

Jim Holler, Jr.
Holler Training
Chief of Police, Liberty Township Police Department (Retired)
(717)752-4219

Email: jimholler@hollertraining.com
www.hollertraining.com

Criminal Minds: Inside the Mind of a Pedophile

Course Outline

Elements of Authority Rape

- ✓ The sexual abuse or exploitation of a child under the age of eighteen by any person in a authority position

Authority Position

- ✓ Any person, other than a family member, who would illicit the attention, respect, and trust of a child by their position alone

Child molesters rely on the vulnerability of their victims to facilitate their assault

Sexual Abuse

- ✓ 1 in 4 girls are sexually abused before age 18
- ✓ 1 in 6 boys are sexually abused before age 18
- ✓ Most never tell
- ✓ 39 million survivors of childhood sexual abuse in the U.S.
- ✓ 67+% of all sexual assault victims are under 18
- ✓ Median age is 9 years old
- ✓ 1 or 7 victims of sexual assault reported to law enforcement agencies is under 6

Child Victimiziers Usually Target Children They Know

- ✓ FAMILY MEMBER – 40%
- ✓ ACQUAINTANCE – 50%
- ✓ ONLY 10% ARE STRANGERS!

Two Broad Categories of sex Offenders

- ✓ Situational
- ✓ Preferential

Situational Sex Offender

- ✓ Usually has low self esteem
- ✓ Poor coping skills
- ✓ Turns to children as a sexual substitute for the preferred same sex partner
- ✓ His main criterion seems to be availability, which many of these offenders molest their own children
- ✓ Usually have fewer victims
- ✓ Other individuals, such as the elderly, sick, or disabled, may also be at risk
- ✓ Situational offenders are not “better” than nor as “bad” as preferential offenders, they are just different
- ✓ Seems to be become sexually involved with children out of insecurity or curiosity
- ✓ Finds children to be nonthreatening objects with whom he can explore his sexual interests
- ✓ His sexual activity with children is the result of built-up impulses
- ✓ Some find it difficult to express anger and hostility, which builds up until it explodes – possibly against their child victim
- ✓ Because of their mental or emotional problems, some may take their frustration out in cruel sexual torture

Preferential-Type Child Molesters

- ✓ Have definite sexual inclinations
- ✓ For many that preference includes children and they are the ones most appropriate to refer as pedophiles
- ✓ Some sexual activity with children may involve deviant acts that they are embarrassed or ashamed to request or do with a more experienced adult partner
- ✓ Those with the definite preference for children have sexual fantasies and erotic imagery that focus on children
- ✓ They have sex with children not because of some situational stress or insecurity but because they are sexually attracted to and prefer children
- ✓ They have the potential to molest large numbers of children
- ✓ For many, their problem is not only the nature of the sex drive (attraction to children), but also the quantity (need for frequent and repeated sex with children)
- ✓ They usually have age and gender preferences for their victims

The Seduction Process

- ✓ Sees a potential victim who fits his age, gender, and other preferences
- ✓ The seduction process is to gather information about the potential victim
- ✓ Will look at the child’s demeanor, personality, dress, and financial status
- ✓ Looking for the child’s interests or vulnerabilities
- ✓ This process takes place over time
- ✓ This “grooming” may begin long before has reached their age of performance
- ✓ He may begin to “seduce” the victims parents, gaining their trust and confidence
- ✓ This will allow them free access to their children
- ✓ A favorite target victim is a child of a single mother
- ✓ He may offer to baby set after school or offer rides to practice

- ✓ He may sometimes pretend romantic interest in the mother or express a desire to be a father figure
- ✓ He may even marry her and/or move in with her
- ✓ The relationship can be used as a cover for his interest in children

Parents should be aware of anyone who wants to be with their children more than they do!!

The Seduction Process

- ✓ He has the talent knowing the “in” games that your child may play
- ✓ He is skilled at knowing the emotional and physical needs of children
- ✓ He will offer affection along with gifts to the child
- ✓ Homes of preferential child molesters may be miniature amusement parks filled with games, toys, computers and athletic equipment appealing to children
- ✓ The typical adolescent, especially a boy, is easily sexually aroused, sexually curious, sexually inexperienced and somewhat rebellious
- ✓ All of this makes this child an easy victim for the seduction
- ✓ Sexual activity can begin with a conversation about sex
- ✓ The activity can progress to fondling while wrestling, playing hide-and-seek in the dark, playing strip poker, swimming nude, drying the child with a towel, massaging an injury, giving a back rub, tickling, playing a physical game, or cuddling in bed
- ✓ The introduction of photography or video cameras during this process is common
- ✓ Innocent pictures of the nude or partial nude child will escalate into more sexually explicit pictures
- ✓ Adult porn is frequently left out for children to discover
- ✓ Alcohol and drugs may be used, especially with adolescent boys
- ✓ By the time the victims realize what is going on, they are on the middle of it and ashamed of their complicity
- ✓ Much of this process can be done with a computer without even meeting in person!
- ✓ He may work toward a situation in which the child has to change clothing, spend a night, or both
- ✓ If he achieves either of these two objectives, the success of the seduction is almost assured

Common Trademarks of the Authority Rapist

- ✓ Impeccable resume
- ✓ Well-qualified
- ✓ Good background
- ✓ Solid references
- ✓ Often described as:
 - Pillar of society
 - Family Man
 - “Great with kids”
 - Good Christian

- Decorated hero In a position that commands the attention of a child
- Nurturing relationships with the child
- Reputation is a hallmark of success
- ✓ Development as a popular and charismatic in society
- ✓ Development of “trust” is the cornerstone of relationship with the child
- ✓ Treats the victim “like gold”
- ✓ Special favors, gifts, rewards
- ✓ “One on One” attention inside and outside peer group
- ✓ Excessive communications w/victim (notes, emails, in-person)
- ✓ Carries on a normal relationship with peer groups
- ✓ Gains admiration and trust of victims parents

Victim Characteristics

- ✓ Drawn to authority figure because of his or her popularity quality
- ✓ “Halo Effect” blocks cognitive thinking
- ✓ Feeling of isolation lead to depression
- ✓ Mood swings
- ✓ Academic performance declines drastically
- ✓ Withdraws from outside activities including peer groups
- ✓ Eating disorders and other destructive behaviors emerge
- ✓ Attempts or commits suicide
- ✓ Competition for acceptance
- ✓ May develop “crush” on authority figure
- ✓ A “teachers pet” mentality may exist
- ✓ Favoritism of victim creates isolation
- ✓ Rumors surface amongst victims peers
- ✓ Relationship is suppressed by peer **group**

The Disclosure

Disclosure usually comes as a result of an accident or discovery by a third party

- ✓ Questions their credibility
- ✓ Feelings of guilt
- ✓ Questions about promiscuity
- ✓ Homosexuality misconception
- ✓ Self perception and self esteem doubts
- ✓ The “trust betrayal” leads to feelings of hopelessness

Requesting a Forensic Interview

- ✓ You receive a report of possible:
 - Possible sexual abuse
 - Possible physical abuse
 - The child is a witness to a violent crime

The “Forensic Interview” - Regardless of age

Goal #1

- ✓ Minimize any trauma to the child during the interview

Goal #2

- ✓ MAXIMIZE the amount and the quality of information obtained while minimizing any contamination of information

Goal #3

- ✓ Maintain the integrity of the investigation process for all agencies involved

The “Minimal Facts Interview”

Before interviewing the child, you should ask the following four questions

- ✓ What must be known to make decisions about further action? (*If the information is not necessary for this purpose, don't ask the child*)
- ✓ Is there another source for the information, such as an accompanying adult? (*If so, ask the adult, not the child*)
- ✓ **Is the child developmentally competent to provide the information I need? (*Does the child know what “how many” means?*)**
- ✓ **How do I phrase my questions so that they are developmentally appropriate, non-suggestive, and non-leading**

Why avoid multiple child interviews?

- ✓ Recantation by the child
- ✓ Child feeling as if no one believes him or her
- ✓ Child changing statement in order to please professionals, which may lead to what seem like inconsistencies
- ✓ **INCREASES TRAUMA TO THE CHILD!**

Your Case - Gathering Information

- ✓ Obtaining victim's disclosures; especially male victims
- ✓ Soliciting witness statements
- ✓ Soliciting staff support
- ✓ Explaining purpose of investigation
- ✓ Obtaining peer statements about suspect
- ✓ Maintaining objectivity

Effects on Abuser's Peers

- ✓ Inability to believe allegations against peer
- ✓ Loyalties divided between victim's needs and colleague's needs
- ✓ Rationalize sympathy for the victim while providing excuses for the abuser
- ✓ Staff's reaction results in intimidation of victim/witness, jeopardizing the investigation
- ✓ Overreaction of administration leads to extreme measures

Effects on the Community

- ✓ Tendency to lend support to abuser
- ✓ Reactions tend to be hostile, irrational, and the focus shifts away from the victim
- ✓ Community rationalizes reasons why abuser is being unjustly accused

- ✓ Administration is perceived as the “bad guy” for considering discipline against the abuser
- ✓ Communities judgment is distorted due to lack of information and preoccupied with rumors

Investigative Problems in Authority Rape Cases

Controlling Information

- ✓ Maintaining rumor control
- ✓ Press involvement
 - Presence of press in the community
 - Press monitoring of investigation
 - Witness interviews

Key elements to successfully Investigating Authority Rape Cases

- ✓ Empowerment and reassurance of the victim’s families
- ✓ Facts are the key to your control
- ✓ Approach the suspect early in the investigation
- ✓ Identify the suspect’s awareness of the investigation
 - Does the suspect know they are under investigation
 - Has suspect secured legal council
- ✓ Gather information about the suspect’s involvement
 - Number of victims
 - Locations, times, and schedules
 - Administrative actions against suspect
 - Community perception of the suspect
- ✓ Attempt to commit the suspect to something
- ✓ Document the crime scene
- ✓ Collect remnants of relationship
 - Presents
 - Communications with victim such as letters, emails, etc
- ✓ Consider victim/suspect contact such as one party consent phone taps
- ✓ Make early contact with the suspect’s friends and family to identify:
 - Key times frames
 - Suspect's outside activities
 - Unusual change in behaviors in suspect
- ✓ Gain confidence of suspects peer group
 - Present objective point of view
 - Assure cooperating witnesses anonymity until possible testimony in court

Our Kids Depend On YOU!

