



# PROFESOR

**PROTECTIVE + RISK  
OBSERVATIONS FOR ELIMINATING  
SEXUAL OFFENSE RECIDIVISM**

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# **PROTECTIVE + RISK OBSERVATIONS FOR ELIMINATING SEXUAL OFFENSE RECIDIVISM**

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Protective + Risk Observations For Eliminating Sexual Offense Recidivism (PROFESOR) is a structured checklist to assist professionals to identify and summarize protective and risk factors for adolescents and emerging adults (i.e., individuals aged 12 to 25) who have offended sexually. The PROFESOR is intended to assist with planning interventions that can help individuals to enhance their capacity for sexual and relationship health and, thus, eliminate sexual recidivism. The PROFESOR contains 20 bipolar factors (i.e., both protective and risk characteristics) that were chosen based on a review of the available literature and on clinical experience with adolescents and emerging adults who have offended sexually.

Wherever possible, multiple sources of information should be utilized to form coding judgments for each factor. This would include information such as interviews with the individual; interviews with parents/caregivers and/or other significant adult supports/informants; review of relevant collateral information; and information from relevant tests/measures. It is also critical to be sensitive to developmental differences and expectations when coding the PROFESOR. Although the PROFESOR is intended for a relatively restricted age range, spanning only 14 years, there are going to be differences on most factors that will require sensitivity to developmental norms. For example, what constitutes an emotionally intimate friendship at age 13 will likely look different from what constitutes an emotionally intimate friendship at age 22.

For some clients who are in controlled and supervised residential settings, current ratings on the PROFESOR may not be representative of the individual's functioning if they were to be in a less restrictive environment. Commentary regarding anticipated differences with a change in the level of supervision and/or external control may be warranted.

After applying the coding rules in the following pages, protective and risk factors can be summarized into one of 5 categories, if a final summary is desired. The categories are intended to reflect the intensity of services that may be required. For example, those in Category 1 (Predominantly Protective) would likely require little or no intervention focused on building the capacity for sexual and relationship health, whereas those in Category 5 (Predominantly Risk) would likely require considerable intervention. Given that the PROFESOR contains only potentially dynamic protective and risk factors, it may also be useful as a measure of change over time or following intervention.



**Coding Guidelines**

Please note that ratings should be based on the individual’s *current* functioning (i.e., the individual’s functioning throughout the past 2 months).

1. Hope Regarding Healthy Sexual Future		
<input type="checkbox"/> <b>Protective</b>  <b>Hopefulness regarding healthy sexual future</b>  Has clear goals, strategies, and personal resources (e.g., agency, motivation) necessary for a healthy sexual future that is free from sexual offending.	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>  <b>Hopelessness regarding healthy sexual future</b>  Lacks clear goals, and/or strategies, and/or personal resources (e.g., agency, motivation) necessary for a healthy sexual future that is free from sexual offending.

2. Sexual Environment		
<input type="checkbox"/> <b>Protective</b>  <b>Respectful sexual environment</b>  Is typically in an environment (e.g., home, school, work) where respectful sexual attitudes and interests are espoused and valued. <ul style="list-style-type: none"> <li>• Supports belief that it is important to be respectful of sexual partners and values honesty and integrity in sexual relationships.</li> </ul> And <ul style="list-style-type: none"> <li>• Supports belief that teens and emerging adults should only be involved in consenting sexual activity with partners that are not significantly younger. For those aged 12-14, this would generally be partners not more than 2 years younger; for those aged 15-17, this would generally be partners not more than 3 years younger; for those aged 18 to 25, this would generally be partners 16 and over.</li> </ul>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>  <b>Abuse-supportive sexual environment</b>  Is often in an environment (e.g., home, school, work) where abuse-supportive sexual interests or attitudes are espoused and/or valued. <ul style="list-style-type: none"> <li>• Supports belief that people enjoy nonconsenting sexual activity, and/or that people are responsible for being abused sexually, and/or that people fabricate accounts of being victimized by nonconsenting sexual activity.</li> </ul> And/Or <ul style="list-style-type: none"> <li>• Supports belief that it is acceptable to be involved sexually with significantly younger partner(s). For those aged 12-14, this would generally be partners at least 3 years younger; for those aged 15-17, this would generally be partners at least 4 years younger; for those aged 18 to 25, this would generally be partners under age 18 and at least 4 years younger.</li> </ul>



**3. Sexual Beliefs and Attitudes**

<p style="text-align: center;"><input type="checkbox"/> <b>Protective</b></p> <p><b>Respectful and age-appropriate sexual beliefs/attitudes</b></p> <ul style="list-style-type: none"> <li>Believes that it is important to be respectful of sexual partners and values honesty and integrity in sexual relationships.</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>Believes that a significantly younger partner should not be involved in sexual activity with a teen or emerging adult and that such activity would be harmful and unwanted. For those aged 12-14, this would generally be partners not more than 2 years younger; for those aged 15-17, this would generally be partners not more than 3 years younger; for those aged 18 to 25, this would generally be partners 16 and over.</li> </ul>	<p style="text-align: center;"><input type="checkbox"/> <b>Neutral</b></p>	<p style="text-align: center;"><input type="checkbox"/> <b>Risk</b></p> <p><b>Abuse-supportive sexual beliefs/ attitudes</b></p> <ul style="list-style-type: none"> <li>Believes that people enjoy nonconsenting sexual activity, and/or that people are responsible for being abused sexually, and/or that people fabricate accounts of being victimized by nonconsenting sexual activity.</li> </ul> <p>And/Or</p> <ul style="list-style-type: none"> <li>Believes that a significantly younger partner would welcome and/or not be harmed by sexual activity with a teen or an emerging adult. For those aged 12-14, this would generally be partners at least 3 years younger; for those aged 15-17, this would generally be partners at least 4 years younger; for those aged 18 to 25, this would generally be partners under age 18 and at least 4 years younger.</li> </ul>
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**4. Sexual Interests – Focus**

<p style="text-align: center;"><input type="checkbox"/> <b>Protective</b></p> <p><b>Respectful sexual interests in age-appropriate partner</b></p> <p>Exclusive sexual interest in</p> <ul style="list-style-type: none"> <li>consenting, respectful, nonabusive sexual activity</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>only with age-appropriate partner(s), as outlined in #2 &amp; #3 above</li> </ul>	<p style="text-align: center;"><input type="checkbox"/> <b>Neutral</b></p>	<p style="text-align: center;"><input type="checkbox"/> <b>Risk</b></p> <p><b>Abuse-supportive sexual interests</b></p> <p>Some sexual interest in</p> <ul style="list-style-type: none"> <li>nonconsenting, disrespectful, or otherwise abusive sexual behavior</li> </ul> <p>And/Or</p> <ul style="list-style-type: none"> <li>significantly younger partner(s), as outlined in #2 &amp; #3 above</li> </ul>
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5. Sexual Interests – Frequency

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Balanced sexual interests</b></p> <p>Sexual interests are but one of many different interests for the individual, and they occupy an average amount of their time and attention relative to similarly-aged individuals. This may be reflected in such things as the frequency of sexual comments, behaviors, or use of sexualized media, for example.</p>		<p><b>Preoccupied/obsessive sexual interests</b></p> <p>Sexual interests are excessive for the individual, and the individual is preoccupied with sexual thoughts and/or behaviors relative to similarly-aged individuals. This may be reflected in such things as the frequency of sexual comments, behaviors, or use of sexualized media, for example.</p>

6. Knowledge of Laws and Procedures for Respectful Sexual Relationships

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Good awareness of laws and procedures to facilitate respectful sexual relationships</b></p> <p>Is well aware of the applicable laws and procedures necessary for establishing respectful sexual relationships.</p>		<p><b>Poor awareness of laws and/or procedures to facilitate respectful sexual relationships</b></p> <p>Lacks awareness of applicable laws and/or procedures necessary for establishing respectful and sexual relationships.</p>

7. Knowledge of Consequences of Sexual Offending

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Good awareness of consequences of sexual offending</b></p> <p>Is well aware of consequences to both self and others of sexual offending behaviors.</p>		<p><b>Poor awareness of consequences of sexual offending</b></p> <p>Lacks awareness of consequences to self and/or others of sexual offending behaviors.</p>



**8. Strategies to Prevent Sexual Offending**

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Appropriate use of reasonable strategies to prevent sexual offending</b></p> <p>Consistently uses reasonable strategies, when necessary, to prevent sexual offending. Strategies may or may not have been developed through formal counseling.</p>	<p><b>Neutral</b></p>	<p><b>Lack of use of reasonable strategies to prevent sexual offending</b></p> <p>Does not use reasonable strategies, when necessary, to prevent sexual offending. May be the result of not having reasonable strategies or of not using them when they are necessary. Strategies may or may not have been developed through formal counseling.</p>

**9. Compassion for Others**

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Compassionate and caring towards others</b></p> <p>Typically demonstrates compassionate and caring behavior towards others. The individual recognizes the misfortune of others and is motivated to alleviate their suffering.</p>	<p><b>Neutral</b></p>	<p><b>Callous and/or uncaring towards others</b></p> <p>Often demonstrates callous and/or uncaring behavior towards others. The individual is cruel towards others and/or is indifferent to the misfortune of others.</p>

**10. General Values and Attitudes**

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Prosocial values and attitudes</b></p> <p>Typically demonstrates respect, honesty, and integrity in relationships and values and respects the role of social rules, laws, and authority figures.</p>	<p><b>Neutral</b></p>	<p><b>Antisocial values and attitudes</b></p> <p>Often demonstrates a lack of respect, and/or honesty, and/or integrity in relationships and/or does not value or respect the role of social rules, laws, or authority figures.</p>



11. Self-Regulation		
<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Good self-regulation</b></p> <p>Typically demonstrates good emotional and behavioral self-regulation (i.e., able to delay gratification, consider consequences before acting, and express affect appropriately).</p>		<p><b>Poor self-regulation</b></p> <p>Often demonstrates poor emotional and/or behavioral self-regulation (i.e., unable to delay gratification and/or consider consequences before acting and/or express affect appropriately).</p>

12. Problem Solving		
<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Good problem-solving</b></p> <p>Typically demonstrates good problem-solving ability (i.e., can identify when there is problem; generate possible solutions; identify consequences of possible solutions; evaluate outcome of chosen solution).</p>		<p><b>Poor problem-solving</b></p> <p>Often demonstrates poor problem-solving ability (i.e., unable to identify when there is a problem; and/or has difficulty generating solutions; and/or has difficulty identifying consequences of possible solutions; and/or does not evaluate outcomes of chosen solutions).</p>

13. Responsivity to Guidance and Support		
<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Responsive to reasonable guidance and support</b></p> <p>Typically responsive to reasonable guidance, feedback, and support that is provided. This could involve reasonable guidance and support provided by professionals, family, peers, or others.</p>		<p><b>Rejecting of reasonable guidance and support</b></p> <p>Rejecting of reasonable guidance and/or support and/or feedback that is provided. This could involve reasonable guidance and support provided by professionals, family, peers, or others.</p>



14. Self-Esteem		
<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Healthy self-esteem</b></p> <p>Healthy and positive sense of self and self-worth.</p> <p>And</p> <p>Individual sees that prior sexual offending behavior does not define who they are.</p>		<p><b>Unhealthy self-esteem</b></p> <p>Unhealthy and/or negative sense of self or self-worth</p> <p>Or an overly inflated level of self-esteem.</p> <p>And/Or</p> <p>Individual experiences significant shame related to past sexual offending behavior and sees that prior sexual offending behavior defines who they are.</p>

15. Intimacy and Friendship		
<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Emotional intimacy and close friendship with prosocial peer(s)</b></p> <p>Has at least one close friendship with a peer that involves emotional intimacy (i.e., warmth, trust, and mutual support).</p> <p>For those aged 12-17, a peer is generally considered to be a nonfamilial individual who is not more than 3 years younger or older. For those aged 18-25, a peer is generally considered to be a nonfamilial individual who is not more than 4 years younger or older.</p>		<p><b>Lack of emotional intimacy and/or close friendship with prosocial peer</b></p> <p>Lacks close friendship and/or emotional intimacy (i.e., warmth, trust, and mutual support) with peers.</p> <p>For those aged 12-17, a peer is generally considered to be a nonfamilial individual who is not more than 3 years younger or older. For those aged 18-25, a peer is generally considered to be a nonfamilial individual who is not more than 4 years younger or older.</p>





**16. Relationship with Parent/Caregiver**

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Feels close to and supported by a parent/caregiver</b></p> <p>Feels a close relationship with, and supported by, at least one parent/caregiver.</p>		<p><b>Feels distant from and/or rejected by parents/caregivers</b></p> <p>Feels a distant relationship with, and/or rejected by, parents/caregivers.</p> <p>Consider only those parent/caregiver figures that have been important to the individual and involved in their lives.</p> <p>If there is <i>at least one</i> parent/caregiver figure with whom the individual feels a close and supportive relationship, do not mark as “Risk”.</p>

**17. Parent/Caregiver Practices**

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Parents/primary caregivers provide warmth and appropriate structure</b></p> <p>All significantly involved parents/primary caregivers are typically prosocial in their orientation and provide consistent warmth and appropriate structure, support, and supervision.</p>		<p><b>Parents/primary caregivers fail to provide warmth and/or appropriate structure</b></p> <p>All significantly involved parents/primary caregivers are often antisocial in their orientation and/or fail to provide consistent warmth and/or appropriate structure and/or support and/or supervision.</p>



18. Engagement in School/Work

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Strong commitment to and engagement in school and/or work</b></p> <p>Individual is very engaged in their school and/or workplace, and they demonstrate that they are committed to achieving success as a student and/or an employee, respectively.</p> <p>(If the individual is enrolled in school but there is presently a lengthy school break, use the last 2 months that the individual was in school.)</p>		<p><b>Weak commitment to and/or engagement in school and work</b></p> <p>If supposed to be enrolled in school, demonstrates weak engagement in school and/or shows little commitment to achieving success as a student.</p> <p>And/Or</p> <p>If supposed to be employed, demonstrates weak engagement in their employment and/or shows little commitment to achieving success as an employee.</p>

19. Engagement in Organized Leisure Activity

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Strong commitment to and engagement in organized leisure activity</b></p> <p>Strong commitment to and engagement in organized and prosocial leisure activity (not including regular school and employment activity).</p>		<p><b>Weak commitment to and/or engagement in organized leisure activity</b></p> <p>Weak commitment to and/or engagement in organized and prosocial leisure activity (not including regular school and employment activity).</p>

20. Living Arrangement

<input type="checkbox"/> <b>Protective</b>	<input type="checkbox"/> <b>Neutral</b>	<input type="checkbox"/> <b>Risk</b>
<p><b>Feels stable and secure in current living arrangement</b></p> <p>Individual feels stable, secure, and supported in their current living arrangement.</p>		<p><b>Feels unstable and/or insecure in current living arrangement</b></p> <p>Individual feels unstable and/or insecure and/or unsupported in their current living arrangement.</p>



Name of individual \_\_\_\_\_ Age \_\_\_\_\_ ID number \_\_\_\_\_

Name of evaluator \_\_\_\_\_ Date (mm/dd/yyyy) \_\_\_\_\_

	<b>Protective</b>	<b>Protective</b>	<b>Neutral</b>	<b>Risk</b>	<b>Risk</b>
1	Hopefulness regarding healthy sexual future	P	N	R	Hopelessness regarding healthy sexual future
2	Respectful sexual environment	P	N	R	Abuse-supportive sexual environment
3	Respectful and age-appropriate sexual beliefs and attitudes	P	N	R	Abuse-supportive sexual beliefs and attitudes
4	Respectful sexual interests in age-appropriate partner(s)	P	N	R	Abuse-supportive sexual interests
5	Balanced sexual interests	P	N	R	Preoccupied/obsessive sexual interests
6	Good awareness of laws and procedures to facilitate respectful sexual relationships	P	N	R	Poor awareness of laws and/or procedures to facilitate respectful sexual relationships
7	Good awareness of consequences of sexual offending	P	N	R	Poor awareness of consequences of sexual offending
8	Appropriate use of reasonable strategies to prevent sexual offending	P	N	R	Lack of use of reasonable strategies to prevent sexual offending
9	Compassionate and caring towards others	P	N	R	Callous and/or uncaring towards others
10	Prosocial values and attitudes	P	N	R	Antisocial values and attitudes
11	Good self-regulation	P	N	R	Poor self-regulation
12	Good problem-solving	P	N	R	Poor problem-solving
13	Responsive to reasonable guidance and support	P	N	R	Rejecting of reasonable guidance and support
14	Healthy self-esteem	P	N	R	Unhealthy self-esteem
15	Emotional intimacy and close friendship with prosocial peer(s)	P	N	R	Lack of emotional intimacy and/or close friendship with prosocial peer
16	Feels close to and supported by a parent/caregiver	P	N	R	Feels distant from and/or rejected by parents/caregivers
17	Parents/primary caregivers provide warmth and appropriate structure	P	N	R	Parents/primary caregivers fail to provide warmth and/or appropriate structure
18	Strong commitment to and engagement in school and/or work	P	N	R	Weak commitment to and/or engagement in school and work
19	Strong commitment to and engagement in organized leisure activity	P	N	R	Weak commitment to and/or engagement in organized leisure activity
20	Feels stable and secure in current living arrangement	P	N	R	Feels unstable and/or insecure in current living arrangement
<b>Total</b>					

<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>	<b>Category 4</b>	<b>Category 5</b>
<b>Predominantly Protective</b>	<b>More Protective Than Risk</b>	<b>Predominantly Balanced</b>	<b>More Risk Than Protective</b>	<b>Predominantly Risk</b>
Fewer than 10 neutral AND 80% or more of non-neutral are protective.	Fewer than 10 neutral AND more protective than risk by at least 3, AND less than 80% of non-neutral are protective.	10 or more neutral <b>OR</b> Fewer than 10 neutral AND difference between protective and risk of less than 3.	Fewer than 10 neutral AND more risk than protective by at least 3, AND less than 80% of non-neutral are risk.	Fewer than 10 neutral AND 80% or more of non-neutral are risk.