

**JUVENILE SEX OFFENDER RISK
AND PROTECTIVE FACTORS CHECKLIST**

The evaluation must support the identification or rule-out of any risk or protective variable identified on this checklist.

STATIC RISK FACTORS

- ___ Threats or violence associated with sexual offense
- ___ History of violence prior to sexual offense
- ___ Prior history of sexual offense
- ___ Prior arrest history
- ___ Having ever had a victim who was not related
- ___ Having ever had a victim who was a stranger
- ___ Having ever had a victim who was a male
- ___ History of abuse (physical, emotional, or sexual)
- ___ Having a history of a family with psychological, substance abuse or criminal issues
- ___ Having a history of criminal peer relations
- ___ Having a history of violence
- ___ Having a history of discipline issues in school
- ___ Having a history of discipline issues while incarcerated
- ___ Having a history of problems with school performance (grades, peers, completion of school)
- ___ Having a history of any treatment failure
- ___ Having a history of any supervision failure
- ___ Having a history of substance abuse
- ___ History of deviant sexual interests
- ___ Ever sexually assaulted 2 or more victims
- ___ Ever sexually assaulted same victim 2 or more times
- ___ Ever sexually assaulted a child (under 12 years of age and at least 4 years younger)
- ___ History of indiscriminate choice of victims
- ___ History of diverse sexual offense behaviors
- ___ History of conduct disorder
- ___ History of juvenile antisocial behavior
- ___ History of multiple types of criminal activity
- ___ History of exposure to violence
- ___ History of caregiver inconsistency (Unstable Home Environment is listed under Limitations to Responsiveness to Treatment section)

NEEDS/DYNAMIC FACTORS

- ___ Attitudes supporting sexual offending
- ___ Current deviant sexual interests (type of victim and sexualizing aggression)
- ___ Sexual preoccupation
- ___ Resistance to altering deviant sexual interests
- ___ Current pattern of conduct disorder/criminal behaviors
- ___ Current pattern of violent behavior
- ___ Attitudes that support violence
- ___ Current poor school achievement
- ___ Current poor vocational achievement
- ___ Current antisocial peer associations
- ___ Current substance abuse
- ___ Current poor use of leisure time
- ___ Dysfunctional traits (including: attention/concentration problems, mood instability, pervasive anger, general impulsivity, poor frustration tolerance, sensation seeking, risk taking, inflated self-esteem, and low verbal skills/low non-verbal skills)
- ___ Antisocial attitudes (including: detachment from symbols of authority, negative attitudes towards authority, difficulty accepting responsibility, propensity to lie, frequently violating rules and laws, high aggressiveness, and callousness)
- ___ Social isolation
- ___ Experiencing dysfunctional parenting (including: poor supervision, sexual behavior, inappropriate disciplinary techniques, poor communication within the family, poor parent-youth relationship, emotional abuse, physical abuse, and sexual abuse)
- ___ Residing in a family with criminal activity
- ___ Residing in a family with psychiatric problems
- ___ Residing in a family with substance abuse problems
- ___ Residing in a family with financial problems
- ___ Residing in a neighborhood with negative influences
- ___ Having access to potential victims
- ___ Not yet having developed a plan to prevent re-offending
- ___ Unsupervised access to sexualized information material
- ___ Remorse and guilt deficits
- ___ Cognitive distortions associated with offense
- ___ Poor understanding of risk factors
- ___ Limited acceptance of responsibility for offense
- ___ Difficulty managing sexual urges
- ___ Difficulty managing anger

LIMITATIONS TO RESPONSIVENESS TO TREATMENT

- ___ Lack of readiness for treatment
- ___ Lack of parental support for treatment
- ___ Unstable home environment
- ___ Criminal home environment
- ___ Antisocial peer associations
- ___ Reading limitations
- ___ Spelling limitations
- ___ Intellectual limitations
- ___ Poor academic history
- ___ Unstable mood issues
- ___ Rebellious personality characteristics
- ___ Poor management of sexual urges
- ___ Unstable substance abuse issues
- ___ Lack of recognition of committing a sexual offense
- ___ Lack of recognition of the possibility for re-offense

STRENGTHS FOR RESPONSIVENESS TO TREATMENT/PROTECTIVE FACTORS

- ___ Mature personality characteristics
- ___ Good self-esteem, parental support for treatment
- ___ Having competent parents
- ___ Having cooperative/supportive parents/family
- ___ Coming from a financially stable family/availability of economic and other resources to expose youth to multiple experiences
- ___ Pro-social peer influences/support
- ___ Having a pro-social attitude
- ___ Having community supports
- ___ Good social skills
- ___ Good problem solving skills
- ___ Good academic skills
- ___ Having no history of school issues (behavior or social problems)
- ___ Interest in healthy hobbies
- ___ Interest in cooperative group activities (sports, social clubs, church activities)
- ___ Having no history of violence
- ___ Having no prior sexual offense
- ___ Having no prior arrest history
- ___ Having no history of abuse (physical, emotional, or sexual)

- ___ Having no family history of psychological, substance abuse or criminal issues
- ___ Having no history of treatment failure
- ___ Having no history of supervision failure
- ___ Having no history of substance abuse
- ___ Acknowledges risk and uses foresight and safety planning
- ___ Takes responsibility for behavior/does not try to control others' behavior
- ___ Able to manage emotions/impulse control
- ___ Rejects abusive thoughts as dissonant
- ___ Is motivated for change
- ___ Recognizes victim impact/has empathy
- ___ Consistently recognizes/interrupts cycle
- ___ Having healthy sexual interests
- ___ Participation in shared activities with family (including parents and siblings)
- ___ Having parents who provide the forum to discuss problems/issues
- ___ Having a positive adult (ally) in the family to mentor/be supportive