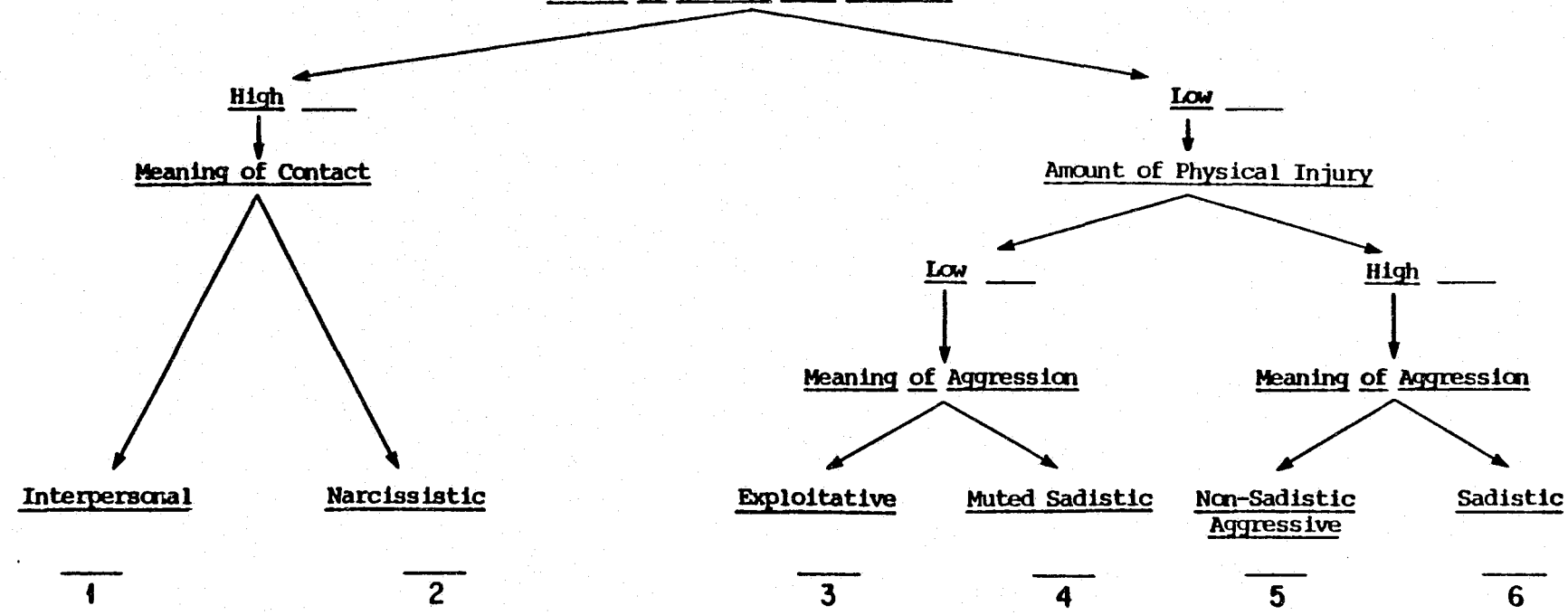
Confidence Weighting

3 = Highly Confident
2 = Fairly Confident
1 = Not Confident

Consensus:

A-I____A-II____

AXIS II
Amount of Contact with Children



Victim Gender: M_____, F_____, Mixed_____.

Keyed Factors: ALCOHOLISM _____, PSYCHOSIS _____, ORGANICITY _____, & RETARDATION _____ are NOT to be considered as exclusionary factors for classifying someone as a child molester. However, when there is unambiguous evidence of the presence of one or more of these factors, it/they should be noted: 1 = present; 2 = serious. In addition, when there is evidence for a high amount of contact with children AND a high degree of aggression, it should be coded on the right side of the tree and noted: High Contact/Aggression_____.

Appendix IV

RAPIST CLASSIFICATION SYSTEM

(MTC:R3)

MTC:R3

Brief Summary of Criteria for Subtypes

TYPE 1

OPPORTUNISTIC - HIGH SOCIAL COMPETENCE

	Ratings
Expressive Aggression:	LOW
Juvenile Unsocialized Behavior:	unspecified
Adult Unsocialized Behavior:	MOD ($\geq$ 3)
Social Competence:	HIGH
Sexualization:	ABSENT
Pervasive Anger:	ABSENT
Sadism:	ABSENT
Offense Planning:	LOW (impulsive)

TYPE 2

OPPORTUNISTIC - LOW SOCIAL COMPETENCE

	Ratings
Expressive Aggression:	LOW
Juvenile Unsocialized Behavior:	MOD ($\geq$ 3)
Adult Unsocialized Behavior:	MOD ($\geq$ 3)
Social Competence:	LOW
Sexualization:	ABSENT
Pervasive Anger:	ABSENT
Sadism:	ABSENT
Offense Planning:	LOW (impulsive)

TYPE 3

PERVASIVE ANGER

	Ratings
Expressive Aggression:	HIGH
Juvenile Unsocialized Behavior:	MOD (≥ 2)
Adult Unsocialized Behavior:	MOD (≥ 3)
Social Competence:	unspecified
Sexualization:	ABSENT
Pervasive Anger:	HIGH (items 1 & 3)
Sadism:	ABSENT
Offense Planning:	LOW (impulsive)

TYPE 4

OVERT SADISM

	Ratings
Expressive Aggression:	HIGH
Juvenile Unsocialized Behavior:	MOD ($\geq$ 2)
Adult Unsocialized Behavior:	MOD ($\geq$ 3)
Social Competence:	unspecified
Sexualization:	unspecified
Pervasive Anger:	unspecified
Sadism:	OVERT*
Offense Planning:	MOD - HIGH

* high Expressive Aggression; high victim injury

TYPE 5

MUTED SADISM

	Ratings
Expressive Aggression:	LOW
Juvenile Unsocialized Behavior:	unspecified
Adult Unsocialized Behavior:	unspecified
Social Competence:	unspecified
Sexualization:	unspecified
Pervasive Anger:	unspecified
Sadism:	MUTED*
Offense Planning:	MOD - HIGH

* low violence; low victim injury; limited physical contact; acts largly symbolic and non-injurious; key difference between Overt & Muted is the relative absence of Expressive Aggression in the Muted type.

TYPE 6

SEXUAL TYPE - HIGH SOCIAL COMPETENCE

	Ratings
Expressive Aggression:	LOW
Juvenile Unsocialized Behavior:	LOW ($\leq$ 2)
Adult Unsocialized Behavior:	MOD ($\leq$ 3)
Social Competence:	HIGH
Sexualization:	HIGH (P:1 or S:2)
Pervasive Anger:	unspecified
Sadism:	ABSENT
Offense Planning:	MOD - HIGH

TYPE 7

SEXUAL TYPE - LOW SOCIAL COMPETENCE

	Ratings
Expressive Aggression:	LOW
Juvenile Unsocialized Behavior:	LOW (≤ 4)
Adult Unsocialized Behavior:	MOD (≤ 3)
Social Competence:	LOW
Sexualization:	HIGH (P:1 or S:2)
Pervasive Anger:	unspecified
Sadism:	ABSENT
Offense Planning:	MOD - HIGH

TYPE 8

VINDICTIVE TYPE - LOW SOCIAL COMPETENCE

	Ratings
Expressive Aggression:	HIGH
Juvenile Unsocialized Behavior:	LOW ($\leq$ 2)
Adult Unsocialized Behavior:	MOD ($\leq$ 2)
Social Competence:	LOW
Sexualization:	ABSENT
Pervasive Anger:	ABSENT
Sadism:	ABSENT
Offense Planning:	LOW

TYPE 9

VINDICTIVE TYPE - HIGH SOCIAL COMPETENCE

	Ratings
Expressive Aggression:	HIGH
Juvenile Unsocialized Behavior:	LOW ($\leq$ 1)
Adult Unsocialized Behavior:	unspecified*
Social Competence:	HIGH
Sexualization:	ABSENT
Pervasive Anger:	ABSENT
Sadism:	ABSENT
Offense Planning:	LOW

* offenders with very high adult UB (> 6) are excluded.

MTC:R3

Brief Summary of Dimension-Defining Variables

MTC:R3

Component Rating Sheets for Assigning a Subtype

EXPRESSIVE AGGRESSION

1. **NATURE OF VICTIM INJURY**

   anything more than minor cuts, scratches or abrasions

2. **RELATION OF OFFENDER's AGGRESSION TO VICTIM's RESPONSE**

   amount of force used to gain compliance of victim

3. **ACTS OF THE OFFENDER IN THE OFFENSE**

   mutilation, burning, stabbing, choking to unconsciousness, biting, kicking, anal penetration, insertion of foreign objects

4. **DESIRE OR ATTEMPT TO HUMILIATE THE VICTIM**

   derogatory or demeaning remarks, use of feces or urine, forcing a male to observe, forced fellatio after sodomy

5. **EVIDENCE OF CLEAR AND UNDENIABLE EXPRESSIVE AGGRESSION IN NONSEXUAL CONTEXTS**

   consistent evidence of general anger & aggression directed at males & females

JUVENILE UNSOCIALIZED BEHAVIOR

1. PROBLEMS IN GRAMMAR SCHOOL (grades k - 6)

2. PROBLEMS IN JUNIOR HIGH SCHOOL (grades 7 - 9)

3. TOTAL NUMBER OF NONSEXUAL, VICTIMLESS OFFENSES (prior to age 16)

4. RUNNING AWAY (prior to age 17)

5. VANDALISM AND DESTRUCTION OF PROPERTY (prior to age 16)

6. INVOLVED IN FIGHTS (prior to age 16)

ADULT UNSOCIALIZED BEHAVIOR

1. HISTORY OF NON-PRESCRIPTION DRUG USE

2. VANDALISM AND/OR DESTRUCTION OF PROPERTY
   (age 16 or older)

3. INVOLVED IN FIGHTS (age 16 or older)

4. ASSAULTIVE OFFENSES
   (1 or more arrests for nonsexual physical asssaults)

5. UNSOCIALIZED AGGRESSION
   (moderate nonsexual aggression as evident in fights, brawls or minor assaults on 2 or more occasions)

6. CONDUCT/BEHAVIORAL CHARGES
   (1 or more charges for drunk, disorderly, disturbing the peace, defacing property, etc.)

7. OWNERSHIP OF A MANUFACTURED WEAPON

8. RELATION BETWEEN ALCOHOL USE & ANTISOCIAL BEHAVIOR
   (i.e., acting out usually occurs during or after drinking)

SOCIAL COMPETENCE

1) LIVED INDEPENDENTLY AND SUPPORTED HIMSELF FINANCIALLY FOR 1 YEAR OR LONGER

2) MARRIED & LIVED WITH WIFE FOR AT LEAST 6 MONTHS or COHABITED WITH A SEXUAL PARTNER FOR AT LEAST 2 YEARS

IF OFFENDER WAS AGE 24 OR YOUNGER WHEN INCARCERATED:

1) MARRIED & LIVED WITH WIFE FOR AT LEAST 6 MONTHS or MAINTAINED A SEXUAL RELATIONSHIP FOR AT LEAST 1 YEAR IN WHICH THERE WAS CLEAR EVIDENCE OF EMOTIONAL AND PHYSICAL COMMITMENT TO THE PARTNER

SEXUALIZATION

PRIMARY CRITERIA:

1. High frequency of sexual outlet; preoccupation with sexual fantasies or pornography; uncontrollable sexual urges

2. sexually deviant ("paraphilic") behaviors, such as voyeurism, exhibitionism, fetishism

3. evidence that sexual assaults were compulsive (e.g., followed a clear, scripted sequence or otherwise planned in detail)

SECONDARY CRITERIA:

1. evidence of concern about masculine self-image

2. evidence of preoccupation with feelings of inadequacy

PERVASIVE ANGER

1. offender characterized as an angry person, someone who easily looses his temper & often gets in trouble due to his hostility

2. a pattern of verbal aggression against males and females

3. assaults or fights with males on more than 2 occasions

4. frequent aggressive thoughts and fantasies

5. history of cruelty to animals

SADISM

PRIMARY CRITERIA:

1. offender reports a preoccupation with sexually aggressive thoughts or fantasies that include sexualized aggression

2. evidence that the victim's pain, fear or discomfort facilitates sexual arousal and/or leads to ejaculation

3. evidence of sham sadism in the sexual offenses, such as sham whipping or bondage

4. evidence of sham sadism in offender's consensual sexual relationships

5. evidence of overt sadism in offender's consensual sexual relationships

6. evidence of ritualization in sexual offenses (i.e., repetition of an ordered sequence of acts that appears planned or scripted)

7. necrophilia (offender has intercourse with victim post-mortem)

8. offender mutilates erogenous areas of victim's body post-mortem

SADISM

SECONDARY CRITERIA:

1. violence in the offense is directed at erogenous areas of the victim's body

2. offender burns the victim

3. offender has intercourse with the victim after the victim has been rendered unconscious

4. (a) offender has inserted foreign objects into the victim's vagina or anus,

   (b) or the offender has used urine/feces in the context of the offense

SUBJECT ID NUMBER: _____

RATER NAME: _____

CONFIDENCE RATING: HIGH _____

MEDIUM _____

LOW _____

INSUFICIENT INFO. _____

CONFLICTING INFO. _____

CRITERIA PROBLM. _____

VICTIM AGE PROB. _____

COMPONENT RATING SHEETS

COMMENTS/NOTES:

PRIMARY SUBTYPE: _____

SECONDARY SUBTYPE: _____

GUESS IF DOES NOT FIT: _____

CHART USED: _____

DATE RATED: _____

SEXUALIZATION SCORES--

DATE CONSENSED: _____

PRIMARY: _____

SECONDARY: _____

RAPIST SUBTYPE COMPONENT RATING SHEET -- 1

Expressive Aggression

		LOW	HIGH
1	Nature of Victim Injury		
2	Offender's Response to Resistence		
3	Offense Acts of Offender		
4	Attempt to Humiliate		
5	Expressive Aggression in Non-Sexual		

Unsocialized Behavior

			ABSENT	PRESENT
Juvenile	1	Problems Grammar		
	2	Problems Jr. High		
	3	Non-Sexual Victimless Offenses		
	4	Running away before age 17		
	5	Vandalism		
	6	Fighting		
Adult	1	Illegal Drug Use		
	2	Vandalism		
	3	Fighting		
	4	Assaultive Offenses		
	5	Unsocialized Aggression		
	6	Conduct Charges		
	7	Owning Weapon		
	8	Alcohol/Acting Out		

RAPIST SUBTYPE COMPONENT RATING SHEET -- 2

Social Competence

		ABSENT	PRESENT
1	Independence		
2	Marriage		

Sexualization

			ABSENT	PRESENT
Primary	1	Sexual Preoccupation		
	2	Other Sexual Deviance		
	3	Reports Sexual Assaults Compulsive		
		SUM:		
Secondary	4a	Masculine Self Image Concern		
	4b	Sexual Inadequacy Concern		
		SUM (both = 1):		

Pervasive Anger

		ABSENT	PRESENT
1	Characterized as Constantly Angry		
2	Verbal Aggression		
3	Non-Sexual Assaults and/or Frequent Fighting		
4	Preoccupied with Aggressive Fantasies		
5	Cruelty to Animals		

RAPIST SUBTYPE COMPONENT RATING SHEET -- 3

Sadism

Category A

		ABSENT	PRESENT
1	Preoccupation: Sex-Agg Thoughts/Fantasies		
2	Pain, Fear, or Discomfort Increases Arousal		
3	Symbolic Sadism/Sexual Offense		
4	Symbolic Sadism/Consensual Relations		
5	Overt Sadism/Consensual Relations		
6	Ritualization of Violence		
7	Intercourse After Killing		
8	Mutilates After Death		

Category B

		ABSENT	PRESENT
1	Erogenous Area /Violence Focus		
2	Burns Victim		
3	Intercourse After Unconscious		
4	Painful Insertion of Foreign Obj., Urine, or Feces		

RAPIST SUBTYPE COMPONENT RATING SHEET -- 4

Offense Planning

	Detailed Planning	High Moderate Planning	Moderate Planning	Low Moderate Planning	Impulsive Offense
Offense 1					
Offense 2					
Offense 3					
Offense 4					
Offense 5					
Offense 6					

CHART A: EXPRESSIVE AGGRESSION EVIDENT

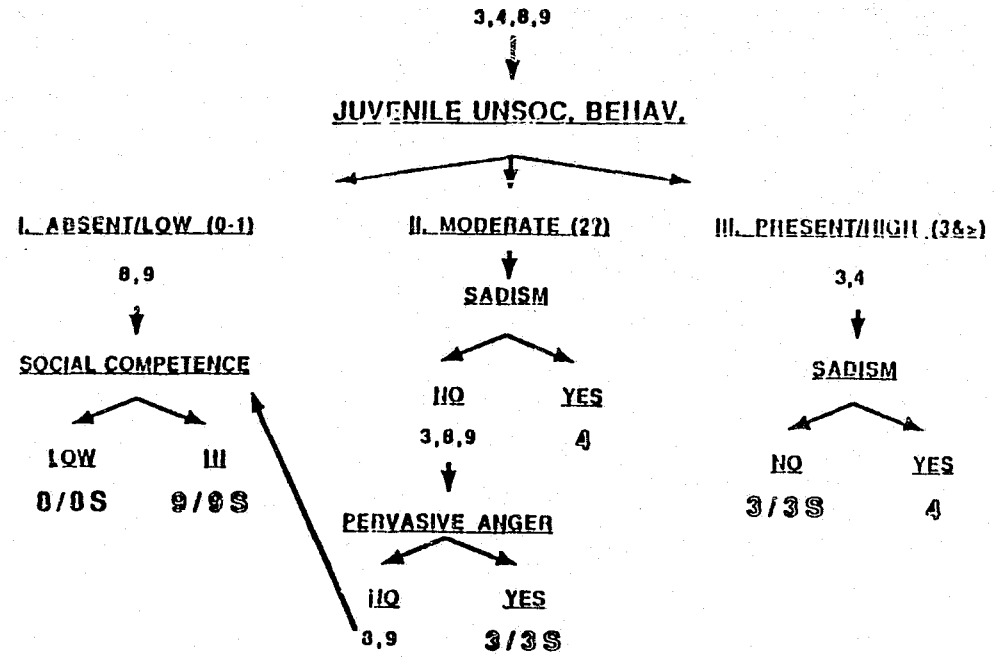


CHART B1: MIXED EXPRESSIVE AGGRESSION

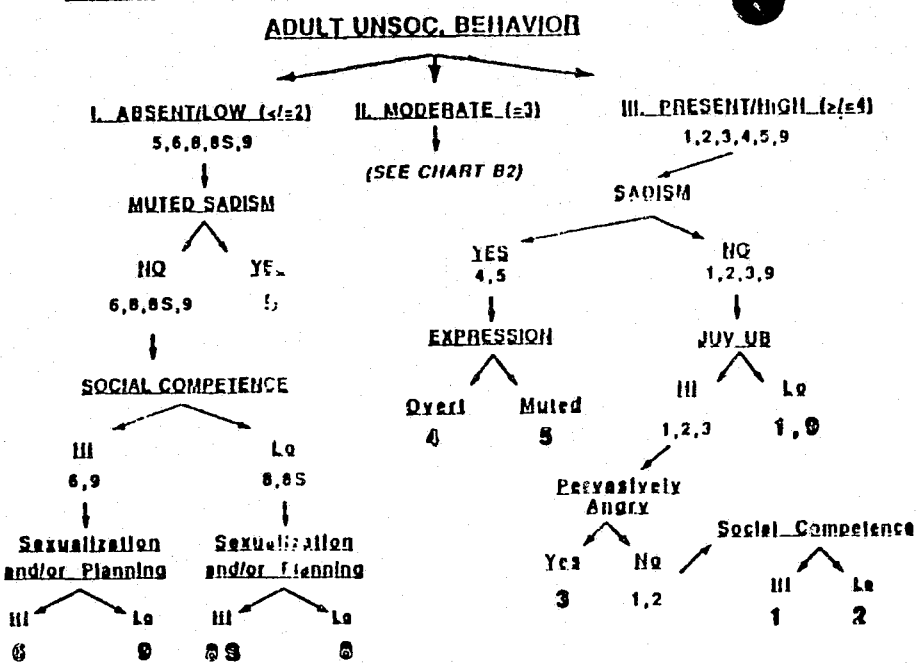
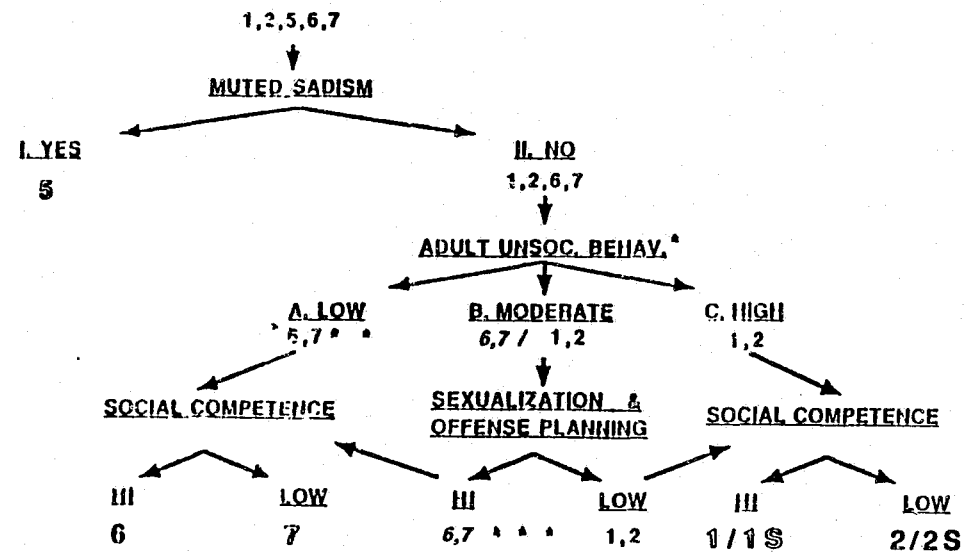


CHART C: NO EXPRESSIVE AGGRESSION

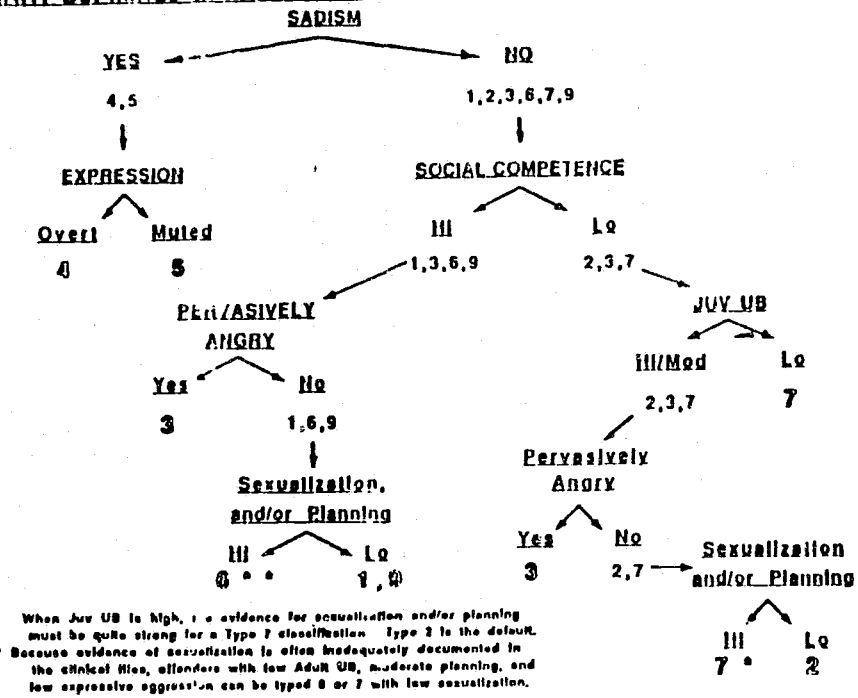


* High juvenile UB offenders, who are incarcerated as teenagers, should be considered high in Adult UB.

* * Check for sexualization and/or planning or pre-offense fantasy.

* * * The evidence for sexualization and planning should be quite strong in moderate UB offenders to type them as 6 or 7.

CHART B2: MIXED EXPRESSIVE AGGRESSION, MOD ADULT UB



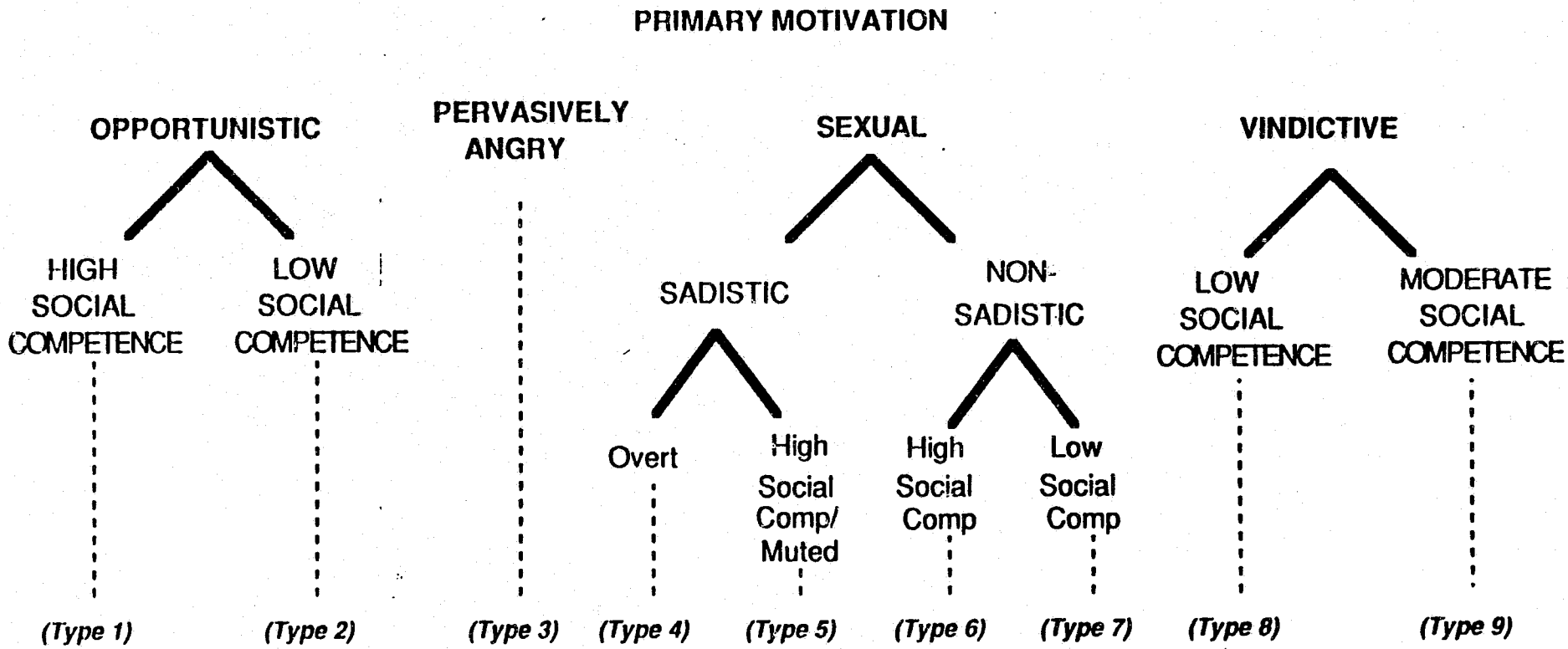
* When Juv UB is high, the evidence for sexualization and/or planning must be quite strong for a Type 7 classification. Type 2 is the default.

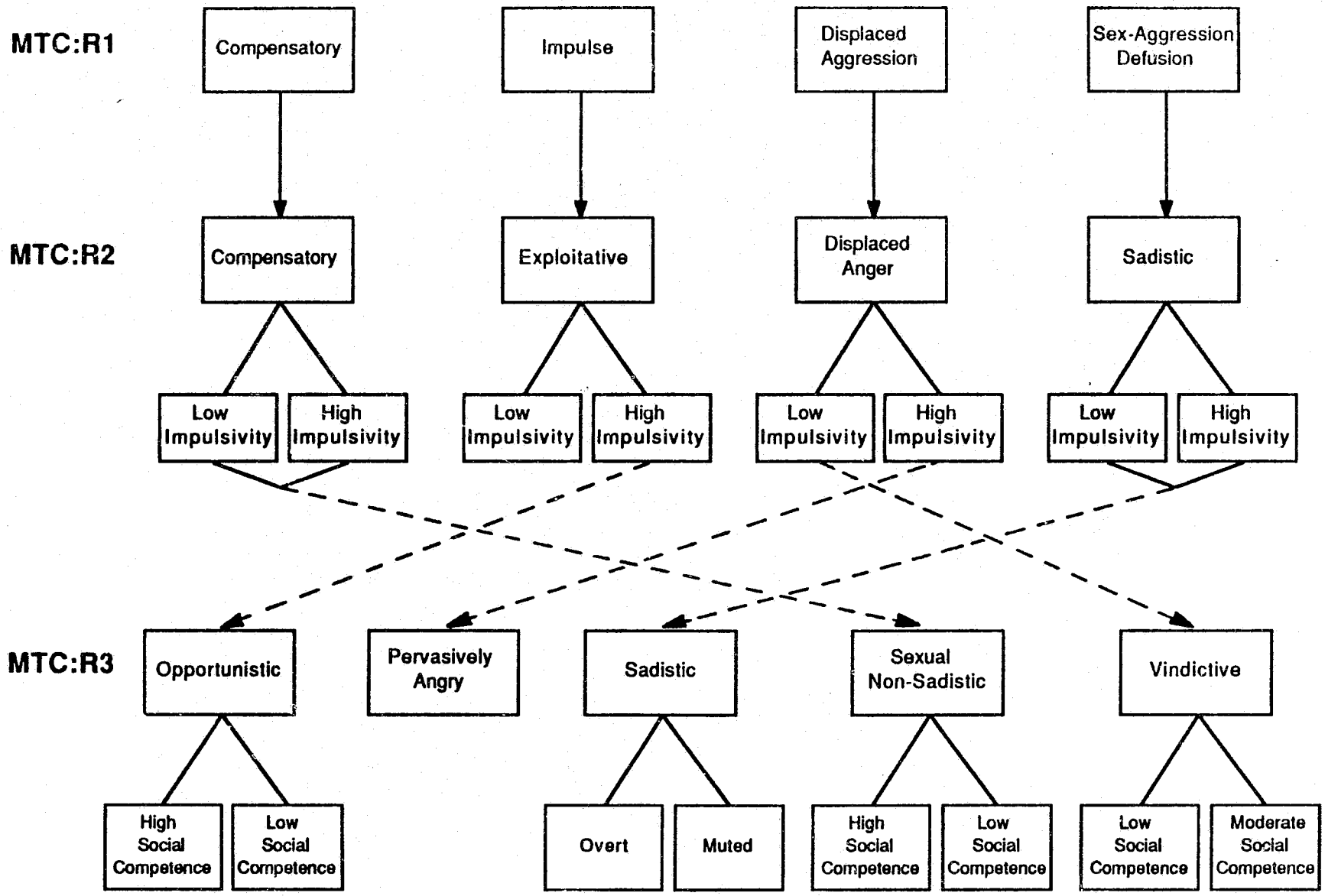
** Because evidence of sexualization is often inadequately documented in the clinical files, offenders with low Adult UB, moderate planning, and low expressive aggression can be typed 6 or 7 with low sexualization.

MTC:R3

System Figures and Interrater Reliabilities

MTC:R3


PRIMARY MOTIVATION
OPPORTUNISTIC
HIGH SOCIAL COMPETENCE
LOW SOCIAL COMPETENCE
PERVASIVELY ANGRY
SEXUAL
SADISTIC
Overt
High Social Comp/ Muted
NON-SADISTIC
High Social Comp
Low Social Comp
VINDICTIVE
LOW SOCIAL COMPETENCE
MODERATE SOCIAL COMPETENCE
(Type 1)
(Type 2)
(Type 3)
(Type 4)
(Type 5)
(Type 6)
(Type 7)
(Type 8)
(Type 9)


MTC:R1
Compensatory
Impulse
Displaced Aggression
Sex-Aggression Defusion
MTC:R2
Compensatory
Exploitative
Displaced Anger
Sadistic
Low Impulsivity
High Impulsivity
Low Impulsivity
High Impulsivity
Low Impulsivity
High Impulsivity
Low Impulsivity
High Impulsivity
MTC:R3
Opportunistic
Pervasively Angry
Sadistic
Sexual Non-Sadistic
Vindictive
High Social Competence
Low Social Competence
Overt
Muted
High Social Competence
Low Social Competence
Low Social Competence
Moderate Social Competence

MTC:R3 Interrater Reliabilities

Dimensions	Reliability	Consensed Reliability
Social Competence	.82	.90
Unsocialized Aggression		
Juvenile	.84	.91
Adult	.82	.90
Pervasive Anger	.57	.73
Primary Sexualization	.70	.82
Expressive Aggression	.76	.86
Sadism		
Category A	.65	.79
Category B	.72	.84
Offense Planning	.54	.70

MTC:R3

Decision-Making Criteria

MTC:R3 CRITERIA, SCALES, COMPONENT RATING SHEETS, AND FLOW CHART AIDS

MTC:R3 CRITERIA

Selection Criteria: A serious sexual offense is defined as any sexually motivated assault involving physical contact with a victim. If an offender commits serious sexual offense(s) against victims who are *all fifteen years old or older*, and he is sixteen years old or older at the time of his most recent assault, he is considered a rapist and can be classified in MTC:R3. If a serious sexual offender has any victim who is eleven years old or younger, the offender should not be considered a rapist, and should not be classified in this system. If a serious sexual offender is a teenager or a young adult (up to age 21), his victims may be between the ages of twelve and fifteen, and yet he is still considered a rapist. If the offender is over the age of 21, and he has one offense with a victim between the ages of 12 and 15, but all his other victims are over 15, he is still considered a rapist, and he can be classified in MTC:R3. If an offender is over 21 and either his only victim was between 12 to 15 years old or he had more than one victim between 12 and 15 years old, he should not be classified in MTC:R3.

High Social Competence, Opportunistic Type

To be assigned to this type an offender must have all of the following characteristics:

1. He must meet the two general criteria for high social competence.

2. The amount of aggression in his crimes must be limited to that necessary to attain victim compliance. Because theoretically this type of offender has little empathy for the victim, he may handle the victim roughly. If the victim resists his assault and fights back, he may become angry and use greater physical coercion, including slapping, punching, or physical restraints, but there should be no evidence of gratuitious or sexualized violence. When there is no evidence of victim resistance, slapping or punching excludes an offender from this group.

3. There must be clear evidence of difficulties with impulse control in several domains of adult adaptation. Three or more of the eight Adult Unsocial Behavior Criteria listed in the scales booklet must be present for an offender to be included in this group. If

data are not available for all of the eight criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

4. The primary motive in his sexual assault(s) must appear to be impulsive exploitation. Thus, he should not evidence any of the problems listed as *primary* criteria on the "Sexualization" scale. In rare instances in which an offender reaches all of the criteria for this type, but also apparently shows evidence of meeting one or more of the *primary* "Sexualization" criteria, he may be classified here and his *primary* sexualization characteristic(s) should be noted with "S." Also, consistent with his primarily impulsive, exploitative motivation, he should not have engaged in any of the Category A behaviors on the Sadism scale.

5. Almost all of this offender's offenses should appear unpremeditated. In the majority of his offenses it appears that he impulsively decides to commit the offense, often after the victim has been encountered. When the offender knows the victim, the assault on that victim must appear to be the result of the offender's easy access to the victim. There should be no instances in which one of the offenses is planned in detail and a particular victim is sought, and he should not engage in offenses that have high moderate planning, as described in the Offense Planning Scale. When this type of offender has some evidence of primary "Sexualization," and is designated "S," there is likely to be evidence of sexual motivation preceding his crimes. There must still be evidence that his sexual crimes are predominantly impulse driven, and there should be at least one offense in which opportunity (possibly coupled with impaired judgment due to drugs) appears to be a primary aspect of the assault. That is, he must have at least one assault that is either impulsive or shows only low moderate planning, as described in the Offense Planning Scale.

Low Social Competence, Opportunistic Type

To be assigned to this type an offender must have all of the following characteristics:

1. He must meet no more than one of the two general criteria for high social competence.

2. The amount of aggression in his crimes must be limited to that necessary to attain victim compliance. Because theoretically this type of offender has little empathy for the victim, he may handle the victim roughly. If the victim resists his assault and fights back, he may become angry and use greater physical coercion, including slapping, punching, or physical restraints, but there should be no evidence of gratuitous or sexualized violence. When there is no evidence of victim resistance, slapping or punching excludes an offender from this group.

3. These offenders' problems with impulse control start at a younger age than both their High Social Competence, Opportunistic counterparts and other types of offenders in the system. Thus, for an offender to be assigned to this type there must be evidence in childhood or adolescence of problems with impulse control. Three or more of the six Juvenile Unsocial Behavior criteria listed in the chart must be present for an offender to be included in this group. If data are not available for all of the six criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

4. There must also be clear evidence of difficulties with impulse control in several domains of adult adaptation. Three or more of the eight Adult Unsocial Behavior Criteria listed in the scales booklet must be present for an offender to be included in this group. If data are not available for all of the eight criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1. If the offender has been incarcerated continuously from age 17 and has therefore had less opportunity for engaging in certain adult unsocialized behaviors, he should not be excluded because he has not manifested three or more of the eight Adult Unsocial Behavior Criteria. In rating Adult Unsocialized behavior for incarcerated offenders, one can use data gathered during his incarceration (e.g., assaulting other inmates, getting into fights with other inmates, getting drugs in prison, etc.).

5. The primary motive in his sexual assault(s) must appear to be impulsive exploitation. Thus, he should not evidence any of the problems listed as *primary* criteria on the "Sexualization" scale. In rare instances in which an offender reaches all of the criteria

for this type, but also apparently shows evidence of meeting one or more of the *primary* "Sexualization" criteria, he may be classified here and his *primary* sexualization characteristic(s) should be noted with "S." Also, consistent with his primarily impulsive, exploitative motivation, he should not have engaged in any of the Category A behaviors on the Sadism scale.

6. Almost all of this offender's offenses should appear unpremeditated. In the majority of his offenses it appears that he impulsively decides to commit the offense, often after the victim has been encountered. In the rare instances in which the offender knows the victim, the assault on that victim must appear to be the result of the offender's easy access to the victim. There should be no instances in which one of the offenses is planned in detail and a particular victim is sought, and he should not engage in offenses that have high moderate planning, as described in the Offense Planning Scale. When this type of offender has some evidence of primary "Sexualization," and is designated "S," there is likely to be evidence of sexual motivation preceding his crimes. There must still be evidence that his sexual crimes are predominantly impulse driven, and there should be at least one offense in which opportunity (possibly coupled with impaired judgment due to drugs) appears to be a primary aspect of the assault. That is, he must have at least one assault that is either impulsive or shows only low moderate planning, as described in the Offense Planning Scale.

3

Pervasively Angry Type

1. The Pervasively Angry offender must be characterized by himself or by others as an angry individual and he must have clear instances as an adult of assaulting or fighting with men in non-sexual contexts. That is, he must have characteristics "1" and "3" of the Pervasively Angry Scale in the Scales Booklet.

2. The offender's sexual assault(s) must be characterized by expressive aggression. Unprovoked physical and verbal aggression or physical force in excess of that necessary to gain victim compliance must be present. In some cases, where there are multiple assaults, the aggression might become progressively more severe over offenses. In such cases an offender may be assigned to this type on the basis of his more recent crimes. More characteristically, rage is evident in this type of offender

from the start. He may have manifested behaviors enumerated in Category B of the Sadism Scale, but these must appear to be punishing actions done in anger, and there should be no evidence that he engaged in these behaviors to increase sexual arousal or that these actions were the enactment of a sexual fantasy. In rare cases where the amount of expressive aggression in the sexual offense appears questionable, an offender may still be considered for this classification, if there is clear evidence of extreme expressive aggression in non-sexual contexts. For these exceptions there must be clear evidence that the offender has manifested *at least 4* of the 5 characteristics on the Pervasively Angry Scale in the Scales Booklet or *at least 3* of 4 characteristics, when only 4 characteristics could be judged. These more stringent criteria for the number of Pervasively Angry Scale items necessary are required whenever the chart selection criteria that accompany the Expressive Aggression Scale place the offender squarely on Chart B. If he is on Chart A or he is on Chart B, but your judgment is that his expressive aggression is most consistent with a Chart A type (i.e., Type 3, 4, 8, or 9), he requires only the pervasive anger characteristics described in Item #1 above.

3. These offenders' problems with impulse and anger control start at a young age. Thus, they should manifest <u>at least two</u> of the six Juvenile Unsocial Behavior Criteria as children or adolescents. If data are not available for all of the six criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

4. There must be clear evidence of difficulties with impulse control in several domains of their adult adaptation. <u>Three or more</u> of the eight Adult Unsocial Behavior Criteria listed in the scales booklet must be present for an offender to be included in this group. If data are not available for all of the eight criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1. If the offender has been incarcerated continuously from age 17 and has therefore had less opportunity for engaging in certain adult unsocialized behaviors, he should not be excluded because he has not manifested three or more of the eight Adult Unsocial Behavior Criteria. In rating Adult Unsocialized behavior for incarcerated offenders, one can use data gathered during his incarceration.

5. For this type of offender the primary motive for the offense should be anger and not simply seeking sexual gratification. Thus, he should not evidence any of the problems listed as *primary* criteria on the "Sexualization" scale and he should not have engaged in any of the Category A behaviors on the Sadism scale. In infrequent instances in which an offender reaches all of the criteria for this type, but also apparently shows evidence of meeting one or more of the *primary* "Sexualization" criteria, he may be classified here and his *primary* sexualization characteristic(s) should be noted with an "S" designation.

6. Almost all of this offender's offenses should appear unpremeditated. In the majority of his offenses it appears that he impulsively decides to commit the offense, often after the victim has been encountered. When the offender knows the victim, the assault on that victim must appear to be the result of the offender's easy access to the victim. There should be no instances in which one of the offenses is planned in detail and a particular victim is sought, and he should not engage in offenses that have high moderate planning, as described in the Offense Planning Scale. When this type of offender has some evidence of primary "Sexualization," and is designated "S," there is likely to be evidence of sexual motivation preceding his crimes. There must still be evidence that his sexual crimes are predominantly impulse driven, and there should be at least one offense in which opportunity (possibly coupled with impaired judgment due to drugs) appears to be a primary aspect of the assault. That is, he must have at least one assault that is either impulsive or shows only low moderate planning, as described in the Offense Planning Scale.

4 *Overt Sadistic Type*

To be categorized as Overt Sadistic the offender must have manifested the following five criteria:

1. The level of violence in the offender's sexual assaults must clearly be gratuitous and exceed what is necessary to force victim compliance. The Overt Sadist's offense(s) are characterized by the pain and fear they inflict on the victim.

2. These offenders' problems with impulse and anger control start at a young age. Thus, they should manifest at least two of the six Juvenile Unsocial Behavior Criteria as children or adolescents. If data are not available for all of the six criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

3. There must be clear evidence of difficulties with impulse control in several domains of their adult adaptation. Three or more of the eight Adult Unsocial Behavior Criteria listed in the scales booklet must be present for an offender to be included in this group. If data are not available for all of the eight criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1. If the offender has been incarcerated continuously from age 17 and has therefore had less opportunity for engaging in certain adult unsocialized behaviors, he should not be excluded because he has not manifested three or more of the eight Adult Unsocial Behavior Criteria. In rating Adult Unsocialized behavior for incarcerated offenders, one can use data gathered during his incarceration.

4. To be judged an Overt Sadistic type an offender must manifest behaviors that reflect his intention to inflict fear or pain on the victim and an indication that the violence either contributes to sexual arousal, or at least does not appear to inhibit sexual arousal. There should be no evidence that the offender lost his erection or failed to ejaculate while he was assaulting the victim, unless the assault was interrupted by some external event or the offender was intoxicated. The offender should show either at least one of the indicators of sadism from Category A *or* two of the indicators of sadism from Category B:

Category A:

(a) The offender reports *preoccupation* that is both sexual and aggressive in nature (for instance, sexual fantasies that include thoughts of beating, raping, torturing, or killing). These fantasies may involve more detailed scenes or scripts in which inflicting pain or putting the victim in excessive fear are *key and clear* intents. Fantasies of raping without evidence of such direct intents to cause the victim pain and/or fear are not sufficient for this criterion.

(b) The victim's pain, fear, or discomfort appear to facilitate sexual arousal and/or lead to ejaculation.
(c) There is clear evidence of sham sadism in the sexual offenses, which need not be violent and may be limited to such behavior as sham whipping or bondage.
(d) There is clear evidence of sham sadism in the offender's consensual sexual relationships, which need not be violent and may be limited to such behavior as sham whipping or bondage.
(e) In his consensual sexual relationships there is clear evidence of overt sadism, indicated by the presence in these relationships of Item "f" (below) from Category A or two or more of the behaviors from Category B.
(f) The violence in the offense(s) is ritualized, indicating an underlying fantasy or script (e.g., there is repetition of a particular sequence of acts or there is an ordered sequence that was clearly not conceived on the spot).
(g) The offender has intercourse with the victim after the victim has been killed.
(h) The offender mutilates the victim's erogenous zones (e.g., vagina, penis [for male victims], breasts, anus, buttocks, etc.) after the victim is dead.

Category B:

(a) The violence in the offense(s) is directed at erogenous/sexual areas (e.g., vagina, penis [for male victims], breasts, anus, buttocks, etc.) of the victim's body.
(b) The offender burns the victim.
(c) The offender has intercourse with the victim after the victim has been rendered unconscious.
(d) The offender has inserted foreign objects into the victim's vagina or anus, so that there is clear evidence that the victim feels pain or reports considerable discomfort from the object, or the offender has used urine or feces in the context of his offense(s).

5. Although sadistic offenders sometimes commit apparently impulsive assaults that do not seem to involve any forethought or planning, a planned, violent assault is usually sadistic. To be classified as Overt Sadistic there must, however, be evidence that at least one of the offender's assaults was partially planned, at least to the degree that the conception and execution of the assault were temporally and locationally distinct events. That

is, in at least one offense there must be evidence that before the victim was encountered, the offender had the idea of committing the offense (i.e., the offense was moderately planned as described in the Offense Planning Scale). Such planning can be reflected in a variety of ways, including: setting out with "equipment" for the offense or acknowledging a mental plan or fantasy "rehearsal." Note that for a repetitive offender, a rehearsal or offense "script" may also be evident in a sequence of actions in the offenses that is ritualistic or follows a particular order each time.

5

Muted Sadistic Type

The following three criteria must be present for a classification of muted sadism:

1. The amount of physical force employed in the sexual assault must not exceed what is necessary to attain victim compliance. Pain and injury may be feigned, but not actually inflicted.

2. There must be evidence that the victim's fear or discomfort or the fantasy of violence either contributes to sexual arousal, or at least does not appear to inhibit sexual arousal. In particular, the offender must clearly manifest at least one of the following indicators of sadism from Category A (number 1 through 4) of the Sadism Scale in the Scales Booklet:

   (a) The offender reports *preoccupation* that is both sexual and aggressive in nature (for instance, sexual fantasies that include thoughts of beating, raping, torturing, or killing). These fantasies may involve more detailed scenes or scripts in which inflicting pain or putting the victim in excessive fear are *key and clear* intents. Fantasies of raping without evidence of such direct intents to cause the victim pain and/or fear are not sufficient for this criterion.
   (b) The victim's fear or discomfort appear to facilitate sexual arousal and/or lead to ejaculation. There should be no evidence that the offender lost his erection or failed to ejaculate while he was assaulting the victim, unless the assault was interrupted by some external event.
   (c) There is clear evidence of sham, feigned, or symbolic sadism in the sexual offenses, which is not violent and may be limited to such behavior as sham whipping or bondage, or

symbolically putting the victim in the state of anxiety, fear, or simulated pain, which appears not to be motivated solely by the desire to force compliance.

(d) There is clear evidence of sham sadism in the offender's consensual sexual relationships, which is not overtly violent and may be limited to such behavior as sham whipping or bondage, or symbolically putting the partner in the state of anxiety, fear, or simulated pain.

3. Although this type of offender sometimes commits an impulsive assault that does not seem to involve any forethought or planning, his characteristic offense is not an impulsive act. To be classified as Muted Sadistic there must be evidence that at least one of the offender's assaults was partially planned, to the degree that the conception and execution of the assault were temporally and locationally distinct events. That is, in at least one offense there must be evidence that before the victim was encountered, the offender had the idea of committing the offense (i.e., the offense was moderately planned as described in the Offense Planning Scale). Such planning can be reflected in a variety of ways, including: setting out with "equipment" for the offense or acknowledging a mental plan or fantasy "rehearsal." Note that for a repetitive offender, a rehearsal or offense "script" may also be evident in a sequence of actions in the offenses that is ritualistic or follows a particular order each time. If all of his offenses are clearly impulsive acts, determined by external rather than internal constraints, he should not be classified as a Muted type.

High Social Competence, Non-Sadistic, Sexual Type

To be assigned to this type an offender must have all of the following characteristics:

1. He must meet the two general criteria for high social competence.

2. The amount of aggression in his crimes must be limited to that necessary to attain victim compliance. If the victim resists, his force may escalate, but there is never any indication that this coercion is eroticized or rageful. There is no evidence of overt or symbolic sadism, and no sadistic fantasies precede or accompany

the assault. When there was no evidence of victim resistance, slapping or punching excludes an offender from this group.

3. There should be evidence that he meets either one of the following three primary criteria for "Sexualization" or both of the secondary criteria about concerns of sexual adequacy. These correspond to items "1" through "4" on the "Sexualization" Scale in the scales booklet.

Primary Criteria

(a) He spends a substantial amount of time focusing on his sexual needs. For example, he consistently has intercourse or masturbates more than once daily, he is preoccupied with sexual fantasies or pornography, or he reports frequent uncontrollable sexual urges.

(b) He manifests other sexually deviant behaviors that can be inferred to have lasted for an extended period of time (e.g., voyeurism, exhibitionism, fetishism, transvestic fetishism, zoophilia, frotteurism, or telephone scatologia).

c) There is evidence that his sexual assaults were compulsive. His offenses appear to have been acted out in a compulsive manner (e.g., they follow a clear scripted sequence) or he reports that they were compulsive acts.

Secondary Criteria (both required)

(a) There is evidence that the offender has considerable concern about his masculine self image.

(b) There is evidence that the offender is preoccupied with feelings of sexual and social inadequacy.

Because the evidence of sexualization is often inadequately documented in the clinical files, offenders who meet all the other criteria for a Non-Sadistic Sexual Type, but who manifest no clear evidence of sexualization, may be assigned to one of the Sexual types and the lack of evidence for sexualization should be noted with an "NS" designation.

4. This type of offender should show relatively few problems with impulse control in domains of his life other than sexual aggression. As a child he should show no more than two of the Juvenile Unsocial Behavior Criteria, and as an adult he should show no more than three of the Adult Unsocial Behavior Criteria. If data are not available for all of the unsocialized behavior

criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

5. To be classified as a Non-Sadistic Sexual type there must be evidence that at least one of the offender's assaults was partially planned, to the degree that the conception and execution of the assault were temporally and locationally distinct events. That is, in at least one offense there must be evidence that before the victim was encountered, the offender had the idea of committing the offense (i.e., the offense was moderately planned as described in the Offense Planning Scale). Such planning can be reflected in a variety of ways, including: setting out with "equipment" for the offense or acknowledging a mental plan or fantasy "rehearsal." Note that for a repetitive offender, a rehearsal or offense "script" may also be evident in a sequence of actions in the offenses that is ritualistic or follows a particular order each time. If all of his offenses are clearly impulsive acts, determined by external rather than internal constraints, he should not be classified as a Non-Sadistic, Sexual type.

6. Reciprocal conversation during the offense, statements of concern about the victim's comfort and enjoyment, attempts to continue the relationship after the assault, and reduction in arousal level when the victim indicates discomfort are all behaviors consistent with assignment to this type, but are neither necessary nor sufficient by themselves.

Low Social Competence. Non-Sadistic. Sexual Type

To be assigned to this type an offender must have all of the following characteristics:

1. He must meet no more than one of the two general criteria for high social competence.

2. The amount of aggression in his crimes must be limited to that necessary to attain victim compliance. If the victim resists, his force may escalate, but there is never any indication that this coercion is eroticized or rageful. There is no evidence of overt or symbolic sadism, and no sadistic fantasies precede or accompany the assault. When there was no evidence of victim resistance, slapping or punching excludes an offender from this group.

3. There should be evidence that he meets either one of the following three primary criteria for "Sexualization" or both of the secondary criteria about concerns of sexual adequacy. These correspond to items "1" through "4" on the "Sexualization" Scale in the scales booklet.

Primary Criteria

(a) He spends a substantial amount of time focusing on his sexual needs. For example, he consistently has intercourse or masturbates more than once daily, he is preoccupied with sexual fantasies or pornography, or he reports frequent uncontrollable sexual urges.

(b) He manifests other sexually deviant behaviors that can be inferred to have lasted for an extended period of time (e.g., voyeurism, exhibitionism, fetishism, transvestic fetishism, zoophilia, frotteurism, or telephone scatologia).

(c) There is evidence that his sexual assaults were compulsive. His offenses appear to have been acted out in a compulsive manner (e.g., they follow a clear scripted sequence) or he reports that they were compulsive acts.

Secondary Criteria (both required)

(a) There is evidence that the offender has considerable concern about his masculine self image.

(b) There is evidence that the offender is preoccupied with feelings of sexual and social inadequacy.

Because the evidence of sexualization is often inadequately documented in the clinical files, offenders who meet all the other criteria for a Non-Sadistic Sexual Type, but who manifest no clear evidence of sexualization, may be assigned to one of the Sexual types and the lack of evidence for sexualization noted with an "NS" designation.

4. In his adult life this type of offender should show relatively few problems with impulse control in domains of his life other than sexual aggression. As an adult he should show no more than three of the Adult Unsocial Behavior Criteria. As children some of these offenders evidence moderate levels of impulsivity, but evidence of extreme impulsivity should exclude an offender from this type. Thus, he should show no more than four of the Juvenile Unsocial Behavior Criteria. If data are not available for all of the

unsocialized behavior criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

5. To be classified as a Non-Sadistic Sexual type there must be evidence that at least one of the offender's assaults was partially planned, to the degree that the conception and execution of the assault were temporally and locationally distinct events. That is, in at least one offense there must be evidence that before the victim was encountered, the offender had the idea of committing the offense (i.e., the offense was moderately planned as described in the Offense Planning Scale). Such planning can be reflected in a variety of ways, including: setting out with "equipment" for the offense or acknowledging a mental plan or fantasy "rehearsal." Note that for a repetitive offender, a rehearsal or offense "script" may also be evident in a sequence of actions in the offenses that is ritualistic or follows a particular order each time. If all of his offenses are clearly impulsive acts, determined by external rather than internal constraints, he should not be classified as a Non-Sadistic, Sexual type.

6. Reciprocal conversation during the offense, statements of concern about the victim's comfort and enjoyment, attempts to continue the relationship after the assault, and reduction in arousal level when the victim indicates discomfort are all behaviors consistent with assignment to this type, but are neither necessary nor sufficient by themselves.

Low Social Competence, Vindictive Type

To be assigned to this type an offender must have all of the following characteristics:

1. He must meet no more than one of the two general criteria for high social competence.

2. His sexual assault(s) must be characterized by obvious expressive aggression. His verbalizations and behavior during the assault(s) must indicate that he is angry. Either the level of physical violence in his sexual assaults must exceed what is necessary to force victim compliance, or there must be *clear and undeniable* evidence in his verbalizations or behavior that he

intented to demean, degrade, or humiliate the victim. He may have manifested behaviors enumerated in Category B of the Sadism Scale, but the intent of these actions must appear to have been only to defile or punish the victim, and there should be no evidence that he engaged in these behaviors to increase sexual arousal or that these actions were the enactment of a sexual fantasy.

3. There must be no more than one or two instances of physical fights with males, and no instances of brutal assaults on males. This type of offender is <u>not</u> characterized as an angry individual in general.

4. For this type of offender the primary motive for the offense is anger at women and not simply seeking sexual gratification. Thus, he should not evidence any of the problems listed as *primary* criteria on the "Sexualization" scale. In infrequent instances in which an offender reaches all of the criteria for this type, but also apparently shows evidence of meeting one or more of the *primary* "Sexualization" criteria, he may be classified here and his *primary* sexualization characteristic(s) should be noted with an "S" designation. Consistent with the reduced emphasis on "sexualization," he should not have engaged in any of the Category A behaviors on the Sadism scale.

5. Except for his sexual assaults and other assaults and batteries on women, the offender should show relatively fewer problems with impulse control in other domains of his life. As a child he should show no more than <u>two</u> of the Juvenile Unsocial Behavior Criteria, and as an adult he should show no more than <u>two</u> of the Adult Unsocial Behavior Criteria. If he has unsocialized behavioral problems in adulthood, but the majority of his unsocialized aggression is attained exclusively within the context of aggressive actions against <u>women</u> (Adult Unsocialized Behavior Criteria 4, 5, and 6), do not exclude the offender from assignment to this type. If data are not available for all of the unsocialized behavior criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1. Also, when an offender has been judged to have exactly three Adult UB present, or its equivalent for exclusionary purposes (i.e., the minimum number of exclusionary criteria), you should consider the nature of the UB criteria that were judged present. He can be typed an "8," if the UB judged present were limited to only alcohol or drugs or owning a weapon.

9

High Social Competence, Vindictive Type

To be assigned to this type an offender must have all of the following characteristics:

1. He must meet both of the two general criteria for high social competence.

2. His sexual assault(s) must be characterized by obvious expressive aggression. His verbalizations and behavior during the assault(s) must indicate that he is angry. Either the level of physical violence in his sexual assaults must exceed what is necessary to force victim compliance, or there must be *clear and undeniable* evidence in his verbalizations or behavior that he intented to demean, degrade, or humiliate the victim. He may have manifested behaviors enumerated in Category B of the Sadism Scale, but the intent of these actions must appear to have been only to defile or punish the victim, and there should be no evidence that he engaged in these behaviors to increase sexual arousal or that these actions were the enactment of a sexual fantasy.

3. There must be no more than one or two instances of physical fights with males, and no instances of brutal assaults on males. This type of offender is not characterized as generally angry, except when under the influence of drugs or alcohol. Thus, alcohol and drugs must be taken into account when judging his aggression.

4. For this type of offender the primary motive for the offense is anger at women and not simply seeking sexual gratification. Thus, he should not evidence any of the problems listed as *primary* criteria on the "Sexualization" scale. In infrequent instances in which an offender reaches all of the criteria for this type, but also apparently shows evidence of meeting one or more of the *primary* "Sexualization" criteria, he may be classified here and his *primary* sexualization characteristic(s) should be noted with an "S" designation. Consistent with the reduced emphasis on "sexualization," he should not have engaged in any of the Category A behaviors on the Sadism scale.

5. This type of offender shows few or no problems with impulse control as a child or adolescent. Anyone having more than one of the Juvenile Unsocial Behavior Criteria should be excluded from this group. As adults, however, these offenders tend to abuse drugs and alcohol. Such abuse is related to increases in impulsivity and aggression and contact with legal institutions. Only offenders with more than six of the Adult Unsocial Behavior Criteria should therefore be excluded from this group. If data are not available for all of the unsocialized behavior criteria listed, the number of requisite behaviors present should be modified according to the schedule presented in Table 1.

SCALES CRITERIA

EXPRESSIVE AGGRESSION CRITERIA

1. Nature of victim injury:

Low (a score of zero) = minor cuts, scratches, and abrasions only, that is, any injury that would not ordinarily require professional medical attention;
High (a score of 1) = any injury greater than minor cuts, scratches, and abrasions.

2. Relation of the offender's aggression to the victim's resistance:

Low (a score of zero) = the offender used no more force than was necessary to force victim compliance;
High (a score of one) = the amount of force used was in excess of that needed to attain victim compliance, or any slapping, punching, or kicking, when there was no evidence of victim resistance.

3. Acts of the offender in the offense:

Low (a score of zero) = the absence of the behaviors listed in "High";
High (a score of one) = any mutilation, burning, stabbing, choking to unconsciousness, biting, kicking, anal penetration, or insertion of foreign objects.

4. Desire or attempt to humiliate the victim:

Low (a score of zero) = the absence of the behaviors listed in "High";
High (a score of one) = derogatory, demeaning remarks, any use of feces or urine, any forcing a male to observe, or evidence of forced fellatio after sodomy.

5. Evidence of clear and undeniable expressive aggression in non-sexual contexts:

Low (a score of zero) = Only isolated instances of fights and brawls during childhood and adulthood.
High (a score of one) = Consistent evidence of general anger and aggression directed at males and females, indicated by a history of fighting and non-sexual assaults on either or both sexes, by a history of preoccupation with aggressive thoughts and fantasies, or by a history of consistent cruelty to animals.

Expressive Aggression Criteria for Chart Selection
(follow the sequence from "A" to "C")

A. Go to Chart A, if an offender attains any one of the following three conditions:

1. A total score of 3, 4, or 5.
2. Any 2 out of categories 2, 3, or 4 have been judged high (i.e., given a score equal to one).
3. Any 1 out of categories 2, 3, or 4 have been judged high, when a judgment can be made on only one or two of these three categories.

B. Go to Chart B, if an offender attains a total score of 2 or category 2, 3, 4, or 5 alone has been judged high.

C. Go to Chart C, if an offender attains a score of 0 or only category 1 has been judged high.

UNSOCIALIZED BEHAVIOR CRITERIA

Judge whether each of the following variables was present or absent in the offender's life up to the time at which you are classifying him.

Juvenile Unsocialized Behavior

1. Problems in grammar school (grades K - 6)
   0 = No problems or only minor attendance/discipline problems
   1 = Moderate to severe behavior problems (disciplinary and/or attendance problems, including chronic truancy)

2. Problems in junior high school (grades 7 - 9) -- Coded the same as item #1

3. Total number of non-sexual victimless offenses prior to 16th birthday
   0 = none or only one
   1 = two or more

4. Running away prior to 17th birthday
   0 = no
   1 = yes

5. Vandalism and destruction of property prior to 16th birthday
   0 = no evidence
   1 = yes, evidence for intentional destruction of property

6. Involved in fights prior to 16th birthday
   0 = no evidence
   1 = yes, evidence for involvement in fights on more than one occasion (exclude fights with siblings)

 # Items Judged Present ___ + # Items Judged Absent ___ = # Items Judged ___

Adult Unsocialized Behavior

1. History of non-prescription drug use
   0 = no evidence
   1 = yes, evidence for use of illegal or "street" drugs

2. Vandalism and/or destruction of property at age 16 or older
   0 = no evidence
   1 = yes, evidence for intentional destruction of property

3. Fighting at age 16 or older
   0 = no evidence
   1 = yes, evidence for involvement in fights on more than one occasion

4. Assaultive Offenses
   0 = no evidence
   1 = one or more arrests (other than sexual crimes) for any offenses in which he was physically assaultive

5. Unsocialized Aggression
   0 = no more than frequent mild aggression (e.g., spats/arguments, verbal aggression)
   1 = at least occasional moderate aggression that is manifest physically (e.g., fights, brawls, or minor assaults on two or more occasions, excluding sexual crimes)

6. Conduct/behavioral charges
   0 = none
   1 = one or more charges for drunk, disorderly, disturbing the peace, defacing property, etc.

7. Owned a manufactured weapon -- do not count a knife unless the subject used it specifically as a weapon, but do count brass knuckles
   0 = no
   1 = yes

8. Relation between alcohol use and antisocial behavior
   0 = it is atypical that acting out occurs during or after drinking, or such behavior is infrequent
   1 = acting out usually occurs during or after drinking

Items Judged Present ___ + # Items Judged Absent ___ = # Items Judged ___

Insert Table 1 here

TABLE 1

Juvenile

	Criterion	Types	# Items Judged 1	2	3	4	5	6
INC	2 & >	3,4	1	1	1	1	2	2
	3 & >	2	1	1	2	2	3	3
EXC	1 & <	9	1	1	1	2	2	2
	2 & <	6,8	X	1	2	2	3	3
	4 & <	7	X	X	3	4	5	5

Adult

	Criterion	Types	# Items Judged 1	2	3	4	5	6	7	8
INC	3 & >	1,2,3,4	X	1	1	2	2	3	3	3
EXC	2 & <	8	X	1	2	2	2	3	3	3
	3 & <	6,7	X	X	2	2	3	3	4	4
	6 & <	9	X	2	3	4	4	5	6	7

RAPIST UNSOCIALIZED BEHAVIOR MISSING DATA ADJUSTMENT

Instructions for Using the Unsocialized Behavior Adjustment Table

Table 1, which is present on the previous page, indicates the adjustments in Unsocialized Behavior (UB) score criteria that must be made when there were missing data in the clinical file abstracts. A variable is considered missing or "unclear," if there is not sufficient information in the abstract regarding that specific item. You should code an item as -1 (unclear) whenever the information available is confusing, ambiguous, or conflicting. An example illustrates the proper use of -1. If you are coding the variable, "Problems in Grammar School," and there is no information in the file about the subject's behavior in school, you would code -1 or "unclear." If, however, there appears to be sufficient information about the individual's experience in grammar school, but no specific mention is made of conduct or or behavioral problems in school, it is justifiable to assume that there were no serious problems in school, because such problems, if they had occurred, would have a high probability of being noted in any reasonably complete description of school behavior. In this instance you would look at information about other areas of the subject's life that might indicate or suggest whether the subject would have been likely to have had conduct problems in school (e.g., behaviors in other situations where he would encounter authority figures). If no other information contradicts your conclusion, rate "Problems in Grammar School" 0. If other information suggests that it is likely that he had problems in school, rate the item -1.

The **# of Items Judged**, which is noted horizontally across the top of Table 1 for the Juvenile scores and in the middle of the table for Adult scores, indicates the number of items for which information was available in the files and for which you were able to make a judgment. That is, it represents the number of items that you did not mark "-1." On the left side of the table are noted the "**inclusionary**" and "**exclusionary**" criteria and the "**types**" for which these criteria are relevant. These criteria are given for the "Juvenile" and "Adult" UB scores separately.

To use the table first determine the total number of items on which you were able to make a judgment, that is, the total number of items on which you have a score rather than a -1. For instance, if on the six juvenile UB items you were able to make a judgment on only three (3) items, go to the column under "# Items Judged" marked "3." Circle that

column. The numbers in that column give you the number of items that you must substitute for the criteria at the left, when making inclusionary or exclusionary decisions.

For "**inclusionary**" criteria the table provides the minimum number of behaviors that must be judged present for an offender to be included in a particular group that uses the criterion indicated at the left. For example, for the criterion "3 & >," which is the Juvenile UB inclusionary criterion for Type 2, the Low Social Competence Opportunistic, an offender for whom only three items could be judged must have been judged to have manifested two of the juvenile UB items to be included in Type 2.

For "**exclusionary**" criteria the table provides the number of behaviors that if judged characteristic of an offender exclude him from a type. For instance, if you were able to rate three juvenile UB items, any offender judged to have manifested 2 or more juvenile UB items would be excluded from Types 6 and 8, which have an exclusionary criterion of "2 & <." If you had been able to rate all six of the juvenile UB items, an offender would be excluded from these two groups only if he had been judged to have manifested 3 or more of the Juvenile UB items.

The table works in exactly the same manner for the Adult UB scores. Note that if an **X** appears in a box, this indicates that there is too little information to make an inclusionary or exclusionary judgment on the basis of the information available. When you encounter an "X," you will have to rely on other criteria to make your typological decision.

Note, when there is a discrepancy in the UB criteria between two subtype raters, create a new consensus judgment for the UB scale in question, agreeing on both the ratability and presence or absence of the relevant items. Then use this consensus list to make a UB rating in the fashion described above.

SOCIAL COMPETENCE CRITERIA

The judgment of an offender's social competence is determined by his financial status and the level of his interpersonal relationships prior to his current incarceration.

25 Years Old or Older

If the subject is 25 years of age or older at the time of his incarceration, he is considered to be high in social competence, if he meets **both** of the following criteria:

1. He has lived **independently** and supported himself financially for a minimum of 1 year. By "independently" it is meant that the offender has lived on his own, that is, not with his family of origin or in any institutional setting, **and** has supported himself without outside assistance. His financial support could have included or have been limited to funds resulting from criminal activity. When the evidence necessary to determine whether an individual has met the above two conditions for independence is not sufficiently clear to make a judgment, consider that these conditions **have been met**, if the offender has clearly met the conditions necessary to be judged high on the interpersonal relationships criterion that follows (#2).

2. He has been married and lived with his wife for a minimum of 6 months **or** he has cohabited with a sexual partner (female or male) for at least two years with only brief interludes (maximum of a couple of weeks) of separation. The cohabitation must involve an apparently enduring emotional commitment to the partner.

24 Years Old or Younger

If at the time of evaluation the subject is 24 years of age, he is considered to be high in social competence, if he meets **both** of the following criteria:

1. He has lived independently (defined above) and supported himself financially (defined above) for a minimum of 1 year. Note, if he has been continuously enrolled in an academic program (e.g., college) up to the time of evaluation or incarceration, this criterion is **not** required. When the evidence necessary to determine whether an individual has met the conditions for independence is not sufficiently clear to make a judgment, consider that these conditions **have been met**, if the

offender has clearly met the conditions necessary to be judged high on the interpersonal relationships criterion that follows (#2).

2. He has been married and lived with his wife for a minimum of 6 months or he has maintained a heterosexual or homosexual relationship, that has lasted 1 year or longer, and in which there is clear evidence of an emotional and physical commitment to the partner. Because of the difficulty determining the nature of relationships from the clinical records, one can assume for these young offenders that such a commitment existed from a cohabitation with a sexual partner lasting for a year or longer.

Note, for the younger offenders it is often difficult to determine in the absence of evidence of cohabitation whether one of their non-marital relationships qualifies as a marriage substitute. The rater should acquire through archival sources or interview information about the quality of the subject's attachment(s) to adult women or men. For all relationships that were reported to have lasted for 1 year or longer determine the nature of the relationship (i.e., were they occasional lovers, cohabitants, etc.), the extent of the commitment (i.e., did they depend upon each other, did they have future plans together, etc.), and the quality of the relationship (i.e., was there reciprocity, did they share feelings, did they spend leisure time together, etc.). A relationship is deemed an appropriate substitute for the marriage criterion for these offenders, if it was a sexual, caring, reciprocal relationship in which there was an intention to sustain the relationship for some indefinite period of time.

SEXUALIZATION CRITERIA

Primary Criteria

(1) He spends a substantial amount of time focusing on his sexual needs. For example, he consistently has intercourse or masturbates more than once daily, he is preoccupied with sexual fantasies or pornography, or he reports frequent uncontrollable sexual urges.

(2) He manifests other sexually deviant behaviors that can be inferred to have lasted for an extended period of time (e.g., voyeurism, exhibitionism, fetishism, transvestic fetishism, zoophilia, frotteurism, telephone scatologia, or prostitution). Do not, however, include as one of these behaviors incest in his family of origin.

(3) There is evidence from self reports or from therapist or interview reports that his sexual assaults were compulsive, or his offenses appear to have been acted out in a compulsive manner (e.g., they follow a clear scripted sequence or they are planned in detail).

Secondary Criteria (both required)

(4) (a) There is evidence that he has considerable concern about his masculine self image, ***and***

(b) There is evidence from self reports or from therapist or interview reports that he is preoccupied with feelings of sexual and social inadequacy.

PERVASIVE ANGER CRITERIA

1. The offender is characterized by himself or by others as an angry person who easily looses his temper and is likely to get in trouble because of his hostility. This anger is directed at multiple targets and appears in multiple situations. It does not appear to be exclusively focused at particular people or specific issues, or to occur in isolated situations.

2. The offender has shown a consistent pattern of verbal aggression against both males and females, manifesting angry verbal attacks against peers and authority figures on multiple occasions. Do not, however, rate as present if the offender is **only** angry at authority figures.

3. Either the offender has assaulted males, and these assaults against males appear to have been motivated by anger or hostility, rather than by any sexual intent, or the offender has frequently (on more than two occasions) gotten into physical fights with males.

4. The offender reports ~~preoccupation~~ frequent thoughts with aggressive fantasies that include thoughts of beating, killing, torturing, or mutilating others. These fantasies clearly involve inflicting pain or putting someone in excessive fear or discomfort.

5. The offender reports or is reported to have been cruel to animals, which includes having beaten, tortured, mutilated, or killed them. His treatment of animals must clearly have involved inflicting pain or killing them.

SADISM CRITERIA

Category A:

(1) The offender reports *preoccupation* that is both sexual and aggressive in nature (for instance, sexual fantasies that include thoughts of beating, raping, torturing, or killing). These fantasies may involve more detailed scenes or scripts in which inflicting pain or putting the victim in excessive fear are *key and clear* intents. Fantasies of raping without evidence of such direct intentions of causing the victim pain and/or fear are not sufficient for this criterion.

(2) The victim's pain, fear, or discomfort appear to facilitate sexual arousal and/or lead to ejaculation. Consistent with the general description of sadism, there should be no evidence that the offender lost his erection or failed to ejaculate while he was assaulting the victim, unless the assault was interrupted by some external event.

(3) There is clear evidence of sham sadism in the sexual offenses, which need not be violent and may be limited to such behavior as sham whipping or bondage.

(4) There is clear evidence of sham sadism in the offender's consensual sexual relationships, which need not be violent and may be limited to such behavior as sham whipping or bondage.

(5) In his consensual sexual relationships there is clear evidence of overt sadism, indicated by the presence in these relationships of Item #6 (below) from Category A or two or more of the behaviors from Category B of the Sadism Criteria.

(6) The violence in the offense(s) is ritualized, indicating an underlying fantasy or script (e.g., there is repetition of a particular sequence of acts or there is an ordered sequence that was clearly not conceived on the spot).

(7) The offender has intercourse with the victim after the victim has been killed.

(8) The offender mutilates the victim's erogenous zones (e.g., vagina, penis [for male victims], breasts, anus, buttocks, etc.) after the victim is dead.

Category B:

(1) The violence in the offense(s) is directed at erogenous/sexual areas (e.g., vagina, penis [for male victims], breasts, anus, buttocks, etc.) of the victim's body.

(2) The offender burns the victim.

(3) The offender has intercourse with the victim after the victim has been rendered unconscious.

(4) The offender has inserted foreign objects into the victim's vagina or anus, so that the victim feels pain or reports considerable discomfort from the object, or the offender has used urine or feces in the context of his offense(s).

OFFENSE PLANNING

Detailed Planning (DP) -- The offense was planned in detail and a particular victim or type of victim was sought. This includes, but is not limited to, scripted offenses, in which the *modus operandi* of the offense follows an apparent "script" that seems to be related to cognitions and fantasies that precede the offense.

High Moderate Planning (HMP) -- In this type of offense the high consistency of the offender's behaviors across offenses or particular behaviors like observing a particular victim on several occasions before the assault indicate that considerable forethought and planning preceded the offense.

Moderate Planning (MoP) -- In this type of offense, before the victim was encountered, the offender had conceived of the idea of committing a sexual offense. That is, the offender does not simply set out on impulse, or with a vague intention to seek sexual gratification. Although he may not have a particular victim in mind, it is clear from the kinds of equipment he takes with him, the place to which he chooses to go, and his behaviors before and during the offense that coersive sexual behavior was intended before a victim was encountered.

Low Moderate Planning (LMP) -- In this type of offense the encounter with the victim plays only a moderate role. There is evidence from some aspect of the assault, whether a vague similarity in *modus operandi* to previous assaults, or a similarity in the locations of assaults or the approach to the victim, that suggests that there was at least a vague intention to force a victim into sexual compliance prior to encountering the victim. The crime of an offender who puts himself in circumstances in which he may encounter a victim (e.g., cruising in his car in particular locations) can be characterized as "low moderate planning."

Impulsive Offense (Imp) -- In this type of offense the encounter with the victim appears to have played an important role in eliciting the offense. For example, the offense occurred during another crime, in which a victim was unexpectedly encountered, and was raped because of convenient availability. In cases in which the offender knows the victim, the offense can be considered impulsive, even if the offender had the intention of sexually engaging, but not raping, the victim before the assault. In such cases the rape should appear to have occurred when the offender's sexual advances were thwarted, and the rape resulted from his failure to inhibit his sexual/aggresive impulses.

FLOW CHART INSTRUCTIONS

AND FLOW CHARTS

GUIDE TO USING THE FLOW CHART DIAGNOSTIC AIDS TO MTC:R3

The ~~five~~ four MTC:R3 flow charts that follow these instructions are meant to assist in arriving at a MTC:R3 classification. The general diagnostic procedure involves the following steps:

A. While reading the clinical file abstract, rate the offender on the set of scales summarized on the Rapist Subtype Component Rating Sheets. The criteria for these scales are presented in the "Scales Criteria" Booklet.

B. After completing all of the scales, go to the first flow diagram, "MTC:R3 Decision Aid Flow Sheet," and follow the Flow Sheet Instructions that accompany the ~~five~~ four flow sheets.

C. When the flow sheets have led you to a potential classification, go to the MTC:R3 Criteria Booklet and to Table 2, which presents the MTC:R3 Criteria Summary Sheet. Make sure that the offender satisfactorily meets all the criteria specified for that type in the MTC:R3 Criteria Booklet. If he does, the type has been reached.

D. If the offender does not meet the criteria for that type, check your steps in the flow chart that you used to determine whether any of your dichotomous judgments were doubtful. If one was, follow the alternative decision path and repeat step "C."

E. If this procedure does not yield an appropriate type, or direct you to a "NT" (not typable) judgment with a reasonable "guess," check the criteria of the types that are immediately adjacent on the MTC:R3 Type Chart to the type that is thus far the best fit. If he fits one of these types, your assignment has been reached. If at this point, no type is evident, enter "NT" as his classification, and note in the "Guess for NT" slot the type that he most closely approximates.

FLOW SHEET INSTRUCTIONS

As depicted in the first flow sheet, "MTC:R3 Decision Aid Flow Sheet," a preliminary judgment about the presence or absence of expressive aggression in the sexual offenses determines which of the three main flow charts are to be employed in arriving at a potential classification. Referring to the rating of the Expressive Aggression Scale in your Component Rating Sheets, apply the following criteria in the sequence given to determine which chart to employ as a guide:

A. Go to Chart A, if any one of the following three conditions exists:

1. A total score of 3, 4, or 5.
2. Any 2 out of categories 2, 3, or 4 have been judged high (i.e., given a score equal to one).
3. Any 1 out of categories 2, 3, or 4 have been judged high, when a judgment can be made on only one or two of these three categories.

B. Go to Chart B, if there is a total score of 2 or category 2, 3, 4, or 5 alone has been judged high.

C. Go to Chart C, if there is a score of 0 or only category 1 has been judged high.

CHART A

When expressive aggression is clearly present in an offender's sexual offense(s), only four types are possible: 3, 4, 8, and 9. To select among these follow the instructions below in the sequence they are presented.

First, go to the judgments of Juvenile Unsocialized Behavior (JUV UB) on your Component Rating Sheet and determine the number of items judged present and the total number of items on which you could make a judgment (i.e., the the total number of items minus the "unclear" (-1) items. The criteria for the initial branching of the flow diagram described below assume that you could judge all six items. If you were not able to do so, adjust the decision criteria according to the schedule presented in Table 1. The instructions accompanying this table both explain how to use this conversion table, and give guidelines for judging when information should be considered missing or "unclear." In general, because the branching criteria have been set to differentiate judgments when the information available is clear, you should adjust your use of the flow sheets according to the quality and quantity of information available. That is, uncertainty should lead to a greater reliance on the moderate branch of JUV UB.

I. If no more than one JUV UB behavior has been judged present, an offender can only be a Type 8 or 9, and the **left branch** of the flow chart should be followed. Decide between these two types by applying the social competence criteria:

   A. If he is low in social competence, his most likely classification is Type 8.
   B. If he is high in social competence, his most likely classification is Type 9.

   Next, check that Adult Unsocialized Behavior (Adult UB) exclusionary criteria, which are specified in the MTC:R3 Criterion Booklet and are summarized in Table 2, the Criterion Summary Sheet, are not met or exceeded, and determine whether any **primary** Sexualization items on the Component Rating Sheets have been judged present.

      1. If Adult UB exclusionary criteria are **not** met or exceeded, you have arrived at the type, but must check the sexualization designation.

a. If no primary Sexualization criteria are judged present, the type assignment is complete and requires no further specification. Confirm this type assignment by checking the full criteria for that type.
b. If one or more of the primary Sexualization criteria are judged present, you have arrived at a type assignment, but must attach an "S" designation to indicate the presence of sexualization. Confirm this type assignment by checking the full criteria for that type.

2. If the Adult UB exclusionary criteria are met or exceeded, move to the moderate JUV UB branch and follow the decisions in that branch. Because the Adult UB exclusionary criteria are very high for Type 9 offenders (7 present when all eight items are judged), it is likely that an exclusionary dilemma will occur only for low social competence offenders. When the Adult UB criteria are exceeded for low socially competent, low JUV UB, Chart A offenders, the Moderate JUV UB branch will **not** lead you to a definite type. Rather, it will help you decide on your "NT Guess" (Not Typable Case, Guess assignment). Following the decisions in the Moderate branch will help you to decide whether the offender is a "NT Guess" Type 8 with high Adult UB, or a "NT Guess" Type 3 or 4 with JUV UB too low. Note that at this point you will want to examine the quality and quantity of the UB information.

   a. If by following the Moderate JUV UB decision criteria you determine that the offender is likely to be a Type 8, consider the number and nature of his Adult UB. If the offender has 4 or more Adult UB, this offender should be called "NT" (Not Typable), and the "Guess" should be Type 8 with high Adult UB. If the offender has achieved his high Adult UB status with 3 or fewer (when missing data are considered) Adult UB, you should take into account the nature of the UB criteria assigned. He can be typed an "8," if the UB judged present are limited to only alcohol or drugs or owning a weapon.
   b. If by following the Moderate JUV UB decision criteria, you determine that the offender is likely to be either a Type 3 or 4, consider the quality of the JUV UB information and check the UB Coding Dictionary. If the JUV UB data are **clearly** insufficient, **and** if it appears likely that with additional information the offender

would have reached the inclusionary criteria for Type 3 or 4, assign him in one of these types. This judgment should be made infrequently, because it will be difficult for two raters to agree on this. When the JUV UB information appear reasonably sufficient, call him NT and guess Type 3 or 4.

II. If two JUV UB behaviors or the equivalent with missing data have been judged present, the offender can be any one of the four high expressive aggression types, and the **center branch** of the flow chart should be followed. Decide among these four types by first applying the Sadism criteria described in item #4 for Type 4 in the MTC:R3 Criterion Booklet.

A. If he meets these Sadistic criteria, check both whether the Adult UB inclusionary criteria for Sadistic type are met and whether his offense planning (Item #5 for Type 4 in the MTC:R3 Criterion Booklet) is consistent with this classification. If these criteria are met, he is a Sadistic type.

B. If he is determined **not** to meet these Sadistic criteria, he is not Sadistic and he may be Type 3, 8, or 9. Decide among these three types by checking first whether he meets the criteria for Pervasive Anger (Item #1 for Type 3 in the MTC:R3 Criterion Booklet).

1. If he meets the criteria for Pervasive Anger, you have arrived at a tentative type. Confirm by checking the full criteria for Type 3. If he meets these criteria, he is a Type 3. If one or more of the primary Sexualization criteria are judged present, you must attach an "S" designation to indicate the presence of sexualization.
2. If he does not meet the criteria for Pervasive Anger, he can only be a Type 8 or 9. Decide between these two types by applying the social competence criteria. Then, check that the Adult UB exclusionary criteria are not met or exceeded and determine whether any primary Sexualization have been judged present.

a. If Adult UB exclusionary criteria are **not** met or exceeded, you have arrived at the type, but must check the sexualization designation.

(1) If no primary Sexualization criteria are judged present, the type assignment is complete and requires no further specification. Confirm this type assignment by checking the full criteria for that type.

(2) If one or more of the primary Sexualization criteria are judged present, you have arrived at a type assignment, but must attach an **"S"** designation to indicate the presence of sexualization. Confirm this type assignment by checking the full criteria for that type.

b. Because the Adult UB exclusionary criterion is very high for Type 9 offenders (7 present when all eight items are judged), it is likely at this point that an exclusionary dilemma for Adult UB will occur only for low social competence offenders. If at this juncture the exclusionary criteria are exceeded for a high social competence offender, the offender should be classified NT Guess Type 9. When the Adult UB criteria are exceeded for low socially competent offenders, you should examine the quality and quantity of the Adult UB information. If the offender has 4 or more Adult UB, this offender should be called NT, and the "Guess" should be Type 8 with high Adult UB. If the offender has achieved his high Adult UB status with 3 or fewer (when missing data are considered) Adult UB, you should take into account the nature of the UB criteria assigned. He can be typed an "8," if the UB judged present are limited to only alcohol or drugs or owning a weapon. Otherwise, he should be assigned to NT Guess Type 8.

III. If three or more JUV UB behaviors or the equivalent with missing data have been judged present, the offender can only be a Type 3 or 4, and the **right branch** of the flow chart should be followed. Decide between these two types by applying the Sadism criteria described in Item #4 for Type 4 in the MTC:R3 Criterion Booklet.

A. If he meets the Sadistic criteria described in Item #4, check both whether the Adult UB inclusionary criteria for Sadistic type are met and whether his offense planning is consistent with this classification (Item #5 for Type 4 in the MTC:R3 Criterion

Booklet). If these criteria are met, he is a Sadistic type. If they are not met, he is a "NT Guess" Sadistic type.

B. If he is determined **not** to meet the Sadistic criteria, check whether he meets the criteria for Pervasive Anger (Item #1 for Type 3 in the MTC:R3 Criterion Booklet).

1. If he does meet these Pervasive Anger criteria, you have arrived at a tentative type. Confirm by checking the full criteria for Type 3. If he meets these criteria, he is a Type 3. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to indicate the presence of sexualization.
2. If he does not meet the criteria for Pervasive Anger, you have to move to the moderate, center branch of the chart to determine the best "guessed" type.

CHARTS B1 and B2

When expressive aggression is questionable and therefore problematic in an offender's sexual offense(s), any type assignment is possible, and Charts B1 and/or B2 must be employed.

Begin on Chart B1. First, go to the judgments of Adult UB on the Component Rating Sheet and determine the number of items judged present and the total number of items on which you could make a judgment (i.e., the the total number of items minus the "unclear" [-1] items). The criteria for the initial branching of the flow diagram described below assume that you could judge all eight items. If you were not able to do so, adjust the decision criteria according to the schedule presented in Table 1. In general, because the branching criteria have been set to differentiate judgments when the information available is clear, you should adjust your use of the flow sheets according to the quality and quantity of information available. That is, uncertainty should lead to a greater reliance on the moderate branch of Adult UB (i.e., Chart B2).

I. If no more than two Adult UB behaviors have been judged present, the offender can only be a Type 5, 6, 8, 8S or 9, and the **left branch** of flow Chart B1 should be followed. Decide among these five types by first applying the criteria for Muted Sadism, described in item #2 of the criteria for Type 5, Muted Sadistic, in the MTC:R3 Criterion Booklet.

   A. If you determine that the offender meets these criteria for Muted Sadism, he is likely to be a Muted Sadistic type. Check whether he meets all the criteria for the Muted Sadistic type, described in the MTC:R3 Criterion Booklet. If he does, he is a Muted Sadistic type. If he does not, he is not formally classified as Muted Sadistic, but this type is likely to be your best "guess." Reconsider the four Item #2 Muted Sadism criteria to make sure that one is clearly present. Because expressive aggression is questionable, you should also consider Type 4, Overt Sadistic type, as an alternative type. This is, however, an unlikely alternative, because Type 4 offenders will typically be on Chart A. Thus, NT Guess Muted Sadistic type should be your closest type.

   B. If he is determined **not** to meet Muted Sadism criteria (i.e., Item # 2 for Type 5), he is not a Muted Sadistic type, and he may be Type 6, 8, 8S, or 9. Decide among these four types by first dividing the types into social competence subgroups--

1. If the offender is high in social competence he is either Type 6 or Type 9. The major discriminators between Types 6 and 9 at this level of Adult UB are Sexualization and the degree of planning evident in the sexual offense.

   a. If any of the primary sexualization criteria are present or if the offender's sexual crimes are sufficiently planned (i.e., at least "moderate" moderate planning as described in the Offense Planning Scale in the Scales Booklet) so that they suggest forethought and, by inference, a greater sexual fantasy component to the assault(s), he should be classified a Type 6. This classification should be made only with careful consideration of the nature of aggression, because a typical Type 6 evidences little expressive aggression.
   b. If the primary sexualization criteria are absent or the offender's sexual crimes are not sufficiently planned (i.e., his typical offense can be characterized as either impulsive or low moderate in planning, as described in the Offense Planning Scale in the Scales Booklet), he should be classified a Type 9.
   c. If the major determinant of the offender's sexual assaults appears to be anger and too much aggression is present to justify a Type 6 classification, but he also evidences one or more of the primary Sexualization criteria, he should be classified a Type 9S.

2. If the offender is low in social competence he is either Type 8 or Type 8S.

   a. It is very difficult to discriminate between a Type 7 who has enough expressive aggression to warrant the use of Chart B1 and a Type 8S with questionable expressive aggression and with some evidence of sexualization. We have decided, therefore, that 8S will be the default type decision for a low social competence, low Adult UB, non-sadistic case in which either any of the primary sexualization criteria are present or the offender's sexual crimes are sufficiently planned (i.e., moderate or greater planning) so that some forethought and by inference sexual motivation might be a major determining factor. Check the Type 8 criteria to make

certain that the offender reaches the criteria specified in the MTC:R3 Criterion Booklet for this type.

b. If the primary sexualization criteria are absent and the offender's sexual crimes are not sufficiently planned to suggest forethought and, by inference, a stronger sexual rather than aggressive/impulsive component, he should be classified a Type 8.

II. If a moderate number (three) of Adult UB behaviors or the equivalent with missing data have been judged present, the offender may be a Type 1, 2, 3, 4, 5, 6, 7, or 9, and the **center branch** of flow chart B1, which is presented in Chart B2, should be followed. As indicated earlier, to the degree that Adult UB information are missing, confusing, or contradictory, greater reliance should be placed on this center (B2) branch.

A. If the offender is determined to meet any of the Category A items on the Sadism Scale in the Scales Booklet or two or more of the Category B items on the Sadism Scale, the two sadistic types should be considered first. As is indicated in the Type 4 (Item #4) and Type 5 (Item #2) criteria in the MTC:R3 Criterion Booklet, there should be some indication that violence or victim fear or pain (or the fantasy of these) either contributes to or at least does not inhibit sexual arousal. Overt and Muted Sadism are then discriminated on the basis of the degree to which the sadism is exhibited behaviorally .

1. Overt Sadists should be infrequently found on Chart B2, but if the manifestation of sadistic intent is judged sufficiently overt, check that the JUV UB criteria for Overt Sadistic type are met, and that offense planning is consistent with the description for offense planning in item #5 of the Type 4 criteria in the MTC:R3 Criterion Booklet. If these are met, he is a Sadistic type. If they are not met, he either is a "NT Guess" Sadistic type or possibly a Type 3 or 9, who might engage in sadistic-like behaviors, but for angry, rather than sadistic/sexual reasons.
2. If the manifestation of sadism is muted (see item #2 in the criteria for Type 5, Muted Sadistic type, in the MTC:R3 Criteria Booklet), the offender is a Muted Sadistic type. Check that the offender's offense planning is consistent with the description for offense planning in item #3 of the Type 5 criteria in the MTC:R3 Criterion Booklet.

B. If he meets none of the Sadistic Scale criteria in Category A or one or none of the criteria of Category B, he can be Type 1, 2, 3, 6, 7, or 9. Make a preliminary division among these remaining types on the basis of social competence.

1. If he is high in social competence, he can be assigned to Types 1, 3, 6, or 9. Discriminate among these types by first assessing whether he meets the criteria for Pervasive Anger described in items #1 and #2 in the criteria for Type 3 in the MTC:R3 Criterion Booklet.

   a. If he does manifest the criteria for Pervasive Anger, you have arrived at a tentative type (Type 3). Confirm by checking the full criteria for Type 3. Remember that when the amount of expressive aggression in the offender's sexual crimes is problematic or questionable, four out of five of the Pervasive Anger Scale items (or three out of four, when only four items can be rated) are necessary to be classified as a Type 3. An offender is considered problematic or questionable in expressive aggression, if by the expressive aggression chart selection criteria he fits squarely on Chart B, and there is little justification for moving him to Chart A. If he either started out on Chart A or is very close to being on that chart, the offender requires only the criteria described in Item #1 of the criteria for Type 3 in the MTC:R3 Criterion Booklet to be classified as a Type 3. Otherwise, he must meet the more stringent Pervasive Anger Criteria described in Item #2 of the criteria for Type 3 in the MTC:R3 Criterion Booklet. If it appears that he meets these Pervasive Anger criteria, he is a Type 3. If one or more of the primary Sexualization criteria are judged present, you must attach an "S" designation to indicate the presence of sexualization.

   b. If he does not manifest the criteria for Pervasive Anger, he can only be a Type 1, 6, or 9. Although you have judged that the offender shows moderate expressive aggression in his offense(s), you should also attempt to assess whether the primary motivating determinant in this offender's assault(s) was impulsive/aggressive (Type 1), sexual (Type 6), or angry/aggressive (Type 9). Use the

Component Scale Ratings of Sexualization and Offense Planning to help you distinguish among these types.

(1) If either any of the primary sexualization criteria are present or the offender's sexual crimes are sufficiently planned (i.e., at least "moderate" moderate planning as described in the Offense Planning Scale in the Scales Booklet) so that they suggest forethought and, by inference, a greater sexual fantasy component to the assault(s), he should be classified a Type 6. This classification should be made only with careful consideration of the nature of aggression, because typical Type 6s evidence little expressive aggression. Also, because evidence of sexualization is often inadequately documented in the clinical files, offenders with low Adult UB, moderate planning, and low expressive aggression can be typed 6 with low sexualization and this lack of sexualization noted with a "NS" (no sexualization evident) designation.

(2) If the primary sexualization criteria are absent and the offender's sexual crimes are not sufficiently planned to suggest forethought and, by inference, a stronger sexual rather than aggressive/impulsive component, he should be classified either a Type 1 or 9. Remember that after you have decided between a Type 1 and Type 9 you must consider his primary Sexualization score. If one or more of the primary Sexualization criteria are judged present, you must attach an "S" designation to the final Type 1 or Type 9 classification to indicate the presence of sexualization. In deciding between Type 6 and Types 1 and 9, in addition to the sexualization and planning, you should take into account the damage to the victim, because Types 1 and 9 typically do more damage to the victim, and a Chart B2 Type 6 classification should be made with caution. In distinguishing between Types 1 and 9, you should consider that Type 9 allows only one JUV UB, so that a higher score on this scale would exclude an offender from a Type 9 classification. In addition, an offender is more likely to be a Type 9:

(a) when the offender's aggression is more generally focused on women than on men,
(b) if there is evidence in the offense(s) of the offender demeaning or humiliating the victim, especially when victim resistance is minimal,
(c) if the offender is angry at the victim in the absence of victim resistance, and
(d) If the offense(s) appear to be associated with notable interpersonal stressors in the offender's life (e.g., conflicts in significant relationships, especially with women).

(3) If the major determinant of the offender's sexual assaults appears to be anger and too much aggression is present to justify a Type 6 classification, but he also evidences one or more of the primary Sexualization criteria, he should be classified a Type 9S.

2. If the offender is low in social competence, he can be assigned to Types 2, 3, or 7.

a. If he has demonstrated moderate or high JUV UB (a score of two or greater), he can be assigned to Type 2 (requires three JUV UB), 3, or 7. Discriminate among these remaining types using Pervasive Anger and Sexualization and Offense Planning. First, decide among these three types by checking whether he attains the criteria for Pervasive Anger in items #1 and #2 of the criteria for Type 3 in the MTC:R3 Criterion Booklet.

(1) If he does manifest the criteria for Pervasive Anger, you have arrived at a tentative type (Type 3). Confirm by checking the full criteria for Type 3. Remember that when the amount of expressive aggression in the offender's sexual crimes is problematic or questionable, four out of five of the Pervasive Anger items are necessary to be classified as a Type 3. An offender is considered problematic or questionable in expressive aggression, if by the expressive aggression chart selection criteria he fits squarely on Chart B and there is little justification for moving him to Chart A. If he either

starts out on Chart A or is very close to being on that chart, the offender should require only the criteria described in item #1 of the criteria for Type 3 in the MTC:R3 Criterion Booklet to be classified as a Type 3. Otherwise, he must have s the 4 out of 5 of the items on the Pervasively Angry Scale in the Scales Booklet, or 3 out of 4 of these items when only 4 items can be judged. If it appears that he shows these criteria, he is a Type 3. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to indicate the presence of sexualization.

(2) If he does not manifest the criteria for Pervasive Anger, he can only be a Type 2 or 7. Decide between these two types by considering Sexualization and Offense Planning.

(a) If either any of the primary sexualization criteria are present or the offender's sexual crimes are sufficiently planned (i.e., at least "moderate" moderate planning as described in the Offense Planning Scale in the Scales Booklet) so that they suggest forethought and, by inference, a greater sexual fantasy component to the assault(s), he should be classified a Type 7. Check to make sure that the JUV UB (5 items judged present) and Adult UB (4 items judged present) exclusionary criteria for a Type 7 classification are not met or exceeded. It is important to stress that when JUV UB is high (even if this does not exclude an offender), the evidence for sexualization and/or planning must be quite strong for a Type 7 classification. The default, when unsure, is 2S. A Type 7 classification should be made only with careful consideration of the nature of aggression, because the typical Type 7 evidences little expressive aggression. Also, because evidence of sexualization is often inadequately documented in the clinical files, offenders with low Adult UB, moderate planning, and low expressive aggression can be classified as Type 7 with low sexualization and this state of

affairs noted with a "NS" (no sexualization evident) designation.

(b) If the primary sexualization criteria are absent and the offender's sexual crimes are not sufficiently planned to suggest forethought and, by inference, a stronger sexual rather than aggressive/impulsive component, he should be classified a Type 2. Remember if you have decided to assign a Type 2 classification, you must consider his primary Sexualization score. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to the final Type 2 classification to indicate the presence of sexualization. In deciding between Type 2 and Type 7, in addition to the Sexualization and Planning, you should take into account the injury inflicted on the victim. Because a Type 2 typically inflicts more injury on his victim(s) than a Type 7, a Chart B2 Type 7 classification should be made with caution.

b. If the offender has demonstrated low JUV UB (0 or 1), the offender in this branch of Chart B2 can only be Type 7. Check the "Sexualization" criteria to determine whether he is a pure Type 7 or should be designated as a 7NS, because none of the primary or secondary sexualization criteria have been present. If at this point you determine that there is too much expressive aggression for a Type 7 or 7NS, you may have a NT Guess Type 8 with 3 Adult UB judged present (or its equivalent), thereby excluding the offender from a pure Type 8 classification. You should take into account the nature of the UB criteria assigned here. He can be typed an "8" if the UB judged present are limited to only alcohol or drugs or owning a weapon.

III. If four or more Adult UB behaviors or the equivalent with missing data have been judged present, he may be a Type 1, 2, 3, 4, 5 or 9, and the **right branch** of flow Chart B1 should be followed. Decide among these six types by applying the sequence of decisions delineated in this branch of the chart. Note that high juvenile UB offenders, who have been incarcerated as teenagers, and therefore have limited

opportunity to engage in Adult UB activities, should be considered high in Adult UB for the purposes of these guidelines.

A. If the offender meets any of the Category A items on the Sadism Scale in the Scales Booklet or two or more of the Category B items on the Sadism Scale, the two sadistic types should be considered first. As is indicated in the Type 4 (Item #4) and Type 5 (Item #2) criteria in the MTC:R3 Criterion Booklet, there should be some indication that violence or victim fear or pain (or the fantasy of these) either contributes to or at least does not inhibit sexual arousal. Overt and Muted Sadism are then discriminated on the basis of the degree to which the sadism has been exhibited behaviorally .

   1. Overt Sadists should be infrequently found on Chart B1, but if the manifestation of sadistic intent is judged sufficiently overt, check that the JUV UB criteria for Overt Sadistic type are met, and that offense planning is consistent with the description for offense planning in item #5 of the Type 4 criteria in the MTC:R3 Criterion Booklet. If these are met, he is a Sadistic type. If they are not met, he either is a "NT Guess" Sadistic type or possibly a Type 3 or 9, who might engage in sadistic-like behaviors, but for angry, rather than sadistic/sexual reasons.
   2. If the manifestation of sadism is muted (see item #2 in the criteria for Type 5, Muted Sadistic type, in the MTC:R3 Criteria Booklet), the offender is a Muted Sadistic type. Check that the offender's offense planning is consistent with the description for offense planning in item #3 of the Type 5 criteria in the MTC:R3 Criterion Booklet.

B. If he is determined **not** to manifest any of the Sadistic Scale criteria in Category A or one or none of the criteria of Category B, he can be Type 1, 2, 3, or 9. Divide these remaining types on the basis of JUV UB.

   1. If he has demonstrated moderate or high JUV UB (a score of two or greater), he can be Types 1, 2 (requires three JUV UB), or 3. Discriminate among these remaining types using Pervasive Anger and Social Competence. First, decide among these three types by checking whether he attains the criteria for Pervasive Anger (Items #1 or #2 for Type 3 in the MTC:R3 Criterion Booklet).

a. If he does manifest the criteria for Pervasive Anger, you have arrived at a tentative type (Type 3). Confirm by checking the full criteria for Type 3. Remember that when the amount of expressive aggression in the offender's sexual crimes is problematic or questionable, four out of five of the Pervasive Anger Scale items (or three out of four, when only four items can be rated) are necessary to be classified as a Type 3. An offender is considered problematic or questionable in expressive aggression, if by the expressive aggression chart selection criteria he fits squarely on Chart B, and there is little justification for moving him to Chart A. If he either started out on Chart A or is very close to being on that chart, the offender requires only the criteria described in Item #1 of the criteria for Type 3 in the MTC:R3 Criterion Booklet to be classified as a Type 3. Otherwise, he must meet the more stringent Pervasive Anger Criteria described in Item #2 of the criteria for Type 3 in the MTC:R3 Criterion Booklet. If it appears that he meets these Pervasive Anger criteria, he is a Type 3. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to indicate the presence of sexualization.

b. If he does not meet the criteria for Pervasive Anger, he can only be a Type 1 or 2. Decide between these two types by applying the social competence criteria.

   (1) If he is low in social competence, assign him to Type 2. Check that he has at least three JUV UB, and reaches the remaining criteria for this type. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to indicate the presence of sexualization.

   (2) If he is high in social competence, assign him to Type 1. Check that he meets the remaining criteria for this type. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to indicate the presence of sexualization.

2. If he manifests low JUV UB (one or fewer positive items) he can only be Type 1 or 9. Both Types 1 and 9 are high social

competence types. If the offender is low in social competence, skip to section # 3 below. If he is high in social competence, he is either a Type 1 or Type 9, and is more likely to be the latter than the former, because the typical Type 1 has higher JUV UB. Remember that after you have decided between a Type 1 and Type 9 you must consider his primary Sexualization score. If one or more of the primary Sexualization criteria are judged present, you must attach an **"S"** designation to the final Type 1 or Type 9 classification to indicate the presence of sexualization. To distinguish between Types 1 and 9 with low JUV UB, consider that an offender is more likely to be a Type 9:

a. when the offender's aggression is more generally focused on women than on men,
b. if there is evidence in the offense(s) of the offender demeaning or humiliating the victim, especially when victim resistance is minimal,
c. if the offender is angry at the victim in the absence of victim resistance, and
d. If the offense(s) appear to be associated with notable interpersonal stressors in the offender's life (e.g., conflicts in significant relationships, especially with women.

3. If you get to this Type 1 vs. Type 9 discrimination point and determine that the offender has low social competence, and is therefore excluded from Types 1 an 9, you may have a NT Guess Type 8 with high Adult UB or a NT Guess Type 2 with low JUV UB. To distinguish between these two "guess" types, consider that an offender is more likely to be a NT Type 8:

a. when the offender's aggression is more generally focused on women than on men,
b. if there is evidence in the offense(s) of the offender demeaning or humiliating the victim, especially when victim resistance is minimal,
c. if the offender is angry at the victim in the absence of victim resistance, and
d. If the offense(s) appear to be associated with notable interpersonal stressors in the offender's life (e.g.,

conflicts in significant relationships, especially with women).

4. If you decide that the offender is most likely a NT Guess Type 8, consider the quality and quantity of his Adult UB. If he has 4 or more Adult UB, this offender should be called "NT" (Not Typable), and the "Guess" should be 8B with high Adult UB. If the offender has achieved his high Adult UB status because of missing data, and the absolute number of Adult UB criteria judged present is equal to or less than 3, you should take into account the nature of the UB criteria assigned. He can be typed and "8" if the UB judged present are limited to only alcohol or drugs or owning a weapon.

CHART C

When expressive aggression is clearly **not** present in an offender's sexual offense(s), only five types are possible: 1, 2, 5, 6, and 7. To select among these follow the instructions below in the sequence they are presented.

First, decide among these five types by first applying the criteria for Muted Sadism, described in item #2 of the criteria for Type 5, Muted Sadistic, in the MTC:R3 Criterion Booklet.

I. If you determine that the offender meets these criteria for Muted Sadism, he is likely to be a Muted Sadistic type. Then, check whether he meets all the criteria for the Muted Sadistic type, described in the MTC:R3 Criterion Booklet. If he does, he is a Muted Sadistic type. If he does not, he is not formally classified as Muted Sadistic, but this type should be assigned as your best "guess."

II. If he is determined **not** to meet Muted Sadism criteria (i.e., Item # 2 for Type 5), he is not a Muted Sadistic type, and he may be Type 1, 2, 6, or 7. Decide among these four types by going to the judgments of Adult UB on the Component Rating Sheet and determining the number of items judged present and the total number of items on which you could make a judgment (i.e., the the total number of items minus the "unclear" [-1] items). The Adult UB criteria for the subsequent trichotomization of the non-sadistic branch of Chart C assume that you could judge **all** eight Adult UB items. If you were not able to do so, adjust the decision criteria according to the schedule presented in Table 1. In general, because the Adult UB branching criteria have been set to differentiate judgments when the information available is clear, you should adjust your use of these branches according to the quality and quantity of information available. That is, uncertainty should lead to a greater reliance on the moderate branch of Adult UB.

   A. If no more than two Adult UB behaviors were judged present, he can only be a Type 6 or 7, and the **low (left) branch** of the Adult UB trichotomization in Chart C should be followed. Decide between these two types by applying the Social Competence Scale criteria.

      1. If the offender is high in social competence, he is likely to be a Type 6. Check to determine that the offender does not reach the exclusionary criteria for JUV UB (3 or more items judged present), and make sure that he meets the criteria

described for Type 6. If he does not evidence any of the primary sexualization criteria, or both of the secondary sexualization criteria, he is designated "NS" (no sexualization evident).

2. If the offender is low in social competence, he is likely to be a Type 7. Make sure that the offender does not meet the exclusionary criteria for JUV UB (5 or more items judged present), and make certain that he meets the criteria described for Type 7. If he does not evidence either any one of the primary sexualization criteria, or both of the secondary sexualization criteria, he is designated "NS" (no sexualization evident).

B. If a moderate amount of Adult UB (three Adult UB behaviors or their equivalent) has been judged present, the offender can be a Type 6, 7, 1, or 2 and the **middle (moderate) branch** of the Adult UB trichotomization in Chart C should be followed. Decide among these four types by applying the criteria for Sexualization and Offense Planning.

1. If either any of the primary sexualization criteria are present or the offender's sexual crimes are sufficiently planned (i.e., at least "moderate" moderate planning as described in the Offense Planning Scale in the Scales Booklet) so that they suggest forethought and, by inference, a greater sexual fantasy component to the assault(s), he should be classified either a Type 6 or 7. When JUV UB is moderate (even if this does not exclude an offender), the evidence for sexualization and/or planning must be very clear for a Type 6 or 7 classification. The default, when unsure, is a 1S or 2S. If you are sure of a Type 6 or 7 assignment, discriminate between these two using Social Competence Scale criteria.

   a. If the offender is high in social competence, he is likely to be a Type 6. Check to determine that the offender does not reach the exclusionary criteria for JUV UB (3 or more items judged present), and make sure that he meets the criteria described for Type 6.
   b. If the offender is low in social competence, he is likely to be a Type 7. Check to determine that the offender does not reach the exclusionary criteria for JUV UB (5 or more items judged present), and make sure that he meets the criteria described for Type 7.

2. If the primary sexualization criteria are absent or the offender's sexual crimes are not sufficiently planned (i.e., his typical offense can be characterized as either impulsive or low moderate in planning, as described in the Offense Planning Scale in the Scales Booklet), he should be classified either a Type 1 or 2. In deciding between Types 1 or 2 and Types 6 or 7, in addition to the Sexualization and Offense Planning, you should take into account the relative injury inflicted on the victim, even though it is judged to be low. A Type 1 or 2 offender is typically less concerned with the victim's welfare, and is, therefore, more likely to inflict some injury on the victim. A Type 6NS or 7NS classification should be unlikely at this level of Adult UB. A Type 1 or 2 classification would be more appropriate. Distinguish between Types 1 and 2 by applying the Social Competence Scale criteria.

   a. If the offender is high in social competence, he is likely to be a Type 1. Check to determine that the offender has reached all the criteria described for Type 1 in the MTC:R3 Criterion Booklet.
   b. If the offender is low in social competence, he is likely to be a Type 2. Check to determine that the offender has reached the inclusionary criteria for JUV UB (3 or greater), and make sure that he meets the criteria described for Type 2 in the MTC:R3 Criterion Booklet..

C. If a high amount of Adult UB (equal to or greater than four Adult UB behaviors or its equivalent) has been judged present, the offender can only be classified Type 1 or 2, and the **right (high) branch** of the Adult UB trichotomization in Chart C should be followed. Note that high juvenile UB offenders, who have been incarcerated as teenagers, and therefore have limited opportunity to engage in Adult UB activities, should be considered high in Adult UB for the purposes of these guidelines. Decide between these two types by applying the Social Competence Scale criteria.

   1. If he is low in social competence, he is likely to be a Type 2. Check that he has at least three JUV UB, and reaches the remaining criteria for this type, as described in the MTC:R3 Criterion Booklet. If one or more of the primary

Sexualization criteria are judged present, you must attach an "S" designation to indicate the presence of sexualization.

2. If he is high in social competence, he is likely to be a Type 1. Check that he meets the remaining criteria for this type, as described in the MTC:R3 Criterion Booklet. If one or more of the primary Sexualization criteria are judged present, you must attach an "S" designation to indicate the presence of sexualization.

MTC:R3 CRITERIA SUMMARY SHEET LEGEND

+ -- Positive, this means that the offender must meet the minimum cutoff for this criterion.

- -- Negative, this means that the offender should not meet the minimum cutoff for this criterion.

= # -- This means that for this type assignment the offender must meet the specified number of criteria in the designated column.

< # -- This means that for this type assignment the offender must meet fewer than the specified number of criteria in the designated column.

</=#--This means that for this type assignment the offender must meet equal to or fewer than the specified number of criteria in the designated column.

>/=#--This means that for this type assignment the offender must meet equal to or greater than the specified number of criteria in the designated column.

NR -- Not Relevant for classifying this offender type.

(S?)-- This indicates the tentativeness of the Sexualization criteria as absolute inclusionary and exclusionary criteria for the type specified.

Offense Planning (cf. Scales Booklet for a more elaborate description)

Detailed Planning (DP) -- The offense was planned in detail and a particular victim type was sought.

Moderate Planning (MoP) -- Before the victim was encountered, the offender had conceived of the idea of committing the offense.

Impulsive Offense (Imp) -- The encounter with the victim appears to have elicited the offense.

P+ -- This means that the presence of this particular type of planning indicates a valid positive for this type, but the absence of this type of planning does not counterindicate this type assignment.

* Because an offense can appear behaviorally to be completely impulsive, but might be motivated nonetheless by a continuing sexual fantasy script that was acted out only upon encountering a particular victim, the lack of at least a moderately planned offense should not be considered an exclusionary criterion if there is strong counter evidence for the sexualization of offending.

TABLE 2

		SOCIAL COMPETENCE	UNSOCIAL Juvenile	BEHAVIOR Adult	OVERT SADISM	MUTED SADISM	SEXUALIZATION	OFFENSE PLANNING DP	MoP	Imp	EXPRESSIVE AGGRESSION	PERVASIVE ANGER
1	OPP HSC	= 2	NR	>/= 3	-	-	= 0(S?)	= 0	NR	>/= 1	-	-
2	OPP LSC	< 2	>/= 3	>/= 3	-	-	= 0(S?)	= 0	NR	>/= 1	-	-
3	PA	NR	>/= 2	>/= 3	-	-	= 0(S?)	= 0	NR	>/= 1	+	+
4	OV SAD	NR	>/= 2	>/= 3	+	+	NR	P+	>/= 1*	NR	+	NR
5	MUT SAD	NR	NR	NR	-	+	NR	P+	>/= 1*	NR	-	NR
6	SEX HSC	= 2	</= 2	</= 3	-	-	>/= 1(S?)	P+	>/= 1*	NR	-	NR
7	SEX LSC	< 2	</= 4	</= 3	-	-	>/= 1(S?)	P+	>/= 1*	NR	-	NR
8	VIN LSC	< 2	</= 2	</= 2	-	-	= 0(S?)	= 0	NR	>/= 1	+	-
9	VIN HSC	= 2	</= 1	</= 6	-	-	= 0(S?)	= 0	NR	>/= 1	+	-

CHART A: EXPRESSIVE AGGRESSION EVIDENT

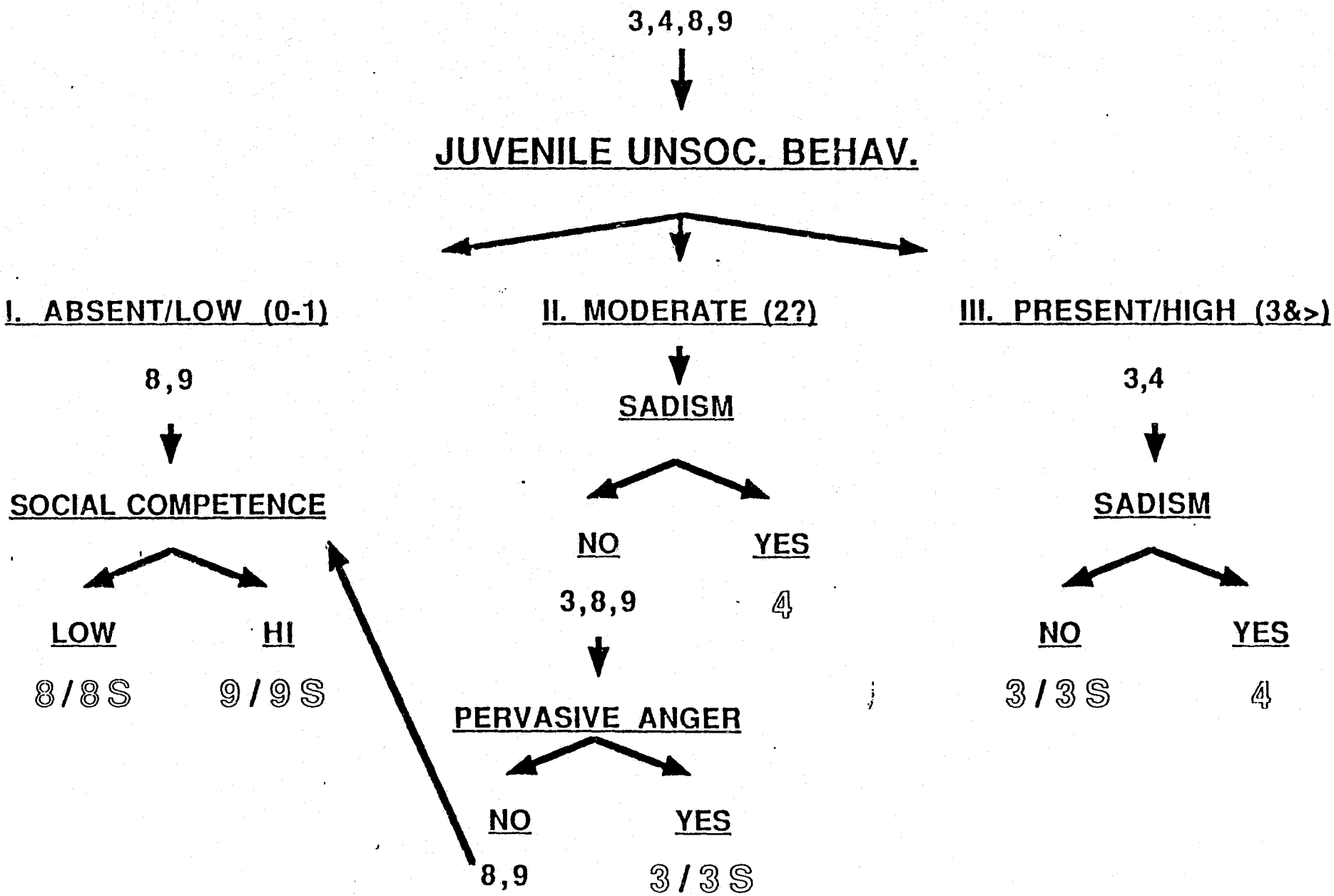


CHART B1: MIXED EXPRESSIVE AGGRESSION

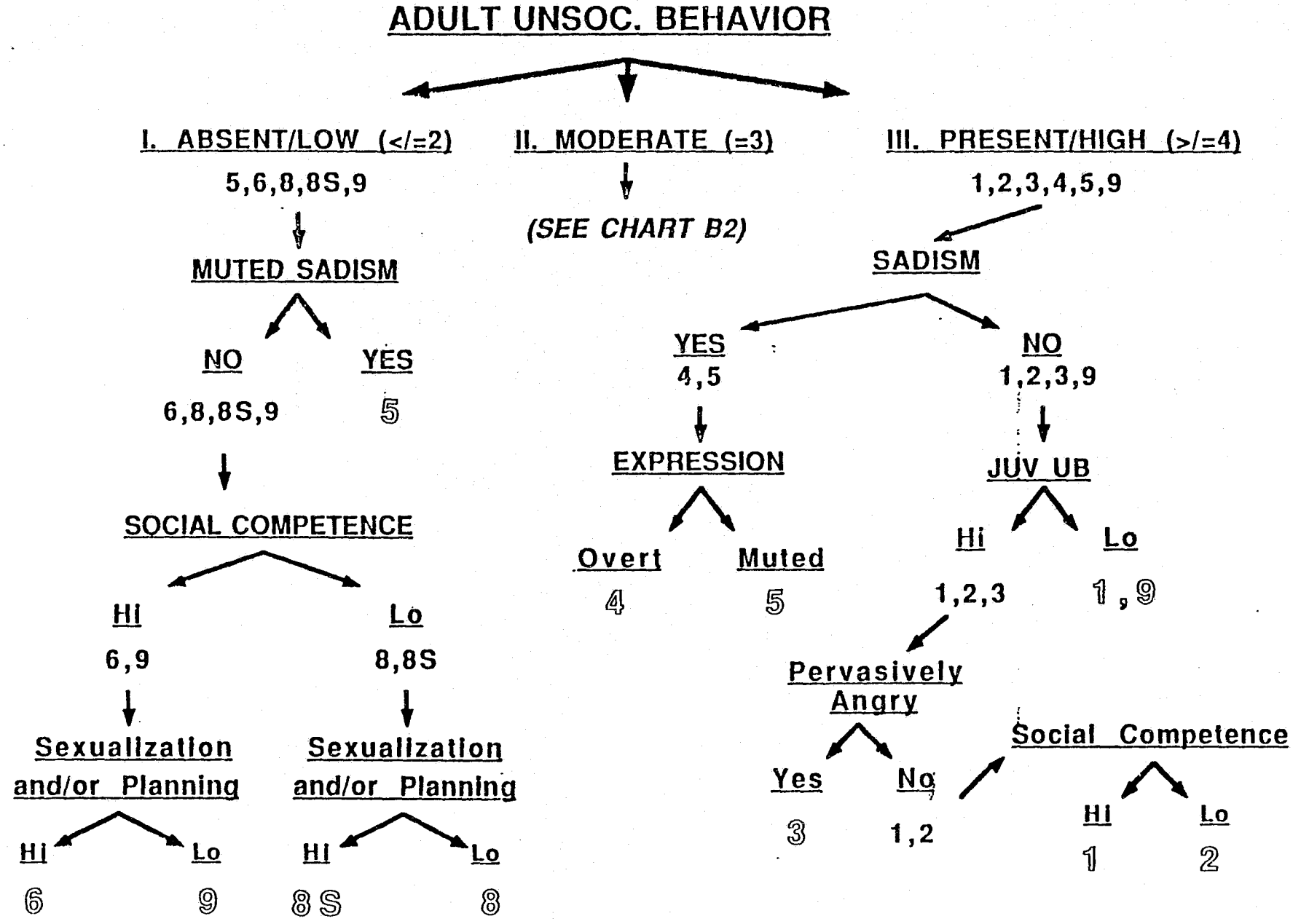
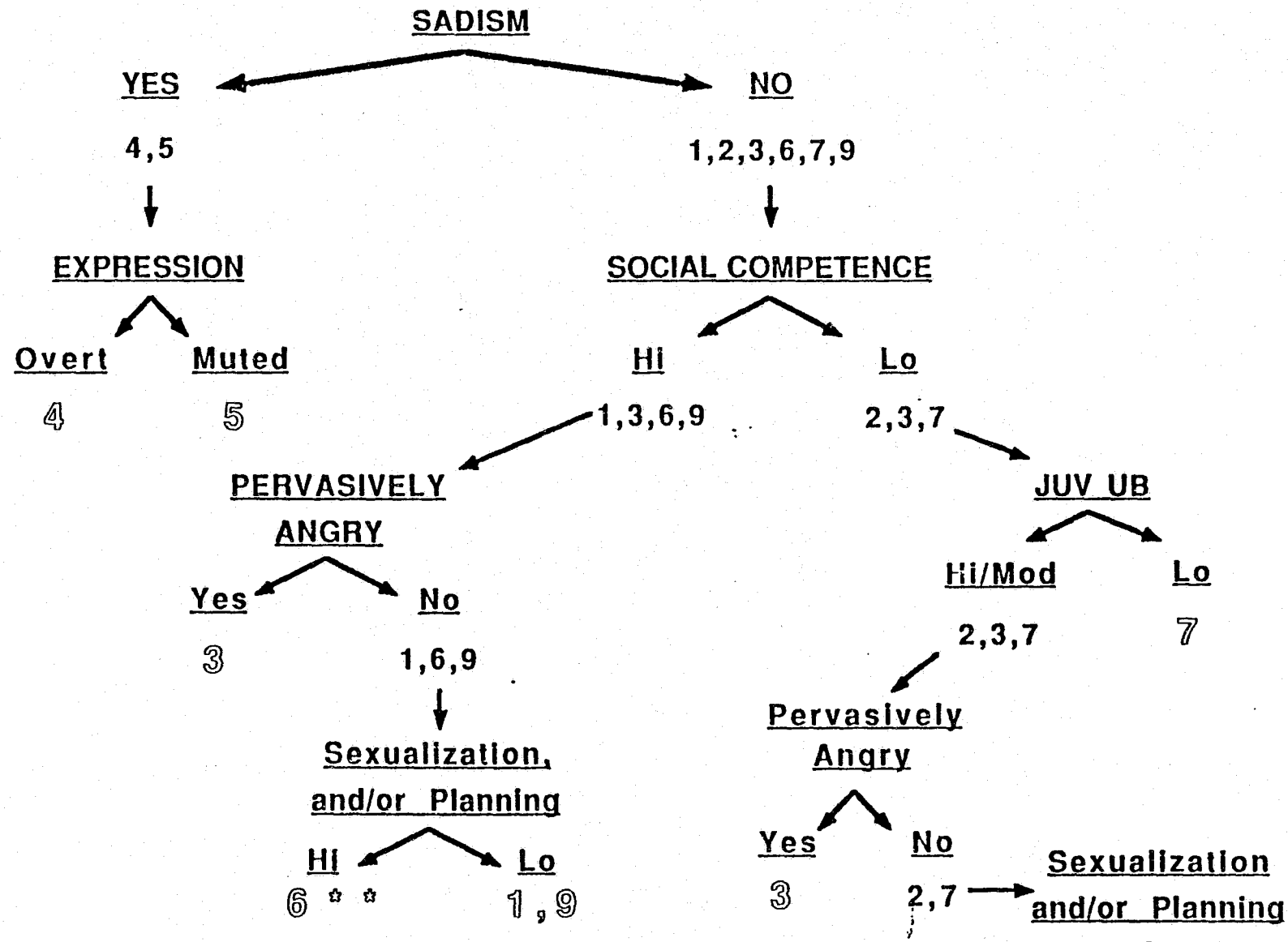


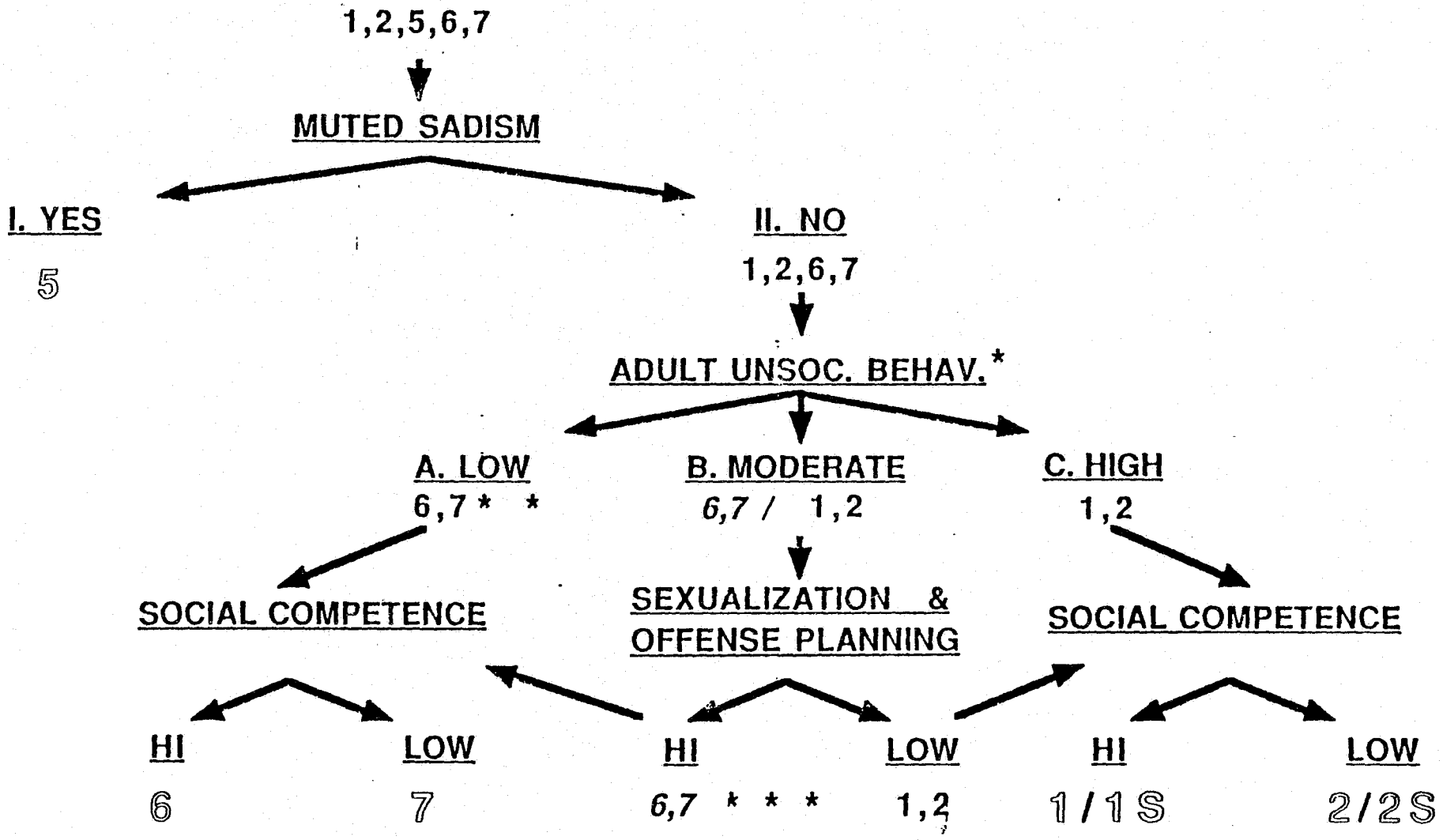
CHART B2: MIXED EXPRESSIVE AGGRESSION, MOD ADULT UB



* When Juv UB is high, the evidence for sexualization and/or planning must be quite strong for a Type 7 classification. Type 2 is the default.

** Because evidence of sexualization is often inadequately documented in the clinical files, offenders with low Adult UB, moderate planning, and low expressive aggression can be typed 6 or 7 with low sexualization.

CHART C: NO EXPRESSIVE AGGRESSION



* High juvenile UB offenders, who are incarcerated as teenagers, should be considered high in Adult UB.

* * Check for sexualization and/or planning or pre-offense fantasy.

* * * The evidence for sexualization and planning should be quite strong in moderate UB offenders to type them as 6 or 7.

Appendix V

RESULTS OF PCA-DERIVED DATA REDUCTION OF DEVELOPMENTAL INTERVIEW

PCA-Derived Scales from Developmental Interview

A) MOTHER SECTION
   1. Alcohol History
   2. Alcohol/Aggression
   3. Psychiatric History
   4. Sullen & Withdrawn

B) FATHER SECTION
   1. Alcohol History
   2. Psychiatric History
   3. Criminal History

C) PARENTAL RELATIONSHIP SECTION
   1. Positive Parental Relationship
   2. Negative Verbalizations
   3. Parental Aggression
   4. Sibling Conflict
   5. Parental Separation

D) FAMILY SECTION
   1. Financial Problems
   2. Visiting
   3. Neighbors/Friends Help
   4. General Socializing

E) HEALTH SECTION
   1. General Illness
   2. Seizures/Suicides
   3. Head Injuries/Emergency Room Visits

F) SUBJECT CHARACTERISTICS SECTION
   1. Aggression
   2. Anxious/Dependent
   3. School Problems
   4. Picked On
   5. Friendless
   6. Alcohol Use
   7. Bad Actor in School

G) CHILD-REARING PRACTICES SECTION
   1. Discipline/Punishment
   2. Positive Relationship with Mother
   3. Positive Relationship with Father
   4. Predictability
   5. Rejection
   6. Violence/Abuse

Items Comprising Mother Scales

1) Alcohol

M028 did M's drinking cause any problems for herself or others
M029 my M's drinking led to fights in the family
M039 my M's drinking caused her not to do a lot of things around the house
M041 my sisters and brothers or I cared for my M when she had been drinking
M043 as I was growing up, my M's drinking ...

2) Alcohol/Aggression

M031 my M's drinking led her to physically abuse her husband
M032 my M's drinking led her to physically abuse her children
M033 my M's drinking led to a divorce or separations from her husband
M035 my M's drinking caused her to be destructive of property
M036 my M's drinking caused her to be violent or aggressive to others

3) Psychiatric

M018 as I was growing up, my M had problems with her physical health
M044 as you were growing up, did your M ever have nervous breakdowns, serious depressions, strange thoughts or behaviors or extreme mood swings
M045 was your M ever treated for emotional or personal problems
M046 which of the following describe your M as you were growing up: blue, depressed, sad
M049 she was very nervous and tense
M052 she had extreme changes in mood, from very depressed to very happy

4) Sullen & Withdrawn

M040 my M's drinking led her to neglect her children or not care for them
M053 she was needlessly cruel, even sadistic
M055 she was very withdrawn; she kept to herself and had few or no friends
M057 she had difficulty getting along with other family members

PCA Statistics for Mother Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	Alcohol	8.72	51.3	.90
	M028 (.82)			
	M029 (.81)			
	M039 (.69)			
	M041 (.72)			
	M043 (.78)			
2)	Alcohol/Aggression	2.08	12.2	.92
	M031 (.79)			
	M032 (.63)			
	M033 (.85)			
	M035 (.79)			
	M036 (.64)			
3)	Psychiatric	1.11	6.6	.82
	M018 (.71)			
	M044 (.69)			
	M045 (.63)			
	M046 (.68)			
	M049 (.77)			
	M052 (.66)			
4)	Sullen & Withdrawn	0.92	5.4	.82
	M040 (.62)			
	M053 (.58)			
	M055 (.80)			
	M057 (.65)			
			CUM: 75.5	

Items Comprising Father Scales

1) Alcohol

FA20 my F drank alcoholic beverages
FA21 did your F's drinking cause any problems for himself or others
FA22 my F's drinking led to fights in the family
FA23 my F's drinking led to fights with friends/neighbors
FA24 my F's drinking led him to physically abuse his wife
FA25 my F's drinking led him to physically abuse his children
FA26 my F's drinking led to a divorce or separations from his wife
FA27 my F's drinking led him to be rowdy, loud
FA28 my F's drinking caused him to be destructive of property
FA29 my F's drinking caused him to be violent or aggressive to others
FA30 my F's drinking caused him to miss work or lose a job
FA31 my F's drinking caused him to be picked up by the police
FA32 my F's drinking led to medical problems such as liver damage
FA33 my F's drinking was involved in his being out of the home
FA34 as I was growing up my F's drinking...
EX136 my F used to spend time at a local bar

2) Psychiatric

FA35 as you were growing up did your F ever have nervous breakdowns, serious depressions, strange thoughts or behaviors, or extreme mood swings
FA37 which of the following describe your F as you were growing up: blue, depressed, sad
FA39 he thought people were out to get him, or following him, or against him
FA40 he was very nervous and tense
FA41 he was very sullen and angry or had temper tantrums for little or no reason
FA43 he had extreme changes in mood, from very depressed to very angry
FA48 he had difficulty getting along with other family members

3) Criminal

FA50 my F engaged in illegal activities
FA72 how many times did your father receive time to serve
FA73 how much time total did your F spend in correctional facilities
LE37 my F was in trouble with the law while I was growing up

PCA Statistics for Father Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	Alcohol	13.09	48.5	.95
	FA20 (.83)			
	FA21 (.82)			
	FA22 (.91)			
	FA23 (.80)			
	FA24 (.78)			
	FA25 (.76)			
	FA26 (.60)			
	FA27 (.82)			
	FA28 (.74)			
	FA29 (.84)			
	FA30 (.62)			
	FA31 (.71)			
	FA32 (.60)			
	FA33 (.79)			
	FA34 (.87)			
	EX136 (.57)			
2)	Psychiatric	2.39	8.9	.86
	FA35 (.78)			
	FA37 (.73)			
	FA39 (.67)			
	FA40 (.67)			
	FA41 (.75)			
	FA43 (.71)			
	FA48 (.61)			
3)	Criminal	2.20	8.2	.83
	FA50 (.78)			
	FA72 (.85)			
	FA73 (.89)			
	FA37 (.60)			
			CUM: 65.5	

Items Comprising Parental Relationship Scales

1) Positive Parental Relationship

FM22 I can recall my father hugging my mother
FM23 I can recall my mother hugging my father
FM24 I can recall my father kissing my mother
FM25 I can recall my mother kissing my father
FM26 my parents seemed to enjoy talking to each other
FM27 I remember my father complimenting my mother, or saying nice things to her
FM28 I remember my mother complimenting my father, or saying nice things to him
FM103 my parents went places together

2) Negative Verbalizations

FM9 as I was growing up, arguments between my parents occurred
FM16 my father called my mother names
FM17 my mother called my father names
FM18 my father nagged at my mother
FM19 my mother nagged at my father
FM20 my father yelled at my mother
FM21 my mother yelled at my father

3) Parental Aggression

FM10 my father hit or slapped my mother
FM11 my mother hit or slapped my father
FM12 my father punched or kicked my mother
FM13 my mother punched or kicked my father
FM14 I can recall my father hitting my mother with an object
FM15 I can recall my mother hitting my father with an object

4) Sibling Conflict

FM29 as I was growing up, my relationship with my brothers and sisters had conflicts
FM30 my brothers and sisters teased me and/or called me names
FM31 my brothers and sisters fought with me or beat me up
FM32 I teased my brothers and sisters and/or called them names
FM33 I picked fights with my brothers and sisters, and beat them up

5) Parental Separation

FM5 as I was growing up, my parents.... (inquires about how much time the parents were together)
LE7 my parents separated while I was growing up
LE10 my parents divorced while I was growing up

PCA Statistics for Parental Relationship Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	Positive Parental Relationship	9.07	31.3	.94
	FM22 (.89)			
	FM23 (.94)			
	FM24 (.92)			
	FM25 (.93)			
	FM26 (.68)			
	FM27 (.79)			
	FM28 (.83)			
	FM103 (.57)			
2)	Negative Verbalizations	4.82	16.6	.89
	FM9 (.62)			
	FM16 (.61)			
	FM17 (.72)			
	FM18 (.63)			
	FM19 (.81)			
	FM20 (.69)			
	FM21 (.86)			
3)	Parental Aggression	2.71	9.3	.88
	FM10 (.76)			
	FM11 (.63)			
	FM12 (.82)			
	FM13 (.73)			
	FM14 (.76)			
	FM15 (.68)			
4)	Sibling Conflict	2.11	7.3	.83
	FM29 (.72)			
	FM30 (.80)			
	FM31 (.76)			
	FM32 (.84)			
	FM33 (.69)			
5)	Parental Separation	1.54	5.3	.82
	FM5 (.87)			
	LE7 (.85)			
	LE10 (.80)			
			CUM: 69.9	

Items Comprising Family Scales

1) Financial Problems

FM1 as I was growing up, my family was.... (inquires about family finances)
FM2 we had money problems
FM3 we received financial help from agencies

2) Visiting

EX137 we used to visit relatives
EX138 relatives used to come over and visit us
EX141 my mother's friends used to visit our home
EX142 my father's friends used to visit our home

3) Neighbors/Friends Help

EX126 neighbors helped with babysitting
EX127 neighbors helped with housework
EX130 friends helped with taking care of the children
EX131 friends helped with taking care of the house

4) General Socializing

EX125 in the neighborhood I grew up in, we.... (inquires about contact with neighbors)
EX132 my parents-- one or both-- visited the neighbors
EX133 my parents-- one or both-- went to some social club or belonged to some sports league

PCA Statistics for Family Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	Financial Problems	3.63	24.2	.78
	FM1 (.82)			
	FM2 (.84)			
	FM3 (.77)			
2)	Visiting	2.55	17.0	.76
	EX137 (.79)			
	EX138 (.86)			
	EX141 (.56)			
	EX142 (.59)			
3)	Neighbors/Friends Help	1.90	12.6	.75
	EX126 (.61)			
	EX127 (.78)			
	EX130 (.75)			
	EX131 (.80)			
4)	General Socializing	1.15	7.7	.55
	EX125 (.67)			
	EX132 (.73)			
	EX133 (.61)			
			CUM: 61.5	

Items Comprising Health Scales

1) General Illness

DESCR14 I had body aches
DESCR16 I had stomach aches
DESCR17 I had bad headaches
DESCR48 as a child, less than 12 years old, I was sick
DESCR51 as a child, I had high fevers
DESCR57 as an adolescent, I was sick
DESCR60 as an adolescent, I had high fevers

2) Seizures/Suicide

DESCR55 as a child, I had seizures
DESCR64 as an adolescent, I had seizures
DESCR67 as I was growing up, I attempted suicide

3) Head Injuries/Emergency Visits

DESCR54 as a child, I had head injuries
DESCR63 as an adolescent, I had head injuries
DESCR66 as an adolescent, I had to go to the emergency room at the hospital

PCA Statistics for Health Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	General Illness	3.79	29.1	.75
	DESCR14 (.69) DESCR16 (.79) DESCR17 (.68) DESCR48 (.80) DESCR51 (.87) DESCR57 (.51) DESCR60 (.73)			
2)	Seizures/Suicide	1.89	14.5	.77
	DESCR55 (.92) DESCR64 (.91) DESCR67 (.58)			
3)	Head Injuries/ Emergency Visits	1.59	12.2	.75
	DESCR54 (.74) DESCR63 (.86) DESCR66 (.77)			
			CUM: 55.9	

Items Comprising Scales for Subject Characteristics

1) Aggression

DESCR2	I had temper tantrums
DESCR7	I was destructive
DESCR8	I was aggressive
DESCR41	I bullied other kids
DESCR42	I lost my temper and threw or broke things
DESCR43	I hit others

2) Anxious/Dependent

DESCR5	I was restless
DESCR6	I was distracted easily
DESCR19	I was tense or nervous
DESCR22	I worried
DESCR23	I got upset easily
DESCR24	I was pretty depressed

3) School Problems

EX76	I had difficulty with school subjects
EX77	I received extra help or special classes for academic problems
EX83	my grades were mostly....
EX90	I had difficulty following directions
EX91	I had a hard time concentrating

4) Picked On

DESCR25	I was picked on
EX87	other kids hit me
EX114	other kids used to tease me and call me names
EX115	other kids used to hit me or beat me up

5) Friendless

DESCR46	I was lonely
EX100	I was alone
EX101	as a child I would say I had (inquires about number of friends)
EX102	as an adolescent I would say I had (inquires about number of friends)
EX110	I used to spend time hanging out in the neighborhood with other kids

6) Alcohol

DESCR38	I used alcohol or drugs before the age of 12
EX120	I drank as an early adolescent
EX122	I drank with another family member
EX124	I drank with adults outside my family

7) Bad Actor in School

EX80	I was suspended in elementary school
EX86	I hit teachers
Ex92	I followed school rules

PCA Statistics for Subject Characteristic Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	Aggression	7.55	22.9	.83
	DESCR2 (.69)			
	DESCR7 (.72)			
	DESCR8 (.65)			
	DESCR41 (.65)			
	DESCR42 (.74)			
	DESCR43 (.70)			
2)	Anxious/Dependent	3.58	10.8	.83
	DESCR5 (.54)			
	DESCR6 (.56)			
	DESCR19 (.80)			
	DESCR22 (.84)			
	DESCR23 (.55)			
	DESCR24 (.69)			
3)	School Problems	2.52	7.6	.81
	EX76 (.83)			
	EX77 (.69)			
	EX83 (.68)			
	EX90 (.79)			
	EX91 (.75)			
4)	Picked On	2.10	6.4	.88
	DESCR25 (.78)			
	EX87 (.76)			
	EX114 (.80)			
	EX115 (.85)			

5)	Friendless	2.02	6.1	.80
	DESCR46 (.59) EX100 (.68) EX101 (.77) EX102 (.77) EX110 (.66)			
6)	Alcohol	1.70	5.1	.68
	DESCR38 (.66) EX120 (.79) EX122 (.62) EX124 (.69)			
7)	Bad Actor in School	1.33	4.0	.68
	EX80 (.80) EX86 (.72) EX92 (.56)			
			CUM: 63.0	

Items Comprising the Child-Rearing Practices Scales

1) Discipline/Punishment

FM36 as I was growing up, I was punished
FM39 when I did something wrong, the people who took care of me insulted or swore at me
FM40 when I did something wrong, the people who took care of me severely scolded me
FM41 when I did something wrong, the people who took care of me kept me from doing something I wanted to do
FM42 when I did something wrong, the people who took care of me took some privilege away from me
FM43 when I did something wrong, they slapped me or spanked me on my rear end or hand
FM44 when I did something wrong, they slapped me on my face or head
FM47 when I did something wrong, they blamed me for being bad in some way
FM49 when I did something wrong, they hit or struck me hard on some part of my body (not my head)
FM50 when I did something wrong, they hit or struck me hard on my face or head
FM51 when I did something wrong, they threatened me with a weapon
FM54 when I did something wrong, they beat me
FM55 when I did something wrong, they sent me to another room
FM56 when I did something wrong, they isolated me
FM57 when I did something wrong, they made me sit or stand in one place
FM58 when I did something wrong, they yelled at me

2) Positive Relationship with Mother

FM66 as I was growing up, I talked with my mother about things that happened during the day
FM67 as I was growing up, I remember talking with my mother about my feelings
FM68 I remember talking with my mother about problems
FM69 when I was a child, my mother played with me
FM70 when I was a child, I remember my mother spending time with me
FM72 my mother kissed or hugged me
FM73 my mother showed interest in what I did
FM99 my mother listened to what I had to say

3) Positive Relationship with Father

FM74 as I was growing up, I talked with my father about things that happened during the day
FM75 as I was growing up, I remember talking with my father about my feelings
FM76 I remember talking with my father about problems
FM77 when I was a child, my father played with me
FM78 when I was growing up, I remember my father spending time with me
FM80 my father kissed or hugged me
FM81 my father showed interest in what I did
FM100 my father listened to what I had to say

4) Predictability

FM83 while I was growing up I could predict when I would be praised
FM85 I knew the things that would please the people who took care of me
FM86 I could predict when something would not please the people who took care of me
FM87 I could predict what I would be rewarded for while growing up
FM88 I could predict when someone who took care of me would be mad at me while I was growing up
FM89 I could predict when I would be punished while I was growing up

5) Rejection

FM48 while I was growing up the people who took care of me told me that I was just like someone else (e.g., my father)
FM52 while I was growing up the people who took care of me threatened me with living somewhere else (e.g., I was threatened with being sent to foster care, relative, etc.)
FM53 they threatened me with throwing me out of the house
FM61 she threatened not to love me or said she didn't love me

6) Violence/Abuse

FM59 while I was growing up the people who took care of me burned me
FM60 while I was growing up the people who took care of me choked or strangled me

PCA Statistics for Child-Rearing Practices Item-Groups
(item loadings in parenthesis)

		Eigenvalue	Pct of Var	alpha
1)	Discipline/Punishment	13.66	31.0	.95
	FM 36 (.77)			
	FM 39 (.69)			
	FM 40 (.75)			
	FM 41 (.75)			
	FM 42 (.77)			
	FM 43 (.77)			
	FM 44 (.71)			
	FM 47 (.62)			
	FM 49 (.80)			
	FM 50 (.63)			
	FM 51 (.60)			
	FM 54 (.76)			
	FM 55 (.66)			
	FM 56 (.65)			
	FM 57 (.69)			
	FM 58 (.64)			
2)	Positive Relationship with Mother	6.06	13.8	.92
	FM 66 (.79)			
	FM 67 (.78)			
	FM 68 (.74)			
	FM 69 (.73)			
	FM 70 (.80)			
	FM 72 (.64)			
	FM 73 (.71)			
	FM 99 (.69)			
3)	Positive Relationship with Father	3.14	7.1	.91
	FM 74 (.80)			
	FM 75 (.76)			
	FM 76 (.76)			
	FM 77 (.63)			
	FM 78 (.71)			
	FM 80 (.70)			
	FM 81 (.83)			
	FM 100 (.66)			

4)	Predictability FM 83 (.61) FM 85 (.50) FM 86 (.75) FM 87 (.60) FM 88 (.77) FM 89 (.71)	2.24	5.1	.81
5)	Rejection FM 48 (.72) FM 52 (.68) FM 53 (.54) FM 61 (.66)	1.69	3.8	.80
6)	Violence FM 59 (.68) FM 60 (.67)	1.52	3.4	.76

CUM: 64.3

Appendix VI

FILE-DERIVED VARIABLES

USED IN ANALYSIS OF ADULT OUTCOME

File Variables Comprising Adult Outcome Scales

A) Vocational & Educational Incompetence

Achieved Skill Level; ASL;

-2-N/A unemployed
-1-unclear
0-unskilled; laborer or service (restaurant)
1-semiskilled; worker/operator
2-clerical; white collar-retail sales
3-skilled; major sales (e.g., independent sales such as insurance, auto sales) craftsman (carpenter), technicians (LPN) (this level requires some training)
4-lower management/supervisor; foreman-administrative assistant - self-employed/small businessman
5-managerial (other professionals; RN, teacher (this level requires college education)
6-high level professional; doctor, lawyer (this level requires graduate education)

In case of self-employed, judge by level of operation/size of business. Indicates highest skill level ever actually achieved - requires some judgment as to actual achievement of skill (e.g., if tried job at particular skill level for short time and failed - that particular level should not be coded). Use notes on amount of education required for specific skill level #'s 3,5,6, as reference to clarify occupational level only - do not consider subject's actual educational level in coding his occupational level. Code "-2" if subject was never employed or if he only had part-time jobs while in school. For those subject's who were in the military, consider only those jobs which provided subject with a skill applicable to a civil job when coding this variable. Also, consider the subjects skill level in the military if he was in for a long time (i.e., a "career man") even if skills aren't applicable to civilian jobs.

Consistency of Skill Level; CSL;

-2-N/A unemployed
-1-unclear
0-varied by at least two levels
1-varied by one level
2-consistent - same level

Indicates whether and/or how much subject's occupational achievement level varied throughout his occupational history. It refers to the skill levels listed in VARIABLES #2 of this section. Variation refers to both change to a higher and change to a lower skill level. This variable refers to consistency of skill levels achieved in jobs held regardless of duration

(regardless of stability of employment history). Code "-2" if subject never employed.

Educational Achievement Scale; EA;

The following variables are coded to measure the subject's most current achieved level of education. Include education accomplished in Treatment Center.

0-some elementary school (code this if subject has completed some but not all elementary school grades; elementary school is grades 1 thru 6)
1-S. completed elementary school (code this if subject has completed all elementary school grades; grades 1 thru 6)
2-some secondary school and/or some GED coursework (code this if subject has completed some but not all secondary school grades, or some GED courses; secondary school is grades 7 thru 12)
3-completed secondary school or completed GED (code this if subject has completed all secondary school grades and has received a high school diploma or has completed his GED and received a GED certificate)
4-some post-secondary school training or education (code this if subject has completed some but not all post-secondary school (e.g., college, junior college courses, certificate programs, etc.)

IQ/Highest Full Scale; IQHF;

-1-unclear or write in actual highest full scale IQ score on WAIS, WISC or Stanford-Binet, reported. If no scores from any of these tests are available, code highest score reported on any other IQ test.

"IQHF" refers to highest full-scale IQ score reported on subject at any time during his life. If only qualitative description of report is given, quantify it as follows: "profoundly retarded"=10, "severely retarded"=30, "moderately retarded"=45, "mildly retarded"=60, "borderline"=75, "dull normal"=85, "normal"=100, "bright normal"=115, "superior"=125, "very superior"=145. These values correspond approximately to the mid-range IQ value associated with each IQ category in the WAIS intelligence classification system. If no IQ score is reported, code "-1".

B) Bad Relationships with Peers

Independence-Institutionalization; IND;

The following variables attempt to measure the level of independence and self-support subject had accomplished. The coder uses

the available information in the files to determine subject's level of independence/self-support. (NOTE: Do not include time spent in the military)

0-S. has never maintained himself in the community independently
1-S. has maintained himself with financial and/or residential support at least one year (e.g., subject had a job but was living with his parents; subject was receiving either financial and/or residential subsidy, but only to assist him, not to totally support him and/or his family. This subsidy could be from either public agencies or from parents or friends).
2-S. has maintained himself with financial and/or residential support at least two years (e.g., same as #1 above except for at least two years).
3-S. has maintained himself independently at least one year (e.g., subject maintained a separate living space independent of family, and was able to financially support himself without subsidies; subject supported his family (wife & children) without residential or financial aid).
4-S. has maintained himself independently at least two years (e.g., same as #3 above except for at least two years).

Peer Interaction - Adulthood; PIA

0-S. totally withdrawn from peer contact (code this if subject had virtually no peer interaction or friends)
1-S. minimally involved with peers-largely isolated (code this when subject had only minimal peer contact, had few friends, if any, and kept to himself mostly)
2-S. had some friends and/or was part of a peer group (code this if subject had a usualy amount of friends or was moderately involved with his peers, or was a member of a club or organization)
3-S. socially active, peer-oriented, rarely alone (code this if subject was very socially active, was most often involved with many friends, frequently went to parties or other social events or was an active member in gangs, clubs and/or other organization - subject was seldom alone)

Heterosexual Pair Bonding - Achieved Level; PBA;

The following variables are coded to indicate the subject's "highest" achieved relationship situation with females, prior to subject's last commitment to Treatment Center.

NOTE: In cases where subject was married or married with children, and subsequently divorced or separated, code only divorced or separated (#6).

0-S. never part of a couple (code this if subject was never married or involved in a male/female dating situation
1-S. has had infrequent heterosexual/couple experience (code this if subject rarely dated females)
2-S. has had frequent heterosexual/couple experience (code this if subject routinely dated different females)
3-S. involved with one female 1 year or under (code this if subject ever dated the same girl steadily for 1 year or less). Do not code this merely if subject dated the same girl 2 or 3 times. The intention here is to determine if subject had a continuous relationship of some duration
4-S. involved with one female longer than 1 year (code this if subject ever dated the same girl steadily for more than 1 year)
5-S. cohabitated (code this if subject ever lived with a girlfriend/lover
6-S. divorced or separated (code this if subject had been married at one time and then was divorced or separated
7-S. married (code this if subject was ever married but never divorced or separated
8-S. married with children (code this if subject was ever married and had children (either he and his wife's, his only, his wife's only or adopted children) but never divorced or separated

Heterosexual Sexual Pair Bonding At Time of Latest Offense: PBO:

The following variables are coded to indicate subject's heterosexual relationship situation at the time of his most recent charged serious sex offense.

0-S. single, isolated (code this if subject was never married and was not dating females immediately prior to his most recent charged serious sex offense)
1-S. single, dating infrequently (code this if subject was never married and was dating females only rarely immediately prior to his most recent charged serious sex offense)
2-S. single, dating frequently or steadily (code this if subject was never married and was dating females frequently or regularly at the time of his most recent charged serious sex offense)
3-S. single, engaged or in a long-lasting relationship (min.-1 year) with marriage possible (code this if subject was never married and was engaged to be married or was involved in a long term relationship at the time of his most recent charged serious sex offense)
4-S. cohabiting (code this if subject was living with a girlfriend/lover at the time of his most recent charged serious sex offense)
5-S. divorced or separated (code this if subject was divorced or separated from his wife at the time of his most recent

charged serious sex offense)
6-S. widowed, not remarried (code this if subject was widowed at the time of his most recent charged serious sex offense)
7-S. married (code this if subject was married at the time of his most recent charged serious sex offense)
8-S. married with children (code this if subject was married and had children living with he and his wife at the time of his most recent charged serious sex offense). Children can be both he and his wife's, only his, only hers, or adopted.

C) Major Mental Illness*

Confusion

Code this variable if subject shows evidence of confusion or disorientation.
Code 1 if subject appeared to be confused about specific situations or events.
Code 2 if subject was often confused and disoriented.

Poor Reality-Testing

Code this variable if subject showed an impaired ability to evaluate the external world or is unable to distinguish between internal and external events or in person, place or time. Poor reality-testing is often related to psychosis.
Code 1 if subject had occasional psychotic breaks or if subject showed thinking that is not consistant with reality.
Code 2 if subject had frequent psychotic breaks, was hospitalized on numerous occasions for psychotic behavior or thinking which showed thinking that is not consistant with reality.

Delusions

Code this variable if subject held firmly false beliefs despite obvious proof or evidence to the contrary. This is often seen as delusions of grandeur, feelings of persecution or being controled.
Code 1 if subject reported occasional delusional states.
Code 2 if subject was frequently delusional and unable to delineate between time and fantastic abilities.

Hallucinations

Code this variable if subject reported accounts of hearing voices or sounds, seeing images or visions or experiences other hallucinations.
Code 1 if subject has one or a few hallucinations due to psychosis or drug or alcohol use.
Code 2 if subject had frequent hallucinations.

Suspicious

Code this variable if subject showed deep-seated mistrust of people or situations. This is most often seen when subject exhibits paranoid trends or is diagnosed as a paranoid personality.
Code 1 if subject exhibited paranoid trends.
Code 2 if subject acted or has been diagnosed as paranoid.

Affect Inappropriate or Flat

Code this variable if subject displayed emotional responses which are inconsistent with his underlying mood (e.g., laughter at death in family) or has a blunted or overly bland emotion tone or response.
Note: Therapists' notes are helpful here.
Code 1 if therapist occasionally noted bland or blunted affect.
Code 2 if subject displayed inappropriate or flat affect frequently or for extended periods of time.

Mood Swings

Code this variable if subject showed sudden changes or fluctuations in mood or feeling state, not accounted for by external factors. Note: Statements that subject was moody, is not enough to code this variable 1. Do not code Bipolar Affective Disorder here.
Code 1 if subject showed periodic clear cut mood swings (unfounded).
Code 2 if subject consistently exhibited significant mood swings (e.g., happy - sad - angry).

Bizarre Behavior, specific

Code this variable if subject displayed specific types of bizarre/peculiar behavior, (e.g., rocking).
Code 1 if subject has specific bizarre behaviors - religous fanaticism, eating behavior.
Code 2 if subject constantly exhibits specific bizarre behavior.

Bizarre Behavior, general

Code this variable if subject acted in odd, eccentric ways, talked to self.
Code 1 if subject sometimes acted in a bizarre way.
Code 2 if subject constantly behaved in a bizarre fashion.

Mutism

Code this variable if subject experienced a period or rarely or never talking, not due to physical deafness.
Code 1 subject was mute for a short period of time.
Code 2 if subject was mute for an extended period of time.

D) Affective Disturbance & Social Introversion*

Worrying

Code this variable if subject was a chronic worrier.
Note: If any of the following symptoms are listed, this may influence coder's decision in coding this variable: Nail biting, knuckle cracking, hair pulling or pacing.
Code 1 if subject often worried about objects or specific situations.
Code 2 if subject's worried interferes with daily life.

Fears Own Impulses

Code this variable if subject expressed fear of not being able to control self or talked of uncontrollable urges.
Code 1 if subject showed concern over his inability to control his urges and impulses.
Code 2 if subject's fears were so strong that he is unable to function daily.

Anxiety

Code this variable if subject showed extreme tension, apprehension or uneasiness in anticipation of self-perceived danger, usually from an unknown source. Note: Anxiety is an internal response as opposed to fear which is an external response.
Code 1 if subject was anxious, especially in therapy talking about offense and in dealing with women.
Code 2 if subject became anxious frequently, especially in non-anxiety provoking situations.

Depression

Code this variable if subject experienced a clinical depression. Clinical depression is a mood or feeling of sadness with despair or disencouragement often characterized by feelings of hopelessness and helplessness, guilt, slowed thinking and motor activity, change in sleeping and eating patterns, suicidal indeation.

Code 1 if subject briefly exhibited some of the above symptoms or was occassionally depressed.
Code 2 if subject was chronically depressed, consider suicide attempts here.

Feelings of Inferiority

Code this variable if subject had feelings of inadequacy, worthlessness and/or low self-esteem.
Code 1 if subject reported feeling inadequate (e.g., in social relations, intellect, penis size).
Code 2 if in addition to subjects' reports therapist also reported inadequate feelings of subject, often associated with feelings of rejection.

Feelings of Guilt

Code this variable if subject exhibited feelings of guilt or shame. Note: This does not only include offenses but also daily living situation (e.g., sex).
Code 1 if subject reported feelings of guilt over sex, social relations or offenses (often religious and sexual guilt).
Code 2 if guilt feelings interfered with life or if subject acted upon the guilt (writes a letter to victim).

Feelings of Loneliness

Code this variable if there were subjective reports of feelings of loneliness or isolation. Note: Factors to consider include peer interaction, sibling rivalry and interpersonal relationships at the Treatment Center.
Code 1 if subject reported feeling lonely.
Code 2 if in addition to subjective reports of loneliness, subject reported no friends in childhoof and adulthood, rejection by mother and social withdrawal.

Feelings of Rejection

Code this variable if there were subjective reports of rejection. Note: Factors to consider include, childhood neglect and abuse, multiple foster homes, actual rejection by parent or girlfriend.
Code 1 if subject experienced one or two of the above.
Code 2 if subject experienced much or repeated rejection.

Sibling Rivalry/Jealousy

Code this variable if there was any indication of competition of rivalry between subject and his brothers and/or sisters for parental attention and affection.
Code 1 if subject reported history of sibling rivalry.
Code 2 if subject reported continued sibling rivalry.

Dependent

Code this if subject relied heavily on others for support both psychologically and economically.

Passive

Code this if subject was overly submissive to others wishes; generally non-assertive, quiet.

Isolated

Code this if subject was not involved with others; was physically removed from people and/or activities. (usually imposed by others; usually externally imposed)

Seclusive

Code this if subject kept to himself much of the time; socially detached and unresponsive (e.g., the individual controls his interactions and activities; always internally imposed).

Shy

Code this if subject was bashful or timid.

Peer Relationship Problems (any kind)

Code this if subject could not develop or keep relationships with people (males or females) or had difficulties with relationships he did have (e.g., unable to make friends).

E. Alcohol Use History

Alcohol Abuse Over Lifetime; AU;

-2-N/A
-1-unclear
0-occasional but no problems associated
1-some problems associated
2-interference with life
3-alcoholism

Indicates a characterization of subject's alcohol abuse history in terms of problems the abuse causes in subject's life (degree of interference with subject's life). Code "-2" if subject has no history of alcohol use at any time in his life. Code "-1" if there is a strong indication that subject has used alcohol but no direct evidence of such. Code "0" if there is no alcohol regardless of extent or frequency of that consumption (e.g., social drinking as well as getting frequently substantially drunk can both be coded "0" as long as there are no problems associated with them). Code "1" if there is indication in the record of some problems associated with subject's drinking but none serious enough to interfere with his life (e.g., being charged with drunken driving, disorderly conduct, getting into a fight in bar, etc.). Code "2" if there are serious problems associated with

subject's drinking which interfere with his life (e.g., loss of job due to nonattendance, disruption of significant relationships, major troubles with the law, etc.). Code "3" if subject is diagnosably alcoholic (e.g., has blackouts, DT's, etc.).

Alcohol Abuse Within Past Year; RAB;

-2-N/A
-1-unclear
0-no problems associated
1-some problems associated
2-interference with life
3-alcoholism

Code according to severity of problems associated with subject's consumption of alcohol as in variable #8 but only within one year prior to most recent Treatment Center involvement or incarceration. Code "-2" if subject has no history of alcohol use.

Frequency of Drinking; FD;

The following variables are coded in order to assess the drinking habits of the subject.

0-S. never drinks (code this only if it is clear that subject virtually never drank alcohol)
1-S. drinks occasionally (code this if subject drank on occasion or moderately or if he occasionally became intoxicated)
2-S. drinks regularly to state of intoxication (code this if subject drank on a regular basis and became intoxicated on a regular basis)
3-S. often intoxicated (code this if subject drank frequently and was intoxicated more often than he was sober

NOTE: If subject was an alcoholic, either self-proclaimed or perceived by others as an alcoholic, number 2 or 3 should be coded.

Coincidence of Acting Out Behavior and Drinking; COAD;

The following variables attempt to assess the connection between subject's asocial behavior and drinking. Subject's acting out behavior includes all asocial behavior whether sexual or non-sexual, criminally charged or not criminally charged.

0-S.'s acting out behavior does not occur while or after drinking (code this if there is no indication that subject acted out while or just after drinking)
1-S.'s acting out behavior sometimes occurs while or after drinking (code this if there is evidence that subject acted

out occasionally while or just after drinking)
2-S.'s acting out behavior usually occurs while or after drinking (code this if it is reasonably clear that subject acted out mostly while or just after drinking)
3-S.'s acting out behavior has always been associated with alcohol/drinking (code this if it is clear that subject only acts out while or only after drinking)

F. Sexual Deviation* (Paraphilias)

Exhibitionism
Code this if subject indecently exposed himself either by exposing his genitals or publically masturbating in front of others.

Masturbation
Code this if subject manually stimulated his genitals compulsively.

Fetishism
Code this if subject substituted a normal sexual object with another object totally unfit for the normal sexual aim: using an abnormal sexual stimulus (e.g., foot fetish).

Promiscuity
Code this if subject had many sexual partners if subject was generally obsessed with having sex or prostituted himself.

Transvestism
Code this if subject dressed in women's clothing.

Voyeurism
Code this if subject sought excessively sexual stimulation by visual means or if it was his primary means of sexual gratification.

G. Adult Antisocial & Criminal Behavior

Non-script Drug Use Hx; NSDH;

-1-unclear
0-no history
1-yes, history

Indicates whether or not subject has any history over his lifetime of illicit use of drugs. Code "1" for use of drugs whose possession and use are labelled "illegal" (e.g., marijuana, cocaine, other "street" drugs) or for abuse of drugs prescribed

by an M.D. illegally (e.g., M.D. colludes in subject's abuse of drug). Code "1" for abuse of a legally prescribed drug either by use of more than prescribed amount or use of drug for some purpose other than that intended by prescription. If there is no mention in record of any history of drug abuse, code "0". If there is a strong indication in the record that subject may have abused drugs but no actual statement that he did, code "-1".

Total Conduct/Behavior Charges Adult; TCCA;

-1-unclear
0-no

Write in the number of charges and/or counts plus any additional counts per charge related to conduct assessed subject according to info in files, from age 17 to the present. Examples of conduct charges are: drunk, disorderly, disturbing the peace and defacing property. If one charge includes several counts, code for the number of counts. If it is not known how many charges there were, code "-1-unclear". If subject has never been charged as an adult with conduct violations, code "0".

Vandalism/Destruction of Property; MA3;

-2-N/A
-1-unclear
0-no
1-yes

Instigation/Involvement in Fights; MA4;

-2-N/A
-1-unclear
0-no
1-yes

Assault Offenses; MA6;

-2-N/A
-1-unclear
0-no
1-yes

If subject was arrested for A & B or A & B w. D/W or any offense in which he was physically assaultive (exclude sexual offenses), code "1-yes". If there are no records to indicate subject was involved in assault offenses, code "0-no". If reports state subject committed assault offenses but was never arrested, code "1-yes".

Unsocialized Aggression; USAG;

General - excludes sex offense-related aggression

The following variables attempt to measure the amount and degree of general aggression displayed by subject throughout his life up to his T.C. commitment. They are fairly self-explanatory and the coder uses the available information in the records to make a determination of subject's level of general aggression.

0-no evidence of unsocialized aggression
1-occasional mild unsocialized aggression (mild-arguments, spats, verbal aggression)
2-frequent mild unsocialized (mild...same as above)
3-occasional moderate unsocialized aggression (moderage-fights, brawls, minor assaults, physical aggression)
4-frequent moderate unsocialized aggression (moderate...same as above)
5-occasional or frequent severe unsocialized aggression (severe - brutal assaults)
6-occasional or frequent extreme unsocialized aggression (extreme - mutilation, brutal murder)

Ownership of a Weapon; MA12;

-2-N/A
-1-unclear
0-no
1-yes

If subject possessed a weapon, code "1-yes". (Note: Weapon is defined as something manufactured or designed to be specifically a weapon (e.g., a gun - do not count a knife unless it is used by subject specifically as a weapon). If there is a suspicion that subject owned a weapon but no facts to substantiate this, code "-1-unclear". If no mention in files about ownership of weapon, code "0-no".

H. Lifestyle Impulsivity; IMPL;

The following variables are coded in order to assess the degree of general lifestyle impulsivity displayed by the subject based on the available information in the files. Do not include impulsivity in sexual offense here.

Code each item as: -1-unclear
0-absent
1-present

1. Unstable employment history, as evident in the frequent job changes (3 or more in five years not accounted for by nature

of job or economy), significant unemployment (6 months or more in five years), serious absenteeism (3 or more days per month), or walking off several jobs without other jobs in sight.

2. Financial irresponsibility, as indicated by defaults on debts, spending sprees, excessive gambling, etc.

3. Aimlessness or failure to settle down, as indicated by traveling from place to place without clear goals or by lack of a fixed address for a month or more.

4. Reckless behavior with no regard for consequences, as evident in numerous violations for speeding or operating to endanger, or in other self-damaging, risk taking acts (do not include here instances of poor judgment in offense).

5. Inability to maintain enduring attachment to a sexual partner, as evident in 2 or more divorces/separations, a series of relationships of brief duration, sexual promiscuity, etc. (include consenting homosexual relationships, but not offense related relationships). If never had an attachment, code -2.

6. Repeated instances of aggressive or destructive behavior in response to frustration/having his needs thwarted. (Code this when it seems that subject behaved aggressively or destructively as a result of and in response to being frustrated, and/or having unfulfilled or unmet needs. It is usually not apparent if all the above criteria are present so that the coder must use his/her judgment and the available facts to determine if these criteria are met).

7. Subjective experience of acting on "irresistible impulses," "whims", or "urges". (Code this when the subject himself said that he often times acted on irresistible impulses or uncontrollable urges. In cases where this is not mentioned by either the subject or the therapist/psychiatrist, the coder must rely on what is known from the information in the files and his/her judgment. Do not consider serious sex offenses here.)

Coding of Symptoms*

Code the symptoms based on their relative persistence and severity throughout subject's life. The objective is to establish characteristic traits as opposed to more transitory or situational states.

Code as follows:

-1-if a confident determination cannot be made as to presence/absence or degree of stability

0-if it is documented or can be reasonably inferred that subject never evidenced symptom
1-if there is evidence or strong suggestion that symptom was present as a brief or slight state
2-if there is sufficient evidence to conclude that the symptom has been so prevalent or severe as to constitute a lasting trait/long-term problem

The mere fact that a symptom is mentioned in a report does not provide sufficient evidence to code it as a trait or serious problem. Care must be taken not only to differentiate the persistance of symptoms, but also to consider the validity of the reporting. The coders must use all the information available to them, as well as a good deal of clinical judgment, to arrive at the symptoms which appear most truly characteristic of the subject.

Appendix VII

LIFELINE INTERVIEW

Developmental Antecedents of Rapists and Child Molesters

Coding Sheets

Biological Parents

(1) ____ Total time spent in years with biological mother.

(2) ____ Total time spent in years with biological father.

Institutionalization

(3) ____ Total number of changes in institutional situation in early childhood (0-5 years of age).

(4) ____ Total amount of time (in months) spent in institutions during early childhood (0-5 years of age).

(5) ____ Total number of changes in institutional situation in middle childhood (6-11 years of age).

(6) ____ Total amount of time (in months) spent in institutions during middle childhood (6-11 years of age).

(7) ____ Total number of changes in institutional situation in adolescence (12-18 years of age).

(8) ____ Total amount of time (in months) spent in institutions during adolescence (12-18 years of age).

(9) ____ Total number of changes in institutional situation throughout childhood and adolescence.

(10) ____ Total amount of time (in months) spent in institutions throughout childhood and adolescence.

(11) ____ Longest period of time (uninterrupted) spent in single institution (in months).

Situation Changes

(12) ____ Total number of situation changes during early childhood (0-5 years of age).

(13) ____ Total number of situation changes during middle childhood (6-11 years of age).

(14) ____ Total number of situation changes during adolescence (12-18 years of age).

(15) ____ Total number of situation changes throughout childhood and adolescence.

Primary Caregivers

(16) Number of primary caregivers in early childhood (0-5 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(17) Time spent with primary caregivers (In months) in early childhood (0-5 years inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(18) Number of changes in primary caregiver situation in early chidlhood (0-5 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(19) Number of primary caregivers in middle childhood (6-11 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(20) Time spent with primary caregivers (in months) in middle childhood (6-11 years inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(21) Number of changes in primary caregiver situation in middle childhood (6-11 years of age inclusive).

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(22) Number of primary caregivers in adolescence (12-18 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(23) Time spent with primary caregivers (in months) in adolescence (12-18 years inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(24) Number of changes in primary caregiver situation in adolescence (12-18 years of age inclusive).

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(25) Total number of primary caregivers (all epochs):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(26) Total time spent with primary caregivers (in months) (all epochs):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(27) Total number of changes in primary caregiver situation (all epochs):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(28) ____ Longest period of time (uninterrupted) spent with any single primary caregiver (in months).

Nonprimary Caregivers

(29) Number of nonprimary caregivers in early childhood (0-5 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(30) Time spent with nonprimary caregivers (In months) in early childhood (0-5 years inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(31) Number of changes in nonprimary caregiver situation in early chidlhood (0-5 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(32) Number of nonprimary caregivers in middle childhood (6-11 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(33) Time spent with nonprimary caregivers (in months) in middle childhood (6-11 years inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(34) Number of changes in nonprimary caregiver situation in middle childhood (6-11 years of age inclusive).

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(35) Number of nonprimary caregivers in adolescence (12-18 years of age inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(36) Time spent with nonprimary caregivers (in months) in adolescence (12-18 years inclusive):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(37) Number of changes in nonprimary caregiver situation in adolescence (12-18 years of age inclusive).

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(38) Total number of nonprimary caregivers (all epochs):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(39) Total time spent with nonprimary caregivers (in months) (all epochs):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(40) Total number of changes in nonprimary caregiver situation (all epochs):

(i) ____ any time,
(ii) ____ 3 months on,
(iii) ____ 6 months on
(iv) ____ 9 months on,
(v) ____ 12 months on.

(41) ____ Longest period of time (uninterrupted) spent with any single nonprimary caregiver (in months).

Directions

Items 1 and 2: Self-explanatory.

Item 3-11: Institutionalization means any removal of the individual from his caregiver situation to any institution including an orphanage, house of correction (for criminal activity or juvenile acting out), or psychiatric institution. Placement in a foster home, adoption, or any other placement in an alternate home environment should not be coded as an institutionalization. **"Changes"** in instatitutionalization mean the number of times the child has been institutionalized for any reason during a particular age period.

Item 12-15: A **situation change** is any change in the family or individual situation that would count as a stressor on family adaptation or the adaptation of the individual being coded. This would include a change in residence or neighborhood, a change in schools, or the removal of the subject from the home because of any medical reason.

Items 16-28: Primary caregivers are defined as individuals who had responsibility for the care of the child. This could have been determined by court order, by the actions taken by individual family members, by family friends, or by other individuals volunteering to take care of the child.
"Number" means the number of caregivers who met the criteria described above.
"Number of changes" means the number of times caregivers entered or left the offender's life during this period.
Changes in a caregiver situation are considered to be any significant changes in caregiver situation, i.e., any addition or removal of a primary caregiver or group of caregivers from the subject's living situation. Examples of such changes include: divorce, separation, marriage, remarriage, a caregiver introducing another individual into the situation (not necessiarily by marriage), a caregiver moving out, a caregiver dying, someone else assuming the role of caregiver (e.g., placement into a foster home, adoption, other family members taking over the caregiver role, family friends taking over the caregiver role), a caregiver traveling away from home for an extended period (more than a month) as part of work, or removal of a caregiver from the home

situation for an extended period of time (more than a month) for institutionalization (medical, psychiatric, or criminal). **Instititutionalization of the subject is *not*, however, included as a change in caregiver situation on these items.**

Item **Subdivisions i, ii, iii, iv, and v:** These represent the minimum number of months that an offender must have spent with a particular caregiver for that person to be defined as a primary caregiver. "Any" means that any time spent with the offender during that period would count the caregiver as primary. "Three months and more" means that a person would be counted as a primary caregiver only if he or she spent a minimum of three months with the offender during that period.

Item **28: "Uninterrupted"** means that there was no change in situation, so that the child was out of contact with the caregiver during this period. Institutionaliztion, running away, or any situation in which the child resided away from caregiver should be considered an interruption. Divorce, marriage, or moving around with a particular caregiver, as long as the contact with the caregiver remains consistant, should not be considered an interruption.

Items **29 - 41: Nonprimary caregivers** are individuals who were not mandated responsibility for caring for the offender, but played an important caregiving role in the offenders life (e.g. a concerned Boy Scout leader, a brother or sister who took care of the offender, etc.)

Lifeline Interview -- Coding Sheets

Offender ID Number: _____
Rater ID Number: _____

Item No.	Biological Parents	Total Time (yrs.)
1	Mother	
2	Father	

	Institutionalization	Dev. Epoch	No. Changes	Time (mo.)
3,4		Early (0-5)		
5,6		Middle (6-11)		
7,8		Adoles (12-18)		
9,10		Total (all epochs)		

11	Longest time spent in single institution	

	Situation Changes	Dev. Epoch	No. Changes
12		Early (0-5)	
13		Middle (6-11)	
14		Adoles (12-18)	
15		Total (all epochs)	

Item No.		Primary Caregivers	Dev. Epoch	Type/Def.	Number	Time (mo.)	No. Changes
16,17, 18	i.		Early (0-5)	any			
	ii.			3 mo. & >			
	iii.			6 mo. & >			
	iv.			9 mo. & >			
	v.			12 mo. & >			
19,20, 21	i.		Middle (6-11)	any			
	ii.			3 mo. & >			
	iii.			6 mo. & >			
	iv.			9 mo. & >			
	v.			12 mo. & >			
22,23, 24	i.		Adoles (12-18)	any			
	ii.			3 mo. & >			
	iii.			6 mo. & >			
	iv.			9 mo. & >			
	v.			12 mo. & >			
25,26, 27	i.		Total (all epochs)	any			
	ii.			3 mo. & >			
	iii.			6 mo. & >			
	iv.			9 mo. & >			
	v.			12 mo. & >			

28 Longest time spent with single primary

Item No.	Nonprim Caregivers	Dev. Epoch	Type/Def.	Number	Time (mo.)	No. Changes
29,30, 31	i.	Early (0-5)	any			
	ii.		3 mo. & >			
	iii.		6 mo. & >			
	iv.		9 mo. & >			
	v.		12 mo. & >			
32,33, 34	i.	Middle (6-11)	any			
	ii.		3 mo. & >			
	iii.		6 mo. & >			
	iv.		9 mo. & >			
	v.		12 mo. & >			
35,36, 37	i.	Adoles (12-18)	any			
	ii.		3 mo. & >			
	iii.		6 mo. & >			
	iv.		9 mo. & >			
	v.		12 mo. & >			
38,39, 40	i.	Total (all epochs)	any			
	ii.		3 mo. & >			
	iii.		6 mo. & >			
	iv.		9 mo. & >			
	v.		12 mo. & >			

41 Longest time spent with single non-primary caregiver: ____

Appendix VIII

COMPUTERIZED DEVELOPMENTAL INTERVIEW

Preliminary Interview

Prior to the administration of the computerized interview a very brief life history was taken to determine those individuals who had played a significant role during the subject's formative years. For the most part, these individuals included grandparents, stepparents, foster parents and aunts/uncles. Additional questions pertaining to these individuals were included only if the subject or the interviewer felt that the individual had impacted significantly on the life of the subject. In such instances, "secondary caregiver" sections that duplicated the questions in the mother or father sections were administered. The headings and references in these secondary caregiver sections were changed to the name of the designated caregiver.

MOTHER SECTION

File: DSK:MOTH3.TEXT

MOTHER3.NEW

INSTRUCT
PLEASE ANSWER THE FOLLOWING STATEMENTS AND QUESTIONS AS BEST YOU CAN.
IF YOU HAVE ANY QUESTIONS, OR IF SOMETHING ISN`T CLEAR, PLEASE ASK
FOR HELP.

[1] MY MOTHER

{1} HAD SOME ELEMENTARY SCHOOL
{2} COMPLETED ELEMENTARY SCHOOL
{3} HAD SOME HIGH SCHOOL OR GED COURSE WORK
{4} COMPLETED HIGH SCHOOL OR GED
{5} HAD SOME COLLEGE OR OTHER TRAINING AFTER HIGH SCHOOL
{6} COMPLETED FOUR YEARS OF COLLEGE
{7} WENT TO GRADUATE SCHOOL BUT DIDN`T GET A DEGREE
{8} HAS A GRADUATE LEVEL DEGREE

[2] THROUGHOUT MY CHILDHOOD, MY MOTHER, IN ADDITION TO HER WORK AS A HOUSEWIFE,

{1} ALWAYS HAD ANOTHER JOB
{2} USUALLY HAD ANOTHER JOB BUT WAS SOMETIMES OUT OF WORK FOR SHORT PERIODS
{3} HAD ANOTHER JOB HALF THE TIME, WAS OUT OF WORK HALF THE TIME
{4} WAS USUALLY OUT OF WORK, BUT SOMETIMES HAD ANOTHER JOB
{5} HARDLY EVER OR NEVER HAD ANOTHER JOB

IF [2] EQ 5 THEN GOTO MHEALTH

[3] AS I WAS GROWING UP, MY MOTHER WORKED MAINLY

{1} AT HOME (BY BABYSITTING, DOING LAUNDRY, BEING A SALESLADY ETC.)
{2} OUTSIDE THE HOME, BUT ON A TEMPORARY OR PART-TIME BASIS
{3} OUTSIDE THE HOME, BUT ON A FULL-TIME BASIS

IF [3] EQ 1 THEN GOTO [14]

[4] HOW OLD WERE YOU WHEN YOUR MOTHER BEGAN WORKING
{NUMBER 1 20}

IF [4] GE 12 THEN GOTO MHEALTH

[5] AS I WAS GROWING UP, THE FOLLOWING PEOPLE WERE MAINLY RESPONSIBLE FOR ME WHEN MY MOTHER WAS AT WORK:

MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[6] MY OLDER BROTHERS AND SISTERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[7] MY GRANDPARENTS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[8] AUNTS, UNCLES OR OTHER RELATIVES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[9] FAMILY FRIENDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[10] BABYSITTERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[11] I TOOK CARE OF MYSELF

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[12] I WAS IN SCHOOL WHEN MY MOTHER WAS AT WORK

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[13] MY MOTHER MISSED A LOT OF WORK BECAUSE OF ILLNESS

{0} NEVER
{1} RARELY

{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[14] SHE HAD PROBLEMS KEEPING A JOB BECAUSE OF DRINKING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[15] AS FAR AS YOU KNOW, WAS YOUR MOTHER FIRED FROM A JOB?

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[16] WOULD YOU SAY THAT YOUR MOTHER WAS A MAIN PROVIDER FOR YOUR FAMILY?

{0} NO, SHE WASN`T A MAIN PROVIDER
{1} IT WAS IMPORTANT, BUT NOT THE ONLY SUPPORT FOR THE FAMILY
{2} YES, IT WAS THE ONLY SUPPORT THE FAMILY HAD

[17] WOULD YOU SAY THAT YOUR MOTHER WAS A GOOD PROVIDER FOR YOUR FAMILY?

{1} YES
{2} NO, BUT SHE TRIED HER BEST
{3} NO, SHE DIDN`T TRY TO PROVIDE FOR US AS MUCH AS SHE SHOULD HAVE

MHEALTH:

[18] AS I WAS GROWING UP, MY MOTHER HAD PROBLEMS WITH HER PHYSICAL HEALTH

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

IF [18] EQ 0 THEN GOTO MALCOHOL

INSTRUCT
YOUR MOTHER HAD SOME PHYSICAL HEALTH PROBLEMS. PLEASE ANSWER THE FOLLOWING STATEMENTS ABOUT THEM.

[19] THEY WERE DUE TO A SERIOUS ACCIDENT OR INJURY
{YESNO}

[20] A TEMPORARY ILLNESS OR OPERATION REQUIRING HOSPITALIZATION
{YESNO}

[21] REPEATED, BUT NOT TOO SERIOUS HEALTH PROBLEMS OR COMPLAINTS (FOR EXAMPLE, HEADACHES, ASTHMA, ULCERS, ETC.)
{YESNO}

[22] A LENGTHY OR LASTING ILLNESS OR A SERIOUS NATURE (FOR EXAMPLE HEART DISEASE, CANCER, STROKES, ETC.)
{YESNO}

[23] A DISABILITY OR A HANDICAP
{YESNO}

[24] MY MOTHER`S HEALTH PROBLEMS INCLUDED SOME PROBLEM IN THE PREGNANCY OR BIRTH OF ME OR ONE OF MY BROTHERS OR SISTERS
{YESNO}

[25] AS I WAS GROWING UP, MY MOTHER`S HEALTH PROBLEMS

{1} DID NOT REALLY AFFECT ME
{2} CAUSED ME SOME PROBLEMS (E.G. THE FAMILY HAD LESS MONEY)
{3} HAD SERIOUS/LONG-LASTING EFFECTS ON MY LIFE

[26] HOW DID YOUR MOTHER`S HEALTH PROBLEMS (AS YOU WERE GROWING UP) AFFECT HER LIFE?

{1} NOT AT ALL
{2} THEY CAUSED MINOR OR SHORT-TERM PROBLEMS FOR HER (FOR EXAMPLE, TEMPORARY UNEMPLOYMENT)
{3} THEY CAUSED MAJOR OR LONG-TERM PROBLEMS IN HER LIFE (FOR EXAMPLE, SHE COULDN`T WORK AGAIN)
{4} MY MOTHER DIED AS A RESULT OF HER HEALTH PROBLEMS AS I WAS GROWING UP

MALCOHOL:

[27] MY MOTHER DRANK ALCOHOLIC BEVERAGES

{1} HARDLY EVER OR NEVER
{2} ONCE IN A WHILE WITHOUT EVER GETTING TOO DRUNK
{3} ONLY NOW AND THEN BUT GOT REALLY DRUNK
{4} OFTEN, BUT NEVER SEEMED TO GET DRUNK
{5} OFTEN, AND WAS SOMETIMES DRUNK
{6} A LOT AND WAS USUALLY DRUNK

IF [27] EQ 1 THEN GOTO MMENTAL

[28] DID YOUR MOTHER`S DRINKING CAUSE ANY PROBLEMS FOR HERSELF OR OTHERS (FOR EXAMPLE, OTHER FAMILY MEMBERS)?

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[29] MY MOTHER`S DRINKING LED TO FIGHTS IN THE FAMILY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[30] MY MOTHER`S DRINKING LED TO FIGHTS WITH FRIENDS/NEIGHBORS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[31] MY MOTHER`S DRINKING LED HER TO PHYSICALLY ABUSE HER HUSBAND

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[32] MY MOTHER`S DRINKING LED HER TO PHYSICALLY ABUSE HER CHILDREN

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[33] MY MOTHER`S DRINKING LED TO A DIVORCE OR SEPARATIONS FROM HER HUSBAND

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[34] MY MOTHER`S DRINKING CAUSED HER TO BE ROWDY, LOUD

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[35] MY MOTHER`S DRINKING CAUSED HER TO BE DESTRUCTIVE OF PROPERTY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[36] MY MOTHER`S DRINKING CAUSED HER TO BE VIOLENT OR AGGRESSIVE TO OTHERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[37] MY MOTHER`S DRINKING LED HER TO BE PICKED UP BY THE POLICE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[38] MY MOTHER`S DRINKING WAS INVOLVED IN HER BEING OUT OF THE HOME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[39] MY MOTHER`S DRINKING CAUSED HER NOT TO DO A LOT OF THINGS AROUND THE HOME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[40] MY MOTHER`S DRINKING LED HER TO NEGLECT HER CHILDREN OR NOT CARE FOR THEM

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[41] MY SISTERS AND BROTHERS OR I CARED FOR MY MOTHER WHEN SHE HAD BEEN DRINKING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[42] MY MOTHER`S DRINKING LED TO MEDICAL PROBLEMS SUCH AS LIVER DAMAGE
{YESNO}

[43] AS I WAS GROWING UP, MY MOTHER`S DRINKING

{1} REALLY DIDN`T AFFECT ME
{2} CAUSED ME SOME DIFFICULTIES, SUCH AS EMBARASSMENT OR WORRY
{3} HAD SERIOUS, LONG-LASTING EFFECTS ON MY LIFE

MMENTAL:

[44] AS YOU WERE GROWING UP, DID YOUR MOTHER EVER HAVE NERVOUS BREAKDOWNS, SERIOUS DEPRESSIONS, STRANGE THOUGHTS OR BEHAVIORS OR EXTREME MOOD SWINGS?

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[45] WAS YOUR MOTHER EVER TREATED FOR EMOTIONAL OR PERSONAL PROBLEMS?

(1) NOT AS FAR AS I KNOW
(2) YES, SHE SAW A DOCTOR, THERAPIST, OR COUNSELOR ABOUT HER PERSONAL PROBLEMS
(3) YES, SHE WAS HOSPITALIZED FOR A SHORT TIME BECAUSE OF MENTAL PROBLEMS
(4) YES, SHE SPENT MUCH TIME (SEVERAL YEARS) IN HOSPITALS BECAUSE OF EMOTIONAL OR PERSONAL PROBLEMS

[46] WHICH OF THE FOLLOWING DESCRIBE YOUR MOTHER AS YOU WERE GROWING UP?

SHE WAS BLUE, SAD, DEPRESSED

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[47] SHE DID SOME BIZARRE OR STRANGE THINGS, LIKE TALKING TO PEOPLE WHO WEREN'T THERE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[48] SHE THOUGHT PEOPLE WERE OUT TO GET HER, OR WERE FOLLOWING HER, OR WERE AGAINST HER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[49] SHE WAS VERY NERVOUS AND TENSE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[50] SHE WAS VERY SULLEN OR ANGRY AND HAD TEMPER TANTRUMS FOR LITTLE OR

NO REASON

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[51] SHE HAD HIGH PERIODS IN WHICH SHE WAS VERY ACTIVE OR OVERLY ENTHUSIASTIC OR OPTIMISTIC ABOUT THINGS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[52] SHE HAD EXTREME CHANGES IN MOOD, FROM VERY DEPRESSED TO VERY HAPPY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[53] SHE WAS NEEDLESSLY CRUEL, EVEN SADISTIC

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[54] SHE WAS A "WORKAHOLIC"; SHE SPENT ALL HER TIME WORKING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[55] SHE WAS VERY WITHDRAWN; SHE KEPT TO HERSELF AND HAD FEW OR NO FRIENDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[56] SHE WAS A HIGHLY RELIGIOUS PERSON

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[57] SHE HAD DIFFICULTY GETTING ALONG WITH OTHER FAMILY MEMBERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

IF [44] EQ 0 AND [45] EQ 1 THEN GOTO MCRIMIN

[58] AS I WAS GROWING UP, MY MOTHER`S EMOTIONAL OR PERSONAL PROBLEMS

{1} DIDN`T REALLY AFFECT ME AT ALL
{2} CAUSED ME SOME DIFFICULTIES, FOR EXAMPLE EMBARASSMENT OR WORRY
{3} HAD SERIOUS, LONG-LASTING EFFECTS ON MY LIFE

MCRIMIN:

[59] MY MOTHER

{1} TO THE BEST OF MY KNOWLEDGE NEVER DID ANYTHING ILLEGAL MORE SERIOUS THAN A TRAFFIC VIOLATION
{2} WAS NEVER ARRESTED, BUT MAY HAVE DONE SOMETHING ILLEGAL
{3} WAS ARRESTED FOR SOME CRIME, BUT WAS NOT CONVICTED
{4} WAS CONVICTED OF A CRIME

IF [59] EQ 1 THEN DONE

[60] MY MOTHER`S ACTS INCLUDED:
TRAFFIC VIOLATIONS

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[61] DRUG USE, POSSESSION OR DEALING

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[62] FRAUD OR FORGERY

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[63] CHILD NEGLECT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[64] CHILD ABUSE

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[65] DRUNKEN OR DISORDERLY CONDUCT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[66] BREAKING AND ENTERING, LARCENY, BURGLARY

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[67] STEALING OR ROBBERY FROM A PERSON

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[68] NONSEXUAL ASSAULT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[69] ASSAULTS OF ANY KIND

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[70] MANSLAUGHTER OR VEHICULAR HOMICIDE

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[71] MURDER

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[72] PORNOGRAPHY

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW

{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[73] PROSTITUTION

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[74] CONTRIBUTING TO THE DELINQUENCY OF A MINOR

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[75] HOW MANY TIMES DID YOUR MOTHER RECEIVE TIME TO SERVE

{0} NEVER
{1} ONE TIME ONLY
{2} 2-3 TIMES
{3} 4-6 TIMES
{4} 7-10 TIMES

[76] HOW MUCH TIME TOTAL DID YOUR MOTHER SPEND IN CORRECTIONAL FACILITIES (JAIL, HOUSE OF CORRECTION, PRISON)

{0} NONE
{1} LESS THAN 1 YEAR
{2} 1 TO 3 YEARS
{3} 4 TO 10 YEARS
{4} MORE THAN 10 YEARS

[77] HOW DID YOUR MOTHER`S TROUBLES WITH THE LAW AFFECT YOUR FAMILY

{1} NOT MUCH AT ALL
{2} THERE WERE MINOR OR TEMPORARY PROBLEMS AS A RESULT (FOR EXAMPLE, ARGUMENTS, MONEY PROBLEMS)
{3} THERE WERE MAJOR PROBLEMS AS A RESULT (FOR EXAMPLE, DIVORCE, FOSTER HOMES FOR THE CHILDREN, ETC.)

[78] HOW DID YOUR MOTHER`S TROUBLES WITH THE LAW AFFECT YOU

{1} NOT MUCH AT ALL
{2} THEY CAUSED ME SOME DIFFICULTY, FOR EXAMPLE EMBARASSMENT OR WORRY
{3} THEY HAD SERIOUS, LONG-LASTING EFFECTS ON MY LIFE

FATHER SECTION

File: DSK:FATH3.TEXT

FATHER3.NEW

INSTRUCT
PLEASE ANSWER THE FOLLOWING STATEMENTS AND QUESTIONS AS BEST YOU CAN. IF YOU HAVE ANY QUESTIONS, OR IF SOMETHING ISN`T CLEAR, PLEASE ASK FOR HELP.

[1] MY FATHER

{1} HAD SOME ELEMENTARY SCHOOL
{2} COMPLETED ELEMENTARY SCHOOL
{3} HAD SOME HIGH SCHOOL OR GED COURSE WORK
{4} COMPLETED HIGH SCHOOL OR GED
{5} HAD SOME COLLEGE OR OTHER TRAINING AFTER HIGH SCHOOL
{6} COMPLETED FOUR YEARS OF COLLEGE
{7} WENT TO GRADUATE SCHOOL BUT DIDN`T GET A DEGREE
{8} HAS A GRADUATE LEVEL DEGREE

[2] THROUGHOUT MY CHILDHOOD, MY FATHER

{1} ALWAYS HAD A JOB
{2} USUALLY HAD A JOB BUT WAS SOMETIMES OUT OF WORK FOR SHORT PERIOD
{3} HAD A JOB HALF THE TIME, WAS OUT OF WORK HALF THE TIME
{4} WAS USUALLY OUT OF WORK, BUT SOMETIMES HAD A JOB
{5} HARDLY EVER OR NEVER HAD A JOB

IF [2] LE 2 THEN GOTO FHEALTH

[3] YOUR FATHER WAS OUT OF WORK AT TIMES. WHICH OF THE FOLLOWING WERE REASONS FOR HIS UNEMPLOYMENT?

HE WAS GOING TO SCHOOL FULL-TIME
{YESNO}

[4] HE DID SEASONAL WORK AND DIDN`T HAVE WORK IN THE WINTERS
{YESNO}

[5] HE GOT LAID OFF BECAUSE OF SLOW BUSINESS, PLANT CLOSINGS, ETC.
{YESNO}

[6] HE MISSED A LOT OF WORK BECAUSE OF ILLNESS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[7] HE HAD PROBLEMS KEEPING A JOB BECAUSE OF DRINKING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[8] HE LOST JOBS BECAUSE OF FIGHTS OR ARGUMENTS WITH BOSSES/COWORKERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[9] HE DIDN`T WORK BECAUSE OF ARRESTS OR PRISON SENTENCES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[10] AS FAR AS YOU KNOW, WAS YOUR FATHER FIRED FROM A JOB?

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[11] WOULD YOU SAY THAT YOUR FATHER WAS A GOOD PROVIDER FOR YOUR FAMILY?

{1} YES
{2} NO, BUT HE TRIED HIS BEST
{3} NO, HE DIDN`T TRY TO PROVIDE FOR US AS MUCH AS HE SHOULD HAVE

FHEALTH:

[12] AS I WAS GROWING UP, MY FATHER HAD PROBLEMS WITH HIS PHYSICAL HEALTH

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

IF [12] EQ 0 THEN GOTO FALCOHOL

INSTRUCT
YOUR FATHER HAD SOME PHYSICAL HEALTH PROBLEMS. PLEASE ANSWER THE FOLLOWING STATEMENTS ABOUT THEM.

[13] THEY WERE DUE TO A SERIOUS ACCIDENT OR INJURY
{YESNO}

[14] A TEMPORARY ILLNESS OR OPERATION REQUIRING HOSPITALIZATION
{YESNO}

[15] REPEATED, BUT NOT TOO SERIOUS, HEALTH PROBLEMS OR COMPLAINTS (FOR EXAMPLE, HEADACHES, ASTHMA, ULCERS, ETC.)
{YESNO}

[16] A LENGTHY OR LASTING ILLNESS OF A SERIOUS NATURE (FOR EXAMPLE, HEART DISEASE, CANCER, STROKES, ETC.)
{YESNO}

[17] A DISABILITY OR A HANDICAP
{YESNO}

[18] AS I WAS GROWING UP, MY FATHER`S HEALTH PROBLEMS

{1} DID NOT REALLY AFFECT ME
{2} CAUSED ME SOME PROBLEMS (E.G. THE FAMILY HAD LESS MONEY)
{3} HAD SERIOUS/LONG-LASTING EFFECTS ON MY LIFE

[19] HOW DID YOUR FATHER`S HEALTH PROBLEMS (AS YOU WERE GROWING UP) AFFECT HIS LIFE

{1} NOT AT ALL
{2} THEY CAUSED MINOR OR SHORT-TERM PROBLEMS FOR HIM (FOR EXAMPLE, TEMPORARY UNEMPLOYMENT)
{3} THEY CAUSED MAJOR OR LONG-TERM PROBLEMS IN HIS LIFE (FOR EXAMPLE, HE COULDN`T WORK AGAIN)
{4} MY FATHER DIED AS A RESULT OF HIS HEALTH PROBLEMS AS I WAS GROWING UP

FALCOHOL:

[20] MY FATHER DRANK ALCOHOLIC BEVERAGES

{1} HARDLY EVER OR NEVER
{2} ONCE IN A WHILE WITHOUT EVER GETTING TOO DRUNK
{3} ONLY NOW AND THEN BUT GOT REALLY DRUNK
{4} OFTEN, BUT NEVER SEEMED TO GET DRUNK
{5} OFTEN, AND WAS SOMETIMES DRUNK
{6} A LOT AND WAS USUALLY DRUNK

IF [20] EQ 1 THEN GOTO FMENTAL

[21] DID YOUR FATHER`S DRINKING CAUSE ANY PROBLEMS FOR HIMSELF OR OTHERS (FOR EXAMPLE, OTHER FAMILY MEMBERS)

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

IF [21] EQ 0 THEN GOTO FMENTAL

[22] MY FATHER`S DRINKING LED TO FIGHTS IN THE FAMILY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[23] MY FATHER`S DRINKING LED TO FIGHTS WITH FRIENDS/NEIGHBORS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[24] MY FATHER`S DRINKING LED HIM TO PHYSICALLY ABUSE HIS WIFE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[25] MY FATHER`S DRINKING LED HIM TO PHYSICALLY ABUSE HIS CHILDREN

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[26] MY FATHER`S DRINKING LED TO A DIVORCE OR SEPARATIONS FROM HIS WIFE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[27] MY FATHER`S DRINKING CAUSED HIM TO BE ROWDY, LOUD

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[28] MY FATHER`S DRINKING CAUSED HIM TO BE DESTRUCTIVE OF PROPERTY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[29] MY FATHER`S DRINKING CAUSED HIM TO BE VIOLENT OR AGGRESSIVE TO OTHERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[30] MY FATHER`S DRINKING CAUSED HIM TO MISS WORK OR LOSE A JOB

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[31] MY FATHER`S DRINKING LED HIM TO BE PICKED UP BY THE POLICE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[32] MY FATHER`S DRINKING LED TO MEDICAL PROBLEMS SUCH AS LIVER DAMAGE {YESNO}

[33] MY FATHER`S DRINKING WAS INVOLVED IN HIS BEING OUT OF THE HOME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[34] AS I WAS GROWING UP, MY FATHER`S DRINKING

{1} REALLY DIDN`T AFFECT ME
{2} CAUSED ME SOME DIFFICULTIES, SUCH AS EMBARASSMENT OR WORRY
{3} HAD SERIOUS, LONG-LASTING EFFECTS ON MY LIFE

FMENTAL:

[35] AS YOU WERE GROWING UP, DID YOUR FATHER EVER HAVE NERVOUS BREAKDOWNS, SERIOUS DEPRESSIONS, STRANGE THOUGHTS OR BEHAVIORS OR EXTREME MOOD SWINGS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[36] WAS YOUR FATHER EVER TREATED FOR EMOTIONAL OR PERSONAL PROBLEMS

{1} NOT AS FAR AS I KNOW
{2} YES, HE SAW A DOCTOR, THERAPIST, OR COUNSELOR ABOUT HIS PROBLEMS
{3} YES, HE WAS HOSPITALIZED FOR A SHORT TIME BECAUSE OF MENTAL PROBLEMS
{4} YES, HE SPENT MUCH TIME (SEVERAL YEARS) IN HOSPITALS BECAUSE OF EMOTIONAL OR PERSONAL PROBLEMS

[37] WHICH OF THE FOLLOWING DESCRIBE YOUR FATHER AS YOU WERE GROWING UP:

HE WAS BLUE, SAD, DEPRESSED

{0} NEVER

(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[38] HE DID SOME BIZARRE OR STRANGE THINGS (LIKE TALKING TO PEOPLE WHO WEREN`T THERE)

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[39] HE THOUGHT PEOPLE WERE OUT TO GET HIM, OR FOLLOWING HIM, OR AGAINST HIM

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[40] HE WAS VERY NERVOUS AND TENSE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[41] HE WAS VERY SULLEN OR ANGRY AND HAD TEMPER TANTRUMS FOR LITTLE OR NO REASON

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[42] HE HAD HIGH PERIODS IN WHICH HE WAS VERY ACTIVE OR OVERLY ENTHUSIASTIC OR OPTIMISTIC ABOUT THINGS

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[43] HE HAD EXTREME CHANGES IN MOOD, FROM VERY DEPRESSED TO VERY HAPPY

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[44] HE WAS NEEDLESSLY CRUEL, EVEN SADISTIC

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[45] HE WAS A "WORKAHOLIC"; HE SPENT ALL HIS TIME WORKING

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[46] HE WAS VERY WITHDRAWN; HE KEPT TO HIMSELF AND HAD FEW OR NO FRIENDS

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[47] HE WAS A HIGHLY RELIGIOUS PERSON

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[48] HE HAD DIFFICULTY GETTING ALONG WITH OTHER FAMILY MEMBERS

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

IF [35] EQ 0 AND [36] EQ 1 THEN GOTO FCRIMIN

[49] AS I WAS GROWING UP, MY FATHER`S EMOTIONAL OR PERSONAL PROBLEMS

(1) DIDN`T REALLY AFFECT ME AT ALL
(2) CAUSED ME SOME DIFFICULTIES, FOR EXAMPLE EMBARASSMENT OR WORRY
(3) HAD SERIOUS, LONG-LASTING EFFECTS ON MY LIFE

FCRIMIN:

[50] MY FATHER

(1) TO THE BEST OF MY KNOWLEDGE NEVER DID ANYTHING ILLEGAL MORE SERIOUS THAN A TRAFFIC VIOLATION

{2} WAS NEVER ARRESTED, BUT MAY HAVE DONE SOMETHING ILLEGAL
{3} WAS ARRESTED FOR SOME CRIME, BUT WAS NOT CONVICTED
{4} WAS CONVICTED OF A CRIME

IF [50] EQ 1 THEN DONE

[51] MY FATHER`S ACTS INCLUDED:

TRAFFIC VIOLATIONS

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[52] DRUG USE, POSSESSION OR DEALING

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[53] NOT PAYING CHILD SUPPORT TO HIS WIFE

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[54] FRAUD OR FORGERY

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[55] CHILD NEGLECT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[56] CHILD ABUSE

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[57] DRUNKEN OR DISORDERLY CONDUCT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[58] BREAKING AND ENTERING, LARCENY, BURGLARY

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[59] STEALING OR ROBBERY FROM A PERSON

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[60] NONSEXUAL ASSAULT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[61] MANSLAUGHTER OR VEHICULAR HOMICIDE

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[62] MURDER

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[63] ASSAULTS OF ANY KIND

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[64] INDECENT EXPOSURE OR "FLASHING"

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[65] VOYEURISM OR "PEEPING"

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[66] CHILD MOLESTING OR INDECENT ASSAULT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[67] PORNOGRAPHY

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[68] CONTRIBUTING TO THE DELINQUENCY OF A MINOR

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[69] INCEST

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[70] RAPE OR ATTEMPTED RAPE OF AN ADULT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[71] ANY OTHER SEXUAL ASSAULT AGAINST AN ADULT

{0} NO
{1} YES, BUT THERE WAS NO TROUBLE WITH THE LAW
{2} YES, AND THERE WAS SOME TROUBLE WITH THE LAW
{9} I DON`T KNOW

[72] HOW MANY TIMES DID YOUR FATHER RECEIVE TIME TO SERVE?

{0} NEVER
{1} 1 TIME ONLY
{2} 2-3 TIMES
{3} 4-6 TIMES
{4} 7-10 TIMES

[73] HOW MUCH TIME TOTAL DID YOUR FATHER SPEND IN CORRECTIONAL FACILITIES (JAIL, HOUSE OF CORRECTION, PRISON)?

{0} NEVER
{1} LESS THAN 1 YEAR
{2} 1 TO 3 YEARS
{3} 4 TO 10 YEARS
{4} MORE THAN 10 YEARS

[74] HOW DID YOUR FATHER'S TROUBLES WITH THE LAW AFFECT YOUR FAMILY?

(1) NOT MUCH AT ALL
(2) THERE WERE MINOR OR TEMPORARY PROBLEMS AS A RESULT (FOR EXAMPLE, ARGUMENTS, MONEY PROBLEMS)
(3) THERE WERE MAJOR PROBLEMS AS A RESULT (FOR EXAMPLE, DIVORCE, FOSTER HOMES FOR THE CHILDREN, ETC.)

[75] HOW DID YOUR FATHER'S TROUBLES WITH THE LAW AFFECT YOU?

(1) NOT MUCH AT ALL
(2) THEY CAUSED ME SOME DIFFICULTY (FOR EXAMPLE, EMBARASSMENT OR WORRY)
(3) THEY HAD SERIOUS LONG-LASTING EFFECTS ON MY LIFE

FAMILY SECTION

File: DSK:FAM3.TEXT

FAMILY3.NEW

INSTRUCT
PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR REAL OR NATURAL FAMILY.
THAT IS, YOUR BIOLOGICAL PARENTS AND BROTHERS AND SISTERS.

[1] AS I WAS GROWING UP, MY FAMILY WAS

{1} FAIRLY WELL OFF FINANCIALLY
{2} ABOUT AVERAGE, THAT IS, HAD A STEADY INCOME OR ENOUGH TO LIVE ON
{3} NOT AS WELL OFF AS MOST FAMILIES
{4} VERY POOR FINANCIALLY

[2] WE HAD MONEY PROBLEMS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[3] WE RECEIVED FINANCIAL HELP FROM AGENCIES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[4] OTHER PARTS OF THE FAMILY (FOR EXAMPLE, GRANDPARENTS, UNCLES, AUNTS) HELPED US OUT FINANCIALLY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[5] AS I WAS GROWING UP, MY PARENTS

{1} STAYED TOGETHER THE ENTIRE TIME
{2} WERE TOGETHER MOST OF THE TIME, BUT WERE SEPARATED SOME OF THE TIME
{3} WERE TOGETHER SOME OF THE TIME, BUT WERE SEPARATED MOST OF THE TIME
{4} WERE NEVER TOGETHER

IF [5] EQ 1 THEN GOTO [9]

[6] THEY WERE SEPARATED FOR THE FIRST TIME WHEN I WAS ..... YEARS OLD
(PRESS 0 IF IT WAS BEFORE YOU WERE BORN)
{NUMBER 0 20}

[7] AS I WAS GROWING UP, MY FATHER AND I LIVED IN THE SAME HOUSEHOLD

{0} NEVER
{1} SOME OF THE TIME
{2} ABOUT HALF OF THE TIME
{3} MOST OF THE TIME
{4} ALWAYS

[8] AS I WAS GROWING UP, MY MOTHER AND I LIVED IN THE SAME HOUSEHOLD

{0} NEVER
{1} SOME OF THE TIME
{2} ABOUT HALF OF THE TIME
{3} MOST OF THE TIME
{4} ALWAYS

IF [5] EQ 4 THEN GOTO [29]

[9] AS I WAS GROWING UP, ARGUMENTS BETWEEN MY PARENTS OCCURRED

{0} LESS THAN ONCE EVERY TWO WEEKS
{1} ABOUT ONCE EVERY TWO WEEKS
{2} ONCE OR TWICE A WEEK
{3} OFTEN EACH WEEK
{4} DAILY

[10] MY FATHER HIT OR SLAPPED MY MOTHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[11] MY MOTHER HIT OR SLAPPED MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[12] MY FATHER PUNCHED OR KICKED MY MOTHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[13] MY MOTHER PUNCHED OR KICKED MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[14] I CAN RECALL MY FATHER HITTING MY MOTHER WITH AN OBJECT

{0} NEVER
{1} RARELY

(2) SOMETIMES
(3) MANY TIMES

[15] MY MOTHER HIT MY FATHER WITH AN OBJECT

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[16] MY FATHER CALLED MY MOTHER NAMES

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[17] MY MOTHER CALLED MY FATHER NAMES

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[18] MY FATHER NAGGED AT MY MOTHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[19] MY MOTHER NAGGED AT MY FATHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[20] MY FATHER YELLED AT MY MOTHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[21] MY MOTHER YELLED AT MY FATHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[22] I CAN RECALL MY FATHER HUGGING MY MOTHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[23] I CAN RECALL MY MOTHER HUGGING MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[24] I CAN RECALL MY FATHER KISSING MY MOTHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[25] I CAN RECALL MY MOTHER KISSING MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[26] MY PARENTS SEEMED TO ENJOY TALKING TO ONE ANOTHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[27] I REMEMBER MY FATHER COMPLIMENTING MY MOTHER, OR SAYING NICE THINGS TO HER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[28] I REMEMBER MY MOTHER COMPLIMENTING MY FATHER, OR SAYING NICE THINGS TO HIM

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES

[29] AS I WAS GROWING UP, MY RELATIONSHIP WITH MY BROTHERS AND SISTERS HAD CONFLICTS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} MANY TIMES
{9} I DID NOT HAVE ANY BROTHERS OR SISTERS

IF [29] EQ 9 THEN GOTO [36]

[30] MY BROTHERS AND SISTERS TEASED ME AND/OR CALLED ME NAMES

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[31] MY BROTHERS AND SISTERS FOUGHT WITH ME OR BEAT ME UP

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[32] I TEASED MY BROTHERS AND SISTERS AND/OR CALLED THEM NAMES

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[33] I PICKED FIGHTS WITH MY BROTHERS AND SISTERS, AND BEAT THEM UP

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) MANY TIMES

[34] WHEN MY BROTHERS AND SISTERS TEASED ME OR CALLED ME NAMES I

(1) RAN AWAY OR TRIED TO AVOID THEM
(2) TURNED TO OTHERS (FOR EXAMPLE, MY MOTHER) FOR HELP
(3) STOOD AND TOOK IT
(4) FOUGHT BACK

[35] AS I WAS GROWING UP, I FEEL I WAS TREATED

(1) MUCH BETTER THAN MY BROTHERS AND/OR SISTERS
(2) SOMEWHAT BETTER THAN MY BROTHERS AND/OR SISTERS
(3) ABOUT THE SAME AS MY BROTHERS AND/OR SISTERS
(4) SOMEWHAT WORSE THAN MY BROTHERS AND/OR SISTERS
(5) MUCH WORSE THAN MY BROTHERS AND/OR SISTERS

[36] AS I WAS GROWING UP, I WAS PUNISHED

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

INSTRUCT
PLEASE ANSWER THE FOLLOWING QUESTIONS OR STATEMENTS ABOUT HOW THE PERSON WHO WAS RAISING YOU TREATED YOU WHEN YOU DID SOMETHING WRONG, OR IF THEY DIDN'T LIKE SOMETHING YOU HAD DONE, OR PERHAPS IF THEY WERE JUST IN A BAD MOOD.

[37] THEY: REASONED WITH ME AND EXPLAINED WHAT WAS WRONG

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[38] REFUSED TO TALK WITH ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[39] INSULTED OR SWORE AT ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[40] SEVERELY SCOLDED ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[41] KEPT ME FROM DOING SOMETHING THAT I WANTED TO DO

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[42] TOOK SOME PRIVILEGE AWAY FROM ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[43] SLAPPED ME OR SPANKED ME ON MY REAR END OR HAND

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[44] SLAPPED ME ON MY FACE OR HEAD

{0} NEVER

(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[45] STOMPED OUT OF THE ROOM OR HOUSE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[46] THREW OR SMASHED OR KICKED SOMETHING

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[47] BLAMED ME FOR BEING BAD IN SOME WAY

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[48] TOLD ME THAT I WAS JUST LIKE SOMEONE ELSE (E.G., MY FATHER)

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[49] HIT OR STRUCK ME HARD ON SOME PART OF MY BODY (NOT MY HEAD)

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[50] HIT OR STRUCK ME HARD ON MY FACE OR HEAD

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[51] THREATENED ME WITH A WEAPON

(0) NEVER
(1) RARELY
(2) SOMETIMES

(3) OFTEN
(4) ALMOST ALWAYS

[52] THREATEND ME WITH LIVING SOMEWHERE ELSE (FOSTER CARE, A RELATIVE, ETC.)

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[53] THREATENED ME WITH THROWING ME OUT OF THE HOUSE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[54] BEAT ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[55] SENT ME TO ANOTHER ROOM

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[56] ISOLATED ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[57] MADE ME SIT OR STAND IN ONE PLACE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[58] YELLED AT ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[59] BURNED ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[60] CHOKED OR STRANGLED ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[61] THREATENED NOT TO LOVE ME OR SAID SHE DIDN`T LOVE ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[62] AS I WAS GROWING UP, I WAS FRIGHTENED OF MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[63] AS I WAS GROWING UP, I WAS FRIGHTENED OF MY MOTHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[64] AS I WAS GROWING UP, I WAS FRIGHTENED OF SOMEONE WHO LIVED WITH ME (SOMEONE WHO WASN`T ONE OF MY PARENTS)

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[65] MY PARENTS TRIED TO REMOVE ME FROM THE HOME THROUGH THE COURTS

{0} NEVER
{1} RARELY
{2} A FEW TIMES
{3} MANY TIMES

[66] AS I WAS GROWING UP I TALKED WITH MY MOTHER ABOUT THINGS THAT HAPPENED DURING THE DAY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[67] AS I WAS GROWING UP, I REMEMBER TALKING WITH MY MOTHER ABOUT MY FEELINGS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[68] I REMEMBER TALKING WITH MY MOTHER ABOUT PROBLEMS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[69] WHEN I WAS A CHILD, MY MOTHER PLAYED WITH ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[70] WHEN I WAS A CHILD, I REMEMBER MY MOTHER SPENDING TIME WITH ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[71] I OPENLY DISAGREED WITH MY MOTHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[72] MY MOTHER KISSED OR HUGGED ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[73] MY MOTHER SHOWED INTEREST IN WHAT I DID

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[74] AS I WAS GROWING UP I TALKED WITH MY FATHER ABOUT THINGS THAT HAPPENED DURING THE DAY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[75] AS I WAS GROWING UP, I REMEMBER TALKING WITH MY FATHER ABOUT MY FEELINGS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[76] I REMEMBER TALKING WITH MY FATHER ABOUT PROBLEMS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[77] WHEN I WAS A CHILD, MY FATHER PLAYED WITH ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[78] WHEN I WAS GROWING UP, I REMEMBER MY FATHER SPENDING TIME WITH ME

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[79] I OPENLY DISAGREED WITH MY FATHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[80] MY FATHER KISSED OR HUGGED ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[81] MY FATHER SHOWED INTEREST IN WHAT I DID

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[82] WHERE I GREW UP, I WAS PRAISED FOR THINGS I DID

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[83] I COULD PREDICT WHEN I WOULD BE PRAISED

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[84] I WAS REWARDED FOR THINGS I DID WHILE GROWING UP

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[85] I KNEW THE THINGS THAT WOULD PLEASE THE PEOPLE WHO TOOK CARE OF ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[86] I COULD PREDICT WHEN SOMETHING WOULD NOT PLEASE THE PEOPLE WHO TOOK CARE OF ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[87] I COULD PREDICT WHAT I WOULD BE REWARDED FOR WHILE GROWING UP

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[88] I COULD PREDICT WHEN SOMEONE WHO TOOK CARE OF ME WOULD BE MAD AT ME WHILE I WAS GROWING UP

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[89] I COULD PREDICT WHEN I WOULD BE PUNISHED WHEN I WAS GROWING UP

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[90] AS I BECAME AN ADOLESCENT, MY RELATIONSHIP WITH MY MOTHER

(1) GOT MUCH BETTER
(2) GOT A LITTLE BETTER
(3) STAYED PRETTY MUCH THE SAME
(4) GOT A LITTLE WORSE
(5) GOT A LOT WORSE

[91] AS I BECAME AN ADOLESCENT, MY RELATIONSHIP WITH MY FATHER

(1) GOT MUCH BETTER
(2) GOT A LITTLE BETTER
(3) STAYED PRETTY MUCH THE SAME
(4) GOT A LITTLE WORSE
(5) GOT A LOT WORSE

[92] WHILE I WAS GROWING UP, DECISIONS WERE MADE BY MY MOTHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[93] WHILE I WAS GROWING UP, DECISIONS WERE MADE BY MY FATHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[94] WHILE I WAS GROWING UP, DECISIONS WERE MADE BY MY MOTHER AND FATHER TOGETHER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[95] WHEN MY MOTHER MADE A DECISION IT WAS FINAL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[96] WHEN MY FATHER MADE A DECISION IT WAS FINAL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[97] MY MOTHER FOLLOWED THROUGH ON THINGS SHE SAID SHE WOULD DO

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[98] MY FATHER FOLLOWED THROUGH ON THINGS HE SAID HE WOULD DO

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[99] MY MOTHER LISTENED TO WHAT I HAD TO SAY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[100] MY FATHER LISTENED TO WHAT I HAD TO SAY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[101] OTHER PEOPLE BESIDES FAMILY MEMBERS LIVED IN OUR HOME

{0} NEVER
{1} RARELY

(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[102] OTHER RELATIVES BESIDES OUR IMMEDIATE FAMILY LIVED IN OUR HOME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[103] MY PARENTS WENT PLACES TOGETHER

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[104] AS FAR AS RULES WENT IN MY FAMILY

(1) THERE WERE NONE THAT I CAN REMEMBER
(2) THERE WERE A FEW, BUT NOT TOO MANY
(3) THERE WERE SEVERAL RULES
(4) THERE WERE MANY, MANY RULES

[105] THE RULES IN MY FAMILY WERE

(1) VERY UNCLEAR, AND FELT AS IF THEY WERE ALWAYS CHANGING
(2) CLEAR, BUT I DIDN'T KNOW THEM UNTIL AFTER I HAD BROKEN THEM
(3) CLEAR AND UNDERSTOOD BY EVERYONE BEFORE THEY WERE BROKEN

[106] RIGHT NOW, I

(1) AM VERY CLOSE TO MY BIOLOGICAL FAMILY
(2) AM NOT TOO CLOSE TO MY BIOLOGICAL FAMILY
(3) DO NOT CARE MUCH ONE WAY OR THE OTHER ABOUT MY BIOLOGICAL FAMILY
(4) DO NOT LIKE OR WANT TO SEE MY BIOLOGICAL FAMILY

File: DSK:SIBS3.TEXT

SIBS3.NEW
SIBLINGS:

INSTRUCT
PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR BROTHERS AND SISTERS

[107] AS YOU WERE GROWING UP, DID ANY BROTHER OR SISTER HAVE FREQUENT OR SERIOUS PROBLEMS WITH THEIR PHYSICAL HEALTH

{0} NO
{1} YES
{9} THIS DOES NOT APPLY TO ME, I HAD NO BROTHERS OR SISTERS

IF [107] EQ 0 THEN GOTO [109]
IF [107] EQ 9 THEN GOTO OTHFAM

[108] THEIR HEALTH PROBLEM

{0} DID NOT AFFECT ME VERY MUCH AT ALL
{1} AFFECTED ME SOMEWHAT
{2} AFFECTED ME A GREAT DEAL
{3} HAD A VERY STRONG IMPACT, CHANGED MY WHOLE LIFE

[109] AS YOU WERE GROWING UP, DID A BROTHER OR SISTER EVER HAVE A SERIOUS ACCIDENT
{YESNO}

IF [109] EQ 0 THEN GOTO [111]

[110] THIS ACCIDENT

{0} DID NOT AFFECT ME VERY MUCH AT ALL
{1} AFFECTED ME SOMEWHAT
{2} AFFECTED ME A GREAT DEAL
{3} HAD A VERY STRONG IMPACT, CHANGED MY WHOLE LIFE

[111] AS I WAS GROWING UP, A BROTHER OR SISTER HAD A PROBLEM WITH DRINKING
{YESNO}

IF [111] EQ 0 THEN GOTO [114]

[112] THIS DRINKING PROBLEM

{0} DID NOT AFFECT ME MUCH AT ALL
{1} AFFECTED ME SOMEWHAT
{2} AFFECTED ME A GREAT DEAL
{3} HAD A VERY STRONG IMPACT, CHANGED MY WHOLE LIFE

[113] THIS DRINKING PROBLEM

{0} DID NOT AFFECT OTHER FAMILY MEMBERS MUCH AT ALL
{1} AFFECTED OTHER FAMILY MEMBERS SOMEWHAT
{2} AFFECTED OTHER FAMILY MEMBERS A GREAT DEAL
{3} HAD A VERY STRONG IMPACT ON OTHER FAMILY MEMBERS

[114] AFTER I WAS GROWN UP, A BROTHER OR SISTER DID DEVELOP A PROBLEM WITH DRINKING
{YESNO}

[115] A BROTHER OR SISTER HAD A PROBLEM WITH DRUGS
{YESNO}

IF [115] EQ 0 THEN GOTO [118]

[116] THIS DRUG PROBLEM

{0} DID NOT AFFECT ME VERY MUCH AT ALL
{1} AFFECTED ME SOMEWHAT
{2} AFFECTED ME A GREAT DEAL
{3} HAD A VERY STRONG IMPACT, CHANGED MY WHOLE LIFE

[117] THIS DRUG PROBLEM

{0} DID NOT AFFECT OTHER FAMILY MEMBERS VERY MUCH AT ALL
{1} AFFECTED OTHER FAMILY MEMBERS SOMEWHAT
{2} AFFECTED OTHER FAMILY MEMBERS A GREAT DEAL
{3} HAD A VERY STRONG IMPACT ON OTHER FAMILY MEMBERS

[118] A BROTHER OR SISTER HAD AN EMOTIONAL PROBLEM
{YESNO}

IF [118] EQ 0 THEN GOTO [121]

[119] IF MORE THAN ONE BROTHER OR SISTER HAD EMOTIONAL PROBLEMS, PLEASE ANSWER FOR THE ONE WITH THE MOST SEVERE PROBLEMS:

{1} NEVER HAD HELP FOR IT
{2} SAW A DOCTOR OR COUNSELOR FOR IT
{3} WAS HOSPITALIZED FOR A SHORT TIME FOR IT
{4} SPENT MUCH TIME IN HOSPITALS FOR IT

[120] THE EMOTIONAL PROBLEMS OF ANY OF MY BROTHERS OR SISTERS,

{0} DID NOT AFFECT ME VERY MUCH AT ALL
{1} AFFECTED ME SOMEWHAT
{2} AFFECTED ME A GREAT DEAL
{3} HAD A VERY STRONG IMPACT, CHANGED MY WHOLE LIFE

[121] A BROTHER OR SISTER HAS BEEN IN TROUBLE WITH THE LAW
{YESNO}

IF [121] EQ 0 THEN GOTO OTHFAM

INSTRUCT
PLEASE ANSWER IF ANY OF THE FOLLOWING TROUBLES WITH THE LAW APPLY TO ANY OF YOUR BROTHERS OR SISTERS

[122] DISORDERLY CONDUCT OR DRUNKENNESS

{0} NO
{1} YES
{9} I DON`T KNOW

[123] SOME KIND OF PROPERTY OFFENSE

{0} NO
{1} YES
{9} I DON`T KNOW

[124] SOME KIND OF ASSAULTIVE OFFENSE

{0} NO
{1} YES
{9} I DON`T KNOW

[125] SOME KIND OF SEXUAL OFFENSE

{0} NO
{1} YES
{9} I DON`T KNOW

[126] THEIR TROUBLE WITH THE LAW

{0} DID NOT AFFECT ME VERY MUCH AT ALL
{1} AFFECTED ME SOMEWHAT
{2} AFFECTED ME A GREAT DEAL
{3} HAD A VERY STRONG IMPACT, CHANGED MY WHOLE LIFE

[127] THEIR TROUBLE WITH THE LAW

{0} DID NOT AFFECT OTHER FAMILY MEMBERS VERY MUCH AT ALL
{1} AFFECTED OTHER FAMILY MEMBERS SOMEWHAT
{2} AFFECTED OTHER FAMILY MEMBERS A GREAT DEAL
{3} HAD A VERY STRONG IMPACT ON OTHER FAMILY MEMBERS

OTHFAM:
INSTRUCT
PLEASE THINK ABOUT OTHER MEMBERS OF YOUR FAMILY BESIDES YOUR PARENTS, BROTHERS AND SISTERS (FOR EXAMPLE, UNCLES, AUNTS, GRANDPARENTS) IN ANSWERING THE FOLLOWING STATEMENTS AND QUESTIONS.

[128] DID ANY OTHER MEMBERS OF YOUR FAMILY HAVE PROBLEMS WITH DRINKING?

{0} NO
{1} YES
{9} I DON`T KNOW

IF [128] EQ 0 OR [128] EQ 9 THEN ASK [130]

[129] ABOUT HOW MANY OF YOUR FAMILY MEMBERS APART FROM YOUR PARENTS AND BROTHERS AND SISTERS (FOR EXAMPLE, GRANDPARENTS, AUNTS, UNCLES, COUSINS) HAD DRINKING PROBLEMS?
{NUMBER 1 20}

[130] HAVE ANY OTHER MEMBERS OF YOUR FAMILY HAD ANY MENTAL HEALTH PROBLEMS

{0} NO
{1} YES
{9} I DON`T KNOW

IF [130] EQ 0 OR [130] EQ 9 THEN ASK [132]

[131] ABOUT HOW MANY OF YOUR FAMILY MEMBERS APART FROM YOUR PARENTS AND BROTHERS AND SISTERS (FOR EXAMPLE, GRANDPARENTS, UNCLES, AUNTS, COUSINS) HAD MENTAL PROBLEMS?
{NUMBER 1 20}

[132] DID ANY MEMBER OF YOUR FAMILY EVER ATTEMPT SELF HARM OR SUICIDE? (INCLUDING PARENTS, BROTHERS OR SISTERS, GRANDPARENTS, ETC.)
{YESNO}

IF [132] EQ 0 THEN GOTO [141]

[133] DID YOUR FATHER EVER ATTEMPT SELF HARM OR SUICIDE?
{YESNO}

IF [133] EQ 0 THEN GOTO [135]

[134] MY FATHER:

{0} MADE AN ATTEMPT, BUT IT WAS NOT TOO SERIOUS
{1} REQUIRED SOME MEDICAL ATTENTION
{2} DIED AS A RESULT

[135] DID YOUR MOTHER EVER ATTEMPT SELF HARM OR SUICIDE?
{YESNO}

IF [135] EQ 0 THEN GOTO [137]

[136] MY MOTHER:

{0} MADE AN ATTEMPT, BUT IT WAS NOT TOO SERIOUS
{1} REQUIRED SOME MEDICAL ATTENTION
{2} DIED AS A RESULT

[137] DID A BROTHER OR SISTER EVER ATTEMPT SELF HARM OR SUICIDE?
{YESNO}

IF [137] EQ 0 THEN GOTO [139]

[138] MY BROTHER OR SISTER:

{0} MADE AN ATTEMPT, BUT IT WAS NOT TOO SERIOUS
{1} REQUIRED SOME MEDICAL ATTENTION
{2} DIED AS A RESULT

[139] DID SOME OTHER RELATIVE EVER ATTEMPT SELF HARM OR SUICIDE?
{YESNO}

IF [139] EQ 0 THEN GOTO [141]

[140] THIS OTHER RELATIVE:

{0} MADE AN ATTEMPT, BUT IT WAS NOT TOO SERIOUS
{1} REQUIRED SOME MEDICAL ATTENTION
{2} DIED AS A RESULT

[141] DID ANY OTHER MEMBERS OF YOUR FAMILY (BESIDES YOUR PARENTS, BROTHERS OR SISTERS) EVER HAVE ANY PROBLEMS WITH THE LAW?

{0} NO
{1} YES
{9} I DON`T KNOW

IF [141] EQ 0 OR [141] EQ 9 THEN DONE

[142] ABOUT HOW MANY OF YOUR FAMILY MEMBERS APART FROM YOUR PARENTS AND BROTHERS AND SISTERS (FOR EXAMPLE, GRANDPARENTS, AUNTS, UNCLES, COUSINS) HAD TROUBLES WITH THE LAW?
{NUMBER 1 20}

File: DSK:DESCRIP.TEXT

SDESCRIP:

INSTRUCT
PLEASE ANSWER HOW OFTEN THE FOLLOWING STATEMENTS WERE TRUE FOR YOU AS YOU WERE GROWING UP.

[1] WHEN I WAS GROWING UP, I CRIED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[2] I HAD TEMPER TANTRUMS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[3] I HAD EXTREME MOOD CHANGES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[4] I WAS AFRAID OF NEW PLACES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[5] I WAS RESTLESS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[6] I WAS DISTRACTED EASILY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[7] I WAS DESTRUCTIVE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[8] I WAS AGGRESSIVE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[9] I USED TO HURT MYSELF ON PURPOSE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[10] I WAS NOT VERY RESPONSIVE TO DISCIPLINE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[11] I WAS ACTIVE IN AN AVERAGE WAY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[12] I WAS DESCRIBED AS OVER-ACTIVE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[13] I WET THE BED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[14] I HAD BODY ACHES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[15] I HAD NIGHTMARES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[16] I HAD STOMACH ACHES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[17] I HAD BAD HEADACHES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[18] I HAD TROUBLE SLEEPING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[19] I WAS TENSE OR NERVOUS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[20] I STUTTERED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[21] I USED TO BITE MY NAILS

{0} NEVER
{1} RARELY

{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[22] I WORRIED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[23] I GOT UPSET EASILY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[24] I WAS PRETTY DEPRESSED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[25] I WAS PICKED ON

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[26] I FINISHED WHAT I STARTED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[27] I DAY-DREAMED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[28] I WAS AWKWARD OR CLUMSY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN

{4} ALMOST ALWAYS

[29] I GOT INTO LOTS OF ACCIDENTS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[30] I WAS FORGETFUL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[31] I SPENT TIME ALONE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[32] I RAN AWAY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[33] I HAD IMAGINARY FRIENDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[34] I TOLD THE TRUTH

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[35] I STOLE THINGS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[36] I SET FIRES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[37] I SWORE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[38] I USED ALCOHOL OR DRUGS BEFORE THE AGE OF 12

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[39] I USED DRUGS BETWEEN THE AGES OF 12 AND 16

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[40] I WAS HURTFUL TO ANIMALS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[41] I BULLIED OTHER KIDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[42] I LOST MY TEMPER AND THREW OR BROKE THINGS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[43] I HIT OTHERS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[44] I WAS STUBBORN

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[45] I FELT SHY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[46] I WAS LONELY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[47] I LAUGHED

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

SHEALTH:
INSTRUCT
PLEASE ALSO ANSWER THE FOLLOWING STATEMENTS ABOUT YOUR HEALTH AS YOU WERE GROWING UP

[48] AS A CHILD, LESS THAN 12 YEARS OLD, I WAS SICK

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[49] AS A CHILD, I ATE SPECIAL FOODS OR TOOK SPECIAL MEDICATIONS FOR MY HEALTH

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[50] AS A CHILD, I SAW A COUNSELOR OF SOME KIND

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[51] AS A CHILD, I HAD HIGH FEVERS

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[52] AS A CHILD, I HAD BROKEN BONES

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[53] AS A CHILD, I LOST CONSCIOUSNESS

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[54] AS A CHILD, I HAD HEAD INJURIES

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[55] AS A CHILD, I HAD SEIZURES

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[56] AS A CHILD, I HAD A HOSPITAL STAY

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[57] AS AN ADOLESCENT, I WAS SICK

{0} NEVER

(1) RARELY
(2) SOMTIMES
(3) OFTEN
(4) ALMOST ALWAYS

[58] AS AN ADOLESCENT, I ATE SPECIAL FOODS OR TOOK SPECIAL MEDICATION FOR MY HEALTH

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[59] AS AN ADOLESCENT, I SAW A COUNSELOR OF SOME KIND

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[60] AS AN ADOLESCENT, I HAD HIGH FEVERS

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[61] AS AN ADOLESCENT, I HAD BROKEN BONES

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[62] AS AN ADOLESCENT, I LOST CONSCIOUSNESS

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[63] AS AN ADOLESCENT, I HAD HEAD INJURIES

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[64] AS AN ADOLESCENT, I HAD SEIZURES

(0) NEVER
(1) ONCE OR TWICE
(2) SEVERAL TIMES
(3) MANY TIMES

[65] AS AN ADOLESCENT, I HAD A HOSPITAL STAY

(0) NEVER

{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[66] AS AN ADOLESCENT, I HAD TO GO TO THE EMERGENCY ROOM AT THE HOSPITAL

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

[67] AS I WAS GROWING UP, I ATTEMPTED SUICIDE

{0} NEVER
{1} ONCE OR TWICE
{2} SEVERAL TIMES
{3} MANY TIMES

File: DSK:EXTRAS.TEXT

SSCHOOL:

INSTRUCT
THE FOLLOWING QUESTIONS AND STATEMENTS ARE ABOUT WHAT SCHOOL WAS LIKE FOR YOU. PLEASE ANSWER THEM AS BEST YOU CAN, AND ASK FOR HELP IF YOU HAVE ANY QUESTIONS

[67] BEFORE AGE 16, I WENT TO A TOTAL OF ..... SCHOOLS
{NUMBER 1 20}

[68] I WAS ..... YEARS OLD WHEN I LEFT SCHOOL
{NUMBER 1 30}

[69] THE HIGHEST GRADE THAT I COMPLETED WAS .....
{NUMBER 5 20}

[70] IN ELEMENTARY SCHOOL, I MISSED GOING BECAUSE OF BEING SICK

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[71] IN SECONDARY SCHOOL, I MISSED GOING BECAUSE OF BEING SICK

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[72] IN ELEMENTARY GRADES, I SKIPPED SCHOOL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[73] IN SECONDARY GRADES, I SKIPPED SCHOOL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

IF [72] EQ 0 AND [73] EQ 0 THEN GOTO [76]

[74] WHEN I TRUANTED, I DID SO WITH OTHER KIDS

{0} NEVER
{1} RARELY
{2} SOMETIMES

{3} OFTEN
{4} ALMOST ALWAYS

[75] WHEN I TRUANTED, I DID SO ALONE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[76] I HAD DIFFICULTY WITH SCHOOL SUBJECTS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[77] I RECEIVED EXTRA HELP OR SPECIAL CLASSES FOR ACADEMIC PROBLEMS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[78] I HAD FEARS OF GOING TO SCHOOL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[79] I FAILED A GRADE ..... TIMES
{NUMBER 0 10}

[80] I WAS SUSPENDED IN ELEMENTARY SCHOOL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[81] I WAS SUSPENDED IN SECONDARY SCHOOL

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[82] I TOOK PART IN AFTER-SCHOOL SPORTS

{0} NEVER
{1} RARELY

(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[83] MY GRADES WERE MOSTLY

(1) A`S
(2) A`S AND B`S
(3) B`S
(4) B`S AND C`S
(5) C`S
(6) C`S AND D`S
(7) D`S
(8) D`S AND F`S
(9) F`S

[84] I ARGUED AND FOUGHT WITH OTHER KIDS IN SCHOOL

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[85] I HIT OTHER KIDS

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[86] I HIT TEACHERS

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[87] OTHER KIDS HIT ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[88] TEACHERS HIT ME

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[89] I WAS RESTLESS AND HAD A HARD TIME SITTING STILL IN CLASS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[90] I HAD DIFFICULTY FOLLOWING DIRECTIONS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[91] I HAD A HARD TIME CONCENTRATING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[92] I FOLLOWED SCHOOL RULES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[93] THERE WAS AT LEAST ONE ADULT, AT ONE OF MY SCHOOLS, THAT I LOOKED UP TO

{0} NO
{1} YES, A LITTLE
{2} YES, A LOT

[94] CAN YOU REMEMBER ANY ELEMENTARY SCHOOL TEACHERS?

{0} NO
{1} YES, A COUPLE
{2} YES, MOST OF THEM
{3} I CAN REMEMBER THEM ALL

[95] ABOUT HOW MANY WERE THERE?
{NUMBER 1 20}

SRELACS:
INSTRUCT
YOU JUST ANSWERED A NUMBER OF STATEMENTS ABOUT WHAT SCHOOL WAS LIKE FOR YOU. PLEASE NOW ANSWER THE FOLLOWING STATEMENTS THAT DESCRIBE YOUR ACTIVITIES AND RELATIONSHIPS OUTSIDE OF SCHOOL WHILE YOU WERE GROWING UP.

[96] WHILE I WAS GROWING UP, I PLAYED OR SPENT TIME WITH KIDS YOUNGER THAN MYSELF

{0} NEVER

(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[97] WHILE I WAS GROWING UP, I SPENT TIME WITH KIDS MOSTLY MY OWN AGE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[98] I SPENT TIME WITH KIDS OLDER THAN MYSELF

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[99] I SPENT TIME WITH MY BROTHERS AND/OR SISTERS

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[100] I WAS ALONE

(0) NEVER
(1) RARELY
(2) SOMETIMES
(3) OFTEN
(4) ALMOST ALWAYS

[101] AS A CHILD I WOULD SAY I HAD

(1) LOTS OF FRIENDS AND A FEW CLOSE FRIENDS
(2) A FEW CLOSE FRIENDS
(3) LOTS OF FRIENDS, BUT NO REAL CLOSE FRIENDS
(4) SOME FRIENDS, BUT NO REAL CLOSE FRIENDS
(5) NO FRIENDS

[102] AS AN ADOLESCENT I WOULD SAY I HAD

(1) LOTS OF FRIENDS AND A FEW CLOSE FRIENDS
(2) A FEW CLOSE FRIENDS
(3) LOTS OF FRIENDS, BUT NO REAL CLOSE FRIENDS
(4) SOME FRIENDS, BUT NO REAL CLOSE FRIENDS
(5) NO FRIENDS

[103] MY PARENTS ENCOURAGED ME TO PLAY WITH OTHER KIDS

(0) NEVER
(1) RARELY
(2) SOMETIMES

{3} OFTEN
{4} ALMOST ALWAYS

[104] MY PARENTS DISCOURAGED ME FROM PLAYING WITH OTHER KIDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[105] MY PARENTS RESTRICTED ME FROM GOING OUTSIDE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[106] WHILE GROWING UP, I USED TO SPEND TIME READING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[107] WHILE GROWING UP, I USED TO SPEND TIME PLAYING SPORTS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[108] WHILE GROWING UP, I USED TO WATCH T.V.

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[109] I USED TO SPEND TIME IN CLUB ACTIVITIES OR BOY SCOUTS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[110] I USED TO SPEND TIME HANGING OUT IN THE NEIGHBORHOOD WITH OTHER KIDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[111] I SPENT TIME BABYSITTING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[112] I WORKED FOR PAY WHILE GROWING UP

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[113] I WAS ..... YEARS OLD WHEN I STARTED WORKING FOR PAY
{NUMBER 5 30}

[114] OTHER KIDS USED TO TEASE ME AND CALL ME NAMES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[115] OTHER KIDS USED TO HIT ME OR BEAT ME UP

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

IF [115] EQ 0 THEN GOTO [117]

[116] WHEN OTHER KIDS TEASED ME OR BEAT ME UP, I

{1} RAN AWAY
{2} TURNED TO OTHERS FOR HELP
{3} JUST TOOK IT
{4} FOUGHT BACK
{5} TRIED TO REASON WITH THEM

[117] I USED TO TEASE OTHER KIDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[118] I STARTED DRINKING WHEN I WAS ..... YEARS OLD
{NUMBER 1 30}

IF [118] GE 12 THEN GOTO [120]

[119] I DRANK BEFORE THE AGE OF 12

{1} LESS THAN ONCE EVERY 2 WEEKS
{2} ONCE OR TWICE A WEEK
{3} SEVERAL TIMES A WEEK
{4} DAILY

[120] I DRANK AS AN EARLY ADOLESCENT

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[121] I DRANK ALONE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[122] I DRANK WITH ANOTHER FAMILY MEMBER

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[123] I DRANK WITH KIDS MY OWN AGE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[124] I DRANK WITH ADULTS OUTSIDE MY FAMILY

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

COMMCONN:

[125] IN THE NEIGHBORHOODS I GREW UP IN, WE

{0} DID NOT KNOW ANY OF THE NEIGHBORS
{1} HARDLY KNEW ANY NEIGHBORS
{2} KNEW A FEW NEIGHBORS
{3} KNEW SEVERAL OF THE NEIGHBORS, AND SOME WERE GOOD FRIENDS
{4} HAD MOSTLY GOOD FRIENDS IN THE NEIGHBORHOOD

IF [125] EQ 0 THEN GOTO [128]

[126] NEIGHBORS HELPED WITH BABYSITTING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[127] NEIGHBORS HELPED WITH HOUSEWORK

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[128] OTHER FAMILY MEMBERS--LIKE AUNTS, UNCLES, GRANDPARENTS---HELPED WITH THE BABYSITTING

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[129] OTHER FAMILY MEMBERS HELPED WITH THE HOUSEWORK

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[130] FRIENDS HELPED WITH TAKING CARE OF THE CHILDREN

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[131] FRIENDS HELPED WITH TAKING CARE OF THE HOUSE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[132] MY PARENTS -- ONE OR BOTH -- VISITED THE NEIGHBORS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN

{4} ALMOST ALWAYS

[133] MY PARENTS -- ONE OR BOTH -- WENT TO SOME SOCIAL CLUB OR BELONGED TO SOME SPORTS LEAGUE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[134] MY PARENTS -- ONE OR BOTH -- BELONGED TO A RELIGIOUS GROUP

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[135] MY MOTHER USED TO SPEND TIME AT A LOCAL BAR NEAR US

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[136] MY FATHER USED TO SPEND TIME AT A LOCAL BAR NEAR US

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[137] WE USED TO VISIT RELATIVES

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[138] RELATIVES USED TO COME OVER AND VISIT US

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[139] MY MOTHER WENT OUT WITH FRIENDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[140] MY FATHER WENT OUT WITH FRIENDS

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[141] MY MOTHER`S FRIENDS USED TO VISIT OUR HOUSE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[142] MY FATHER`S FRIENDS USED TO VISIT OUR HOUSE

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[143] MY MOTHER WENT TO CHURCH

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[144] MY FATHER WENT TO CHURCH

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

[145] THE WHOLE FAMILY WENT TO CHURCH

{0} NEVER
{1} RARELY
{2} SOMETIMES
{3} OFTEN
{4} ALMOST ALWAYS

LIFE EVENTS SECTION

File: DSK:SLIFEV.TEXT

SLIFEV:

INSTRUCT
THE FOLLOWING STATEMENTS RELATE TO EVENTS THAT MAY HAVE OCCURED WHILE YOU WERE GROWING UP. PLEASE ANSWER ALL OF THEM TO THE BEST OF YOUR MEMORY.
ASK IF YOU HAVE ANY QUESTIONS.

[1] MY MOTHER WORKED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME. IT CHANGED MY LIFE.

IF [1] EQ 0 THEN GOTO [3]

[2] I WAS ..... YEARS OLD WHEN MY MOTHER BEGAN WORKING
{NUMBER 0 20}

[3] MY FATHER LOST HIS JOB WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME. IT CHANGED MY LIFE

IF [3] EQ 0 THEN GOTO [6]

[4] HOW MANY TIMES DID THIS HAPPEN?

{0} JUST ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[5] I WAS ..... YEARS OLD WHEN HE LOST HIS JOB FOR THE FIRST TIME
{NUMBER 0 20}

[6] AN ACCIDENT OCCURRED TO SOMEONE I LOOKED UP TO OR WAS CLOSE TO WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

[7] MY PARENTS SEPARATED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL

{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [7] EQ 0 THEN GOTO [10]

[8] I WAS ..... YEARS OLD THE FIRST TIME THEY SEPARATED
{NUMBER 0 20}

[9] HOW MANY TIMES DID THEY SEPARATE?

{0} JUST ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[10] MY PARENTS DIVORCED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [10] EQ 0 THEN GOTO [12]

[11] I WAS ..... YEARS OLD WHEN THEY DIVORCED
{NUMBER 0 20}

[12] MY MOTHER REMARRIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [12] EQ 0 THEN GOTO [14]

[13] I WAS ..... YEARS OLD WHEN MY MOTHER REMARRIED
{NUMBER 1 20}

[14] MY FATHER REMARRIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [14] EQ 0 THEN GOTO [16]

[15] I WAS ..... YEARS OLD WHEN MY FATHER REMARRIED
{NUMBER 1 20}

[16] I HAD A YOUNGER BROTHER OR SISTER BORN WHILE I WAS GROWING UP

{0} NO

{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [16] EQ 0 THEN GOTO [19]

[17] I WAS ..... YEARS OLD WHEN MY NEXT YOUNGEST BROTHER OR SISTER WAS BORN
{NUMBER 1 20}

[18] I HAVE ..... BROTHERS AND SISTERS YOUNGER THAN ME
{NUMBER 0 20}

[19] MY MOTHER DIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [19] EQ 0 THEN GOTO [21]

[20] I WAS ..... YEARS OLD WHEN MY MOTHER DIED
{NUMBER 1 20}

[21] MY FATHER DIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [21] EQ 0 THEN GOTO [23]

[22] I WAS ..... YEARS OLD WHEN MY FATHER DIED
{NUMBER 1 20}

[23] ONE OF MY BROTHERS OR SISTERS DIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [23] EQ 0 THEN GOTO [26]

[24] THEY WERE ..... YEARS OLD AT THE TIME THEY DIED
{NUMBER 1 30}

[25] I WAS ..... YEARS OLD AT THE TIME THAT THEY DIED
{NUMBER 1 20}

[26] AN ADULT I LOOKED UP TO LEFT OR MOVED AWAY WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [26] EQ 0 THEN GOTO [28]

[27] HOW MANY TIMES DID THIS HAPPEN

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[28] I WAS IN A SERIOUS ACCIDENT WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [28] EQ 0 THEN GOTO [30]

[29] I WAS ..... YEARS OLD AT THE TIME
{NUMBER 1 20}

[30] I WAS PLACED IN A FOSTER HOME WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [30] EQ 0 THEN GOTO [33]

[31] HOW MANY TIMES DID THIS HAPPEN

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[32] I WAS ..... YEARS OLD THE FIRST TIME
{NUMBER 1 17}

[33] I WAS PLACED IN SOME KIND OF INSTITUTION WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [33] EQ 0 THEN GOTO [36]

[34] I WAS ..... YEARS OLD THE FIRST TIME
{NUMBER 1 20}

[35] HOW MANY TIMES DID THIS HAPPEN

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[36] I WENT TO LIVE WITH SOME OTHER PART OF THE FAMILY WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

[37] MY FATHER WAS IN TROUBLE WITH THE LAW WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [37] EQ 0 THEN GOTO [40]

[38] I WAS ..... YEARS OLD THE FIRST TIME
{NUMBER 1 20}

[39] HOW MANY TIMES WOULD YOU SAY THIS HAPPENED

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[40] MY MOTHER WAS IN TROUBLE WITH THE LAW WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [40] EQ 0 THEN GOTO [43]

[41] I WAS ..... YEARS OLD THE FIRST TIME
{NUMBER 1 20}

[42] HOW MANY TIMES WOULD YOU SAY THIS HAPPENED

{0} ONCE
{1} A COUPLE OF TIMES

{2} SEVERAL TIMES
{3} MANY TIMES

[43] ONE OF MY GRANDPARENTS DIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [43] EQ 0 THEN GOTO [51]

[44] I WAS ..... YEARS OLD WHEN THIS HAPPENED
{NUMBER 1 20}

[45] ANOTHER ONE OF MY GRANDPARENTS DIED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [45] EQ 0 THEN GOTO [51]

[46] I WAS ..... YEARS OLD WHEN THIS HAPPENED
{NUMBER 1 20}

[47] I LOST A THIRD GRANDPARENT WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A MAJOR IMPACT ON ME, IT CHANGED MY LIFE

IF [47] EQ 0 THEN GOTO [51]

[48] I WAS ..... YEARS OLD WHEN THIS HAPPENED
{NUMBER 1 20}

[49] I LOST A FOURTH GRANDPARENT WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [49] EQ 0 THEN GOTO [51]

[50] I WAS ..... YEARS OLD WHEN THIS HAPPENED
{NUMBER 1 20}

[51] ANOTHER RELATIVE CLOSE TO THE FAMILY DIED WHILE I WAS GROWING UP

{0} NO

{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [51] EQ 0 THEN GOTO [53]

[52] I WAS ..... YEARS OLD WHEN THIS HAPPENED
{NUMBER 1 20}

[53] A NON-FAMILY MEMBER MOVED INTO OUR HOME WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [53] EQ 0 THEN GOTO [56]

[54] HOW MANY TIMES DID THIS HAPPEN

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[55] I WAS ..... YEARS OLD THE FIRST TIME THIS HAPPENED
{NUMBER 1 20}

[56] THE FAMILY MOVED WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [56] EQ 0 THEN GOTO [58]

[57] APPROXIMATE NUMBER OF TIMES THE FAMILY MOVED .....
{NUMBER 1 20}

[58] I CHANGED SCHOOLS WHILE I WAS GROWING UP

{0} NO
{1} THIS DID NOT AFFECT ME VERY MUCH AT ALL
{2} THIS AFFECTED ME SOMEWHAT
{3} THIS AFFECTED ME A GREAT DEAL
{4} THIS HAD A VERY STRONG IMPACT ON ME, IT CHANGED MY LIFE

IF [58] EQ 0 THEN GOTO [60]

[59] I CHANGED SCHOOLS ..... TIMES
{NUMBER 1 10}

INSTRUCT

IN THE FOLLOWING SECTION, WE ASK ABOUT YOUR SEXUAL EXPERIENCES GROWING UP. WE CANNOT ASK ABOUT ALL OF YOUR EXPERIENCES, SO PLEASE ANSWER ABOUT THE ONES THAT WERE MOST IMPORTANT TO YOU, FOR WHATEVER REASONS.

[60] WHEN I WAS A CHILD, I CAN RECALL AN OLDER CHILD OR ADOLESCENT STARTING SOME KIND OF SEXUAL ACTIVITY WITH ME

{0} NEVER
{1} ONCE
{2} A COUPLE OF TIMES
{3} SEVERAL TIMES
{4} MANY TIMES

IF [60] EQ 0 THEN GOTO [73]

[61] THE FIRST TIME I WAS ABOUT ..... YEARS OLD
{NUMBER 0 12}

[62] THE OTHER PERSON WAS ABOUT ..... YEARS OLD
{NUMBER 1 16}

[63] THE OTHER PERSON WAS

{0} MALE
{1} FEMALE

[64] THE PERSON WAS SOMEONE I KNEW

{0} NOT AT ALL
{1} AN AQUAINTANCE
{2} SOME NON-RELATIVE, BUT WELL KNOWN TO ME
{3} A RELATIVE
{4} A BROTHER OR SISTER

[65] THIS SEXUAL ACTIVITY HAPPENED

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[66] IN THIS SITUATION I WAS THREATENED IF I DID NOT COOPERATE
{YESNO}

[67] I WAS FORCED TO COOPERATE
{YESNO}

[68] WHAT WE DID WAS MOSTLY TOUCHING
{YESNO}

[69] THERE WAS KISSING IN A SEXUAL WAY
{YESNO}

[70] SOME KIND OF ORAL SEX WAS INVOLVED
{YESNO}

[71] THERE WAS AN ATTEMPT AT INTERCOURSE

{YESNO}

[72] COMPLETED INTERCOURSE WAS INVOLVED
{YESNO}

[73] WHEN I WAS A CHILD, I CAN RECALL A SEXUAL EXPERIENCE WITH AN ADULT

{0} NEVER
{1} ONCE
{2} A COUPLE OF TIMES
{3} SEVERAL TIMES
{4} MANY TIMES

IF [73] EQ 0 THEN GOTO [86]

[74] THE FIRST TIME I WAS ABOUT ..... YEARS OLD
{NUMBER 0 12}

[75] THE OTHER PERSON WAS ABOUT ..... YEARS OLD
{NUMBER 17 70}

[76] THE OTHER PERSON WAS

{0} MALE
{1} FEMALE

[77] THE PERSON WAS SOMEONE I KNEW

{0} NOT AT ALL
{1} AN AQUAINTANCE
{2} SOME NON-RELATIVE, BUT WELL KNOWN TO ME
{3} A RELATIVE
{4} A BROTHER OR SISTER
{5} PARENTS/CARETAKERS

[78] THIS SEXUAL ACTIVITY HAPPENED

{0} ONCE
{1} A COUPLE OF TIMES
{2} SEVERAL TIMES
{3} MANY TIMES

[79] IN THIS SITUATION I WAS THREATENED IF I DID NOT COOPERATE
{YESNO}

[80] I WAS FORCED TO COOPERATE
{YESNO}

[81] WHAT WE DID WAS MOSTLY TOUCHING
{YESNO}

[82] THERE WAS KISSING IN A SEXUAL WAY
{YESNO}

[83] SOME KIND OF ORAL SEX WAS INVOLVED
{YESNO}

[84] THERE WAS AN ATTEMPT AT INTERCOURSE

{YESNO}

[85] COMPLETED INTERCOURSE WAS INVOLVED
{YESNO}

[86] ARE THERE OTHER SEXUAL EXPERIENCES THAT YOU HAD AS A CHILD WITH AN OLDER CHILD, ADOLESCENT, OR ADULT
{YESNO}

IF [86] EQ 0 THEN GOTO [89]

[87] DID ANY INVOLVE PEOPLE WHO TOOK CARE OF YOU?
{YESNO}

[88] DID ANY INVOLVE FAMILY MEMBERS?
{YESNO}

[89] AT ANY TIME AFTER YOUR OWN CHILDHOOD, DID YOU HAVE ANY KIND OF SEXUAL EXPERIENCES WITH A CHILD, THAT IS, SOMEONE UNDER THE AGE OF 12?

{0} NO
{1} ONCE
{2} A COUPLE OF TIMES
{3} SEVERAL TIMES
{4} MANY TIMES

IF [89] EQ 0 THEN GOTO ADOL

[90] HOW OLD WERE YOU THE FIRST TIME?
{NUMBER 12 70}

[91] HOW OLD WAS THE CHILD?
{NUMBER 0 12}

[92] WAS THE CHILD SOMEONE YOU KNEW?
{YESNO}

[93] WAS THE CHILD

{0} MALE
{1} FEMALE

[94] DID YOU BRIBE THE CHILD OR GIVE HIM OR HER GIFTS?
{YESNO}

[95] DID YOU THREATEN THE CHILD?
{YESNO}

[96] DID YOU USE FORCE WITH THE CHILD?
{YESNO}

[97] DID YOU DO ANY VIOLENCE TO THE CHILD?
{YESNO}

[98] APPROXIMATLEY HOW MANY CHILDREN HAVE YOU HAD A SEXUAL EXPERIENCE WITH
{NUMBER 1 50}

ADOL:

[99] AT ANY TIME DURING YOUR ADOLESCENCE, UP TO WHEN YOU WERE 18, DID YOU EVER THREATEN OR FORCE ANOTHER ADOLESCENT OR ADULT TO HAVE ANY KIND OF SEXUAL EXPERIENCE WITH YOU?
{YESNO}

[100] AT ANY TIME OVER THE AGE OF 18 HAVE YOU EVER FORCED AN ADOLESCENT OR ADULT TO HAVE ANY KIND OF SEXUAL EXPERIENCE WITH YOU?
{YESNO}

[101] REGARDLESS OF WHETHER ANYONE EVER KNEW OR IF YOU WERE CAUGHT, HOW OLD WERE YOU WHEN YOU COMMITTED YOUR FIRST SEXUAL OFFENSE?
{NUMBER 5 60}