

SOTSEC-ID Post Session Checklist/Documentation

The purpose of this form is to document session content including progress notes for each client following treatment groups for men with learning disabilities who are at risk of sexual offending.

Date: _____

Lead Facilitator: _____

Total session duration (excluding coffee break): _____

Present (All group members and facilitators): _____

Absent: _____

Objectives for the session: _____

Homework: _____

Was homework set in the previous session? YES NO

Did you review homework in this session? YES NO

How much time did you spend reviewing homework?

What content areas were covered when discussing homework? (N.B. please code this time again under the relevant category below):

Amount of time spent recapping previous material (N.B. please code this time again under the relevant category below): _____

Please tick box (✓) of content covered in session and indicate the approximate amount of time spent per content area. You may well cover several different areas in one session. Please note that the total time spent on each of the categories should add to the duration of the group.

Basic issues (e.g. group purpose, group rules, common language, discussion about good/bad things over previous week, feedback from group members on the group).

1 – 15 minutes

16 - 30 min

31 - 45 min

46 - 60 min

>1 hr - 1 hr 15 min

> 1 hr 15min - 1 hr 30 min

> 1 hr 30 min - 1 hr 45 min

> 1 hr 45 min - 2 hours

> 2 hours

Comments: _____

- Sex Education (e.g. education about body parts, social rules undressing and touching, legal, illegal and risky behaviour and consequences of illegal behaviour)

<input type="checkbox"/> 1 – 15 minutes	<input type="checkbox"/> 16 - 30 min	<input type="checkbox"/> 31 - 45 min
<input type="checkbox"/> 46 - 60 min	<input type="checkbox"/> >1 hr - 1 hr 15 min	<input type="checkbox"/> > 1 hr 15min - 1 hr 30 min
<input type="checkbox"/> > 1 hr 30 min - 1 hr 45 min	<input type="checkbox"/> > 1 hr 45 min - 2 hours	<input type="checkbox"/> > 2 hours

Comments: _____

- General Behaviours (Introduction of the cognitive model {thoughts, feelings and actions} to examples of general behaviours, e.g. breaking possessions. The aim is to introduce the men to the concepts of thinking and feeling in relation to their own behaviour)

<input type="checkbox"/> 1 – 15 minutes	<input type="checkbox"/> 16 - 30 min	<input type="checkbox"/> 31 - 45 min
<input type="checkbox"/> 46 - 60 min	<input type="checkbox"/> >1 hr - 1 hr 15 min	<input type="checkbox"/> > 1 hr 15min - 1 hr 30 min
<input type="checkbox"/> > 1 hr 30 min - 1 hr 45 min	<input type="checkbox"/> > 1 hr 45 min - 2 hours	<input type="checkbox"/> > 2 hours

Comments: _____

- General Non-Sex Offending (Introduction of the four stage model described by Finkelhor, 1984 to examples of general non-sex offending, for example stealing someone's chocolate bar. Understanding of cognitive model in relation to general non-sex offending)

<input type="checkbox"/> 1 – 15 minutes	<input type="checkbox"/> 16 - 30 min	<input type="checkbox"/> 31 - 45 min
<input type="checkbox"/> 46 - 60 min	<input type="checkbox"/> >1 hr - 1 hr 15 min	<input type="checkbox"/> > 1 hr 15min - 1 hr 30 min
<input type="checkbox"/> > 1 hr 30 min - 1 hr 45 min	<input type="checkbox"/> > 1 hr 45 min - 2 hours	<input type="checkbox"/> > 2 hours

Comments: _____

- Specific Sex Offending (e.g. Understanding of four stage model in relation to specific sex offending for specific individual. This includes perpetrator accounts, both active and passive. Understanding of cognitive model to specific sex offending example)

<input type="checkbox"/> 1 – 15 minutes	<input type="checkbox"/> 16 - 30 min	<input type="checkbox"/> 31 - 45 min
<input type="checkbox"/> 46 - 60 min	<input type="checkbox"/> >1 hr - 1 hr 15 min	<input type="checkbox"/> > 1 hr 15min - 1 hr 30 min
<input type="checkbox"/> > 1 hr 30 min - 1 hr 45 min	<input type="checkbox"/> > 1 hr 45 min - 2 hours	<input type="checkbox"/> > 2 hours

Comments: _____
