

**Development of a Psychological Test Battery for Sexual Offenders Against
Children: Responses by University Students with Various Instructional Sets
Including the Simulation of Sexual Offenders**

Mary McGrath

Saint Mary's University

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**Thesis submitted in partial fulfillment of the degree requirements for the
Masters of Science degree in Psychology**



Dr. R. J. Konopasky, Saint Mary's University



Dr. P. Street, Saint Mary's University



Mr. S. Cann, Saint Mary's University



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**Mary McGrath
Saint Mary's University**

Running head: Development of a psychological test battery

ABSTRACT

It is well accepted that alleged sexual offenders and sexual offenders against children deny or minimize their offenses during assessment because they believe that honest disclosure will result in negative consequences for them. This defensive test taking attitude makes it difficult to identify offenders as such, and to collect information about offenders as a whole.

One hundred and twenty university students were administered a battery of questionnaires under conditions of anonymity. Thirty males were instructed to respond to the questionnaires as if they were guilty of a sexual offense and facing sentencing (Guilty Group), 30 males were instructed to respond as if they were charged but innocent of the alleged sexual offense (Innocent Group), and 30 males (Male Control Group) and 30 females (Female Control Group) were instructed only to respond truthfully.

The responses of the four groups were significantly different in regard to socially desirable responding, their reports of cognitive distortions regarding adult-child sexual contact, their feelings of empathy for victims of sexual assault, and their acceptance of rape myths and interpersonal violence.

Scores for the Guilty and the Innocent groups were significantly different from the Male Control Group on measures of dependency, empathy, and willingness to identify inappropriate sexual conduct as such. Questionnaires developed for this study, the Social Sexual Desirability Scale, the Chi-Mo, the Em-Pat, the Life Attitudes Scale, the Accuracy of Social Judgment Inventory, the Interpersonal Dependency Inventory, and the Fear Inventory discriminated

between those who were asked to imagine that they faced the courts in regard to a charge for a sexual offense and those who were not.

Male Controls reported significantly more cognitive distortions than did Female Controls on both the Abel and Becker Cognition Scale ($p = .0457$) and the Chi-Mo ($p = .0009$). All subject groups were more willing to agree with Chi-Mo items which "justified" adult-child sexual activity than with the more transparent ABC items ($p < .0001$).

Males were more accepting of traditional female rape myths ($p = .0150$), and interpersonal violence ($p = .0027$) than were females. And, for males, the acceptance of rape myths was significantly correlated with their acceptance of interpersonal violence and their endorsement of sexually conservative beliefs. And, RMA-F scores were significantly correlated with the total scores of the SSDS ($p = .0235$), the SSDS denial subscale scores ($p = .0055$), and the total BIDR scores ($r = .256$; $p = .0484$).

The ASA-Expanded revealed that males thought about unconventional sexual practices, and voyeurism significantly more often than females and engaged in voyeuristic activities more often than females. Both groups reported their beliefs that children can be sexually aroused or sexually excited by some types of sexual activity with an adult.

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The primary objectives in the assessment of sexual offenders against children are: 1) identification of the offender as such; 2) the assessment of the thoughts and feelings critical to the offense having taken place; and, 3) the assessment of traits and characteristics, and cognitions which are relevant for treatment. The sources of information about offenders normally include questionnaire responses and interviews, both of which rely on the alleged offender's or the offender's willingness to respond truthfully to the questionnaire items or to the interviewer's questions. There are other types of data which are less subject to socially desirable responding, for example, phallometric data and even sources of data not provided by the offender himself, such as victims' statements. Certainly, the self-report data, which is subject to socially desirable responding, is often the basis of clinical decisions.

A number of tests have been developed to assess sexual offenders against children. Most correlate, however, with the measures of socially desirable responding (Crowne & Marlowe, 1960; Edwards, 1957; Furnham, 1986), and the responses to the tests change depending on the instructional set, for example, "to fake good".

This study developed a new battery of tests for sexual offenders against children which was intended to be less subject to response sets including socially desirable responding. In addition, there are critical gaps in the

information about sexual offenders against children. Questionnaires were developed in this study to collect some of this information.

The study of sexual offenders against children is difficult for many reasons. One is the difficulty of gaining access to a sufficient number of offenders who are incarcerated, access to correctional institutions being restricted and the offenders themselves being defensive about reporting their offenses. This study attempted to determine whether university students could simulate the responses of offenders by instructing some of them to respond as if they were guilty of a sexual offense against a child and as if they were taking the tests because they faced a trial. Others were told to respond truthfully.

Apart from determining whether or not the university students could accurately predict the responses of sexual offenders against children, there was interest in knowing the views of university students regarding such sexual offenders.

The battery was administered to university students only and not to offenders. This provided information about the susceptibility of the newly developed tests to socially desirable responding, about the reliability of these tests, about university students' beliefs regarding how sexual offenders think, and about university students' own attitudes and beliefs regarding many sexual issues. Clearly, a great deal more information will be gathered when the battery is administered to sexual offenders against children.

Child sexual abuse is any sexual behavior *imposed on* a child who is, necessarily, unable to resist the adult's behavior because of the child's lack of

power and stage of psychological development. Child sexual abuse includes, but is not restricted to, such behaviors as exposure, fondling, masturbation, and various forms of penetration.

Such abuse occurs with alarming frequency: Recent epidemiological findings indicate that 19-28% of females and 8.6-16% of males will report at least one sexual victimization experience during their childhood (Badgley, 1984; Bagley, 1991; Finkelhor, 1979; and Russell, 1983). Badgley (1984) indicated that *over one third of reported child sexual abuse cases involve children five years or younger*. A national census showed that sexual offenders made up 14.9% of the Correctional Service of Canada's offenders under Canadian federal supervision. The information provided on 3,066 of these offenders revealed that 21% were pedophiles and 6.2% were incest offenders (Motiuk & Porporino, 1992).

Studies have shown that, on average, those who are found to commit an act of child molestation have committed many such acts. For example, Abel (1989) reported on 453 child sexual offenders and found that these individuals had molested 67,112 victims, totaling 106,916 acts of child molestation; and Abel, Rouleau, and Cunningham-Rathner (1986) estimated that by the time he reaches adulthood, the average child molester has attempted over 25 child molestations.

Notwithstanding these frightening statistics, the traditional taboos surrounding the discussion and study of crimes of this nature have resulted in the postponement of scientific investigation of this topic until just recently, for example, in 1969, Psychological Abstracts listed only seven published journal

articles which addressed the sexual abuse of children (Okami, 1992). With the recent legitimization of interest in this problem, at least 250 such articles were published in 1989, a 3400 percent increase over the number published in 1969. By 1992 there were approximately 10,000 publications referenced on the PsycLit data base (R. Langevin, personal communication, January 23, 1992), indicating the proliferation of research on this paraphilia.

Studies have estimated that between only 0.5 and 2% of sexual offenders are female (Wolfe, 1993; Stephens, Grinnell, Thomlison, & Krysik, 1991). Due to this relatively low incidence of reported offenses against children by female sexual offenders, and since very little of the literature presents empirical data concerning female child molesters, this literature review will focus on research on male offenders: An offender, for the purposes of this study, is defined as any male individual who has, according to the Criminal Code of Canada, committed a sexual offense against a male or female child. Child sexual abuse, as it relates to this study, is defined as any sexual activity which occurs between a child (15 years and younger) and someone at least five years older than the child at the time of the sexual activity.

With the proliferation of research articles on child abuse, there has developed a range of definitions of abuse. While some studies consider anyone up to the age of 18 as a child (Hall, Maiuro, Vitaliano, & Proctor, 1986), others do not even report the age of the child; some studies, (Briere & Runtz, 1989; Kaplan, 1989; Malamuth, 1989) do not define what is child abuse but expect the respondents to know. The lack of clarity about what is child abuse in research is matched in the world: Consensual sexual relations between a 15-year-old and an adult are legal in some states within the United States and

in other countries throughout the world; in Canada, a 14 year old can legally consent to sexual activity under certain conditions (Minister of Supply and Services, 1989). To avoid any ambiguity in this study, a "child" will be identified as anyone 15 years old or younger. Further, in responding to various questionnaire items, respondents were asked to consider discrete age groups as they answered.

Myths

According to Lanyon (1986) the following are the most commonly held myths by society about child molestation: perpetrators are socially marginal individuals or "dirty old men"; they are strangers to the victims; and, children are prone to fabricating accounts of sexual abuse. These widely held beliefs about child sexual abusers are inconsistent with research findings. To begin with, child molesters are often otherwise law-abiding persons (who may actually escape detection for an extended time *because* they appear to be respectable). Second, the median age of offenders has been reported to be as young as 16 years (Abel & Osborn, 1992; Groth, Hobson, & Gary, 1982). Barbaree (1989) reported the average age for adult offenders as 40 years and the average age of 16 years for adolescent offenders. Fitch (1962), in a study of 147 child sexual offenders found the average age to be 36 years. Third, most offenders are not strangers, but are known by their victims, and, in fact, are often related to them (Chohan, Koverola, Proulx, & Battle, 1992; Conte & Berlinger, 1981). Finally, children seldom fabricate stories of molestations (Faller, 1984; Goodman, 1984; Melton, 1981; Summit, 1983; Yuille, 1988).

Age of Onset

Studies have reported striking findings regarding the early onset of sexual arousal to children in sexual offenders. Abel et al. (1986) found that 70% of homosexual pedophiles had developed a deviant arousal pattern prior to age 18, and, of these, 30% admitted to having experienced deviant arousal as early as age 13. Two later studies found that 53% of the adult sexual offenders interviewed reported onset of deviant behavior during or before adolescence (Abel, 1989; McConaghy, Blaszczyński, Armstrong, & Kidson, 1989). The early age of onset, apart from contradicting the myth that sexual deviance is associated with older men, suggests that prevention of these sex crimes requires early identification and early intervention. Abel and Osborn (1992) estimated that failure to treat the adolescent pedophile results in a greater than *fifty-fold increase in the number of victims* the perpetrators assault by the time they are adults.

Defensiveness in Sexual Offenders Against Children

Conscious denial. Child molestation is so repugnant, and evokes such critical reaction from society and even from other criminals, that offenders make every effort to keep their assaults a secret. The denial and minimization of such sexual assaults that clinicians see during assessment appears to be a natural defense against such societal criticism. This denial, in the form of conscious manipulation of information, makes the assessment of sexual offenders vastly more difficult than the assessment of other offenders. Though sexual offenders are not alone in offering distorted accounts of their offenses, the phenomenon has been particularly well documented for this group

(Kaplan, 1989; Langevin, 1988; Scully & Marolla, 1984; Segal & Stermac, 1990). In an attempt to defend themselves from criticism and denigration, the majority of sexual offenders either deny having committed the offense or they minimize important aspects of their offense or offenses. While it is safe to assume that only a fraction of those who completely deny their offense(s) have been incorrectly convicted, Marshall (1990) estimated that 80% of offenders initially deny any involvement. Barbaree (1989) explains that:

Denial and minimization are both the result of a psychological process involving distortion, mistaken attribution, rationalization, and selective attention and memory. But, they represent different degrees of the process. Whereas denial is extreme and categorical, minimization is graded. And whereas denial usually concerns the "facts" in the case, or whether or not the offender has a "problem" in need of treatment, minimization concerns the extent of the man's responsibility for the offense, the extent of his offensive behavior, and the degree of harm suffered by the victim (p. 6).

Similarly, Langevin (1988) described several, "degrees of admission" in sexual offenders. First, the offender may deny the charge altogether, believing that his word will be more credible than the child's, especially if he has a long and successful social history, or he may explain that the victim has a vendetta against him. Second, the offender may admit to the offense while denying anomalous sexual preference. For example, a father applying dermatological cream to his daughter's body may admit to the interaction with the victim but

insist that it was legitimate and not sexual in nature. Third, he may admit that the interaction was sexual, but minimize his responsibility.

Minimization may take many other forms. The offender may shift the responsibility away from himself by attributing the activities to external "causes". For example, the offender may indicate that the victim was to blame (e.g., she was sexually provocative). He may indicate that she did not resist (thereby implying consent), or that she specifically consented or tricked him into thinking she was older than she really was. He may also claim that the child enjoyed the sexual activity and benefited from the experience by gaining sex education or having her emotional needs fulfilled. He may say that the offense occurred because of alcohol or drugs, stressful circumstances, or social pressures. Or the offender may try to absolve himself of responsibility by attributing the cause to "internal" problems, for example, being emotionally disturbed, having uncontrollable sexual urges, an imbalanced hormone system, a bad childhood, or his own sexual victimization in the past. By way of such defensive minimization, the offender attempts to persuade others, that as these factors were beyond his control, so too was the behavior; that as the child was responsible, he was not. So well constructed is the rationale of some offenders, that they present as if they were the victims of circumstances and that we should feel bad for them.

In an attempt to minimize the impact of his offensive behavior, the offender often downplays the harm that has been done to his victims by underestimating the extent of his offensive behavior in terms of its duration, the frequency, degree, number of victims, the forcefulness, and intrusiveness of the sexual behavior. For example, he may say that he simply fondled the child rather than

had intercourse as the victim stated. While he may recognize the short-term physical discomfort to his victim, the offender often ignores the long-term psychological ramifications.

It can be seen then, that when assessing and/or treating child molesters, one encounters various levels of admission. For example, Hucker, Langevin, and Bain (1988) found that 48% of 100 pedophilic offenders denied the criminal charges or did not admit they had any problems related to children. In a study of 50 pedophiles, Langevin (1988) found that only 32% fully admitted their offense, with the rest either fully denying any interaction with the victim or absolving themselves of their responsibility in some way. Kaplan (1989) reported that 46% of 52 convicted child molesters interviewed refused to admit to a sexual crime. A study by Kennedy and Grubin (1992) reported that many child molesters refuse to accept any responsibility for their offense(s). They reported that one third of 66 convicted child molesters denied any involvement in the offense. The remainder placed blame on the victim, third parties such as their spouses, or an abnormal mental state, and one quarter appeared to actually believe that the victim benefited in some way. Similarly, in a recent study Denton (1994) reported that 63% of child molesters still denied forcing sex on a child, even after conviction.

Maladaptive thinking: Cognitive distortions in the offending population. As well as sexual offenders attempting to minimizing their behavior to those who are evaluating them, they may also persuade themselves that their sexual activity with children is less deviant that it actually is, or that it is actually acceptable. Abel (1989) explains that, "Cognitive distortions are the statements one makes about the appropriateness of one's behavior (i.e., My

sexual contact with children is normal or abnormal). In order to maintain his sexual interest in children, the pedophile must develop cognitions to support his position" (p. 235). The role of maladaptive thinking in child sexual abuse is important. Child molesters hold distorted beliefs about their sexual acts with children and the role the child plays, and their cognitions and beliefs differ from those of other non-molesting males (Howells, 1981; Stermac & Segal, 1989). According to Abel et al. (1984), many offenders modify their cognitions or belief systems in order to support and justify their deviant behavior. For example, they may perceive the victim as being emotionally mature because she is well developed physically. Many child molesters actually believe that: (1) the child was sexually provocative; (2) the child willingly gave consent; (3) no harm resulted; and (4) the child benefited from the sexual contact (Langevin, 1988; Marshall & Barbaree, 1988). Since child molesters commit their deviant acts in secret, the attitudes and beliefs that support this deviant behavior go unchallenged until well after arrest and incarceration. As the deviant behaviors are not immediately followed by negative consequences, but rather are reinforced by sexual gratification, it is likely that faulty cognitions associated with them are also "rewarded", and this reinforcement will increase the likelihood of the behavior occurring again. In addition, as these distorted beliefs become more deeply entrenched, they act as cognitive "armor" against society's values.

Two important goals of the assessment of child molesters, are, therefore: (1) to expose the offenders' conscious manipulation and distortion of the truth; and (2) to assess the offenders' cognitive distortions, that is, the degree to which they actually "believe" their errors in thinking. In treatment, this pernicious defensiveness, both their deliberate attempts to avoid responsibility

for their actions, and their cognitive distortions, is challenged, and alternative ways of looking at these issues are modeled.

Cognitive Distortions in the Non-Offending Population

A sobering possibility is that cognitive distortions about adult-child sexual contact issue from society and are not restricted to sexual offenders. For example, sexually abused children, like rape victims, are often held responsible by society for their own victimization (Broussard & Wagner, 1988; DeYoung, 1981; Eisenberg, Owens, & Dewey, 1987; Saunders, 1988; Saunders, 1987). In the Saunders (1987) study, 16% of the police officers reported that they believed that children "invite" their victimization and may play a "collaborative" role in the offense. Broussard, Wagner, and Kazelskis (1991), also reported that many of us, including social scientists, attribute blame for child sexual abuse to the child her- or himself. Oddly, this attribution supports the belief that the sexual abuse was not harmful; certainly we would not assume that a child who played with matches and was burned was not harmed just because the child caused the fire.

Two studies (Broussard & Wagner, 1988; Waterman & Foss-Goodman, 1984) reported that university undergraduates held child victims significantly more responsible for their victimization if they failed to actively resist the adult's sexual advances. Stermac and Segal (1989) reported that a control group of 149 subjects including mental health professionals, lawyers, and police officers, perceived a child as complying with, or benefiting to some degree from, sexual contact with an adult, although the perceived complicity or benefit was significantly lower than that reported by known child molesters. That

control populations report cognitions and beliefs similar to, even though less extreme than, child molesters is disturbing. For adult victims, resistance or lack thereof on the part of the victim is often used to determine the degree of responsibility born by the adult rape victims, thus continuing the "rape myth" that failure to physically resist implies consent (Burt, 1980). Unfortunately, the same issue seems to arise in determining the culpability of the child victim; even children are expected to resist, and if they not do so then they are often assigned at least a portion of the responsibility of the sexual activity by offenders and the general population alike. Given the findings of some cognitive distortions in the general population, systematic investigation of such beliefs in both the population at large and child molesters is important.

Sexual Attraction to Children in the Non-Offending Population

Recent studies have reported that a surprising portion of individuals in the non-offending population have thought about having sex with a child. Briere and Runtz (1989) showed that 21% of a sample of 193 male university students reported "sometimes" being sexually attracted to children, 9% reported having sexual fantasies involving children, 5% reported masturbating during fantasies about sex with a child, and 7% admitted that they would have sex with a child if they were certain of remaining undiscovered. Denton (1994) found that 2.5% of the university students sampled found the idea of having sex with a child to be sexually arousing. Both Briere, Henschel, and Smiljanich (1992) and Templeman and Stinnett (1991) reported college students' interest in having sex with a child, given the absence of detection or punishment, with up to 5% of respondents reporting a desire to have sexual activity with girls under the age of 12. Fromuth, Burkhart, and Jones (1991)

surveyed 582 college males and found that 3% reported activity that met the criteria for sexually molesting a child.

The discriminating feature between those who do and those who do not commit offenses may be less the showing of cognitive distortions and more the willingness to engage in risky but pleasurable behavior, and, regrettably, behavior which is unlikely to be punished soon after the act, or ever.

Defensiveness Under Adversity

Clients who are before the courts on a sexual assault charge and who are referred for a psychological assessment may be grouped according to three, two-point variables: The first variable is a matter of fact regarding the alleged assault, the client either having committed the offense or not; the second variable is the plea, the client pleading guilty or not guilty; and, the third variable is the point at which an assessment is conducted, the client being assessed either before trial, or before sentencing. It is reasonable to assume that all individuals charged with an offense will expect that their test results will significantly affect their legal status and will respond accordingly even if the individual is innocent, that is, did not commit the assault. Rogers and Dickey (1991) explained such defensiveness saying that, "... the sexual offender is faced with a highly adversarial setting and chooses defensiveness based on its expected utility" (p. 50). Certainly self-disclosure and transparent defensiveness in such situations are likely to result in an unfavorable report and punishment. It also appears that the greater the anticipated benefit of dissimulation, the more likely will be the degree of dissimulation. And studies have shown that faking psychological tests is possible. Gendreau, Irvine, and

Knight (1973) clearly showed that inmates were able to manipulate their responses on questionnaire testing according to instruction.

Study of the beliefs and attitudes of men who commit sexual offenses is usually restricted to those who have been convicted of such offenses. While it seems to make sense to go to the source, it must be admitted that extraordinary difficulties are faced in locating sexual offenders and persuading them to cooperate in such studies. University students, so in demand for other psychological studies, are infrequently utilized in this area of research because it is usually assumed that none or few have committed sexual offenses. In contrast with this assumption, Denton (1994) found that many male university students reported having engaged in sexual behaviors that would be considered inappropriate or illegal. For example, she found that 87% of the subjects in her study had engaged in sexually harassing behavior, and 16% had engaged in forced sex. In addition, university males endorsed more unconventional sexual practices than sexual offenders or community volunteers. In addition to there being a significant number of admitted, though not convicted, offenders in university populations, it may be that university students can "fake" test responses as if they were offenders. Lawton (1963) found that when college and high school students were instructed to imagine how offenders would think, and then respond to questionnaires as they believed the offenders would respond, the students were accurate in their predictions. If this population can conveniently provide us with data, at least in some areas, which well represents offenders, then the study of offending may move ahead more expeditiously. This study simulated legal situations faced by offenders and asked university students to imagine that they were before

the courts in adversarial settings similar to those described above when they responded to various questionnaires.

The Purpose of the Study

There were four major reasons for this study: (1) to improve on previously developed tests which identify and describe sexual offenders; (2) to develop new tests which collect new data; (3) to provide information about the test taking attitudes of individuals who are facing the courts, that is, university students were asked to imagine that they were undergoing a psychological assessment, the outcome of which was crucial to their legal status: Subjects were asked to imagine that they were facing trial for a sexual offense they did not commit, while others were facing sentencing for a sexual offense which they did commit (see Appendix R); and (4) to support or refute previous reports of adult-child sexual interest and/or activity in a non-offending (university student) population. Given Horley's (1988) statement that, "One's prior cognitions about children as potential sexual partners will play a role in subsequent sexual behavior involving children" (p. 542), knowing that non-offenders suffer certain cognitive distortions compels society to continue its efforts to change those attitudes.

Hypotheses

- (1) It was expected that those subjects who imagine themselves in a highly adversarial legal setting would have a higher total score on the Marlowe-Crowne Social Desirability Scale (MC), the Balanced Inventory of Desirable Responding (BIDR), and the Social Sexual

Desirability Scale (SSDS) than would other subjects. It was also predicted that pattern of subscale scores of the MC would be different for the subjects who imagine themselves in adversarial settings, than other subjects: Since those facing legal proceedings were not expected to be as concerned about attributing positive attributes to themselves as much as denying negative attributes, their scores on the denial subscale should be significantly higher than the scores for non-adversarial groups; their scores on the acquiescence scale would not differ significantly from the scores for the non-adversarial groups.

- (2) For both the Abel Becker Cognition Scale (ABC) and the Chi-Mo (S. Cann and R. Konopasky, personal communication, November, 1993), the lower the score, the greater is the subject's agreement with items which suggest that adult-child sexual contact is appropriate. It was hypothesized that all groups would score lower on the Chi-Mo than on the ABC.
- (3) It was expected that subjects who imagine themselves in highly adversarial legal settings would have lower scores on the Empathy Scale (Em-Pat), that is, show less empathy for others, than the control subjects.
- (4) It was expected that the scores for the Accuracy of Social Judgment Inventory (ASJI) would be lower for subjects with adversarial instructional sets than for those subjects who were told to respond truthfully.

- (5) It was expected that subjects who imagine themselves in highly adversarial settings would endorse fewer child-like interests on the Child Identity Scale (CIS) and the Life Attitudes Scale (LAS) than subjects in less adversarial situations.

METHOD

Subjects

Ninety male and 30 female undergraduate university students at Saint Mary's University were invited to participate in the study. The researcher announced the study during class lectures, briefly describing the nature of the questionnaires and giving the date, time, and location of the study. A sign-up sheet was made available to those individuals interested in participating. Students enrolled in the introductory level psychology course only were awarded bonus points for their participation. Other students were offered no reward.

Materials

All subjects received the following items in their test package, with the noted exceptions.

1. Demographic information (see Appendix A)
2. Attraction to Sexual Aggression Scale (Expanded) (ASA-E) forms 1, 3, 5, 6, 8, and 9, administered to the Male Control Group (see Appendix B)

3. ASA-E forms 2, 4, 5(a), 7, 8, and 9, administered to the Female Control Group (see Appendix C)
4. Chi-Mo Scale (see Appendix D)
5. Balanced Inventory of Desirable Responding, administered to the Male Control Group and the Innocent Group (see Appendix E)
6. Marlowe-Crowne Social Desirability Scale (see Appendix F)
7. Comprehensive Behavior Checklist-Males (CBC-M), administered to the Male Control Group (see Appendix G)
8. Comprehensive Behavior Checklist-Females (CBC-F), administered to females only (see Appendix H)
9. Child Identity Scale, administered to the Male and Female Control Groups (see Appendix I)
10. Abel Becker Cognition Scale (see Appendix J)
11. Social Sexual Desirability Scale (see Appendix K)
12. Life Attitudes Scale, administered to the Male and Female Control Groups (see Appendix L)
13. Accuracy of Social Judgment Scale (see Appendix M)
14. Empathy Scale (see Appendix N)
15. Fear Inventory (FI), administered to the Male Control Group and the Guilty Group (see Appendix O)
16. Narcissism Scale (NS), administered to the Male Control Group and the Guilty Group (see Appendix P)
17. Interpersonal Dependency Scale (IDI), administered to the Male Control Group and the Guilty Group (see Appendix Q)
18. Instructional sets, depending on the group to which each subject was assigned (see Appendix R)
19. Debriefing (see Appendix S)

20. Victimization/Conviction Items (see Appendix T)

The test package items were enclosed in 8 X 10 Manila envelopes. A 2-cubic foot box was used to collect and store completed questionnaires. This box was sealed with the exception of a slot in the top through which the envelopes were inserted.

There are many measures or tests commonly administered to sexual offenders. The tests used in this study are described below under the following headings: Measures of Cognitive Distortions, Measures of Socially Desirable Responding, Attitudes and Interests of Child Molesters, Measures of Empathy, Sexual Aggression, and Miscellaneous Questionnaires.

Measures of Cognitive Distortions

The Abel Becker Cognition Scale. The ABC scale (Abel et al., 1989) is a questionnaire designed to identify distorted attitudes and beliefs of sexual offenders against children. For this questionnaire individuals respond to statements which reflect attitudes specific to sexual activity with children. Subjects indicate their agreement with 28 items on a 5-point Likert scale. When confidentiality was offered to self-admitting sexual offenders and controls, thereby reducing the need of the sexual offenders to respond in a socially desirable manner, the ABC was able to differentiate between the two groups (Abel et al., 1989).

When individuals who are charged with an offense are asked to respond to this questionnaire as part of an assessment package, it goes without saying

that anonymity is not offered. Under such circumstances, the denial and minimization on the part of sexual offenders, the transparency of the undesirable attitudes expressed by the item, and the homogeneity of the items, are expected to result in less honest responding, and more socially desirable responding by child molesters.

The Chi-Mo scale. In an attempt to reduce socially desirable responding, Cann (1992) revised the ABC to make it less susceptible to defensive responding and response bias. Specifically, items describing cognitive distortions about adult-child sex and modified ABC items which offered "justifications" for the aberrant sexual behavior were written. It was expected that offenders would accept the various justifications at face value and agree with the items, while non-offenders would "see through" the justifications, judge the attitudes to be inappropriate, and reject, not endorse, the items. Non-critical items were added to the questionnaire to disguise the purpose of the scale. Cann reported that the Revised ABC (RABC) was successful in reducing the tendency of the test to elicit socially desirable responding. The community volunteers rejected the undesirable items (i.e., items which indicated approval of adult-child sexual contact) in the RABC, but not as strongly as they rejected similar items in the ABC; apparently the respondents did not "discover" the "right" answer on the RABC as easily as when they responded to the ABC. In addition, the RABC showed acceptable test-retest reliability, the Pearson Product-moment correlation between test and re-test scores at one week being .80 (Denton, 1991).

Although an improvement over the ABC, the RABC was itself revised for this study. For example, confusing or ambiguous items were eliminated, and new

items were added, many of which continued to "justify" sexual activity with children, or for which the socially appropriate or correct response was less obvious. For example, "The confusion that a child may experience as a result of sexual contact with an adult is something most children could outgrow," or, "If your religion says it's all right to have sex with a child of 5 or older, then it is all right" offer a justification and make it more difficult to "spot" the socially desirable response. In addition, several non-critical items of the RABC were removed and replaced with three subscales of the Burt Attitude Scales (Burt, 1980), specifically, Rape Myth Acceptance (RMA), Acceptance of Interpersonal Violence (AIV), and Sexual Conservatism (SC). The result was the 126 item Chi-Mo, of which 59 items describing cognitive distortions are scored as a measure of the respondent's cognitive distortions. Although a community sample (non-offenders) was surveyed, sexual offender data had not yet been collected as of the writing of this study.

Measures of Socially Desirable Responding

Three measures of attempts to respond in a socially favorable manner were used. The Marlowe Crowne Social Desirability scale, developed by Crowne and Marlowe (1960) is a 33-item questionnaire, each item requiring a response of "True" or "False". Two scales comprise the test: the acquiescence scale, which describes characteristics that are socially desirable but improbable as a description of any respondent, and the denial scale, which describes characteristics that are socially undesirable but likely to be true for most respondents. The scale scores are combined to provide a total MC score. The Balanced Inventory of Desirable Responding, developed by Paulhus (1984), is comprised of two subscales: the Self-Deception scale which

measures the respondents' belief of self-reports, and the Impression Management scale which measures conscious and deliberate falsification of self-reports. A total score is calculated by combining the scores from the subscales. This questionnaire consists of 40 items, rated on a 5-point Likert scale. Finally, the Social Sexual Desirability Scale, was developed specifically for this study. It is a 60-item questionnaire, each item requiring a response of "True" or "False", with the items describing common behaviors related to sexual activities or intimate, sexual relationships. Two subscales comprise the test: The acquiescence subscale describes virtuous yet highly improbable behaviors, such as "I usually buy or read magazines that have nude pictures mainly for the articles," and the denial subscale describes characteristics that are socially undesirable but are likely to be true for most respondents, such as, "Sometimes I just pretend to be listening when my partner is telling me about something."

Attitudes and Interests of Child Molesters

One of the characteristics of child molesters appears to be interests similar to those of children (Abel, 1989). The 70-item Child Identity Scale (R. Langevin, personal communication, December 17, 1993) and the 57-item Life Attitudes Scale, developed for this study, measure the number of such interests. These questionnaires contain such items as, "I like candy," and, "I like to look through toy stores," and require a response of "True" or "False".

Measures of Empathy

The Empathy scale is a 52 item questionnaire developed specifically for

this study. Two scales comprise the test: The Em-Pat-Sex scale is comprised of 34 items that measure empathy for victims of sexual abuse, and the 18 item Em-Pat-Other scale measures empathy for minority groups, victims of non-sexual offenses, the unemployed, those on welfare, etc.: The scores for both scales can be added for a total Em-Pat score. Respondents rate each item on a 5-point Likert scale, ranging from "1", indicating a strong agreement with the statement, to "5", which indicates strong disagreement with the statement. High scores indicate a good capacity to understand the emotions or feelings of another person.

Sexual Aggression

The Attraction to Sexual Aggression Scale-Expanded. Malamuth (1989) developed the Attraction to Sexual Aggression Scale (ASA) which asked respondents whether they had ever thought of engaging in various conventional and unconventional sexual activities. There are four major problems with this measurement: First, some ASA items do not make clear the specific nature of the sexual activity and even omit the identity of those engaging in the behavior, for example, participants are asked if they have thought about oral sex, but it is not clear whether this is giving or receiving oral sex, and whether the sex partner is a male, female, or child. Second, technical terms, for example, "Pedophilia (sex with a child)," which are beyond the reading level of many respondents and which are not clearly defined in the test are used. Whereas, "sex with a child," is not clearly described in the ASA, in this study 19 acts are described (see Appendix B and C). A respondent might answer "yes" to this item, referring to a sexual encounter he may have had in his childhood with another child of the same age; the researcher, on the other

hand, might interpret the response as indicating adult-child sexual activity.

Third, most items in the scale seem to presume that the subjects are heterosexual and that the sexual partner or victim is a female. For example, items ask if the respondent has thought of "necking," "petting," and, "forcing a female to do something sexual she didn't want to do." If a subject is homosexual the question may not apply although an appropriately worded question would. Finally, responses are "forced-choice," that is, subjects are required to respond with either "yes" or "no" in regard to having thought of, or tried, a particular sexual activity. Even if the thought of sexual activity with a child, for example, happened just once, was fleeting, and occurred many years ago, the respondent would be "forced" to answer "yes," the researcher would be unable to discriminate between those who think about it frequently, who have thought of it recently, and think about it for long periods of time, from those who are quite the opposite.

In an attempt to more accurately survey opinions on sexual activity, to eliminate technical terms such as "Pedophilia," and to take into account the subjects' sexual orientation, the ASA scale was expanded for this study (ASA-E), with clear identification of the actors, explanations of the sexual activities, and clearer descriptions of "child" and "adult." Expanding the response format, that is, offering the respondents an opportunity to rate their arousal on a scale of "1" to "5", that is, "Not at all arousing," to "Very arousing," rather than responding with a "yes" or "no" provided better discrimination of response. Avoiding the term, "Pedophilia," one not necessarily understood by the population at large, a comprehensive list of sexual acts against children of different ages was described. Furthermore, asking subjects to imagine their preferred partner when answering the questionnaires allowed individuals with

different sexual orientations an opportunity to rate their interests without them having to "reconstruct" the item to suit them or to have them rate an activity as undesirable because it was described as taking place with a "partner" whose gender was not their preference. In addition, some items on the ASA were changed: Two items, "Whipping or spanking someone else," and, "Being whipped or spanked by someone else," replaced the single ASA item, "Whipping, spanking," to clarify the nature of the sexual activities being described; the items, "Raping someone," and, "Being raped by someone," replaced the single ASA item, "Rape," and the two items, "Forcing someone to do something sexual," and, "Being forced by someone to do something sexual," replaced the ASA item, "Forcing a female to do something sexual she didn't want to do." Finally, items asking respondents to indicate how often they thought about or tried to engage in specific sexual activities, and at what age this interest began, were new.

Miscellaneous Questionnaires

The Comprehensive Behavior Checklist-Men (Laws, 1993) contains 111 items which assess the attitudes of men toward women. Males report on the frequency at which they engaged in behaviors such as criticism, economic control, sexual assault, physical violence, anger displays, and threats. For example, a male is asked how often he, "Told her that she was stupid." Responses are rated on a 5-point Likert scale from "1" which indicates "Never" to "5", which indicates "Very frequently."

The CBC for women (CBC-F), described the same behaviors offered in the CBC-M. In this test, however, women are asked to report on the frequency with

which they have been the recipient of these behaviors which have been perpetrated by men, such as being asked how often males have, "Told you that you were stupid."

The Narcissism Scale, developed for this study, includes 28 selfish or egocentric attitudes often shown by sexual offenders, such as, "I have to look after myself because no one else will." Twelve nonessential items help disguise the purpose of the test. Respondents rate all statements on a 5-point Likert scale, with "1" indicating that they "Strongly disagree" and "5" indicating that they "Strongly agree."

The Fear Inventory, developed for this study, includes 21 fear items with which many offenders identify, such as, being apprehensive about the police, fear of loss of control of one's personal life, and fear of others discovering personal details about their lives. The respondent rates the statements on a 4-point Likert scale with "1" representing "Very untrue" for the respondent, and "4" representing "Very true." The questionnaire also contains 21 non-critical, common phobic items which help to disguise the purpose of the test.

The Accuracy of Social Judgment Inventory, developed for this study, assesses a respondent's ability or willingness to accurately identify 23 inappropriate sexual or anger-related behaviors. There is only one "right" answer in the four choices offered for each scenario, the respondent choosing one answer which best explains what is occurring in each scenario. Three "neutral" scenarios having no "right" or "wrong" answers, are also offered.

The Interpersonal Dependency Inventory, developed for this study, is a 48-item questionnaire which attempts to measure the thoughts, feelings, and behaviors often seen in sexual offenders who have a strong and unhealthy need to be with others, for example, "I spend a lot of time thinking about people who are very special to me." The respondents assign ratings to statements on a 4-point Likert scale, with "1" representing "Not characteristic of me," and "4" representing "Very characteristic of me." Half of the items were developed for this study, with the remaining items being taken verbatim from the original Interpersonal Dependency Inventory (Hirschfield et al., 1977).

Victimization/Conviction Items

All subjects were asked if they had ever been a victim of a sexual offense and whether they had been convicted of a sexual offense. The subjects were able to choose from answers of "yes", "no", or "cannot answer this question." If they had been a victim, they were asked to indicate their age when they were first abused, to indicate the age of the perpetrator at that time, and to indicate the abuser's gender.

Procedure

The male students were randomly assigned to one of three groups, each of which was given a different set of instructions, the same instructional sets being used throughout the test battery: Subjects in the Innocent Group were instructed to imagine that they were awaiting trial for an offense they did not commit (see Appendix R), subjects in the Guilty Group were instructed to imagine that they were awaiting sentencing for an offense that they had

committed and to which they had pled guilty (see Appendix R), and subjects in the Control Group were given no special instructions other than to answer the questionnaires honestly. The female subjects were asked to fill out similar questionnaires and received no special instructions other than to be truthful in their responses. Potential participants were given the following information about the study:

1. Data are being collected for a psychological study for a Masters thesis.
2. For Introductory Psychology students the following information was given: Participants will be awarded one bonus point toward their 201.0 Introductory Psychology course mark for every 45 minutes of their time taken to complete the questions. The points awarded will not exceed 6 points. This is in accordance with the Department of Psychology's instructions to students in Psy 201.0 which reads: "A credit of experiment participation takes 45 minutes or less. An experiment that lasts 45 or less will therefore be worth one credit (1% added to your grade)."
3. Participation will be limited to persons age 20 and older and is open to both males and females.
4. Participation involves filling out questionnaires in a quiet room on campus. These questionnaires will take approximately 2 1/2 hours to complete.
5. Participant's anonymity is guaranteed. Once the participant has completed the questionnaires, he or she will seal them in a plain envelop and place them in a sealed container which will not be opened until all the data have been collected. Only group data, not individual data, will be discussed in the study. Even the experimenter will not know who answered the questions.

6. Some subjects may be asked to answer questionnaires while imagining that they have been charged with *a crime they did not commit*, others to imagine that they have been convicted of *a crime which they did commit*. Specifically the male students will be randomly assigned to one of three treatment groups: Group I subjects will be instructed to imagine that they are awaiting trial for an offense they did not commit, Group II subjects will be instructed to imagine they are awaiting sentencing for an offense that they did commit; and Group III subjects will be given no special instructions. The female subjects will be asked to fill out similar questionnaires and will receive no special instructions other than to answer truthfully.
7. Some questionnaires contain items about sexual attitudes and beliefs and personal sexual behavior. This sexual behavior may include activities with others that you did not want. And you are asked to indicate, anonymously and in confidence, whether you have committed a sexual offense. If you feel that you cannot handle questions pertaining to your sexual activity, you may not want to participate in this study.
8. Some individuals may find some of the questionnaires to be disturbing. People who are concerned that they may react in this way are advised not to participate.
9. Those who decide to participate in the study may withdraw from the study at any time and all records of their involvement in the study, as well as any completed or partially completed questionnaires, will be destroyed. Those who decide to withdraw will still receive one bonus point.

While such a screening procedure may have resulted in a "loss" of subjects who may have provided valuable information about university students' sexual behaviors and attitudes and beliefs about sexual assault, it was necessary to

provide participants with enough information to allow them to make an informed decision regarding participation.

No one withdrew from the study. In fact, four subjects volunteered for and completed the questionnaires even though they were not eligible to receive any bonus points towards a course credit.

All participants received the questionnaire package listed in the "Materials" section. These items were enclosed in 8 X 10 manila envelopes which the subjects opened. To ensure anonymity, each participant, after completing the test package, sealed the package and then inserted it through a slot in a 2 X 2 cubic foot, sealed, box. The box was not opened until all questionnaires had been collected.

At the end of the testing session, all participants were provided with a debriefing sheet (See Appendix S) which they were asked to read before leaving the testing room. The debriefing sheet emphasized that the attitudes expressed in test items which supported adult-child sexual activity were inappropriate and wrong; a list of counselors with whom the subjects could discuss sexual abuse was provided.

The participants were given the opportunity at this time to ask questions about the study and to report any discomfort caused by completing the questionnaires. Many subjects expressed both an interest in knowing the outcome of the study and an appreciation for being able to express their opinions on the subject matter. No student appeared visibly upset by the questionnaires, or voiced any discomfort.

RESULTS**Demographic Information****Age**

A Kruskal-Wallis test indicated no significant differences in age among the four subject groups. The mean age for the Male Control Group was 25.0 years (the range was 20 to 43, the mode, 20). The mean age for the Female Control Group was 22.6 years (the range 20 to 40, the mode, 20). The mean age for the Guilty Group was 22.3 years (the range was 20 to 33, the mode, 21). The mean age for the Innocent Group was 21.7 (the range was 20-26, the mode, 20).

Marital Status

Chi-square analysis indicated no significant differences among the four groups in marital status. Of the Female Control Group, 93.33% were single, 3.33% were married, and 3.33% were living common-law. Of the Male Control Group, 80% were single, 10% were married, 6.67% were living common-law, and 3.33% were divorced. Of the Guilty Group, 86.21% were single, 3.45% were married, 3.45% were living common law, and 6.89% reported a marital status of "Other". Of the Innocent Group, 90% were single, 6.67% were married, and 3.33% reported being in some "Other" relationship.

Victimization

Subjects were asked to indicate if anyone had had sexual activity (no

particular activity was specified) with them that they did not want. They were also asked to indicate their age the first time that this happened, and the age and sex of their abuser. As Table 1 shows, 50% ($N = 15$) of the Female Control Group reported that they had been the recipient of unwanted sexual activity, their ages ranging from 3 to 19 years ($M = 12.73$ years) at the time of the abuse. The estimated ages of the abusers ranged from 12 to 44 years ($M = 24$). The majority (93.33%, $N = 14$) of the abusers of these females were male, while 6.67% ($N = 1$) were female.

For the Male Control Group, 16.67% ($N = 5$) reported that they had been the recipient of unwanted sexual activity, their ages ranging from 6 to 24 years ($M = 12$) at the time of the abuse. All abusers of these males were male, and their estimated ages of the abusers ranged from 11 to 30 years ($M = 23$) at the time of the abuse.

Chi-square analysis showed that the Female Control Group reported significantly more abuse than the Male Control Group ($\chi^2 (1, N = 60) = 7.70$; $p = .0062$). There were no significant differences between males and females in the age at which this first happened, in the estimated ages of their abusers, or the gender of the abusers; that is, most abusers were male whether the victims were females or males.

Spearman Rank correlations were computed to determine the relationship between being the recipient of unwanted sexual activity, and thoughts about having, and/or attempts to force sex with someone. These two factors were significantly and positively correlated for both control groups: Those subjects in the Male Control Group who reported being victimized also reported thinking

Table 1

The Percentage of Subjects Who Reported Being Victimized, Their Ages When They Were First Abused, and the Gender of the Abusers

	Male Control		Female Control	
	N	%	N	%
Victim Age \leq 15 yrs				
Abuser \geq 5 yrs older	4	80	7	46.7
Abuser < 5 yrs older			3	20.0
Victim Age > 15 yrs	1	20	5	33.3
Total	5	100	15	100

about, or attempting to, force someone into a sexual activity (including rape) ($Rho = .459$; $p = .0134$). Similarly, in the Female Control Group, there was a significant correlation between subjects' reports of being a victim and thinking about, or actually victimizing someone else ($Rho = .451$; $p = .0151$).

Sexual Orientation

When asked to identify the gender of their preferred sexual partner, 13.3% ($N = 4$) of the Female Control Group and 3.3% ($N = 1$) of the Male Control Group reported that they preferred a sexual partner of the same gender; 3.3% ($N = 1$) of the Female Control Group indicated an equal preference for male

and female sexual partners, whereas none of the males did; and the remainder in both groups indicated a preference for the opposite gender.

Presentation of Analysis

The following results are presented in the same order as the hypotheses were presented. First, the results of measures of socially desirable responding are presented, specifically, the MC, the BIDR, and the SSDS; second, results from two measures of cognitive distortions, the ABC and the Chi-Mo, are reported; third, the results from a measure of empathy, the Em-Pat Scale, are presented; fourth, the results from the ASJI are presented; and fifth, the results of the CIS and LAS are reported.

Social Desirability

Marlowe Crowne Social Desirability Scale

Total MC Scores

The total MC mean scores and the two subscale mean scores for all groups were compared using an ANOVA. The total MC scores for both the Guilty Group ($M = 16.30$) and the Innocent Group ($M = 16.47$) were higher, but not significantly higher than, the scores for the Male Control Group ($M = 13.53$) and the Female Control Group ($M = 13.83$).

MC Denial Subscale (MC-D)

The denial subscale scores of the MC for the Guilty Group ($M = 6.70$) and the Innocent Group ($M = 6.17$) were higher, but not significantly higher, than the denial subscale scores for the Male Control Group ($M = 4.83$). The mean subscale scores of the Guilty Group only were significantly higher than the mean subscale score of 4.60 for the Female Control Group ($p = .0367$).

MC Acquiescence Subscale (MC-A)

The acquiescence subscale scores of the MC for the Guilty Group ($M = 10.80$) and the Innocent Group ($M = 10.60$) were higher, but not significantly higher, than the acquiescence subscale scores for the Male Control Group ($M = 8.70$) and the Female Control Group ($M = 9.90$).

Table 2 presents correlations of the MC, SSDS, and BIDR for the combined male groups and the Female Group. Correlations for the MC, and all subsequent measurements, unless otherwise indicated, were computed using the Pearson product-moment correlation coefficient. When the scores of all males were combined, the total MC scores and its two subscales scores were significantly correlated ($p < .0001$). For the Female Control Group, the total MC scores were significantly correlated with the denial subscale ($p = .0106$) and the acquiescence subscale ($p = .0086$) scores, but these subscales were not significantly related to each other (see Table 2).

Table 2

Pearson Product-Moment Correlation Coefficients of the MC, SSDS, and BIDR Scales for Combined Male Groups and the Female Group

Comparison	Males		Females	
	r	p-value	r	p-value
MC-D vs. MC-A	.788	<.0001	.117	.5402
MC-T vs. MC-A	.751	<.0001	.466	.0086
MC-T vs. MC-D	.848	<.0001	.456	.0106
SSDS-D vs. SSDS-A	.665	<.0001	.326	.0790
SSDS-T vs. SSDS-A	.903	<.0001	.718	<.0001
SSDS-T vs. SSDS-D	.922	<.0001	.892	<.0001
BIDR-SD vs. BIDR-IM	.567	<.0001	-	-
BIDR-T vs. BIDR-IM	.879	<.0001	-	-
BIDR-T vs. BIDR-SD	.773	<.0001	-	-

Note. P-Values obtained using Fisher's R to Z method; MC-D=Marlowe Crowne-denial; MC-A=MC-acquiescence; MC-T=MC-total; SSDS-A=Sexual Social Desirability Scale-acquiescence; SSDS-D=SSDS-denial; SSDS-T=SSDS-total; BIDR-SD=Balanced Inventory of Desirable Responding-self-deception; BIDR-IM=BIDR impression management; BIDR-T=BIDR total; dash indicates no correlation was performed.

Social Sexual Desirability Scale**Total SSDS Scale**

An ANOVA source table was used to conservatively estimate the reliability of all tests including the SSDS, reliability being defined as error (Kerlinger, 1986). By using mean square values from the ANOVA table and Kerlinger's formula $r_{tt} = 1 - V_e/V_t$, where r_{tt} is the reliability estimate, 1 indicates perfect reliability, V_e is error variance, and V_t is total variance, r_{tt} for the SSDS was calculated at .79. The SSDS internal consistency, calculated by the split-half method (odd-even items), and corrected by the Spearman-Brown formula, was higher at .88.

Consistent with the findings in the analysis of the MC scores, male subjects who were asked to imagine facing punishment, scored higher, that is, they presented themselves as more virtuous in regards to sexual beliefs and activities on the total SSDS scale, than the Male Control Group which received no instructions: The mean scores for the Guilty Group and the Innocent Group were 28.20 and 28.50, respectively, while the mean score for the Male Control Group was 24.53. The Female Control Group reported the highest score ($M = 33.63$).

An ANOVA indicated significant differences among the groups ($p = .00^{*1}$). Fisher's Protected Least Significant Difference (PLSD) showed that the mean SSDS score for the Female Control Group ($M = 33.63$) was significantly higher ($p = .0002$) than the mean score for the Male Control group ($M = 24.45$), the Guilty Group ($M = 28.20$; $p = .0250$) and the Innocent Group ($M = 28.50$;

$p = .0340$).

The mean scores obtained by the Guilty and the Innocent Groups did not differ from each other nor from the Male Control Group (see Figure 1).

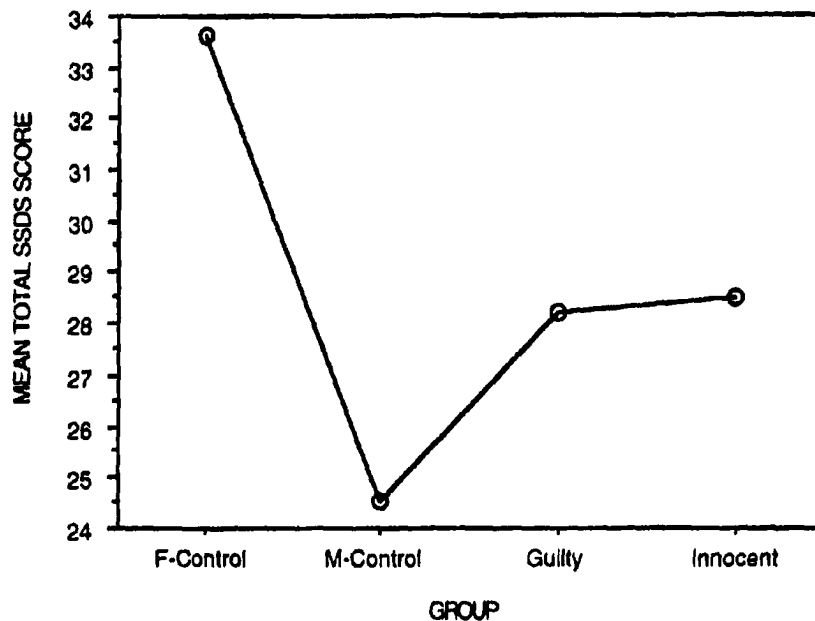


Figure 1. A comparison of total SSDS scores among groups receiving various instructional sets

SSDS Denial Subscale (SSDS-D)

The reliability estimate for the SSDS-D was .76.

An ANOVA also indicated a significant difference among the groups on the Denial Subscale of the SSDS ($p = .0070$). Fisher's PLSD post-hoc test revealed that the Female Control Group obtained a mean score which was significantly higher ($M = 15.5$; $p = .0013$) than the Male Control Group

($M = 10.86$). While the mean scores for the Innocent and the Guilty Groups, 11.60 ($p = .0070$) and 12.03 ($p = .0161$) respectively, did not differ significantly from one another or from the Male Control Group, they were significantly lower than the mean denial scores of the Female Group (see Figure 2).

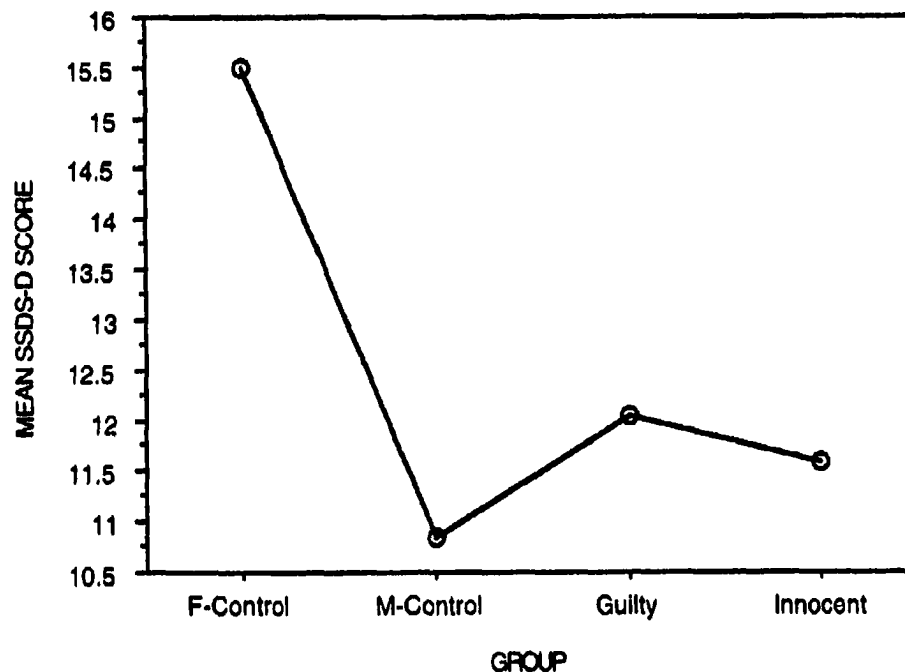


Figure 2. A comparison of the SSDS denial subscale scores among groups receiving various instructional sets

SSDS Acquiescence Subscale (SSDS-A)

The reliability estimate for the SSDS-A was .77.

An ANOVA also indicated a significant difference among the mean scores for the groups on the SSDS-A ($p = .0064$). Fisher's PLSD post-hoc tests showed that the mean scores of the Innocent Group ($M = 16.87$) were

significantly higher ($p = .0152$) than the mean scores of the Male Control Group ($M = 13.667$), but did not differ from the mean scores of the Guilty Group ($M = 16.17$). In addition, the mean scores of the Female Control Group ($M = 18.13$) were significantly higher ($p=.0008$) than those of the Male Control group ($M = 13.67$) (see Figure 3).

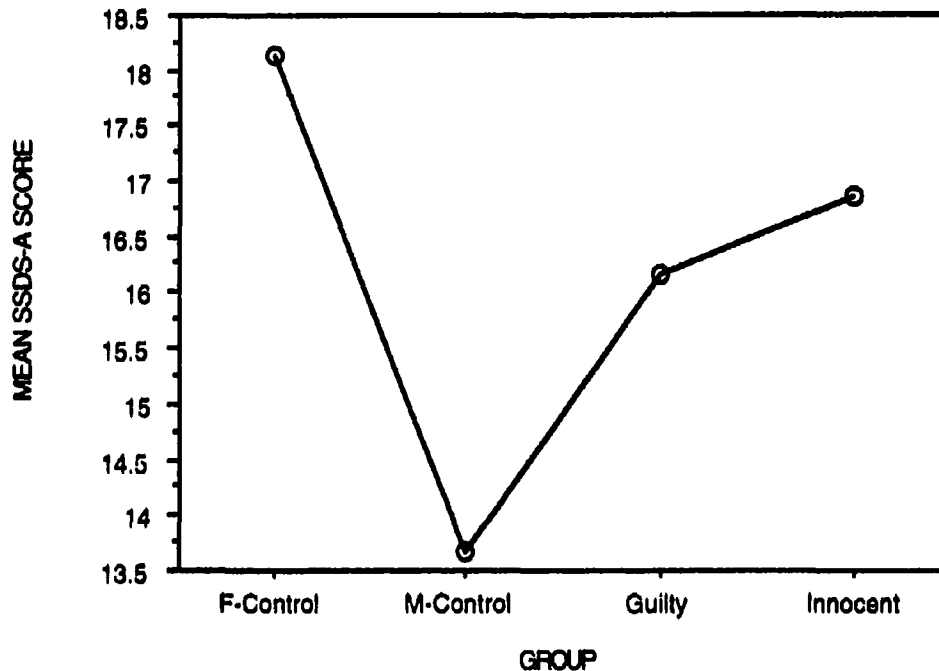


Figure 3. A comparison of the SSDS acquiescence subscale among groups receiving various instructional sets

When the scores of all males were combined, the scores for the total SSDS and its two subscales were significantly correlated at $p < .0001$. For female subjects, the scores of the total SSDS were significantly correlated with each of the subscales ($p < .0001$), although the subscales were not themselves significantly related (see Table 2).

Balanced Inventory of Desirable Responding**Total BIDR Scores**

The difference in mean total BIDR scores for the Innocent Group ($M = 115.43$) and the Male Control Group ($M = 108.50$) was not significant.

BIDR Self-Deception Subscale (BIDR-SD)

As well, the Innocent Group and the Male Control Group did not differ in BIDR-SD scores which measured the attempts to deceive themselves rather than others, the mean scores being 62.70 for the Innocent Group and 62.07 for the Control Group.

BIDR Impression Management Subscale (BIDR-IM)

A t-test revealed that the BIDR-IM mean score for the Innocent Group ($M = 52.73$) was significantly higher ($p = .0269$) than that for the Male Control Group ($M = 44.43$), indicating that the former group made greater attempts to make a good impression.

When the scores for the Innocent and the Male Control Groups were combined, the correlations between each BIDR subscale and the relationships between each subscale and the total BIDR were significant ($p \leq .0001$) (see Table 2).

Correlation of Measurements of Social Desirability

To determine whether the newly developed SSDS measured socially desirable responding, the MC and the SSDS scores were compared, and, as Table 3 shows, there were significant correlations between both variables. In males, the total MC scores and the total SSDS scores were significantly related ($p = .0002$); there was a significant correlation between the acquiescence scales for these tests ($p = .0062$); and, the relationship between the denial subscales was significant ($p = .0002$). In the Female Control Group, however, the results were different: Neither the total SSDS - total MC relationships nor any of their subscales were significantly correlated

Cognitive Distortions

Abel and Becker Cognition Scale

All items on the ABC are stated in the affirmative, and are rated on a 5-point Likert scale which ranges from "1", indicating a strong agreement with items which condone adult-child sexual contact, and "5", indicating strong disagreement. On this questionnaire, therefore, the lower the score, the greater the agreement with items which describe cognitive distortions about adult-child sexual activity. A score of 140 indicates no cognitive distortions, while a score of 130 or lower is generally indicative of cognitive distortions regarding adult-child sexual contact.

An ANOVA indicated a significant difference in ABC scores in the Female Control Group, the Male Control Group, the Guilty Group, and the Innocent

Table 3

Pearson Product-Moment Correlation Coefficients Among the SSDS, MC, and Their Acquiescence and Denial Subscales for Combined Male Groups and the Female Group

Comparison	Males		Females	
	r	p-value	r	p-value
MC-A vs. SSDS-A	.347	.0062	.113	.5542
MC-D vs. SSDS-D	.461	.0002	.126	.5087
MC-T vs. SSDS-T	.455	.0002	.221	.2427

Note. P-Values obtained using Fisher's R to Z method; MC-D=Marlowe Crowne-denial; MC-A=MC-acquiescence; MC-T=MC-total; SSDS-A=Sexual Social Desirability Scale-acquiescence; SSDS-D=SSDS-denial; SSDS-T=SSDS-total.

Group ($p = .0006$). Fisher's PLSD post hoc comparisons revealed a significant difference ($p = .0351$) between the mean scores of the Male Control group ($M = 126.50$), and the Female Control Group ($M = 134.07$), the males agreeing more with cognitive distortions about adult/child sexual contact.

The ABC mean scores of the Guilty Group ($M = 120.80$) and the Innocent Group ($M = 133.30$) were significantly different ($p = .0006$), although neither group differed significantly from the Male Control Group. The mean scores of

the Guilty group were significantly lower than the mean scores of the Female Group, but the mean scores for the Innocent Group and the Female Group were virtually the same (see Figure 4).

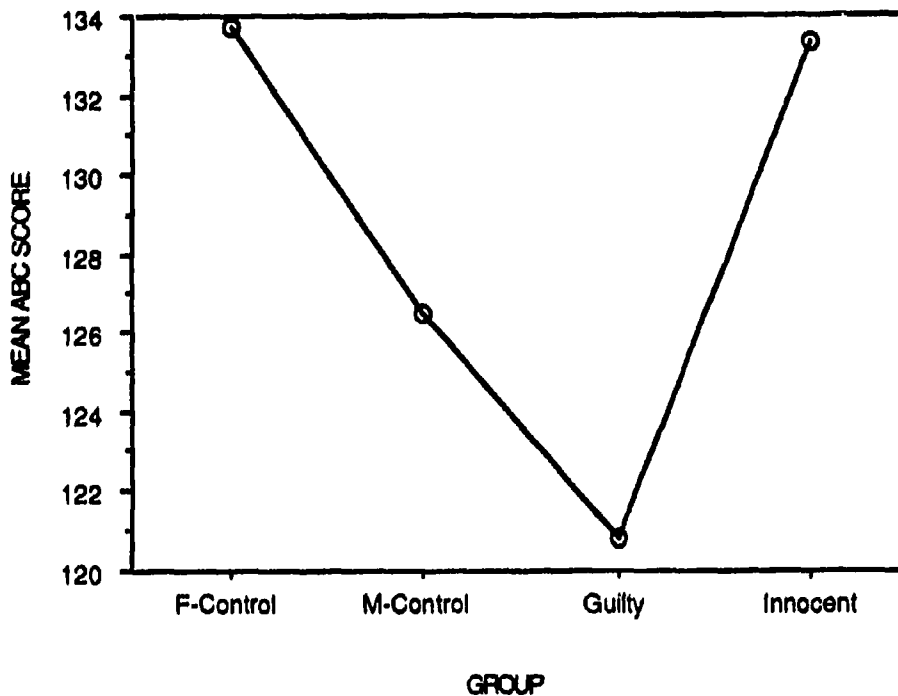


Figure 4. A comparison of ABC scores among groups receiving various instructional sets

The ABC scores for the Guilty Group and the ABC scores for the Innocent Group were not significantly correlated with any scale scores of the SSDS or of the MC. Although the Male Control Group ABC scores and the scores of the MC scales were not significantly related, the ABC did correlate significantly with the total SSDS ($R_{ho} = .478$; $p = .0100$); there was a significant correlation between the ABC and one subscale of the SSDS, the SSDS-A ($R_{ho} = .439$; $p = .0180$), but not the other, the SSDS-D. There were no significant relationships between the ABC and the BIDR in males.

The ABC scores for the Female Control Group were not significantly correlated with any scale of the SSDS or the MC.

Chi-Mo

The reliability estimate for the Chi-Mo was .83.

As with the ABC, the respondents rated all items of the Chi-Mo on a 5-point Likert scale, ranging from "1", indicating that they strongly agreed with the item, to "5", indicating that they strongly disagreed. Unlike the ABC, in which all items represent affirmations of the propriety of adult-child sexual contact, and strong disagreement with the items, the right answer, is always expressed by rating the item with a "5", 21 of the 59 Chi-Mo items were positively keyed. For these items, rejection of the propriety of adult-child sexual activity would be expressed by selecting "1"; these items were scored in reverse, that is, "1" was assigned a score of "5", and "5" a score of "1."

An ANOVA indicated that the differences in mean Chi-Mo scores among the groups was significant ($p = .0008$). Post-hoc comparisons using Fisher's PLSD revealed that scores for the Female Control Group ($M = 243.60$) were significantly higher ($p = .0009$) than for the Male Control Group ($M = 221.27$) and the Guilty Group ($M = 219.17$); the females endorsed significantly fewer items which "justified" adult/child sexual behaviors than their Male Control counterparts. Although neither the Innocent Group or the Guilty Group was significantly different from the Male Control Group, they did differ from each other: The score of the Guilty Group ($M = 219.17$) was significantly lower

($p = .0432$) than the score for the Innocent group ($M = 232.50$), that is, the Guilty Group endorsed more items affirming adult-child sexual contact (see Figure 5).

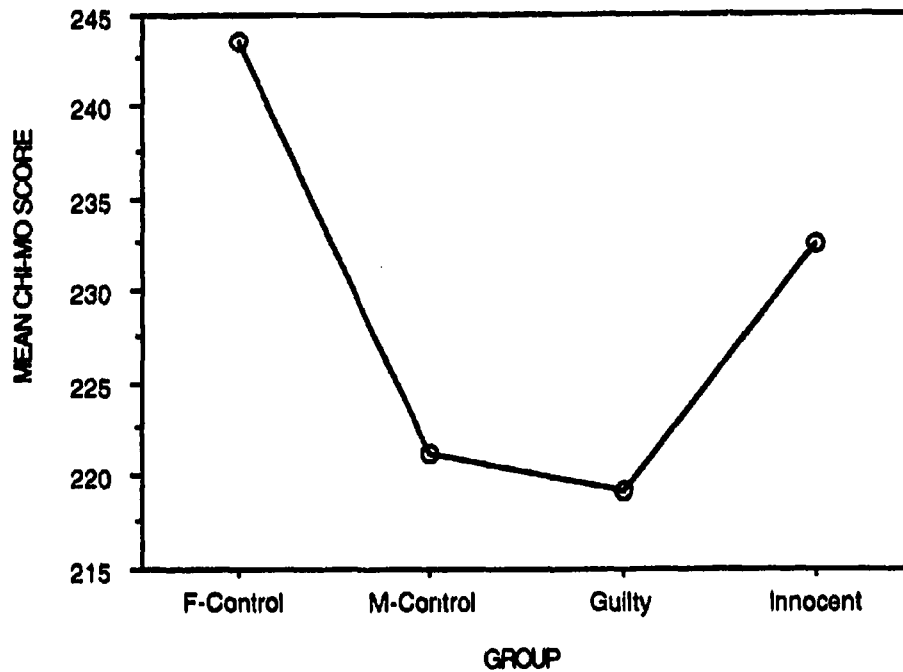


Figure 5. A comparison of Chi-Mo scores among groups receiving various instructional sets

The Guilty Group's Chi-Mo scores were not related to their SSDS nor to their MC scores. However, as Table 4 shows, the Chi-Mo scores for the Innocent Group were significantly correlated with all scales of the SSDS and the denial subscale of the MC. For the Male Control Group, the Chi-Mo scores were significantly correlated with the denial subscale as well as with the SSDS total score. The Female Control Group showed a significant negative correlation with only the total score of the MC.

Although neither the Chi-Mo nor the BDR scores for the Male Control

Table 4

Pearson-Product Moment Correlations Showing the Relationship Between the Chi-Mo and Three Measures of Socially Desirable Responding

Scale	GROUPS							
	Male Control		Guilty		Innocent		Female	
	r	P-Value	r	P-Value	r	P-Value	r	P-Value
MC-T							-.364	.0474
MC-A								
MC-D					.379	.0380		
SSDS-T	.438	.0146			.500	.0043		
SSDS-A					.426	.0180		
SSDS-D	.400	.0278			.472	.0077		
BIDR-T			-	-	.368	.0445	-	-
BIRD-IM			-	-	.407	.0249	-	-
BIDR-SD			-	-			-	-

Note. Only correlations significant at $\leq .05$ were reported;

A dash indicates that no correlation was computed.

Group were significantly correlated, the Chi-Mo scores for the Innocent Group did show a significant correlation with the impression management subscale, the BIDR total score, as well as the denial subscale of the MC (see Table 4).

Comparison of the Chi-Mo and the ABC

The variance for the Chi-Mo scores (variance = 718.39; STD = 26.80) was greater than the variance for the ABC scores (variance = 213.89; STD = 14.62), resulting in a more normal distribution of Chi-Mo scores.

While 18% of the respondents obtained the maximum score on the ABC, *none* of the subjects obtained the maximum score on the Chi-Mo.

Combining the scores of all groups, the ABC and the Chi-Mo were significantly correlated ($Rho = .631$; $p < .0001$).

Rape Myths

Rape Myth Acceptance Scale-Female (RMA-F)

The highest score attainable on the RMA-F was 50, higher scores indicating rejection of traditional myths about female rape. An ANOVA indicated significant differences in RMA-F scores among the four groups ($p = .0121$). As can be viewed in Figure 6, the Female Control Group obtained the highest RMA-F scores ($M = 42.07$). The Innocent Group showed the second highest scores ($M = 38.83$), which were followed by the Male Control group ($M = 38.47$) and then the Guilty Group ($M = 37.40$).

Fisher's PLSD post-hoc test revealed that the differences in RMA-F mean scores were significant between the Male Control and Female Control Groups ($p = .0150$), between the Female Control Group and the Guilty Group

($p = .0018$) and Between the Female Control Group and the Innocent Group ($p = .0286$). As important, *there were no significant differences between the mean scores of the Male Control Group and the mean scores of both the Guilty and the Innocent Group.*

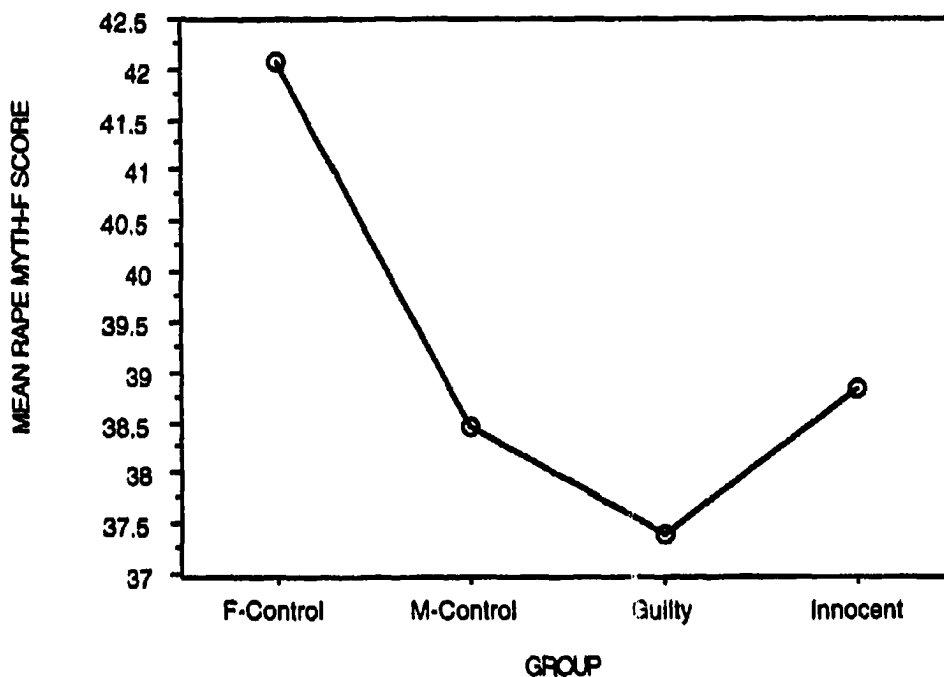


Figure 6. A comparison of Rape Myth Acceptance Scale-Female scores among groups receiving various instructional sets

Combining all male groups, correlation coefficients revealed that the relationship between RMA-F scores and Chi-Mo scores was significant ($r = .609$; $p = .0001$). The lower the RMA-F scores, which reveal commonly held myths about rape, the lower were the Chi-Mo scores, indicating a belief in the acceptability of adult-child sexual contact. There was no significant correlation between these two measures for the Female Control Group.

When all male groups were combined, the RMA-F scores were significantly correlated with the ABC scores ($r = .386$, $p = .0001$). RMA-F scores were not significantly related to the ABC scores in the Female Control Group.

Rape Myth Acceptance-Male (RMA-M)

The highest score attainable on the RMA-M was 60, high scores indicating a rejection of myths about male rape. There were no significant differences among the four groups on the acceptance of myths related to male rape, although, as with the RMA-F, the Female Control Group obtained the highest score ($M = 48.77$), the Male Control Group, the Innocent Group, and the Guilty Group means being 48.03, 48.00, and 46.10 respectively.

Combining all male groups, correlation coefficients revealed that the relationship between the RMA-M and the Chi-Mo and between the RMA-M and the ABC scores were significant ($r = .473$; $p < .0001$, and $r = .245$; $p = .0198$ respectively). For these males, belief in rape myths was significantly related to acceptance of adult-child sexual activity. The RMA-M scores were not significantly correlated with either the Chi-Mo scores or the ABC scores for the Female Group.

The RMA-M scores and the RMA-F scores for all males were significantly correlated ($r = .528$; $p < .0001$), the scores for the Female Group not being significantly related.

When the male groups were combined, a comparison of both rape myth scale scores with the social desirability scores revealed that the RMA-F scores were significantly correlated with the total scores of the SSDS ($r = .291$; $p = .0235$), the SSDS denial subscale scores ($r = .352$; $p = .0055$), and the total BIDR scores ($r = .256$; $p = .0484$), indicating that acceptance of rape myths decreased as socially desirable responding increased. There were no significant correlations between the RMA-M scores and any social desirability scores.

In the Female Control Group, a comparison of the RMA-F and the RMA-M scores with the social desirability scores revealed that RMA-F scores were significantly, and negatively correlated with only the acquiescence subscale scores of the SSDS ($r = -.495$; $p = .0048$). That is, the more rejecting females are of beliefs that victims of sexual assault are in some way responsible for their own victimization, the less they attributed positive characteristics to themselves.

Attitudes Towards Sex and Violence

Sexual Conservatism

An ANOVA indicated significant differences in SC mean scores, the range being 0-50, among the four groups ($p = .0098$), low scores indicating greater conservatism. Fisher's PLSD post-hoc test revealed that the Guilty Group's mean score ($M = 32.33$) was significantly lower ($p = .0023$) than the mean score in the Male Control Group ($M = 36.37$), indicating that the Guilty Group reported more conservative attitudes towards sex (see Figure 7).

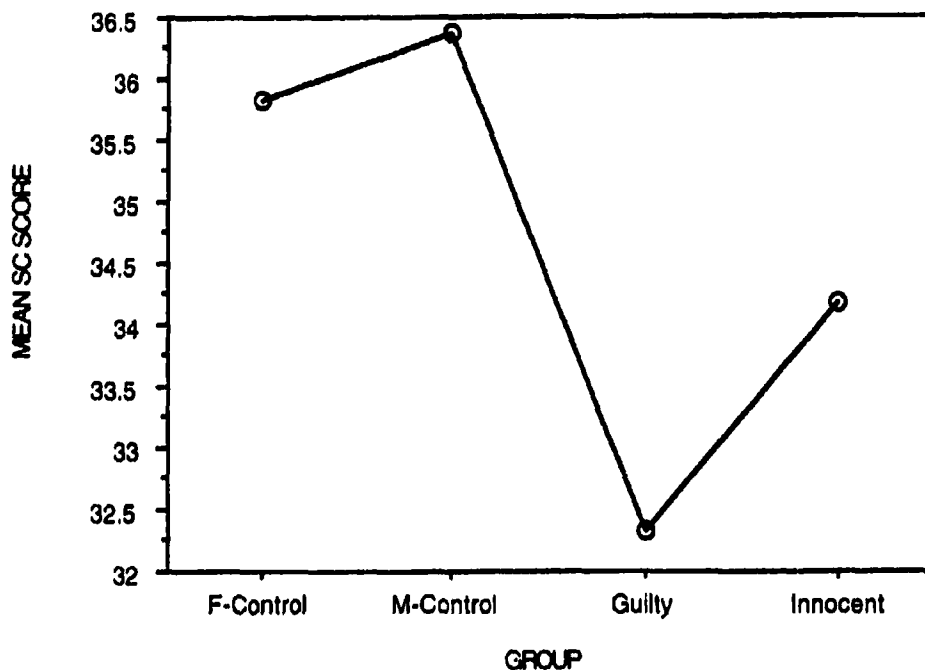


Figure 7. A comparison of Sexual Conservatism among groups receiving various instructional sets

There was no significant difference between the Male and Female Control Groups on mean SC scores. A Spearman Rank correlation showed that, for females, SC was significantly correlated with how often they thought about and engaged in conventional sexual activities ($Rho = .614$; $p = .0009$, and $Rho = .369$; $p = .0470$ respectively) and how often they thought about and actually participated in unconventional sexual activities ($Rho = .472$; $p = .0111$, and $Rho = .494$; $p = .0078$ respectively). For males, a Spearman Rank correlation showed that SC and thinking about conventional sexual activities, and SC and engaging in unconventional sexual activities, approached significance ($Rho = .362$; $p = .0553$, and $Rho = .257$; $p = .0522$ respectively).

Acceptance of Interpersonal Violence

An ANOVA indicated that the differences in AIV mean scores, the range being 0-30, among the four groups was significant ($p = .0024$). The Female Control Group showed the highest mean AIV scores ($M = 26.27$), indicating the least acceptance of interpersonal violence. The Innocent Group obtained the second highest mean score ($M = 23.70$), followed by the Male Control Group ($M = 23.40$) and the Guilty Group ($M = 22.93$) (See Figure 8).

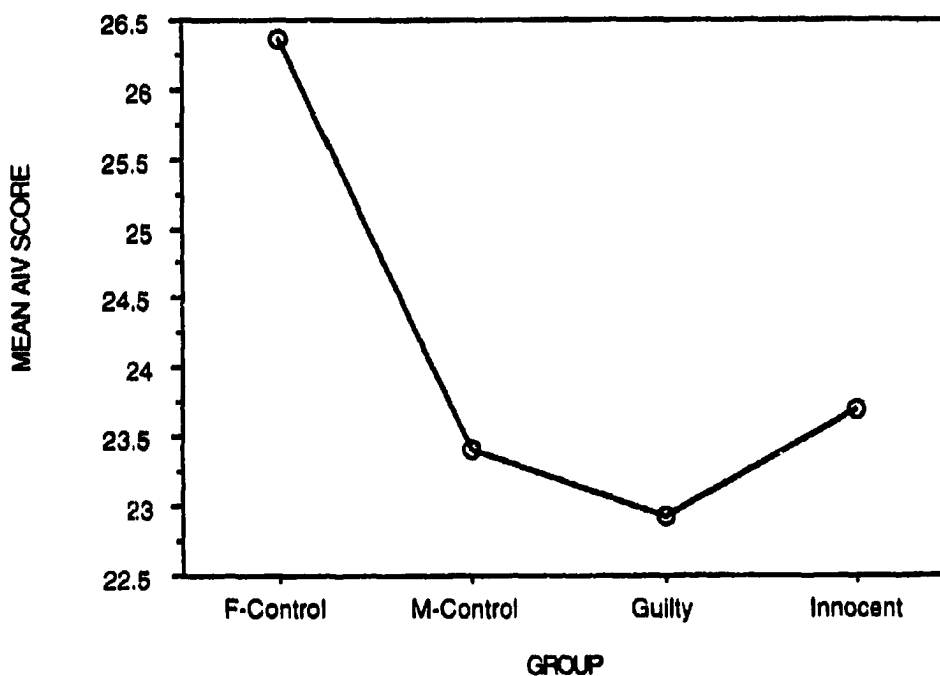


Figure 8. A comparison of Acceptance of Interpersonal Violence scores among groups receiving various instructional sets

Fisher's PLSD post-hoc test revealed that the AIV scores for the Female Control Group were significantly different from the Male Control Group ($p = .0027$), from the Innocent Group ($p = .0069$), and from the Guilty Group

($p = .0006$).

As Table 5 shows, AIV scores were significantly related to the RMA-F scores in all four subject groups; the more a group accepted the "truth" of traditional rape myths, the more inclined they were to accept interpersonal violence. As also seen in Table 5, AIV scores for each Male Group, but not the Female Group, were significantly correlated with RMA-M scores.

Victim Empathy

Empathy Scale (Em-Pat)

Total Em-Pat

The reliability estimate of the total Em-Pat scale was .82.

The Em-Pat scale is comprised of 52 statements which respondents rate on a 5-point Likert scale and for which scores range from 52-260, high scores indicative of a good capacity to understand the emotions or feelings of another person. For example, a respondent who agrees with, "There is no reason for so many people being overweight: All they have to do is leave the table sooner," would receive a score "1" for that item, this low score reflecting the respondent's lack of empathy for overweight people.

An ANOVA indicated significant differences among the four groups in total Em-Pat scores ($p = .0013$), the Female Group expressing more empathy for victims of sexual assault, minority groups, and economically disadvantaged

Table 5

Pearson Product-Moment Correlation Coefficients Among RMA, AIV, and SC for All Groups

Group	Scales	r	P-Value
Female	RMA-F Vs SC	.354	.0543
	RMA-F Vs AIV	.468	.0084
	RMA-M Vs SC	ns	ns
	RMA-M Vs AIV	ns	ns
Male Control	RMA-F Vs SC	ns	ns
	RMA-F Vs AIV	.793	<.0001
	RMA-M Vs SC	.521	.0027
	RMA-M Vs AIV	.433	.0159
Guilty	RMA-F Vs SC	ns	ns
	RMA-F Vs AIV	.805	<.0001
	RMA-M Vs SC	ns	ns
	RMA-M Vs AIV	.489	.0054
Innocent	RMA-F Vs SC	ns	ns
	RMA-F Vs AIV	.747	<.0001
	RMA-M Vs SC	ns	ns
	RMA-M Vs AIV	.495	.0048

Note. RMA-F=Rape Myth Acceptance (Females); RMA-M=Rape Myth Acceptance (Males); SC=Sexual Conservatism; AIV=Acceptance of Interpersonal Violence; ns=not significant at .05.

populations ($M = 196.17$), the Male Control Group obtaining the next highest score ($M = 189.20$), the Innocent Group obtaining a slightly lower score ($M = 187.70$) and Guilty Group obtaining the lowest mean scores (169.37) (see Figure 9).

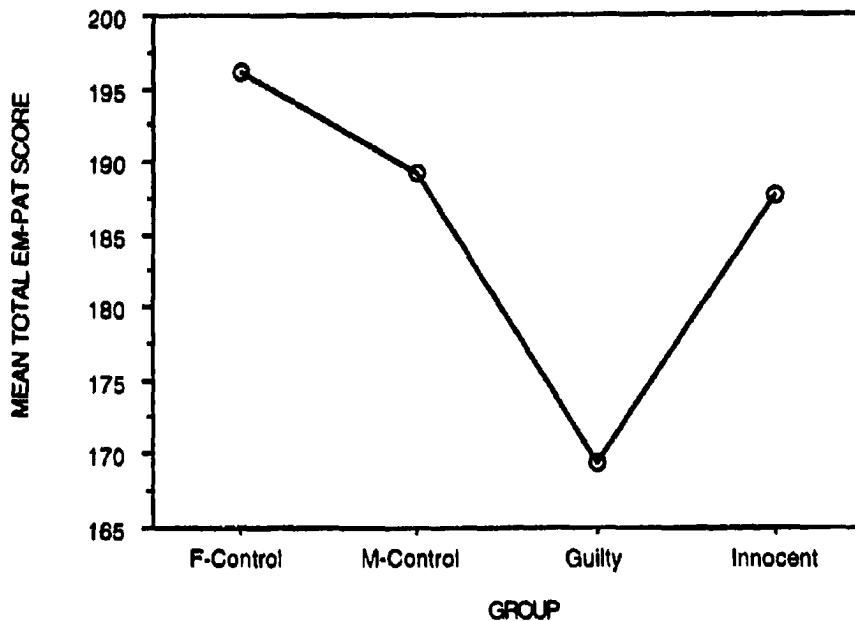


Figure 9. A comparison of total Em-Pat scores among groups receiving various instructional sets

Fisher's PLSD post-hoc test revealed that mean scores in the Guilty Group were significantly different and lower than those in the Male Control Group ($p = .0045$), the Innocent Group ($p = .0084$), and the Female Group ($p = .0002$).

Em-Pat Subscales

The reliability estimate of the Em-Pat-Sex subscale was .85 and the reliability estimate for the Em-Pat-Other subscale was .75.

An ANOVA indicated significant differences among the groups in the Em-Pat subscale scores, that is, Em-Pat-Sex ($p = .0004$) and Em-Pat-Other ($p = .0090$).

Scores on the Em-Pat-Sex subscale can range from 34-170. The Female Control Group expressed the highest level of empathy towards individuals who have been victims of sexual abuse ($M = 136.10$), the Male Control Group showed the next highest level of empathy ($M = 128.47$), the Innocent Group showed a slightly lower level of empathy ($M = 125.37$) and the Guilty Group showed the lowest level of empathy, with ($M = 113.27$) (see Figure 10).

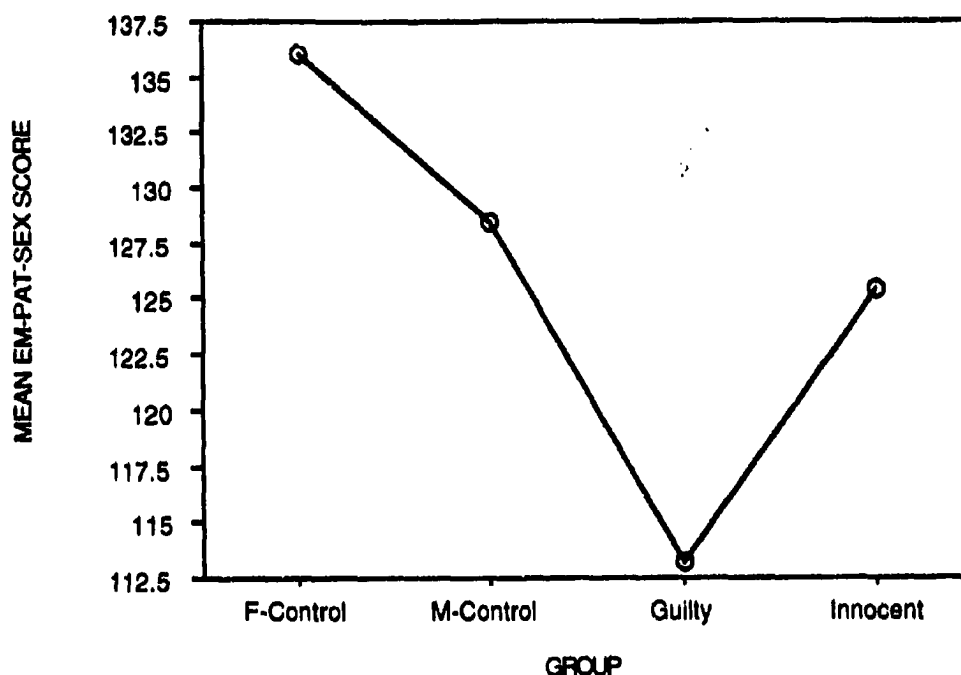


Figure 10. A comparison of Em-Pat-Sex Scores among groups receiving various instructional sets

Fisher's PLSD post-hoc test revealed that the Em-Pat-Sex mean scores for the Guilty Group differed significantly from the Male Control Group ($p = .0047$),

the Innocent Group ($p = .0237$), and the Female Control Group ($p < .0001$). The Innocent Group also obtained significantly lower scores than the Female Control Group ($p = .0443$).

Scores on the Em-Pat-Other subscale can range from 18-90. An ANOVA revealed significant differences among the groups in regard to the Em-Pat-Other scores ($p = .0090$). The Female Control Group showed the highest scores ($M = 63.73$), indicating the highest level of empathy about people. The Innocent Group obtained the next highest scores ($M = 62.33$), the Male Control Group obtained the third highest scores ($M = 60.73$), and the Guilty Group obtained the lowest scores ($M = 56.00$) (see Figure 11).

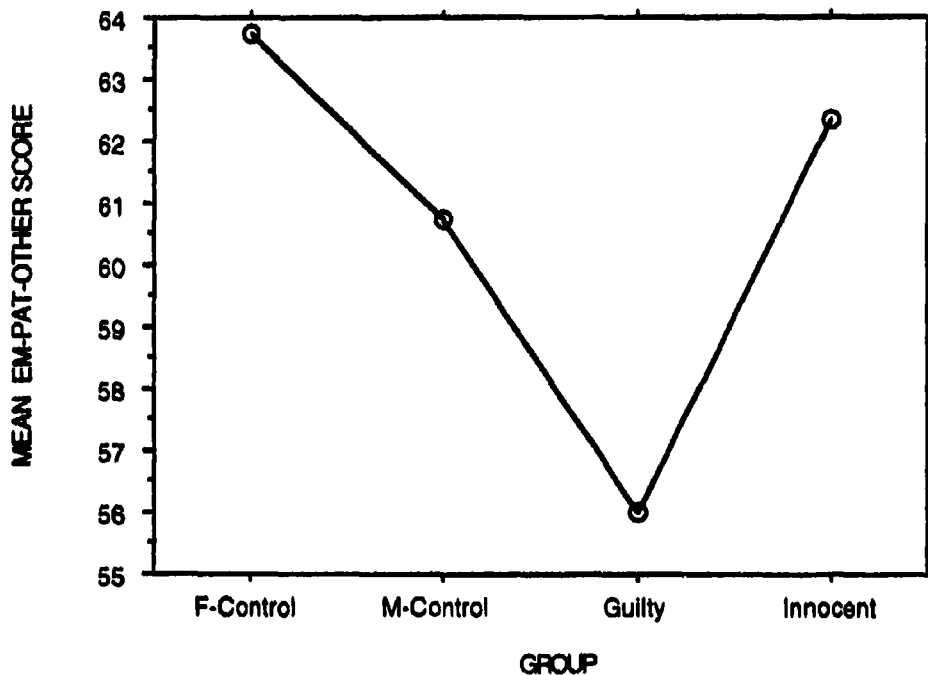


Figure 11. A comparison of Em-Pat-Other scores among groups receiving various instructional sets

Fisher's PLSD post-hoc test revealed that the Guilty Group differed significantly from the Male Control Group ($p = .0479$), the Innocent Group ($p = .0086$), and the Female Control Group ($p = .0014$).

While the Em-Pat-Other scale was significantly correlated with scores of social desirability in all subject groups, the total Em-Pat scores were significantly correlated with social desirability scores for the Innocent Group only (see Table 6). There was no significant correlation between the Em-Pat-Sex scores and any of the social desirability scores for any of the groups.

Miscellaneous Inventories

Accuracy of Social Judgment Inventory

Total ASJI

The reliability estimate of the total ASJI was .87.

The ASJI scenarios described sexual misconduct, violence towards adults, and neutral (that is, neither violent nor sexual) situations. The respondent was presented with four possible explanations, only one of which was accurate. The possible range of scores was 0-23, high scores indicating accurate identification of the sexual misconduct and violence in the various scenarios. An ANOVA revealed significant differences ($p = .0001$) among the groups. Of the four groups, the Male Control Group ($M = 14.20$) obtained the highest score, the Female Control Group ($M = 13.27$) had the next largest score, followed by the Innocent Group ($M = 9.53$), and, finally, the Guilty Group

($M = 8.60$) (see Figure 12).

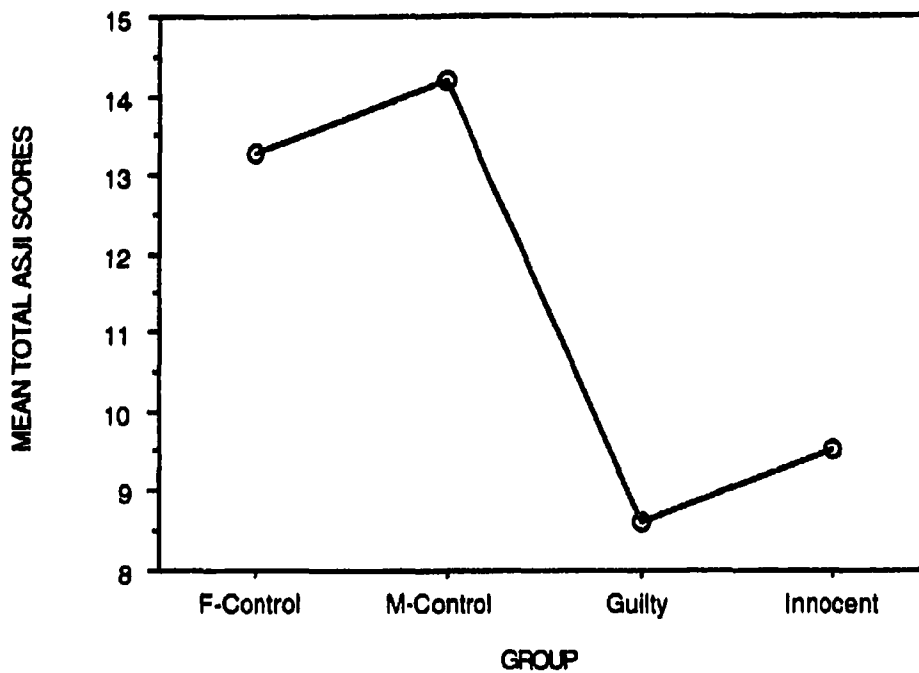


Figure 12. A comparison of total ASJI scores among groups receiving various instructional sets

Fisher's PLSD post-hoc test revealed that the total ASJI mean scores for the Male Control Group differed significantly from the Guilty Group ($p = .0001$) and the Innocent Group ($p = .0013$). Similarly, the mean scores for the Female Control Group differed significantly from the Guilty Group ($p = .0013$) and the Innocent Group ($p = .0097$).

There was no strong relationships between the total ASJI and any of the measures for socially desirable responding.

Table 6

Pearson Product Moment Correlations Showing the Relationship Between the Em-Pat Scores and Three measures of Socially Desirable Responding

	Em-Pat-Other		Total Em-Pat	
Desirability Scale	r	P-Value	r	P-Value
<u>Female Control Group</u>				
SSDS-A	-.457	.0103		
<u>Male Control Group</u>				
BIDR-IM	.372	.0424		
<u>Guilt Group</u>				
MC-T	.402	.0268		
MC-D	.362	.0488		
<u>Innocent Group</u>				
BIRD-IM	.365	.0480		
MC-D			.371	.0426
SSDS-T			.370	.0436
SSDS-D			.400	.0276
SSDS-A	.401	.0274		

Note. P-Values obtained using Fisher's R to Z method; MC-D=Marlowe-Crowne-denial; MC-T=MC-total; SSDS-A=Sexual Social Desirability Scale-acquiescence; SSDS-D=SSDS-denial; SSDS-T=SSDS-total; BIDR-SD=Balanced Inventory of Desirable Responding-self-deception; BIDR-IM=BIDR impression management; only correlations significant at $\leq .05$ were reported.

ASJI-Sex

Twenty of the ASJI items described inappropriate sexual conduct, with a possible range of scores from 0 to 20. An ANOVA revealed significant differences among the groups in regard to the mean ASJI-Sex subscale scores, high scores indicating accurate identification of the sexual behaviors towards women and children as inappropriate. The Male Control Group obtained the highest score ($M = 12.23$), followed by the Female Control Group ($M = 11.40$), then the Innocent Group ($M = 7.93$), and, finally, the Guilty Group ($M = 6.77$).

Fisher's PLSD post-hoc test revealed that the Male Control Group differed significantly from both the Guilty Group ($p < .0001$) and the Innocent Group ($p = .0013$). The Female Group differed significantly from both the Guilty Group ($p = .0005$) and the Innocent Group ($p = .0089$). The Female Control Group and the Male Control Group did not differ significantly in their responses.

There were no strong relationships among the ASJI-Sex and any of the measures for socially desirable responding.

Child Identity Scale

The estimate of internal consistency for the CIS was .81.

The CIS scale is comprised of 70 items describing interests similar to those of children, and which require a response of "True" or "False". The possible range of scores for the CIS is 0-70, with high scores indicating a greater

number of interests in child-like activities or attitudes. An ANOVA indicated significant differences ($p = .0063$) among the Female Control Group, the Male Control Group, and the Guilty Group.

Fisher's PLSD revealed that the score for the Guilty Group ($M = 29.83$) was significantly higher ($p = .0029$) than the Male Control Group ($M = 24.10$) and the Female Control Group ($M = 25.10$) ($p = .0131$), that is, the former group reported more interest in activities and attitudes related to children than did the two control groups (see Figure 13). There was no significant difference between the two control groups.

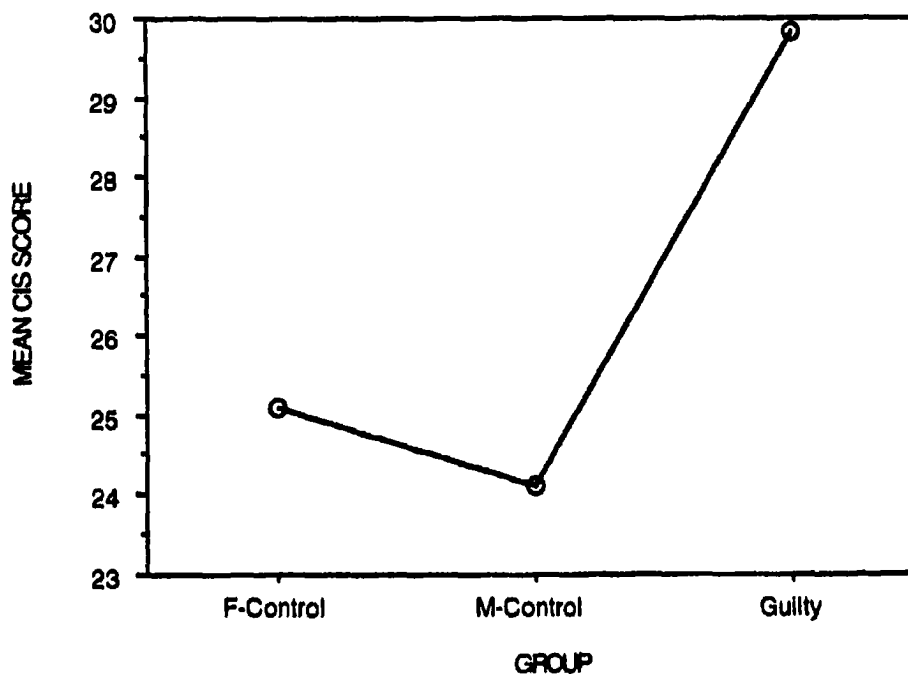


Figure 13. A comparison of CIS scores among the groups receiving various instructional sets

There were no strong relationships between the CIS scores and any of the social desirability scale scores and their subscales, in the Male Control Group,

the Guilty Group, or the Female Control Group.

Life Attitudes Scale

The reliability estimate of the LAS was .70.

The LAS is comprised of 57 items which asked respondents to indicate child-like activities or behaviors, with high scores indicating a greater number of these interests. The possible range of scores is 0-57. An ANOVA indicated significant differences ($p = .0367$) among the Female Control Group, the Male Control Group, and the Guilty Group. Fisher's PLSD revealed that the score for the Guilty Group ($M = 37.03$) was significantly higher than both the Male Control Group ($M = 32.53$; $p = .0227$) and the Female Control Group ($M = 32.73$; $p = .0293$), that is, the former group reported more childlike behaviors and attitudes (see Figure 14).

As with the CIS, there were no strong relationships between the LAS and any of the social desirability scale scores and their subscales, for the three groups tested.

The CIS and the LAS scores were significantly correlated ($r = .798$; $p = .0001$).

Interpersonal Dependency Inventory

The reliability estimate for the IDI was .89.

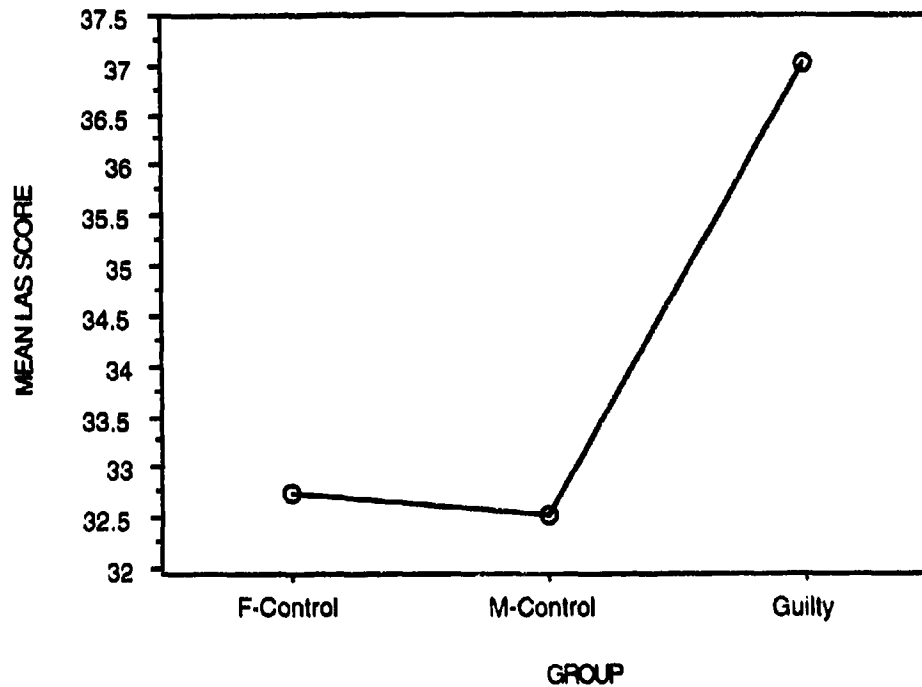


Figure 14. A comparison of LAS scores among groups receiving various instructional sets

The possible range of scores for the IDI was 48-192, the higher scores indicating a dependence on others for emotional support. When an unpaired t-test was used to compare the scores of the IDI for the Male Control Group ($M = 105.33$) and the Guilty Group ($M = 117.67$), the difference was significant at $p = .0042$.

There was no relationship between the IDI and any of the social desirability measures for the Male Control Group.

Fear Inventory

The reliability estimate of the FI was .84.

The possible range of scores for the FI was 21-84, the higher scores indicating fear of situations involving the police or loss of control over disclosure of one's personal life, and fear of others discovering personal details. When an unpaired t-test was used to compare the scores of the FI for the Male Control Group ($M = 40.20$) and the Guilty Group ($M = 47.73$), the differences were significant at $p = .0160$.

The FI scores for the Male Control Group were significantly and negatively correlated with the total MC score ($r = -.404$; $p = .0259$) and the MC denial subscale ($r = -.499$; $p = .0044$), indicating that the more individuals in this group denied undesirable behaviors and attempted to present themselves in a socially desirable light, the less they admitted to specific fears. Although the Guilty Group reported more fears, their scores were not related to any of the measures of socially desirable responding.

Narcissism Scale

The reliability estimate for the NS was .07. The NS, when factor analyzed, revealed 11 unrotated factors.

Comprehensive Behavior Checklist

Male subjects were asked how often they had emotionally, verbally, or physically abused a girlfriend, a wife, or women in general, the frequency of these behaviors represented by numbers on a 5-point Likert scale, with "1" representing "never" and "5" representing "frequently." Female subjects were asked how often they had been subjected to these types of behaviors. For

example, while a male was asked how often he, "Called her names and/or criticized her," a female was asked how often she had been, "Called names and/or criticized."

Scores in the Male Control and the Female Control Groups were similar, that is, the Female Control Group did not report being subjected to significantly more emotional, verbal, and/or physical abuse than the Male Group reported directing toward females.

For the male subjects, the CBC scores and the Acceptance of Interpersonal Violence scores were significantly and negatively correlated ($r = -.477$; $p = .0070$); the more accepting males are of interpersonal violence, the more likely they are to have subjected women to verbal, emotional, and/or physical abuse.

Attraction to Sexual Aggression Scale-Expanded

Sexual activities were classified into six types: 1) conventional sex (for example, necking, petting, oral sex, and heterosexual intercourse); 2) unconventional sex (for example, group sex, bondage, whipping/spanking, anal sex); 3) forced sex (rape and forcing an adult to do something he or she did not want to do); 4) exhibitionism (exposing their genitals to someone); 5) voyeurism (watching someone undressing or watching them having sex without the individual(s) being watched knowing); and 6) sex with a child, which included up to 18 activities, ranging from necking with a child to anal intercourse. Individuals were asked how often they had thought about these

activities and had attempted them, as well as how old they were when they first started thinking about, or first started doing them.

A Comparison of Male and Female Responses

The ASA-E was administered to the Male Control group and the Female Control Group. As Table 7 consistently shows, generally, males reported thinking about conventional sex, unconventional sex, forced sex, voyeurism, and having sex with a child, more often than the females. A Mann-Whitney U test revealed significant differences between males and females in regard to thoughts about unconventional sex ($U = 295.500$; $p = .0344$), thoughts about voyeurism ($U = 163.500$; $p < .0001$), and thoughts about sex with a child ($U = 239.000$; $p = .0018$).

Males and females did not differ in regard to the age at which they first began to think about any of the sexual activities.

Of the males, 26.7% ($N = 8$) indicated they had thought about raping someone; more, 40% ($N = 12$), indicated that they had thought of being raped. If responses of "rape" and "being raped" were collapsed (as is the case in the original ASA), it would be wrongfully concluded that 43% ($N = 13$) of the male subjects had thought about rape.

The number of subjects in each category changed dramatically when this questionnaire was administered to females. Fifty percent of the females reported that they thought about rape, but only 3.3% ($N = 1$) indicated that they thought of raping.

Table 7

The Proportion of Subjects, Their Mean Age, and the Mean Number of Times They Began to Think About and Try Various Sexual Activities

Sexual Activity	Think about			Try		
	%	Age	Times	%	Age	Times
<u>Conventional Sex:</u>						
Male Control	100	12.5	49.1	100	13.0	43.9
Female Control	100	13.0	43.4	100	13.2	40.3
<u>Unconventional Sex:</u>						
Male Control	90.0	16.0	26.0	50.0	16.8	5.1
Female Control	70.0	16.0	14.7	36.7	16.8	3.8
<u>Forced Sex-Male Control:</u>						
Being forced	50.0	14.9	2.6	13.3	14.3	0.1
Forcing someone	36.7	15.7	2.2	6.7	17.0	0.2
<u>Forced Sex-Female Control:</u>						
Being forced	60.0	14.3	3.9	30.0	14.5	1.4
Forcing someone	13.3	17.0	0.9	3.3	17.0	0.1
<u>Exposing Yourself:</u>						
Male Control	36.7	15.0	1.8	23.3	15.3	1.5
Female Control	50.0	16.0	3.1	46.7	13.6	3.6
<u>Voyeurism:</u>						
Male Control	93.3	13.0	11.0	53.3	13.6	2.8
Female Control	36.7	14.0	3.5	16.7	14.4	0.6
<u>Sex With A Child:</u>						
Male Control	53.3	11.6	22.0	30.0	11.1	6.1
Female Control	10.0	10.5	0.83	26.7	12.0	1.3

Table 7 also shows that, with the exception of exposing themselves, the males tried all of the sexual activities more often than the females, and, with the exception of exposing themselves, they were either the same age as, or younger than the females when they first attempted these activities. The males made significantly greater attempts at two of the remaining sexual activities: A Mann-Whitney U test showed that the Male Control Group tried to engage in voyeuristic activities more often than the females ($U = 277.000$; $p = .0105$), and chi-square analyses showed that the males tried to engage in forced sex significantly more often than the females ($X^2 (1, N = 60) = 4.356$; $p = .0341$). On the other hand, the females attempted to exposed themselves significantly more often the males ($X^2 (1, N = 60) = 4.002$; $p = .0455$).

Female Control Group: Thinking Vs. Trying

Conventional sex. The difference between the number of times that females thought about a particular sexual act and the number of times they tried the particular act was not significant.

Unconventional sex. A Wilcoxin Signed Rank test revealed that the Female Control Group thought about unconventional sexual acts, such as anal intercourse, group sex, bondage (both tying up and being tied up), and whipping or spanking significantly more often than they actually tried them ($p = .0001$). A Spearman Rank correlation ($Rho = .624$ $p = .0003$) showed a significant relationship between thinking about unconventional sexual practices and actually participating in them.

Forced sex (including rape). There was no significant difference between the number of times that the Female Control Group thought about forcing someone to do something unwillingly or raping someone and the number of times that they actually tried to force someone into a sexual activity. However, a Spearman Rank correlation showed that thinking about forcing someone to do something sexual was highly correlated with actually doing it ($Rho = .857$; $p < .0001$). In addition, there was a significant correlation between thinking about unconventional sex and thinking about forcing someone ($Rho = .457$; $p = .0139$). As well, engaging in unconventional sexual practices was significantly correlated with engaging in forced sex ($Rho = .594$; $p = .0014$).

Exhibitionism. There was no significant difference in the number of times that females thought about exposing themselves and actually doing this. A Wilcoxin Signed rank test showed that these subjects reported that they witnessed someone exposing his or her genitals significantly more often than they showed their own genitals ($p = .0357$). These female subjects reported that they saw someone expose their genitals ($M = 4.30$) and that they thought about this activity occurring ($M = 3.70$), although the means were not significantly different.

When females were asked to report how arousing they found the idea of exposing their genitals, and how arousing that they thought the "average" woman would find doing the same, the scores indicated that the respondents found it "slightly" arousing ($M = .238$) but that the average woman would probably find it "moderately" arousing" ($M = 2.77$), although this difference was not significant.

Voyeurism. A Wilcoxin Signed Rank test showed that females thought about watching someone undress or watching them have sex without them knowing about it significantly more often than they actually did this ($p = .0051$). As well, thinking about voyeuristic activities was significantly correlated with actually engaging in these practices ($Rho = .748$; $p < .0001$).

Sex with a child. There was no significant difference between the number of times that females (when they were children) thought about and tried to have sex with another child. In addition, as shown in Table 7, the absolute number of occurrences was small. Table 8 shows the types of sexual activities, and the age of both the subject and the child. There was no case in which the age of the subject was greater by at least 5 years than the age of the child.

Male Control Group: Thinking Vs. Trying

Conventional sex. A Wilcoxin-Signed Rank test showed that males thought about necking, petting, and intercourse more often than they actually tried these activities ($p = .0138$).

Unconventional sex. A Wilcoxin Signed Rank test revealed that males thought about anal intercourse, group sex, bondage (both tying up and being tied up), and whipping or spanking significantly more times than they tried them ($p < .0001$). A Spearman Rank correlation ($Rho = .541$; $p = .0042$) showed a significant relationship between thinking about unconventional sexual practices and actually doing them.

Forced sex (including rape). Males did not think about forcing someone to

Table 8

Female Subjects Who Have Had Sexual Activity with Children

Sexual Activity	N	Age of subject	Age of child
Necking	3	11-13	11-15
Petting	1*	11-13	11-15
Pretend intercourse	1	8-10	6-10
Exposing your genitals	1	5-7	11-15
See a child expose their genitals	2	5-7	1-5
Watch children have sexual play	1	14-16	11-15

*Note. This subject also reported necking with a child.

engage in a sexual activity against his or her will or raping someone significantly more often than they did them. A Spearman Rank correlation showed a high correlation between thinking about forcing someone to do something sexual and actually doing it ($Rho = .592$; $p = .0014$), thinking about unconventional sex and thinking about forcing someone to do something sexual ($Rho = .454$; $p = .0146$), and engaging in unconventional sexual practices and engaging in forced sex ($Rho = .550$; $p = .0031$).

Exhibitionism. There was no significant difference between the number of times that they thought about exposing themselves and the number of times

that they did this. A Wilcoxin Signed rank test showed that these male subjects reported seeing someone exposing him- or herself significantly more often than the subjects exposed their own genitals ($p = .0277$).

Males reported that they found the idea of exposing themselves to be "slightly" arousing ($M = 1.59$) and that the "average" woman would also find it "slightly" arousing to see someone expose themselves ($M = 2.40$). However, a Wilcoxin Signed Rank test showed that males believed that the female arousal level would be greater than their own ($p = .0013$).

Voyeurism. A Wilcoxin Signed Rank test showed that males thought about surreptitiously watching someone undress or having sex significantly more often than they actually did this ($p < .0001$). There was no significant correlation between thinking about voyeuristic activities and engaging in them.

Sex with a child. A Wilcoxin Signed Rank Test showed that individuals in the Male Control Group (when they were children) thought about engaging in sexual activity with a child significantly more often ($p = .0431$) than they actually did engage in sexual activity with another child. Table 9 shows the types of sexual activities, and the age of both the subject and the child. There was no case in which the age of the subject was greater by at least 5 years than the age of the child.

In addition to being asked if they had thought about or tried conventional sex, unconventional sex, forced sex, and sex with a child, the Male and Female Control Groups were asked how arousing they found these activities. The only significant difference between males and females was in regard to

Table 9

Male Control Subjects Who Have Had Sexual Activity with Children

Sexual Activity	N	Age of subject	Age of child
Necking	2	11-13	11-15
	7	14-16	11-15
Petting	1	11-13	11-15
	4	14-16	11-15
Receive oral sex	1	14-16	11-15
Pretend intercourse	1	8-10	11-15
	1	11-3	11-15
	2	14-16	11-15
Digital penetration	3	14-16	11-15
Exposing your genitals	1	5-7	1-5
	1	8-10	6-10
	2	14-16	11-15
See a child expose	1	5-7	1-5
their genitals	1	5-7	6-10
	1	11-13	11-15
	2	14-16	11-15
Watch children have sexual play	1	14-16	11-15
Forcing a child to do something sexual	1	14-16	11-15
Vaginal intercourse	1	14-16	11-15

Note. Several subjects reported more than one sexual activity.

unconventional sexual practices: A Mann Whitney U test showed that the mean score of 2.7 for the male subjects was significantly higher than the mean score of 2.0 for the females ($U = 285.000$; $p = .0147$), indicating that males found these types of sexual activity more arousing than did the females.

Arousal To Sexual Activities

When the control groups were asked how arousing they thought the "average" woman would find each of the four categories of sexual activities, a Mann-Whitney U test showed that the groups differed significantly on forced sexual activity, that is, forcing someone, or being forced themselves, to engage in sexual activity ($U = 312.000$; $p = .0413$). The male subjects ($M = 1.78$) indicated that the "average" woman would find forced sex "slightly arousing", whereas, the female subjects ($M = 1.40$) thought that the "average" woman would find this sexual activity "not at all arousing."

Males and females were asked to report their level of arousal to conventional sex, unconventional sex, forced sex, or sex with a child, as well as to estimate how aroused an "average" woman would become to the same sexual activities. For both groups, there was no difference in what they found arousing and what they believed the "average" woman would find arousing.

When subjects were asked to report their arousal at the thought of raping someone or forcing someone to do something sexual, and also to being the recipient of such activities, the males reported that the thought of forcing someone to engage in a sexual activity and being themselves forced to do something sexual was "slightly arousing" whereas the females were "not at all"

aroused by either of these activities. The difference between males and females, was not, however, significant.

Female Beliefs Regarding What Children Find Arousing

Female children. When the female subjects were asked to estimate how sexually arousing female children would find a variety of activities with an adult male who was at least 25 years old, the estimates of arousal increased as the child's age increased (see Figure 15). A Wilcoxin Signed Rank test showed that the ratings for the 11-13 year old group ($M = 44.63$) were significantly higher ($p < .0001$) than ratings for the 8-10 year old group ($M = 31.93$). According to the rating reference points used in the ratings, female children between the ages of 1 and 10 were expected to find the sexual activities, as a whole, "Not at all arousing," while 11 to 13 year old girls would find these activities "Slightly arousing."

Male children. As with the female children, subjects also believed that, in most age categories, older male children would become more sexually aroused than younger male children. A Wilcoxin Signed Rank test showed that the ratings for the 11-13 year old group ($M = 35.37$) were significantly higher ($p = .0002$) than the ratings for the 8-10 year old group ($M = 29.17$) (see Figure 15). Referring to the same

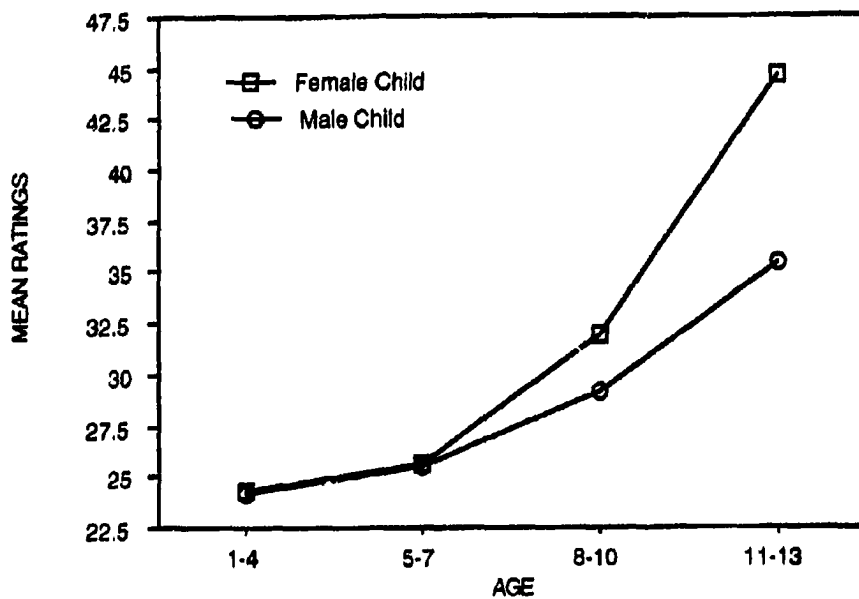


Figure 15. A comparison of arousal by children to sexual activity with an adult male as predicted by the Female Control Group

reference points, male children between the ages of 1 and 10 were expected to find the sexual activities, as a whole, "Not at all arousing," while 11 to 13 year old boys would find these activities "Slightly arousing."

Comparison of estimates of female and male child sexual arousal.

A Wilcoxin Signed Rank Test showed that 11-13 year old female children were expected to enjoy the sexual activity significantly more than male children of the same age ($p = .0007$). There was no significant difference between same-age male and female children in the 1-4, 5-7, or 8-10 year old age groups.

Male Beliefs Regarding What Children Find Arousing

Female children. The responses of the male subjects indicated that they

believe that as children became older, they find increased enjoyment in sexual contact with an adult male (see Figure 16). Children in the 11-13 year range were perceived to find the most arousal from this contact ($M = 48.43$), children in the 8-10 year range ($M = 30.27$) would experience the next highest level of arousal, children in the 5-7 age range ($M = 24.63$) would experience less arousal, and 1-4 year old children would experience the least arousal ($M = 23.73$). Female children in the 1-10 year ranges were not expected to enjoy sexual activity with an adult male, while 11-13 year old girls were perceived to find these activities, "Slightly arousing."

A Wilcoxin Signed Rank test revealed that 11-13 year old children were perceived to enjoy sexual activity with an adult significantly more than 8-10 year old children ($p < .0001$).

Male children. Similar to the findings for the Female Control Group, male subjects perceived the level of arousal to increase as the child's age increased (see Figure 16). Children in the 11-13 year range were perceived to find the most arousal from this contact ($M = 34.33$), children in the 8-10 year range ($M = 28.10$) would experience the next highest level of arousal, children in the 5-7 age range ($M = 24.97$) would experience less arousal, and 1-4 year old children would experience the least arousal ($M = 23.30$). That is, subjects believed that older male children would become more sexually aroused by a given sexual activity than younger male children. A Wilcoxin Signed Rank test showed that the ratings for 11-13 year old group were significantly higher ($p = .0004$) than ratings for the 8-10 year old group. These mean scores imply that the subjects expect that boys between the ages of 1-10 would not be aroused by sexual activity with an adult male, yet boys in the 11-13 year age

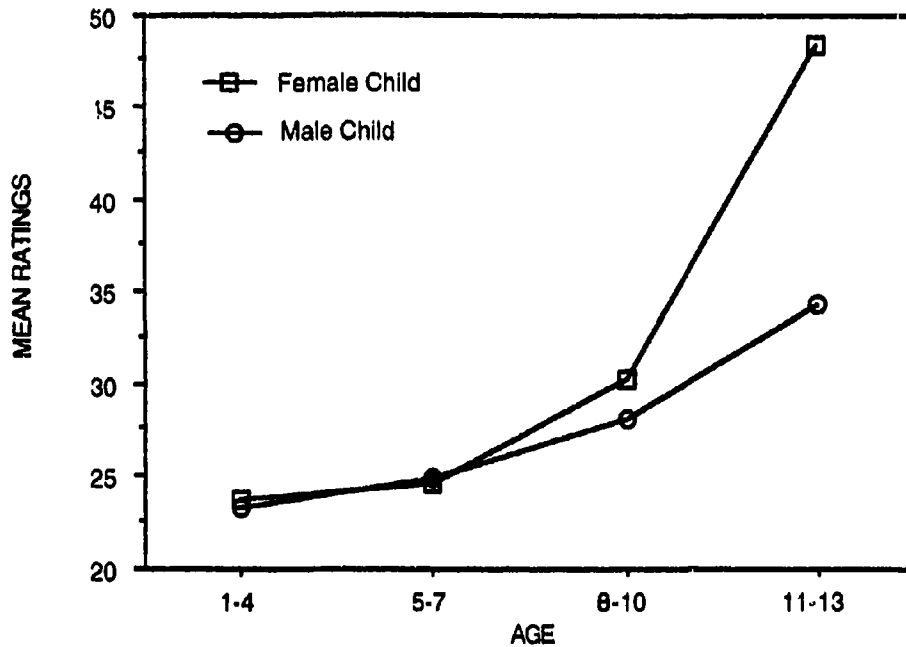


Figure 16 . A comparison of arousal by children to sexual activity with an adult male as predicted by the Male Control Group

category would find it "Slightly arousing."

Comparison of estimates of female and male child sexual arousal. As Figure 16 shows, the male subjects believe that, generally, female children would be more aroused by sexual activity with an adult male than male children. A Wilcoxin Signed Rank Test showed that 11-13 year old female children were perceived by females to enjoy the sexual activity significantly more than male children of the same age ($p = .0004$), although the scores for the male and female children in the remaining age categories did not differ significantly.

DISCUSSION

Socially Desirable RespondingMarlowe Crowne

The MC has often been administered to university students, and the range and mean of scores for that population are well established. The mean total MC score for the Male Control Group in this study was consistent with recent studies using male undergraduate psychology students (O'Grady, 1988), but somewhat lower than earlier studies which used larger samples. There was no significant difference in scores between the Female Control Group and the Male Control Group, although female subjects obtained a slightly higher total score, a finding reported in many previous studies (Cosentino & Kahn, 1967; Crowne & Marlowe, 1964; Evans, 1982; O'Grady, 1988).

Unexpectedly, the subscales of the MC, which were correlated for the males, were not significantly correlated for the females. This potential difference should be explored.

It was hypothesized that subjects in the adversarial groups, who were asked to be concerned about the impression their responses would create, would obtain higher total MC scores and higher denial subscale scores than those in the Male Control Group. Those subjects who were instructed to imagine facing the courts for a sexual assault did make greater, although not significantly ($p = .0628$) greater attempts to deny undesirable behaviors. Although it was anticipated that the Guilty and Innocent groups would be more

concerned with denying negative attributes than attributing positive characteristics to themselves, these two groups did have higher ($p = .0608$), although not significantly higher, scores than the Male Control Group on the acquiescence subscale, indicating a general attempt to present a socially desirable image in addition to denying negative traits. The differences in responses between Controls and "instructed" subjects suggest that these students could adopt a defensive set in regard to these items.

Researchers accept that administration of the MC under anonymous conditions decreases the likelihood of socially desirable responding (Becker, 1976; Paulhus, 1984). The lack of significant score differences between the Male Control Group and the Innocent and Guilty Groups may have been due to the unintended but inevitable "double" set of conditions: *Lack of anonymity* was implied for those who received instructional sets--they were asked to imagine that their responses to the questionnaires would be used in a psychological assessment which could influence the outcome of their court appearance--and, at the same time, the questionnaires were administered anonymously.

Social Sexual Desirability Scale

The SSDS was developed for this study as a measure of socially desirable responding in regard to the reporting of common sexual behaviors or behaviors specific to intimate relationships. Respondents may offer a favorable impression by denying behaviors that would indicate lack of consideration for his/her sex partner, such as, "Sometimes I just pretend to be listening when my partner is telling me about something," and/or by reporting

virtuous, yet highly improbable behaviors such as, "I usually buy or read magazines that have nude pictures mainly for the articles." The SSDS is similar to the MC, with equally balanced acquiescence and denial items, making tenable a comparison with the MC. On the acquiescence subscale of the SSDS the Innocent Group did attribute significantly more positive and unrealistic characteristics to themselves than the Male Control Group. Similarly, the mean score for the Guilty Group was higher ($p = .0566$) although not significantly higher than the mean score for the Male Control Group. It appears that university students imagined that an accused but innocent person would choose to present themselves as extraordinarily, socially desirable.

While the MC scores for the Female Control Group and the Male Control Group were the same, females denied significantly more undesirable behaviors and reported significantly more admirable traits than the males in response to the SSDS. These differences, as such, do not indicate whether the female subjects *were* different in regard to these behaviors or whether they falsely reported themselves as different, and more socially desirable. The pronounced difference between the Male and Female Control Group SSDS scores should be investigated: It could be that the SSDS items are not generic.

For the male subjects, the significant correlation of the two SSDS subscales with the total SSDS score indicates that each subscale, one measuring the denial of negative characteristics and the other measuring the attribution of positive characteristics, contributes significantly to the overall score. In addition, the subscales were correlated with each other.

The results were different for the female subjects: Although each subscale contributed significantly to the total score, but to a lesser degree than the males, the *subscales' correlation coefficient was not significant*. As stated above, the same pattern of MC results was found in females. And, for females, the MC-SSDS correlation coefficient was not significant, while it was for males. These differences between males and females and the specific uses of the MC and the SSDS for females should be explored.

Reliability and validity of the SSDS. An internal consistency coefficient of .88 (split-half reliability corrected by the Spearman-Brown formula) indicated acceptable reliability for the SSDS. However, test-retest reliability should be determined with various subject groups and over various times.

Significant correlations between a new test and similar tests offer evidence that the new test measures the same construct (Anastasi, 1988). The moderately significant correlation of the total MC-SSDS scores and their subscale scores *for the male subjects* implies that the two tests measure, to some extent, the same construct.

Balanced Inventory of Desirable Responding

The MC and the SSDS measure two dimensions of socially desirable responding, that is, attribution of positive traits and denial of negative traits. Neither measure discriminates between those who do know that they are deliberately painting a false picture of themselves, and those who are not trying to falsify their self-report, but truly perceive themselves as being overly virtuous. The BIDR was designed to measure conscious dissimulation, as well

as self-deception, that is, the respondent's actual belief in his or her virtuous self reports.

The impression management scores for subjects who were given instructions to respond as though they were guilty of a sexual offense, that is, the innocent Group, were significantly higher than scores for the Male Control Group, yet the self-deception scale scores for both groups were virtually the same. This result supported the 2-component model of socially desirable responding by Paulus (1984), who reported that impression management scores of university students under public-disclosure conditions were higher than scores under totally anonymous conditions, while self-deception scores remained relatively stable, regardless of public disclosure of the results or anonymity. Since the adversarial conditions in this study were analogous to public disclosure, the findings that the innocent Group made greater attempts than the Male Control Group at impression management, but no significantly different attempts at self-deception, support previous research that the two scales measure different constructs, and the responses to the self-deception scale are not influenced by different instructional sets.

The BIDR not only measures an individual's deliberate attempt to create a good impression, which indicates that the individual may not have been forthcoming on other tests, it also indicates the extent to which the individual believes him-or herself to be unrealistically virtuous, and this ability to discriminate between impression management and self-deception is important in clinical assessment. The results, which show that the self-deception scale was not influenced by socially desirable responding, suggest that assessment of sexual offenders against children should include both measures.

Consistency in measures of socially desirable responding. All measures of socially desirable responding in male subjects who imagined that they were being evaluated under conditions in which their responses could be used against them, suggest that these subjects made a conscious effort to fake "good." These findings are consistent with previous findings that suggest that respondents can present as socially desirable when completing questionnaires (McRae & Costa, 1983; Michaelis & Eysenck, 1971).

Measures of Cognitive Distortions

Abel Becker Cognition Scale

The scores of the Male Control Group ($M = 126.5$) indicated that this group harbored significantly more cognitive distortions regarding the propriety of adult-child sexual activity than did the female subjects ($M = 133.7$). In fact, the mean ABC score obtained for these male university students was lower, although not significantly lower, than the mean ABC score of 130.7 for 39 sexual offenders against adults (not children) (S. Cann, personal communication, July 27, 1994) who were assessed at a Halifax psychology clinic. It should be noted that a "cut-off" score commonly used to identify cognitive distortions in clinical situations is 130, higher than the students' scores. Since these university subjects were guaranteed anonymity, unlike the offenders who were being assessed and for whom the results would be criticized, it is assumed that the students were under no pressure to fake good and did not (or did so less). Nonetheless, their responses do reflect cognitive distortions. Given these findings, the effort to educate males regarding the unacceptability of such sexual attitudes and behavior should be redoubled.

The subjects who were asked to imagine they were guilty of a sexual offense could not have "played the role" any better. The mean score of 120.8 for this group was virtually identical to the mean score of 120.9 for 120 child molesters assessed at a local treatment clinic (Konopasky, Cann, & McGrath, 1994). This interesting result verified that the students could respond to this particular test, as do actual convicted child molesters. It also demonstrates that the test is transparent. Those subjects who were asked to imagine that they were innocent and facing an adversarial situation, scored within normal limits ($M = 133.3$), and significantly higher (showing fewer distortions) than the Guilty Group.

Socially desirable responding and the ABC. One of the weaknesses of the ABC is that its high face validity alerts respondents to what the test is measuring. In addition, all items are written in the affirmative with the "right" answer always being "5" "strongly disagree," making it easier to respond in a socially desirable manner. However, the correlations between the ABC and the MC and the ABC and the BIDR were low for the male groups. Not even the correlations of the ABC and the MC, or the ABC and the BIDR were significant when respondents were asked to imagine that they were being assessed because of sexually deviant behavior. The lack of a relationship between the ABC scores and the MC for males was argued by Cann (1992) to result from the extremely skewed scores of the ABC which showed little variance. There were findings of a relationship between one measure of socially desirable responding, that is, the SSDS, and the ABC: ABC scores were significantly correlated with both the total score and the acquiescence subscale score of the SSDS, and in the Male Control Group, indicating that the SSDS, written specifically to reveal socially desirable responding in regard to sexual

behavior and attitudes, may be more useful than the MC and the BIDR, more general tests of socially desirable responding, when assessing socially desirable responding in regard to sexual behavior.

Chi-Mo

The Chi-Mo, a test of cognitive distortions regarding adult-child sexual activity, was developed for this study in an attempt to reduce socially desirable responding.

As with the ABC scores, the Guilty Group obtained lower scores than the Innocent Group, low scores indicating cognitive distortions regarding adult-child sexual contact. Also similar to the ABC, the Male Control Group showed significantly more such distortions than did the Female Group.

Socially desirable responding and the Chi-Mo. It was expected that the "justifications" of the aberrant sexual behavior offered in the Chi-Mo items, and the balancing of positively keyed and negatively keyed items, would make the Chi-Mo less susceptible to response bias. It was also expected that embedding the more subtle items in a questionnaire with neutral items (e.g., "I do not feel at ease with other people") and items that pertain to "normal" adult sexual activity, would result in respondents being less aware of what the test was measuring, again making the test less susceptible to defensive responding. This hypothesis was supported: Although none of the attitudes or beliefs portrayed in the Chi-Mo represents more acceptable behavior than attitudes or beliefs depicted in the ABC--all are undesirable--Chi-Mo scores showed greater variance, and were less skewed than the ABC scores.

There was a significant negative correlation between the Chi-Mo and MC scores for the females. There was no relationship between the Chi-Mo and the total MC and the MC denial subscale scores for males. The Male Control Group's Chi-Mo scores did show a significant positive relationship, however, with the total score of the SSDS, and the SSDS denial subscale. (It may be recalled that there was a significant relationship between the ABC and the total score of the SSDS and the SSDS acquiescence subscale). The Chi-Mo scores of the Innocent Group were correlated with the denial subscale of the MC, all scales of the SSDS, and the impression management and total scales of the BIDR. Again, the SSDS appeared to be a sensitive measurement for socially desirable responding in a test measuring cognitive distortions regarding adult/child sexual contact.

Certainly those who construct tests are concerned about social desirability responding by test takers (Furnham, 1986), and, generally, work towards constructing tests which are less subject to socially desirable responding. At face value, the relationships between the Chi-Mo and measures of socially desirable responding indicate that it is more, not less, likely to elicit socially desirable responding than is the ABC. It is submitted that the small correlation coefficients between the ABC and measures of socially desirable responding belie the relationships between the ABC and measures of socially desirable responding. It is argued that the low variance in the ABC scores resulted in the correlation coefficients being small even when the ABC does elicit socially desirable responding. Indeed, it is suggested that the Chi-Mo, which offers justifications for the distorted attitudes, is less subject to socially desirable responding, even though the correlation coefficients between the Chi-Mo and the various measures of socially desirable responding are generally higher

than they are for the ABC. Certainly the more normally distributed scores makes a significant correlation between the Chi-Mo and the measures of socially desirable responding more likely.

Reliability and validity of the Chi-Mo. The reliability estimate for internal consistency was .83. This indicates that the Chi-Mo is a reliable instrument, although test-retest reliability should be determined in various subject groups and over various times.

Consistent with Anastasi's (1988, p. 141) position that, "Content validity is built into a test from the outset through the choice of appropriate items," the Chi-Mo's items were carefully selected through discussions with clinicians, through literature research, and through this researcher's personal clinical experience, to typify the cognitive distortions commonly held by child molesters.

Interestingly, all groups showed similar score patterns on both tests, that is, the Guilty Group reported the most cognitive distortions, significantly more than the Innocent Group and more than the Female Control Group, the Male Control Group slightly fewer distortions but significantly more than the Female Control Group, the Innocent Group still fewer distorted beliefs, and the Female Control Group reported the least acceptance of adult-child sexual activity. The fact of there being a pattern at all suggests that the Chi-Mo, like the ABC, is transparent, albeit it to a lesser degree than the ABC. Since the Chi-Mo reveals more cognitive distortions in both female and male respondents, the purpose of the test, it is an improvement over the ABC.

In addition, the significant and large correlation coefficient between the Chi-Mo and the ABC, the latter of which has been shown to discriminate between child molesters and the general population (Abel et al., 1989) when anonymity was guaranteed, suggests that the Chi-Mo measures cognitive distortions regarding adult-child sexual contact.

In terms of revealing cognitive distortions, the Chi-Mo, then, appears to be superior to the ABC. What remains to be seen, of course, is whether the Chi-Mo can discriminate offenders against children from non-offenders when the offender is being assessed and is concerned about the use of the test results.

Rape Myths and their Relation to AIV, SC, and Measures of Cognitive Distortions

Even though the male and female subject groups did not differ significantly in age, marital status, or education, the male university students sampled in this study were significantly more accepting of female rape myths than the Female Control subjects; that these males believed that many women "invite" sexual assaults in some way. This is consistent with previous research which has shown that females were less accepting of rape myths than were males (Burt, 1980; Field, 1978; Giacopassi & Dull, 1986; Tieger, 1981). More education of males and especially those who work in the legal and medical agencies which treat female rape victims is needed.

There was no significant difference, however, between male and female beliefs about men being raped by men, or beliefs about men who are raped by

women. Apparently men do show some sympathy if the victim of the rape is a man.

Why did university males, as opposed to females, believe more of these rape myths? There could be several reasons. First, only 16.7% of males, as opposed to 50% of the female subjects, reported having been sexually victimized. The average male does not have first hand experience of being a victim of forced sexual behavior and, apparently, finds it more difficult to identify with the victim than do females, half of whom have been sexually victimized. In addition to direct experience, the average female is very likely to know a female who has been so victimized, whereas the majority of males would not know about other males. Second, it could be that males have fantasies about rape which, consistent with some media presentations, romanticize it. Third, males may generally hold more tenaciously to these antiquated beliefs because, to admit the nature and extent of this male perpetrated violence-- 26.7% of males admit to thinking about raping someone, whereas only 3.3% of females admit to the same--would result in males feeling badly about themselves. Fourth, rape myths are still promulgated in our society (Kanin, 1984; Meyer, 1984). Fifth, the results in this study could have issued from the "self-selection" of subjects for this study: According to Malamuth and Check (1983), university subjects who volunteer for sex studies are more likely, rather than less likely, to have undesirable sexual attitudes, preferences, and behavior. Whatever the "reasons" for the continued beliefs of rape myths by males, the myths support victim blaming, a common justification used by convicted rapists (Scully & Marolla, 1984).

Similar to Burt (1980), this study showed that the AIV scores of all male subjects, regardless of their instructional set, were highly correlated with rape myth scores: The more subjects accepted interpersonal violence, the more rape myths they harbored. This relationship was not restricted to males: Female subjects also showed a significant and positive correlation between acceptance of interpersonal violence and rape myths about females.

It is notable that, although there was a significant correlation between the RMA scores and both measures of cognitive distortions, there was a much stronger relationship between the RMA scores and the Chi-Mo than between the RMA scores and the ABC. Evidently rape myths offer a "justification" similar to the "justification" offered by the Chi-Mo items. Of course, as mentioned previously, the increased variance of the Chi-Mo increases the chances of a larger correlation coefficient.

Victim Empathy

Developing empathy is a goal of relapse prevention programs. In this study, a new measure of empathy was constructed and administered to the groups under various instructional sets. Within the three male groups the pattern for the total and subscale scores of the Em-Pat was clear and consistent: The Guilty Group reported significantly less empathy than all other groups, indicating that these subjects believed that child molesters would not have a good understanding of someone else's suffering. To determine whether the students are accurate in this belief will require testing with sexual offenders against children. In addition, females in the community and female who sexual offenders should be surveyed.

Socially desirable responding and the Em-Pat. The Em-Pat scores for both male and female control subjects were not correlated with measures of social desirability responding as measured by the MC and the SSDS with one exception: The SSDS-A scores for the females were negatively correlated with the Em-Pat-Other subscale. As mentioned previously, the use of the SSDS for females should be explored.

There were significant correlations between Em-Pat scores and measures of socially desirable responding in the male groups who were told to imagine that their responses could be used against them in a criminal matter. The Innocent Group showed more socially desirable responding than the Guilty Group; those wrongly accused of an offense felt more pressure to appear socially correct than those who admitted their crime.

As previously mentioned, the Em-Pat-Other scale measures political conservatism, the Em-Pat-Sex scale measures empathy for victims of sexual abuse. Surprisingly, it was only the Em-Pat-Other scores which were correlated with socially desirable responding. Perhaps the social desirability of the Em-Pat-Sex scale items are sufficiently "veiled" to prevent socially desirable responding. As empathy is clearly an important issue in the assessment and treatment of sexual offenders, this test, which seems to provide a "clean" measure, is an important find.

Reliability and validity of the Em-Pat. The estimate of reliability ($r_{tt} = .82$) indicated a satisfactory internal consistency, although a test-retest reliability should be obtained with various subject groups and over various times.

However, until this questionnaire is administered to sexual offenders against children and a community sample, its validity remains in question.

Accuracy of Social Judgment Inventory

The ASJI was developed for this study, and presented 20 scenarios describing inappropriate sexual conduct and three scenarios describing anger and violence. The Innocent and Guilty Groups accurately identified only 37% to 41% of the scenarios containing inappropriate sexual conduct, significantly less than the Male Control Group which identified 62% and the Female Group which identified 58%.

Socially desirable responding and the ASJI. Although it would appear that placing subjects in adversarial situations resulted in their unwillingness to choose responses which revealed their perception of someone else engaging in sexual abuse, ASJI scores were not significantly correlated with the MC, the BIDR, or the SSDS measures of socially desirable responding. Perhaps the Guilty and the Innocent Groups did not see the ASJI items as any "threat" and did not see the need to respond in a socially desirable manner.

Reliability and validity of the ASJI. The estimate of reliability ($r_{tt} = .87$) indicated high internal consistency for the ASJI. However, test-retest reliability should be obtained with various subject groups and over various times. The validity of this measurement should be explored by administering this questionnaire to known sexual offenders against children and the non-offending population.

Child Identity Scale and Life Attitudes Scale

The CIS, a newly developed questionnaire, and the LAS, developed for this study, asks subjects to indicate which several child-like interests and attitudes they have. These questionnaires were administered to the Male Control Group, the Female Control Group, and the Guilty Group. On both measurements, the Guilty Group endorsed significantly more items that were associated with child-like behaviors or attitudes than either of the control groups, indicating that university students believed some behaviors to be associated with child-molesting.

Socially desirable responding and the CIS and the LAS. Neither the scores for the CIS nor those for the LAS were significantly correlated with any of the social desirability scales. Although further investigation with sexual offenders against children should take place, these tests offer the potential of identifying sexual offenders against children in spite of their tendency to respond defensively.

Reliability and validity of the CIS and LAS. The CIS showed good internal consistency ($r_{tt} = .81$), whereas the reliability estimate of the LAS was only .70. Test-retest reliability should be established for these tests with various subject groups and over various times. The validity of these measurements should be further investigated with sexual offenders against children and the non-sexual offending population.

Interpersonal Dependency Inventory

The IDI was developed for this study to measure the maladaptive emotional dependency on others often seen in child molesters. Apparently the Guilty Group believed that this trait exists in offenders, since they endorsed significantly more items which depicted dependency than did the Male Control Group. The IDI, which was based on clinical knowledge of male offender personality characteristics, was not administered to the Female Control Group. However, since some females do sexually abuse children, in part, because of maladaptive dependency needs (Wolfe, 1993), and since the items do not appear to be gender specific, this questionnaire should be tested with female sexual offenders against children as well as with the non-offending female population.

Socially desirable responding and the IDI. The IDI scores were not significantly correlated with socially desirable responding for either group of subjects. Socially desirable responding on this test by sexual offenders should be investigated.

Reliability and validity of the IDI. The estimate of reliability ($r_{tt} = .89$) indicates high internal consistency, although test-retest reliability should be established with various subject groups and over various times.

Fear Inventory

The FI is a questionnaire developed for this study and contains items which describe fears held by many child molesters. Apparently, the Guilty Group

believed that such offenders would fear discovery of their offenses, and, as such, they responded to the FI by endorsing significantly more items relating to fears of the revelation of their lifestyle than did the Male Control Group.

Socially desirable responding and the FI. Despite the Guilty Group's high FI scores, these scores were not significantly correlated with any measure of social desirability responding. On the other hand, in the Male Control Group, FI scores were negatively correlated with the total MC score and the MC denial subscale. There is no obvious reason for the difference in relationships in the Guilty Group and the Male Control Groups. It may be that larger sample sizes-- there were only 30 subjects in each group-- would have produced similar results with both groups.

Reliability and validity of the FI. The estimate of reliability ($r_{tt} = .84$) indicated a moderately high internal consistency, although test-retest reliability should be established with various subject groups and over various times. Although the Guilty Group endorsed significantly more items, the validity of this measurement must be confirmed through administration of this questionnaire to the appropriate offending and non-offending populations.

Narcissism Scale

The NS, developed for this study, was designed to measure selfish or narcissistic attitudes. The reliability coefficient was small, suggesting that the items on the NS measure different constructs. A factor analysis revealed 11 unrotated factors which could explain the lack of internal consistency.

Comprehensive Behavior Checklist

The CBC measures aggressive behavior in men who perpetrate spousal abuse (D.R. Laws, personal communication, December 1, 1993). To test the CBC's ability to detect male violence or aggression in male/female relationships among university students, this study presented male test takers with 111 items which described situations in which they may have emotionally, verbally, or physically abused their girlfriends, wives, or other women.

This checklist was expanded for this study to determine the number of females who, by their report, are subject to aggressive behavior in their male/female relationships. For example, one CBC item which asks males to indicate whether he has, "Told her [spouse or girlfriend] that she was stupid," was matched with a female item which read, "[Your husband or boyfriend has] told you that you were stupid." The university males reported "rarely" subjecting women to such aggressive behaviors. The females concurred denying that they were subject to these behaviors.

In males, there was a significant relationship between CBC scores and AIV scores. In women there was no link, neither positive nor negative, between having been subjected to these behaviors and acceptance of interpersonal violence.

Attraction to Sexual Aggression Scale-Expanded

Questioning children about their sexual activity raises difficult ethical and legal questions. The ASA was expanded for this study in order to collect

similar information without having to ask children. The test asked adult respondents to recall their childhood and report what they thought and did as children. This expanded questionnaire asked individuals at what age they first thought about a sexual activity, how often they had thought about it and how often they had actually engaged in the activity. Subjects were asked to report how often they had thought about a sexual activity but did not act on it, and how often they engaged in an activity, separate from "thinking" about it. The questionnaire also asked respondents to indicate how sexually arousing they found specific sexual activities, how sexually arousing they believed an adult female would find the same activities, and how sexually arousing children would find adult-child sexual contact.

Conventional sex. It is acknowledged that this reporting of sexual activity by adults may or may not be matched by the answers children would provide if asked the same questions. Apparently male and female university students, as children, showed similar interest in conventional sexual activities (necking, petting, oral sex, and intercourse), both groups thinking about and engaging in these activities at approximately the same time in their development: Males and females started thinking about these activities at approximately the same time (ages 12.5 and 13 years respectively), and both first engaged in these activities at age 13.

The extent to which females think about or engage in such sexual activities is more closely related to their beliefs than is the case for males: Those females who endorse such sexually conservative statements as, "People should not have oral sex," and "I would have no respect whatever for a woman who engages in sexual relationships without any emotional involvement," are

less likely to think about or to engage in conventional sex or do so to a lesser extent than females who disagree with such conservative statements. The beliefs in the propriety of sexual behavior by males, on the other hand, do not predict whether they will engage in such activities.

Unconventional sex. There was no significant difference between the ages at which males ($M = 16.0$) and females ($M = 16.8$) first started thinking about, and engaging in, unconventional sexual activities such as bondage, anal intercourse, and group sex. However, males reported thinking about or engaging in unconventional sexual activities significantly more often than female students. The more males and females thought about these unconventional sex practices, the more they engaged in them. As with conventional sexual practices, the degree to which females, but not males, reported thinking about and engaging in unconventional sex was significantly related to how conservative were their beliefs.

Forced sex. There was no significant difference between the mean ages at which the males and females first started to think about (15.7 years and 17.0 years respectively) or engage in (17.0 years) forced sex. The more these male and female university students thought about forcing someone to do something sexual, the more likely they were to engage in forced sex. A high percentage of male respondents, nearly 37% ($N = 11$), reported that they had thought about forcing sex, and 18% of these individuals actually admitted to trying to force sex on someone. A significantly smaller proportion of females reported thinking about forcing sex on someone, (13.3%, $N = 4$), and only one of the four who thought about it said she had actually tried to force someone into sexual activity. Future research should study a larger sample of females.

This study supported findings by Denton (1994), indicating a positive relationship between thinking about and engaging in unconventional sex and an interest in and attempts to force sex on someone.

Exhibitionism. Similar to research which has reported that the first urges to expose usually occur between the ages of 13 and 16 (Freund, Watson, & Rienzo, 1988), the subjects in this study reported their mid-teens as the age of onset for fantasies of exposing themselves. Both items "Exposing your genitals," and "Seeing someone expose their genitals to you," were included in the ASA-E to provide a definition for exhibitionism, and to clarify who was exposing what and to whom. In regard to these behaviors, the university students seem uninhibited: Approximately 23% (compared with 5.6% of university males as reported by Freund et al. (1988)) and significantly more females (47%) reported showing their genitals. Both the male and female students reported seeing another person's private parts more often than they exposed their own. Males reported that they found it "slightly" sexually arousing to expose their genitals, and predicted that the "average" woman would also be slightly aroused by exposing her genitals. Having engaged in this behavior more than twice as often as their male peers, females also indicated that they, like men, were "slightly" aroused by exposing themselves; unlike male estimates of arousal in females who expose their genitals, women believed that *other* women would find it more sexually arousing, that is, "moderately" rather than "slightly" arousing, to expose themselves.

Although the exhibitionism items were clearly worded, the number of females who reported exposing themselves, that is, more than twice the number of males, suggests that the females did not understand that

exhibitionism is the exposure of a body part to an unsuspecting bystander.

Perhaps the females thought that allowing someone with whom they were intimately involved and *who wanted to see them naked* constituted exposing themselves. Further research should include an even more clearly worded definition of "exhibitionism" to avoid this potential problem.

Voyeurism. The vast majority of male students (93%) have fantasized about watching someone who is naked or who is engaged in intercourse, and 53% of them have actually done so. Males were nearly five times as likely to engage in voyeuristic behavior as were female students. Still, accepting that nearly 17% of females had secretly tried to look in on someone who was naked or was having sex, the term "Peeping Tom," should be amended. Hard to understand, the females reported engaging in voyeuristic behavior before they started thinking about it, and engaging in the behavior more often than they thought about it.

Sex with a child. The ASA asks subjects to report their attitudes regarding pedophilia but does not clearly define this kind of sex act. The ASA-E offers the respondents clear examples of adult-child sexual interactions and requires the respondent to indicate the age of the child at the time of the activity; for example, in completing the questionnaire, the child's age must be specified as falling in one of the following age categories: 1-5, 6-10, or 11-15 years. In addition, respondents were able to indicate their own age (e.g., 5-7, 8-10, 11-13, 14-16, or 17+) when they first began to fantasize about, or engage in, sexual activity with children. It was expected that this specificity would eliminate the mistake of classifying someone as showing pedophilic behavior or as having pedophilic fantasies when the difference in age between the

respondent and the child was less than 5 years at the time of the fantasies or the behavior. Based on the ages reported by the students and the ages of the children at the time of the sexual activity, and given the limits of the questionnaire, *no male or female subject in this study admitted to an age-inappropriate relationship*. However, even creating age categories which spanned no more than three years created some ambiguity. For example, someone who was 16 when they had sex with an 11 year old would have been 5 years older than the child, such behavior qualifying as age-inappropriate. Interpreting the response, however, allows for the researcher to speculate that the respondent was 16 and the "child" 15. There is no way to discriminate between these two options. Future questionnaires have to allow for greater specificity.

What university students think that children find sexually arousing. Both male and female subjects reported a belief that even young children would find pleasure in sexual contact with an adult male, the pleasure increasing with the child's age. Females indicated a belief that 11-13 year old boys would enjoy, somewhat, sexual contact with an adult male; they also think that girls of this age would find such sexual contact "slightly" arousing.

Male students' beliefs were similar to those of the females: Males believed that young boys and girls can enjoy some types of sexual contact with an adult, the older the child, the greater the enjoyment, and indicated that both 11-13 year old boys and girls would find it "slightly arousing" to have sexual contact with an adult male.

University subjects are expected to represent a normal sample, and one assumes that this group would not show cognitive distortions regarding adult-child sexual activities. It is of concern that supposedly "normal" university students had these views of children and their emotions. As they believe, for example, that a 13 year old girl or boy can enjoy sex with an adult, it should not be surprising that at least some are prepared to follow through on their fantasies. While it is true that a child can have a pleasurable physical response to sexual contact, this is not to say that the child would not be emotionally damaged from this contact. Therefore, future questionnaires should ask the respondent to indicate whether children of various ages would likely be harmed from sexual activity with an adult.

This study suggests the need for sex education programs beginning in junior high school, and apparently continuing into university. These programs must call attention to the sexual abuse of children, the inability of children to give consent, and the psychological trauma that children are likely to suffer from such abuse.

Implications for Future Research

Subjects

Although several of the newly developed questionnaires discriminated between those who were (hypothetically) either facing trial for a sexual offense they did not commit or facing sentencing for a sexual offense that they did commit, and those who were not placed in one of these adversarial situations, one cannot generalize these results beyond the university population. Not

until these measures are administered to sexual offenders against children will we know how accurately the students predicted actual offender responses. Since this study has shown that university students can manipulate their responses to questionnaires, clinicians must be concerned that sexual offenders can manipulate their responses when it is in their interests to do so. Research can directly address this capacity of sexual offenders to respond to such measures defensively. All of the questionnaires developed for this study should be administered to incarcerated child molesters, all of whom are guaranteed anonymity, but some of whom are instructed to pretend that they are being assessed for a psychological report which will be presented to the Parole Board. Comparing responses of those who are responding anonymously and honestly and those encouraged to respond defensively under both conditions would indicate how susceptible the questionnaires are to defensive responding.

In addition, the questionnaires should be administered to accused sexual offenders who are not offered anonymity, that is, child molesters who are undergoing an assessment for a presentence report, or for treatment suitability and who understand that their responses will be known.

The battery of questionnaires should also be administered with various instructional sets to offenders who have committed non-sexual offenses. Comparing sexual offenders against children with the non-sexual offending criminal population will provide valuable information concerning common attitudes and beliefs of those who have been involved in the criminal justice system, regardless of their crime.

It is apparent from the results that university students, who were asked to imagine that they had committed a sexual offense and that they faced evaluation, attempted to answer the items from the perspective of a child molester who was "faking good." If further research indicates the accuracy of their perceptions, then the utility of student data in the field of sex offender research should not be overlooked.

ASA-E

Self-report of sexual behavior: frequency and age of onset. Although the ASA-E was instrumental in obtaining valuable information not otherwise available from the original ASA, certain modifications would improve the utility of this measurement. Since it is now recognized that young children do perpetrate sexually abusive behavior (Okami, 1992), the ASA-E should include items which ask the subject if he or she has used force or coercion to have sexual activity. In addition, if a respondent indicated deviant sexual behavior, it is important to determine when the activity last occurred, and the respondent's estimate of the likelihood of it occurring again.

Since the items limited some of the possible responses, for example, one age category was limited to "17+", and the number of times for a specific sexual activity was limited to "11+", the findings could be improved by asking more detailed questions. Respondents should be asked to give the exact age at which they thought about or engaged in the sexual activity.

Female Exhibitionism

A clearer definition of "exposing your genitals," which includes the notion of an unsuspecting onlooker, and one who is frequently a stranger, should confirm or dispel the startling self-reports of females in this study.

Adult-child sexual activity

Until very recently, little research has focused on the female sexual offender. However, some researchers now offer evidence that the number of female perpetrated sexual offenses is greater than previously believed (Marvasti, 1986; Mathews, 1987; Wolfe, 1993). Therefore, the ASA-E should be further augmented to elicit attitudes and beliefs concerning adult female-child sexual contact.

Administering this questionnaire to known sexual offenders against children should elicit valuable information regarding age of onset of these deviant behaviors. This information would be critical for prevention, early intervention, and treatment. And, since research has shown that men who have been convicted for sexual offenses against women (i.e., rapists) also frequently commit paraphilic acts against children (Abel & Osborn, 1992), the ASA-E should be administered to these offenders as well.

Summary

Subjects

Male and female subjects in the Control Groups were instructed to answer the questionnaires on sexual attitudes and behavior honestly. Other male subjects were randomly assigned to two groups: The Innocent Group, which was instructed to imagine that they were awaiting trial for an offense they did not commit, the Guilty Group, which was instructed to imagine that they were awaiting sentencing for an offense that they did commit, and a control group. Generally, the Guilty Group showed more socially desirable responses than the Male Controls, and responded to other questionnaires differently than the control group; for example, the Guilty Group showed significantly less empathy, and reported more cognitive distortions, and more child-like interests and attitudes. While the Innocent Group generally responded more like the Male Controls, they made more socially desirable responses.

The significant differences among groups shows that the instructions to adopt a role, think "Innocent" or think "Guilty," changed the subjects' responses to the questions. At the very least their responses indicate the way university students think that sexual offenders against children think, feel and act. The accuracy of the information should be tested.

New questionnaires

The SSDS appears to be more useful than the MC in measuring socially desirable responding in tests measuring cognitive distortions regarding adult-

child sexual contact.

The Em-Pat items which dealt with sexual abuse, and the items on the ASJI appear to provide a "clean" measure apart from social desirability. Similarly, the CIS and LAS items appear to be sufficiently veiled in terms of social desirability to identify sexual offenders against children even if the offenders are defensive and intend not to report their sexual histories.

The Chi-Mo, with its items "justifying" adult-child sexual contact, appears to be less subject to socially desirable responding than the ABC. And, the "non-critical" items presented with the Chi-Mo items provided valuable information regarding the attitudes and beliefs of university male students.

Expanding the ASA provided information about childhood sexual activity by surveying adults, not children, and asking them to remember their early sexual histories. As well, this test provided information about students' sexual interest in conventional and unconventional sexual practices, forced sex, other unusual sexual activities, and their perception of a child's sexual arousal to sex with an adult male.

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APPENDIX A

Demographic Information

Please fill in the blank, or circle the response, that applies to you:

Age: _____

Sex:

Male

Female

Marital Status:

married

common-law

single

separated

divorced

other

Education: (highest level attained)

Grade 8 or less

Grade 9

Grade 10

Grade 11

Grade 12

Grade 12 GED

Vocational school

Community College

University

Graduate/Professional Degree

APPENDIX B**ASA Scale - Expanded**

Form (1)

People frequently think about different sexual activities even though they may never do them. For each kind of activity listed below, please indicate in PART A whether or not you have ever thought of trying that activity. If you have thought about it, indicate in PART B how old you were when you first started to think about it. The following sexual activities may be with females or males, depending on your own preference for a sex partner. Assume your preferred partner when completing the following items.

Please circle your preferred sexual partner: male female

PART A		PART B				
SEXUAL ACTIVITY	How many times have you thought about it?	How old were you when you first started to think about it?				
Necking (deep kissing)	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Petting	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Giving oral sex	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Receiving oral sex	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Vaginal intercourse	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Anal intercourse	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Group sex:	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Bondage:						
Tying up someone or using handcuffs, etc.	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Being tied up or being handcuffed, etc.	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
Whipping or spanking someone else:						
forcefully	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+
playfully	never once 2-5 6-10 11+	5-7	8-10	11-13	14-16	17+

Development of a psychological test battery

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Form (1)

PART A

PART B

SEXUAL ACTIVITY

How many times
have you thought
about it?

How old were you when
you first started to think
about it?

Being whipped or spanked
by someone else:
forcefully

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

playfully

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Raping someone

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Being raped by someone

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Forcing someone to do
doing something sexual

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Being forced by someone
to do something sexual

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Wearing women's clothing

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Exposing your genitals

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Seeing someone expose
their genitals to you

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Watching someone
undress or seeing them naked
without them knowing it

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Watching people have sex
without them knowing it

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Necking with a child:

1-5 years old

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

6-10 years old

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

11-15 years old

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Petting with a child:

1-5 years old

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

6-10 years old

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

11-15 years old

never once 2-5 6-10 11+

5-7 8-10 11-13 14-16 17+

Form (1)

PART A**PART B****SEXUAL ACTIVITY**How many times
have you thought
about it?How old were you when
you first started to think
about it?**Giving oral sex to a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Receiving oral sex from a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Using your finger or an
object to penetrate a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

"Pretend" intercourse with a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	6-10		11+	5-7	8-10	11-13	14-16	17+

Vaginal intercourse with a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	6-10	11+		5-7	8-10	11-13	14-16	17+

Anal intercourse with a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	6-10	11+		5-7	8-10	11-13	14-16	17+

Development of a psychological test battery

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Form (1)

PART A

PART B

SEXUAL ACTIVITY

How many times
have you thought
about it?

How old were you when
you first started to think
about it?

Sex with more than one
child at a time:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Tying up a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Forcefully whipping or
spanking a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Playfully whipping or
spanking a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Forcing a child to do
something sexual:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Exposing your genitals
to a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (1)

PART APART B**SEXUAL ACTIVITY**How many times
have you thought
about it?How old were you when
you first started to think
about it?**Seeing a child expose
their genitals to you:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Watching a child undress
or seeing them naked
without them knowing it:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Watching children involved in
sexual play with each other:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Other sexual activity
with a child that has
not been mentioned:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (3)

For each kind of activity listed below, please indicate whether or not you have ever tried that activity. If you have tried the activity, indicate how old you were and whether or not you were punished for it. The following sexual activities may be with females or males, depending on your own preference for a sex partner. Please assume preferred partner when completing the following items.

Please circle your preferred sexual partner: male female

SEXUAL ACTIVITY	If you have tried this sexual activity, how old were you the 1st time it happened?						How many times have you tried this?				If you have tried this sexual activity were you ever punished for it?			
	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no	
Necking (deep kissing)														
Petting														
Giving oral sex														
Receiving oral sex														
Vaginal intercourse														
Anal intercourse														
Group sex:														
Bondage:														
Tying up someone or using handcuffs, etc.														
Being tied up or being handcuffed, etc.														
Whipping or spanking someone else:														
forcefully														
playfully														
Being whipped or spanked by someone else:														
forcefully														
playfully														
Raping someone														

Development of a psychological test battery

(Form 3) SEXUAL ACTIVITY	If you have tried this sexual activity, how old were you the 1st time it happened?						How many times have you tried this?			130			
										If you have tried this sexual activity were you ever punished for it?			
Forcing someone to do something sexual:	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Being forced by someone to do something sexual	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Wearing women's clothing	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Exposing your genitals	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Seeing someone expose their genitals to you	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Watching someone undress or seeing them naked without them knowing it	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Watching people have sex without them knowing it	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Neckling with a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Petting with a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Giving oral sex to a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
Receiving oral sex from a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+		never	once	2-5	6-10	11+	yes	no

Development of a psychological test battery

Form (3)	If you have tried this sexual activity, how old were you the 1st time it happened?						How many times have you tried this?						131 If you have tried this sexual activity were you ever punished for it?	
SEXUAL ACTIVITY														
<hr/>														
Using your finger or an object to penetrate a child:														
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
"Pretend" intercourse with a child:														
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
Vaginal intercourse with a child:														
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
Anal intercourse with a child:														
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
Sex with more than one child at a time:														
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
Tying up a child:														
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no		

Development of a psychological test battery

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Form (3)	If you have tried this sexual activity, how old were you the 1st time it happened?					How many times have you tried this?					If you have tried this sexual activity were you ever punished for it?	
SEXUAL ACTIVITY												
<hr/>												
Forcefully whipping or spanking a child:												
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Playfully whipping or spanking a child:												
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Forcing a child to do something sexual:												
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Exposing your genitals to a child:												
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Seeing a child expose their genitals to you:												
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no

Development of a psychological test battery

Form (3)	If you have tried this sexual activity, how old were you the 1st time it happened?	How many times have you tried this?	133	If you have tried this sexual activity were you ever punished for it?
SEXUAL ACTIVITY				
<hr/>				
Watching a child undress or seeing them naked without them knowing it:				
1-5 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
6-10 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
11-15 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
 Watching children involved in sexual play with each other:				
1-5 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
6-10 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
11-15 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
 Other sexual activity with a child that has not been mentioned:				
1-5 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
6-10 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no
11-15 years old	5-7 8-10 11-13 14-16 17+	never once 2-5 6-10 11+	yes	no

Form (5)

Whether or not you have previously thought about it, how sexually arousing do you find the idea of each of the following sexual activities? Circle the number that reflects your opinion. These sexual activities may be with females or with males, depending on your own preference for a sex partner. Assume preferred partner when completing the following items.

Please circle your preferred sexual partner:	male			female	
	Not at all arousing				Very arousing
Necking (deep kissing)	1	2	3	4	5
Petting	1	2	3	4	5
Giving oral sex	1	2	3	4	5
Receiving oral sex	1	2	3	4	5
Vaginal intercourse	1	2	3	4	5
Anal intercourse	1	2	3	4	5
Group sex	1	2	3	4	5
Bondage:					
Tying someone up or using handcuffs, etc.	1	2	3	4	5
Being tied up or being handcuffed, etc.	1	2	3	4	5
Whipping or spanking someone else:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Being whipped or spanked by someone else:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Raping someone	1	2	3	4	5
Being raped by someone	1	2	3	4	5

From (5)

	Not at all arousing				Very arousing
Forcing someone to do something sexual	1	2	3	4	5
Being forced by someone to do something sexual	1	2	3	4	5
Wearing women's clothing	1	2	3	4	5
Exposing your genitals	1	2	3	4	5
Seeing someone expose their genitals to you	1	2	3	4	5
Watching someone undress or seeing them naked without them knowing it	1	2	3	4	5
Watching people have sex without them knowing it	1	2	3	4	5
Necking with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Petting with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Giving oral sex to a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Receiving oral sex from a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (5)

Whether or not you have previously thought about it, how sexually arousing do you find the idea of each of the following sexual activities? Circle the number that reflects your opinion. These sexual activities may be with females or with males, depending on your own preference for a sex partner. Assume preferred partner when completing the following items.

Please circle your preferred sexual partner:	male			female	
	Not at all arousing				Very arousing
Necking (deep kissing)	1	2	3	4	5
Petting	1	2	3	4	5
Giving oral sex	1	2	3	4	5
Receiving oral sex	1	2	3	4	5
Vaginal intercourse	1	2	3	4	5
Anal intercourse	1	2	3	4	5
Group sex	1	2	3	4	5
Bondage:					
Tying someone up or using handcuffs, etc.	1	2	3	4	5
Being tied up or being handcuffed, etc.	1	2	3	4	5
Whipping or spanking someone else:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Being whipped or spanked by someone else:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Raping someone	1	2	3	4	5
Being raped by someone	1	2	3	4	5

From (5)

	Not at all arousing				Very arousing
Forcing someone to do something sexual	1	2	3	4	5
Being forced by someone to do something sexual	1	2	3	4	5
Wearing women's clothing	1	2	3	4	5
Exposing your genitals	1	2	3	4	5
Seeing someone expose their genitals to you	1	2	3	4	5
Watching someone undress or seeing them naked without them knowing it	1	2	3	4	5
Watching people have sex without them knowing it	1	2	3	4	5
Necking with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Petting with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Giving oral sex to a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Receiving oral sex from a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (5)

	Not at all arousing				Very arousing
Being masturbated by a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Using your finger or an object to penetrate a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
"Pretend" intercourse with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Vaginal intercourse with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Anal intercourse with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Sex with more than one child at a time:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Tying up a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (5)

	Not at all arousing				Very arousing
<hr/>					
Forcefully whipping or spanking a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Playfully whipping or spanking a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Forcing a child to do something sexual:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Exposing your genitals to a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Seeing a child expose their genitals to you:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Watching a child undress or seeing them naked without them knowing it:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (5)

Not at all
arousingVery
arousing

 Watching children involved in
sexual play with each other:

1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

 Other sexual activity
with a child that has
not been mentioned:

1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (6)

How sexually arousing do you think the average woman would find the idea of the following sexual activities with a man? Circle the number that reflects your opinion.

	Not at all arousing				Very arousing
Necking	1	2	3	4	5
Petting	1	2	3	4	5
Giving oral sex	1	2	3	4	5
Receiving oral sex	1	2	3	4	5
Vaginal intercourse	1	2	3	4	5
Anal intercourse	1	2	3	4	5
Group sex	1	2	3	4	5
Bondage:					
Tying up a man or using handcuffs, etc.	1	2	3	4	5
Being tied up or being handcuffed, etc.	1	2	3	4	5
Whipping or spanking a man:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Being whipped or spanked by a man:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Raping a man	1	2	3	4	5
Being raped by a man	1	2	3	4	5
Forcing a man to do something sexual	1	2	3	4	5
Being forced by a man to do something sexual	1	2	3	4	5

Development of a psychological test battery

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(Form 6)	Not at all arousing				Very arousing
Exposing their genitals to a man	1	2	3	4	5
Seeing a man expose his genitals to them	1	2	3	4	5
Watching someone undress or seeing them naked without them knowing it	1	2	3	4	5
Watching people have sex without them knowing it	1	2	3	4	5
Sexual activity with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (8)

How sexually arousing or sexually exciting do you think the average female child between the ages of 1-4 years, 5-7 years, 8-10 years, and 11-13 years, would find the following sexual activities with a male adult who is at least 25 years of age but who is not the child's biological father or brother? Circle the number that reflects your opinion.

	Not at all arousing				Very arousing
<hr/>					
Being hugged closely:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Sitting on the adult's lap:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Being tickled all over:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Sleeping in the same bed with the adult (with no sexual activity):					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Watching the adult undress:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (8)

Not at all
arousingVery
arousing**Bathing or showering with the adult:**

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

**Being watched by the adult
while undressing:**

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

**Reaching inside the man's
pant's pockets:**

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Being massaged all over:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

**Playfully being whipped
or spanked:**

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (8)

Not at all
arousingVery
arousing

Seeing the adult's genitals:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Showing their genitals
to the adult:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Being kissed on the mouth:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Dancing closely:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Letting the adult see them naked:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Seeing the adult naked:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (8)

Not at all
arousingVery
arousing**Having their genitals touched:**

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Touching an adult's genitals:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Receiving oral sex:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Performing oral sex:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Masturbating the adult:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (8)

Not at all
arousingVery
arousing

Digital penetration by the adult:

1-4 years old	1	2	3	4	5
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5-7 years old	1	2	3	4	5
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8-10 years old	1	2	3	4	5
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11-13 years old	1	2	3	4	5
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Anal intercourse:

1-4 years old	1	2	3	4	5
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5-7 years old	1	2	3	4	5
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8-10 years old	1	2	3	4	5
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11-13 years old	1	2	3	4	5
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Form (9)

How sexually arousing or sexually exciting do you think the average male child between the ages of 1-4 years, 5-7 years, 8-10 years, and 11-13 years, would find the following sexual activities with a male adult who is at least 25 years of age but who is not the child's biological father or brother? Circle the number that reflects your opinion.

	Not at all arousing				Very arousing
<hr/>					
Being hugged closely:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Sitting on the adult's lap:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Being tickled all over:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Sleeping in the same bed with the adult (with no sexual activity):					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Watching the adult undress:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Development of a psychological test battery

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Form (9)

Not at all
arousing

Very
arousing

Bathing or showering with the adult:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Being watched by the adult while undressing:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Reaching inside the man's pant's pockets:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Being massaged all over:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Playfully being whipped or spanked:

1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (9)	Not at all arousing				Very arousing
<hr/>					
Seeing the adult's genitals:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Showing their genitals to the adult:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Being kissed on the mouth:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Dancing closely:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Letting the adult see them naked:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Seeing the adult naked:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (9)	Not at all arousing				Very arousing
<hr/>					
Having their genitals touched:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Touching an adult's genitals:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Receiving oral sex:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Performing oral sex:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Masturbating the adult:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

Form (9)	Not at all arousing				Very arousing
<hr/>					
Digital penetration by the adult:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5
Anal intercourse:					
1-4 years old	1	2	3	4	5
5-7 years old	1	2	3	4	5
8-10 years old	1	2	3	4	5
11-13 years old	1	2	3	4	5

APPENDIX C

Form (2)

ASA Scale - Expanded

People frequently think about different sexual activities even though they may never do them.

For each kind of activity listed below, please indicate in PART A whether or not you have ever thought of trying that activity. If you have thought about it, indicate in PART B how old you were when you first started to think about it. The following sexual activities may be with males or females, depending on your own preference for a sex partner. Assume preferred sex partner when completing the following items.

Please circle your preferred sexual partner: male female

SEXUAL ACTIVITY	<u>PART A</u>					<u>PART B</u>				
	How many times have you thought about it?					How old were you when you first started to think about it?				
Necking (deep kissing)	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Petting	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Giving oral sex	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Receiving oral sex	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Intercourse with a man	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Intercourse with a woman	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Anal intercourse	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Group sex:	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Bondage:										
Tying up someone or using handcuffs, etc.	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Being tied up or being handcuffed, etc.	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (2)

PART APART B**SEXUAL ACTIVITY**How many times
have you thought
about it?How old were you when
you first started to think
about it?

Whipping or spanking someone else: forcefully	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
playfully	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Being whipped or spanked by someone else: forcefully	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
playfully	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Raping someone	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Being raped by someone	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Forcing someone to do doing something sexual	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Being forced by someone to do something sexual	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Exposing your genitals	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Seeing someone expose their genitals to you	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Watching someone undress or seeing them naked without them knowing it	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Watching people have sex without them knowing it	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Necking with a child:										
1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
Petting with a child:										
1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (2)

PART APART B**SEXUAL ACTIVITY**How many times
have you thought
about it?How old were you when
you first started to think
about it?**Giving oral sex to a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Receiving oral sex from a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Using your finger or an
object to penetrate a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

"Pretend" intercourse with a child:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Sex with more than one
child at a time:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (2)

PART APART B**SEXUAL ACTIVITY**How many times
have you thought
about it?How old were you when
you first started to think
about it?**Tying up a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Forcefully whipping or
spanking a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Playfully whipping or
spanking a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Forcing a child to do
something sexual:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Exposing your genitals
to a child:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

**Seeing a child expose
their genitals to you:**

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (2)

PART APART B**SEXUAL ACTIVITY**How many times
have you thought
about it?How old were you when
you first started to think
about it?Watching a child undress
or seeing them naked
without them knowing it:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Watching children involved in
sexual play with each other:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Other sexual activity
with a child that has
not been mentioned:

1-5 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
6-10 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+
11-15 years old	never	once	2-5	6-10	11+	5-7	8-10	11-13	14-16	17+

Form (4)

For each kind of activity listed below, please indicate whether or not you have ever tried that activity. If you have tried the activity, indicate how old you were and whether or not you were punished for it. The following sexual activities may be with females or males, depending on your own preference for a sex partner. Please assume preferred partner when completing the following items.

Please circle your preferred sexual partner:

male

female

SEXUAL ACTIVITY	If you have tried this sexual activity, how old were you the 1st time it happened?					How many times have you tried this?					If you have tried this sexual activity were you ever punished for it?	
	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Necking (deep kissing)	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Petting	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Giving oral sex	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Receiving oral sex	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Vaginal intercourse	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Anal intercourse	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Group sex:	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Bondage:												
Tying up someone or using handcuffs, etc.	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Being tied up or being handcuffed, etc.	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Whipping or spanking someone else:												
forcefully	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
playfully	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Being whipped or spanked by someone else:												
forcefully	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
playfully	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Raping someone	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Forcing someone to do something sexual:	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no

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SEXUAL ACTIVITY

**How many times
have you tried this?**

**If you have tried
this sexual activity
were you ever
punished for it?**

Being forced by someone to do something sexual	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Exposing your genitals	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Seeing someone expose their genitals to you	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Watching someone undress or seeing them naked without them knowing it	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Watching people have sex without them knowing it	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Necking with a child: 1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Petting with a child: 1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Giving oral sex to a child: 1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
Receiving oral sex from a child: 1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no

Development of a psychological test battery

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Form (4)

SEXUAL ACTIVITY	If you have tried this sexual activity, how old were you the 1st time it happened?					How many times have you tried this?					If you have tried this sexual activity were you ever punished for it?		
<hr/>													
Using your finger or an object to penetrate a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
"Pretend" intercourse with a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
Sex with more than one child at a time:													
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
Tying up a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
Forcefully whipping or spanking a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
Playfully whipping or spanking a child:													
1-5 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
6-10 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	
11-15 years old	5-7	8-10	11-13	14-16	17+	never	once	2-5	6-10	11+	yes	no	

Development of a psychological test battery

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Form (4)

SEXUAL ACTIVITY

If you have tried this sexual activity, how old were you the 1st time it happened?

How many times have you tried this?

If you have tried this sexual activity were you ever punished for it?

Forcing a child to do something sexual:

1-5 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

6-10 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

11-15 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

Exposing your genitals to a child:

1-5 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

6-10 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

11-15 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

Seeing a child expose their genitals to you:

1-5 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

6-10 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

11-15 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

Watching a child undress or seeing them naked without them knowing it:

1-5 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

6-10 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

11-15 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

Watching children involved in sexual play with each other:

1-5 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

6-10 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

11-15 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

Development of a psychological test battery

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Form (4)

SEXUAL ACTIVITY

If you have tried this sexual activity, how old were you the 1st time it happened?

How many times have you tried this?

If you have tried this sexual activity were you ever punished for it?

Other sexual activity with a child that has not been mentioned:

1-5 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

6-10 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

11-15 years old

5-7 8-10 11-13 14-16 17+ never once 2-5 6-10 11+ yes no

Form (5a)

Whether or not you have previously thought about it, how sexually arousing do you find the idea of each of the following sexual activities? Circle the number that reflects your opinion. These sexual activities may be with females or with males, depending on your own preference for a sex partner. Assume preferred partner when completing the following items.

Please circle your preferred sexual partner:	male			female	
	Not at all arousing			Very arousing	
Necking (deep kissing)	1	2	3	4	5
Petting	1	2	3	4	5
Giving oral sex	1	2	3	4	5
Receiving oral sex	1	2	3	4	5
Vaginal intercourse	1	2	3	4	5
Anal intercourse	1	2	3	4	5
Group sex	1	2	3	4	5
Bondage:					
Tying up someone or using handcuffs, etc.	1	2	3	4	5
Being tied up or being handcuffed, etc.	1	2	3	4	5
Whipping or spanking someone else:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Being whipped or spanked by someone else:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Raping someone	1	2	3	4	5
Being raped by someone	1	2	3	4	5

(Form 5a)

Not at all
arousingVery
arousing

Forcing someone to do something sexual	1	2	3	4	5
Being forced by someone to do something sexual	1	2	3	4	5
Wearing men's clothing	1	2	3	4	5
Exposing your genitals	1	2	3	4	5
Seeing someone expose their genitals to you	1	2	3	4	5
Watching someone undress or seeing them naked without them knowing it	1	2	3	4	5
Watching people have sex without them knowing it	1	2	3	4	5
Necking with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Petting with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Giving oral sex to a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Receiving oral sex from a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

(Form 5a)	Not at all arousing				Very arousing
Being masturbated by a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Using your finger or an object to penetrate a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
"Pretend" intercourse with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Vaginal intercourse with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Anal intercourse with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Sex with more than one child at a time:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Tying up a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

(Form 5a)	Not at all arousing				Very arousing
<hr/>					
Forcefully whipping or spanking a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Playfully whipping or spanking a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Forcing a child to do something sexual:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Exposing your genitals to a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Seeing a child expose their genitals to you:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5
Watching a child undress or seeing them naked without them knowing it:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

(Form 5a)

Not at all
arousingVery
arousing

 Watching children involved in
sexual play with each other:

1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

 Other sexual activity
with a child that has
not been mentioned:

1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

Form (7)

How sexually arousing do you think the average woman would find the idea of the following sexual activities with a man? Circle the number that reflects your opinion.

	Not at all arousing			Very arousing	
	1	2	3	4	5
Necking (deep kissing)	1	2	3	4	5
Petting	1	2	3	4	5
Giving oral sex	1	2	3	4	5
Receiving oral sex	1	2	3	4	5
Vaginal intercourse	1	2	3	4	5
Anal intercourse	1	2	3	4	5
Group sex	1	2	3	4	5
Bondage:					
Tying up a man or using handcuffs, etc.	1	2	3	4	5
Being tied up or being handcuffed, etc.	1	2	3	4	5
Whipping or spanking a man:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Being whipped or spanked by a man:					
forcefully	1	2	3	4	5
playfully	1	2	3	4	5
Raping a man	1	2	3	4	5
Being raped by a man	1	2	3	4	5
Forcing a man to do something sexual	1	2	3	4	5
Being forced by a man to do something sexual	1	2	3	4	5
Exposing their genitals to a man	1	2	3	4	5

Form (7)

	Not at all arousing			Very arousing	
Seeing a man expose his genitals to them	1	2	3	4	5
Watching someone undress or seeing them naked without them knowing it	1	2	3	4	5
Watching people have sex without them knowing it	1	2	3	4	5
Sexual activity with a child:					
1-5 years old	1	2	3	4	5
6-10 years old	1	2	3	4	5
11-15 years old	1	2	3	4	5

APPENDIX D**Chi-Mo Scale****Instructions:**

Read each of the statements below carefully, and then circle the number that indicates your agreement or disagreement with it.

	1	2	3	4	5
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree
1. I do not feel at ease with other people.	1	2	3	4	5
2. The reason there are laws against sexual contact with children is to protect them until they are old enough to make their own decisions.	1	2	3	4	5
3. I find it hard to talk to strangers.	1	2	3	4	5
4. If a girl engages in necking or petting and she lets things get out of hand, it is her own fault if her partner forces sex on her.	1	2	3	4	5
5. Some children are mature enough, both physically and emotionally at 12 to make their own decisions about sex.	1	2	3	4	5
6. Most people find me boring.	1	2	3	4	5
7. A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.	1	2	3	4	5
8. Having sex with a 6 year-old, or younger child, is all right because younger children forget such things.	1	2	3	4	5
9. Sex offenders shouldn't have to go to jail, because sex offenses are not crimes like other crimes.	1	2	3	4	5
10. Pornography must be kept under lock and key if there are children in the house. Children under 15 years of age must never see it.	1	2	3	4	5
11. If a child walks around naked in front of an adult, this does not mean that the child wants to sexually play with the adult.	1	2	3	4	5
12. Even a big, strong man can be raped by a woman.	1	2	3	4	5
13. Sometimes it's okay to use "an eye for an eye and a tooth for a tooth" as a rule for living.	1	2	3	4	5
14. Children usually outgrow any problems resulting from a sexual experience they had as a child.	1	2	3	4	5
15. I lack confidence with people.	1	2	3	4	5
16. A joke about sex between a child and an adult can never be funny.	1	2	3	4	5

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	1	2	3	4	5	
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree	
17. If your religion says it's all right to have sex with a child of 12 or older, then it is all right.	1	2	3	4	5	
18. A woman who initiates a sexual encounter will probably have sex with anyone.	1	2	3	4	5	
19. Sometimes a girl of 12, or even 10, can be sexually arousing if she has a well developed body.	1	2	3	4	5	
20. Sentences for sexually molesting children are too light. These men should be jailed for much longer.	1	2	3	4	5	
21. In the majority of rapes, the victim is promiscuous or has a bad reputation.	1	2	3	4	5	
22. A 13 year-old child who is sexually active will not be bothered by sex with an adult as much as a child who has never had sex.	1	2	3	4	5	
23. I truly enjoy myself at social functions.	1	2	3	4	5	
24. My relationship with a child could be strengthened by the fact that we are sexually free with each other.	1	2	3	4	5	
25. It is impossible for a man to rape a man.	1	2	3	4	5	
26. If I was shipwrecked on a desert island with a 10 or 2 year-old girl and there was no chance of being rescued, it would be all right to have sex with her if she didn't mind.	1	2	3	4	5	
27. Sex between a child who is at least 13 years old and an adult causes the child no serious emotional problems.	1	2	3	4	5	
28. I find it difficult to make friends.	1	2	3	4	5	
29. Women who get raped while hitchhiking get what they deserve.	1	2	3	4	5	
30. I almost always feel happier after I have spent some time with children. They lift my spirits.	1	2	3	4	5	
31. If a sex offender really means it when he says he won't do it again, he probably won't do it again.	1	2	3	4	5	
32. I am quite content with myself as a person.	1	2	3	4	5	
33. Most men who are raped by a woman are somewhat to blame for not being more careful.	1	2	3	4	5	
34. A woman shouldn't give in sexually to a man too easily or he'll think she's loose.	1	2	3	4	5	

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	1	2	3	4	5
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree
35. If a child of 7 is acting sexy, she (or he) knows it.	1	2	3	4	5
36. Sometimes sex with a child has no harmful effect. It is even possible that it could be a good thing.	1	2	3	4	5
37. If a child has sex with an adult, later the child could look back and see it as neither bad nor good.	1	2	3	4	5
38. If a child of 9 is acting sexy, he (or she) knows it.	1	2	3	4	5
39. Even a big, strong man can be raped by another man.	1	2	3	4	5
40. Sexual contact between adults and children of 11 or older has been accepted in some countries for centuries. If I lived in one of those places, it would be all right for me to have sex with a child.	1	2	3	4	5
41. It is possible for an adult who is having sex with a child to really love the child.	1	2	3	4	5
42. Children are more fun than adults.	1	2	3	4	5
43. If a child of 13 is acting sexy, she (or he) knows it.	1	2	3	4	5
44. Most men who are raped by a man are very upset by the incident.	1	2	3	4	5
45. A 13 year-old cannot really consent to sex with an adult.	1	2	3	4	5
46. Most men wouldn't say it, but they can be aroused by the sight of a child who is naked.	1	2	3	4	5
47. A child who is 6 years old is not old enough to decide whether they want to play sexually with an adult.	1	2	3	4	5
48. I can't really trust telling a doctor what I have done.	1	2	3	4	5
49. Some children who are as young as 9 years old can like to see naked adults.	1	2	3	4	5
50. Sex offenders who say that they feel badly after having sex with a child are just saying that to avoid criticism and to get sympathy.	1	2	3	4	5
51. Men have a biologically stronger sex drive than women.	1	2	3	4	5
52. It is a child's right to decide if they want sex with an adult; punishing an adult who gives into the child is wrong.	1	2	3	4	5
53. If a girl wants to see or look at her father's genitals to learn about the facts of life, there is nothing wrong with letting her.	1	2	3	4	5

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	1	2	3	4	5	
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree	
54. Even if jail does not stop sexual offenders from doing it again, society should punish them with jail.	1	2	3	4	5	
55. Most men who are raped by a man are somewhat to blame for not being more careful.	1	2	3	4	5	
56. The government should spend at least 5 times more on treatment for sex offenders than they do now. They are people just like anyone else.	1	2	3	4	5	
57. A woman who is stuck-up and thinks she is too good to talk to guys on the street deserves to be taught a lesson.	1	2	3	4	5	
58. If someone has been convicted of a sexual offense against a child, he can never be trusted with a child again.	1	2	3	4	5	
59. "Play-wrestling" with children which includes some tickling and touching between the child's legs is not sexual assault.	1	2	3	4	5	
60. Sex with a child is wrong. Even if the laws said it was all right, society said it was all right, and religion said it was all right, it would still be wrong.	1	2	3	4	5	
61. Being roughed up is sexually stimulating to any woman.	1	2	3	4	5	
62. If a child accidentally sees a man's penis, even if the man didn't mean it happen, it could still trouble the child.	1	2	3	4	5	
63. If a child does not have a bad reaction right after sexual contact with an adult, the child could still have problems later in life.	1	2	3	4	5	
64. A man must stop playing with a child immediately if it makes him sexually aroused, even if the child doesn't know he is aroused.	1	2	3	4	5	
65. It is impossible for a woman to rape a man.	1	2	3	4	5	
66. Sexual contact between an adult and a child is always harmful. There are no exceptions.	1	2	3	4	5	
67. An adult having sex with a 10 to 13 year-old child causes less harm than having sex with a younger child.	1	2	3	4	5	
68. It's all right for a man to keep pornography in his bedroom even if it is possible for a child to get in there and see it. This is one way for a child to learn about the facts of life.	1	2	3	4	5	
69. If a child doesn't say anything or doesn't walk away when an adult does something sexual, the child must be frightened.	1	2	3	4	5	

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	1	2	3	4	5
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree
70. A nice woman would be offended by a dirty joke.	1	2	3	4	5
71. Masturbation is not a normal sexual activity.	1	2	3	4	5
72. I know at least one person who has been convicted of a sexual offense.	1	2	3	4	5
73. I am more shy than most people.	1	2	3	4	5
74. Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.	1	2	3	4	5
75. When fondling a child, the adult should always know that, no matter what, his behavior will always harm the child.	1	2	3	4	5
76. I am easy to like.	1	2	3	4	5
77. People should not have oral sex.	1	2	3	4	5
78. When I am with other people I lose self-confidence.	1	2	3	4	5
79. When young children walk around with little or no clothes on, it is kind of sexy.	1	2	3	4	5
80. I am nervous with people who are not close friends.	1	2	3	4	5
81. I would have no respect whatever for a woman who engages in sexual relationships without any emotional involvement.	1	2	3	4	5
82. Having sex during the menstrual period is unpleasant.	1	2	3	4	5
83. I make friends easily.	1	2	3	4	5
84. The primary goal of intercourse should be to have children.	1	2	3	4	5
85. I am a friendly person.	1	2	3	4	5
86. Children who are 9 years old know what they are doing when they flirt with an adult.	1	2	3	4	5
87. I am afraid of large parties.	1	2	3	4	5
88. I am popular with people my own age.	1	2	3	4	5
89. A young child can act sexy but not realize she (he) is really doing so.	1	2	3	4	5
90. Women don't seem to have the same needs for a sexual outlet as men.	1	2	3	4	5

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	1	2	3	4	5	
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree	
91. There is no way for an adult to know in advance whether having sex with a child will be beneficial, harmful or have no effect.	1	2	3	4	5	
92. Most men who are raped by a man would not need counseling afterward.	1	2	3	4	5	
93. I usually say the wrong thing when I talk with people.	1	2	3	4	5	
94. Any healthy woman can successfully resist a rapist if she really wants to.	1	2	3	4	5	
95. I am usually unable to think of anything interesting to say to people.	1	2	3	4	5	
96. Many times a woman will pretend she doesn't want to have intercourse because she's really hoping the man will force her.	1	2	3	4	5	
97. The sexual education of children should never involve really seeing a naked adult.	1	2	3	4	5	
98. I get along well with other people.	1	2	3	4	5	
99. It is a child's right to decide if they wish to engage in sexual contact with an adult, and punishing the adults who have sex with the children, is wrong.	1	2	3	4	5	
100. A wife shouldn't move out of the house even if her husband hits her.	1	2	3	4	5	
101. I am no good at all from a social standpoint.	1	2	3	4	5	
102. Having sex with a child is not an acceptable way to show my love and affection.	1	2	3	4	5	
103. I am socially effective.	1	2	3	4	5	
104. With the advances in modern birth control, the laws against sexual contact with children aren't as important as they used to be.	1	2	3	4	5	
105. Sometimes a child will have sex with an adult even if the child does not want to.	1	2	3	4	5	
106. People do not find me interesting.	1	2	3	4	5	
107. Most men who are raped by a woman do not need counseling after the incident.	1	2	3	4	5	
108. Sometimes the only way a man can get a cold woman turned on is to use force.	1	2	3	4	5	

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	1	2	3	4	5	
	Strongly Agree	Agree	Neutral (neither Agree nor Disagree)	Disagree	Strongly Disagree	
109. If a 10 year-old really wants to see or touch an adult's genitals, there is nothing wrong with the adult agreeing.	1	2	3	4	5	
110. I am confident at parties.	1	2	3	4	5	
111. I am quite awkward in social situations.	1	2	3	4	5	
112. "Playing" with children which includes a little sexual touching, almost by accident, is not sexual assault.	1	2	3	4	5	
113. Any female can get raped.	1	2	3	4	5	
114. I am a lot of fun to be with.	1	2	3	4	5	
115. Most men who are raped by a woman are very upset by the incident.	1	2	3	4	5	
116. I can hold people's interest easily.	1	2	3	4	5	
117. I don't have much "personality".	1	2	3	4	5	
118. Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man.	1	2	3	4	5	
119. A man is sometimes justified in hitting a woman.	1	2	3	4	5	
120. I am a reasonably good conversationalist.	1	2	3	4	5	
121. One reason that women report a rape is to call attention to themselves.	1	2	3	4	5	
122. A girl who is 12 years of age is being raped even if she agrees to have intercourse with an adult who is 20 or older.	1	2	3	4	5	
123. Most men who are raped by a woman are somewhat to blame for not escaping or fighting off the woman.	1	2	3	4	5	
124. When women go around without a bra or wearing short skirts and tight tops, they are just asking for trouble.	1	2	3	4	5	
125. There are some things I don't think about until after I have done them.	1	2	3	4	5	
126. Sometimes I'm sorry for what I have done, but I do it again anyway.	1	2	3	4	5	

APPENDIX E**BIDR****Instructions:**

Using the scale below as a guide, write a number in the blank beside each statement to indicate how true that statement is for you personally.

1 _____ 2 _____ 3 _____ 4 _____ 5

Not
True

Somewhat
True

Very
True

- 1. My first impression of people usually turns out to be right.
- 2. It would be hard for me to break any of my bad habits.
- 3. I don't care to know what other people really think of me.
- 4. I have not always been honest with myself.
- 5. I always know why I like things.
- 6. When my emotions are aroused, it biases my thinking.
- 7. Once I've made up my mind, other people can seldom change my opinion.
- 8. I am not a safe driver when I exceed the speed limit.
- 9. I am fully in control of my own fate.
- 10. It's hard for me to shut off a disturbing thought.
- 11. I never regret my decisions.
- 12. I sometimes lose out on things because I can't make up my mind soon enough.
- 13. The reason I vote is because my vote can make a difference.
- 14. My parents were not always fair when they punished me.
- 15. I am a completely rational person.
- 16. I rarely appreciate criticism.
- 17. I am very confident of my judgments.
- 18. I have sometimes doubted my ability as a lover.
- 19. It's all right with me if some people happen to dislike me.

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1 _____ 2 _____ 3 _____ 4 _____ 5

Not Somewhat Very
True True True

- 20. I don't always know the reasons why I do the things I do.
- 21. I sometimes tell lies if I have to.
- 22. I never cover up my mistakes.
- 23. There have been occasions when I have taken advantage of someone.
- 24. I never swear.
- 25. I sometimes try to get even rather than forgive and forget.
- 26. I always obey laws, even if I'm unlikely to get caught.
- 27. I have said something bad about a friend behind his/her back.
- 28. When I hear people talking privately, I avoid listening.
- 29. I have received too much change from a salesperson without telling him or her.
- 30. I always declare everything at customs.
- 31. When I was young I sometimes stole things.
- 32. I have never dropped litter on the street.
- 33. I sometimes drive faster than the speed limit.
- 34. I never read sexy books or magazines.
- 35. I have done things that I don't tell other people about.
- 36. I never take things that don't belong to me.
- 37. I have taken sick-leave from work or school even though I wasn't really sick.
- 38. I have never damaged a library book or store merchandise without reporting it.
- 39. I have some pretty awful habits.
- 40. I don't gossip about other people's business.

APPENDIX F**MC****Instructions:**

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it relates to you personally. Then circle either T (for true) or F (for false) as they appear at the end of each item.

- | | | |
|--|---|---|
| 1. Before voting I thoroughly investigate the qualifications of all the candidates. | T | F |
| 2. I never hesitate to go out of my way to help someone in trouble. | T | F |
| 3. It is sometimes hard for me to go on with my work if I am not encouraged. | T | F |
| 4. I have never intensely disliked anyone. | T | F |
| 5. On occasion I have had doubts about my ability to succeed in life. | T | F |
| 6. I sometimes feel resentful when I don't get my way. | T | F |
| 7. I am always careful about my manner of dress. | T | F |
| 8. My table manners at home are as good as when I eat out in a restaurant. | T | F |
| 9. If I could get into a movie without paying and be sure I was not seen I would probably do it. | T | F |
| 10. On a few occasions, I have given up doing something because I thought too little of my ability. | T | F |
| 11. I like to gossip at times. | T | F |
| 12. There have been times when I felt like rebelling against people in authority even though I knew they were right. | T | F |
| 13. No matter who I'm talking to, I'm always a good listener. | T | F |
| 14. I can remember "playing sick" to get out of something. | T | F |
| 15. There have been occasions when I took advantage of someone. | T | F |
| 16. I'm always willing to admit it when I make a mistake. | T | F |
| 17. I always try to practice what I preach. | T | F |

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18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.	T	F
19. I sometimes try to get even rather than forgive and forget.	T	F
20. When I don't know something I don't at all mind admitting it.	T	F
21. I am always courteous, even to people who are disagreeable.	T	F
22. At times I have really insisted on having things my own way.	T	F
23. There have been occasions when I felt like smashing things.	T	F
24. I would never think of letting someone else be punished for my wrongdoings.	T	F
25. I never resent being asked to return a favor.	T	F
26. I have never been irked when people expressed ideas very different from my own.	T	F
27. I never make a long trip without checking the safety of my car.	T	F
28. There have been times when I was quite jealous of the good fortune of others.	T	F
29. I have almost never felt the urge to tell someone off.	T	F
30. I am sometimes irritated by people who ask favors of me.	T	F
31. I have never felt that I was punished without cause.	T	F
32. I sometimes think when people have a misfortune they only got what they deserved.	T	F
33. I have never deliberately said something that hurt someone's feelings.	T	F

APPENDIX G**CBC - M****Instructions:**

Following is a list of statements about some things that you may or may not have done with your wife, partner, girlfriend, or women in general. Please read each item carefully. Then, using the 5-point scale below, circle the number that indicates how often you engaged in that activity. There are no right or wrong answers. We are only interested in whether these things happened or not, and how often they happened. Please answer every statement.

	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
<hr/>					
1. Called her names and/or criticized her.					1 2 3 4 5
2. Put down her family and friends.					1 2 3 4 5
3. Told her that she was stupid.					1 2 3 4 5
4. Insulted her and swore at her.					1 2 3 4 5
5. Told her friends or family that she was crazy.					1 2 3 4 5
6. Criticized her in front of her friends.					1 2 3 4 5
7. Put her on an allowance.					1 2 3 4 5
8. Wouldn't let her have her own chequing or savings account.					1 2 3 4 5
9. Made her sign her paycheque over to you.					1 2 3 4 5
10. Made her ask for money to run the household.					1 2 3 4 5
11. Made her beg for money to buy something for herself or the kids.					1 2 3 4 5
12. Told her that, if she didn't control her spending, you'd control it for her.					1 2 3 4 5
13. Kept her from doing things she wanted to do (go out with friends, go to meetings).					1 2 3 4 5
14. Locked her in the house or in a room.					1 2 3 4 5
15. Stopped or tried to stop her from going to work or school.					1 2 3 4 5
16. Made her stay at home with you when she had a legitimate reason to be somewhere else.					1 2 3 4 5
17. Made her wait in the car while you did something with your friends.					1 2 3 4 5

Development of a psychological test battery

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	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
18. Refused to have sex with her.				1	2 3 4 5
19. Pressured her for sex when she did not want to.				1	2 3 4 5
20. Made her do sexual things that she did not want to do.				1	2 3 4 5
21. Hurt her sexually.				1	2 3 4 5
22. Made her have intercourse when she did not want to.				1	2 3 4 5
23. Raped her.				1	2 3 4 5
24. Refused to do the sexual things she would have liked to do.				1	2 3 4 5
25. Made her perform degrading sexual acts.				1	2 3 4 5
26. Withheld affection from her.				1	2 3 4 5
27. Physically attacked her sexual parts.				1	2 3 4 5
28. Told her what sort of sexual things you would do together.				1	2 3 4 5
29. Decided when you would or would not have sex.				1	2 3 4 5
30. Bragged about your sexual relations with other women.				1	2 3 4 5
31. Told her she was no good in bed.				1	2 3 4 5
32. Compared her unfavorably with other sexual partners you have had.				1	2 3 4 5
33. Pusher, grabbed, shoved her, or pulled her hair.				1	2 3 4 5
34. Slapped her with your open hand.				1	2 3 4 5
35. Kicked, bit, or hit her with your fist.				1	2 3 4 5
36. Hit her, or almost hit her, with something.				1	2 3 4 5
37. Beat her up.				1	2 3 4 5
38. Choked her or attempted to strangle her.				1	2 3 4 5
39. Threw her around.				1	2 3 4 5
40. Kicked her.				1	2 3 4 5
41. Used a knife or gun on her, or close to her.				1	2 3 4 5
42. Tied her up or threatened to hurt her.				1	2 3 4 5
43. Punched her in the face, leaving cuts and bruises.				1	2 3 4 5

Development of a psychological test battery

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	1	2	3	4	5
	Never	Rarely	Sometimes	Frequently	Very Frequently
44. Drove recklessly when she was in the car.	1	2	3	4	5
45. Threw, smashed, hit, or kicked something when she was near.	1	2	3	4	5
46. Threw something at or near her.	1	2	3	4	5
47. Withdrew and/or refused to talk about a serious problem.	1	2	3	4	5
48. Stomped out of the room or house.	1	2	3	4	5
49. Became very upset with her because the housework was not done the way you thought it should be.	1	2	3	4	5
50. Stomped around the house, yelling and complaining.	1	2	3	4	5
51. Escalated minor disagreements into major disagreements.	1	2	3	4	5
52. Gave her angry looks or stares.	1	2	3	4	5
53. Said things to scare her (something "bad" might happen).	1	2	3	4	5
54. Said you'd hurt her if she didn't stop doing something.	1	2	3	4	5
55. Said you'd hit her if she kept on doing something.	1	2	3	4	5
56. Threatened her with a knife, gun, or other weapon.	1	2	3	4	5
57. Threatened to hurt yourself if she left you.	1	2	3	4	5
58. Threatened to have an affair with someone else.	1	2	3	4	5
59. Threatened to leave the relationship.	1	2	3	4	5
60. Threatened to have her committed to a mental institution.	1	2	3	4	5
61. Threatened to leave her stranded without a cent.	1	2	3	4	5
62. Would not permit her to have male friends.	1	2	3	4	5
63. Asked her where she went, who was there, and what was talked about.	1	2	3	4	5
64. Listened to her phone calls.	1	2	3	4	5
65. Checked the mileage on her car.	1	2	3	4	5
66. Called her at work to see if she was there.	1	2	3	4	5
67. Made her account for for she spent her time.	1	2	3	4	5
68. Opened her mail.	1	2	3	4	5
69. Asked her repeatedly about details of her activities.	1	2	3	4	5

Development of a psychological test battery

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	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
70. Accused her of paying too much attention to someone or something else.	1	2	3	4	5
71. Told her you were sure that she was having an affair.	1	2	3	4	5
72. Followed her or had her followed.	1	2	3	4	5
73. Accused her of talking about you behind your back.	1	2	3	4	5
74. Disregarded her opinions and made major decisions yourself.	1	2	3	4	5
75. Told her that you made the decisions for the family.	1	2	3	4	5
76. Told her whether she could or could not take a job, go to school, etc.	1	2	3	4	5
77. Told her what clothes she could wear.	1	2	3	4	5
78. Decided what restaurants you would go to.	1	2	3	4	5
79. Told her what movie or TV program she could watch.	1	2	3	4	5
80. Decided where the family should live.	1	2	3	4	5
81. Decided what kind of work she should be allowed to do.	1	2	3	4	5
82. Told her what she could do in her free time.	1	2	3	4	5
83. Decided who her friends would be.	1	2	3	4	5
84. Decided whether or not something expensive could be bought.	1	2	3	4	5
85. Decided how much money the family would save.	1	2	3	4	5
86. Made the decisions about visiting relatives.	1	2	3	4	5
87. Told her where the family would be spending holidays.	1	2	3	4	5
88. Made her beg for forgiveness for having done something.	1	2	3	4	5
89. Made her ask for permission to use the car.	1	2	3	4	5
90. Spanked her like a naughty child.	1	2	3	4	5
91. Made her beg for sex.	1	2	3	4	5
92. Made her drink too much alcohol, then criticized her for it.	1	2	3	4	5
93. Made her have sex with someone else in front of you.	1	2	3	4	5

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	1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently	
94. Killed or physically harmed her pet.	1	2	3	4	5
95. Destroyed objects that were precious to her.	1	2	3	4	5
96. Destroyed some of her favorite clothing.	1	2	3	4	5
97. Smashed furniture.	1	2	3	4	5
98. Broke windows, dishes, or mirrors in your house.	1	2	3	4	5
99. Punched your fist through a door or wall.	1	2	3	4	5
100. Trashed her car so that she couldn't use it.	1	2	3	4	5
101. Tore up her mail.	1	2	3	4	5

Answer the following only if you have children:

102. Told her that she would lose custody of the kids if she didn't do exactly as you said.	1	2	3	4	5
103. Threatened to leave town with the kids.	1	2	3	4	5
104. Told her how to discipline the children.	1	2	3	4	5
105. Told her what to feed the children.	1	2	3	4	5
106. Told her what clothes to buy the children.	1	2	3	4	5
107. Told her what out-of-school activities the kids could get involved in (Examples: sports, clubs, Scouts).	1	2	3	4	5
108. Told her what school the kids would attend.	1	2	3	4	5
109. Told her how to solve the children's personal problems.	1	2	3	4	5
110. Told her that you would decide when you would have children.	1	2	3	4	5
111. Told her that she was a bad parent.	1	2	3	4	5

APPENDIX H**CBC - F****Instructions**

Following is a list of statements about some things that your husband, partner, boyfriend or men in general may or may not have done with you. Please read each item carefully. Then, using the 5-point scale below, circle the number that indicates how often these things have happened to you. There are no right or wrong answers. We are only interested in whether these things happened or not, and how often they happened. Please answer every statement.

	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
<hr/>					
1. Called you names and/or criticized you.					1 2 3 4 5
2. Put down your family and friends.					1 2 3 4 5
3. Told you that you were stupid.					1 2 3 4 5
4. Insulted you and swore at you.					1 2 3 4 5
5. Told your friends or family that you were crazy.					1 2 3 4 5
6. Criticized you in front of your friends.					1 2 3 4 5
7. Put you on an allowance.					1 2 3 4 5
8. Wouldn't let you have your own chequing or savings account.					1 2 3 4 5
9. Made you sign your paycheque over to him.					1 2 3 4 5
10. Made you ask for money to run the household.					1 2 3 4 5
11. Made you beg for money to buy something for yourself or the kids.					1 2 3 4 5
12. Told you that, if you didn't control your spending, he'd control it for you.					1 2 3 4 5
13. Kept you from doing things you wanted to do (go out with friends, go to meetings).					1 2 3 4 5
14. Locked you in the house or in a room.					1 2 3 4 5
15. Stopped or tried to stop you from going to work or school.					1 2 3 4 5
16. Made you stay at home with him when you had a legitimate reason to be somewhere else.					1 2 3 4 5
17. Made you wait in the car while he did something with his friends.					1 2 3 4 5

Development of a psychological test battery

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	1	2	3	4	5
	Never	Rarely	Sometimes	Frequently	Very Frequently
18. Refused to have sex with you.	1	2	3	4	5
19. Pressured you for sex when you did not want to.	1	2	3	4	5
20. Made you do sexual things that you did not want to do.	1	2	3	4	5
21. Hurt you sexually.	1	2	3	4	5
22. Made you have intercourse when you did not want to.	1	2	3	4	5
23. Raped you.	1	2	3	4	5
24. Refused to do the sexual things you would have liked to do.	1	2	3	4	5
25. Made you perform degrading sexual acts.	1	2	3	4	5
26. Withheld affection from you.	1	2	3	4	5
27. Physically attacked you sexual parts.	1	2	3	4	5
28. Told you what sort of sexual things you would do together.	1	2	3	4	5
29. Decided when you would or would not have sex.	1	2	3	4	5
30. Bragged about his sexual relations with other women.	1	2	3	4	5
31. Told you you were no good in bed.	1	2	3	4	5
32. Compared you unfavorably with other sexual partners he has had.	1	2	3	4	5
33. Pushed, grabbed, shoved you, or pulled your hair.	1	2	3	4	5
34. Slapped you with his open hand.	1	2	3	4	5
35. Kicked, bit, or hit you with his fist.	1	2	3	4	5
36. Hit you, or almost hit you, with something.	1	2	3	4	5
37. Beat you up.	1	2	3	4	5
38. Choked you or attempted to strangle you.	1	2	3	4	5
39. Threw you around.	1	2	3	4	5
40. Kicked you.	1	2	3	4	5
41. Used a knife or gun on you, or close to you.	1	2	3	4	5
42. Tied you up or threatened to hurt you.	1	2	3	4	5
43. Punched you in the face, leaving cuts and bruises.	1	2	3	4	5

Development of a psychological test battery

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	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
44. Drove recklessly when you were in the car.	1	2	3	4	5
45. Threw, smashed, hit, or kicked something when you were near.	1	2	3	4	5
46. Threw something at or near you.	1	2	3	4	5
47. Withdrew and/or refused to talk about a serious problem.	1	2	3	4	5
48. Stomped out of the room or house.	1	2	3	4	5
49. Became very upset with you because the housework was not done the way he thought it should be.	1	2	3	4	5
50. Stomped around the house, yelling and complaining.	1	2	3	4	5
51. Escalated minor disagreements into major disagreements.	1	2	3	4	5
52. Gave you angry looks or stares.	1	2	3	4	5
53. Said things to scare you (something "bad" might happen).	1	2	3	4	5
54. Said he'd hurt you if you didn't stop doing something.	1	2	3	4	5
55. Said he'd hit you if you kept on doing something.	1	2	3	4	5
56. Threatened you with a knife, gun, or other weapon.	1	2	3	4	5
57. Threatened to hurt your if you left him.	1	2	3	4	5
58. Threatened to have an affair with someone else.	1	2	3	4	5
59. Threatened to leave the relationship.	1	2	3	4	5
60. Threatened to have you committed to a mental institution.	1	2	3	4	5
61. Threatened to leave you stranded without a cent.	1	2	3	4	5
62. Would not permit you to have male friends.	1	2	3	4	5
63. Asked you went you went, who was there, and what was talked about.	1	2	3	4	5
64. Listened to you phone calls.	1	2	3	4	5
65. Checked the mileage on you car.	1	2	3	4	5
66. Called you at work to see if you were there.	1	2	3	4	5
67. Made you account for how you spent you time.	1	2	3	4	5
68. Opened you mail.	1	2	3	4	5
69. Asked you repeatedly about details of you activities.	1	2	3	4	5

Development of a psychological test battery

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	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
70. Accused you of paying too much attention to someone or something else.	1	2	3	4	5
71. Told you you were sure that you were having an affair.	1	2	3	4	5
72. Followed you or had you followed.	1	2	3	4	5
73. Accused you of talking about him behind his back.	1	2	3	4	5
74. Disregarded your opinions and made major decisions himself.	1	2	3	4	5
75. Told you that he made the decisions for the family.	1	2	3	4	5
76. Told you whether you could or could not take a job, go to school, etc.	1	2	3	4	5
77. Told you what clothes you could wear.	1	2	3	4	5
78. Decided what restaurants you would go to.	1	2	3	4	5
79. Told you what movie or TV program you could watch.	1	2	3	4	5
80. Decided where the family should live.	1	2	3	4	5
81. Decided what kind of work you should be allowed to do.	1	2	3	4	5
82. Told you what you could do in your free time.	1	2	3	4	5
83. Decided who your friends would be.	1	2	3	4	5
84. Decided whether or not something expensive could be bought.	1	2	3	4	5
85. Decided how much money the family would save.	1	2	3	4	5
86. Made the decisions about visiting relatives.	1	2	3	4	5
87. Told you where the family would be spending holidays.	1	2	3	4	5
88. Made you beg for forgiveness for having done something.	1	2	3	4	5
89. Made you ask for permission to use the car.	1	2	3	4	5
90. Spanked you like a naughty child.	1	2	3	4	5
91. Made you beg for sex.	1	2	3	4	5
92. Made you drink too much alcohol, then criticized you for it.	1	2	3	4	5
93. Made you have sex with someone else in front of him.	1	2	3	4	5
94. Killed or physically harmed your pet.	1	2	3	4	5

Development of a psychological test battery

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1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

- | | | | | | |
|--|---|---|---|---|---|
| 95. Destroyed objects that were precious to you. | 1 | 2 | 3 | 4 | 5 |
| 96. Destroyed some of you favorite clothing. | 1 | 2 | 3 | 4 | 5 |
| 97. Smashed furniture. | 1 | 2 | 3 | 4 | 5 |
| 98. Broke windows, dishes, or mirrors in your house. | 1 | 2 | 3 | 4 | 5 |
| 99. Punched his fist through a door or wall. | 1 | 2 | 3 | 4 | 5 |
| 100. Trashed you car so that you couldn't use it. | 1 | 2 | 3 | 4 | 5 |
| 101. Tore up you mail. | 1 | 2 | 3 | 4 | 5 |

Answer the following only if you have children:

- | | | | | | |
|---|---|---|---|---|---|
| 102. Told you that you would lose custody of the kids if you didn't do exactly as he said | 1 | 2 | 3 | 4 | 5 |
| 103. Threatened to leave town with the kids. | 1 | 2 | 3 | 4 | 5 |
| 104. Told you how to discipline the children. | 1 | 2 | 3 | 4 | 5 |
| 105. Told you what to feed the children. | 1 | 2 | 3 | 4 | 5 |
| 106. Told you what clothes to buy the children. | 1 | 2 | 3 | 4 | 5 |
| 107. Told you what out-of-school activities the kids could get involved in (Examples: sports, clubs, Scouts). | 1 | 2 | 3 | 4 | 5 |
| 108. Told you what school the kids would attend. | 1 | 2 | 3 | 4 | 5 |
| 109. Told you how to solve the children's personal problems. | 1 | 2 | 3 | 4 | 5 |
| 110. Told you that he would decide when you would have children. | 1 | 2 | 3 | 4 | 5 |
| 111. Told you that you were a bad parent. | 1 | 2 | 3 | 4 | 5 |

APPENDIX I**CIS****Instructions:**

Please read each of the following statements and decide whether it is true or false as it relates to you personally. Then circle either True or False as it appears at the end of each statements. "Child" refers to someone under 12 years of age.

- | | | |
|--|------|-------|
| 1. I often wish I could have remained a child and not grown up. | True | False |
| 2. I prefer to socialize with people my own age. | True | False |
| 3. I enjoy myself most when I am playing with children. | True | False |
| 4. Adults know what is best for children. | True | False |
| 5. My family and friends cannot understand how I am so patient with children. | True | False |
| 6. Adult responsibilities are just too stressful. | True | False |
| 7. I like to treat children as equals. | True | False |
| 8. I often find it difficult to act my age. | True | False |
| 9. My family and friends think I am immature. | True | False |
| 10. I have difficulty relating to adults. | True | False |
| 11. I have been in love with a child. | True | False |
| 12. The world would be a better place if children were in charge. | True | False |
| 13. I would like to work with children as a babysitter, camp counsellor, or teacher. | True | False |
| 14. Most parents are too strict with their children. | True | False |
| 15. I feel closer to children than to adults. | True | False |
| 16. I am at my best in large social gatherings of adults. | True | False |
| 17. I enjoy teaching children how to do new things. | True | False |
| 18. I would rather work than play. | True | False |
| 19. I do not like to discipline children. | True | False |
| 20. I have had many romantic relationships. | True | False |
| 21. I enjoy coaching sports with children. | True | False |
| 22. I often wish I could be young again. | True | False |

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23.	I like to organize activities for children, such as games or selecting toys for them.	True	False
24.	I was an abused child.	True	False
25.	When I am with children, I feel like I am one of them.	True	False
26.	I often wish I could start my life over again.	True	False
27.	I like to look through toy stores.	True	False
28.	Childhood was a difficult time for me.	True	False
29.	I would rather be a friend than a parent to a child.	True	False
30.	I love a good game.	True	False
31.	I like to listen to children's music.	True	False
32.	I wish I had fewer responsibilities.	True	False
33.	There is nothing I like better than seeing a child having fun.	True	False
34.	I am unhappy with my life as it is.	True	False
35.	Adults should listen to children more.	True	False
36.	Most of my best memories are from my childhood.	True	False
37.	Adults have less fun than children.	True	False
38.	I am afraid of growing old.	True	False
39.	Children do not have anything interesting to say.	True	False
40.	I wish there were fewer children in the world.	True	False
41.	Children cannot be trusted.	True	False
42.	I was a loner as a child.	True	False
43.	People say that I am very generous with my time and my money.	True	False
44.	When I was a child I always played with lots of other children.	True	False
45.	I have been told by family and friends that I stand too close to other people when I am talking.	True	False
46.	I usually spend lots of money on birthdays and other special occasion presents (Christmas, Anniversaries, etc.).	True	False
47.	I have had few friends as an adult.	True	False
48.	I find it hard to resist reading other people's mail.	True	False
49.	I like to touch people when I talk to them.	True	False

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50.	I find children are a bother to have around when adults are trying to talk.	True	False
51.	I dislike having children's toys around.	True	False
52.	When I have free time, I find it hard to stay alone.	True	False
53.	I usually wait for people to call me to get together rather than being first to call them.	True	False
54.	I usually give beggars some money when they approach me on the street.	True	False
55.	Friends can count on me to give them a drive or to help them move if they need an extra hand.	True	False
56.	I am happiest when I am alone.	True	False
57.	I find it easy to make myself at home in other people's houses.	True	False
58.	I never say no to someone in need.	True	False
59.	I have learned to say no to demands on my time.	True	False
60.	I secretly love re-visiting my favorite childhood surroundings.	True	False
61.	My best memories are childhood ones.	True	False
62.	You never outgrow amusement parks.	True	False
63.	If adults learned from children, the world would be a better place.	True	False
64.	I make friends quickly.	True	False
65.	You are never too old for the roller coaster.	True	False
66.	I hate playing children's games.	True	False
67.	I like how attentive children are when you read them a story.	True	False
68.	If someone has a loose hair on their shoulder I feel compelled to remove it.	True	False
69.	I like being in a crowd.	True	False
70.	I love McDonald's.	True	False

APPENDIX J**ABC****Instructions:**

Read each of the statements below carefully, and then circle the number that indicates your agreement with it.

1. Strongly agree
2. Agree
3. Neutral (neither agree nor disagree)
4. Disagree
5. Strongly disagree

- | | |
|---|-----------|
| 1. If a young child stares at my genitals it means the child likes what she (he) sees and is enjoying watching my genitals. | 1 2 3 4 5 |
| 2. A man (or woman) is justified in having sex with his (her) children or step-children, if his wife (husband) doesn't like sex. | 1 2 3 4 5 |
| 3. A child 13 or younger can make her (his) own decision as to whether she (he) wants to have sex with an adult or not. | 1 2 3 4 5 |
| 4. A child who doesn't physically resist an adult's sexual advances, really wants to have sex with the adult. | 1 2 3 4 5 |
| 5. If a 13 year old (or younger) child flirts with an adult, it means he (she) wants to have sex with the adult. | 1 2 3 4 5 |
| 6. Sex between a 13 year old (or younger child) and an adult causes the child no serious emotional problems. | 1 2 3 4 5 |
| 7. Having sex with a child is a good way for an adult to teach the child about sex. | 1 2 3 4 5 |
| 8. If I tell my young child (step-child or close relative) what to do sexually and they do it, that means they will always do it because they really want to. | 1 2 3 4 5 |
| 9. When a young child has sex with an adult, it helps the child learn how to relate to adults in the future. | 1 2 3 4 5 |
| 10. Most children 13 (or younger) would enjoy having sex with an adult, and it wouldn't harm the child in the future. | 1 2 3 4 5 |
| 11. Children don't tell others about having sex with a parent (or other adult) because they really like it and want it to continue. | 1 2 3 4 5 |
| 12. Sometime in the future, our society will realize that sex between child and an adult is all right. | 1 2 3 4 5 |
| 13. An adult can tell if having sex with a young child will emotionally damage the child in the future. | 1 2 3 4 5 |
| 14. An adult just feeling a child's body all over without touching her (his) genitals is not really being sexual with the child. | 1 2 3 4 5 |

1. Strongly agree
2. Agree
3. Neutral (neither agree nor disagree)
4. Disagree
5. Strongly disagree

- | | | | | | |
|--|---|---|---|---|---|
| 15. I show my love and affection to a child by having sex with her (him). | 1 | 2 | 3 | 4 | 5 |
| 16. It's better to have sex with your child (or someone else's child) than to have an affair. | 1 | 2 | 3 | 4 | 5 |
| 17. An adult fondling a young child or having the child fondle the adult will not cause the child any harm. | 1 | 2 | 3 | 4 | 5 |
| 18. A child will never have sex with an adult unless the child really wants to. | 1 | 2 | 3 | 4 | 5 |
| 19. My daughter (son) or other young child knows that I will still love her (him) even if she (he) refuses to be sexual with me. | 1 | 2 | 3 | 4 | 5 |
| 20. When a young child asks an adult about sex, it means that she (he) wants to see the adult's sex organs or have sex with the adult. | 1 | 2 | 3 | 4 | 5 |
| 21. If an adult has sex with a young child it prevents the child from having sexual hang-ups in the future. | 1 | 2 | 3 | 4 | 5 |
| 22. When a young child walks in front of me with no clothes on, she (he) is trying to arouse me. | 1 | 2 | 3 | 4 | 5 |
| 23. My relationship with my daughter (son) or other child is strengthened by the fact that we have sex together. | 1 | 2 | 3 | 4 | 5 |
| 24. If a child has sex with an adult, the child can look back at the experience as an adult and see it as a positive experience. | 1 | 2 | 3 | 4 | 5 |
| 25. The only way I could really do harm to a child when having sex with her (him) would be to use physical force to get her (him) to have sex with me. | 1 | 2 | 3 | 4 | 5 |
| 26. When children watch an adult masturbate, it helps the child learn about sex. | 1 | 2 | 3 | 4 | 5 |
| 27. An adult can know just how much sex between him (her) and a child will hurt the child. | 1 | 2 | 3 | 4 | 5 |
| 28. If a person is attracted to sex with children, he (she) should solve that problem themselves and not talk to professionals. | 1 | 2 | 3 | 4 | 5 |
| 29. An adult can know just by looking at a child whether he (she) is being hurt by having sex with the adult. | 1 | 2 | 3 | 4 | 5 |
| 30. A man usually knows how much sexual playing he can have with a child before it really bothers the child. | 1 | 2 | 3 | 4 | 5 |
| 31. A child will feel badly about telling a parent or other adult that he (she) doesn't want to have sex because it might hurt the adult's feelings. | 1 | 2 | 3 | 4 | 5 |
| 32. Not every child is hurt by a little sexual play with an adult. | 1 | 2 | 3 | 4 | 5 |

APPENDIX K**SSDS****Instructions:**

Listed below are a number of statements concerning personal attitudes and traits. Read each statement and decide whether it is true or false as it relates to you personally. Then circle either T (for true) or F (for false) at the end of each item.

- | | | |
|---|---|---|
| 1. If my partner no longer wanted to have sex, I would be willing to give up all sexual contact to hold on to the relationship. | T | F |
| 2. I am always careful about my personal appearance. | T | F |
| 3. Almost always, my sexual partner and I have a sexual climax at the same time. | T | F |
| 4. I am sometimes resentful when a sexual partner refuses to have sex. | T | F |
| 5. Sometimes I've pretended to be drunk so I could flirt with someone other than my date. | T | F |
| 6. There have been times when I have had sexual thoughts or fantasies about someone else, even though I am involved in a relationship. | T | F |
| 7. There are some things about my sexual partner that I don't like. | T | F |
| 8. I always want to have sex whenever my partner wants to. | T | F |
| 9. I have hoped that my sexual partner would lose weight or shape up. | T | F |
| 10. I have felt like "just going to sleep" after having sex. | T | F |
| 11. The only reason I kiss people at midnight on New Year's Eve is because it is a tradition. | T | F |
| 12. If I had a choice between looking at a calendar with beautiful naked women (or men) and one with beautiful scenery, I would look at one as much as the other. | T | F |
| 13. Sometimes I just pretend to be listening when my partner is telling me about something. | T | F |
| 14. I couldn't live with myself if I had an affair with my best friend's sex partner. | T | F |
| 15. I have thought about having sexual contact with someone who was drunk or high, because their guard would be down. | T | F |
| 16. I usually buy or read magazines that have nude pictures mainly for the articles. | T | F |

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17.	It doesn't matter to me whether my sexual partner is really good looking.	T	F
18.	I always compliment my sex partner on a new hair cut or new clothes.	T	F
19.	I often tell my partner that I care for her (or him).	T	F
20.	I have masturbated at some time in my life.	T	F
21.	On occasion I have flirted with someone else at a party even though I was there with a date.	T	F
22.	I have never said or done anything to my partner that I regretted later.	T	F
23.	When I first meet someone, the thought of having sex with them never crosses my mind.	T	F
24.	I know I have habits that must annoy my partner.	T	F
25.	I always put the sexual needs of my partner ahead of my own. Their sexual pleasure is far more important than my own enjoyment.	T	F
26.	The thought that I might have a problem performing sexually has never occurred to me.	T	F
27.	I have never drawn pictures of naked men or women.	T	F
28.	If my sex partner is "blue" or has a problem, I always try to help them work it out.	T	F
29.	I have made excuses to avoid sexual contact with my partner.	T	F
30.	I have never secretly tried to get a look at a woman (or man) when they were naked.	T	F
31.	I have always found the sexual things written or drawn on public bathroom walls disgusting.	T	F
32.	I never say or do anything to upset, disappoint, or hurt my sexual partner.	T	F
33.	There are some sexual activities that a sexual partner could suggest that would make me uncomfortable.	T	F
34.	I have said things in public about our sex life which made my sex partner angry or hurt.	T	F
35.	While walking down the street, I have turned around to get another look at someone sexy who has just passed by.	T	F
36.	I wouldn't mind if my sex partner tells me that I am slowing down.	T	F
37.	I have sometimes bragged about a sexual activity.	T	F
38.	I have told intimate details to someone about my sexual partner .	T	F

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39.	On occasion I have told an "off color" joke even when someone was around who I knew would be uncomfortable about it.	T	F
40.	I almost always do the sexual things that my sex partner really likes.	T	F
41.	My partner and I sometimes disagree about sex.	T	F
42.	There has been at least one time that I have told someone I loved them just to get what I wanted.	T	F
43.	I have never found intercourse with a partner boring.	T	F
44.	I have sometimes had sexual difficulties because of tension, alcohol, medicine, being tired, or other reasons.	T	F
45.	If I am concerned about or dissatisfied with our relationship, I always tell my partner.	T	F
46.	I am always aware of exactly what would please my partner sexually, even if they do not say anything.	T	F
47.	I have sometimes stood up, leaned over, or twisted around in a chair so I could get a better look at someone's body.	T	F
48.	I would probably become sexually aroused if I watched a pornographic movie.	T	F
49.	I am more concerned about my sexual partner's personality than their looks.	T	F
50.	While involved in sexual activity with a partner, I sometimes think of, or fantasize about, someone else.	T	F
51.	I am always a kind and caring lover.	T	F
52.	I have thought at least once about cheating on my sex partner.	T	F
53.	I have enjoyed watching, or would like to see, a "stag" movie.	T	F
54.	I am certain that none of my sexual partners has had any complaints or concerns about our sex life.	T	F
55.	On occasion I have written something sexual or "dirty" on public bathroom walls, in telephone booths, or on my desk at school.	T	F
56.	I have never tried to convince someone to have sex when I knew they did not want to.	T	F
57.	I have thought of another person's partner or spouse in a sexual manner.	T	F
58.	I've sometimes used weddings and parties as an excuse to kiss or rub up against people.	T	F
59.	If my sex partner suddenly said that they did not feel like going to a party, I would not be upset if we didn't go.	T	F

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60. I have gone to a movie or rented a video just because
it had sex in it. T 197 F

APPENDIX L**Life Attitudes Scale****Instructions:**

Listed below are a number of statements which are true for some people but not true for others. There are no right or wrong answers. Answer each statement as it relates to you personally. Circle either True or False at the end of each statement.

- | | | |
|--|------|-------|
| 1. Christmas can only be enjoyed through the eyes of a child. | True | False |
| 2. Pleasing my parents was very important to me. | True | False |
| 3. Other children didn't have to work as hard as I did. | True | False |
| 4. There is nothing wrong with telling children about personal problems. | True | False |
| 5. I love cotton candy. | True | False |
| 6. I still worry about my parents' approval. | True | False |
| 7. I like to play as much as I like to work. | True | False |
| 8. I like to have toys around for children when they come over. | True | False |
| 9. I like candy. | True | False |
| 10. I'm excited on my birthday. | True | False |
| 11. There's a wonderful innocence to a naked child. | True | False |
| 12. I love cartoons. | True | False |
| 13. It's fun to have young children take a bath together. | True | False |
| 14. I never liked school. | True | False |
| 15. Children are more honest than adults. | True | False |
| 16. Children are fresh. | True | False |
| 17. You're only as old as you feel. | True | False |
| 18. I love candy apples. | True | False |
| 19. I had more fun when I was young than I do now. | True | False |
| 20. I feel better when I don't have any responsibilities. | True | False |
| 21. A lot of rules are stupid. | True | False |
| 22. I don't like to plan ahead. | True | False |
| 23. I like to make children laugh. | True | False |

24. If a child likes to stay up late, it doesn't hurt them.	True	False
25. I like to day dream.	True	False
26. When you're in the woods, it's fun to pretend that it's an adventure.	True	False
27. I wish I could have stayed a child forever.	True	False
28. I hate it when other people tell me what to do.	True	False
29. Children have the prettiest eyes.	True	False
30. Sometimes I lose my temper if people are against me.	True	False
31. There's a child in all of us.	True	False
32. A child should be allowed to satisfy their curiosity.	True	False
33. I like camping.	True	False
34. Other children had more fun than I did when I was young.	True	False
35. Other children weren't disciplined as much as I was.	True	False
36. I go out of my way to do favors for children, like give them a ride if they need to go somewhere.	True	False
37. You can't really get "good" advice from a child.	True	False
37. I wish I could be young again.	True	False
39. I love amusement parks.	True	False
39. Children are innocent.	True	False
41. I hate losing a game.	True	False
42. Sometimes you get more support from a child than another adult.	True	False
43. Children are good listeners.	True	False
44. Even children can help out if your marriage is breaking up.	True	False
45. There's nothing wrong with telling children about your marital difficulties.	True	False
46. I love to watch a child unwrap a gift.	True	False
47. Other children were given a bigger allowance than I was.	True	False
48. Most children look good enough to eat when they're in their pyjamas.	True	False
49. I love to bathe young children.	True	False
50. I like getting presents.	True	False
51. I'd never baby-sit for nothing.	True	False

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52.	I like it when a child tells me their secret.	True	False
53.	It's fun to have secrets.	True	False
54.	I love hot dogs.	True	False
55.	There's nothing wrong with telling children about your difficulties at work.	True	False
56.	I still think of myself as young.	True	False
57.	I love comic books.	True	False

APPENDIX M**Accuracy of Social Judgement Inventory****Instructions:**

Circle the letter for the response that most likely reflects what is going on in each of the following situations. Please choose only one response for each situation.

1. Alex, four years old, heard a lot of noise coming from his parents' bedroom, so he went to see what was going on. When he opened the door, his mother was trembling in the corner, and his father was standing in the middle of the room smiling. The night-table lamp was broken on the floor by his mothers' feet.

- (a) Alex's father threw the lamp at his mother during an argument.
- (b) They were just kidding around, and the lamp was accidentally broken.
- (c) They were moving furniture and the lamp fell off the night table.
- (d) His mother had accidentally knocked the lamp on the floor when she was getting ready for bed.

2. Tom is 25 years old, and his 14 year old step-daughter, Beth, is visiting for the weekend. Beth's mother has gone to bed, but Tom decided to stay up to watch a late night horror movie on TV. He suggests that Beth change into her pajamas and snuggle up under the blanket with him and have some popcorn and watch the movie too.

- (a) Beth and Tom get along really well, and this is a good chance for them to have some quality time together.
- (b) Tom is sexually attracted to Beth, and probably thinks that this is an opportunity to get close to her.
- (c) Tom just wants some company, since his wife went to bed early.
- (d) Tom thinks he should sit close to Beth in case the movie scares her.

3. It is a hot summer day, and 28 year old Bill, dressed only in only a pair of swim trunks, is watching wrestling on TV in the living room and drinking a cold beer. His 6 year old niece comes into the room and asks if she can watch cartoons. Bill says she can watch cartoons if she will cuddle up on his lap.

- (a) Bill is sexually aroused by little girls.
- (b) Since Bill doesn't have any children of his own, he looks forward to spending time like this with his nieces and nephews.
- (c) Bill is just a kid at heart, and he enjoys cartoons as much as any 6 year old does.
- (d) Bill doesn't think that it would be appropriate for his niece to watch wrestling.

4. Grace, an 18 year old university student, hurt her ankle playing basketball and went to her doctor for treatment. He told her to completely undress, cover up with a sheet, and he would be back in a few minutes to give her a complete physical exam.

- (a) Grace's doctor thought that he should give her a good check-up just to be sure that she hadn't received any other injuries.
- (b) The doctor noticed from her file that she had missed her annual check-up, so he decided to do it now.
- (c) The doctor couldn't resist the opportunity to have a look at and touch such a beautiful, athletic, young body.
- (d) It's standard practice for most doctors to give complete physicals, even when the patient comes for other reasons.

5. Ted stays home with his twins, 14 year old Sarah and Sam, while his wife, a nurse, works the evening shift at the hospital. Ted's neck and shoulder muscles are very tense, and he needs a massage. After both children go to bed, he sees a light under Sarah's door, goes into her room, lies on her bed, and asks her to give him a massage the way her mother does.

- (a) It's good practice for her, since she wants to be a nurse someday.
- (b) Sam could have given him a massage, but he was asleep, and Ted didn't want to wake him.
- (c) Ted really wants Sarah to rub him all over, including his private parts.
- (d) Ted is having so much discomfort in his neck and shoulders that he cannot wait until his wife gets home to give him a massage.

6. Nancy and Tom were arguing, and then Nancy ran from the house with her hand on her face.

- (a) Tom had hit her in the face and it was swollen.
- (b) Nancy was upset by the argument, and she didn't want the neighbors see her crying.
- (c) Nancy always ran away from an argument instead of staying and talking it out.
- (d) Nancy had been crying and her mascara had run: She didn't want anyone to see her with such messy makeup.

7. Eight year old Bobby is sitting on a park bench. Jack, 44 years old, is coming out from behind a clump of bushes and is walking toward Bobby. Jack has the zipper of his pants open and his hand on his penis.

- (a) Jack had just finished urinating.
- (b) A stinging insect had gotten inside Jack's pant leg.
- (c) Jack wants Bobby to touch his penis.
- (d) Jack is so old he doesn't know where he is or what he is doing.

8. Although Harry's wife does not know it, Harry always lets their 10 year old daughter Sally sleep with him when his wife works the night shift.

- (a) Harry knows that Sally is afraid of the dark.
 - (b) Sally asked if she could sleep with him.
 - (c) He likes to feel his daughter's body close to him at night, and sometimes touches her body all over.
 - (d) Since Sally is an only child, and because her mother is away so often working, he needs to give her as much attention as possible.
-

9. Arnold, a 32 year old soccer coach, often invites a few of the 12 year old boys from the team to his house after school to have a snack and to watch sports videos, play soccer, or wrestle.

- (a) He feels sorry that so many school children have to go home from school to an empty house because their parents are working, and wants to provide a place that these boys can call home.
- (b) This gives Arnold the opportunity to engage in sexual activity with boys.
- (c) Arnold takes advantage of this time to give the boys extra practice in soccer skills.
- (d) Since Arnold has no children, he enjoys the opportunity to spend time with young boys and do with them what he would do with his own sons.

10. John, 48 years old, often walks around his apartment in only his underwear. He has many children visit him because he fixes their toys and he always has a supply of pop and chips. When they knock at his door he usually remains dressed in his underwear.

- (a) A man should be able to wear what ever he wants in his own home.
- (b) John is sexually attracted to children, and he wants them to see him naked. He may even want them to take off their own clothes.
- (c) The children don't mind that he doesn't wear many clothes: After all, they are nearly men themselves.
- (d) They probably see their own fathers or brothers walk around like this.

11. Ron usually leaves the shower with a towel wrapped around his waist. One day Amanda, his 14 year old step-daughter, walked by the bathroom as Ron was leaving after having a shower. His towel was open a bit in the front and Amanda could see his genitals.

- (a) Amanda didn't know Ron was in the bathroom.
- (b) Ron wanted Amanda to see him partially naked.
- (c) It's natural for a man to walk around his house like this.
- (d) Ron didn't know Amanda was around.

12. Frank had a good relationship with his daughter, Tracy, who is now turning 11 years old. Frank still tucks Tracy into bed at night, kisses her forehead, and turns on a night-light beside her bed. One night as Frank was getting ready to tuck her in, Tracy said that she was turning into a big girl now and didn't need a night-light.

- (a) Tracy still likes to have her father tuck her into bed but doesn't want to look like a baby who needs a light on.
- (b) Tracy is pretending that she is no longer afraid of the dark.
- (c) Tracy is becoming more independent and grown up.
- (d) Tracy was actually hinting to her father that she didn't need to be tucked in any longer either.

13. Andy and his wife had their 8 year old niece, Julie, sleeping over one December weekend. One night after Julie has gone to bed, Andy went into her room and puts his hand under the blankets.

- (a) Andy wanted to touch Julie's body all over when she was asleep and wouldn't know what was happening.
- (b) It was a cold night, and Andy was making sure that Julie had remembered to put on her warmest pyjamas.
- (c) Andy was tucking her in.
- (d) Andy wanted to be sure Julie had enough blankets on her bed to be warm.

14. Eight year old Joey often took showers with his father, after which his father would buy him a treat at the store.

- (a) Joey is afraid of the shower, so his father showers with him to show him that there is nothing to fear.
- (b) Joey's father wants to make sure that Joey gets clean when he showers.
- (c) It saves water.
- (d) Joey's father uses showering as an excuse to fondle Joey and have Joey touch him.

15. Pierre had been drinking with his buddies in the bar all evening. When he left by himself, an attractive girl who he did not know left at the same time. As she was walking to her car in the parking lot, she saw Pierre coming toward her, unzipping his pants.

- (a) Pierre was so drunk that he didn't know what he was doing, and probably didn't even see the girl.
- (b) Pierre had a lot to drink and couldn't wait any longer to urinate.
- (c) Pierre wanted her to see his penis.
- (d) Pierre was just tucking his shirt into his pants.

16. Jill brought Melanie, one of her friends from university, home for the weekend. One evening after Jill and her mother had gone to bed, Jill's father asked Melanie if she would like to stay up and have a cup of coffee with him.

- (a) He knew that she must miss her family, and he wanted her to feel at home.
- (b) He wanted someone to talk to.
- (c) Neither one of them was tired, so they could keep each other company.
- (d) He was attracted to her and wanted some time alone with her.

17. Barry and his wife had gone to a party and left Linda, his wife's 13 year old sister, to baby-sit. Although Linda lived across the street, Barry walked her home. On the way, he put his arm around her, and his hand rested on her breast.

- (a) It was a cool evening, and Barry was just trying to keep her warm.
- (b) Barry accidentally touched Linda's breast when he put his arm around her.
- (c) Barry was just giving Linda a brotherly hug.
- (d) Barry thought Linda was sexy, and liked the feel of her young body.

18. Thomas asked 5 year old Johnnie if he would like to play a game. He told Johnnie that he had a pants' pocket full of change. If Johnnie would feel around in his pocket and pull out a Loony he could keep it. If he pulled out any other coin he would have to put it back and try again.

- (a) Thomas was very generous with the neighborhood children and liked to give them a little money now and then so they could buy themselves some treats.
- (b) Thomas didn't want the children to think that he was giving money away, so he made it seem that they were finding it.
- (c) Thomas knew how much children liked games, especially if there was a prize.
- (d) Thomas knew that he would get an erection (hard-on) when Johnnie put his hand in to feel around for the Loony.

19. Roger, age 24, coaches a soccer team for boys 8 to 10 years old. He likes to tell dirty jokes in the locker room after a game. Often the jokes are about the size of a boy's or man's private parts.

- (a) Boys are naturally curious about such things, so jokes like this are harmless.
- (b) Boys are just "little men", and every man enjoys a good joke.
- (c) This is typical locker room humor, no matter what age.
- (d) Roger sees this as a way to get the boys to show him their private parts.

20. Diane is 10 years old. She and her mother, Lucy, have been living with Tom for 6 months. Diane really likes Tom. He always takes her to swimming lessons and stays to watch her. One day he bought her a new bathing suit and asked her to model it for him before Lucy gets home, but he made Diane promise that it would be their secret.

- (a) Although Lucy said that Diane's bathing suit was perfectly good, Tom wanted her to have a suit like the other girls wear.
- (b) Tom often becomes sexually excited when he watches Diane at the pool, and wondered what it would be like to see her wear her skimpy little suit at home.
- (c) Tom is thinking about buying a matching swim suit for Diane's mother.
- (d) Lucy has complained that Tom is spoiling Diane by buying her too many gifts.

21. Patty, 11 years old, was laying across her father's lap. Her jeans and underwear were down around her knees, and her father was hitting her bare bottom with his open hand.

- (a) It was Patty's birthday, and she was getting the traditional family birthday "spanking" --a pretend slap for each year and "one to grow on".
- (b) Patty's father got an erection when he disciplined her this way.
- (c) Her father believed that every child needs a good spanking when they are bad.
- (d) The last time he spanked Patty she was wearing her jeans, so it probably didn't even hurt her--this time he'll teach her a lesson.

22. Nineteen year old Ellen lived with her sister and her sister's husband, Steve. One night when Ellen and Steve were watching TV, he turned to the Playboy channel where there was a scene of a naked man and woman having sex, and left it on that station.

- (a) Steve was hoping that Ellen would become "turned on" by watching a "porno" movie.
- (b) Steve liked watching this channel, and he didn't even think about whether Ellen would be uncomfortable.
- (c) Ellen had a boyfriend, so what she saw on this channel shouldn't come as any surprise to her.
- (d) Ellen watches soap operas, and those programs have almost as much sex as a "porno" movie.

23. One night, while at a bar, Jim introduced himself to Cathy. They danced, he bought her drinks, and they had a good time. Around 11 o'clock it was obvious that Cathy was very drunk. Cathy said that she wanted to get a taxi home, but Jim insisted on taking her home to her apartment.

- (a) That late at night no woman should be out by herself.
- (b) Jim knew that she was too drunk to go home alone, even in a taxi.
- (c) Jim thought that she might become ill when she got home, and he wanted to be there to take care of her.
- (d) Jim had hoped all evening that he would be able to "score" with her, and now he saw his chance.

24. Two years ago Angus borrowed an electric drill from his neighbor George. Angus broke the drill and never repaired it or replaced it. At the time, George was very angry about it. One night when Angus was away, George opened Angus's garage door and went inside.

- (a) George was still angry over the drill, and he was going to teach Angus a lesson.
- (b) Since Angus was away, George was just making a routine check of the property.
- (c) George needed to borrow something in the garage, and he knew Angus wouldn't mind.
- (d) George thought he had heard a noise coming from Angus's garage.

25. Eddy, 5 years old, fell and slightly scraped his knee while learning to ride his new "two-wheeler". His Uncle Charles gently cleaned the wound, put a large bandage on it, and then gave Eddy a big hug.

- (a) Uncle Charles knew that even a minor scrape could frighten a small boy.
- (b) The bandage would be like a badge of courage for Eddy to show to his friends.
- (c) Uncle Charles knew that Eddy was more afraid than he was hurt, and he mainly needed love and tenderness.
- (d) Uncle Charles will probably have to do more "patch jobs" before Eddy learns to ride his new bike.

26. Julie, age 6, went with her parents to visit her mother's twin brother, Uncle Jack. Jack lives by himself and has never married. Jack was pleased to see Julie and her parents. He gave Julie a big hug, lifting her completely off the ground, and calling her "his favorite niece".

- (a) Jack was very happy to see his twin sister and her family.
- (b) Jack loves Julie as much as he would love his own daughter.
- (c) Jack knows that he may never have a child as his own, and he enjoys every chance he has to visit with Julie.
- (d) Since Jack and Julie's mother are twins, Jack feels closer to Julie than his other nieces and nephews.

APPENDIX N**Em Pat Scale****Instructions:**

Read each of the statements below carefully, and then circle the number that indicates your agreement or disagreement with it, according to the following scale:

- | | 1 | 2 | 3 | 4 | 5 |
|---|-------------------|-------|---------|----------|----------------------|
| | Strongly
Agree | Agree | Neutral | Disagree | Strongly
Disagree |
| 1. There is no reason for so many people being overweight:
All they have to do is leave the table sooner. | 1 | 2 | 3 | 4 | 5 |
| 2. A man who ends up paying \$5,000 to his lawyer when he is
charged with molesting a child should be just as willing
to pay \$5,000 to his victim. | 1 | 2 | 3 | 4 | 5 |
| 3. A lot of minority groups complain about protecting their "rights",
but in reality, they have the same advantages as the rest of us. | 1 | 2 | 3 | 4 | 5 |
| 4. If a man was found guilty of sexually engaging in the following
activity with a 9 year old girl, it would be reasonable to fine him
\$5,000 and to give the money to the girl: | | | | | |
| (a) fondling | 1 | 2 | 3 | 4 | 5 |
| (b) making her perform oral sex on him | 1 | 2 | 3 | 4 | 5 |
| (c) performing oral sex on her | 1 | 2 | 3 | 4 | 5 |
| (d) intercourse | 1 | 2 | 3 | 4 | 5 |
| (e) anal intercourse | 1 | 2 | 3 | 4 | 5 |
| 5. If a man was found guilty of sexually engaging in the following
activity with a 9 year old boy, it would be reasonable to fine him
\$5,000 and to give the money to the boy: | | | | | |
| (a) fondling | 1 | 2 | 3 | 4 | 5 |
| (b) making him perform oral sex | 1 | 2 | 3 | 4 | 5 |
| (c) performing oral sex on him | 1 | 2 | 3 | 4 | 5 |
| (d) anal intercourse | 1 | 2 | 3 | 4 | 5 |
| 6. A woman should receive the same pay as a man if they are
both doing similar jobs. | 1 | 2 | 3 | 4 | 5 |
| 7. It is fair for the court to order a man to pay \$5,000 to someone he
molested, if the money is going to be used to pay for therapy for
that victim. | 1 | 2 | 3 | 4 | 5 |
| 8. People often get too caught up about security after a robbery:
Putting bars on their windows, installing an alarm system,
or buying a guard dog is overdoing it. | 1 | 2 | 3 | 4 | 5 |

Development of a psychological test battery

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	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. People should pay their own way in life. We should have fewer social programs.	1	2	3	4	5
10. It is unreasonable for the court to order a man to pay \$5,000 for emotional harm to someone he molested if the victim's therapy is paid for by someone else.	1	2	3	4	5
11. It would be wrong for the court to order a man to pay \$5,000 to someone he molested, if the victim ended up using the money to buy a car, clothes, trips, etc.	1	2	3	4	5
12. People take too much aspirin. If they wait, their headaches will just go away.	1	2	3	4	5
13. Child molesters should not be given such long sentences, for example, 5 years: After all, it is not as if they killed anyone.	1	2	3	4	5
14. If a man, who sexually assaulted his 18 year old daughter, has served his time and received treatment, he should be allowed to move back into the home if his wife wants him to. If his daughter doesn't want him to come back, she should move out.	1	2	3	4	5
15. Children shouldn't be spoiled; it makes them soft.	1	2	3	4	5
16. A man who molested a child 20 years ago should be given a lighter sentence than someone who did it last month.	1	2	3	4	5
17. An adult who was sexually assaulted as a child 15 years ago should be able to forgive and forget the abuser by now, if the person who did it has led a good life and not assaulted anyone since.	1	2	3	4	5
People who fought in the war usually exaggerate the injuries they got.	1	2	3	4	5
18. If someone was molested 18 years ago, they should be over it by now.	1	2	3	4	5
19. If a 15 year old girl was sexually abused by her father 10 years ago, she's probably gotten over it. If she says that she has problems because of the abuse, she's probably saying it to be the center of attention.	1	2	3	4	5
20. If I were honest about it, I would admit that I am tired of seeing all these ads on television which ask for money for starving children	1	2	3	4	5
21. Police investigators and the courts have to be careful not to be fooled by victims of sexual assault, since they often exaggerate, describing the abuse as worse than it actually was.	1	2	3	4	5

	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22. The public knows that people who are charged with sexual abuse sometimes lie. They forget that victims also lie to have things go their way too.	1	2	3	4	5
23. All people on welfare should be made to work.	1	2	3	4	5
24. Some adults press charges against someone who abused them when they were children, not because they have actually suffered any long term problems, but just because they want revenge against the adult.	1	2	3	4	5
25. People who have AIDS weren't careful enough and that's why they got it.	1	2	3	4	5
26. Most women who have been victims of childhood sexual abuse automatically blame their problems, even problems like promiscuity, on being victimized in childhood, rather than the choices which they have made in life.	1	2	3	4	5
27. If an adult was molested as a child, it would be better for the adult not to keep on talking about it. If they keep it up, it does them more harm than good.	1	2	3	4	5
28. There is too much talk about sexual abuse on TV and in school; it is putting ideas into children's minds that they would not have thought about by themselves.	1	2	3	4	5
29. A lot of war veterans exaggerate their problems to get money from the government.	1	2	3	4	5
30. It's best to ignore a young child's crying in the night. Otherwise the child gets spoiled.	1	2	3	4	5
31. It would be fair if the courts ordered every man who is convicted of sexually playing with a young child to pay for that child's therapy, no matter what the therapy would cost.	1	2	3	4	5
32. Individuals who have moved to Canada from other countries are being given jobs that rightfully belong to Canadians.	1	2	3	4	5
33. It would be unfair if the courts ordered every man who is convicted of having intercourse with a girl who is 13, 14, or 15 to pay for the girl's therapy, no matter what the therapy would cost; some girls who are that age know what they are doing.	1	2	3	4	5
34. There is no good reason for so many beggars on the streets: They could find a job, like washing dishes in a restaurant, if they really wanted to.	1	2	3	4	5

	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
35. A man does not have to be as concerned about the effect of his sexual activity with his 14 year old daughter if she is already sexually active.	1	2	3	4	5
36. A man does not have to be as concerned about the effect of his sexual activity with his 9 year old daughter if she is already sexually active.	1	2	3	4	5
37. It's wrong for companies to be forced to hire a certain number of minority group members.	1	2	3	4	5
38. In the long run, a man who goes to prison for 2 years for sexually abusing a child suffers just as much or more than the victim.	1	2	3	4	5
39. The hurt most children suffer when they are just fondled by an adult is like having a sprained wrist: It feels bad for a while but it will soon heal without any after effects.	1	2	3	4	5
40. Putting a man's name in the paper for fondling a child can be as harmful to him as the fondling was to the child.	1	2	3	4	5
41. If a man loses a job he has had for 20 years or more and also loses his pension because he touched a child sexually a few times, it harms the man more than the sexual touching harmed the child.	1	2	3	4	5
42. The hurt most children suffer when they are just fondled by an adult is like having a sprained wrist: It feels bad for a while but it will soon heal without any after effects.	1	2	3	4	5
43. Sending a man to prison for a sexual assault he committed 15 years ago can't help the victim now. It's wrong to punish the man just for the sake of punishment.	1	2	3	4	5
44. Some minority groups are not as well educated as the general population. Just because they have less education doesn't mean that we should lower job requirements for them.	1	2	3	4	5
45. The hurt most children suffer when they are just fondled by an adult is like having a sprained wrist: It feels bad for a while but it will soon heal without any after effects.	1	2	3	4	5
46. If a woman isn't physically harmed from having her purse snatched, she isn't going to suffer any emotional problems.	1	2	3	4	5

APPENDIX O**FI****Instructions:**

Below are statements which describe different objects or situations which can cause people to be uncomfortable or afraid. Select the number which best represents your feelings and place it beside each statement.

- 1 = very untrue
2 = somewhat untrue
3 = somewhat true
4 = very true

- ☐ 1. I'd never want to see my name in the paper.
- ☐ 2. I become very nervous in airplanes.
- ☐ 3. It wouldn't bother me to get up in front of a room full of people and talk.
- ☐ 4. Other people could hurt me if they told what they know about me.
- ☐ 5. I have a fear of spiders.
- ☐ 6. Hearing a loud knock at the door sends chills through me.
- ☐ 7. I faint at the sight of blood.
- ☐ 8. When I see a police car, my heart starts to pound.
- ☐ 9. I don't like to swim in deep water.
- ☐ 10. If two detectives came to my door looking for me, I would probably get very nervous.
- ☐ 11. Ever since I was a child, I have been afraid of the dark.
- ☐ 12. If I got a call from the police while I was at work, I would get a sinking feeling in the pit of my stomach.
- ☐ 13. I have often been afraid that I would not be a success in life.
- ☐ 14. I have more secrets than most people.
- ☐ 15. Large dogs make me nervous, even when they are on a leash.
- ☐ 16. I've done a lot of things in my life that make me ashamed of myself.
- ☐ 17. I would be very nervous if I had to give a speech before a large crowd.
- ☐ 18. There are some things in my life which I can't control.

1 = very untrue
2 = somewhat untrue
3 = somewhat true
4 = very true

- 19. I get "butterflies" in my stomach while I am waiting for my appointment in the dentist's or doctor's office.
- 20. A lot of times I feel powerless.
- 21. When I was a child I was afraid of thunderstorms.
- 22. A lot of times no one would guess what I'm thinking.
- 23. I have secret memories.
- 24. I've gotten away with some things for a long time.
- 25. I am pretty fast in making up stories to cover up my problems.
- 26. I worry about losing my job.
- 27. I guess I have to admit that I lie a lot.
- 28. I've often been afraid of looking foolish in public.
- 29. There are some secrets that I couldn't tell anyone.
- 30. I get sweaty palms when I meet someone for the first time.
- 31. There are some bad things that can come out of educating children about sex abuse.
- 32. I would never get on a roller coaster.
- 33. When I'm really down I do some things without thinking.
- 34. I am afraid of making mistakes.
- 35. I guess I'll keep doing some things in my life until someone stops me.
- 36. I feel more comfortable being a follower rather than a leader.
- 37. When I see a snake sliding through the grass I feel frightened.
- 38. I feel nervous and panicky when I am in a small, enclosed place such as an elevator.
- 39. It bothers me to look down from the top of a tall building.
- 40. I've had nightmares about going to jail.
- 41. I would be afraid if I saw something small and furry scurry across the floor.
- 42. I'm afraid of lawyers.

APPENDIX P

NS

Instructions:

Listed below are 40 statements that deal with personal attitudes and feelings about a variety of things. There are no right or wrong answers--only opinions. Read each item and then decide how you personally feel. Select the number which best represents your feelings, and place it beside each statement.

- 5 = Strongly agree
- 4 = Mildly agree
- 3 = Neutral (agree and disagree equally)
- 2 = Mildly disagree
- 1 = Strongly disagree

- ___1. The high salaries paid professional athletes is ridiculous.
- ___2. Sometimes I keep something just for myself.
- ___3. Thinking of yourself first is no sin in this world today.
- ___4. Depending on someone else has never worked out for me.
- ___5. Many of the world's best inventions were made by people who stuck to themselves.
- ___6. Every older person deserves a guaranteed income.
- ___7. Sometimes you have to live for yourself and not for other people.
- ___8. Organized religious groups are too concerned with raising funds these days.
- ___9. I have to look after myself because no one else will.
- ___10. The trouble with getting too close to people is that they take too much of your time.
- ___11. You have to be ready to sacrifice a lot of your fun if you have children.
- ___12. Many of our production problems in this country are due to the fact that workers no longer take pride in their jobs.
- ___13. It's best to live for the present and not to worry about tomorrow.
- ___14. Call it selfishness if you will, but in this world today we all have to look out for ourselves first.
- ___15. Education is too job oriented these days; there is not enough emphasis on basic education.
- ___16. It seems impossible to imagine what the world would be like without me in it.
- ___17. Most people really sell themselves to get ahead.
- ___18. A marriage partner can be very selfish.
- ___19. Movies emphasize sex and violence too much.

5 = Strongly agree
 4 = Mildly agree
 3 = Neutral (agree and disagree equally)
 2 = Mildly disagree
 1 = Strongly disagree

- ___20. If something feels right, it is right.
- ___21. You can't depend on luck. You have to depend on yourself.
- ___22. Even if I do good work, it is not recognized.
- ___23. Consumers need a stronger voice in government affairs.
- ___24. Getting ahead in life means putting yourself first once in awhile.
- ___25. In general, couples should seek a divorce when they find the marriage is not a fulfilling one.
- ___26. Too often, voting means choosing between the lesser of two evils.
- ___27. I spend too much time worrying about other people.
- ___28. You shouldn't stand in the way of your dreams.
- ___29. I believe I have the right to live the way I please.
- ___30. Too many people have given up reading to passively watch TV.
- ___31. Owing money is not too bad as long as you try to pay it back.
- ___32. Too many people live for today.
- ___33. I don't see anything wrong with people spending a lot of time and effort on their personal appearance.
- ___34. Physical punishment is necessary to raise children properly.
- ___35. You have to be careful that you do not get so caught up with the problems of others that you neglect yourself.
- ___36. It simply does not pay to become too sad or upset about the bad things that happen to people.
- ___37. Sometimes I have sex without thinking about what might happen.
- ___38. Doctors seem to have forgotten that medicine involves human relations and not just prescriptions.
- ___39. I believe that some unidentified flying objects have actually been sent from outer space to observe our culture here on earth.
- ___40. In this world one has to look out for oneself first because nobody else will look out for you.

APPENDIX Q**IDI****Instructions:**

Please read each statement and decide whether or not it is characteristic of your attitudes, feelings, or behavior. Then assign a rating to every statement, using the values given below.

4 = very characteristic of me
3 = quite characteristic of me
2 = somewhat characteristic of me
1 = not characteristic of me

- ___1. I spend a lot of time alone.
- ___2. When I have a decision to make, I'm often not sure what to do.
- ___3. My work is not always appreciated.
- ___4. I can't stand being fussed over when I am sick.
- ___5. I haven't often acted as a leader.
- ___6. I believe that people could do a lot more for me if they wanted to.
- ___7. As a child, pleasing my parents was very important to me.
- ___8. Usually I fantasize to avoid feeling lonely.
- ___9. Disapproval by someone I care about is very painful for me.
- ___10. Most of the time I have to figure things out on my own.
- ___11. I'm the only person I want to please.
- ___12. The idea of losing a close friend really upsets me.
- ___13. Often I agree with people even though I don't really think they are right.
- ___14. A lot of people have let me down.
- ___15. I would be completely lost if I didn't have someone special to love.
- ___16. I get upset when someone discovers a mistake I've made.
- ___17. It is hard for me to ask someone for a favor.
- ___18. Nobody did much for me when I was down.
- ___19. I easily get discouraged when I don't get what I need from my family.
- ___20. In an argument, I give in easily.
- ___21. I don't ask for much from people.
- ___22. I spend a lot of time thinking about people who are very special to me.

4 = very characteristic of me
3 = quite characteristic of me
2 = somewhat characteristic of me
1 = not characteristic of me

- ___23. When I go to a party, I don't know if other people will like me.
 - ___24. I'm tired of having other people in charge.
 - ___25. When I am sick, I prefer that my friends leave me alone.
 - ___26. I'm happy when people say I've done a good job.
 - ___27. It is hard for me to make up my mind about a TV show or movie until I know what other people think.
 - ___28. I do what I have to do to get the job done even if other people don't like it.
 - ___29. I'd like to have one person who puts me above all others.
 - ___30. In social situations I would be very self-conscious if everyone looked at me.
 - ___31. I don't need anyone.
 - ___32. I have a lot of trouble making decisions.
 - ___33. I tend to imagine the worst if a loved one doesn't arrive when expected.
 - ___34. Even when things go wrong I don't get much help from anyone.
 - ___35. I have often been disappointed by my family.
 - ___36. I don't like to buy clothes for myself.
 - ___37. I tend to be a loner.
 - ___38. I feel that I never really get all that I need from people.
 - ___39. When I meet new people, I'm afraid that I won't do the right thing.
 - ___40. Even if most people turned against me, I could still go on if someone I love stood by me.
 - ___41. I would rather stay free of involvements with others than to risk disappointment.
 - ___42. I keep some things to myself.
 - ___43. I think that most people don't realize how easily they can hurt me.
 - ___44. I am very confident about my own judgment.
 - ___45. I have always had a terrible fear that I will lose the love and support of people I desperately need.
 - ___46. Most bosses are not as smart as they think they are.
 - ___47. In my heart, I would feel helpless if deserted by someone I love.
 - ___48. What other people say doesn't bother me.
-

APPENDIX R**Instructions for Innocent Group**

Assume that you are in a Psychologist's office and have just been handed this package of questionnaires. You were referred by your lawyer for a psychological assessment to be used in your upcoming court case. Although you believe yourself to be completely innocent, you have been charged with Sexual Interference, that is touching an 11-year old girl, and you have pled not guilty. She gave the police a statement that you touched her private parts briefly on two occasions and partly undressed her once; they then charged you with Sexual Interference. This girl is not related to you, but you have known her for a long time. You have often played games with her, such as shooting hoops with her in her driveway and helping her practice her soccer kicks. Twice when she scored baskets you may have given her a pat on the shoulder, a quick hug, or a congratulatory pat on the fanny, but that is all. You did help her once take off her sweatshirt which she was wearing over her T-shirt, but you didn't take any other clothes off.

Even though you know that you have done nothing wrong, many wonder whether you have. Even your lawyer has wondered whether you should plead guilty. He explained that it is just your word against hers, and he told you that a guilty plea might get you lighter sentence. If you are found guilty, even though you did nothing wrong, you are afraid you will go to prison. You are extremely worried, and you hope that this psychological assessment will be favorable to your case.

Please answer all the questionnaires as you believe you would answer them if you were in this situation.

Instructions for Guilty Group

Assume that you are in a Psychologist's office and have just been handed this package of questionnaires. You were referred by the Court Judge for a psychological assessment. The Judge will take this assessment into consideration when he hands down his sentence. You have been convicted of Sexual Interference, that is touching an 11-year old girl, and you pled guilty. She gave the police a statement that you touched her private parts briefly on two occasions and partly undressed her once; they then charged you with Sexual Interference. This girl is not related to you, but you have known her for a long time. You have often played games with her, such as shooting hoops with her in her driveway and helping her practice her soccer kicks. There were two occasions when, while playing basketball with her, she scored baskets and you gave her a big hug and then let your hands slide down to her fanny where you gave her a squeeze and let your hands linger for a few moments. On another occasion you helped her take off her sweatshirt which she was wearing over her T-shirt, and while doing this, you purposely pulled off her T-shirt too so you could see her breasts.

Even though you do not think what you did was a very serious crime, you know that you are guilty of doing what the girl said. You did enjoy the sexual contact, and, in fact, you actually "set up" circumstances so you would have a chance to touch her. You know that there should be some punishment like a fine or probation, but you are afraid that the judge will actually send you to prison--and for a long time. You are extremely worried, and you hope that this psychological assessment will be favorable to your case.

Please answer all the questionnaires as you believe you would answer them if you were in this situation.

APPENDIX S

Debriefing

Thank you for participating in this study. We would like to remind you that your participation in this study is anonymous. Since you put your questionnaires in an unmarked envelope, not even the researchers will know your individual results .

We acknowledge that it is your help which makes this research possible. We would like to take this chance to provide you with a bit of general information about the research we are conducting. This study looks at sexual abuse of children. Five groups of subjects were used in this study. Each group received different instructions, that is, some groups were asked to imagine that they were in trouble with the law because of sexual abuse, while other groups did not receive these instructions. We asked you to complete the questionnaires, in part, so that we could compare the responses of the various groups. We expect that men and women who have committed sexual offenses against children will respond to certain questions differently than men and women who have not committed sexual offenses against children. If this assumption is correct, it has implications for the type of questionnaires used in the assessment of child sex offenders or those individuals who may be at risk to offend against children. Thus, if attitudes and beliefs specific to child sex offenders can be detected early, there are implications not only for more accurate assessment, but also for treatment, and henceforth a primary preventive factor of sexual assault against children.

If you have been sexually assaulted and you feel you would like to seek help in dealing with the problems that follow being victimized in this way, we encourage you to contact some of the services in the resource list we have provided at the end of this debriefing form. Also, if you know someone who is having difficulty dealing with similar problems we encourage you to share the resource list with them.

Sexual abuse of children is a serious problem, and, with your help, we can learn more about what makes people commit sexual crimes and what treatment is helpful to them. It is against the law for an adult to have sexual activity with a child, and even though a child may not resist an adult's advances, this cannot be seen as the child wanting sex: Children cannot consent to have sex with an adult.

Once again, we appreciate your contribution to this study. If you have any further comments or questions about the study, please contact us.

Dr. R. J. Konopasky
 N.S. Sexual Behavior Clinic
 Center for Psychological Services Ltd.
 5950 Spring Garden Road
 Halifax, Nova Scotia
 B3H 1Y7
 (902) 426-7537

Mary McGrath
 Psychology Department
 Saint Mary's University
 Roble Street
 Halifax, Nova Scotia
 B3H 3C3
 (902) 420-5107

RESOURCE LIST

<u>Service for Sexual Assault Victims:</u>	24 hour Crisis Line	425-0122
	Business Office	422-4240

<u>Support group for battered women:</u>	Veith House	453-4320
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<u>Program for abusive men:</u>	Veith House	453-4320
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Counseling Services, Saint Mary's University:

Ms. Lisa Andrews (Counselor)	420-5431
Ms. Sarah Morris (Counselor)	420-5601
Ms. Beth Poulos (Coordinator)	420-5610
Mr. Tim Walker (Counselor)	420-5614

APPENDIX T

1. Has anyone had sexual behavior with you that you did not want?

Yes

No

Cannot answer this question

If "Yes", how old were you when this first happened?

_____ yrs. old

Approximately how old was your abuser?

_____ yrs old

Was your abuser:

a male?

a female?

both a male and a female?

2. Have you ever been convicted of a sexual offense against a child 15 years old or younger?

Yes

No

Cannot answer this question

If "Yes", please indicate the following:

	<u>Sex of victim</u>	<u>Number of victims</u>	<u>Did you use force or threats?</u>	
a.	boys less than 1 year old	.....	Yes	No
b.	boys 1-5 years old	.....	Yes	No
c.	boys 6-10 years old	.....	Yes	No
d.	boys 11-15 years old	.....	Yes	No
e.	girls less than 1 year old	.....	Yes	No
f.	girls 1-5 years old	.....	Yes	No
g.	girls 6-10 years old	.....	Yes	No
h.	girls 11-15 years old	.....	Yes	No

How much harm do you think your victim has suffered? Circle the number that applies.

1

2

3

4

5

No harm

A great deal
of harm

3. Are you now facing charges or sentencing for sexual abuse of a child 15 years old or younger?

Yes

No

Cannot answer this question

4. Have you ever had sexual activity with a child 12 years old or younger since you were 16 years old, even though you were not convicted?

Yes No Cannot answer

If "yes", how much harm do you think your victim has suffered? Circle the number that applies.

1	2	3	4	5
No harm				A great deal of harm

5. Have you ever had sexual activity with a child 13-15 years old since you were 21, even if you were not convicted?

Yes No Cannot answer

If "yes", how much harm do you think your victim has suffered? Circle the number that applies.

1	2	3	4	5
No harm				A great deal