

Exercises

Chapter 2

1. Why do you think people with intellectual disabilities are caught and accomplices may not be?
2. People with intellectual disabilities function at a _____ level. This means that:
3. Identify three other diagnoses that an offender with retardation may have:
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4. Name and explain the four types of offense patterns:
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5. What is meant by ego-centric?
6. Sexual offenders with intellectual disabilities frequently have a history of having been _____ themselves.
7. The highest recidivism rate is with _____ who prefer to sexually aggress against _____.
8. Dual diagnosis means _____ along with _____.
9. Denial of any wrongdoing, very common in offenders, is often referred to as _____ or _____.
10. The most dangerous offender has this type of offender pattern: _____
11. Which of the four types of offenses are more often displayed by people with intellectual disabilities?

Feedback Exercises

Chapter 3

1. What is considered best practice for individuals with cognitive disabilities who are convicted of crimes? Explain why.

2. List the three criterion which must be met to be determined competent to stand trial:
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3. Megan's Law is for offenders who have victimized _____.

4. What is the purpose of an IJP?

Feedback Exercises

Chapter 4

1. The lack of socio-sexual skills can lead to:

2. List some types of behaviors that can be taught as socio-sexual skills:

3. What are some skills training areas that might benefit an individual with DD and history of sexual offense:

4. Written scripts would be used for

5. What concurrent situations make treatment more complex?

6. A person with a personality disorder may swing between feelings of being _____ and _____.

7. Staff can help a person with a personality disorder in these 3 ways:
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8. Social anxiety can cause:

Feedback Exercises
Chapter 5

1. Relapse prevention planning includes self-_____ programs.

In these, people identify safe:

and personal high risk factors such as:

also, their personal coping strategies, such as:

2. Give at least five examples of antecedents to anti-social sexual activity:

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-
-
-
-

3. What types of things can staff do to control dangerous antecedents? Give four examples:

-
-
-
-

4. Unpredictable and uncontrollable events which are traumatic are called _____
_____; three examples are:

-
-
-

5. Decisions to reduce the level of supervision or lifting other restrictions can only be made by _____.

6. Each person's cycle of aggression is different and will produce "_____ _____", three examples are:

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-
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7. The cycle of aggression may take how long?

Feedback Exercises

Chapter 6

1. T F A highly supervised and controlled setting may need to be permanent.

2. It is never OK to have sex with
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3. The offender with DD must be ensured as much liberty as possible while being protected from re-offending and possible consequences of sexual offense including
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4. T F The highest level of learning is when one can teach it to others.

Feedback Exercises

Chapter 7

1. Time is the _____ because too much of it gives offenders time for _____ and _____.

2. List at least 3 things that you are skilled at that you could bring to share with others during leisure time:
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3. List at least 3 types of domestic skills that you are good at and enjoy doing that you could do with others:
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4. How might you set someone up for success?

Feedback Exercises

Chapter 8

1. Those who adopt _____ in human services have no values tied to the _____.
2. Identify 3 of the most important guidelines for *you*. The ones that may be the most difficult for you to follow. The ones you will need to remind yourself of on a daily basis.
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3. Calming environments can be _____.
4. Do not discuss anything _____.
5. Do not use endearing _____.
6. Have little _____ showing at work.
7. Never transport someone _____.
8. _____ can not be spontaneous.
9. If physical control is needed, follow _____ only.
10. Capable people can be very _____, so be wary.

Feedback Exercises

Chapter 9

1. The two boundaries you must maintain at all times.
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2. Separate the _____ from the _____ means:
3. Identify the 3 priority areas of training that you think you need to get:
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4. People with cognitive disabilities cannot understand _____, so you must find _____ to communicate with them.

Feedback Exercises
Chapter 10

1. _____ people are the most _____.
2. Why?