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.

T - J E - 224-4			
Lead Facilitator:			
Total session duration (excluding coffee break):			
Present (All group members and facilitators):			
Absent:			
Objectives for the session:			
Hammer aller			
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 accord when discussing homework? (N.P. places and this time again.)			
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):			
Amount of time spent recapping previous material (N.B. please code this time again under the relevant category below):			
Please tick box (\sqrt) 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			
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			

Sex Education (e.g. education legal, illegal and risky behavi		
☐ 1-15 minutes ☐ 46-60 min ☐ > 1 hr 30 min - 1 hr 45 min	☐ 16-30 min ☐ >1 hr-1 hr 15 min ☐ >1 hr45 min-2 hours	☐ 31 - 45 min ☐ > 1 hr 15min - 1 hr 30 min ☐ > 2 hours
Comments:		
General Behaviours (Introducto examples of general behavemen to the concepts of thinking	iours, e.g. breaking possessi	ons. The aim is to introduce
☐ 1 – 15 minutes ☐ 46 - 60 min ☐ > 1 hr 30 min - 1 hr 45 min	☐ 16-30 min ☐ >1 hr-1 hr 15 min ☐ > 1 hr45 min - 2 hours	☐ 31 - 45 min ☐ > 1 hr 15min - 1 hr 30 min ☐ > 2 hours
General Non-Sex Offending Finkelhor, 1984 to examples	of general non-sex offending	ge model described by g, for example stealing
General Non-Sex Offending Finkelhor, 1984 to examples someone's chocolate bar. Un sex offending) 1–15 minutes 46-60 min	(Introduction of the four stag of general non-sex offending derstanding of cognitive mo 16-30 min >1 hr-1 hr 15 min	ge model described by g, for example stealing del in relation to general non 31-45 min >1 hr 15min - 1 hr 30 min
General Non-Sex Offending Finkelhor, 1984 to examples someone's chocolate bar. Un sex offending) 1–15 minutes 46-60 min >1 hr 30 min - 1 hr 45 min	(Introduction of the four stag of general non-sex offending derstanding of cognitive mo	ge model described by g, for example stealing del in relation to general non 31-45 min >1 hr 15min - 1 hr 30 min >2 hours
General Non-Sex Offending Finkelhor, 1984 to examples someone's chocolate bar. Un sex offending) 1–15 minutes 46-60 min >1 hr 30 min - 1 hr 45 min	(Introduction of the four stag of general non-sex offending derstanding of cognitive mo 16-30 min >1 hr-1 hr 15 min >1 hr45 min-2 hours Understanding of four stage lual. This includes perpetrate	ge model described by g, for example stealing del in relation to general non 31-45 min >1 hr 15min - 1 hr 30 min >2 hours model in relation to specific or accounts, both active and
General Non-Sex Offending Finkelhor, 1984 to examples someone's chocolate bar. Unsex offending) 1–15 minutes 46-60 min >1 hr 30 min - 1 hr 45 min Comments: Specific Sex Offending (e.g. offending for specific individ	(Introduction of the four stag of general non-sex offending derstanding of cognitive mo 16-30 min >1 hr-1 hr 15 min >1 hr45 min-2 hours Understanding of four stage lual. This includes perpetrate	ge model described by g, for example stealing del in relation to general non 31-45 min >1 hr 15min - 1 hr 30 min >2 hours model in relation to specific or accounts, both active and

		of sexual assault {e.g. a repo	cognition in others. Victim ort in a newspaper}. Empathy		
	☐ 1-15 minutes ☐ 46-60 min ☐ > 1 hr 30 min - 1 hr 45 min	☐ 16-30 min ☐ >1 hr-1 hr 15 min ☐ >1 hr 45 min -2 hours	☐ 31 - 45 min ☐ > 1 hr 15min - 1 hr 30 min ☐ > 2 hours		
	Comments:				
	Specific Victim Empathy (e.g group)	g. Victim empathy related to	specific victims of men in the		
	☐ 1-15 minutes ☐ 46-60 min ☐ > 1 hr 30 min - 1 hr 45 min	☐ 16-30 min ☐ >1 hr-1 hr 15 min ☐ >1 hr45 min-2 hours	☐ 31 - 45 min ☐ > 1 hr 15min - 1 hr 30 min ☐ > 2 hours		
	Comments:				
	Relapse prevention (e.g. Application of four-stage model in relation to specific sex offending for specific individual, with particular emphasis on coping skills and alternative behaviours to offending. Application of cognitive model to prevent further sex offending)				
	alternative behaviours to offer		s on coping skills and		
	alternative behaviours to offer		s on coping skills and		
	alternative behaviours to offer sex offending) 1-15 minutes 46-60 min	nding. Application of cogni 16-30 min 3-1 hr-1 hr 15 min	s on coping skills and tive model to prevent further 31-45 min >1 hr 15min-1 hr 30 min		
Other	alternative behaviours to offer sex offending) 1-15 minutes 46-60 min >1 hr 30 min - 1 hr 45 min	nding. Application of cogni 16-30 min >1 hr-1 hr 15 min >1 hr45 min-2 hours	s on coping skills and tive model to prevent further 31-45 min >1 hr 15min-1 hr 30 min >2 hours Time spent (in 15 min		
Other	alternative behaviours to offer sex offending) 1-15 minutes 46-60 min >1 hr 30 min - 1 hr 45 min Comments:	nding. Application of cogni 16-30 min >1 hr-1 hr 15 min >1 hr45 min-2 hours	s on coping skills and tive model to prevent further 31-45 min >1 hr 15min-1 hr 30 min >2 hours		
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Please write progress notes for each group member PARTICIPATING in the research: (Describe such things as presentation, understanding of topic areas, level of contribution, social skills within the group, areas of difficulty, areas of concern e.g. level of challenging behaviour).
Was homework set at the end of this session? YES NO

Please write progress notes for each group member NOT PARTICIPATING in the research: (Describe such things as presentation, understanding of topic areas, level of contribution, social

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