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A QUALITATIVE STUDY OF INCEST OFFENDER IMPLICIT THOERIES

WITH THE USE OF A MODIFIED ASSESSMENT TOOL

By

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ABSTRACT

This study intends to provide some insight into the various Implicit Theories (ITs) harboured by child sex offenders. ITs (Ward & Keenan, 1999) are the distorted beliefs which enable sex offenders to justify their actions and avoid taking responsibility for their offenses. The present study will examine the ITs of various types of incest offenders as these have not been studied in isolation from those of other types of child molesters. Besides facilitating offending, such ITs may act as responsivity barriers in the treatment of incest offenders. The primary aim of this study is to determine the nature of these distorted beliefs through the use of a modified assessment tool, then, do a qualitative analysis of a selected group from the initial sample to determine what these ITs look like in individual or exemplar cases, and finally discuss how such beliefs may hamper treatment success. By enhancing the understanding of these ITs, the study hopes to emphasise on the importance of strategies to avoid the obstacles in the treatment process caused by such distorted beliefs and help therapists achieve improved treatment results with incest offenders.

ITs are currently considered extremely important in understanding the offending behaviour of sex offenders, as well as their attitude towards their offenses and their victims (Brown, Gray, Snowden, 2009). For example, child molesters believe that children incite sexual involvement from them through their actions (for example, sitting in the lap of the offender, hugging or kissing the offender). Such beliefs enable sex offenders to validate their forced sexual intimacy with children and also allow such offenders to justify their continued offenses against their victims (Rice & Harris, 2002). Ward (2002) argued that ITs determine how the offenders interpret their experience with their victims. Offenders are thought

to reinterpret, reject, or reconstruct a sexual offence against a child in the face of an inconsistency between their ITs and the evidence (e.g., the child whom an offender may believe is interested in sex may scream or cry when assaulted rather than appear to be a willing participant), but rarely are the ITs modified (Ward & Keenan, 1999). Some studies have suggested that it takes rather compelling evidence on the contrary for the offenders to consider modifying their ITs (Rice & Harris, 2002). Hence, this study was intended to observe these ITs specifically among incest offenders to determine how they look in exemplar cases. The findings of the study strongly indicate the existence of ITs and that offenders do utilize them in order to justify their offense to themselves and the world around them. The current study also hopes to also shed some light on the importance of taking ITs into consideration in strategizing effective treatment strategies for incest offenders.

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INTRODUCTION AND LITERATURE REVIEW

Introduction:

The last few decades have seen an increasing interest among academics regarding the topic of sexual offenses against children. The treatment and prevention of child molestation cases has become one of the prime aims of many researchers and therapists (Ward, 1988) because of the adverse effects sexual offenses against children have on the victims' mental wellbeing and its increasing prevalence in recent times (Ward, 1988). From a developmental perspective, experiences of childhood sexual abuse are generally assumed to create a severe risk for the children's well-being and further development (psychological, mental and/or physical) enabling the children to develop distorted beliefs of themselves and the world around them (Lanyon, 1986 & Ward, 1988). These distorted beliefs are observed to be affecting the individual's sense of self-image; ideas of self-esteem and self-worth (Kendall-Tackett, Williams & Finkelhor, 1993). Keeping all these and many more important factors in mind, researchers have focused on finding the motives that drive the sexual offenders to commit sexual offenses against children in particular in order to come up with appropriate treatment interventions in order to prevent the occurrences of these crimes (Kendall-Tackett et al., 1993).

Who are child sexual offenders?

Child sexual offenders are a classification of sexual offenders who sexually violate dependent and developmentally immature children who do not or cannot provide their consent (Finkelhor, 1994). However, child sex offenders do not necessarily offend only against children. Offenders who offend primarily against children in general are termed as paedophiles and offenders who offend against children who happen to be related to them in one way or the other (example: daughters, granddaughters, cousins, sisters etc.) are termed as incest offenders (Courtois, 1988). Researchers often maintain that more than 70% of abusers are immediate family members or someone very close to the family (Dube, Anda, Whitfield, Brown, Felitti, Dong & Giles, 2005). And research suggests that these offenders, similar to other identified types of sex offenders in general, are almost always men (Rice & Harris, 2002). Nonetheless, female sexual offenders do exist - women commit 14% to 40% of offenses reported against boys and 6% of offenses reported against girls (Whealin, 2007; Finkelhore, 1994; Dube et al., 2005). However, the present study intends to focus primarily on male incest offenders of different kinds – fathers, grandfathers, uncles, cousins and brothers, due to the limited availability of female incest offense cases. Additionally, there happens to be a limited array of research done on the subject of incest offending. This research intends to shed light on the beliefs that feed the motivation, of this classification of child sex offenders, towards committing an offense against children who are related to them.

Prevalence of child sexual offending:

The prevalence rate of child sexual offending in general is observed to be high enough to need special attention by researchers in the past few decades (Mullen, Martin, Anderson, Romans, Herbison, 1996). However, researchers argue that the chances of all these cases seeing light are significantly low (Bromberg & Johnson, 2001). Unfortunately, the nature of this particular type of offending and also the developmental immaturity of the victims makes it difficult for the victims to come out with the victimization they are being subjected to (Butler, 1996). In light of these limitations, researchers have been stressing the need for greater awareness about this issue (Mullen et al., 1996). Also many academicians maintain that effective measures should be manoeuvred regarding the treatment and prevention of child sexual offending, considering its increase in prevalence in recent times (Butler, 1996). Incidentally, cases of incest offense are even more scarcely brought into light and researchers claim that the number of cases that are reported are a very small part of the magnitude of the actual incidents of incest offense taking place in today's society (Christine, 1988). There are many reasons children do not disclose being sexually abused. Some of the most commonly observed reasons are:

■ Threats of bodily harm (to the child and/or the child's family)

■ Fear of being removed from the home

■ Fear of not being believed

■ Shame or guilt

If the abuser is someone the child or the family cares about, the child may worry about getting that person in trouble. In addition, there is a possibility of children believing that the sexual abuse was their own fault and may not disclose for fear of getting in trouble themselves (Idisis & Oz, 2011). Very young children may not have the language skills to communicate about the abuse or may not understand that the actions of the perpetrators are abusive, particularly if the sexual abuse is made into a game (Herman & Hirschman, 1981). Unfortunately, in many instances, sex offenders weave a web of abuse and secrecy, projecting the offense as a "loving" relationship (Idisis & Oz, 2011). By the time many children realize something is wrong, the violation has begun, and the after effects of the realization often leave the children too scared/ashamed to talk about the offense in public. Ironically, it was also suggested that in some instances, the offenders themselves do not view the offense as bad and might perceive it as a loving relationship (Gannon, Wright, Beech & Williams, 2006). This is observed to be one of the prime reasons for the continued offense against children (Hetman & Hirschman, 1981)

The global prevalence of child sexual abuse has been estimated to be 19.7% for females and 7.9% for males, according to a 2009 study published in Clinical Psychology Review that examined 65 studies from 22 countries. The highest prevalence rate of child sexual abuse geographically was found in Africa (34.4%); Europe showed the lowest prevalence rate (9.2%); America and Asia had prevalence rates between 10.1% and 23.9%. Many studies conducted subsequently reported that there was a considerably high prevalence rate of child sexual abuse in any given country. For example; in a study conducted in India by the Ministry of Women and Child Development, Government of India, on child

sexual abuse (2007), the results indicated that the prevalence of child sexual abuse in the country were significantly high - 53.22% of the sample reported having faced one or more forms of child sexual abuse that included severe and other forms. Among them 52.94% were boys and 47.06% girls.

Similarly studies showed that the rate of sexual abuse against children is a phenomenon needing special attention in New Zealand as well. There are a number of community and child & youth service organizations in the country working towards rescuing and counselling victims of child sexual abuse and also providing treatment and rehabilitation for child sex offenders in order to reduce the re-offending rates of these offenses.

Child molesters and incest offenders:

Research on sexual offenders against children suggests that, sex offenders with child victims can be distinguished from other types of sexual offenders by their relatively greater sexual arousal to children (Seto, Harris, Rice & Barbaree, 2004). Most child sexual offenders happen to be well known acquaintances of their victims; approximately 30% are relatives of the child, most often brothers, fathers, grandfathers, uncles or cousins (incest offenders); approximately 60% are other acquaintances such as 'friends' of the family, babysitters, or neighbours; strangers constitute approximately 10% of the child sex offender population (Whealin, 2007).

Incest offenses are specifically defined as "child sexual abuse offense(s) where the perpetrator is related to the child, either by blood or marriage, is a form of incest described as intrafamilial child sexual abuse" (Fridell, 1990). The most-often

reported form of incest is father-daughter and stepfather-daughter incest, with most of the remaining reports consisting of mother/stepmother-daughter/son incest (Mann, Webster, Wakeling & Marshall, 2007). Father-son incest is reported less often, however it is not known if the prevalence is less, because it is under-reported by a greater margin (Courtois, 1988). Similarly, some argue that sibling incest may be as common, or more common, than other types of incest; Goldman & Padayachi (1997) reported that 57% of incest involved siblings; Finkelhor (1994) reported that over 90% of nuclear family incest involved siblings. Incidentally, incest between a child or adolescent and a related adult has been identified as the most widespread form of child sexual abuse with a huge capacity for damage to a child (Brown, Gary & Snowden, 2009; Courtois, 1998).

Incest offenders and cognitive distortions:

Distinguishing incest offenders from sexual offenders against adults can be effectively done by concentrating on their perception of children in terms of their sexuality and their apparent sexual arousal to children, being comparatively greater than other types of sexual offenders (Seto et al., 2003; Ward & Keenan, 1999). Since this kind of behaviour is prohibited in almost every culture, and there are strong social endorsements against it, incest offenders are observed to be resorting to using rather strong sexually distorted beliefs about their victims, themselves and the environment around them, in order to justify their actions (Nunes, Firestone & Baldwin, 2007). Also, the issue of child sexual offenses, contrary to sexual offenses against adults, is a very sensitive issue to deal with, for both - the offenders and the society he lives in (Ward & Keenan, 1999). Thus,

child sexual offenders are considered to be more distorted in their beliefs and opinions towards children and themselves in comparison with sexual offenders against adults (Ward & Keenan, 1999). These distorted beliefs, in other words, cognitive distortions or implicit theories (Ward & Keenan, 1999; Brown et al., 2009. Gannon et al., 2006) are the prime focus topic of this research. This research aims at examining these rationalizations incest offenders use to justify their offenses and determine how they look in exemplar cases, hoping to facilitate a better understanding, to the therapists and researchers, of the obstacles involved in the treatment of incest offenders.

Child sex offender Implicit Theories (ITs):

Child sex offender ITs are designed around two core sets of mental paradigms – beliefs and desires. ITs comprise of a multitude of distinct ideas and mental concepts, which include propositions about the victims' desires (for example: sexual preferences/ needs/ aspirations) and their sexual beliefs (Ward & Keenan, 1999). These ITs dictate how information or evidence is processed and represented by the offenders. And evidence that does not fit the IT's basic assumption is either discarded or reinterpreted in the light of these core assumptions (Ward & Keenan, 1999).

Offenders' maladaptive ITs include general assumptions about the nature of people and the world, middle-level beliefs dealing with categories of entities, such as women, children, and finally beliefs attributed to a particular victim (Ward & Keenan, 1999). The key beliefs are those that are in the general and middle level; they persist and constitute the conceptual foundation of offenders' interpretations and explanations of victims' actions and mental states (Ward & Keenan, 1999).

Tony Ward proposed that there can be five possible ITs held by child sex offenders – Children are Sexual Objects , Nature of Harm, Uncontrollability, Entitlement and Dangerous World (Gannon, Keown & Rose, 2008; Ward & Keenan, 1999).

1. Children as Sexual Objects:

The primary basis of this IT is that, human beings are, by nature, driven by the need for pleasure and that their desires are sexual in nature. Children are also believed to share the same sexual drives as adults and therefore capable of wanting and relishing sex. The belief that "children are sexual objects and initiate sexual behaviour because they want it" is often viewed to be reasonable and quite beneficial to the child in question (Ward & Keenan, 1999). This IT hypothesizes that children have certain beliefs and specific desires or preferences that enable them to make conscious decisions about sexual activities with adults and that children, like adults, come up with schemes to achieve sexual goals. This IT can lead the offender into interpreting everyday behaviours of children (e.g., holding the hand of the offender, sitting close to an adult) as sexually provocative (Ward & Keenan, 1999). Sexual involvement with children is viewed to be harmless and beneficial to the child in the light of the knowledge that children, through their actions, ask for sexual activity implicitly. Thus offenders holding this IT view their victims to be sexually interested, and any sexual involvement with children is quite natural and in fact in the best interest of the child in question (Ward & Keenan, 1999)

2. Entitlement:

This IT is based on a core belief that some individuals are superior to others and their actions are expected to be accepted without retaliation due to their supreme status. This belief can stem from factors like age, gender, cultural difference, and social class (Ward & Keenan, 1999). Offenders are assumed to be viewing themselves as entitled to special treatment and that their victims are likely to feel secure, flattered and enjoy the fact that their primary role is to satisfy the sexual and emotional needs of the offenders. In this IT, the desires and beliefs of the offender are considered to be of supreme importance and the desires and beliefs of the victim are secondary or non-existent in some cases (Ward & Keenan, 1999). This IT proposes that some individuals are valuable than others and this belief enables the offenders to consider their desires and beliefs to be supreme and unquestionable, thus making their actions towards their victims legitimate and harmless (Ward & Keenan, 1999).

3. Dangerous World:

This IT is based on the core belief that the world is a dangerous place and that all the other people in it are likely to harm the offender in one way or the other. Thus, the offender acts to protect himself by acting offensively against others. There are two variants of this theory. The first one states that it is necessary to fight back in order to protect one's self from people trying to inflict harm on the offender (Ward & Keenan, 1999). Thus children who are viewed to be potentially harmful to the offender are punished or retaliated against through sexual victimization. The second variant of this theory is based on the perception that the world is a threatening place. In this latter variant, the prime focus is on the unreliability of

adults and the dependability of children (Ward & Keenan, 1999). Offenders perceive adults to be extremely harmful and rely on children to provide them with a sense of security and emotional fulfilment. This encourages the offenders to get sexually involved with children. Since offenders view children to be extremely reliable and trustworthy to provide them with love and care without exploiting or rejecting them, they believe that their actions towards their victims are legitimate (Ward & Keenan, 1999).

4. Uncontrollability:

This IT is based on an assumption that human beings are subject to undergo certain events that are beyond their control. For example, emotions and sexual feelings naturally happen and human beings cannot exercise any kind of personal influence to stop or alter them. In some variants of this IT, strong cultural, spiritual or religious factors act as triggers to their distorted beliefs. In other cases, traumatic experiences in their childhood like being molested or physically abused, or a loss of a parent or some other significant figure in their life, may also form the basis of these deviant beliefs (Ward & Keenan, 1999). These uncontrollable factors are assumed to leave the offender with distorted preferences which he views to be beyond his control. Subsequently, offenders believe that the only option they have is to let these desires be expressed. Thus, offenders holding this IT believe that any sexual interactions just happen between them and their victims and they do not have the power to stop or avoid such interactions (Ward & Keenan, 1999).

5. Nature of Harm:

This IT is based on two general beliefs: first, there are degrees of harm and, second, sexual activity in itself is beneficial and unlikely to harm a person. The first belief holds that the degree of harm ranges from little or no painful consequences on one end of the scale, to extreme harm at the other end of the scale (Ward & Keenan, 1999). The possibility of extremely harmful consequences can be mitigated by various factors like the degree of force used, the victim's awareness of the abuse, and the social meaning of the abuse. For example, if the victim is believed to be unaware of the magnitude of abuse done to him/her, if the victim was not physically harmed, if the victim was abused by a stranger or if the victim was asleep while he/she was abused, thus being unaware of the abuse, the victimization is viewed to be relatively less harmless, thus justified. If the offender took care not to hurt the victim too much when he could have, the relatively less harmful act is considered to be legitimate, according to this IT (Ward & Keenan, 1999).

The second belief is concerned with the nature of sexual experience and is based on the core belief that sex is inherently a beneficial experience. This IT focuses on the assumption that all human beings are sexual beings and thus, fulfilling this basic need is extremely beneficial to the victim and is not like to be harmful in anyway (Ward & Keenan, 1999). And any distressing effects of sex are attributed to other factors (e.g., society's perception of sex with children), rather than the sexual experience itself. Thus offenders holding these ITs believe that sexual intimacy with children is actually beneficial to the child and is not likely to harm then since it is a basic human need that is being met (Ward & Keenan, 1999).

In summary, the current study intends to investigate the ITs harboured by incest offenders in particular using the IT of Ward (Ward & Keenan, 1999).

Relevant Research on Incest offender implicit theories:

Unfortunately, there appears to be a limited amount of research done on the topic of ITs of incest offenders in specific. However, the available empirical data suggests that the incest offenders ITs are an important factor for consideration while treating them. By addressing the distorted attitudes and beliefs of the offenders, the therapist may get a concrete understanding of the risk of recidivism, which is treated as one of the most important components of therapeutic interventions (Bhumenthal, Gudjonsson & Burns, 1999). In their examination of the distorted beliefs/attitudes of incest offenders, Rice & Harris (2002) stated that intrafamilial offenders were more sexually divergent as a group than extra-familial sex offenders against children. Another study concerning the cognitive distortions of child sex offenders in specific also had similar conclusions - this particular group of sex offenders seem to endorse considerably more cognitive distortions in association with children and sex (Bhumenthal et al., 1999). Further, in their study, Bhumenthal et al., (1999) found that, child sex offenders have scored higher on the MOLEST scale in comparison with sex offenders against adults, suggesting that there is a significant difference in the extent of distorted beliefs/attitudes held by child sex offenders and offenders against adults. Child sex offenders are observed to be significantly distorted in their thinking, as a result of which they seem to lose the ability to identify societal expectations, whereas, sexual offenders against adults, on the contrary are not found to be so extremely misdirected in this respect. This finding may help to explain the differences in the distorted thinking between child sex offenders and sexual

offenders against adults (Bhumenthal et al., 1999). Hall and Hirschman (1991, 1992) as mentioned in Bhumenthal et al., (1999) suggested that the cognitive distortions of child sexual offenders are more deviant than those of offenders against adults because, sexual offending against adults may be justified with certain culturally supported attitudes available in that particular social group, whereas, it is extremely uncommon to find such culturally supported attitudes to justify the concept of child sex offending. This might explain why child sex offenders often seem to find it easy to endorse justifications like their sexually offending behaviour being a beneficial sexual experience for children or blame their victims or social conditions (Bhumenthal et al., 1999). Gudjonsson (1999a) as mentioned in Bhumenthal et al., (1999), has found a noticeable relationship between cognitive distortions and external attributions, suggesting that the more these offenders try to validate the concept of child sex offending, the more the possibility of them blaming their offence on the victim or social conditions.

Also endorsing the claim that the offenders' history plays a major role in dictating their future distorted beliefs and attitudes towards their victims and themselves, Abel & Rouleau (1995) in their study found that a significant percentage of the sample of child sex offenders admitted to have experiences sexually deviant experiences at an early age – 50% of extra-familial child sex offenders by the age of 16 and 40 per cent of intra-familial child sex offenders by the age of 18. These traumatic childhood experiences may give raise to attachment problems and intimacy deficits, in later years, which might be one of the factors rendering a strong contribution towards deviant behaviours in the individuals; sexually deviant behaviours being one of them (Jones, 2008). Craissati, McClurg and Browne (2002) found in their study that nearly half of their sample of child sex

offenders reported traumatic experiences associated to their own childhood sexual victimization. Childhood abuse and distress in child sex offenders might dictate and ensure their inability to initiate and maintain a romantic relationship with individuals of same age, which in turn might make them believe that a sexual relationship with a child is more secure and meaningful than relationships with adults of their own age (Jones, 2008).

Incest offenders and their deviant sexual preferences:

A study conducted by Rice & Harris (2002), found that father-daughter child molesters generally displayed deviant sexual preferences. In general, it is argued that there can be four possible factors contributing to child sex offenses by fathers of victims: paedophilia; failure of an incest avoidance mechanism; mate deprivation, and psychopathy (Rice & Harris, 2002). Rice and Harris also argued that intrafamilial child molesters often report distorted family relationships in which the daughter becomes the surrogate sexual partner. In another study conducted by Greenberg, Firestone, Nunes, Bradford, and Curry (2008) it was stated that there is a significant distinction between sexual arousal towards children in biological fathers and step-fathers. Biological fathers are considered to be less aroused by the sexual abuse of a child in comparison with step-fathers. This finding is somewhat inconsistent with the idea of paedophilia being one of the reasons behind father-daughter incest. But Blanchard, Kuban, Blak, Cantor, Klassen, and Dickey (2006) argued that the likelihood of a man who offends against a prepubescent child being paedophilic depends on the social relationship he shares with the girl (paternal or nonpaternal) rather than on his biological relationship with the girl. A paternal (biological/step father) relationship increases

the probability of something other than, or in addition to, paedophilia, being the trigger to the molestation.

Blanchard and colleagues (2006) also argued that biological fathers and step fathers who have offended against their daughters show the same degree of arousal towards children in general. Nonetheless, men who offended against girls who are not their daughters showed comparatively more sexual attraction towards children than biological/step fathers who have offended against their daughters. This study also stated that other types of incest offenders (i.e., uncles, cousins, brothers and grandfathers) did not significant differ from men who molested children who are not at all related to them in terms of their sexual arousal to children.

Abel and Rouleau's (1995) study, suggests that 56.1 per cent of child sex offenders in their sample only committed offenses against extra-familial children, while 12 per cent of the child sex offenders committed their offenses against intra-familial children and 23.3 per cent of their sample admitted to have committed their offenses against both extra-familial and intra-familial children. Their results also showed a cross-over effect (Levenson, Becker, & Morin, 2008) in the offenders' preferences pertaining to victim gender. They observed that 67.2 per cent of the sample offended against female children, 11.9 per cent offended against males and 20 per cent offended without any specific gender preferences. Further their results suggested that child sex offenders offending against children who are six and under were significantly more at risk of crossing-over gender and offend against both girls and boys. These offenders were identified to be at a greater risk of re-offending (Jones, 2008)

Risk of re-offending and recidivism in incest offenders:

Interestingly research suggests that the possibility of re-offending among incest offenders in low in comparison with other types of child sex offenders. However, it cannot be negligible. Talking about re-offending and risk, Jones (2008) suggested that there are significant research findings endorsing the idea that offenders who offend primarily against male victims are more at risk of re-offending than offenders who offend primarily against female victims.

There also exist a significant correlation between non-sexual offense histories and risk of re-offending among incest offenders (Smallbone, Wheaton, & Hourigan, 2003). Research conducted by Smallbone et al., (2003) suggested that intra-familial and extra-familial child sex offenders had a wide range of non-sexual offense histories, including violent offenses – 46 per cent of intra-familial and 62 per cent of extra-familial child sex offenders had record of non-sexual convictions. Further, their study identified that over a third of extra-familial child sex offenders from their sample had previous violent convictions in comparison with the 7 per cent of intra-familial child sex offenders who had previous violent convictions. Smallbone et al., (2003) suggested that the more instances of non-sexual offenses, the greater the risk of re-offending among incest offenders.

In order to achieve better treatment success, concentrating on altering the distorted beliefs of these offenders seems to be effective. Treatment research in this area proposes that decreasing the use of cognitive distortions on the part of the offenders can make a positive contribution to preventative therapy (Bhumenthal et al., 1999). Also justifications for sexually offensive behaviour are driven by the offender's motivation to commit the offense. Therefore, the most effective way of

reducing the danger of re-offending in sexual offenders is to understand their characteristics and motivations for offending and how they use them to rationalise their offensive behaviour (Jones, 2008).

However these studies did not examine why these offenders find themselves to be attracted to children and how they use these justifications to support their offensive behaviours again their victims. The current study intends to focus on these aspects.

By identifying the various ITs harboured by incest offenders, with the chief aim to explore the nature of these ITs in this understudied group. In addition, the present study hopes to provide the therapists who work with these men with a keen understanding of incest offenders' ITs which may act as responsivity barriers in the treatment process.

Chapter: Two

Methodology

The primary focus of this chapter is to provide the reader with a detailed outline of the methods used to collect and analyse the data for this study. First, a description of the participants included in this study will be discussed. This will include the process used to recruit participants and any ethical issues that needed consideration. Included in this section is a description of the methods used to analyse the data – a basic idea of how the questionnaires were scored, introduction to quantitative research and qualitative research, and the benefits and limitations to these approaches, the advantages of using a mixed method of research. Insight into the researcher is also included to highlight any biases she may have had during either the interview process or analysis stage. The research procedure is then outlined, followed by the process used to conduct the data analysis.

Participant Sample:

Since the study targets ITs of child sex offenders (incest offenders in particular), incest offenders were recruited to participate in the study. In order to yield the intended results, the sample satisfied the following requirements:

- The sample was comprised of different types of incest offenders – fathers (biological, step and adopted), grandfathers, uncles, cousins and brothers. The sample was comprised of offenders who were already in a therapy group.

Including all the different types of incest offenders in the sample allowed the researcher to explore and gain a comprehensive understanding of the various types ITs of incest offenders. It was unlikely that the sample would be as diverse as hoped, but the more diverse it was the more the hypotheses can be assessed. Also by selecting a sample from a group of offenders who are already in a therapy group, the researcher was able to interact with individuals who were more forthcoming with personal information, in comparison with those who had just entered the program. And since it important for an interviewee to be able to reflect about his/her experiences, to verbalize this reflection and be ready to spend some of his/her time being interviewed (Flick, 2007) an individual who was already in a therapy group was preferred as a participant in the study. Further, it would be an ideal opportunity for the researcher to examine how these distortions act as responsivity barriers, since these individuals were already in a treatment programme.

Description of the participants:

A total of 28 participants gave their consent initially. However, only 26 of them finally completed the questionnaire. The two participants who withdrew from the questionnaire session reported that the questionnaire was too painful for them to answer. This was brought to the attention of the Principal Psychologist at the Special Treatment Unit, in order to ensure that these participants were provided the support needed to deal with any effects the study has left on them.

The initial participant group was diverse in terms of ethnicity. It consisted of a combination of Māori, Pakeha and Indians. The group was diverse in terms of offense as well. The group was an amalgamation of different types of incest

offenders - fathers, grandfathers, cousins, uncles and brothers. The secondary sample which consisted of 5 participants to be interviewed was also diverse in terms of both ethnicity and offender types. The participants group consisted of two step-fathers who offended against their step-sons, one step father who offended against his step-daughter, one grandfather who offended against his granddaughter and grandson and finally the last participant offended against his biological sister.

Sample Recruitment Procedure:

The sample for this study was a referred sample. Participants were identified and recruited for this study with the help of the Te Piriti Special Treatment Unit, The Department of Corrections New Zealand. This organization deals with child sex offender treatment and rehabilitation. Therapists at Te Piriti would personally recommend suitable participants for the study, taking into consideration all the requirements for the sample recruitment.

It was intended that the participant group for this study could ideally be anywhere between 20 – 30 individuals. Therefore, the therapists have identified 28 individuals, 15 from unit: 8 and 13 individuals from unit: 9 of the Te Piriti Special Treatment Unit, Auckland Prison. Further, these individuals were approached by the researcher (for the first time) in the presence of the Principle Psychologist of Te Piriti in order to make the encounter as familiar and non-threatening as possible. The participants where then provided with an information sheet (Appendix: B) detailing the study and what is expected out of them. The researcher was present when the participants were going through the information sheet in order to answer any questions they had regarding the study. After they had a good read of the information sheet, they were provided with a consent form

(Appendex:E) in order to express their consent to participate in the study. The researcher also informed the participants that basing on their responses, they might be chosen for an interview session and that they will be provided with another information sheet (Appendex: C) detailing the aims and expectations of the interview session when the time came and that they would be given an opportunity to consider and provide their consent to the interview. The researcher has done this so that the participants will not be surprised when approached for a follow-up interview.

The participants from the initial sample group were then given code names in order to maintain confidentiality regarding their personal details.

Once the questionnaires were scored and analysed, the researcher short-listed five participants from the initial sample group. These five people formed the secondary sample group. These individuals were once again approached with an information-sheet detailing the aim of the interview and the expectations of the researcher form the interview session. Once they had a good read through the information-sheet and any questions they had regarding the interview were answered, they participants were provided with a consent form to sign. Once the consent was obtained, the interview sessions commenced.

Ethical considerations:

This study was approved by the University of Waikato ethics committee and the Department of Corrections. The researcher also approached the staff at Te Piriti prior to strategizing the research design in order to get guidance towards conducting the study in a way that is as non-threatening to the participants as possible. All participants were informed of their rights as detailed in the

information sheet they were given prior to both the questionnaire administration and the interview. Participants voluntarily consented to participating in this study and were encouraged to ask any questions at any time throughout the process. At the end of the questionnaire session the researcher has informed all the participants that they might be asked to participate in a follow-up interview if they were short-listed after the questionnaires were analysed and all the participants gave their approval. Once the secondary sample was selected, all participants were asked whether they would consent to having the interview taped in order to ensure that the participants' experiences were accurately recorded by the interviewer. Participants were informed that all the information they have provided both the in the questionnaire and the interviews were kept confidential unless it became apparent that there was risk to either themselves or to. Once the participants provided their consent for the initial phase of the data collection, all the 28 participants were given code names to ensure that their names were kept confidential in any further use. This confidentiality was important when considering the power imbalances that existed between the researcher and participants. The researcher was aware that incest offenders may have already experienced stigmatisation, especially within the media and society more generally. It was therefore important to emphasise to the participants that confidentiality was paramount to this study. This was done in a hope to alleviate some of the distrust that may have existed within this population when an unknown outsider expresses an interest in understanding their stories. Further to this, the researcher explained and reassured participants both during the initial questionnaire session and throughout the interview process that they were the experts and there were no incorrect answers to any of the questions that may have

evolved both in the questionnaires and during the interview. The answered questionnaires, the transcripts and audio recordings of the interview were destroyed after analysis and submission of the thesis, as instructed by the participants.

To ensure that the participants were supported both prior to and after the interview; the therapists at the special treatment unit were made aware of the study proceedings in case the participants wanted to seek their support if they felt that any of the discussions during the interview were unsettling at a later stage.

Introduction to Quantitative Research:

Quantitative research refers to a systematic and empirical investigation of social phenomena via statistical, mathematical or computational techniques (Given, 2008). The main purpose of quantitative research is to develop and exercise mathematical models, theories and/or hypotheses in relation to a particular phenomenon (Given, 2008). The core principle that dictates quantitative research is the process of measurement. This process facilitates the understanding of the most essential connection between empirical observations and mathematical expressions of quantitative relationships (Hunter & Erin, 2008). Now coming to qualitative data, it can be defined as any data that represented in an arithmetical fashion such as statistics, percentages, etc. In other words, one can say that quantitative researcher asks precise and to-the-point questions and collects numerical data from participants as answers to the questions (Carter, 1997). The researcher then analyses the data with the help of statistics, in order to come up with unbiased results from the study that can be generalized to a larger populace (Hunter & Erin 2008).

Quantitative research is most commonly used in social sciences such as psychology, economics, sociology, and political science (Hunter & Erin, 2008). In the social sciences, the term qualitative research relates to empirical methods, originating in both philosophical positivism and the history of statistics, which contrast qualitative research methods (Hunter & Erin, 2008). Questioning is one method used in quantitative research. This method involved posing questions to the participants about details of their lives or their experiences. This is the method used in the initial phase of data collection in this study. The research has constructed a questionnaire consisting questions indicative of various sexual behaviours and distorted beliefs held by child sex offenders.

Advantages:

There are many advantages to quantitative research. The most appealing things about quantitative research methodology is that collating the data is very easy (Carter, 1997). Since the data in quantitative research is mainly represented in numbers, it is considerably easier to illustrate it in the form of charts and graphs. This makes the reading and understanding of the results much easier (Carter, 1997).

Limitations:

Even though analysing, representing and presenting a data set in quantitative research method is easy, there are many disadvantages which make this approach not very ideal to all kinds of research (Carter, 1997). One of the disadvantages is that because it's all based on figures, it's not always up to date. It's usually in constant need of updating because numbers change. Looking from the social sciences stand point, the results in a quantitative research are limited as they

provide numerical descriptions rather than detailed narrative and generally

provide less elaborate accounts of human perception (Carter, 1997). Also the

research is often carried out in an unnatural, artificial environment so that a level

of control can be applied to the exercise (Carter, 1997). This level of control

might not normally be in place in the real world yielding laboratory results as

opposed to real world results (Carter, 1997). In addition pre-set answers will not

necessarily reflect how people really feel about a subject and in some cases might

just be the closest match. Lastly, the development of standard questions by

researchers can lead to 'structural' bias and false representation, where the data

actually reflects the view of them instead of the participating subject making

quantitative research method disadvantageous for certain type of research topics

(Carter, 1997).

Introduction to Qualitative Research:

Qualitative research is a process of analysing and interpreting texts and interviews

in order to find meaningful patterns which describe a particular phenomenon or

event (Auerbach & Silverstein, 2003). The purpose of conducting qualitative

research is to achieve a comprehensive understanding of the subjective

perceptions of individuals' socio-cultural framework and the influence this

framework has on their feelings and behaviours (Yardley & Marks, 2004).

Therefore, gaining an insight into the quality of the experience warrants greater

emphasis rather than ascertaining any cause-effect relationships (Willig, 2001). In

order to achieve this, the researcher should avoid predefining any particular

variables for the study, so as to ensure that any meaning attributed by the

researcher does not obstruct respondents from articulating their way of

understanding the phenomenon under investigation (Willig, 2001). Qualitative

data is therefore considered to be rich personal information which relates to a particular individual in a particular place and time (Yardley & Marks, 2004).

In order to investigate and construe this rich qualitative information, it is essential to align the study with a particular theory or epistemological position. Epistemology is a feature of philosophy which is concerned with the theory of knowledge (Willig, 2001). It is a structure which can be used to answer the question; how and what, can we know (Willig, 2001). Further, epistemology necessitates the researcher to think about the nature of knowledge as a concept and the validity and reliability it holds. There are several different epistemological positions that can reinforce qualitative research (Coyle, 2007; Willig, 2001). The epistemological position that best fits the nature and intent of this study is the relativist social constructionism position (Sullivan, 2010; Willig, 2001). This position primarily advocates for the existences of multiples 'knowledges' rather than a single, overarching 'knowledge'. This variability in knowledge is theorised to exist as human experience is influenced by varying historical factors, cultural standpoints and expressions of language (Willig, 2001). Due to such diversity, relativist positions do not assume it is possible to determine a 'truth', but to merely investigate the subjective realities of individuals who are influenced by their value systems, moral beliefs, culture and the like (Sullivan, 2010). As opposed to viewing 'truth' as being something waiting to be found, relativists' define 'truth' as being a phenomenon that we create and develop through the process of making sense of our surroundings (Sullivan, 2010). Language therefore becomes paramount in understanding such realities as it is the medium most commonly used to describe human perception and understanding of the world (Sullivan, 2010).

Advantages:

The key benefits of conducting qualitative research lie in its very nature; as it allows researchers to explore the complex meanings that participants attribute to various phenomena. In this regard, Coyle (2007) highlighted that the researcher has the ability to explore the participants' context and consider the influence this has on their attitudes and beliefs. She defined an individual's context as being far greater than their background, but further refers to the relationships they maintain with partners, family and friends, their occupational networks, their gender, social class, ethnicity, and sexuality. By emphasizing the importance of this information, researchers can begin to understand how it feels to experience particular conditions and the types of coping strategies participants employ in certain situations (Willig, 2001). The capacity to conduct research in such a manner is particularly beneficial when studying the complexities of child sex offenders' rationalizations towards their offenses due to the lack of scientifically validated data that exists (Hughes, 2005). This lack of data makes it difficult for researcher to discuss, with any certainty, the reasons as to why these offenders use particular distorted beliefs to validate their offenses. An exploratory study therefore, allows participants the freedom to discuss the meanings they attribute to their chosen lifestyle without being constrained by any truths that are assumed by the researcher or existing scientific data.

Limitations:

While there are many benefits to conducting qualitative research, there are also known weaknesses to this approach. It may be assumed based on the ideals of qualitative research that the researcher has automatic access to all personal

recollections of the research participants (Coyle, 2007). While it may be the focus of qualitative research to access this personal information, the elucidation of these accounts solely depend on the researcher's best ability to interpret the data (Coyle, 2007). Therefore, the best approach the researcher can adapt to ensure reliable results is a reflective, critical and honest attitude pertaining to his/her role in the analysis of the participants' dialogue. In light of this demerit, qualitative research also requires researchers to be as objective and non-judgmental as possible during the process of information gathering as well as the data analysis phase. Considering the possible existence of a certain level of interest and personal attachment the topic area may hold to the researcher, it is safe to say that a certain extent of subjectivity is unavoidable (Diefenbach, 2009). Even in instances where the researcher does not consider themselves as being either theoretically, emotionally or practically attached to the topic, they still determine what is being researched and how this will occur (Diefenbach, 2009). It is therefore unrealistic to completely eradicate the influence of human factors in qualitative research, but one can minimize the impact of the researcher by being explicit about assumptions, interests and objectives of the research project (Diefenbach, 2009).

The way in which qualitative data is gathered and collated has further created some debate over the ability of consumers to evaluate the worth of qualitative research (Coyle, 2007). Unlike quantitative research, which is evaluated on the basis of statistical calculations, qualitative research relies on a number of different methods and tools that can be used to analyse a data set (Diefenbach, 2009; Forrester, 2010). Commonly discussed qualitative methods include grounded theory, discourse analysis, interpretive phenomenological analysis and thematic analysis (Forrester, 2010). It is this variety that concerns some researchers who

believe that the lack of a single process contributes to a lack of severity (Diefenbach, 2009). Authors of these commonly used qualitative methods have however created thorough and descriptive guidelines on how to analyse data sets in a consistent manner. Despite the intentions of the authors, weaknesses may arise when researchers fail to follow through with the explicit instructions of a given qualitative approach (Diefenbach, 2009).

The Researcher:

As discussed, the effectiveness of qualitative data collection and analysis is partly dependent on the researcher's ability to critically evaluate their attitudes and assumptions around the topic area. After lengthy periods of reflection, the researcher became aware of several pre-existing belief and value systems that may have prompted a desire and degree of enthusiasm to better understand the distorted belief systems of the child molesters which influence the offenders' interpretation of their offenses as well as their perception of the victim.

As an individual who has spent all her life in a third world country where abuse of any kind is something one witnesses on a daily basis, I consider it a natural phenomenon that I grew up wanting to do something about the pervasiveness of abuse present in the society I grew up in. This interest has stayed imbibed in me all through my school years. Thus, I have chosen the fields of Journalism and Psychology as my subjects of interest in my Bachelors and Masters.

During my stint as a journalist and a student of MA Psychology, sexual abuse particularly has become a topic of interest to me, especially in light of the alarming increase of its prevalence in today's world. As a child I have always been interested in the factors that drive an individual towards committing an

offense such as sexual assault and the kind of impact it has on the victims involved. Reading various news reports of sexual offenses in the newspapers almost on a daily basis, while growing up, in my opinion, has made me strongly believe that there is an increasing need for awareness about sexual abuse. It was during this time of my life that I have realised the importance of treatment interventions to help the victims overcome the repercussions of sexual abuse. Consequently, when I crossed paths with a victim of child sexual abuse and was provided with the opportunity to counsel her towards understanding and learning to deal with the abuse she was subjected to, I have taken up the challenge and agreed to make the journey towards recovery with her (this assignment was part of my Masters programme in India). I treated this as an opportunity to learn as much as I could about abuse and the effects it has on the individuals involved. Being confronted with a victim of child sex abuse had changed my whole concept of sexual abuse and brought to my attention, various shocking facts I have never thought existed. This experience has led me to want to do as much as I could as a psychologist, for the victims of child molestations. Little research into this area has made me aware of the shocking reality that child molestation is an offense with increasing prevalence.

Further, my profound interest in exploring the treatment options available for victims of child sex abuse got me interested in forming a forum with victims of child sex abuse. With the help of my first client I have managed to get together a small group of girls who have had similar experiences of sexual abuse to come together. This form allowed them to share their experiences and support each other to communally try to deal with the aftereffects of the victimization they were subjected to. During my time at this forum I have learnt an important lesson

- that every victim is a different individual with a different perspective towards their own victimization, but they have a common motive – deal with the experience as best as they can. This made me doubt that, though every offender is a different person, there should be a common factor driving their motivation to commit the offense. This got me interested in the reasons (in the offenders' opinion) behind the offenses these individuals commit. Also, my research into child sex offending has revealed a shocking fact that almost 50 per cent of child sex offenders are victims of abuse themselves. This made me wonder if this datum has anything to contribute towards motivating the offenders to sexually offend against children. This inquisitiveness, basically made me want to look at the offense from the offenders' standpoint. Thus, I have decided to look into the various distorted beliefs or implicit theories child sex offenders come up with, in order to justify/rationalize their motives to commit their offenses. I was however aware of the bias my deep interest in this topic may have posed in initially constructing the questionnaire and further determining questions for the interview session and latter in analysing the data. While the awareness of existing theories and international research is unchangeable, I developed a semi-structured interview format to allow the participants to discuss factors that are most salient to them with a degree of flexibility.

Further to this, I was aware of the multitude of factors that may have influenced distorted beliefs these offenders harbour in order to justify their offenses. I was therefore open and willing to tailor the interview to best suit the participants' set of circumstances. Furthermore, I detailed a process for data analysis to ensure that my interpretation and influence on the raw data set was minimised.

The influence that I had on participants and the way in which they responded during interview must be also be considered. I am an Indian female in my early 20s. I was aware that this difference in ethnicity and the gender are bound to effect the process of data collection. In recognising these differences I have consulted with the staff at the special treatment unit for guidance into designing the data collection process as unbiased and smooth as possible. I have also been constantly in touch with the cultural advisor at the special treatment unit to advise me about any cultural implication my study might have on Māori men in my subject group. After through discussions and consideration of the advice I was given both by the staff and the cultural advisor I have made sure my approach to the participants would be as unbiased and unthreatening as possible. Also I have made sure that I use the questionnaire administration session as an opportunity to interact with the participants in a safe and non-threatening nature in order to familiarize myself with the participants to ensure the interview session would be as smooth as possible. Also I have made sure I would re-introduce myself and made casual conversation with the participants before the commencement of the interview to attain best results.

I hope that identifying these various distorted beliefs would help the therapists help the offenders realize the gravity of their offenses and work towards preventing a re-occurrence of it in future.

Mixed Methods:

The reliability as well as the distinction between qualitative and quantitative research is widely debatable. Researchers maintain that they may be two approaches can be used to studying the same phenomenon or they may be used at

different stages of the same research example, a research with a qualitative

approach including ideas which can be explored using a quantitative approach

(Dunes, Rumsey, Morris & Gleeson, 2010). Therefore, qualitative and

quantitative research methods when used in combination can achieve good results.

This approach to research which, experts term as mixed methods, have great

advantages to their credit. Using multiple approaches gives the researchers a great

opportunity to exploit the strengths of each approach and equipoise their

individual flaws (Dunes et al., 2010). It could also provide more comprehensive

answers to research questions, going beyond the limitations of a single approach.

Keeping in view all these advantages of using both quantitative and qualitative

approach to a research topic, the researcher has decided to device both the

approaches in research design (Dunes et al., 2010). One of the models of mixed

method studies is the model, where a survey conducted either observation method

or administering questionnaires which are quantitatively analysed and there results

are used in the follow-up detailed individual interviews which are qualitatively

analysed (Dunes et al., 2010). This is the approach the researcher chose to

implement in this study.

Data Collection:

The data collection was done in two different phases. First, the participants were

given a detailed account of the nature and purpose of the study and the

opportunity to consider participation. Once they had given their informed consent,

they were given a structured questionnaire to answer. This questionnaire was

constructed by the researcher, which has true/false questions, intended to give an

insight into the range of sexual behaviours of the offenders. The questionnaire

includes modified items from the Multi-Sex Inventory II (MSI II). This questionnaire was administered on the sample prior to the interview.

Based on the responses provided, the researcher hoped to find at least five participants representing each of the five ITs proposed by Tony Ward, to be interviewed. This constructed the second phase of the data collection. The interview was a semi-structured, non-judgemental one, constructed in order to explore the reasons and justifications behind the responses provided in the questionnaire, by the participants. This specific form of qualitative interviewing allowed the researcher to gain authentic accounts of the individuals' experiences in a flexible yet structured manner. Also, it allowed the interviewer to enquire further about any unique and interesting leads that become apparent in the interview. The interview was however guided by certain topics that have been carefully formulated prior to the interview's commencement. This structure is important for a number of reasons, particularly because the experiences disclosed need to be relevant to the research. Prior to the semi-structured interview commencing, participants' demographic information was collected to give further depth and context to the experiences of the participants interviewed. It was expected that interviews would take between half-an-hour to one hour, however this depended, on how much or little the participants wished to share. Once, the interview sessions were completed, a detailed case report of each interview was written, for further analysis.

Procedure:

After consent was obtained from the participants to partake in the study, the questionnaire was administered. During the administration of the questionnaire,

the researcher was present in the room, explaining certain questions to the participants who did not understand them, in order to help the participants provide as accurate responses as possible. After the questionnaires were answered and returned to the researcher, the researcher ensured the participants that their personal details will be kept a secret and some of them may be approached again for a follow-up interview basing on their responses to the questionnaire.

After short-listing the five participants for the follow-up interview, the researcher approached the five participants again with another information sheet and consent form for the interview. After the paper work for the interview was completed, the researcher made an appointment with the participants for the interview.

Prior to the interview taking place, the researcher asked participants whether they had any questions about the details provided on the information sheet. Participants were then reminded by the researcher of what was going to be asked during the interview and were again reminded of their rights during the interview process. Participants were also asked whether they would consider having the interview recorded. The researcher explained that this was important to ensure their story was recorded in the most accurate way. While the researcher explained that all participant details would be made anonymous, participants were given the option to use an alias if they were concerned about the recorder being used. Once participants agreed that they were happy with the research procedure, they were asked to sign the consent form. The five short-listed participants have provided their consent, however, one of the participants refused to participate in the interview later on. Therefore, another participant was selected and approached again for consent to participate in the interview. The Te Piriti staff were informed

about the participant's withdrawal in order to ensure he got the support needed to deal with any effects the research may have left on him.

A semi-structured interview was utilised to gain insight into individual perspectives of these offenders towards their own offending. This specific form of qualitative interviewing allowed the researcher to gain authentic accounts of the individuals' experiences in a flexible yet structured manner (Seale, 1998). Further to this, it allowed the interviewer to enquire further about any unique and interesting leads that become apparent in the interview (Seale, 1998). The interview (Appendix D) was guided by certain topics that had previously been formulated prior to the interviews commencing. This structure was important for a number of reasons, particularly as the experiences disclosed needed to be relevant to the research. It was further necessary to have had topic areas formulated to ensure that the interview could proceed smoothly to another area of relevance once a topic had been exhausted.

During the study, participants switched between topic areas as they became more comfortable with the interview process and felt compelled to share more personal information. Interviews lasted anywhere from half an hour to forty minutes depending on how many different facets were considered to be important in contributing to youth gang membership. The interview covered the following main areas as suggested within the literature that has previously been discussed;

1.   Background information relevant to their offense. In this section as much information pertaining to the offense as possible was obtained such as:

a)   Gender of the victim.

b)   Age of the victim when the offense was committed.

c)   Relationship between the offender and the victim.

d)   Age of the offender when the offense was committed.

e)   Length of time the offense continued to happen.

2.   Reasons (according to the offender) for committing the offense. In this section, their responses to the questionnaire were used as a primary guide to questioning. Some examples of the responses that guided this section are:

a)   Influence of alcohol, drugs, stress and pornography.

b)   Victims initiated the sexual contact through his/her behaviour.

c)   External factors like lack of sexual and emotional intimacy with sexual partners, reason for committing the offense.

d)   The offense was not as serious or harmful as the victim seems to project it to be.

e)   Offenders are entitled to sexually involve themselves with the victim because of the right they have on the victim by being their father, grandfather, uncle etc.

These offenders were chosen solely because they positively responded to statements representing each of the five implicit theories proposed by Tony Ward. Therefore, the researcher aimed at constructing the interview questions in a way that the reasons why they seem to validate these rationalizations (to justify their offending to themselves and the world at large) where brought out in the course of the interview.

At the end of the interview session the researcher once again read out the main

points shared by the participant throughout the course of the interview, in order to

ensure that the participants were aware of what was being used in the study.

Further the researcher informed the participants that the analysis of these

transcriptions will be available in the final report of the thesis and a copy of it can

be obtained from the Te Piriti if they wanted to have a look at the study.

Data Analysis:

The methodology of data analysis was triangulated down to the test scores,

interview sessions and the analysis of the reasons endorsed by the offenders

supporting their offending. This process is further illustrated in the figure below.

The researcher hopes that these findings may ultimately be helpful to the

therapists while treating these offenders.
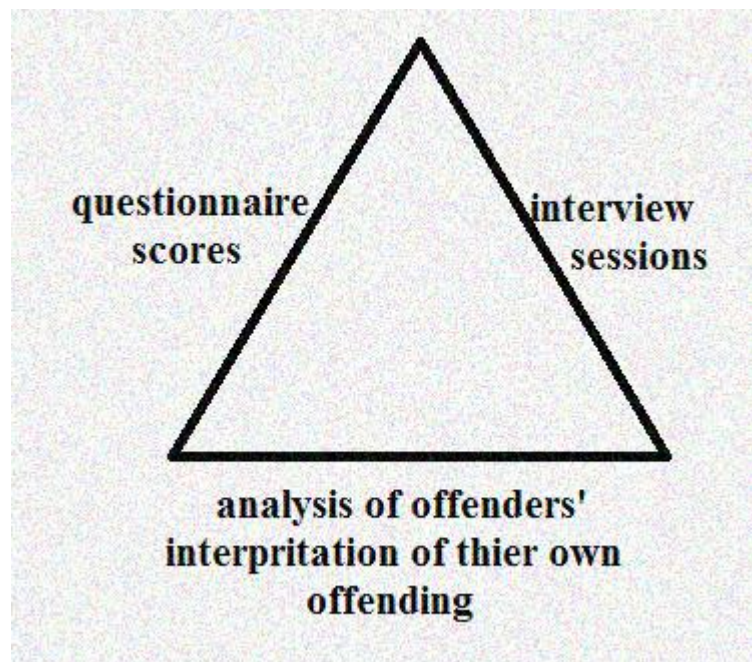
Figure 1.1 Data analysis process.

The procedure of scoring the questionnaire is as follows:

First, the researcher has constructed a template with statements, in the questionnaire, which endorsed each of the five ITs. Then, the questions were divided into five scales to facilitate easy scoring. The responses were classified into five subscales with the help of the template consisting of statements representing the five subscales – Children as Sexual Object, Nature of Harm, Entitlement, Uncontrollability and Dangerous World. The template is represented in the Table 1.1 below:

Table 1.1: Statements from the questionnaire representing each subscale

S.No	Children as Sexual Objects	Nature of Harm	Entitlement	Uncontrollability	Dangerous World
1.	My sexual offense happened because the person asked for it by the way they talked and how they looked.	I think it is okay to have sex with your niece because it is legal in some cultures for uncles to marry their nieces.	My sexual offense happened because I had to keep the person washed and clean.	I am not a mean or bad person and I do not know how the sexual things happened with me and the person who accused me.	Her mother never respected me the way I am supposed to be. This was my way of getting back at her.
2.	My sexual offense happened because the person was overly affectionate and loving.	I am her step/adopted father. And it is okay to have sex with her, since we are not related to each other through a blood relation.	My sex partner is really not interested in sex.	My sexual offense happened because of my having too much alcohol or drugs.	I hold her responsible for my father being hard on me.
3.	My sexual offense happened because the person was sexually "loose" or easy.	I was just trying to kill her curiosity before she goes out, experimenting with some irresponsible kid/boy and ending up pregnant.	My sexual offense happened because my wife/mate and I were not able to talk or understand each other.	I am loving and caring, so I do not know how the few sex things happened between me and the person who accused me.	She was always treated better than I was. This was my way of punishing/getting back at her.
4.	My sexual offense happened because the person led me on all the way.	I always felt she was curious about sex and I just gave her what she asked for.	I did not get caught at my offense right away because I was actually very clever and sneaky.	I have always been very kind and good and I do not know how the few sex things happened between me and the person who accused me.	I never grew out of wanting another child to love me.
5.	My sexual offense happened because the	I did not think it was wrong since I am her	My sexual offense happened because of my	I had been under a lot of stress and the sex play	I have never really felt good enough about myself

	person who I had sexual contact with appeared and acted much older than their actual age.	cousin and it is fine for cousins to have sex.	not having a satisfying sexual relationship.	with the person who accused me just happened.	around most women.
6.	My sexual offense happened because I know the person already had sexual experience and that they wanted it.	It is my hope and desire that I could be as happy as other people are.	My sexual offense happened because I never got a chance to experiment with sex like other kids did and I did not satisfy my curiosity about sex.	I was really mixed up, and the few sexual things that happened with me and the person who accused me, is not like me.	Even people who know me do not seem to understand me.
7.	My sexual offense happened because the person kept coming over to see me and be with me.	I never exposed myself to my victim(s).	I have been good at knowing which child I could get to do sex things with me.	My sexual offense happened because of pornography.	I believe I know who is responsible for a lot of my problems in life.
8.	I will admit there was some sex play between me and the person who accused me but the truth is the person invited it and wanted it.	I exposed myself to my victim(s) to see what their reaction would be.	My sexual offense happened because I tried to help the person with their sexual growth and development.	My sexual offense happened because I was sexually molested as a child.	My sexual offense happened because the person was overly affectionate and loving.
9.	I really thought the person who accused me wanted and liked the little bit of sex play that happened between us.	My victim was not upset when I exposed myself to him/her, so I thought he/she was sexually interested in me.	I did not think it was wrong since I am her cousin and it is fine for cousins to have sex.	Sexual things just seem to happen between me and the person who accused me, I did not plan it.	I think lonely feelings are my most problems.
10.	My sexual offense	I really thought the	Well, I am her father. I	When I was a child, I was	The little bit of sex play

	happened because I thought the person wanted and liked the sex things that happened.	person who accused me wanted and liked the little bit of sex play that happened between us.	have a right on her.	molested over a period of several years.	that happened between me and the person who accused me was because I am not perfect.
11.	I would not have had sex play with the person who accused me if they had not already had experience with sex.	The few sex things that happened were not as serious or bad as what they said I did.	I know that my daughter loves me intensely and would do anything I ask her of.	When I was growing up, I was molested by more than one person.	When I see other families, I can see there is just not much love and affection in my family.
12.	I often felt she made passes at me implicitly.	I like lots of bare skin.	I was just trying to kill her curiosity before she goes out, experimenting with some irresponsible kid/boy and ending up pregnant.	I have a birth defect (a testicle that had not dropped, a urinary opening underneath my penis, spina bifida, undeveloped genitals, etc.) which causes sexual problems for me.	My sexual offense happened because of my physical problems that keep me from having sexual intercourse with someone.
13.	I always felt she was curious about sex and I just gave her what she asked for.	The little bit of sex play that happened between me and the person who accused me is the worst mistake I have ever made and I am sorry and full of regret.	She needs to toughen up to face the big bad world outside and I found sex to be an effective way to teach her that.	My sexual offense happened because of problems in my family.	I have had a lot of family problems and that is why the sex things happened between me and the person who accused me.
14.	I often felt she was sexually attracted to me and came and sat on my lap/hugged me, because she wanted to have sex	The few sex things that happened between me and the person who accused me happened because I did not think it	She needed to be disciplined and I found sex to be an effective way to keep her in check.	The sex things that happened between me and the person who accused me happened because of how I was raised.	Sometimes I have not been able to stop myself from sexually fondling one or more of the children in my family.

	with me.	was that wrong.			
15.	I often felt she implicitly dropped hints about her interest in me and I just gave her what she wanted.	No one really got hurt by the few sex things that happened between me and the person who accused me.	I often felt neglected by my wife and I sought comfort in being sexually intimate with my daughter, who is the only one, who cares for me immensely.	The sex play that happened between me and the person who accused me was an accident.	Love has just not turned out the way I would have liked it to.
16.	My victim was not upset when I exposed myself to him/her, so I thought he/she was sexually interested in me.	Touching has always equalled sex for me.	Sex education is important and as a father, I thought I should teach her by having sex with her.	I slipped for a few moments one time and that is when I think the few sex things happened that I am accused of.	No one seems to care about what has happened to me because of the sex things that happened between me and the person who accused me.
17.	She has been easily accessible.	There have been times that thoughts about sex with a child have been more sexually arousing than anything else.	I am her step/adopted father. And it is okay to have sex with her, since we are not related to each other through a blood relation.	My sexual things happened because I did not get sexual education when I was a young person.	I feel lonely a lot of the time even when I am around others.
18.	My sexual offense happened because the person was overly affectionate and loving.	The little bit of sex play that happened between me and the person who accused me was because I am not perfect.	I think it is okay to have sex with your niece because it is legal in some cultures for uncles to marry their nieces.	I never grew out of wanting another child to love me.	Most of my life, I have been unfairly treated.
19.	I always felt she was curious about sex and I just gave her what she asked for.	I would not have had sex play with the person who accused me if they had not already had experience with sex.	I always found her mother to be very attractive but never got the chance to get sexually involved with her. So I compensated/substituted by	She has been easily accessible.	I think lonely feelings are my most problems.

		having sex with her daughter.	
20.		I never had the opportunity to have sex as a teenager and I am just fulfilling that desire by having sex with a minor now.	I wish sexual thoughts did not bother me so much.
21.		I did not get caught at my offense right away because I was actually very clever and sneaky.	I was sexually aroused and she was easily accessible at that point of time.
22.		My sexual offense happened because I never got a chance to experiment with sex like other kids did and I did not satisfy my curiosity about sex.	

After identifying the statements falling under each subscale, the researcher had given a score of 1 for every 'yes' response while a score of 0 was given to every 'no' response. After the completion of this step, the percentages of 'yes' responses, on every subscale, were observed to determine the reliability of the research tool. In addition to this the total number of 1's obtained by a subject for each subscale were also identified to determine the frequency of distribution, score range, mean and the median-cut for each subscale. This was done with the aim of identifying a suitable subject pool from which the secondary sample group can be selected. The researcher had selected the sample group for the second phase of the data collection via random sampling method. Five subjects were identified for the interview. This group was further approached for consent to participate in the interview session, which was performed with the aim of exploring the reasons behind their validation of a particular IT.

Analysis of the Interview:

The transcripts from the interview were analysed via Thematic Analysis (TA). This is a method used to identify, analyse and report themes in a data set (Braun & Clark, 2006). To ensure that the realities, meaning and experiences of the participants be reported, it is necessary that this data set be analysed rationally with a practical outlook (Braun & Clark, 2006).

Any patterned response that captures something of importance in a data set which is relevant to the research question can be defined as a theme (Braun & Clark, 2006). Thus, the identification of a theme is dependent on the researcher's discretion. There are only few rigid rules determining what constitutes a theme.

Therefore, it is quite necessary that the researcher observe a consistency in the themes (Braun & Clark, 2006).

Themes that are identified in this study will describe the entire data set, emphasizing on the prominent themes that appear across the range of participants. Due to the limited research that has been conducted on the subject of incest offender ITs, it is possible that some detail may be lost in identifying the broad and overarching themes in this area.

Due to the limitations in the existing literature in this area of research, the researcher will be using an inductive form of TA. Nonetheless, this approach is data driven, which means the themes will be identified without them having to fit into any pre-existing categories (Braun & Clark, 2006).

The six steps taken throughout the thematic analysis have been summarised below and reflect those outlined in Braun & Clarke (2006).

Familiarise myself with the data: Become immersed in the data by writing transcripts, listening to the audio tapes of the interviews and reading over the transcripts.

Generate initial codes: After having read over the interviews, the researcher will begin a list of interesting ideas (codes) that have emerged from the entire data set. All data is organised and coded. Distinction between different codes will be made by using different coloured pencils to highlight what data belongs to each code.

Search for themes: This involves sorting the different codes into potential themes. A thematic map will be used at this stage to look into the relationship between codes, between themes, and the different level of themes that may

emerge. From here, themes will need to be refined, combined or may need to be discarded.

Reviewing themes: At this stage, themes are essentially being refined. It may become apparent that some themes do not have enough data to support them and will have to be discarded; some themes are intertwined and can be merged; while other themes may be too complex and will need to be separated. Essentially, the validity of the themes needs to be rectified in relation to the entire data set, and the thematic map needs to accurately portray the meaning of that data set.

Defining and re-naming themes*:* This stage begins when the thematic map produced is accurate. Further analysis of the themes must occur at this stage. It becomes more than merely paraphrasing what was said in the data, moving instead, to asking what is important about a theme and why. Each theme must be considered individually, but also more broadly by asking how that theme contributes to the overarching theme that exists. Any sub-themes must also be identified. At the end of this stage, each theme must be clearly defined and have an appropriate label.

Once the transcripts for in interview were analysed the researcher went forward and wrote detailed case reports for each participant. These case reports were written with the aim of providing a detailed description of the offenders' perception of their offenses and the factors that dictated their motivation to commit the offense with relation to each of the five ITs identified in the first phase of the data analysis.

Chapter: Three

Findings

This chapter looks at the findings obtained from the data analysis. The findings are presented in two sections. Section one presents the findings from the first phase of the data collection – the questionnaire. The questionnaires were analysed via quantitative analysis, which will be discussed in detail in the summary section. The findings are illustrated in tables and figures in this section. Section two comprises of the findings derived from the analysed interview transcripts. These were analysed qualitatively, via thematic analysis. It was observed that one core theme has emerged from the interview transcripts with five sub themes which will be discussed in detail in this section. The core theme that was identifies was Implicit Theories and the five sub themes were Entitlement, Uncontrollability, Dangerous World, Children as Sexual objects and Nature of Harm. The factors that contributed towards the emergence of these main themes will be discussed in detail in the summary section.

Section: One

Questionnaire:

The scores obtained by each subject on each of the subscales indicate that a significant number of subjects have provided responses that endorse each of the five implicit cognitions. The results obtained by the participants on each subscale are illustrated in the table below.

Table 2.1 Scores obtained by each subject on each subscale

Subject Code	Implicit Theories				
	Entitlement	Dangerous world	Uncontrollability	Children as Sexual Objects	Nature of Harm
8A	0	9	6	0	3
8B	0	4	6	0	1
8C	5	9	7	3	8
8D	1	4	8	4	4
8E	7	6	14	11	11
8F	7	4	8	2	6
8G	14	16	11	8	12
8H	1	12	11	13	5
8I	9	15	9	2	5
8J	2	6	8	0	3
8K	12	10	11	8	8
8M	8	3	2	1	5
8N	1	1	3	0	2
8O	8	3	12	0	5
9B	9	11	16	5	6
9C	12	8	8	8	14
9D	7	13	11	12	12
9E	0	3	5	1	2
9F	9	13	10	7	5
9G	1	2	8	1	3
9H	0	0	1	1	0
9I	11	5	8	8	4
9J	1	1	4	0	1
9K	1	5	6	5	3
9L	7	19	16	8	11
9M	1	3	11	2	7

In summary the scores indicate that there is a significant distribution of scores on each subscale. Further looking at the percentages of the scores obtained on each subscale, the researcher observed that out of the five IT's, Uncontrollability has scored the highest, followed by Dangerous World and Nature of Harm and Entitlement. Children as Sexual Objects Implicit Theory, appears to have scored the least among the five. The subscale Entitlement has scored 27.27% of positive answers to statements endorsing this IT. The Dangerous World subscale has obtained 41.29 % positive answers. The subscale Uncontrollability has scored 44.13 % positive responses. While the subscale Children as Sexual Objects has scored 26.11 % of positive responses and the subscale Nature of Harm has scored a percentage of 33.40 positive responses. These findings are illustrated in the Figure: 1.3.
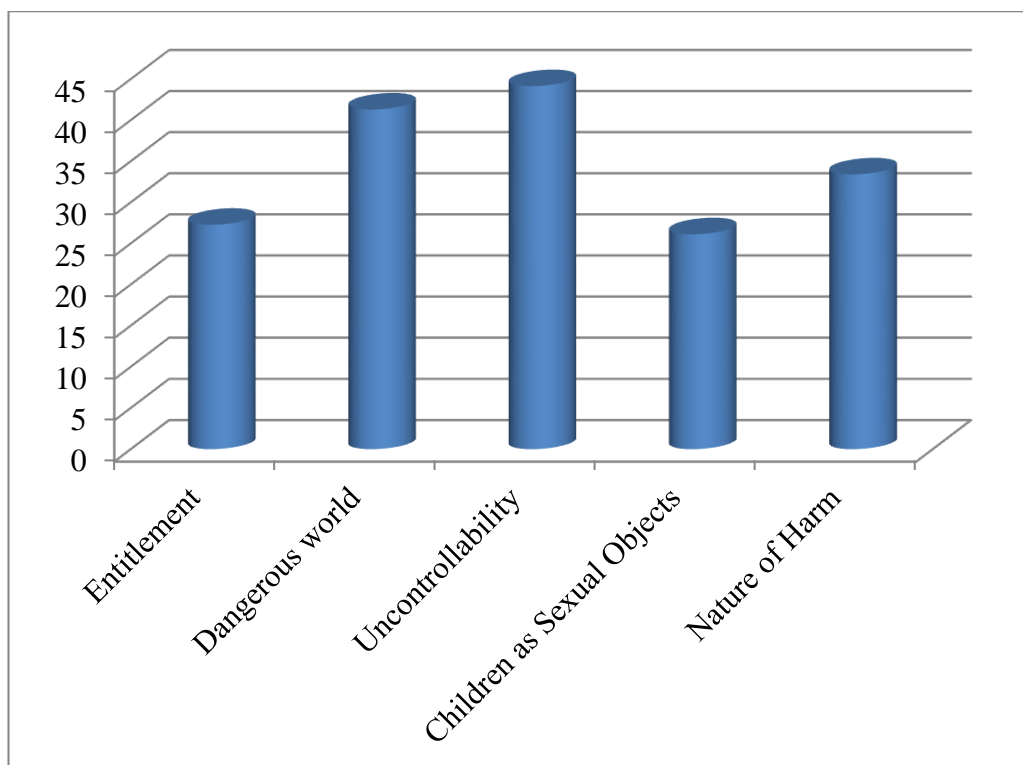
Figure: 1.2 Percentages of 'yes' answers for each subscale

Further the researcher has used the above information to identify the frequency of distribution of scores obtained on each subscale, in order to determine a suitable subject pool for each subscale. This is done to facilitate the selection of the secondary sample to conduct the follow-up interviews with. The objective was to find at least five participants, from the subject pool, representing each of the five implicit cognitions.

Entitlement:

Score 1 was observed to have the highest rate of incidence while scores 14, 11, 5 and 2 shared the lowest frequency on this subscale. However, 0, 1, 2, 5, 11, 14, 8, 12, 7, 4, 9, 3, were seen as recurring scores. Further the frequency distribution of the scores and their frequency percentages have been illustrated in Table 3.1.

Table 3.1: Frequency Distribution for Entitlement Entitlement	Frequency	Frequency Percentage
0	4	15.3%
1	7	26.9%
2	1	3.8%
5	1	3.8%
7	4	15.3%
8	2	7.6%
9	3	11.5%
11	1	3.8%
12	2	7.6%
14	1	3.8%
Total:	26	100%

Dangerous World:

The frequency distribution of the scores obtained on this subscale indicate that the scores 0, 2, 8, 10, 11, 12, 15, 16 and 19 were observed to have frequented least number of times while 3 & 4 appeared the highest number of times. Nonetheless, the scores 0, 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16 and 19 were observed to have reoccurred throughout the scale. The frequency distribution of the scores and the frequency percentages are further illustrated in the Table 5.1.

Table 4.1: Frequency Distribution for Dangerous World

Dangerous World	Frequency	Frequency Percentage
0	1	3.8%
1	2	7.6%
2	1	3.8%
3	4	15.3%
4	3	11.5%
5	2	7.6%
6	2	7.6%
8	1	3.8%
9	2	7.6%
10	1	3.8%
11	1	3.8%
12	1	3.8%
13	2	7.6%
15	1	3.8%
16	1	3.8%
19	1	3.8%
Total:	26	100%

Uncontrollability:

The scores obtained on the subscale, Uncontrollability indicate that the scores 1, 2, 3, 4, 5, 7, 9, 10, 12 and 14 have appeared with the lowest frequency 8 appeared with the highest frequency. Further, the scores 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14 and 16 were observed to have frequented throughout the scale. The frequency distribution of the scores on this subscale and their frequency percentages are illustrated in the Table 5.1.

Table 5.1: Frequency Distribution for Uncontrollability

Uncontrollability	Frequency	Frequency Percentage
1	1	3.8%
2	1	3.8%
3	1	3.8%
4	1	3.8%
5	1	3.8%
6	3	11.5%
7	1	3.8%
8	6	23.1%
9	1	3.8%
10	1	3.8%
11	5	3.8%
12	1	3.8%
14	1	3.8%
16	2	7.6%
Total:	26	100%

Children as Sexual Objects:

The scores obtained on the subscale Children as Sexual Objects indicate the scored 3, 4, 7, 11, 12 and 13 have appeared with the lowest frequency, while 0 appeared with the highest frequency. The scores 0, 1, 2, 3, 4, 5, 7, 8, 11, 12, 13 were observed to have recurrently appeared throughout the scale. The frequency

distribution of the scores on this subscale and their frequency percentages are further illustrated in the Table 6.1.

Table 6.1: Frequency Distribution for Children as Sexual Objects

Children as Sexual Objects	Frequency	Frequency Percentage
0	6	23.1%
1	4	15.3%
2	3	11.5%
3	1	3.8%
4	1	3.8%
5	2	7.6%
7	1	3.8%
8	5	19.2%
11	1	3.8%
12	1	3.8%
13	1	3.8%
Total:	26	100%

Nature of Harm:

The scores obtained on this subscale indicate that the scores 0, 7 and 14 appeared with the lowest frequency, while 5 appeared with the highest frequency. Further, the scores 0, 1, 2, 3, 4, 5, 6, 7, 8, 11, 12 and 14 were observed to have frequented throughout the scale. The frequency distribution of these scores and their frequency percentages are further illustrated in the Table 7.1.

Table 7.1: Frequency Distribution for Nature of Harm

Nature of Harm	Frequency	Frequency Percentage
0	1	3.8%
1	2	7.6%
2	2	7.6%
3	4	15.3%
4	2	7.6%
5	5	9.2%
6	2	7.6%
7	1	3.8%
8	2	7.6%
11	2	7.6%
12	2	7.6%
14	1	3.8%
Total:	26	100%

Further looking at these scores in terms of the distributions by subscale allowed the researcher to determine whether they permit selection of a group likely to endorse the particular implicit cognition for the second phase of the data collection. The researcher went forward and identified the mean, median and score range of the obtained scores for each subscale. This allowed the researcher to use median score to conservatively select a random interview sample likely to endorse the particular implicit beliefs. The mean, median and score range are represented in the Table 8.1

Table 8.1: Mean, Median and Score Range for each subscale.

Implicit theory	Mean	Median	Score Range
Entitlement	5.1	7.5	14
Dangerous World	7.1	8.5	19
Uncontrollability	8.4	7.5	15
Children as Sexual Objects	4.2	5	13
Nature of Harm	5.6	5.5	14

In summary these scores indicated that there is a good distribution of score on the subscale Entitlement, although skewed low, the median score 7.5 which is the cut-off indicated that participants falling on the range of 8 and above which gave a number of offenders (n = 9) from which the interview sample has been randomly selected.

For the subscale Dangerous World, the scores show a good distribution - normal distribution where the median score is 8.5. This is used as a cut-off score making participants belonging to the range of 9 and above, potential subjects for selection. This gave a number of offenders (n = 10) to randomly select from, for the interview.

For the subscale Uncontrollability, the scores indicated that there is a best distribution of scores – normal distribution, with a median score of 7.5. This

constitutes the cut-off score making all the participants falling in the range of 8 and above ideal for selection. This gave more than half the offenders (n = 17) to randomly select the interview sample from.

For the subscale Children as Sexual Objects, the scores indicate that there is a good distribution although skewed low. The median score, 5 was used as a cut-off which gave a number of offenders falling in the 6 and above range (n = 10). The interview sample was randomly selected from this number.

For the subscale Nature of Harm, the scores again indicate that there is a good distribution although skewed. The mean, 5.5 was taken as the cut-off which allowed all the participants falling in the range of 6 and above ideal for selection. This gave a number of offenders (n = 10) to randomly select the interview sample from.

Finally the researcher has selected five participants, one each from each of the five subscales to conduct the interview.

Section: Two

Interview:

After conducting a comprehensive analysis of the interview transcripts, it was

apparent that one core theme has emerged with five sub themes. The core theme

was Distorted Beliefs. The five sub-themes were the five Implicit Theories (ITs) -

Entitlement, Uncontrollability, Dangerous World, Children as Sexual Objects and

Nature of Harm. There were a number of aspects that have emerged through the

course of the interview which were observed to contribute to the distorted beliefs.

These distorted beliefs were further witnessed to be the primary causal factors to

the continued offense. The core theme and its major sub themes are illustrated in

the Figure 1.2. The distorted beliefs observed and the ITs that have emerged as a

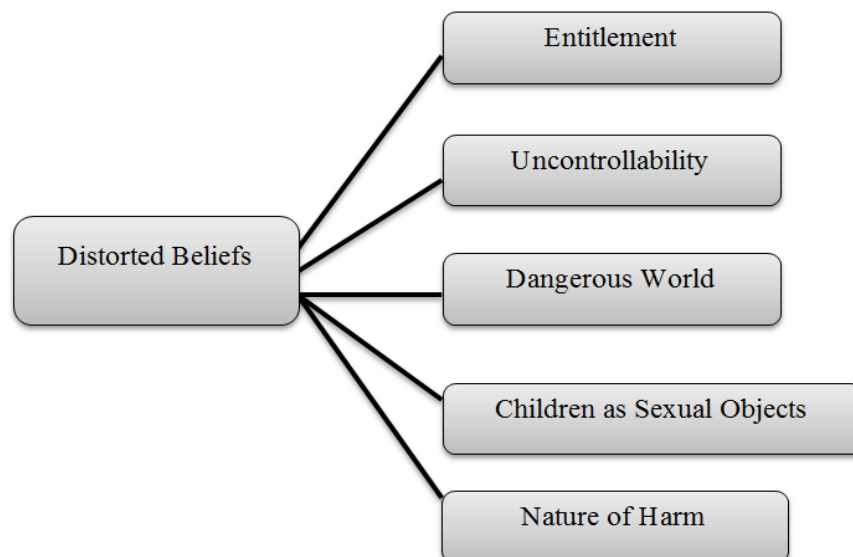result are discussed in detail in this section.

Figure 1.3: Summary of the core themes of this data set

Distorted Beliefs are considered to be the forces driving the motivation (of the sex offenders) towards committing their offenses. These distorted beliefs are primarily observed to be driven by the offender's tendency to perpetually misinterpret information to fit their beliefs (Ward, 2000). Therefore, the distorted beliefs or justifications which are studies and discussed in this study were observed in the offender's perception of their offenses, to determine the extent of distortions in their beliefs. Throughout the interview session a number of these justification were observed to emerge, which were observed to have aided the offenders to rationalise their continued offenses towards their victims. Here are some examples of these beliefs that were observed:

"I believe that my sexual offense happened because my partner and I were not able to talk or understand each other. Especially we were not able to communicate about out sexual fantasies and that, I think is the main reasons why I felt inclined towards molesting my victim"

"I was angry at my partner for not respecting me enough. I saw molesting her kids looked like the best way to get back at her for not treating me the way I wanted to be treated. At that time, I did not think it was wrong because it was simple revenge for me, more than anything."

"I am by nature a very sweet and loving person. I do not know how the offenses happened! I think I was drunk and that is why I did what I did. I am sure I would not have done it if I were not drunk."

"Of course she wanted it! Her behaviour was a big signal for me! It felt like she was asking me to have sex with her with every gesture she made."

"She wanted it! She used to ask me to have sex with her. I used to refuse. It was annoying when she asked for it. She used to make sure I was drunk or on drugs before she came to me so I could not refuse. It was not my fault! She asked for it and she got it."

"My kids love me some much. I know that! And I also know that they would do anything I ask of them. I needed love and they loved me so much and made me feel like I belonged with them. They made me feel wanted. And I could not help it. Sex is an expression of love for me. So I had sex with them in a way of showing my love towards them."

The above and a significant number of statements of distorted cognitions direct towards the possibility of these offenders embracing cognitive distortions to justify their offenses. These distorted beliefs, which are termed Implicit Theories by Tony Ward (2000) provide a clear understanding of how these offenders perceive themselves, their victims and the world at large. These IT's which were further explained as the "causal-explanatory framework" go on to provide an insight into the reasons why (in the offenders' opinion) the offenders indulge in victimizing their victims. Further, relating that to the context of the subject of the present study - child sex offenders, specific IT's are employed to infer the mental state, present behaviour and future behaviour of their victim's together with their victim's beliefs, desires and attitudes (Ward & Keenan, 1999). The distorted belief statements expressed by the subjects in the interview sessions, draw attention to the conformation that these offenders harbour IT's in order to rationalise their actions towards their victims.

Now, let us look further into the sub themes that have emerged from the distorted beliefs – Entitlement, Uncontrollability, Dangerous World, Children as Sexual Objects and Nature of Harm.

Entitlement:

The interview participant has expressed that the primary cause of his offense, according to him was the "lack of sexual intimacy with his partner." Participant explained that the lack of intimacy caused anger which in light of the easy availability of the victims have given raise to thoughts of vengeance, which the offender viewed, could be achieved by sexually victimizing the children.
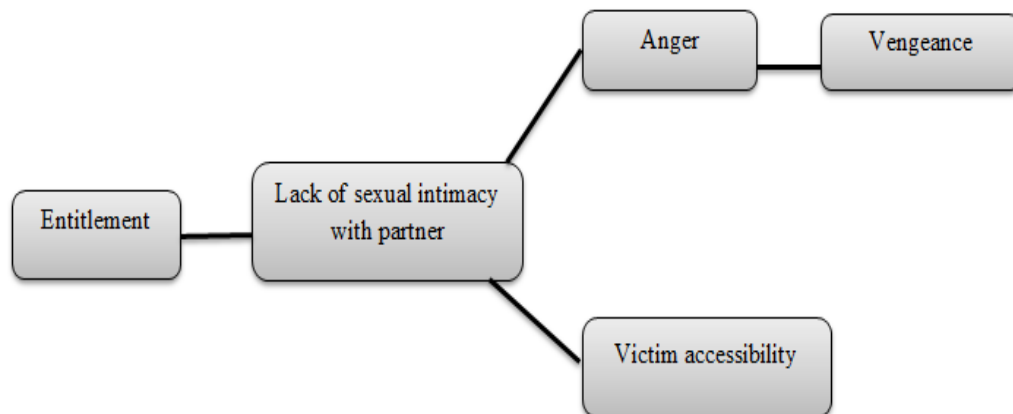
Figure: 1.4 Summary of factors leading to offense on Entitlement theme.

"I was left baby-sitting the kids and I that restricted me from spending time for myself. This made me very angry and made me want to seek revenge."

"There were there! Two naked bodies in front of me! What did you expect me to do? I did I because it was to be. That's all. As it is, I do not get it from my partner. I had to get it from somewhere and it felt like they were there to do just that."

"I did not believe it was wrong then."

Above are some of the examples of the offense supportive statements which the participant has provided which point clearly towards ITs suggesting his perceived superior position over his victims. ITs which fall under the heading of Entitlement refer to offenders holding believes that they are superior to others, putting them in a position of special treatment. Due to this special position they believe that they have the right to demand the sexual intimacy from their victims (Ward & Keenan, 1999). Therefore, the experience recounted by the participant about perceived right he felt over his victims as a result of the lack of sexual intimacy from his sexual partner, ascertain that the distorted beliefs shared by the participant through the course of the interview are representative of Entitlement.

Uncontrollability:

The interview participant has expressed that there were many external factors contributing to his offense. According to his explanation, lack of communication between him and his partner, has rendered him helpless, and out of control. Further, this factor, together with alcohol and stress, has played a vital role in feeding him motivation towards indulging in sexual intercourse with his victims.

"I feel me and my partner were not able to discuss a lot of things in general and out sexual fantasies in particular. This I think was one of the reasons why I did my offenses. Also I was very stressed out and was drunk which made me weak in will."

"I was brought up by a very strict father which made me feel unloved and not getting enough love from my partner made me feel totally out of control which made me commit my offenses."

"My kids were so loving towards me I could not help it. And sex for me is a way of expressing love and so I did it."

"I say a lot of factors contributed to my offense, but lack of communication and the subsequent stress were the major reasons."

Above are some examples of some of the offense supportive statements expressed by the participant, which clearly indicate that the offender entertained distorted beliefs about himself, his victims and the nature of sexual contact. His distorted beliefs distinctly suggest Uncontrollability. This IT refers to beliefs that the world involves emotions, events, sexual feelings & thoughts and emotions, which are out of the individual's control (Ward & Keenan, 1999). Therefore, the sexual intercourse between the offender and the victim is considered to be out of the offender's control. Henceforth, the justification that the participant provided throughout the course of the interview are suggestive of Uncontrollability.
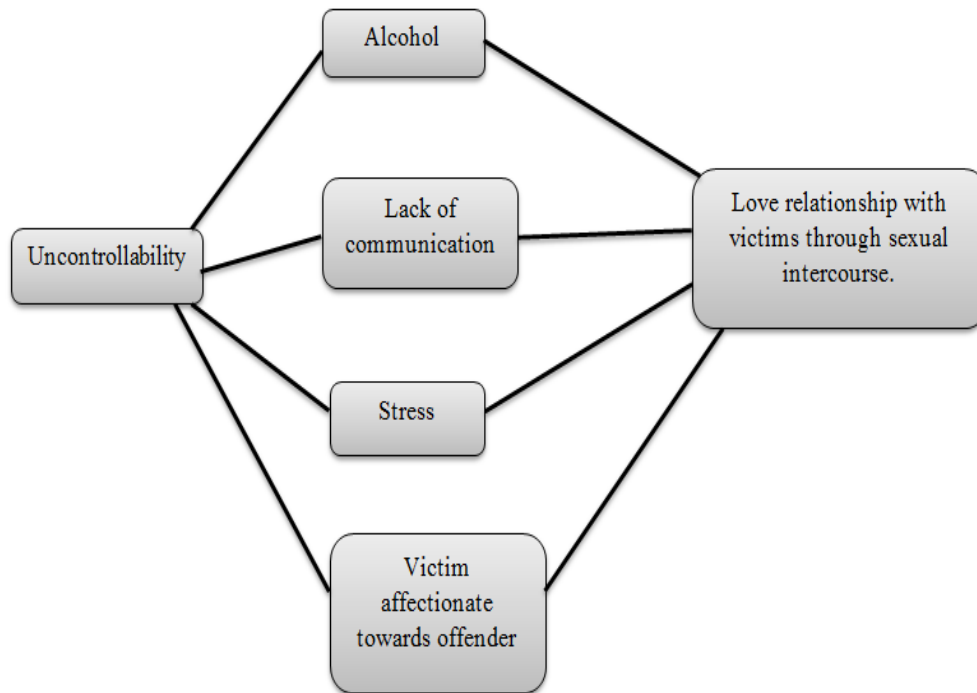
Figure 1.5 Summary of factors contributing to offense on Uncontrollability theme.

Dangerous World:

The interview participant expressed that there were various factors that contributed to his offense. According to the participant, "the world seemed a better place" when he was with his victim. The participant also expressed that he felt he was often misunderstood by others and felt uncomfortable around women his age. His perceived discomfort around women, according to him, was a result of his belief that women are not safe to be with because of the possibility of being rejected.
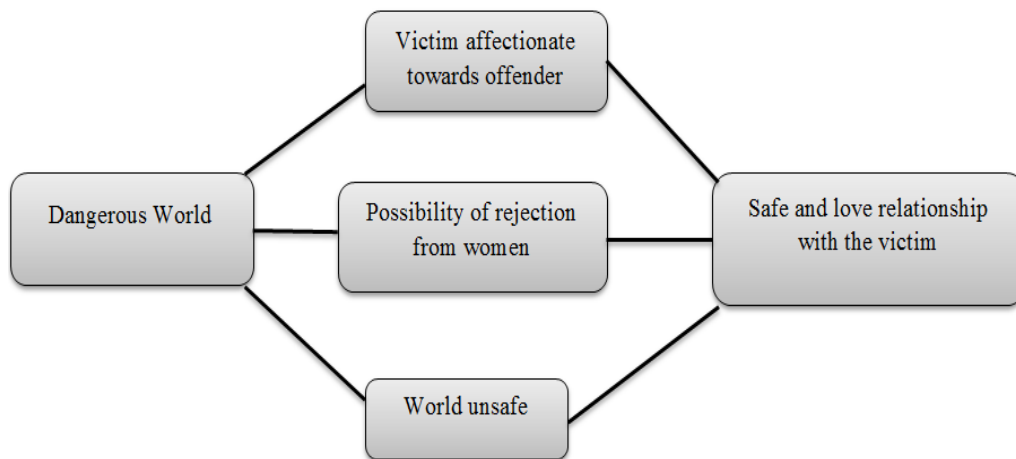
Figure 1.6 Summary of factors contributing to offense on Dangerous World theme.

"I never felt comfortable around women my age because they reject you! Kids for some reason do not happen to do that to you. My kid was so loving and affectionate towards me, he made me feel safe and loved! So I did what I did."

"I often think I am misunderstood by people and that they don't like me."

"My kid was so ready to do anything for me! Always coming into my room and asking me if I needed anything, he would do anything for me. That is how much he loves me."

"If I think about it, my kid made me feel better and happy in comparison with how my partner made me feel. He made me feel like it is okay to trust someone in my life."

Above are some of the examples of the offensive supportive statements the participant has expressed which indicate the use of the Implicit Theory Dangerous World. One strand of the IT Dangerous World emphasises the offenders' interpretation of the world being a threatening place (Ward & Keenan, 1999). The key feature of this belief is the outlook that adults are threatening, untrustworthy

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and highly capable of rejection, while children on the other hand are more dependable, acceptable and less likely to take unfair advantage of the offender (Ward & Keenan, 1999). This makes children as potential objects for a loving relationship which is expressed in the form of sexual intimacy with the children. Keeping the above explanation in view, it is safe to say that the participant's disclosure of his distorted beliefs is representative of Dangerous World.

Children as Sexual Objects:

The interview participant expressed that there were some external factors that contributed to his offending behaviour. According to him, the sex was initiated by his victim. The participant has quite particularly expressed that his victim wanted it and that she would ask for it as opposed to the claims that he initiated the sexual intercourse.
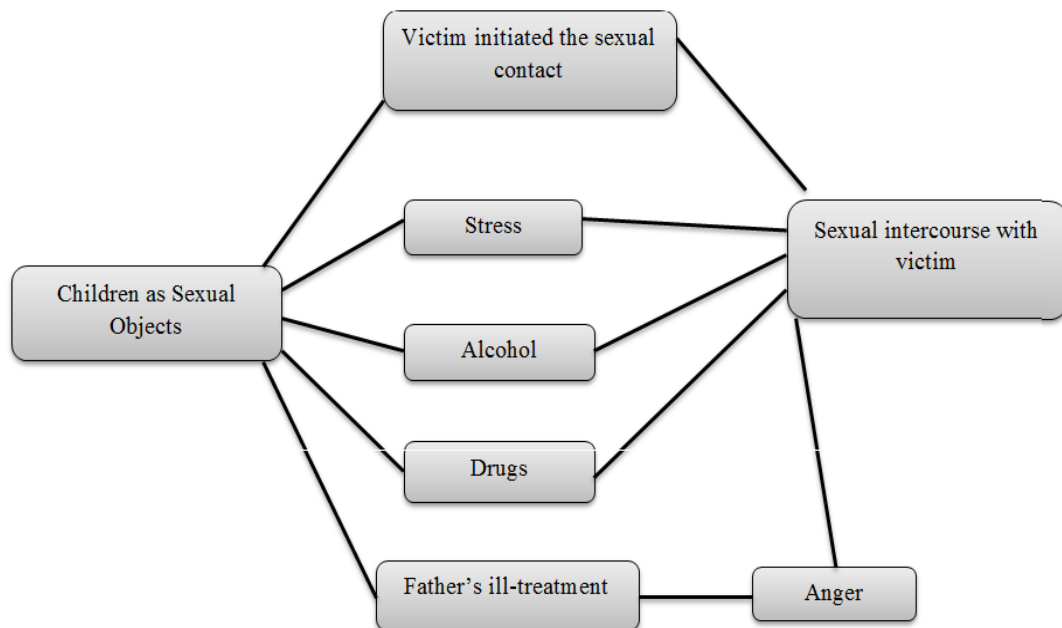
Figure: 1.7 Summary of factors contributing to the offense on Children as sexual Objects theme.

"She wanted it! She used to ask me to have sex with her. I used to refuse. It was annoying when she asked for it. She used to make sure I was drunk or on drugs before she came to me so I could not refuse. It was not my fault! She asked for it and she got it."

"I was not getting paid at work properly and I was quite stressed about it and that coupled with her forcing me for sex made me quite stressful and I used to do drugs and drink more and then it would happen because she would ask me to have sex with her!"

"I hold her responsible for my father ill-treating me. I always used to get blamed for her faults and I thought she deserved what she got from me. She asked for it and she got it!"

Above are some examples of the offense supportive statements expressed by the participant through the course of the interview. These distorted beliefs distinctly suggest that the participant used Children as Sexual Objects IT to justify his actions. This IT refers to beliefs that children both relish and crave the pleasure that comes from sexual intimacy (Ward & Keenan, 1999). Also, that children are capable of making informed decisions about sexual behaviour and that it is in fact beneficial for the child to indulge in sexual intercourse (Jones, 2008). Considering the above explanation and the statements shared by the participant in the interview session, it is indicative that the participant used Children as Sexual Objects IT.

Nature of Harm:

The interview participant expressed that there were several external factors that contributed to his offending. Particularly, the participant has expressed that the sexual violation that he has committed was not harmful to the victim in his opinion.

"I was drunk when it happened. I do not remember most of it."

"What I remember is quite in contrast to what was reported to the authorities by the victim. I only remember doing it once. I definitely do not think it was as harmful, to anyone, as they say."

"I was very angry and stressed which I think were some of the reasons why it happened. I also believed she loved me so much because she was so intimate with me. I think that stuck in my mind and led me to do what I did. But I do not remember it being as bad as they say it is."

In summary the above examples of the participant's expression of offense supportive statements in the interview indicate that he harbours distorted beliefs about himself, his victim and the nature of his offense. Nature of Harm IT refers to the offender's understanding of the severity of the sexual offense he/she had committed (Ward & Keenan, 1999). Also this belief refers to the perception that the sexual contact is in fact beneficial to the child and is not likely to cause any harm (Jones, 2008). Therefore, the offender's opinion that the offense was not harmful in nature because he does not remember what exactly, clearly suggests the use of Children as Sexual Objects IT in order to justify his actions towards his victim. In addition, the participant's expression that, he does not believe he has

not do it the number of times the victim claims that he has, so it is not as bad as it

is claimed to be, supports the notion that the offender harbours this particular IT.
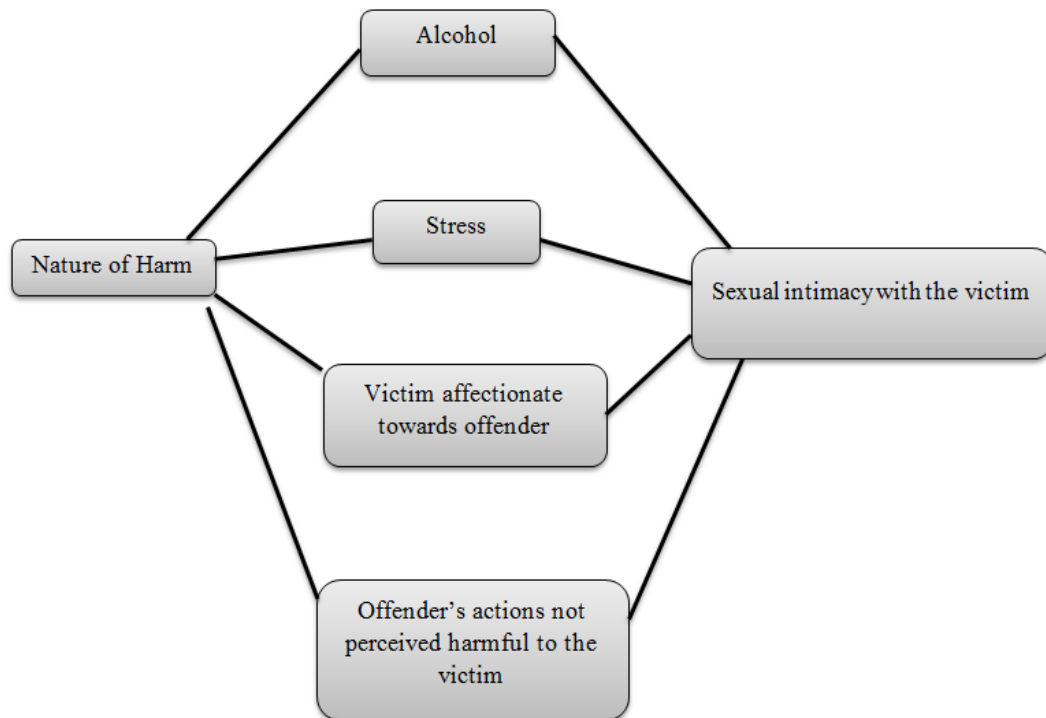
Figure: 1.8 Summary of factors contribution to offense on Nature of Harm theme.

<center>**Section: Three**</center>

Discussion:

The findings obtained from the analysis from both the questionnaire phase and the interview phase; indicated that these offenders do in fact use various Implicit Theories in order to justify their actions. The findings from the quantitative analysis of the questionnaire strongly suggested the incidence of offense supportive statements in the participants' responses. It was observed that the participants seemed to endorse highest number of distorted beliefs representative of Uncontrollability while they seemed less inclined towards statements endorsing Children as Sexual Objects. Nonetheless, the incidence of each of the five implicit theories by the of offenders' offense supportive beliefs was obvious.

Further, the interview had provided a deeper and comprehensive understanding of how these ITs look and dictate the offenders' perception of the world and themselves, in real life cases. The researcher has examined the police summary of facts (which were made public after conviction) about each offender in the interview sample, to check the authenticity of the experiences shared by the participants regarding their own offending. These comparisons had ultimately proved that the stories recounted by the offenders were indeed in conflict with the reality, which clearly indicates that, the practice of using ITs in order to justify their own offending to themselves and the world. Subsequently, the interview sessions have also brought forward various issues of concern. The participants have expressed deep beliefs in the offense supportive statements they have shared. For example, one participant has adamantly claimed that his victim has initiated sex regardless of his constant refusal to indulge in any sexual activity, while

another participant claimed that he believed that the offense he has committed was not as bad or harmful as the victim claims it to be because he was under the influence of alcohol at the time of the offense and that he does not remember most of what had happened. This consequently made him believe that he his offense was not "as bad" and also he claimed that there is a discrepancy in the victim's report. According to him the offense only happened once, while the victim claimed that it happened three times. This clearly suggests that these offenders evidently have not accepted their offense as an act of choice on their part, but rather a result of external forces.

In addition, all the participants in the interview have at some point or the other claimed that one of the reasons for their offense was alcohol, drugs or lack of communication between them and their partners. This visible implies that they hold external influences responsible for their offenses rather than their own choice to commit the offense (Blumenthal et al., 1999).

As discussed in the relevant research found on the subject of child molester implicit theories with specific focus on incest offenders, ITs are distorted beliefs emerging from underlying causal theories about the nature of themselves, their victims and the world (Burn & Brown, 2006). Keeping in view the above argument, it is safe to assume that the offenders in the sample group clearly harbour distorted beliefs about themselves, their victims and the world which facilitated their motivation to both initiate and maintain their sexual abuse towards child victims.

In light of the fact that the incidence of re-offending in incest offenders is significantly low (Jones, 2008), there was a limited array of research done on the

subject of incest offender ITs. Nonetheless, the prevalence of this kind of

offending is increasing in today's time, which calls for treatment interventions to

increase the recidivism rates of incest offense. Also, it was pointed out earlier that

the interview findings suggest that the offenders hold their distorted beliefs very

strongly. Thus identifying these cognitive distortions which dictate the initiation

and the continued maintenance of their offending will obviously enable the

therapist in get to the root of the problem. In a case of strongly held distorted

belief systems, one requires compelling evidence on the contrary to change or

eliminate the wrongly held beliefs (Rice & Harris, 2002). Gaining a thorough

understanding of these beliefs is the first step towards an effective treatment

intervention (Rice & Harris, 2002). So it is imperative to concentrate on these

strongly held beliefs in order to help the offenders unlearn their deeply rooted

beliefs and make them realise the effects the offense had on their victims (Rice &

Harris, 2002). This might help the therapists come up with interventions which

could in turn help the offenders control their desire to commit the offense. This

research was done with the primary objective to shed light on these distorted

beliefs and point out how they look in model cases, to provide a comprehensive

understanding of these beliefs.

Conclusion:

This research distinctly brought into light, the various distorted beliefs the incest

offenders, in the sample group, use in order to help them validate their offensive

behaviours to themselves and the world at large. These beliefs were also found to

be strongly imbibed in the offenders' minds, restricting them from seeing the

reality of their offensive behaviours, consequently, facilitating the continued

maintenance of their offenses. However, further research in this area is strongly

recommended, keeping in view the restricted array of research done on this

subject. The recent times have seen an increasing need for effective intervention

to eradicate the incidence of incest offense. Although there are various numbers of

organizations and institutions providing counselling and help for victims of child

sexual abuse, the increasing existence of child sexual offenders in the society does

not help, neither the victims nor the society at large. Therefore, concentrating on

the offenders proves to be the best way of reaching to the root of the problem.

Subsequently, concentrating on the reasons for the offense (in the opinion of the

offenders) can be an effective step towards reaching to the root of the problem.

Thus, the researcher suggests that further research should be done in order to

ensure reduced occurrences of incest offense.

Chapter Four

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TEST INSTRUCTIONS:

This questionnaire is constructed to study a range of beliefs in sex offenders. Every question has two options at the end of it – YES & NO. Strike out or select the appropriate option as a response to the question. Please use a #1 or #2 pencil only to answer the questionnaire. Answer each question as frankly as possible.

If a statement is true, as applied to you, strike out or select the option YES.

If the statement is false, as applied to you, strike out or select the option NO.

Select only one answer for each item. Erase all mistakes completely. You may find that you are unable to answer all questions but please try to answer as many as you feel you can.

IF AT ANY MOMENT DURING YOUR TAKING THE TEST YOU ARE BOTHERED BY ANY QUESTION AND DO NOT WANT TO CONTINUE, *STOP* AND RETURN THE TEST TO THE EXAMINER.

1. I got a rush of excitement when I knew I was about to do my offense.

(YES)   (NO)

2. My sexual offense happened because I had to keep the person washed and clean.

(YES)   (NO)

3. Even though there was some sex play with the person who accused me, no one seems to care about what happens to me.   YES)   (NO)

4. My sexual offense happened because I was trying to teach the person about sex.

(YES)   (NO)

5. I have found it pleasurable to force someone to have sex.   (YES)   (NO)

6. My sexual offense happened because the person asked for it by the way they talked and how they looked.   (YES)   (NO)

7. Love has just not turned out the way I would have liked it to.   (YES)   (NO)

8. No one seems to care about what has happened to me because of the sex things that happened between me and the person who accused me.   (YES)   (NO)

9. I am often misunderstood by others.   (YES)   (NO)

10. My sexual offense happened because of problems in my family. (YES)   (NO)

11. My sex partner is really not interested in sex.   (YES)   (NO)

12. I know I am different than other people because sex is on my mind so much.

(YES)   (NO)

13. My sexual offense happened because my wife/mate and I were not able to talk or understand each other.   (YES)   (NO)

14. I feel lonely a lot of the time even when I am around others.   (YES)   (NO)

15. The sex things that happened between me and the person who accused me happened because of how I was raised.   (YES)   (NO)

16. I did not get caught at my offense right away because I was actually very clever and sneaky.   (YES)   (NO)

17. Most of my life, I have been unfairly treated.   (YES)   (NO)

18. I have had a lot of family problems and that is why the sex things happened between me and the person who accused me.   (YES)   (NO)

19. Before I could do my offense I had to plan and scheme about how to do it.

(YES)   (NO)

20. I am not a mean or bad person and I do not know how the sexual things happened with me and the person who accused me.   (YES)   (NO)

21. I was very nervous doing my offense, but I could not stop because of the excitement and rush from doing it.   (YES)   (NO)

22. I would not have had sex play with the person who accused me if they had not already had experience with sex.   (YES)   (NO)

23. My sexual offense happened because of my physical problems that keep me from having sexual intercourse with someone.   (YES) (NO)

24. When I see other families, I can see there is just not much love and affection in my family.   (YES) (NO)

25. My sexual offense happened because of my not having a satisfying sexual relationship.   (YES) (NO)

26. I think lonely feelings are my most problems.   (YES) (NO)

27. I have sexually molested a child in my family.   (YES) (NO)

28. My sexual offense happened because of my having too much alcohol or drugs.

    (YES) (NO)

29. The little bit of sex play that happened between me and the person who accused me was because I am not perfect.   (YES) (NO)

30. Sometimes I have not been able to stop myself from sexually fondling one or more of the children in my family.   (YES) (NO)

31. My sexual offense happened because the person was overly affectionate and loving.   (YES) (NO)

32. There have been times that thoughts about sex with a child have been more sexually arousing than anything else.   (YES) (NO)

33. I am loving and caring, so I do not know how the few sex things happened between me and the person who accused me.   (YES) (NO)

34. When I was a child, I was molested over a period of several years.

(YES)   (NO)

35. My sexual offense happened because the person led me on all the way.

(YES)   (NO)

36. When I was growing up, I was molested by more than one person.

(YES)   (NO)

37. I have always been very kind and good and I do not know how the few sex things happened between me and the person who accused me. (YES)   (NO)

38. I had been under a lot of stress and the sex play with the person who accused me just happened.   (YES)   (NO)

39. My sexual offense happened because I never got a chance to experiment with sex like other kids did and I did not satisfy my curiosity about sex. (YES)   (NO)

40. My sexual offense happened because the person was sexually "loose" or easy.

(YES)   (NO)

41. Touching has always equalled sex for me.   (YES)   (NO)

42. I was really mixed up, and the few sexual things that happened with me and the person who accused me, is not like me.   (YES)   (NO)

43. I have been good at knowing which child I could get to do sex things with me.

(YES)   (NO)

44. I never did get very nervous or excited just before I was about to do my offense.   (YES)   (NO)

45. Me sexual offense happened because of pornography.   (YES)   (NO)

46. No one really got hurt by the few sex things that happened between me and the person who accused me.   (YES)   (NO)

47. Me sexual offense happened because I was sexually molested as a child.

(YES)   (NO)

48. My sexual offense happened because the person who I had sexual contact with appeared and acted much older than their actual age.   (YES)   (NO)

49. The few sex things that happened between me and the person who accused me happened because I did not think it was that wrong.   (YES)   (NO)

50. I believe I know who is responsible for a lot of my problems in life.

(YES)   (NO)

51. The little bit of sex play that happened between me and the person who accused me is the worst mistake I have ever made and I am sorry and full of regret.   (YES)   (NO)

52. My sexual offense happened because I tried to help the person with their sexual growth and development.   (YES)   (NO)

53. Even people who know me do not seem to understand me. (YES)   (NO)

54. I like lots of bare skin.   (YES)   (NO)

55. There have been times when I did not get much out of sex unless I could rape.

(YES)   (NO)

56. My sexual offense happened because I know the person already had sexual experience and that they wanted it.   (YES)   (NO)

57. Sexual things just seem to happen between me and the person who accused me, I did not plan it.   (YES)   (NO)

58. I have a birth defect (a testicle that had not dropped, a urinary opening underneath my penis, spina bifida, undeveloped genitals, etc.) which causes sexual problems for me.   (YES)   (NO)

59. As a child I was sexually molested by a female.   (YES)   (NO)

60. As a child I was sexually molested by a male.   (YES)   (NO)

61. My sexual offense happened because I did not know that what I did was that wrong.   (YES)   (NO)

62. My sexual offense happened because the person kept coming over to see me and be with me.   (YES)   (NO)

63. The sex play that happened between me and the person who accused me was an accident.   (YES)   (NO)

64. I will admit there was some sex play between me and the person who accused me but the truth is the person invited it and wanted it.   (YES)   (NO)

65. Just before doing my offense, I become highly excited just knowing that I was going to get away with my crime.   (YES)   (NO)

66. I really thought the person who accused me wanted and liked the little bit of sex play that happened between us.   (YES)   (NO)

67. The few sex things that happened were not as serious or bad as what they said I did.

(YES)   (NO)

68. I have never really felt good enough about myself around most women.

(YES)   (NO)

69. I slipped for a few moments one time and that is when I think the few sex things happened that I am accused of.   (YES)   (NO)

70. My sexual offense happened because I thought the person wanted and liked the sex things that happened.   (YES)   (NO)

71. I have sexually molested a child in my family.   (YES)   (NO)

72. My sexual things happened because I did not get sexual education when I was a young person.   (YES)   (NO)

73. I wish sexual thoughts did not bother me so much.   (YES)   (NO)

74. I never grew out of wanting another child to love me.   (YES)   (NO)

75. It is my hope and desire that I could be as happy as other people are.

(YES)   (NO)

76. I never exposed myself to my victim(s).   (YES)   (NO)

77. I exposed myself to my victim(s) to see what their reaction would be.

(YES)   (NO)

78. My victim was not upset when I exposed myself to him/her, so I thought he/she was sexually interested in me. (YES) (NO)

79. She has been easily accessible. (YES) (NO)

80. She was always treated better than I was. This was my way of punishing/getting back at her. (YES) (NO)

81. I hold her responsible for my father being hard on me. (YES) (NO)

82. I did not think it was wrong since I am her cousin and it is fine for cousins to have sex.

(YES) (NO)

83. I often felt she made passes at me implicitly. (YES) (NO)

84. I always felt she was curious about sex and I just gave her what she asked for.

(YES) (NO)

85. Well, I am her father. I have a right on her. (YES) (NO)

86. I know that my daughter loves me intensely and would do anything I ask her of. (YES) (NO)

87. I was just trying to kill her curiosity before she goes out, experimenting with some irresponsible kid/boy and ending up pregnant. (YES) (NO)

88. She needs to toughen up to face the big bad world outside and I found sex to be an effective way to teach her that. (YES) (NO)

89. She needed to be disciplined and I found sex to be an effective way to keep her in check.

(YES)   (NO)

90. I often felt neglected by my wife and I sought comfort in being sexually intimate with my daughter, who is the only one, who cares for me immensely.

(YES)   (NO)

91. Her mother never respected me the way I am supposed to be. This was my way of getting back at her. (YES)   (NO)

92. Sex education is important and as a father, I thought I should teach her by having sex with her. (YES)   (NO)

93. I felt ashamed about wanting to do it with my daughter, but I could not stop myself. She was so loving and affectionate. (YES)   (NO)

94. I am her step/adopted father. And it is okay to have sex with her, since we are not related to each other through a blood relation. (YES)   (NO)

95. I think it is okay to have sex with your niece because it is legal in some cultures for uncles to marry their nieces. (YES)   (NO)

96. I always found her mother to be very attractive but never got the chance to get sexually involved with her. So I compensated/substituted by having sex with her daughter. (YES)   (NO)

97. I was sexually aroused and she was easily accessible at that point of time.

(YES)   (NO)

98. I often felt she was sexually attracted to me and came and sat on my lap/hugged me, because she wanted to have sex with me. (YES)   (NO)

99. I often felt she implicitly dropped hints about her interest in me and I just gave her what she wanted.   (YES)   (NO)

100. I never had the opportunity to have sex as a teenager and I am just fulfilling that desire by having sex with a minor now.   (YES)   (NO)

University of Waikato
Psychology Department

INFORMATION SHEET

FOR QUESTIONNAIRE

Thank-you for your time and interest in this research project. This letter is designed to give you some more information about what the project is about and what will be asked of you.

What is the study about?

This study aims to understand the Implicit Theories (ITs) of incest offenders with the help of a modified assessment tool further to which the researcher would do a qualitative analysis of a selected group to determine what these ITs look like in the individual or "exemplar" case. This study hopes to facilitate a better knowledge of incest offender ITs, to help therapist during the treatment process.

The information that is gathered will be made anonymous. All names will be removed from the data along with any information that could identify the participant. The researcher will then look at the data and discuss any similarities or trends that appear in the stories that have been told.

What is involved?

In order to participate in this study, you will need to agree to answer a questionnaire that is provided to you. This questionnaire comprises of questions with true or false responses. The researcher will analyse your responses identifying the ITs that become apparent in the responses, after which you will be contacted for further information if needed.

All this information will presented as a Masters thesis and published in book form. A copy of this research will be given to Te Piriti for any further reference.

What are your rights?

- ❖ You can choose to take your time to answer the questions
- ❖ You can ask questions at any stage of the study
- ❖ Expect that any initial information that names you or identifies you will be kept confidential. The only people that will see the original data will be my supervisors and I.
- ❖ You will be able to contact myself or my supervisors if you have any concerns or questions about the study, or require further information.
- ❖ All information that can identify you will be removed from the final results
- ❖ You will be given the details of where you can access the full report once it is completed
- ❖ All original information that is collected will be destroyed after the study is published. Until the day that it is destroyed, it will be locked away in a secure place.

Would you like to get involved?

If this study sounds like something that you would like to participate in, or you would like more information about, fill out the response section below and send it to me in the prepaid envelope provided.

Many Thanks,

Vijetha Jamisetty (Researcher)

Please tick the box that applies to you and return it to me in the envelope provided

I would like to be involved in the research project

I would like more information about the research project

Name:_____

E-mail Address: _____

THANK-YOU

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INFORMATION SHEET

FOR INTERVIEW

Thank-you for your time and interest in this research project. This letter is designed to give you some more information about what the project is about and what will be asked of you.

What is the study about?

This study aims to understand the Implicit Theories (ITs) of incest offenders with the help of a modified assessment tool further to which the researcher would do a qualitative analysis of a selected group to determine what these ITs look like in the individual or "exemplar" case. This study hopes to facilitate a better knowledge of incest offender ITs, to help therapist during the treatment process.

The information that is gathered will be made anonymous. All names will be removed from the data along with any information that could identify the participant. The researcher will then look at the data and discuss any similarities or trends that appear in the stories that have been told.

What is involved?

In order to participate in this study, you will need to agree to an interview about your responses to the questionnaire. Before this interview will take place, I will contact you to set up a time to meet. I am able to meet you at Te Piriti. The interview may be for half-an-hour to one hour, depending on how much information you have to share. You are welcome to bring along a support person if you wish. Prior to the interview, it would be appreciated if you told the

researcher if you were to bring someone along, and the name of that support person. I would also like to let you know that I would like to record the interview on a voice-recorded to ensure that I do not miss out on any important dialogues you have shared. Please let me know if that is alright with you.

After the interview has been completed, I will type up the conversation that we have had. I will then start to compare our conversation with others that I have had, trying to find some trends or similarities in the answers that all the participants have given. These trends will then be discussed and compared to other research that has been conducted around the incest offender ITs. All this information will presented as a Masters thesis and published in book form. A copy of this research will be given to Te Piriti for further reference.

What are your rights?

- ❖ You can choose not to answer any specific questions
- ❖ You can ask questions at any stage of the study
- ❖ You may stop the interview at any time
- ❖ Expect that any initial information that names you or identifies you will be kept confidential. The only people that will see the original data will be my supervisors and I.
- ❖ I may ask to record our interview to help me remember all the things that we spoke about, but you have the right to refuse our conversation being taped. If you do agree to have the interview taped, you can ask to have the recorder turned off at any stage.
- ❖ You will be able to contact myself or my supervisors if you have any concerns or questions about the study, or require further information.
- ❖ All information that can identify you will be removed from the final results
- ❖ You will be given the details of where you can access the full report once it is completed
- ❖ All original information that is collected will be destroyed after the study is published. Until the day that it is destroyed, it will be locked away in a secure place.

Would you like to get involved?

If this study sounds like something that you would like to participate in, or you would like more information about, fill out the response section below and send it to me in the prepaid envelope provided.

Many Thanks,

Vijetha Jamisetty (Researcher)

<div style="border:1px solid black">

Please tick the box that applies to you and return it to me in the envelope provided

I would like to be involved in the research project

I would like more information about the research project

Name:_____

E-mail Address: _____

THANK-YOU

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Appendix D – Interview Guide

University of Waikato
Psychology Department

Introduction

- Thank the participant for coming along and ensure they are comfortable
- Provide an explanation of who I am
- Re-address the information sheet and ask if the participant has any questions – pay particular attention to the rights of the participant as outlined on the information sheet.
- Ask for consent to record the interview and explain why it is important to have a record. Reiterate that I am going to be the only one that will hear the tape.
- Present the client with the consent form and get them to sign it.

- Introduce participants to the fact that I am now going to be asking a number of questions. Explain that there is no right or wrong answer, and that as a researcher I am interested in why they seem to endorse a particular Implicit Theory (ITs).
    - Explain that during the course of the interview it may be appropriate to talk about some criminal offending. Ask at this point that the participant leaves out any details of the offending, including names of those involved, any details that may identify the victim or perpetrators, and any specific details of the crime scene including dates, times and locations.
    - Explain that the purpose of this research is to gain insight into the incest offender ITs and how they work. Explain that during the course of the interview there may be instances where the participant feels they are victim of a wrong doing or social injustice. Further explain that the purpose of this research is not to correct those, but to merely identify and understand how incest offender ITs work.

Questions that will guide the interview

- I have noticed that you have noticed that you have endorsed this particular statement in the questionnaire. Can you tell me your reasons behind it?
- Why do you think this belief had been instrumental in justifying your actions?
- Why do you think this belief had strongly affected your thinking process at the time of your offense?
- Can you give me a few reasons why you believe this to be true?
- Do you still believe this belief holds true for you?

Conclusion

- Ask the participant if they have any further questions or whether they would like to add any thing else that is relevant
- Ask the method in which they would like to be sent the transcript
- Ask whether they would like to be personally sent a copy of the summary of results from the study
- Ask whether they would like to be given more information about the services that are available if they require any additional support

University of Waikato
Psychology Department

Participant Consent Form

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Research Project Title: A qualitative study of incest offender Implicit Theories with the use of a modified assessment tool.

1. I have read the Information Sheet for this study and have had details of the study explained to me.

2. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.

3. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study.

4. I agree to provide information to the researchers under the conditions of confidentiality set out on the information sheet.

5. I wish to participate in this study under the conditions set out in the Information Sheet.

6. I would like my information: (circle your option)
   a) returned to me
   b) returned to my family
   c) other(please specify)………………………………………………….

7. I consent/do not consent to the information collected for the purposes of this research study to be used for any other research purposes. (Delete what does not apply)

8. I consent to have the interview taped on a voice-recorder (YES) (NO)

Participant's Name: _____

Participant's Signature: _____

Date: /   /

Contact details: _____

                                  _____

Researcher's Name: _____

Researcher's Signature: _____