
**Sex Offender
Treatment Needs
and
Progress Scale

Manual**

Research Version 2003

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The *Sex Offender Treatment Needs and Progress Scale* is a work in progress and therefore should be considered an experimental scale. We welcome comments that will help us improve future editions.

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This *Sex Offender Treatment Needs and Progress Scale* manual may also be obtained from the Center for Sex Offender Management's (CSOM) website at www.csom.org.

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Overview and Scoring Instructions

The *Sex Offender Treatment Needs and Progress Scale* is designed to aid clinicians, correctional caseworkers, and probation and parole officers in identifying and monitoring the treatment needs, supervision needs, and progress of adult male sex offenders ages 18 and older. It can be used in both residential and community settings.

The scale consists of 22 risk factors empirically or theoretically linked to sexual offending. Each of these risk factors is potentially amenable to change and therefore is commonly a target for intervention with sex offenders. Evaluators score each individual on every item listed in the scale using the separate scoring sheet and the scoring criteria detailed in this manual.

Users should carefully read this manual before using the scale. In addition, users should complete training that includes scoring practice cases in order to optimize scoring accuracy and reliability. The scoring process should include an interview with the individual and collateral contacts recommended in the scoring instructions.

Each individual should be scored at intake and, thereafter, at six-month intervals. Scores on each item should reflect the individual's level of functioning for the time period specified in this manual. Although a few items are scored according to how the individual is functioning at the time of assessment, most items are scored to reflect the individual's level of functioning for the previous six months. In addition, when used in residential settings, a few items are scored to reflect the individual's level of functioning for the six months immediately prior to his placement in prison or other residential setting.

Scoring criteria are based on the following scale:

- 0 = minimal or no need for improvement
- 1 = some need for improvement
- 2 = considerable need for improvement
- 3 = very considerable need for improvement

Sometimes an evaluator will have trouble deciding how to apply this rating scale to an individual on one or more of the 22 risk factor items. That is to say, whether to score an item "0" versus "1", "1" versus "2", or "2" versus "3". When this occurs with multiple items, the evaluator should avoid resolving all scoring uncertainties in the same direction. The evaluator should give about half of the items the higher rating and the other half the lower rating.

As is evident in this four-point scoring scale, item scores are designed to reflect an individual's relative treatment need for each risk factor. The total score is intended to provide an estimation of an individual's overall level of treatment need. Higher total scores are also theoretically associated with higher levels of risk for sexual reoffense.

The total score is computed by adding the number of risk factors scored "1", plus the number of risk factors scored "2" multiplied by 2, plus the number of risk factors scored "3" multiplied by 3.

Although there is good evidence that the risk factors measured on this instrument are important treatment targets and are associated with an individual's risk to sexually reoffend, it should be considered an experimental scale. Initial research indicates that with training, clinicians, correctional caseworkers, and probation and parole officers can reliably score this instrument. Research is underway to assess the predictive validity of the scale.

Because the scale does not provide a comprehensive survey of all factors relevant to sexual offending, other relevant tools and professional judgment and should be used in the treatment planning and supervision process.

Definition of Risk Factors

1. Admission of Offense Behavior

The "Admission of Offense Behavior" item concerns the degree to which the individual's descriptions of the sexual offenses for which he has been found guilty are consistent with official versions of these offenses.

Evaluate by comparing the individual's description of the offenses for which he has been found guilty with official versions of the offenses such as police affidavits, victim/witness statements, child protective service reports, and probation violation complaints.

Consider the type, frequency, amount of force or level of coercion, and intrusiveness of the sexual offense behavior. For the purpose of scoring this item, a sexual offense is defined as (1) sexual misbehavior or criminal behavior with sexual intent, that (2) results in a formal finding of guilt by a court or other official state agency.

Examples of a sexual offense include the following:

- Conviction or guilty plea in criminal court for a sexual offense.
- Conviction for a violation of probation for behavior that constitutes a sexual offense.
- Substantiation of child sexual abuse by a state child protective service agency.
- Determination of guilt by a state professional practice board for sexual misconduct.

Rating - Evaluate individual's current level of functioning.

0	Descriptions of the sexual offenses for which he has been found guilty are very consistent with official reports such as police affidavits and victim/witness statements.
1	Descriptions of the major elements of the sexual offenses for which he has been found guilty are more consistent than not with official reports.
2	Descriptions of the major elements of the sexual offenses for which he has been found guilty are significantly inconsistent with official reports.
3	Completely denies committing any sexual offense for which he has been convicted.

2. Acceptance of Responsibility

The "Acceptance of Responsibility" item concerns the degree to which the individual accepts personal responsibility for his offending behaviors versus placing blame elsewhere. For example, the individual may blame "the system," the courts, social workers, police, teachers, friends or associates, alcohol, drugs, pornography, circumstances, a spouse or partner, and the victim.

Evaluate by assessing the individual's description of his offenses and attitude towards these offenses.

Examples of attitudes or thoughts that indicate minimization of responsibility include:

- She lied about her age.
- It happened because I was drinking.
- We had sex but it was consensual.
- I did it because I was under a lot of stress.
- He lied about what happened because he was mad at me.

Rating - Evaluate individual's current level of functioning.

0	Takes full responsibility for offense behavior.
1	Takes most of the responsibility for offense behavior. Places some blame elsewhere.
2	Takes some of the responsibility for offense behavior. Places considerable blame elsewhere.
3	Takes no responsibility for offense behavior: <ul style="list-style-type: none">• places total blame elsewhere, <u>or</u>• denies that interaction was sexual, <u>or</u>• denies that it was a sexual offense.

3. Sexual Interests

The "Sexual Interests" item evaluates the types of partners and behavior that the individual finds sexually arousing.

Data sources include phallometric testing, self-report, collateral data, masturbatory fantasies, and pornography interests.

Appropriate sexual interests involve the following:

- Age-appropriate partners
- Consenting partners
- Non-coercive sex
- Non-offense related fetishes

Deviant sexual interests involve the following:

- Children
- Coercive sex
- Offense-related fetishes
- Illegal sex

Rating - Evaluate individual's level of functioning for the previous six months.

0	All sexual interest in appropriate themes.
1	Most sexual interest in appropriate themes.
2	Most sexual interest in deviant themes.
3	All sexual interest in deviant themes.

4. Sexual Attitudes

The "Sexual Attitudes" item evaluates the degree to which the individual recognizes and self-corrects his attitudes or thoughts that support or condone sexual offending. This item can also reflect the degree of empathy that the individual has towards his own or potential victims.

Data sources include observation, self-report, reliable collateral data, and psychological testing. The individual's recent sexual behavior should be used as a cue for identifying his underlying sexual attitudes.

Examples of attitudes or thoughts that support sexual offending include:

- Children can make up their own mind about whether they want to have sex with an adult.
- Children are not harmed by having sex with adults.
- Children who do not resist really want to have sex with adults.
- Many women say no when they mean yes.
- If a woman goes to a man's apartment, it means she is willing to have sex.
- Women are only good for sex.
- Once a man gets turned on, he can't be expected to control himself.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Has no or minimal difficulty recognizing <u>and</u> self-correcting attitudes or thoughts that support sexual offending.
1	Has some difficulty recognizing <u>or</u> self-correcting attitudes or thoughts that support sexual offending.
2	Has considerable difficulty recognizing <u>or</u> self-correcting attitudes or thoughts that support sexual offending.
3	Does not recognize <u>or</u> self-correct attitudes or thoughts that support sexual offending.

5. Sexual Behavior

The "Sexual Behavior" item concerns the degree to which the individual engages in appropriate versus deviant sexual behavior,

Data sources include reliable collateral reports, polygraph testing, and self-report. Consider compliance with treatment and supervision. If the individual is in a residential facility, consider compliance with the facility's rules.

Rating - Evaluate individual's level of functioning for the previous six months.

0	No problems evident. Sexual behavior is limited to legal and non-compulsive sexual activity. If behavior involves a fetish, it is not illegal and has no known relationship to the individual's sexual offending pattern.
1	Some problems evident, such as an episode of pornography use against probation conditions, treatment requirements, or facility rules. Not as serious as "2".
2	Considerable problems evident. Engaged in compulsive, coercive, or offense-related fetish behavior, but no illegal sexual behavior. Compulsive sexual behaviors include masturbation that interferes with life activities or causes physical harm, frequent pornography use, promiscuity, frequenting strip bars, cruising, and frequent commercial phone sex use.
3	Engaged in illegal sexual behavior. This includes child molesting, rape, exhibitionism, child pornography, and prostitution. If in residential setting, engaged in sexual behavior that is against facility rules.

6. Sexual Risk Management

The "Sexual Risk Management" item reflects the degree to which the individual identifies his sexual offending pattern and is following a realistic and effective plan to decrease his risk to sexually reoffend.

Data sources include program assignments and participation, collateral reports, polygraph results, and self-report. For individuals placed in the community, consider the individual's residence and employment as it relates to access to potential victims.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Good understanding of sexual offense risk factors and risk management strategies <u>and</u> uses effective risk management strategies on a very consistent basis.
1	Good understanding of sexual offense risk factors and risk management strategies <u>and</u> uses effective risk management strategies on a relatively consistent basis with occasional minor lapses.
2	Partial understanding of sexual offense risk factors and risk management strategies <u>or</u> uses effective risk management strategies inconsistently with several lapses.
3	Poor understanding of sexual offending risk factors and risk management strategies <u>or</u> uses effective risk management strategies intermittently or rarely.

7. Criminal and Rule-Breaking Attitudes

The "Criminal and Rule-Breaking Attitudes" item concerns the degree to which the individual recognizes and self-corrects his attitudes or thoughts that support or condone general criminal and rule-breaking behavior. This item is not concerned with sexually related criminal and rule-breaking attitudes.

Data sources include observation, self-report, collateral data, and psychological testing. The individual's recent behavior should be used as a cue for identifying his underlying attitudes towards criminal and rule-breaking behaviors.

Examples of attitudes or thoughts that support criminal or rule-breaking behavior include:

- Rules are made to be broken.
- It is wrong only if you get caught.
- Everyone does it (i.e., breaks a rule or law), so it is okay if I do it.
- I deserve to be happy, regardless of what it costs someone else.
- Everyone should take what he or she can get in life.
- People who do not protect their property deserve to be robbed.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Has no or minimal difficulty recognizing <u>and</u> self-correcting attitudes or thoughts that support criminal or rule-breaking behavior.
1	Has some difficulty recognizing <u>or</u> self-correcting attitudes or thoughts that support criminal or rule-breaking behavior.
2	Has considerable difficulty recognizing <u>or</u> self-correcting attitudes or thoughts that support criminal or rule-breaking behavior.
3	Does not recognize <u>or</u> self-correct attitudes or thoughts that support criminal or rule-breaking behavior.

8. Criminal and Rule-Breaking Behavior

The "Criminal and Rule-Breaking Behavior" item concerns the degree to which an individual engages in criminal and rule-breaking behavior. This item is not concerned with sexually related criminal and rule-breaking behavior.

Data sources include observation, self-report, polygraph test results, reliable collateral data (including motor vehicle infractions and other police reports), and compliance with treatment, supervision, and facility rules, divorce or separation decrees, relief from abuse orders, and visitation rules.

Rating - Evaluate individual's level of functioning for the previous six months.

0	No criminal or rule-breaking behavior evident.
1	Minor problems evident, such as: <ul style="list-style-type: none">• minor motor vehicle convictions,• minor manipulative behavior, <u>and/or</u>• minor facility rule-breaking behavior.
2	Engaged in non-sexual behavior that could reasonably lead to a: <ul style="list-style-type: none">• violation of probation, furlough, parole, or other community supervision status,• a misdemeanor offense conviction, <u>or</u>• multiple minor facility rule infractions or a major facility rule infraction.
3	Engaged in serious non-sexual criminal behavior that could lead to a: <ul style="list-style-type: none">• felony offense conviction, or• major facility rule infraction that could lead to a felony offense conviction.

9. Substance Abuse

The "Substance Abuse" item concerns the degree to which alcohol or other drug use interferes with the individual's life.

Data sources include observation, breathalyzer or urinalysis test results, self-report, polygraph test results, and collateral data.

Problems associated with substance abuse include:

- Using alcohol or drugs in violation of treatment, supervision, or facility rules.
- Having school, work, relationship, or family problems due to substance abuse.
- Committing crimes while using alcohol or drugs.
- Having difficulty managing urges or cravings to use alcohol or other drugs.

Rating - Evaluate individual's level of functioning for the previous six months.

0	No problems evident.
1	Minor problems associated with abuse.
2	Moderate problems associated with alcohol or drug abuse.
3	Serious problems associated with alcohol or drug abuse. Examples include uncontrolled alcohol or drug use, loss of relationships or employment due to substance abuse, or driving violations or other crimes while using alcohol or drugs.

10. Emotion Management

The "Emotion Management" item concerns the degree to which the individual manages emotional states that were associated with his past sexual offending.

Data sources include observation, collateral reports, and self-report.

Emotional states that may have been associated with the individual's sexual offending are:

- Boredom.
- Depression.
- Loneliness.
- Anxiety.
- Anger.

Rating - Evaluate individual's level of functioning for the previous six months.

0	No emotion management problems. Emotional states that were associated with individual's sexual offending are: <ul style="list-style-type: none">• infrequent, and• managed quite effectively.
1	Minor emotional management problems. Emotional states that were associated with individual's sexual offending are: <ul style="list-style-type: none">• relatively frequent, <u>and</u>• managed relatively effectively.
2	Moderate emotional management problems. Emotional states that were associated with individual's sexual offending are: <ul style="list-style-type: none">• relatively frequent, <u>and</u>• managed relatively ineffectively.
3	Serious emotional management problems. Emotional states that were associated with individual's sexual offending are: <ul style="list-style-type: none">• relatively frequent and intense, <u>and</u>• managed very ineffectively.

11. Mental Health Stability

The "Mental Health Stability" item concerns the degree to which the individual has major mental health problems that persistently impair his psychological, social, and occupational functioning.

Data sources include collateral reports, self-report, and observation.

Indicators of a mental health problem that may impair the individual's psychological, social, and occupational functioning include the following:

- delusions or hallucinations
- intrusive, upsetting, and unwanted thoughts
- extreme and unfounded suspiciousness
- bizarre speech or behavior
- suicidal or homicidal thoughts, intent, or plans
- memory problems or poor concentration
- obsessive thoughts or compulsive behaviors
- depression or anxiety

Rating - Evaluate individual's level of functioning for the previous six months.

0	No current mental health problems evident.
1	Mental health problems evident with some persistent interference in functioning.
2	Mental health problems evident with considerable persistent interference in functioning.
3	Incapacitating mental health problems evident. Severe persistent interference in functioning.

12. Problem Solving

The "Problem Solving" item concerns the degree to which the individual is able to identify and solve life problems.

Examples of life problems include: finding housing, occupying time, finding a job, maintaining family ties, establishing new relationships, responding to family emergencies or illnesses, establishing community supports, responding to roommate, neighborhood or co-worker concerns, and dealing with feelings about supervision or facility rules.

Data sources include behavioral observation, self-report, and collateral reports.

Consider the following aspects of problem solving:

- Ability to identify and explain problems.
- Ability to generate possible solutions.
- Ability to weigh the pros and cons of possible solutions.
- Ability to carry out a plan of action.
- Ability to recognize, ask for, and accept assistance when appropriate.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Quite successful at identifying and addressing typical life problems.
1	Some problem solving deficits: <ul style="list-style-type: none">• occasionally makes poorly considered decisions, <u>but</u>• is able to self-correct when difficulties are pointed out.
2	Considerable problem solving deficits: <ul style="list-style-type: none">• occasionally makes poorly considered decisions, <u>and</u>• is resistant or has trouble correcting even when difficulties are pointed out.
3	Serious impairment: <ul style="list-style-type: none">• fails to identify obvious life problems, <u>and</u>• frequently makes poorly considered decisions, <u>and</u>• has difficulty recognizing negative consequences of decisions and self-correcting even when consequences are pointed out.

13. Impulsivity

The "Impulsivity" item scores the degree to which the individual's behavior is impulsive.

Data sources include observation, collateral reports, polygraph results, and self-report.

Examples of impulsive behavior include the following:

- Says things he wishes he could take back.
- Changes plans suddenly.
- Reckless driving.
- Brief relationships or ending relationships suddenly.
- Spur of the moment absence or disregard for obligations.
- Accepting bets and dares.
- Quits jobs without another one lined up.
- Is surprised by or does not consider consequences.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Behavior is planned, thoughtful, and purposeful. Rarely or never does things that are impulsive, unplanned, and lack deliberation.
1	Occasionally does things that are impulsive, unplanned, and lack deliberation.
2	Frequently does things that are impulsive, unplanned, and lack deliberation.
3	Regularly does things that are impulsive, unplanned, and lack deliberation.

14. Stage of Change

The "Stage of Change" item involves the degree to which the individual recognizes that he has a sexual behavior problem and has made a commitment to addressing this problem. This item is adapted from the Stage of Change model developed by Prochaska and DeClemente (1986).

Data sources include program participation, collateral reports, polygraph results, observation, and self-report.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Maintenance stage: <ul style="list-style-type: none">• has made significant change, <u>and</u>• has a relatively complete understanding of his offending pattern, <u>and</u>• is committed to and successfully maintaining change.
1	Action stage: <ul style="list-style-type: none">• recognizes the need to change, <u>and</u>• has made a decision to take steps to change, <u>and</u>• is actively in the process of doing things to positively modify behavior.
2	Ambivalent stage: <ul style="list-style-type: none">• recognizes that a problem exists and is ambivalent about changing, <u>or</u>• is not sure about the need for treatment, <u>or</u>• is not taking significant action, <u>or</u>• is very erratic in taking steps to change.
3	Pre-contemplation stage: <ul style="list-style-type: none">• does not recognize the problem, <u>or</u>• denies the problem, <u>or</u>• has no intention to change.

15. Cooperation with Treatment

The "Cooperation with Treatment" item concerns the degree to which the individual cooperates with treatment expectations and is engaged in the treatment process.

Data sources include behavioral observation and collateral reports.

Consider the following factors:

- Attendance, attentiveness, and participation in treatment sessions.
- Completion of homework assignments.
- Payment of treatment fees.
- Degree of engagement and honesty in treatment.

Rating - If initial evaluation, evaluate individual's level of cooperation during evaluation process.
If follow-up evaluation, evaluate individual's level of functioning for the previous six months.

0	No problems. Cooperative with treatment expectations.
1	Some problems: <ul style="list-style-type: none">• occasional lateness,• occasional failure to complete homework assignments on time,• occasional poor participation or engagement in treatment sessions, or• occasional dishonesty.
2	Considerable problems: <ul style="list-style-type: none">• frequent lateness,• frequent failure to complete homework assignments on time,• frequent poor participation or engagement in treatment sessions, or• frequent dishonesty.
3	Severe problems: <ul style="list-style-type: none">• individual has been given a written warning for problem behavior, <u>or</u>• individual has been terminated from treatment.

16. Cooperation with Community Supervision

The "Cooperation with Supervision" item involves the degree to which the individual cooperates with his community supervision conditions.

Data sources include individual self-report, collateral reports, and consultation with supervision staff.

Consider the following factors:

- Attendance at supervision meetings; frequency of cancelled or changed appointments.
- Payment of supervision fees and fines.
- Degree of engagement and honesty in interactions with supervision staff.

Rating - If initial evaluation, evaluate individual's level of cooperation with expectations of the court, probation, and other governmental agencies for the previous six months.

If follow-up evaluation, evaluate individual's level of functioning for the previous six months using the criteria listed below.

If individual is in a residential setting, evaluate individual's level of functioning for the six months prior to his residential placement. This score will remain unchanged during the individual's placement in the residential setting.

0	No problems. Follows release or supervision conditions.
1	Some problems: <ul style="list-style-type: none"> • occasional cancelled or missed appointments, • occasional resistance to talking about risk factors, • other minor supervision compliance problems, <u>or</u> • occasional dishonesty.
2	Considerable problems: <ul style="list-style-type: none"> • supervising officer has increased level of supervision or reporting requirements due to individual's problem behaviors.
3	Severe problems: <ul style="list-style-type: none"> • supervising officer has filed a violation of probation, parole, or other community release, <u>or</u> • supervising officer has taken other legal disciplinary action.

17. Employment

The "Employment" item concerns the degree to which the individual maintains full, satisfying, and stable employment.

Data sources include collateral reports and self-report.

If individual is a student, assess the degree to which his educational experience is satisfying and stable. For example, consider whether he attends classes regularly and has chosen and is maintaining a course of study. If individual is in a residential setting, evaluate his level of functioning consistent with the expectations of the treatment program and facility.

Rating - Evaluate individual's level of functioning for the previous six months.

If individual is in a residential setting, evaluate his level of functioning consistent with the expectations of the treatment program and facility. If the individual does not have an opportunity to work or attend school, evaluate individual's level of functioning for the six months prior to his residential placement.

0	<p>Minimal or no problems:</p> <ul style="list-style-type: none"> • full-time employment with job stability and general satisfaction. • If retired or unable to work, uses free time in a productive and pro-social manner.
1	<p>Some problems:</p> <ul style="list-style-type: none"> • full-time employment with moderate job dissatisfaction, <u>or</u> • 2 job changes, <u>or</u> • part-time or seasonal employment. • If retired or unable to work, uses free time in a relatively productive and pro-social manner.
2	<p>Considerable problems:</p> <ul style="list-style-type: none"> • 3 or more job changes, <u>or</u> • unemployed more than 50 percent of the time. • If retired or unable to work, uses free time in a relatively unproductive manner.
3	<p>Serious problems:</p> <ul style="list-style-type: none"> • unemployed more than 80 percent of the time. • If retired or unable to work, uses free time in a very unproductive manner.

18. Residence

The "Residence" item concerns the degree to which the individual's accommodation is stable and satisfying.

Data sources include observation, collateral reports, self-report, and consultation with supervision staff.

Rating - Evaluate individual's level of functioning for the previous six months.
If individual is in a residential setting, evaluate individual's level of functioning for the six months prior to his residential placement. This score will remain unchanged during the individual's placement in the residential setting.

0	Not more than one address change <u>and</u> satisfied with accommodation.
1	Two address changes <u>or</u> somewhat dissatisfied with accommodation.
2	Three or more address changes <u>and/or</u> very dissatisfied with accommodation.
3	No fixed address or resided in homeless shelter.

19. Finances

The "Finances" item concerns the degree to which the individual is financially responsible and stable.

Data sources include observation (for example, timely payment of treatment and restitution fees and fines, and clothes and transportation consistent with income), collateral reports, and self-report.

Rating - Evaluate individual's level of functioning for the previous six months.
If individual is in a residential setting and does not have access to money, evaluate his level of functioning for the six months prior to his residential placement.
This score will remain unchanged during the individual's placement in the residential setting.

0	Minimal or no problems. Financially responsible in all life areas and is able to manage money effectively. May have debts such as mortgage or car payments, but is paying bills on time. Standard of living is consistent with income. Recognizes, asks for, and accepts assistance managing finances when needed.
1	Some financial problems or irresponsibility.
2	Considerable financial problems or irresponsibility.
3	Serious financial problems or irresponsibility. Has serious trouble paying bills. Standard of living is well beyond income. Living off of other people.

20. Adult Love Relationship

The "Adult Love Relationship" item concerns whether the individual is involved in a committed adult love relationship, and if so, how well the relationship is functioning.

Data sources include collateral reports, self-report, and observation in joint therapy sessions.

Rating - Evaluate individual's level of functioning for the previous six months.
If individual is in a residential setting, evaluate his level of functioning for the six months prior to his residential placement. Typically, this score will remain unchanged during the individual's placement in the residential setting unless his relationship deteriorates, in which case his score on this item will increase.

0	Stable adult love relationship: <ul style="list-style-type: none">• has current live-in lover and no significant relationship problems with lover.
1	Moderately stable adult love relationship: <ul style="list-style-type: none">• has current live-in lover and relationship has some minor problems, <u>or</u>• has a relatively stable dating relationship.
2	Moderately unstable adult love relationship: <ul style="list-style-type: none">• has current live-in lover and relationship has serious problems, <u>or</u>• has a dating relationship that has some serious problems, <u>or</u>• has dated during past 6 months but is not in a stable dating relationship.
3	No stable adult love relationship: <ul style="list-style-type: none">• has no current adult lover or dating relationship.

21. Social Influences

The "Social Influences" item examines the types of positive and negative social influences in the individual's life. Social influences include friends and family. Do not count individuals who are paid to provide services to the individual. If the individual is in prison or another residential setting, consider the influence of the other inmates or residents with whom the individual chooses to associate.

Data sources include self-report, collateral contacts, and observation. Positive social influences are family and friends who:

- Lead a prosocial lifestyle
- Are aware of the individual's sexual offending
- Believe the individual is guilty
- Take the problem seriously
- Actively support the individual's efforts to manage his risk

Negative social influences are family, friends, and associates who:

- Lead an anti-social lifestyle or support individual's pro-offending attitudes
- Are not aware of the individual's sexual offending
- Believe the individual is not guilty
- Do not take the problem seriously
- Undermine or do not support the individual's efforts to manage his risk

Rating - Evaluate individual's level of functioning for the previous six months.

0	Associates primarily with and values the opinions of friends, family and associates who are a positive influence.
1	Associates more with and values the opinions of friends, family, and associates who are a positive influence than those who are a negative influence.
2	Associates more with and values the opinions of friends, family, and associates who are a negative influence than those who are a positive influence <u>or</u> has few or no friends or family that are a positive influence.
3	Associates primarily with friends, family, and associates who are a negative social influence.

22. Social Involvement

The "Social Involvement" item concerns the degree to which the individual engages in social activities with persons other than a lover or relatives. If the individual is in prison or another residential setting, assess the degree of social involvement that the individual has with other inmates or residents.

Data sources include collateral reports and self-report.

Rating - Evaluate individual's level of functioning for the previous six months.

0	Engages in social activities with friends or others, on average, two or more times per week. Do not include activities that are limited to involvement with a lover or relatives.
1	Engages in social activities with friends or others, on average, once a week. Do not include activities that are limited to involvement with a lover or relatives.
2	Engages in social activities with friends or others, on average, at least once a month <u>or</u> most social activities are limited to involvement with a lover or relatives.
3	Suffers from chronic social isolation. Lacks any significant, intimate, and mutual relationship with a non-relative or non-lover.

Sex Offender Treatment Needs and Progress Scale

Individual: _____ **Scorer:** _____

Evaluation Date: _____ **Setting:** Residential Community

Time of Evaluation: Initial During Treatment End of Treatment

Months in Weekly Treatment: _____ **Months in Aftercare Treatment:** _____ **Total:** _____

Rating Guide (use definitions in scoring manual):
 0 = minimal or no need for improvement
 1 = some need for improvement
 2 = considerable need for improvement
 3 = very considerable need for improvement

Sexual Deviancy	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. Admission of Offense Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Acceptance of Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sexual Interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sexual Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sexual Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sexual Risk Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criminality	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
7. Criminal and Rule-Breaking Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Criminal and Rule-Breaking Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
9. Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Emotion Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Mental Health Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Impulsivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment & Supervision Cooperation	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
14. Stage of Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Cooperation with Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Cooperation with Community Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifestyle Stability	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
17. Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Supports	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
20. Adult Love Relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Social Influences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Social Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sub-totals

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Total

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