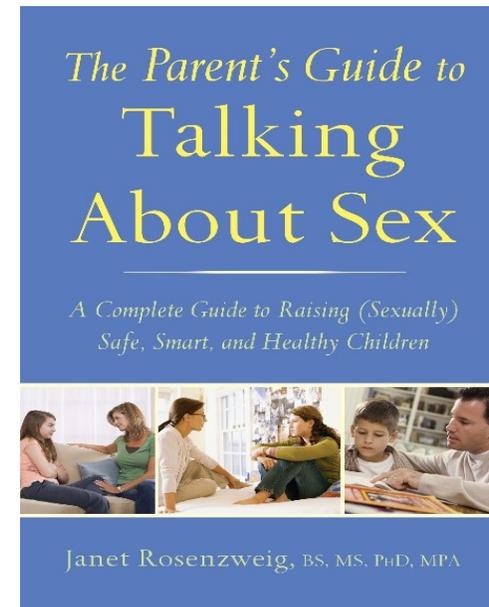
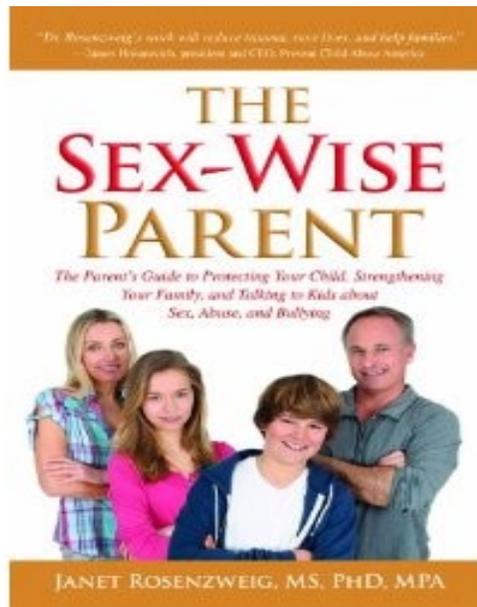




Beyond Pedophilia: Preventing the risks ephhebophiles and hebephiles present to older kids and teens

Dr. Janet Rosenzweig
Sex Wise Parenting Educational Resources

Promoting Sexual Health and Safety



Workshop Summary

This workshop will present the clinical and behavioral definitions of ephebophiles and hebephiles and review typical modes of operation.

We will focus on the intersection of sexual awakening in adolescents and teens and the concomitant vulnerability to this type of exploitation.

The role of accurate information around human sexuality as a protective factor for adolescents and teens will be stressed and resources will be offered to facilitate this.



Experience

- ▶ Health Educator, certified sex educator
- ▶ Started in 1978, in East Tennessee;
 - Sexuality issues were incorporated into all staff training, and community presentations to parents, teachers and others.
 - Authored a chapter in a text book entitled: Human sexuality issues in the treatment of child sexual abuse (Flanzer, J *The Many Faces of Family Violence*. Charles C Thomas Pub Ltd., August **1982**)

Helped develop sex abuse intervention initiatives in Tennessee, 1979, **Texas, 1982**, New Jersey 1992 - 2001

PhD in Social Work from Rutgers

MPA from Harvard's Kennedy School

Many years as a public official

2011: VP Prevent Child Abuse America;

2015: APSAC Executive Director

Executive Committee of the *National Coalition to Prevent Child Sex Abuse and Exploitation*
www.preventtogether.com

Founding Member of the New York State Initiative to Prevent Child Sexual Abuse

Perspective

Developmental
perspective on
individuals and
families

Health and sex
educator

Sex abuse help-line
counselor,
therapist and staff
trainer

Public official
working in child
welfare

Prevention
specialist – former
VP of Prevent Child
Abuse America

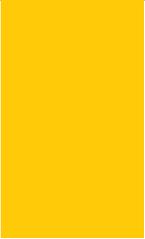
Mom!

Outline:

- ▶ Hebephiles and Ephebophiles
- ▶ Adolescent Sexual Development
- ▶ Issues in Identification and Prevention
- ▶ as someone working with crimes against children, YOU have the platform to promote prevention!



Typologies of
people who
have sex with
minors



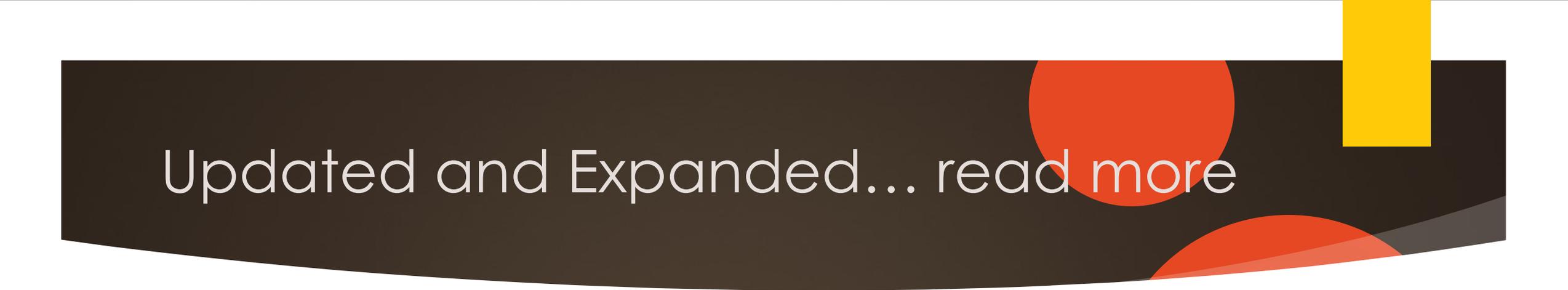
PART 1

An old, but useful typology

Table 2
Fixated and regressed child molesters

	Motivation	Primary victim preference	Risk of reoffending
Fixated offender	<ul style="list-style-type: none"> • Having never developed an attraction to age-appropriate partners, the fixated offender has a persistent, continual, and compulsive attraction to children. • Behavior emerges in adolescence. • Offenses are premeditated in nature and do not stem from stressors. • Most likely to be diagnosed with pedophilia/ephebophilia. 	<ul style="list-style-type: none"> • Extrafamilial • Female (prepubescent), male (pubescent/ adolescent) • Typically recruits vulnerable children and engages in extensive grooming in order to ensure the continuation of the abuse 	<ul style="list-style-type: none"> • Very high risk of recidivism • The risk of recidivism increases according to the number of victims.
Regressed offender	<ul style="list-style-type: none"> • Offending stems from stressors in the individuals environment which undermine self-esteem and confidence. • Behavior emerges in adulthood. • Offending is a departure from the offender's attraction to adults. • Similar to rapists, the offender is not necessarily motivated by sexual needs alone. 	<ul style="list-style-type: none"> • Intrafamilial, acquaintance • Gender varies, depending on who is accessible. • Tend to victimize children to whom they have easy access 	<ul style="list-style-type: none"> • Since they are not sexually fixated on children, they are at a lower risk of reoffending if treated. • Capable of feeling remorse for their actions

Source: Terry and Tallon (2004, p. 22).



Updated and Expanded... [read more](#)

Can we profile sex offenders? A review of sex offender typologies

Gina Robertiello^b, Karen J. Terry^{a,*}

^a *Criminal Justice Doctoral Program at John Jay College of Criminal Justice, United States*

^b *Sociology and Criminology at Felician College, Lodi, N.J., United States*

Aggression and Violent Behavior 12 (2007) 508–518

DOJ Research Brief

U.S. Department of Justice
Office of Justice Programs
Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking



SOMAPI RESEARCH BRIEF

SEX OFFENDER MANAGEMENT ASSESSMENT AND PLANNING INITIATIVE
Luis C. deBaca, Director • July 2015



► Find it here:

► <https://smart.ojp.gov/sites/g/files/xyckuh231/files/media/document/adultsexoffendertypologies.pdf>

Adult Sex Offender Typologies

by Dominique A. Simons

Sexual violence remains a serious social problem with devastating consequences. The challenge of “making society safer” not only includes the need for resources, but also requires a comprehensive understanding of accurate offense patterns and risk. This knowledge may be used to devise offense typologies, or classification systems, that will inform decisions regarding investigation, sentencing, treatment, and supervision.

This Research Brief addresses adult sex offender typologies. It reviews those most frequently used and empirically tested for child sexual abusers, rapists, female offenders, and Internet sexual offenders. It also reviews recently developed models of the sexual offense process that have been devised to include etiological theories of sexual offending and treatment-relevant factors, as they may ultimately replace traditional typologies to inform treatment and management of sexual offenders.¹

Summary of Research Findings on Traditional Typologies

Child Sexual Abusers

The most important distinction among child sexual abusers is whether they are pedophilic or nonpedophilic. Pedophilia is a strong predictor of sexual recidivism (Hanson & Bussiere, 1998). Not all individuals who sexually assault children are pedophiles. Pedophilia consists of a sexual preference for children that may or may not lead to child sexual abuse, whereas child sexual abuse involves sexual contact with a child that may or may not be due to pedophilia (Camilleri & Quinsey, 2008).

About SOMAPI

In 2011, the SMART Office began work on the Sex Offender Management Assessment and Planning Initiative (SOMAPI), a project designed to assess the state of research and practice in sex offender management. As part of the effort, the SMART Office contracted with the National Criminal Justice Association (NCJA) and a team of subject-matter experts to review the literature on sexual offending and sex offender management and develop summaries of the research for dissemination to the field. These summaries are available online at <http://smart.gov/SOMAPI/index.html>.

A national inventory of sex offender management professionals also was conducted in 2011 to gain insight about promising practices and pressing needs in the field. Finally, a Discussion Forum involving national experts was held in 2012 for the purpose of reviewing the research summaries and inventory results and refining what is currently known about sex offender management.

Based on the work carried out under SOMAPI, the SMART Office has published a series of Research Briefs, each focusing on a topic covered in the sexual offending and sex offender management literature review. Each brief is designed to get key findings from the literature review into the hands of policymakers and practitioners. Overall, the briefs are intended to advance the ongoing dialogue related to effective interventions for sexual offenders and provide policymakers and practitioners with trustworthy, up-to-date information they can use to identify what works to combat sexual offending and prevent

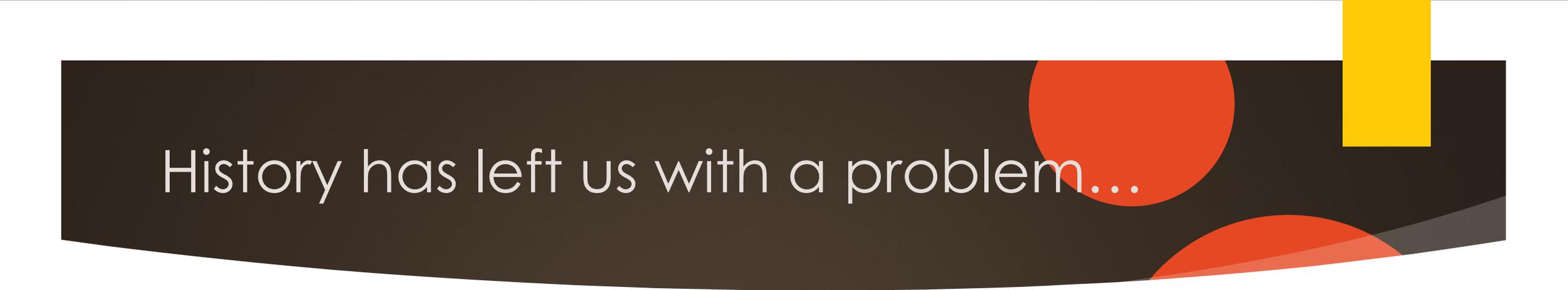
Key definitions

- ▶ *Pedophile
 - ▶ Someone with a primary sexual attraction to pre-pubescent children
- ▶ *Hebephile
 - ▶ Someone with a preference for children just entering puberty
- ▶ Ephebophile
 - ▶ Someone with an attraction to older adolescents. (not a psychiatric DX)

* Listed in the DSM

Clinically.....

- ▶ There are many details around 'differential diagnosis' and defining preference by the victims age VS. puberty status, but that is not our focus.
- ▶ Our focus is on the behavior, particularly the types of behavior that 'hide in plain sight'



History has left us with a problem...

Arch Sex Behav (2009) 38:335–350

DOI 10.1007/s10508-008-9399-9

ORIGINAL PAPER

Pedophilia, Hebephilia, and the *DSM-V*

**Ray Blanchard · Amy D. Lykins · Diane Wherrett · Michael E. Kuban ·
James M. Cantor · Thomas Blak · Robert Dickey · Philip E. Klassen**



The existence of men whose erotic interest centers on pubescents has not, of course, been totally ignored. Glueck (1955) coined the term *hebephiles* to refer to them. This term has not come into widespread use, even among professionals who work with sex offenders. One can only speculate why not. It may have been confused with the term *ehebophiles*, which denotes men who prefer adolescents around 15–19 years of age (Krafft-Ebing & Moll, 1924). Few would want to label erotic interest in late- or even mid-adolescents as a psychopathology, so the term hebephilia may have been ignored along with ehebophilia.



Our society
normalizes
attraction to
adolescents
and teens!

We can not prosecute 'attraction'

- ▶ We can promote environments where it is very clear that these attractions may not be acted upon.
- ▶ Many, many behaviors are bad for adolescents and teens that do not rise to the level of criminal prosecution
- ▶ Hold this thought for a moment.... Until we get to 'sexual climate' in a few minutes



Psychosexual Development

PART 2:

NOW LET'S FOCUS ON THE VICTIMS

Psychosexual Development of Children

A few definitions:

- ▶ **Sex Role**
- ▶ **Sex Preference**
- ▶ **Gender Identity**
- ▶ **Developmental Psychology** – is based on the premise that the successful completion of one phase is critical to the successful completion of subsequent phases



Psychosexual Development

- ▶ Oral birth to 18-24 months – polymorphous perverse - babies just want to feel good!
- ▶ Anal --- to @ 36 months - learning to control their own bodies
- ▶ Phallic @ 6 years
- ▶ Latency until 11 or 12
- ▶ Adolescence

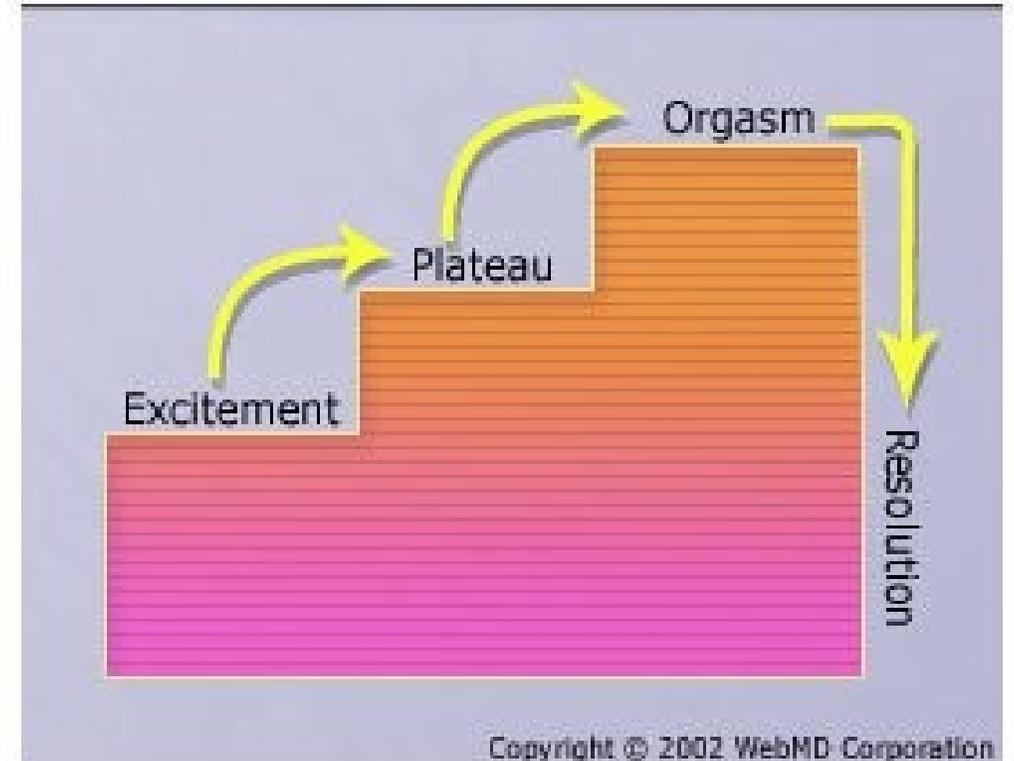
- ▶ Latency kids are often the target of pedophiles or ephebophiles and are at risk as sex is the furthest things from their minds!
- ▶ Adolescents may find sexual attention affirming of their new-found status

Physical Facts with Emotional Impact

Fact 1:

- ▶ *The human body will react to various kinds of stimulation with very specific physical manifestations*

Sexual Response Cycle



Key words!

not consciously directed,
such as breathing, the
heartbeat, and digestive
processes.

Physical sexual arousal is
an autonomic response

Key reasons why kids need to know this

- Victims may experience a physical, sexual/genital response while being victimized
 - Predators may use the response against them, convincing the child they are a willing participant because they 'enjoyed' the act.



Account from a victim

“Pull your pants down,” he said.

I didn't want to lose everything he had given me. And so I did.

He put his mouth on me. I got hard. I didn't know where to look or how to feel. I squirmed against the back of the seat. He kept on going, getting into it.

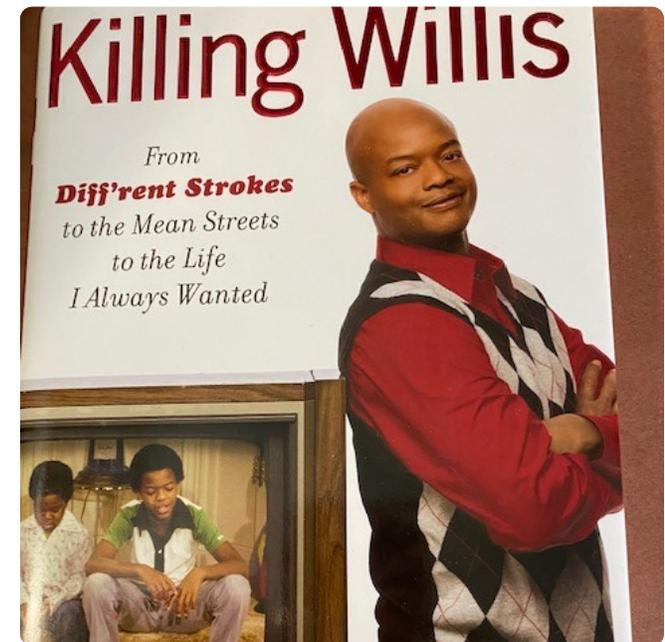
I hoped it would be over fast.

Then it happened. I came.

As confused and upset as I was, I liked the feeling.

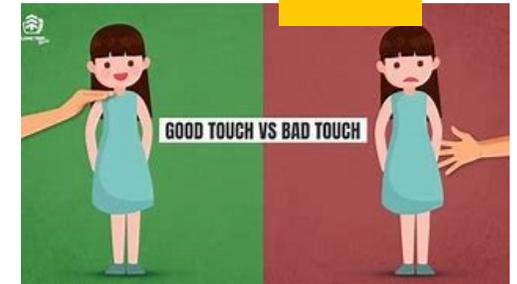
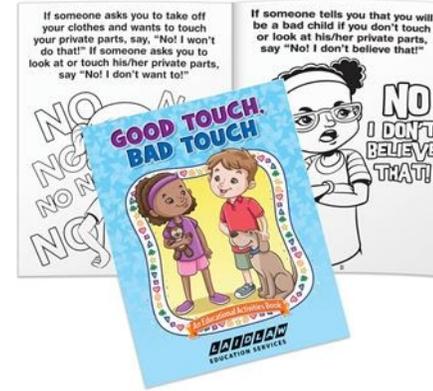
“No one had ever talked to me about sex before, but somehow I knew it was wrong for a man to do that to a boy. I was really confused because having an orgasm had felt good.”

Bridges, Todd with Sarah Tomlinson. *Killing Willis*. New York: Simon and Schuster, 2010. Page 68



Key reason why kids need to know this

- Victims may experience a physical, sexual/genital response while being victimized
 - This is wildly confusing for children who have experienced sexual abuse prevention education as only 'good touch/bad touch'



TOTS AND MOMS .COM



GOOD TOUCH
AND
BAD TOUCH

Key reasons why kids need to know this

- Kids may confuse a physical/genital sexual response for an emotional attachment, making them vulnerable to predators.
- Adolescents and teens are particularly vulnerable.
- Physical sexual arousal decreases sexual self restraint.
- Physical sexual arousal may lead a victim to believe they participated in a sinful/forbidden act, unnecessarily adding to guilt and confusion.

Female Teacher Charged with Sexually Assaulting 13-Year-Old Male Student



HU Staff: Nicolette Hutchens @therealnicolette A former Ohio teacher has been charged with sexual assault. Brooke Rosendale, 28, sexually assaulted her 13-year-old student and has been charged.

I WILL NOT

Know the warning signs of educator sexual misconduct

As an educator, you have a duty to protect your students from sexual harassment and assault. Know the warning signs of educator sexual misconduct and take action if you see them.

By Cheryl Haskins

Sexual harassment and assault are serious issues that can have a lasting impact on students. As an educator, you have a duty to protect your students from these types of behavior. Know the warning signs of educator sexual misconduct and take action if you see them.

Key reason why parents need to know this

- ▶ It is unhealthy to raise children who learn to associate negative emotions with their sexual/genital arousal
- ▶ Fear, guilt and shame have no place in sexual health and safety
 - ▶ At best, these negative emotions interfere with healthy age-appropriate sexual relationships
 - ▶ At worst, a child can grow into someone who needs these negative emotions to experience sexual arousal

Side Note: Paraphrasing advice from Kevin Mulcahy Prosecutor; CAC Symposium, 2018

- ▶ Do not ask a male victim if they experienced arousal or climax. Odds are they did, and odds are even higher they're too ashamed to 'admit' it. They say 'no' and you've ruined the credibility of the most important witness
- ▶ *(JR adds the same can be true for female victims)*

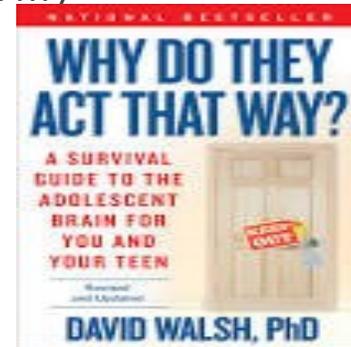


Adolescent Sexual Awakening

Part 3

Important concepts for teens

- ▶ Arousal is normal, autonomic and private
- ▶ Arousal happens to both boys and girls
- ▶ Sexual health and safety include preventing STI's and unwanted pregnancy
- ▶ Girls and boys developing brains process relationships very differently
- ▶ See David Walsh's book "Why do they Act that Way?"



Dr. Walsh told
me....

"When developing a relationship, adolescent boys and girls are interested in both the relational and physical components, but the balance is completely different. The developing brain of the adolescent male is wired to emphasize the physical side, with the interpersonal relationship secondary. Girls' brains are wired to emphasize the interpersonal relationship, with the physical relationship secondary."

Let's go back to Psych 101 for a moment:

- ▶ **Operant conditioning** is a learning method in which a specific behavior is associated with either a positive or negative consequence. Thus, this form of learning links the taking of certain voluntary actions with receiving either a reward or punishment, often to strengthen or weaken voluntary behaviors.
 - ▶ Think Skinner....
- ▶ **Classical conditioning** is a learning process focused more so on **involuntary behaviors, using associations with neutral stimuli to evoke a specific involuntary response.**
 - ▶ Think Pavlov.....

Pavlov?

- ▶ Learn the lesson of Pavlov. The good doctor and his dogs have a valuable message for us. In short, when Dr. Pavlov's canine experimental subjects completed a task correctly, a bell rang and they were rewarded with food. Soon, they began salivating at the sound of a bell with no food in sight. The sound of a bell became contiguous, or stuck together with eating. Point -- feelings and responses can get stuck together in ways that have no real meaning. Our reaction to our child's sexuality or other behaviors can cause feelings that become contiguous with sex. So – be very, very careful before instilling fear, guilt or shame to be associated with an autonomic response (see Rosenzweig' s Rule # 1)





Thank you. This is the first time I fully realized that I was a victim. I had a 20 something highschool teacher have an inappropriate relationship with me. I always thought I was an equal party and felt guilt about hiding it.

Nobody at all knows this ever happened and this was over 15 years ago.

Thank you.

Knowledge is Power!

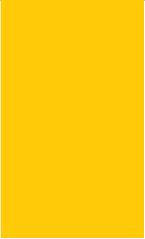
Human development

- ▶ Adolescence is, by definition a time of contradictions. Twenty-first century sociologists tell us adolescence is now lasting longer than ever before, but it will eventually end!
- ▶ **The social and emotional power differential between adults and adolescents/teens now covers a longer span of time**





Issues in
Identification
and Prevention



AND A
CALL TO
ACTION!

Hebephiles
and
ephebophiles
thrive in an
unhealthy
sexual
climate.

- ▶ These offenders generally fall into the 'regressed' or 'situational' category; the wrong combination of environmental and personal issues can trigger an offense
- ▶ School and Youth Service Administrators and their staff must know how to assess for behaviors that push boundaries
- ▶ We can also educate parents to be vigilant, but teens are great at keeping things from parents
- ▶ These behaviors may even be welcomed by kids, but they are ultimately harmful

Sexual Climate

Is the physical environment welcoming and conducive to emotional safety

If using the restroom or moving between classes leaves a child breathless with anxiety, the school climate is out of balance. Graffiti of any kind, and certainly sexualized graffiti must be removed. Privacy and respect must be shown in any situation involving changing clothes.

What are the policies and track record around bullying and sexual harassment?

Formal policies mean little unless administered and implemented by committed people with both skills and emotional intelligence. If you attend a school event and hear an administrator making jokes at the expense of staff or otherwise insulting them, take that as a warning signal that this environment tolerates bullying. If the staff work in an environment that disrespects or humiliates them, they may be less likely to respond to a child being disrespected or humiliated.

Sexual Climate

- ▶ **What is the policy and track record regarding teacher/staff-student contact?**
 - Are student allowed to address faculty and staff by first names?
 - Are there clear rules for both actual and virtual out of school contact between student and faculty/staff?
- ▶ A healthy sexual climate encourages interaction between students and faculty with age-appropriate boundaries. Use of first names between teachers and students requires careful consideration. In most schools it implies an artificial familiarity inconsistent with the roles.

Sexual Climate

What is the policy on dress code and how is it enforced?

Butt cleavage, breast cleavage, midriffs and suggestive slogans on clothing are not conducive to learning. It is perfectly natural for kids to push boundaries and show up to school wearing something that bends -- if not actually breaks -- the rules. Staff should react firmly and without embarrassing or humiliating the student.

How are sexuality related issues handled in the classroom?

To be sexually safe and healthy, we expect that academically appropriate language about sexual issues will be used in context in art, literature, health, biology, social studies or other classes. Sexual issues permeate the arts, and it is disingenuous to pretend they don't. Sexual violence is a theme in many historical events and sexual discrimination permeates history. Can the teachers discuss this in context? Is open discussion encouraged?

The sex abuse prevention community can help promote getting this information out in your community!

Advocate for resources in faith based, health and community organizations to support parents to become the primary sex educators of their children

The Final Thought

Parents consistently underestimate the influence they have on their kids' decisions about sex – always remember that they are watching and listening, even when they pretend not to be!



Lots of Ways to Help

Infants and Toddlers – Young School-Age Children
Preteens – Young Teenagers – Parents

**Develop a Healthy,
Responsible Sexuality**

Adapted from a brochure by the Coalition on
Responsible Parenthood and Adolescent Sexuality, Dallas, Texas.
By Janet F Rosenzweig MS, PhD, MPA

www.SexWiseParent.com

Adults are smarter than children

- ▶ Never forget that children and most adolescents/teens are developmentally incapable of protecting themselves from a skilled pedophile. All the classroom-based prevention programs in the world are useless unless adults in the community understand the dynamics of sexual abuse of children including pedophilia, hebephilia and ephebophilia
- ▶ CARING adults must learn to be supportive and vigilant



Resources

- ▶ Sexual Climate checklists
- ▶ 'Rosenzweig's Rules'
- ▶ Lots of Ways to Help

The Sex-Wise Parent presents
Dr. Rosenzweig's Rules for Parents to
Raise Sexually Safe and Healthy Children

- 1) Never forget that sexual arousal is an autonomic, reflexive response. Human beings are not responsible for getting aroused in response to a sight, sound, smell, or memory, but they certainly better be responsible for what they do with it.
- 2) Learn the lesson of Pavlov. The good doctor and his dogs have a valuable message for us. In short, when Dr. Pavlov's canine experimental subjects completed a task correctly, a bell rang and they were rewarded with food. Soon, they began salivating at the sound of a bell with no food in sight. The sound of a bell became contiguous, or stuck together with eating. Point -- feelings and responses can get stuck together in ways that have no real meaning. Our reaction to our child's sexuality or other behaviors can cause feelings that become contiguous with sex. So -- be very, very careful before instilling fear, guilt or shame to be associated with an autonomic response (see Rosenzweig' s Rule # 1)
- 3) Remember that a parent's job is to provide the tools to alleviate fear and obliterate ignorance, not add to them. Everyone has fears and questions about their own sexuality at some point.

Call to Action

- ▶ Take a stand for messaging of any type in your community that exploits adolescent sexuality
 - ▶ Any offensive ads or billboards you can think of?
- ▶ Use you're your role as someone working to promote child safety to help bring accurate information and resources into your community
 - ▶ What's being done in your child's school, sports leagues or faith-based program?
 - ▶ How can you help get parent supported to provide accurate sexuality information to this kids?

What happened

- ▶ In the 1950's promoting healthy sexuality was seen as a public health concern – in the US, as soldiers returned from WW2 with STD's
- ▶ Oral contraception came along in the 60's and was widely credited as being a catalyst for increased sexual freedom
- ▶ Professional organizations were formed to promote healthy sexuality, such as The Society for the Scientific Study of Sexuality, and SIE**CAN**– The Sex Education and Info Council of Canada in 1964 (and SIEC**US**) and the Canadian Sex Research Forum

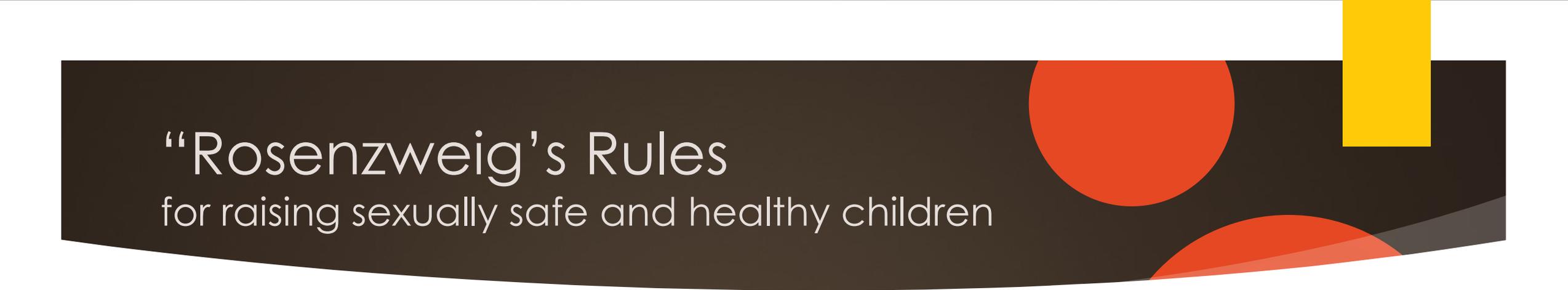


SIECCAN
THE SEX INFORMATION & EDUCATION COUNCIL OF CANADA

What happened

- ▶ Increased sexual freedom of the s1960's and 1970's gave way to a backlash by the 80's and 90's
- ▶ 1980's conservatism
- ▶ Neutered 1990's





“Rosenzweig’s Rules for raising sexually safe and healthy children

- ▶ Never forget that sexual arousal is an autonomic, reflexive response. Human beings are not responsible for getting aroused in response to a sight, sound, smell, or memory, but they certainly better be responsible for what they do with it.