

# Report

## Multidimensional Inventory of Development, Sex, and Aggression



© 2006 by Augur Enterprises, Inc.  
All Rights Reserved.

Respondent: AE114  
Date: May 12, 2008

## TABLE OF CONTENTS

<b>INTRODUCTION TO MDSA.....</b>	<b>1</b>
<b>VALIDITY OF RESPONDENT'S ANSWERS.....</b>	<b>1</b>
Discrepancies Analysis.....	1
Lie Scales.....	2
<b>GENERAL INFORMATION.....</b>	<b>4</b>
<b>DEVELOPMENTAL HISTORY.....</b>	<b>4</b>
Adult Caregivers.....	5
Scales for Respondent's Relationship with His Important Caregivers.....	6
Physical Punishment and Abuse.....	7
Sexual Experiences in Childhood and Adolescence.....	7
<b>SOCIAL HISTORY.....</b>	<b>8</b>
School History.....	8
Social Relationships.....	8
<b>ANTISOCIAL BEHAVIOR IN CHILDHOOD AND ADOLESCENCE.....</b>	<b>10</b>
Attention Deficit and Hyperactivity and Oppositional Behavior.....	10
School Problems.....	11
Use of Alcohol.....	12
Use of Other Drugs.....	12
Admitted Delinquent and Criminal Behavior.....	12
Juvenile Antisocial Scales.....	15
<b>INTRODUCTION TO SEXUALIZATION SECTIONS.....</b>	<b>16</b>
<b>SEXUAL HISTORY AND PREFERENCES.....</b>	<b>16</b>
General Sexual Behavior.....	16
Age Preferences in Sexual Contact with Females.....	16
Age Preferences in Sexual Contact with Males.....	17
<b>PORNOGRAPHY .....</b>	<b>17</b>
Exposure to and Use of Pornography.....	17
<b>CHILD MOLESTATION.....</b>	<b>18</b>
Kinds of Sexual Contact .....	18
Sexual Thoughts About Females.....	19
Sexual Thoughts About Males.....	19
Socializing with Potential Victims.....	19
Modus Operandi of Child Molestation.....	20
<b>SEXUAL FANTASY, ATTITUDES, AND BEHAVIOR SCALES.....</b>	<b>23</b>
Sexual Lie Scale.....	23

<b>Child Molestation Scales</b> .....	24
<b>Sexualization Scales</b> .....	25
<b>Masculine Adequacy and Sexual Inadequacy Scales</b> .....	26
<b>Paraphilia Scales</b> .....	27
<b>Sexual Sadism Scales</b> .....	28
<b>Expressive Aggression Scales</b> .....	29
<b>Psychopathy and Hypermasculinity Scales</b> .....	30
<b>Pervasive Anger Scales</b> .....	32
<b>Offense Planning Scales</b> .....	33

## INTRODUCTION TO MIDSA

The full MIDSA report has the following parts: Demographic Information, Family History, Social and Antisocial History, Sexualization, and Attitudes and Behaviors Supporting Sexual Coercion. This report may not have all these parts if either (a) the administrator chose to have the respondent take only parts or (b) the respondent answered that he had not experienced certain things (for example, he may have said he never had any sexual contact or he was never physically punished). The report includes narrative descriptions and reports of scales that assess particular characteristics of the respondent's answers. In an assessment with many questions, respondents will make mistakes and inconsistent responses. When feasible, the report will call such answers to your attention. You will also need to be vigilant for other such responses. Inconsistencies and unrealistic answers often can effectively serve as a starting point for therapeutic exploration of important clinical issues. Respondents' answers cannot be considered legally binding admissions.

## VALIDITY OF RESPONDENT'S ANSWERS

MIDSA checks that the respondent is answering truthfully in two ways. First, it compares the respondent's answers on specific questions to answers entered by the session manager, and second, it provides one to three general lie scales.

### Discrepancies Analysis

The session manager and the respondent were both asked questions about the respondents' criminal history for sexual and nonsexual crimes separately. Their answers were compared to assess whether the respondent was answering truthfully.

**Discrepancy:** The respondent claimed that he has never been arrested for a sexual crime, but the session manager said that the respondent has been charged but never adjudicated of a sexual crime.

**No Discrepancy:** The respondent and session manager agreed that the respondent has been charged but never adjudicated for a sexual crime.

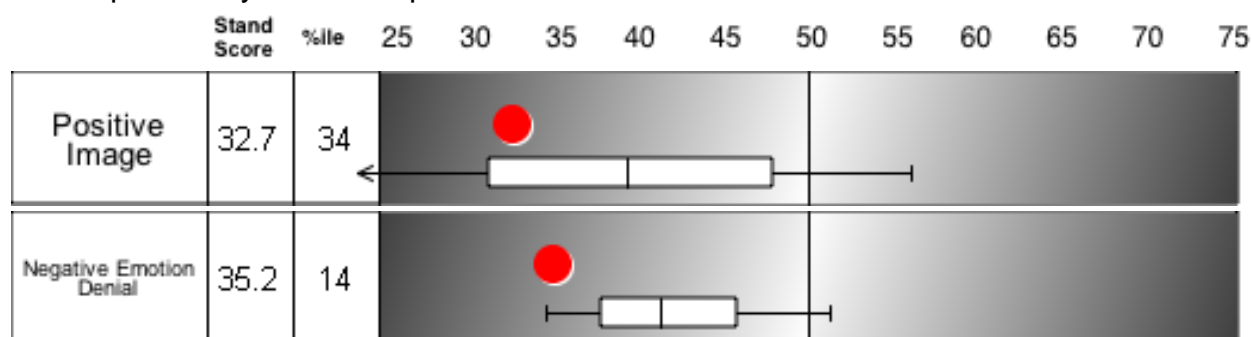
**No Discrepancy:** The respondent and session manager agreed that the respondent has never been arrested for a nonsexual crime.

## Lie Scales

The MIDSA includes three lie scales. All respondents answer the questions for the Positive Image Scale. Respondents who take the Attitudes and Behavior Change portion of the MIDSA will generate scores on the other two scales as well.

The respondent's score on the Positive Image and Negative Emotion Denial scales appear in the charts below. It is generally considered that scores above 65 indicate questionable validity. Note that these are standardized against the retrospective reports of community adults. Although it would be preferable to have concurrent reports of adolescent community males, research on the scales has demonstrated that adults' memories of their youthful behaviors is very similar to juveniles' reports. The whiskers plots represent a sample of incarcerated juveniles (see the Clinical Manual for additional help with interpretation).

The Improbability scale is reported last. It is calculated as a sum.



### Description of Lie Scales

**Positive Image.** The Positive Image scale consists of nine items that respondents would answer if they wished to appear in a positive light. Examples are: claiming that (a) they never litter and (b) are always good listeners. Respondents who are high on this scale may be inclined to exaggerate their positive traits.

**Negative Emotion Denial.** The Negative Emotion Denial scale consists of nine items that assess respondents' tendency to deny negative characteristics. For example, a respondent who scores high on this scale would deny that he ever would try to get even rather than forgive and forget. Respondents who score high on this scale are not admitting that they have undesirable negative reactions to things.

### Legend

● Respondent's T Score appears in numeric form, at left, and as a circle on the plot.

◐ If the respondent's T score is lower than 25 or higher than 75, it will be represented by a half circle.



The figure represents the distribution of scores on a sample of incarcerated sex offenders. The box encloses the 25th to 75th percentile. The vertical line is the median. The whiskers mark the 10th and 90th percentile. If the 10th or 90th percentile goes beyond a T score of 25 or 75, an arrow is placed at the end of the whiskers.



The scale represents scores of a sample of community males.

***Improbability Scale.*** The Improbability scale consists of three items that are highly unlikely to occur. If a respondent answers two or more items in the improbable direction, one should question his understanding or reading of the questions on the MIDSA. The respondent's score was 0.0.

## GENERAL INFORMATION

The respondent is a 15 year old male. His racial heritage is Caucasian.

The respondent said that he has never been arrested. He has been charged but never adjudicated of a sexual crime. He has been arrested 0 time.

The respondent claimed that he has never been charged, adjudicated or convicted of a crime.

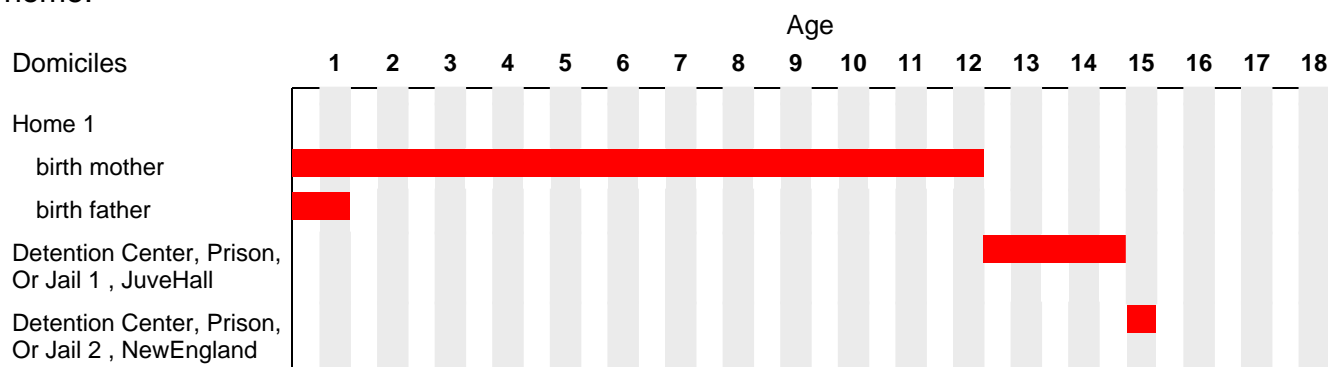
The respondent reports that he has been incarcerated 2 times for a total of 1 to 2 years. His most recent incarceration has been for 4 to 6 months.

The respondent reports that he has never been treated for a psychiatric or psychological problem. He has never received medication for such problems. He has never been admitted to a psychiatric facility.

The respondent reports that he has never had a head injury.

## DEVELOPMENTAL HISTORY

In the first section of the Developmental History, the respondent was asked to chart the homes and caregivers he has lived with. The chart below maps his answers. Columns represent half years of his life and rows represent the places he resided and what adults took care of him. The respondent chose whether a home represents a physical place or the time he spent with a particular caregiver. For example, if he lived in three different apartments with his mother, he might represent them as three different homes or as one home.



The respondent reported that his biological parents were married. His parents were married 6 to 9 years. They were divorced. He was 1 years old at the time.

The respondent has no older and no younger brother(s).

He has 2 older and no younger sister(s). Of his older sisters, he has 2 full sister(s),

None of his siblings have been arrested. None of his siblings has been admitted to a psychiatric facility.

### **Adult Caregivers**

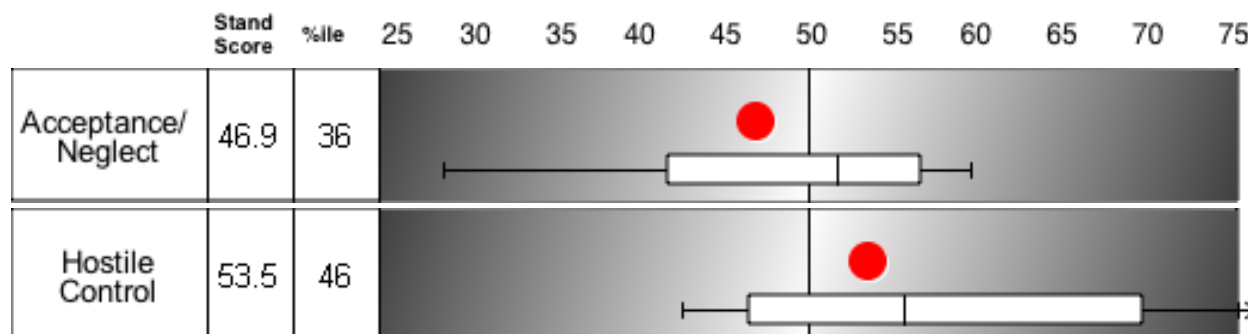
Respondents were asked to identify the one or two women and one or two men who have been most important in their lives. They were asked a series of questions about them. The respondent was asked about their arrest records, drinking and drug history, and psychiatric hospitalizations. The report next displays two scales that assess the quality of the respondent's relationship with his important caregivers. This segment ends with a description of the amount and kind of violence between important caregiver pairs.

The respondent's birth mother has never been in trouble with the police. She has never been stoned or high on drugs. She has been drunk 11 to 50 times. She has been hospitalized once for mental problems.

## Scales for Respondent's Relationship with His Important Caregivers

The MIDSA includes two factor analytic scales describing the relationship between the respondent and the caregivers he has identified as most important in his life (1-2 women and 1-2 men). The scales are standardized against community adults. Respondents who knew their caregivers during both their childhood and teenage years were asked these questions twice, once for each time period.

### *birth mother*

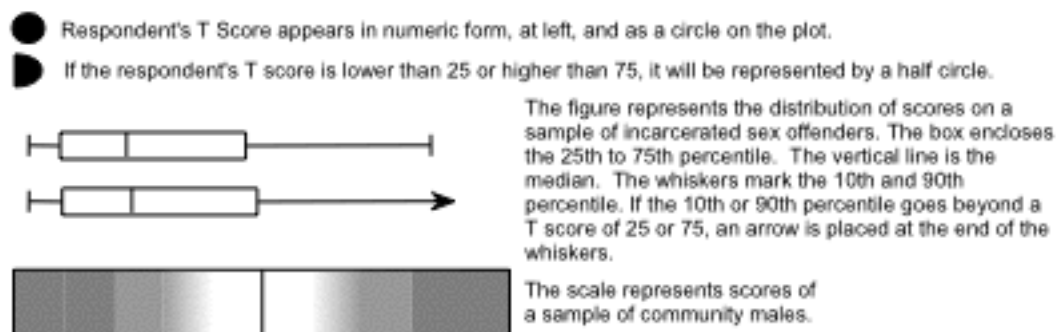


### *Description of Caregiver Relationship Scales*

**Acceptance-Neglect.** This scale has eight items that describe ways in which the caregiver expressed love and acceptance to the respondent. Examples are the frequency the caregiver hugged or kissed the respondent and the frequency the caregiver took care of the respondent's needs. Higher scores mean greater acceptance.

**Hostile control.** This scale has 11 items, most of which describe the frequency that the caregiver engaged in verbal abuse. Examples are the frequency the caregiver threatened to kill the respondent and the frequency the caregiver paid no attention to the respondent.

#### Legend



## Physical Punishment and Abuse

The respondent reported that none of his caregivers physically punished or abused him.

## Sexual Experiences in Childhood and Adolescence

The respondent was asked to identify all people who have had sexual contact with him. The first section reports sexual experiences with specific people caregivers, relatives, adults in positions of authority, and girlfriends or boyfriends, if he reported having three or fewer. If he reported having sexual contact with more than three girls or boys, he was asked about those experiences in general. Those general experiences with girls are reported in the second section, and, with boys, in the third. If nothing appears below, it means that the respondent denied having any sexual experiences in his childhood or teenage years.

### *Sexual Contact with Respondent's sister Jessica*

The respondent reported that the sexual contact with his sister Jessica started when he was 4. It ended when he was 9 years old. He and his sister Jessica had sexual contact once or twice a month.

The respondent described how often he was the victim, consenting partner, or perpetrator in sexual encounters with his sister Jessica:

	Never	Once or a few times	A few times a year	Once or twice a month	Once or twice a week	Almost every day
He was manipulated or tricked to have sex.				✓		
He was bribed.	✓					
He was forced by verbal threats.			✓			
He was physically forced.		✓				
He was willing to have sex.		✓				
He manipulated, tricked or bribed his sister Jessica.	✓					
He verbally or physically forced his sister Jessica.	✓					

For those incidents in which the respondent was forced or manipulated, the sex involved the following:

- Touching, fondling, or sexual kissing
- Oral sex
- Attempted intercourse

For those incidents in which the respondent was willing, the sex involved the following:

- Touching, fondling, or sexual kissing
- Oral sex
- Attempted intercourse

## **SOCIAL HISTORY**

This section of the MIDSA report includes two parts. The first part reports the respondent's school history, including problems that he had in school. It ends with three scales designed to capture characteristics commonly found in children who have Attention Deficit/Hyperactivity. The second segment asks about his social relationships, both friendships and romantic relationships.

### **School History**

The respondent has completed grade 11. He did not graduate from high school. The respondent attended a trade or technical school, but he did not earn a license or certificate from that work.

The respondent repeated Grade 1. He has attended special classes eight or more year(s). The respondent is currently in school.

### **Social Relationships**

#### ***Friendships***

The respondent reported that when he was a child he had a few casual friends and a few close friends. Since his thirteenth birthday he has had many casual friends and a few close friends. Five or more of his casual teenage friends have been females and two to four have been boys or men. Only one of his close friends have been females and only one have been boys or men. The respondent's longest friendship with a male or female lasted 3 or more years.

***Relationships with females (not lived with).*** The respondent reported that the longest sexual or romantic relationship he has had with a female lasted 6 months to 1 year. He never has had a sexual or romantic relationship that involved emotional attachment and that lasted for at least three months. When he had his first long-term relationship, he was 5 years old. In his most important romantic relationship, he saw his girlfriend almost every day and they had sexual contact once or twice a month. While he was in this relationship, he never had sexual contact with other females.

The respondent was asked to choose from a list of descriptions all those that described the relationship with the female who meant the most to him . He rated the following as most characteristic of the relationship:

- They fought but were able to resolve issues.
- They did not influence each other in their ideas and behaviors.
- They did not often discuss their thoughts, feelings, plans and goals.

- He did not help her achieve her goals in life.

***Relationships with boys or men (not lived with).*** The respondent reported that the longest sexual or romantic relationship he has had with a boy or man lasted 1 to 2 years. and they had sexual contact once or twice a month. While he was in this relationship, he had sexual contact with other boys or men once or twice a month. He did not have sexual contact with females.

The respondent was asked to choose from a list of descriptions all those that described the homosexual relationship that meant the most to him . He rated the following as most characteristic of the relationship:

- They fought, but were able to resolve issues.
- They did things together.
- They did not influence each other in their ideas and behaviors.
- He did not help his boyfriend achieve his goals in life.

### ***Fatherhood***

The respondent reports that he has never fathered a child.

## **ANTISOCIAL BEHAVIOR IN CHILDHOOD AND ADOLESCENCE**

### **Attention Deficit and Hyperactivity and Oppositional Behavior**

In the MIDSA respondents were asked a series of questions about their childhood behaviors and impulses that are frequently found in attention deficit/hyperactive and oppositional children. Exploratory factor analysis revealed three factor scales. Because data from a community population are unavailable, the respondent's scores are reported as percentiles.

#### ***Attention Deficit***

This scale consists of nine items. Respondents who score high on this scale report being careless, distractible, and disorganized before the age of 12 years. The respondent's score was higher than 47 percent of a sample of juveniles who offend sexually.

#### ***Inhibition Difficulties***

This scale consists of five items. Respondents who score high on this scale indicate that they found it difficult to inhibit verbal and motoric behaviors as children. The respondent's score was higher than 47 percent of a sample of juveniles who offend sexually.

#### ***Oppositional Behavior***

This scale consists of eight items. Respondents who score high on this scale report that they tended to be hateful, angry, and argumentative, and that they often refused to obey rules when they were children. The respondent's score was higher than 83 percent of a sample of juveniles who offend sexually.

### School Problems

The respondent reported having the following problems in grade school:

<b>Problem</b>	<b>Never</b>	<b>Once</b>	<b>Rarely (2 to 10 times)</b>	<b>Sometimes (11 to 50 times)</b>	<b>Often (over 50 times)</b>
Behavior or discipline problems		✓			
He skipped school, not because of illness.	✓				
His parents came to school because of his behavior.		✓			
Other kids bullied or picked on him.		✓			
He bullied or picked on other kids.			✓		
He picked fights with other kids.			✓		
He was disruptive in the classroom.	✓				
He swore at teachers or said nasty things to them.	✓				
He physically hurt a teacher in some way.	✓				
He stayed after school for misbehaving.	✓				
He was suspended from school.			✓		
He was expelled from school.	✓				

The respondent reported having the following problems in grades 7 to 12:

<b>Problem</b>	<b>Never</b>	<b>Once</b>	<b>Rarely (2 to 10 times)</b>	<b>Sometimes (11 to 50 times)</b>	<b>Often (over 50 times)</b>
Behavior or discipline problems		✓			
He skipped school, not because of illness.	✓				
His parents came to school because of his behavior.		✓			
Other kids bullied or picked on him.		✓			
He bullied or picked on other kids.			✓		
He picked fights with other kids.	✓				
He was disruptive in the classroom.	✓				
He swore at teachers or said nasty things to them.	✓				
He physically hurt a teacher in some way.	✓				
He stayed after school for misbehaving.	✓				
He was suspended from school.		✓			
He was expelled from school.	✓				

### **Use of Alcohol**

The respondent claimed that he has never drunk alcohol.

### **Use of Other Drugs**

The respondent claimed that he has never used drugs.

### **Admitted Delinquent and Criminal Behavior**

The respondent was asked two series of questions about antisocial behaviors. This segment of the report describes behaviors he admitted to. The next section will report criminal charges or convictions that he acknowledged.

### ***Delinquent Behaviors***

The respondent was first asked how often he has engaged in the following behaviors:

<b>Behavior</b>	<b>Never</b>	<b>Once</b>	<b>Rarely (2 to 10 times)</b>	<b>Sometimes (11 to 50 times)</b>	<b>Often (over 50 times)</b>
He ran away from his parents' home.			✓		
He ran away from a foster home.	✓				
He ran away from an institution (orphanage, reform school, etc.).		✓			
He put a license plate on a car to which the plate did not belong.	✓				
He set fires (other than campfires, barbecues, or legal burning).		✓			
He purposely damaged or destroyed personal or public property.	✓				
He had illegal drugs in his possession.	✓				
He sold illegal drugs.	✓				

### ***Criminal Behaviors***

The respondent was then asked if he ever engaged in a variety of criminal behaviors, regardless of whether he was arrested for them. He was first asked whether he engaged in the following four categories: (a) stealing, fraud, or robbery, (b) carrying or using weapons, (c) fighting or hurting another person, and (d) unlawful sexual behaviors. For those categories he admitted to, he was asked a number of specific questions. The report presents tables about the details of the categories he admitted doing.

Sometimes respondents are inconsistent in their responding. For example, they may admit to carrying a weapon, but then answer "never" to all specific questions. Such discrepancies may be errors in reading or in understanding or they may reveal an issue that needs to be explored.

If there is no table, the respondent denied engaging in that category.

### ***Stealing Behaviors***

The respondent admitted that he has done things involving stealing, fraud, or robbery. He answered the following specific questions about stealing:

<b>Behavior</b>	<b>Never</b>	<b>Once</b>	<b>Rarely (2 to 10 times)</b>	<b>Sometimes (11 to 50 times)</b>	<b>Often (over 50 times)</b>
He took or stole something that did not belong to him.		✓			
He robbed a home or a business (including shoplifting).	✓				
He held up someone.	✓				
He stole cars.	✓				

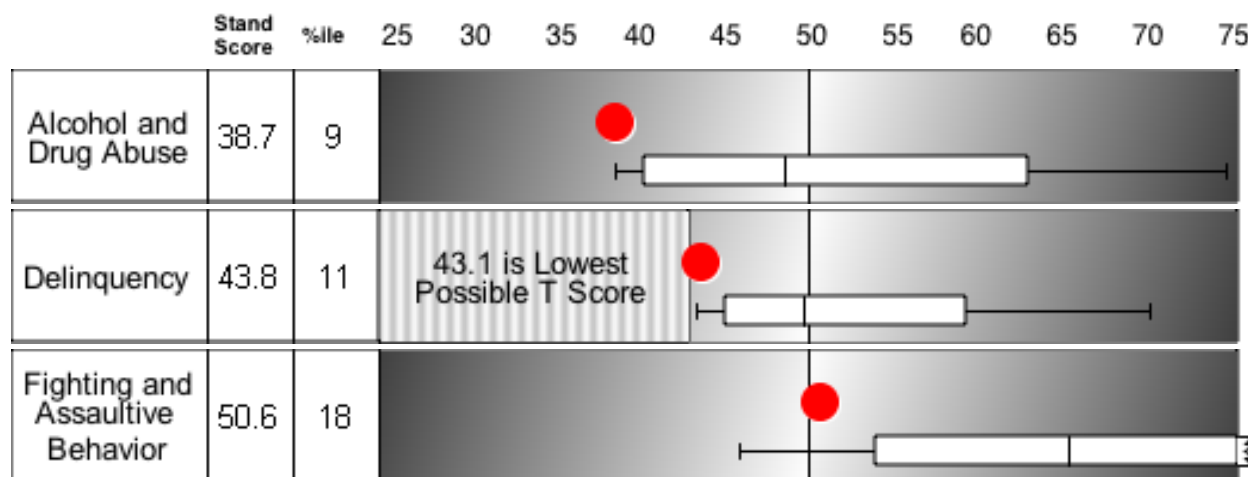
### ***Physical Assault Behaviors***

The respondent admitted that he has fought or hurt another person. He answered the following specific questions about his assaultive behavior:

<b>Behavior</b>	<b>Never</b>	<b>Once</b>	<b>Rarely (2 to 10 times)</b>	<b>Sometimes (11 to 50 times)</b>	<b>Often (over 50 times)</b>
He was involved in physical fights.	✓				
He started fights or picked on others.	✓				
He physically assaulted males (not sexual).		✓			
He physically assaulted females (not sexual).	✓				
He hit or physically injured a brother, sister, parent, wife, or girlfriend.		✓			

### Juvenile Antisocial Scales

The MIDSA asks a number of questions about acting out behaviors during childhood and adolescence. Exploratory factor analysis resulted in three factor scales. The report displays these scales and then the specific behaviors the respondent reported. Note that these are standardized against community adults.



#### Description of Juvenile Antisocial Scales

**Juvenile alcohol and drug abuse.** This factor scale includes six subscales measuring the variety and frequency of drug and alcohol use as a juvenile. Respondents who score high on this scale report frequent abuse with a variety of substances.

**Juvenile delinquency.** This factor scale includes ten subscales measuring different juvenile antisocial behaviors, including disturbing the peace, vandalism, trespassing, vagrancy, stealing, drug abuse, etc. High scorers are high on delinquency.

**Juvenile behavioral and aggressive problems.** This factor scale includes five subscales measuring instances of fighting, bullying, impulsive behavior, and school discipline problems. High scorers have a high incidence of fighting and impulsivity.

#### Legend

- Respondent's T Score appears in numeric form, at left, and as a circle on the plot.
- ◐ If the respondent's T score is lower than 25 or higher than 75, it will be represented by a half circle.

The figure represents the distribution of scores on a sample of incarcerated sex offenders. The box encloses the 25th to 75th percentile. The vertical line is the median. The whiskers mark the 10th and 90th percentile. If the 10th or 90th percentile goes beyond a T score of 25 or 75, an arrow is placed at the end of the whiskers.

The scale represents scores of a sample of community males.

## INTRODUCTION TO SEXUALIZATION SECTIONS

This MIDSA section questions respondents extensively about their sexual practices, thoughts, and fantasies and about attitudes that have been shown to support sexually coercive behavior. It begins with a sexual history, then reports on the respondents' exposure to and use of pornography. For respondents who admit sexual contact with children, a report on their types of sexual contact, thoughts, and practices follows. Last is a number of scales designed to measure sexualization, sexual and masculine inadequacy, paraphilias, and sadism.

Note that the Administrator may have chosen to omit some of these sections. Only respondents who were given Sexual Abuse and Experiences answered questions about pornography. Only respondents who were given the Sexual Abuse and Experiences or Sexual Perpetration parts will have had the questions about Child Molestation and Offense Planning. Only respondents given either the Sexual Perpetration or Attitudes parts will have scales assessing sexualization, sexual and masculine inadequacy, paraphilias, and sadism.

## SEXUAL HISTORY AND PREFERENCES

After respondents were asked about potential sexual abuse during their childhood and teenage years, they were asked about their sexual experiences in general and then they were asked about their sexual experiences with females and males of particular age groups.

Sometimes respondents may admit to sexual contact with a certain age-gender category, but then answer "none" or "never" to the specific questions (how many people in that category, how frequently, etc.). Such discrepancies are often errors reading or in understanding. Sometimes they may reveal a respondent's conflict about how to answer questions that should be explored.

### General Sexual Behavior

The respondent has had intercourse with 11 to 20 people. He asserted that he has never had intercourse with a prostitute.

### Age Preferences in Sexual Contact with Females

Respondents are asked to identify age groups with whom they have had sexual contact. For all categories (0-5, 6-13, 14-17, adult women, and women over 60) they are asked to describe the extent of that contact.

#### ***Sexual contact with young girls (up to age 5)***

The respondent reported that he has had sexual contact with one such person 4 to 5 times. He was 6 years of age or younger the first time and 6 years of age or younger the last time.

## **Age Preferences in Sexual Contact with Males**

Respondents are asked to identify age groups with whom they had had sexual contact. For all categories (0-5, 6-13, 14-17, adult men, and men over 60) they are asked to describe the extent of that contact.

### ***Sexual Contact with young boys (up to age 5)***

The respondent reported that he has had sexual contact 21 to 50 times with 6 to 10 young boys (up to age 5). He was 6 years of age or younger the first time and 15-16 years of age the last time.

### ***Sexual Contact with older boys (age 6 - 13)***

The respondent reported that he has had sexual contact 11 to 20 times with 4 to 5 older boys (age 6 - 13). He was 13-14 years of age the first time and 15-16 years of age the last time.

### ***Sexual Contact with teenage boys (age 14 - 17)***

The respondent reported that he has had sexual contact 11 to 20 times with 4 to 5 teenage boys (age 14 - 17). He was 13-14 years of age the first time and 15-16 years of age the last time.

## **PORNOGRAPHY**

### **Exposure to and Use of Pornography**

Before his 13th birthday, relatives or family members never gave the respondent pornography. He never used pornography when a child. He never used pornography as a teen, even when not incarcerated. Because the respondent denied ever using pornography, the pornography scales are omitted.

## CHILD MOLESTATION

Respondents who admitted to having sexual interest in children were asked four sets of questions about this interest. The first set of questions asks them to choose the specific kinds of sexual contact they had with children of various ages (0-5, 6-13, and, 14-17). The second set of questions asks them about their sexual thoughts. The third set of questions asks them about the people they socialize with. The last set of questions ask them about their modus operandi during their crimes. If the report does not display responses for one or more set of questions, it is because the respondent claimed he did not engage in such behaviors. Three scales assessing sexual arousal to children, sexual sadism to children, and cognitive distortions supporting child molestation appear in the Sexual Fantasy, Attitude, and Behavior Scales section.

### Kinds of Sexual Contact

#### ***With young girls (up to age 5)***

The respondent reported the following sexual contact:

- Touching and fondling
- Kissing

#### ***With young boys (up to age 5)***

The respondent reported the following sexual contact:

- Touching and fondling
- Kissing
- Fellatio by respondent
- Fellatio by victim

#### ***With older boys (age 6 - 13)***

The respondent reported the following sexual contact:

- Touching and fondling
- Kissing
- Fellatio by respondent
- Fellatio by victim

#### ***With teenage boys (age 14 - 17)***

The respondent reported the following sexual contact:

- Touching and fondling
- Kissing
- Fellatio by respondent
- Fellatio by victim
- Anal intercourse by respondent

### **Sexual Thoughts About Females**

In this section respondents were asked to describe which categories of females (0-5, 6-13, 14-17, adult women, and women over 60) they thought about when they were having sexual thoughts.

#### ***Thoughts About young girls (up to age 5)***

When the respondent started having sexual thoughts about young girls (up to age 5) he was 5 years old. The last time he had such thoughts he was 5. He had such thoughts once or a few times. These thoughts once or a few times led to sexual arousal. He reports masturbating to these thoughts once or a few times.

### **Sexual Thoughts About Males**

In this section respondents were asked to describe which categories of males (0-5, 6-13, 14-17, adult men, and men over 60) they thought about when they were having sexual thoughts.

#### ***Thoughts About young boys (up to age 5)***

When the respondent started having sexual thoughts about young boys (up to age 5) he was 6 years old. The last time he had such thoughts he was 15. He had such thoughts a few times a year. These thoughts a few times a year led to sexual arousal. He masturbated to these thoughts a few times a year.

#### ***Thoughts About older boys (age 6 - 13)***

When the respondent started having sexual thoughts about older boys (age 6 - 13) he was 13 years old. The last time he had such thoughts he was 15. He had such thoughts once or twice a week. These thoughts once or twice a week led to sexual arousal. He masturbated to these thoughts once or twice a week.

#### ***Thoughts About teenage boys (age 14 - 17)***

When the respondent started having sexual thoughts about teenage boys (age 14 - 17) he was 13 years old. The last time he had such thoughts he was 15. He had such thoughts once or twice a week. These thoughts once or twice a week led to sexual arousal. He masturbated to these thoughts once or twice a week.

### **Socializing with Potential Victims**

The MIDSA asks the respondent whether he likes to spend leisure time with males and females of varying ages. Then it asks a series of questions about the nature of the relationships.

**older boys (age 6 - 13)**

The respondent spent about half of his free time with older boys (age 6 - 13). They enjoyed being together and liked each other.

**teenage boys (age 14 - 17)**

The respondent spent more than half of his free time with teenage boys (age 14 - 17). He felt very close and the relationships were very important to him.

**Modus Operandi of Child Molestation**

The respondent refused to identify his relationship to his victims (e. g., whether they were strangers, neighbors, or his siblings).

The respondent reported that he met his victims in the following ways:

- He met them in the streets of his neighborhood.
- He met them at their homes.
- He met them at friends' homes.

The respondent reported that he used the following techniques to gain sexual access to his victims:

- He comforted them to get close to them.

The respondent reported that he encouraged his victims to comply with the following rewards or promises:

	Never	Once	Rarely (2 to 10 times)	Sometimes (11 to 50 times)	Often (over 50 times)
Money	✓				
Gifts		✓			
Drugs or alcohol	✓				
Cigarettes	✓				
Favors, promises, or privileges		✓			
Getting or keeping a job	✓				
Promising them higher grades	✓				

The respondent reported that he used the following to gain victim compliance:

	Never	Once	Rarely (2 to 10 times)	Sometimes (11 to 50 times)	Often (over 50 times)
The respondent's friendship with his victims				✓	
The respondent's power or authority over them	✓				
Helping them solve a problem	✓				
Showing them concern about their lives		✓			
Making them think that they wanted sexual contact				✓	

The respondent reported that he used the following negative manipulative tactics to encourage or persuade the victim(s):

	Never	Once	Rarely (2 to 10 times)	Sometimes (11 to 50 times)	Often (over 50 times)
Making them feel uncomfortable or scared	✓				
Using verbal threats	✓				
Threatening to hurt them		✓			
Threatening them with some kind of weapon	✓				
Threatening to hurt people they care about	✓				
Threatening to get them in trouble		✓			
Threatening to lie about them	✓				
Using physical force	✓				

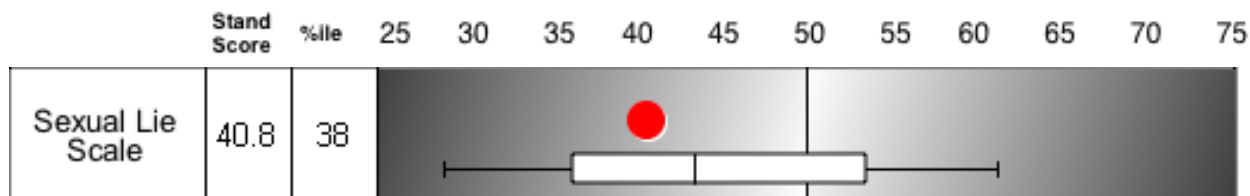
The respondent reported doing the following when his victim(s) resisted him:

	Never	Once	Rarely (2 to 10 times)	Sometimes (11 to 50 times)	Often (over 50 times)
He threatened to hurt them.	✓				
He threatened to hurt their friends or family.	✓				
He threatened not to be their friend anymore.	✓				
He yelled at them.	✓				
He tied or constrained them in some fashion.	✓				
He hit or hurt them.	✓				
He threatened to get them in trouble.	✓				
He did nothing.		✓			
He withdrew love or ignored them.			✓		

## SEXUAL FANTASY, ATTITUDES, AND BEHAVIOR SCALES

In this section are a number of scales designed to measure attitudes toward child molestation, sexualization, sexual and masculine inadequacy, paraphilias, and sadism. These scales have been found empirically to correlate with various forms of sexually coercive behavior.

### Sexual Lie Scale



### Description of the Sexual Lie Scale

**Sexual lie scale.** This scale contains six items that describe sexual thoughts and behaviors. High scores on this lie scale indicate that the respondent is denying engaging in sexual behaviors and having sexual thoughts. T Scores greater than 65 on this lie scale indicate defensiveness about sexual behavior, and that responses on the sexualization scales should be interpreted with caution.

#### Legend

● Respondent's T Score appears in numeric form, at left, and as a circle on the plot.

◐ If the respondent's T score is lower than 25 or higher than 75, it will be represented by a half circle.

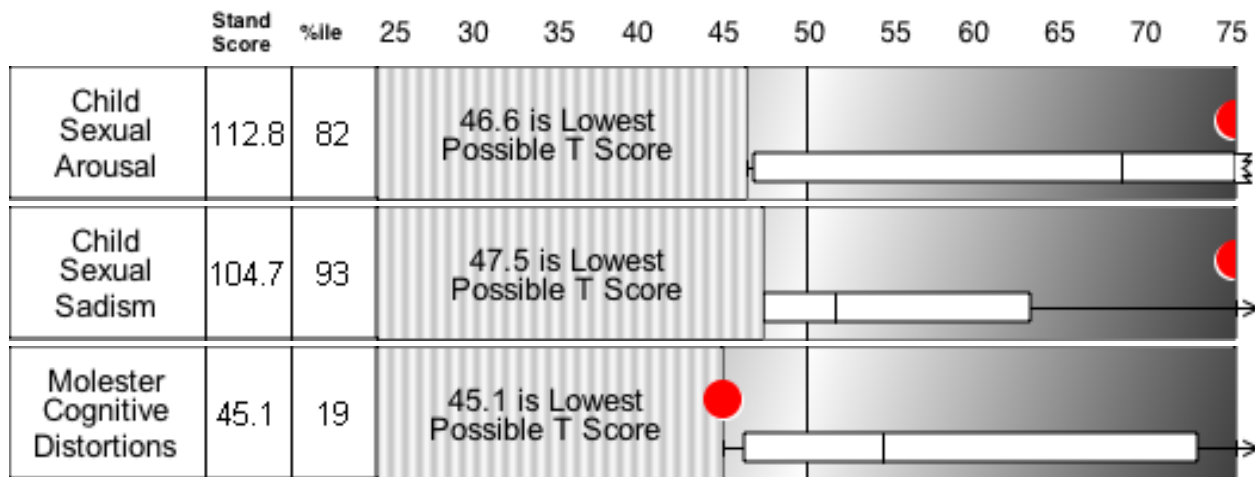


The figure represents the distribution of scores on a sample of incarcerated sex offenders. The box encloses the 25th to 75th percentile. The vertical line is the median. The whiskers mark the 10th and 90th percentile. If the 10th or 90th percentile goes beyond a T score of 25 or 75, an arrow is placed at the end of the whiskers.



The scale represents scores of a sample of community males.

### Child Molestation Scales



#### **Description of the Child Molestation Scales**

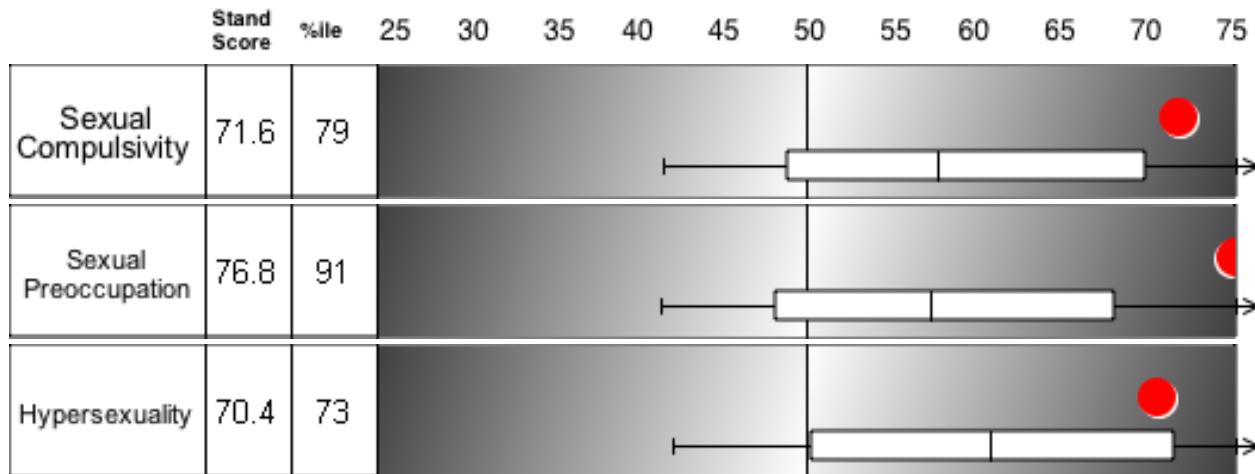
**Child sexual arousal.** This scale consists of five items that assess being sexually aroused by children and fantasizing sexual activity with them. Respondents who score high on this scale report high sexual arousal to children.

**Child sexual sadism.** This scale consists of seven items that assess fantasies and behaviors involving hurting or frightening a child during sex. Respondents who score high on this scale report inclinations to high sexual sadism with children.

**Child molester cognitive distortions.** This scale consists of six items that endorse attitudes conducive to or supporting sexual behavior with children. Respondents who score high on this scale evidence high endorsement of such cognitive distortions. Legend appears with Lie Scales.

## Sexualization Scales

The MIDSA includes two factor scales and one rational scale that describe the intensity and intrusiveness of sexual fantasies and the frequency of sexual activity. The respondent's scores on these three scales appear in the charts below. Note that these are standardized against community adults.



### Description of the Sexualization Scales

**Sexual compulsivity.** This factor scale consists of nine items. Respondents who scored high on this scale reported being slave to their sexual urges/being unable to control their sexual urges.

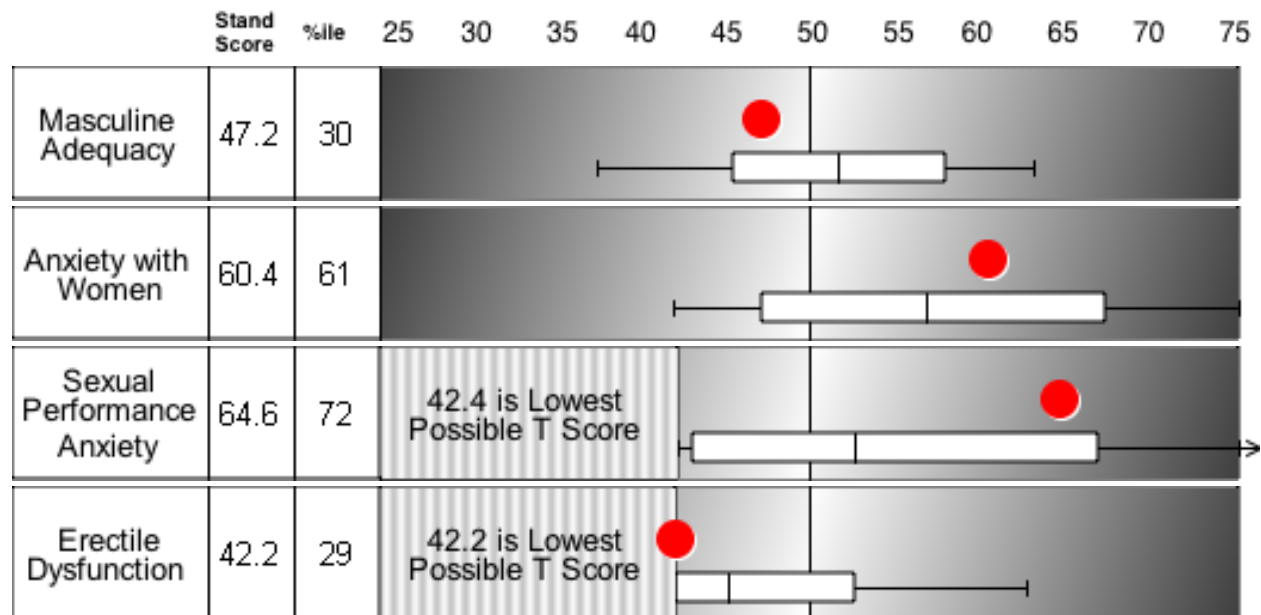
**Sexual preoccupation.** This factor scale consists of seven items. Respondents who score high on this scale report that they think, daydream, and dream about sex frequently.

**Hypersexuality.** This rational scale consists of five items that measure sexual drive. Respondents who score high on this scale report frequent sexual activity and/or the need to have sex frequently.

Legend appears with Lie Scales.

## Masculine Adequacy and Sexual Inadequacy Scales

The MIDSA includes four factor scales that describe how sexualized respondents are. The respondent's score on these scales appear in the charts below. Note that these are standardized against community adults.



### Description of the Masculine Adequacy and Sexual Inadequacy Scales

**Masculine adequacy.** This scale consists of five items. Respondents who scored high on this scale report that they are manly, good in fights, and in sex.

**Anxiety with women.** This scale consists of five items. Respondents who score high on this scale report feeling anxious, nervous, inadequate, and guilty around women and sex.

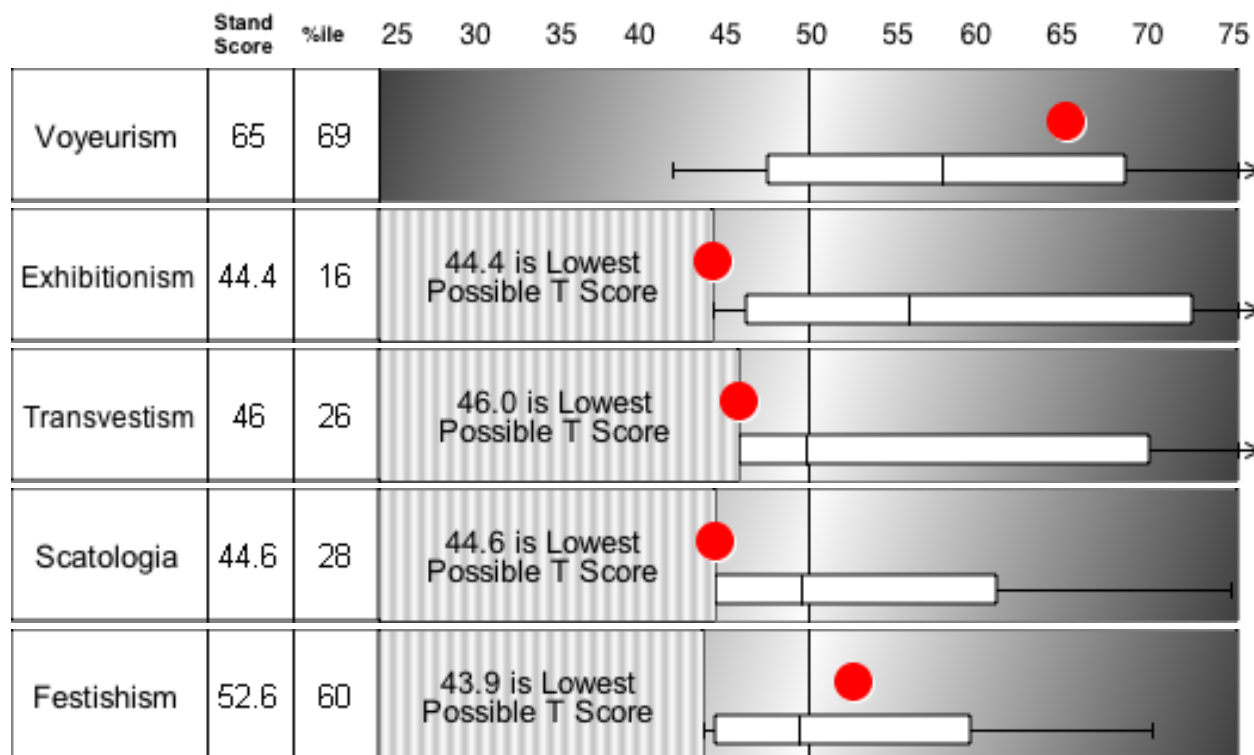
**Sexual performance anxiety.** This scale consists of three items that measure anxiety about their penis and their sexual performance.

**Erectile dysfunction.** This scale consists of three items. Respondents who score high on this scale report difficulties with erection and ejaculation.

See Lie Scales for Legend.

## Paraphilia Scales

The MIDSA includes five factor scales that describe how sexualized respondents are. The respondent's score on these scales appear in the charts below. Note that these are standardized against community adults.



### Description of the Paraphilia Scales

**Voyeurism.** This scale consists of five items. Respondents who scored high on this scale both engage in voyeurism and report having strong urges to do so. They also report masturbating while watching someone.

**Exhibitionism.** This scale consists of five items. Respondents who score high on this scale report exposing themselves and report having strong urges to do so. They also may report reaching climax while exhibiting themselves.

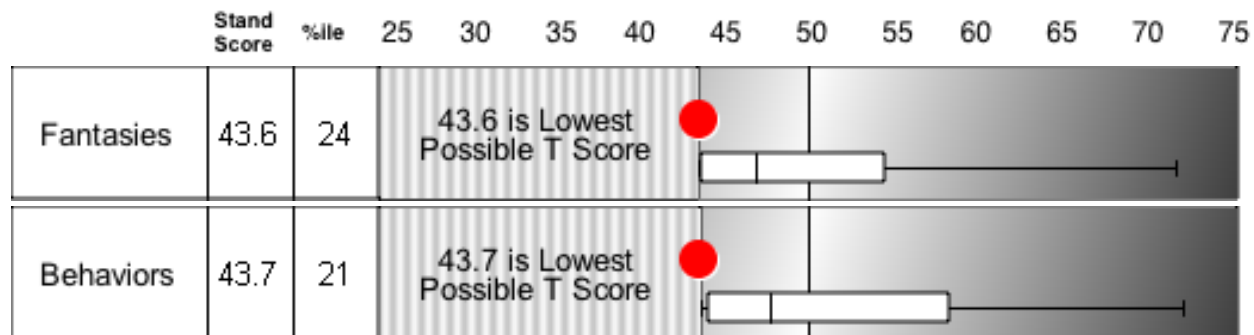
**Transvestism.** This scale consists of three items. Respondents who score high on this scale report becoming aroused by wearing women's clothes.

**Scatologia.** This scale consists of two items. Respondents who score high on this scale report making obscene phone calls.

**Fetishism.** This scale consists of three items. Respondents who score high on this scale report becoming aroused by nonsexual parts of women's bodies, such as feet or hair and being aroused by a woman's smell or feel.

### Sexual Sadism Scales

The MIDSA includes two rational scales that describe the amount of sadistic fantasies and behavior reported by the respondent. The respondent's score on these scales appear in the charts below. Note that these are standardized against community adults.



#### Description of the Sexual Sadism Scales

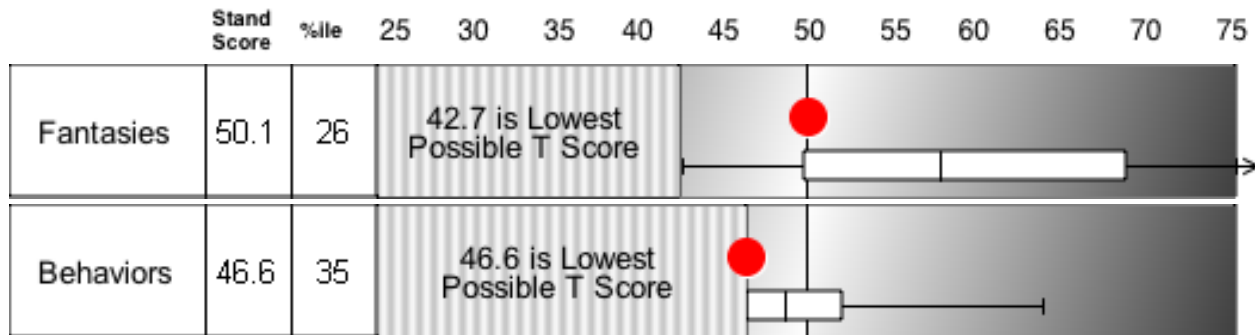
**Fantasy.** This scale consists of seven items. Respondents who scored high on this scale report becoming aroused by thoughts of scaring, hurting, humiliating, or killing women during sex.

**Behaviors.** This scale consists of eight items. Respondents who score high on this scale report having scared, hurt, or humiliated women during sex.

See Lie Scales for Legend.

## Expressive Aggression Scales

The MIDSA includes two factor scales that describe how hostile toward women in nonsexual situations respondents are. The respondent's score on these scales appear in the charts below. Note that these are standardized against community adults.



### Description of the Expressive Aggression Scales

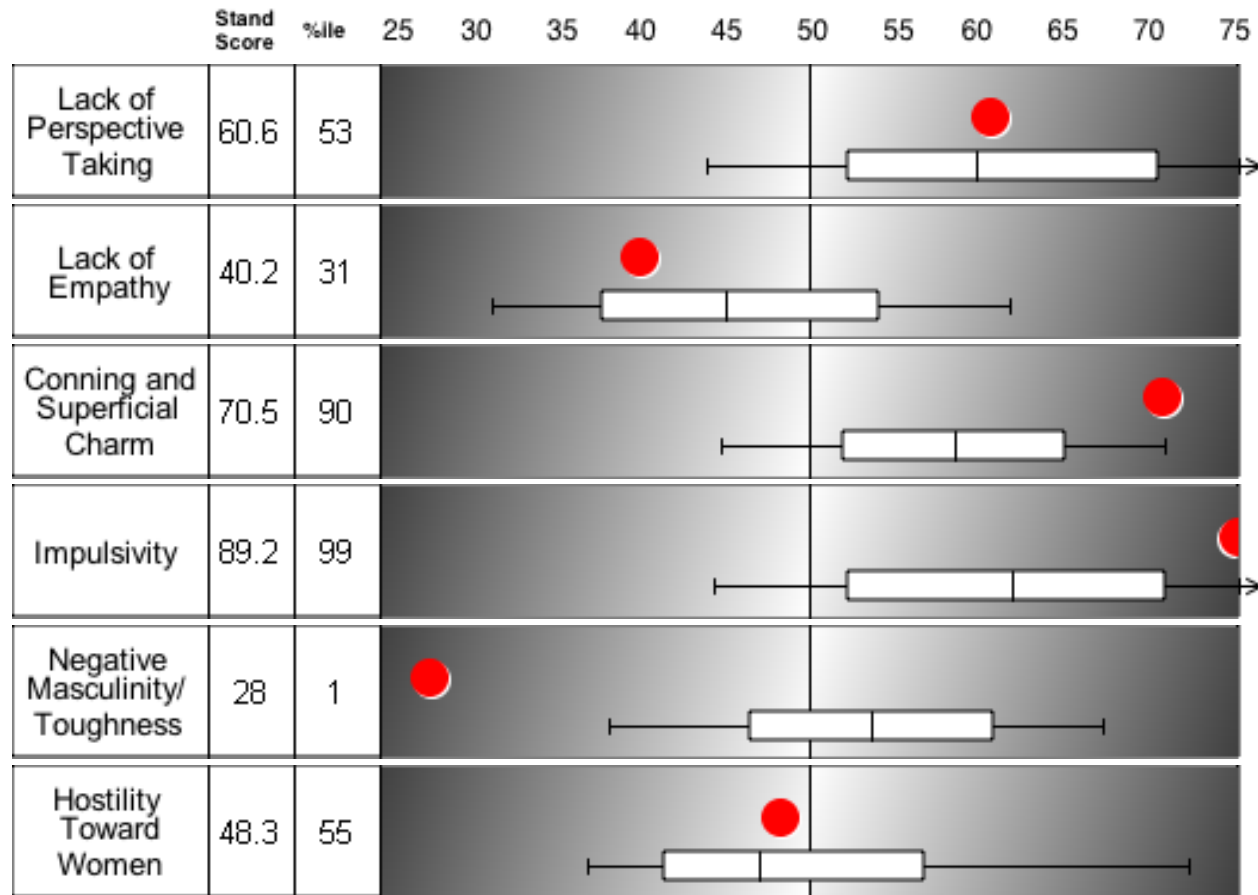
**Expressive aggression fantasy.** This scale consists of five items. Respondents who scored high on this scale report having felt angry toward women and had thoughts of hurting or frightening them in nonsexual situations.

**Expressive aggression behavior.** This scale consists of four items. Respondents who score high on this scale report they have beaten or harmed women in nonsexual situations.

See Lie Scales for Legend.

## Psychopathy and Hypermasculinity Scales

The MIDSA includes six scales that assess various components of psychopathy and negative masculinity, which are correlated domains related to increased probability of sexually coercive behavior against women and age-appropriate females.



### Description of Psychopathy and Hypermasculinity Scales

**Lack of perspective taking.** This factor scale consists of six items. Respondents who scored high on this scale report difficulty seeing another's perspective and considering both sides of an issue.

**Lack of empathy.** This scale consists of eight items. Respondents who score high on this scale report they lack feelings of concern for the misfortunes of others.

**Conning and superficial charm.** This scale consists of six items. Respondents who score high on this scale report having conned others, taken advantage of them, and manipulated them with charm.

**Impulsivity.** This scale consists of seven items. Respondents who score high on this scale report acting on impulse, losing control, and moodiness.

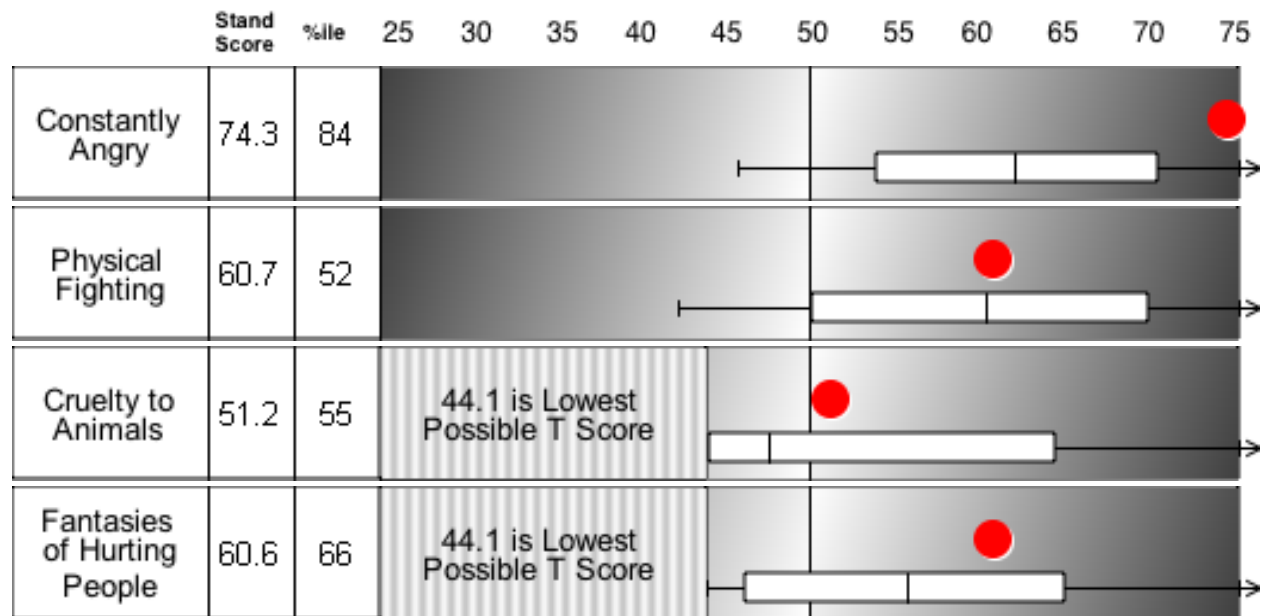
**Negative masculinity/toughness.** This scale consists of five items. Respondents who score high on this scale endorse attitudes of toughness masculine honor-defending.

**Hostility toward women.** This scale consists of eight items. Respondents who score high on this scale report negative attitudes toward women and endorse cognitive distortions about rape.

See Lie Scales for Legend.

## Pervasive Anger Scales

The MIDSA includes four scales that assess anger and nonsexual aggressive fantasies.



### Description of Pervasive Anger Scales

**Constantly angry.** This scale consists of eight items that assess instances of anger and failure to control one's temper. Respondents who score high on this scale report grouchiness, frequent anger, and temper tantrums.

**Physical fighting.** This scale consists of four items that assess tendencies to engage in and enjoy assaultive behavior (physical fights) against both males and females.

**Cruelty to animals.** This scale consists of four items that assess the frequency that the respondent has been cruel to animals, other than in sport (hunting).

**Fantasies of hurting people.** This scale consists of four items that assess the frequency of having fantasies of hurting other people or seeing them hurt.

See Lie Scales for Legend.

## Offense Planning Scales

The offense planning section is given to those who admit to (a) manipulating or forcing someone to have sex, (b) being charged or convicted of a sex crime, or (c) having sexual contact with a child or with a teen when they were over 19 years of age. The MIDSA includes four factor scales that describe offense planning and fantasy. Because community samples can not provide valid data about offense planning, the respondent's scores are reported as percentiles.

***Intimacy-seeking sexual fantasies.*** This scale consists of 17 items that assess fantasies in which the respondent ignores the agonistic nature of coercive sexual behavior and fantasies that his sexual overtures will elicit a positive response. He fantasies both about what he will say and do sexually to a women and what she will say and feel and do sexually to him during the offense encounter. The respondent's score was higher than 70 percent of a sample of juveniles who offend sexually.

***Aggressive/violent fantasies.*** This scale contains seven items that tap the respondent's fantasies about physically harming, frightening, and even killing someone during nonconsensual sex. The respondent's score was higher than 76 per cent of a sample of juveniles who offend sexually.

***Explicit Planning.*** This factor consists of seven items that indicate that the respondent has thought specifically about committing an offense, including who the victim would be and where he would commit the offense. The respondent's score was higher than 99 percent of a sample of juvenile offenders.

***Eluding Apprehension.*** This scale contains five items that assess the respondent's plans to elude apprehension after sexually coercive behavior. High scores indicate high post-offense planning. The respondent's score was higher than 83 per cent of a sample of juveniles who offend sexually.

This is the end of the report.