

The Illegal Images Workbook

Understanding and Changing
Harmful Online Sexual Behavior

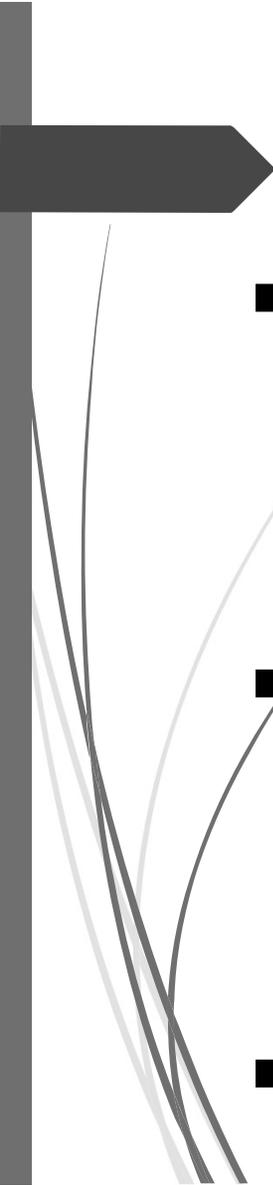


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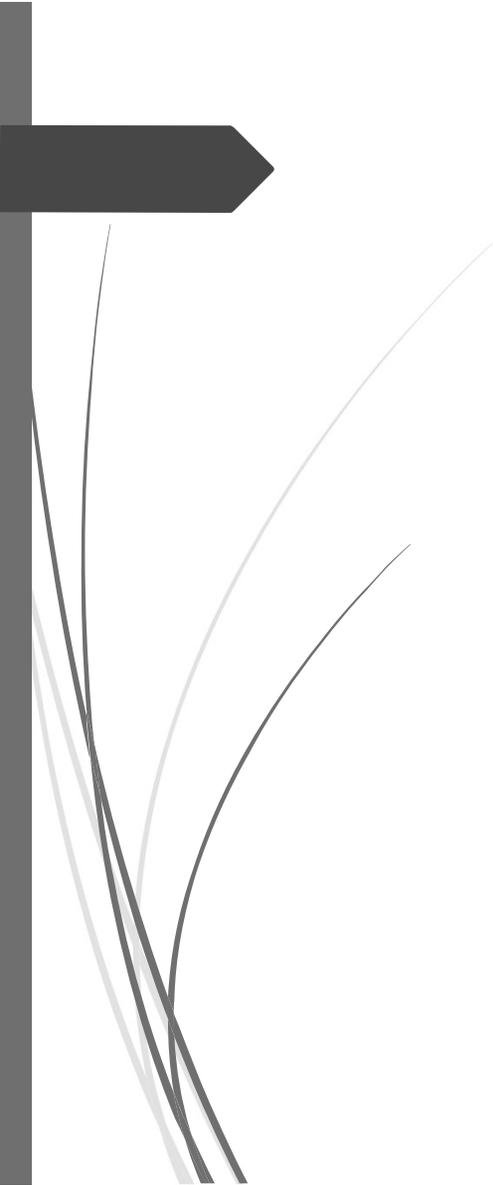
Housekeeping

- ▶ Love/Hate Relationship with Virtual Training
 - ▶ Please Engage!
 - ▶ Questions and Comments
- ▶ If You Have Seen Us Before...
 - ▶ Old and New/More Specifics
 - ▶ Our Humor
- ▶ Limited Time Today

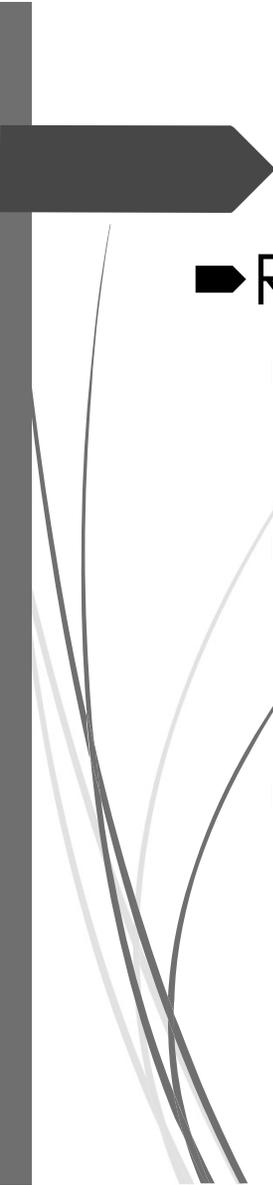
Housekeeping

➤ Agenda

- Research and Theory Underlining Workbook- RNR
- Foundations
- Emotion Management/Intimacy Skills
- Deviant Sexuality
- Out of Control Sexual Behavior
- Technology Use
- Victim Awareness
- Conclusion

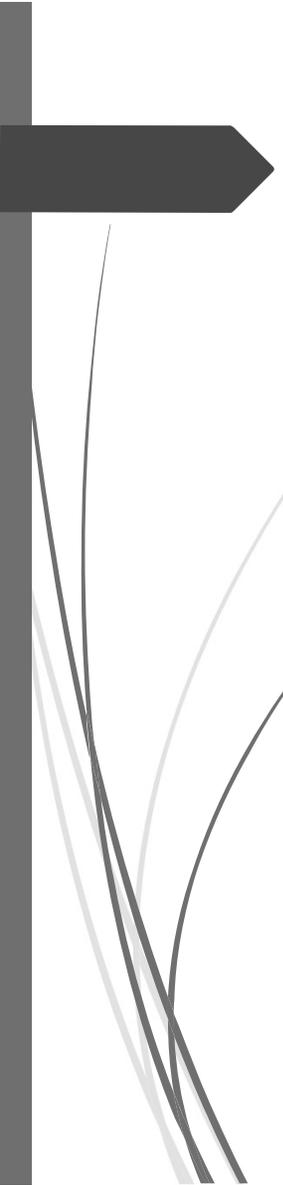


Risk/Needs/Responsivity



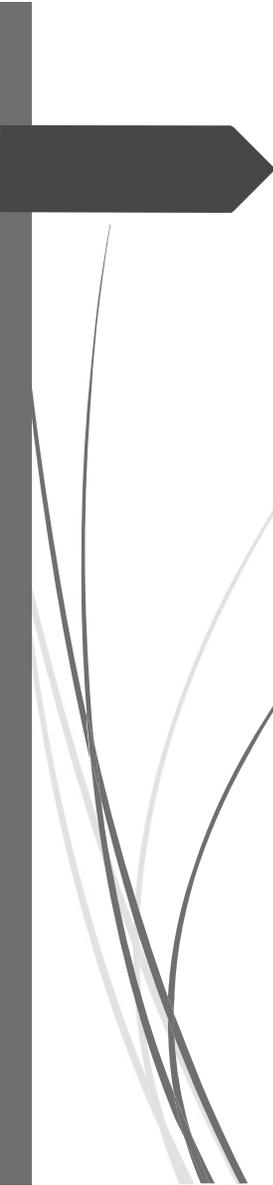
Risk/Needs/Responsivity

- Risk/Needs/Responsivity Principles
 - Level of Risk
 - The Intensity of Intervention Matched to Risk
 - The Risk Principle (Andrews & Bonta, 2010)
- Overall, individuals with CSAM “only” offenses
 - Lower Risk
 - Less Intensive Treatment
 - Review of 7 Programs (Seto, 2025)
 - 10 to 30 sessions...one outlier of 135 hours or more



Risk/Needs/Responsivity

- Criminogenic Needs of Offending
 - Dynamic Risk Factors (DRF) (Contact Sex Offenders)
 - Changed through interventions, and when changed, are associated with changes in risk and recidivism
 - DRF informed by research



Dynamic Risk Factors (Hanson)

Antisociality

- ▶ Antisocial Attitudes/Beliefs
- ▶ Lack of Emotional Intimacy
- ▶ Lack of Concern for Others
- ▶ Poor Problem Solving
- ▶ Negative Emotionality
 - ▶ Grievance/Hostility
- ▶ Negative Social Influences
- ▶ Emotional Dysregulation

Sexual Deviance

- ▶ Deviant Sexual Interest
- ▶ Emotional Congruence with Children
- ▶ Hostility Toward Women
- ▶ Sexual Preoccupation
- ▶ Sex as Coping

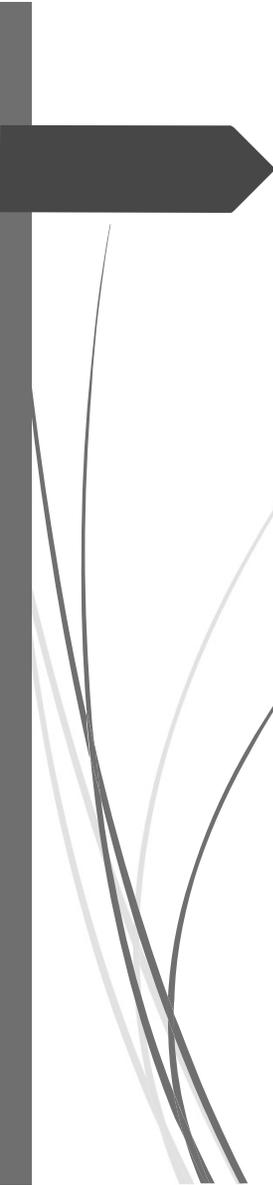
Treatment Issues

(CSAM Non-Production Offenders)

- ▶ **Emotional Dysregulation** (Middleton et al., 2006; Laulik et al., 2007; Elliot & Beech, 2009; Marshall et al., 2012; Seto, 2025)
- ▶ **Social Skills/Intimacy Deficits** (Middleton et al., 2006; Laulik et al., 2007; Elliot & Beech, 2009; Marshall et al., 2012; Seto, 2025)
- ▶ **Deviant Arousal** (Elliot & Beech, 2009; Seto et al., 2006; Seto, 2025; Babchishin et al., 2015)
- ▶ **Online Hypersexuality/Compulsive Sexual Behavior** (Kaplan & Krueger, 2010; Seto, 2025)
 - ▶ Sensation Seeking (Ray et al., 2014)
- ▶ **Problematic Technology Use** (Quayle, 2003; Elliot & Beech, 2009; Ray et al., 2014; Rimer, 2017, 2019; Seto, 2025)
 - ▶ Psychology of Technology (Suler, 2004; Rimer, 2019)
- ▶ **Victim Awareness**
 - ▶ Offense Supported Cognitions (Quayle et al., 2002; Burke et al., 2020; Seto, 2025; Rimer 2017, 2019)

Risk/Needs/Responsivity

- Responsivity – The Forgotten “R”
 - **General Responsivity**
 - Therapeutic Relationship/Alliance
 - Client Motivation/Engagement
 - Specific Responsivity
 - Learning Styles, Abilities, Culture



Therapeutic Relationship/Alliance

- Flexible
- WERD
- Sincere/genuine
- Nonjudgmental
- Self-confident/Enthusiastic
- Effective role modeling
- Consistent
- Motivating
- Not “the expert”
- Provide choices
- Express belief that change is possible
- Humor
- Effectively provide feedback
- Agreeable to mutual goals

Marshall et al., 2011

Therapeutic Relationship/Alliance

- ▶ Therapist features correlated with positive change
 - ▶ Warmth, Empathic, Rewarding, Directive (WERD)
 - ▶ These factors accounted for the biggest impact in treatment
- ▶ Confrontation (without a strong therapeutic relationship) is not helpful
 - ▶ Beech & Fordham, 1997; Drapeau, 2005; Drapeau et al 2005;
 - ▶ Turtles





Motivation/Engagement (General Responsivity)

Those more actively engaged in group showed higher accountability, less cognitive distortions about offending, and more progress toward treatment goals

(Levenson et al., 2004)

Risk/Needs/Responsivity

- Responsivity – The Forgotten “R”
 - General Responsivity
 - Therapeutic Relationship/Alliance
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 - **Specific Responsivity**
 - Learning Styles, Theory, Abilities



Dunn and Dunn Learning Style Model

Designed By Dr. Rita Dunn and Dr. Kenneth Dunn

Graphic Design by Susan M. Rundle

STIMULI

ELEMENTS

Environmental

Sound



Light



Temperature



Seating



Emotional

Motivation



Responsibility/
Conformity



Task
Persistence



Structure



Sociological

Self



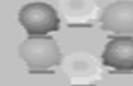
Pair



Peers



Team



Adult



Variety



Physiological

Perceptual



Intake



Time of Day



Mobility



Psychological

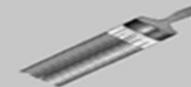
Analytic



Global



Reflective



Impulsive



Specific Responsivity

► Imagery

► Adults can learn without imagery, but...

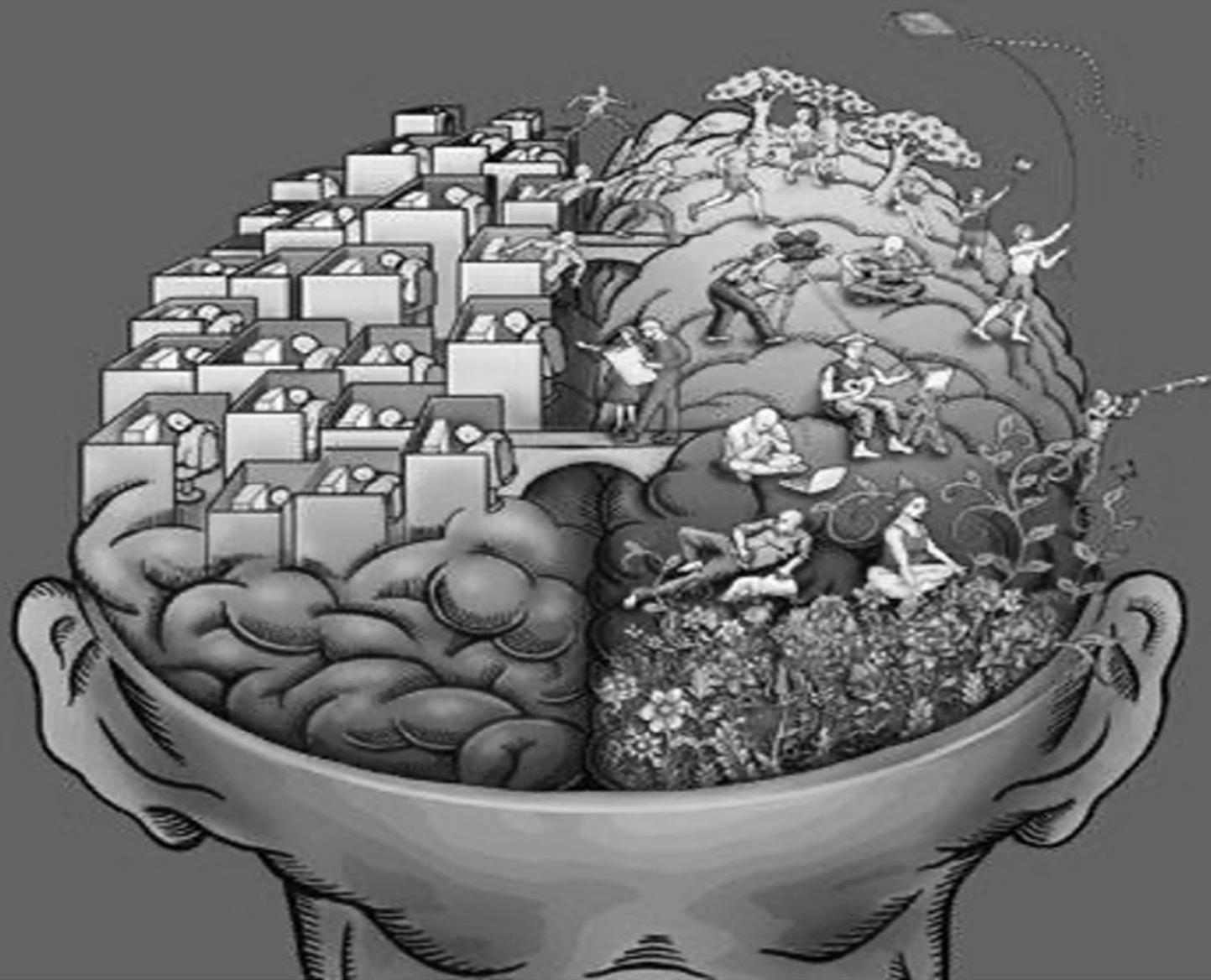
► Retention dramatically increases with imagery

(Broudy, 1987), (Boccaccio et al., 2024),

(Commodari et al., 2024), (MacInnis & Price, 1987)

► Provides Therapeutic Anchors

► Lowers Resistance/Builds Bridges



I AM THE
LEFT BRAIN

Decisive!
011001011 LOGIC

Accurate
ANALYTIC

REASON 1234567
245879

PRACTICAL
Strategic

CONTROL

SCIENCE

Realistic
Efficient

WWW.CARTOONADAY.COM



I AM the
Right BRAIN!

Intuition
Love LOVE love
Love thou art
Poetry

FREEDOM

Passion
vivid

creative

YEARNING
PEACE

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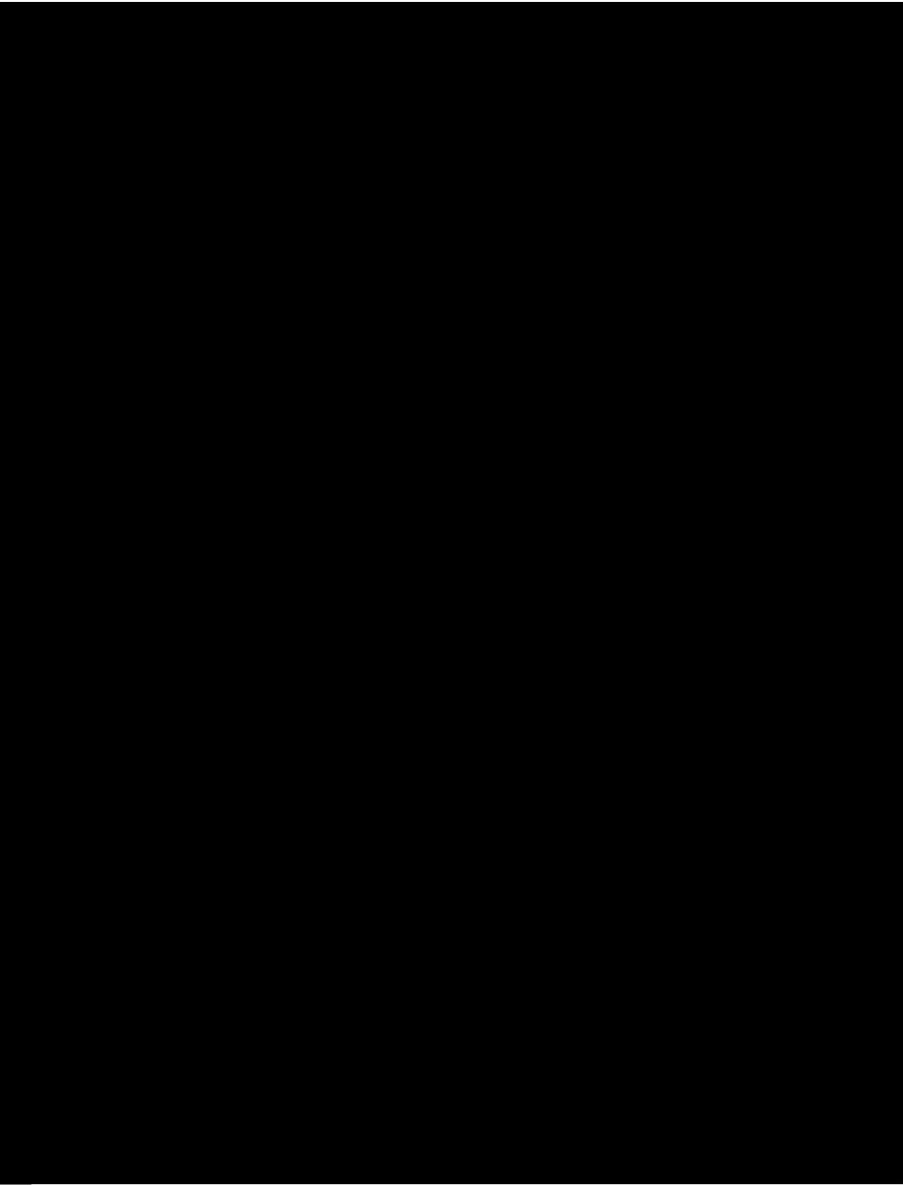
The Illegal Images Workbook

Risk/Needs/Responsivity
(Andrews & Bonta, 2010)

Nods To
Trauma Informed Care
(Levenson et al., 2016)

Good Lives Model
(Ward et al., 2014)

Positive, Hopeful, Engaging, and Fun



The Illegal Images Workbook

Colorful

Casual Language (David & Elizabeth)

Worked to Keep Activities Simple

Larger Print

Reflect & Respond

React

Space for Notes

Organized in a Clear/Linear Way

An Introduction

Welcome to Our Therapeutic Workbook

We created this workbook because we recognize that the use of child sexual abuse media (CSAM) is a serious issue. We understand that your decision to purchase this workbook was not an easy one. After all, choosing to engage in this process requires courage and self-reflection. However, the fact that you have taken this step is a strong indication of your willingness and motivation to address a difficult issue. Whether you are currently involved in the legal system or seeking to avoid legal consequences, we believe this workbook will be a valuable resource for you.



You should know that you are not alone in facing these challenges—otherwise, why would we create this workbook? Many others struggle with similar issues, and acknowledging the problem is the first step toward change.

Our inspiration for writing this workbook comes from our experiences working with individuals like you—people who feel shame, fear, and distress about their behaviors and who face the personal and legal consequences of their actions. At the same time, we know that many of these individuals seek **Awareness, Health, Freedom, and Hope** (as represented by the signpost on the cover) to break free from harmful patterns.

This workbook is designed to provide you with information, exercises, and resources to help you navigate a new path—one that leads away from harmful content and toward a healthier and more fulfilling life. We aim to strike a balance between increasing your awareness and helping you develop new skills to change your behavior.

Our goal is to support you in becoming a person who can manage emotions effectively, build healthy connections with others, engage in appropriate and fulfilling sexual behaviors, use technology in responsible ways, and fully understand the impact of child sexual abuse media on victims and society. While these goals may seem ambitious, we firmly believe that change is possible—and that you have the capacity to achieve it.

Introduction

Language – Child Sexual Abuse Material

Broader Audience

Individuals not in the legal system

Individuals not in therapy

Individuals using non-CSAM child material

Finding a therapist is strongly recommended

Companion Website (presentation)

PDFs of Illustrations, All of the Exercises

Music, Movies, Books, etc...

Using the Site with Technology Restrictions

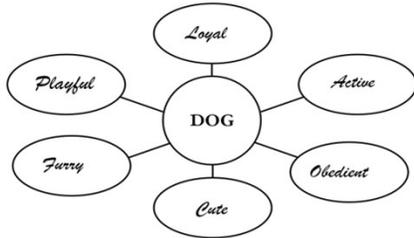


Building the Foundation

- ▶ **Word Webs**
- ▶ Trained Seals
- ▶ The Attorney
- ▶ The Stages of Change
- ▶ The Seven Desires
- ▶ The Inner Warrior

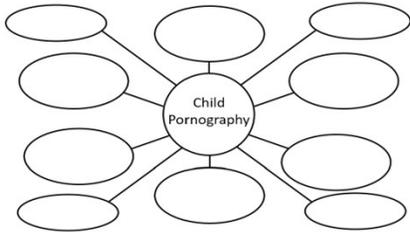
Word Webs

A “word web” is a brainstorm of words that are related to a “base word,” which is listed in the center of the web. These brainstormed words can be any type of word (adjectives, verbs, nouns, adverbs, etc.), so long as the word comes to mind when thinking about the base word. The example below shows a completed word web for the base word “Dog.”



React

Now that you have seen an example, we want you to complete two different word webs. The first uses the base words “child pornography,” and the second uses the base words “child sexual abuse media.” Spend about 10 minutes on each word web. Feel free to draw additional circles on the page if needed.



Word Webs

Sets the tone

Can adapt to use with acronyms
CP/CSEM/CASM



Building the Foundation

- ▶ Word Webs
- ▶ **Trained Seals**
- ▶ The Attorney
- ▶ The Stages of Change
- ▶ The Seven Desires
- ▶ The Inner Warrior

Trained Seals

(Fjerkenstad, n.d.)



Doesn't happen just in therapy

Not all or nothing

Gravitational pull....
It is just easier

How did the TS develop....

Trained Seal Discernment



Building the Foundation

- ▶ Word Webs
- ▶ Trained Seals
- ▶ **The Attorney**
- ▶ The Stages of Change
- ▶ The Seven Desires
- ▶ The Inner Warrior



The Attorney

(Fjerkenstad, n.d.)

The Defense Strategies

Deny

Blame Others

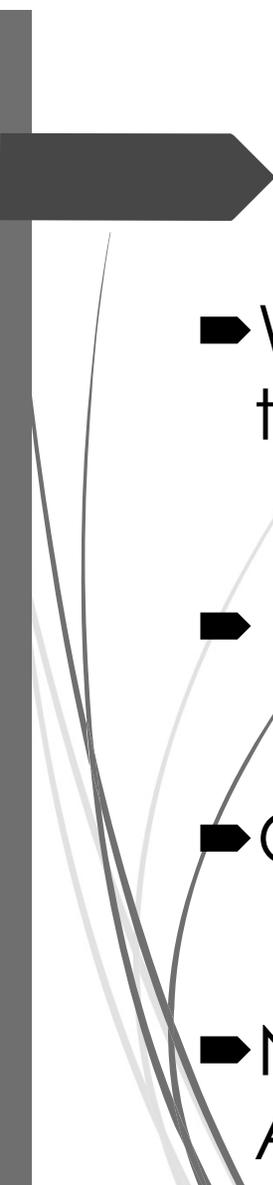
Use Diversion Tactics

Minimize

Only Tell Partial Truths

Never trust anyone with the full truth

Keep Trying the Case Over and Over



The Attorney

- ▶ When we feel threatened, our inner attorney surfaces to protect, attack, defend, and/or delay
- ▶ The Attorney is not bad
- ▶ Owning the existence allows for management
- ▶ Never silence The Attorney, but control the time, The Attorney is in charge



Building the Foundation

- ▶ Word Webs
- ▶ Trained Seals
- ▶ The Attorney
- ▶ **The Stages of Change**
- ▶ The Seven Desires
- ▶ The Inner Warrior

Stages of Change



Illustration based on the Stages of Change proposed by Prochaska, J. O., & DiClemente, C. C. (1983)

Stages of Change

Prochaska & DiClemente, 1983

- Difficult concept for clients
- Remember it is not just about one behavior
 - Can be used for any of the treatment targets
- The Stages of Change are not static...
- Relapse vs Recycle
- There is recycle, and then there is RECYCLE
- Telling the Truth vs Lying about the recycle



Building the Foundation

- ▶ Word Webs
- ▶ Trained Seals
- ▶ The Attorney
- ▶ The Stages of Change
- ▶ **The Seven Desires**
- ▶ The Inner Warrior

7 Desires of the Heart

(Developed by Deb and Mark Laaser)

	1. To be heard and understood.
	2. To be affirmed.
	3. To be blessed.
	4. To be touched.
	5. To be safe.
	6. To be chosen.
	7. To be included.

The Seven Desires

(Laaser & Laaser, 2021)

The book is faith-based...
However, Seven Desires are not

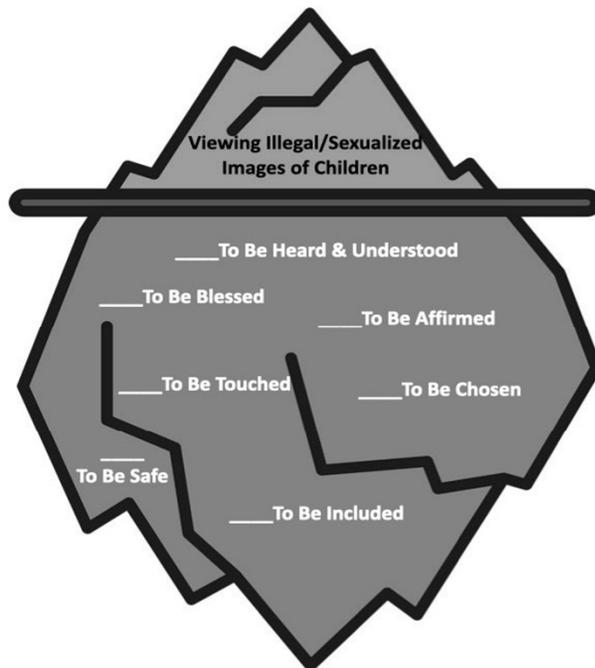
Trauma-Informed

Dovetails with the Good Lives Model
Inner Peace/Happiness
Community/Friendships
Spirituality

7 Desires are woven throughout

REACT

The Seven Desires Iceberg



After some Reflect and Respond questions, clients are asked to start thinking about which of the Seven Desires they are searching for and if the need for those Seven Desires may have contributed to their use of child sexual abuse material



Building the Foundation

- ▶ Word Webs
- ▶ Trained Seals
- ▶ The Attorney
- ▶ The Stages of Change
- ▶ The Seven Desires
- ▶ **The Inner Warrior**



The Inner Warrior

(Fjerkenstad, n.d.)

Inner Warrior is different than The Attorney

The Inner Warrior is a prosocial, positive defender

“Feels like someone on my side who is strong and has integrity.”

“My inner warrior helps me with courage, not defensiveness, when I am dealing with difficult treatment or probation issues.



Published by Minnesota Fur Traders' Association and Nursery, St. Louis - 1907

Evening Passage

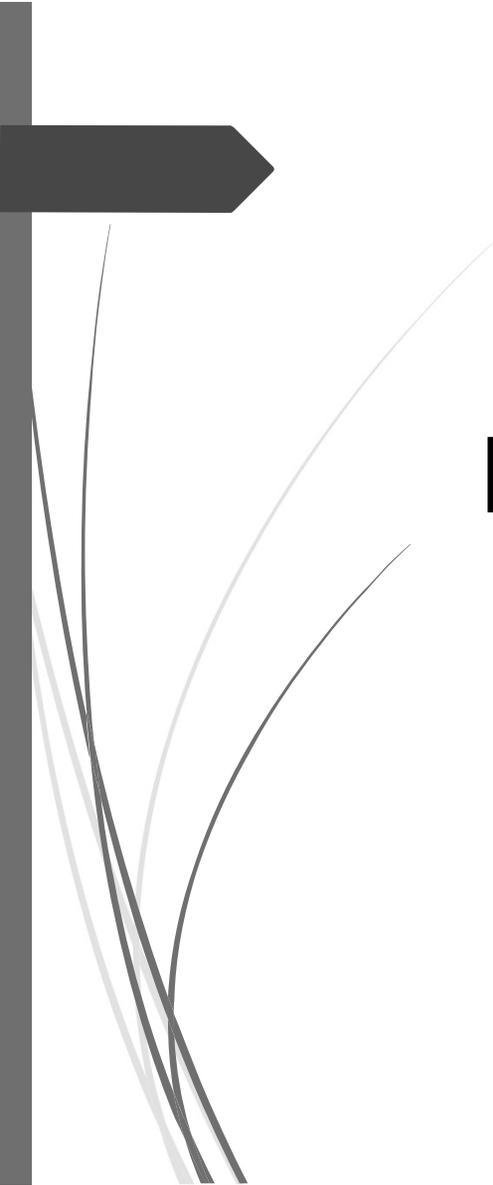
R. Miller



The Story of Lion El'Jonson (Warhammer)

- The Feral Forest (The Origins of Harm)
- The Shattered Home (The Weight of the Offense)
- The Awakening (Owning the Truth)
- Becoming the Risen (The Path of Integrity)
- The Encouragement to Continue





Building the Foundation Hermes' Web

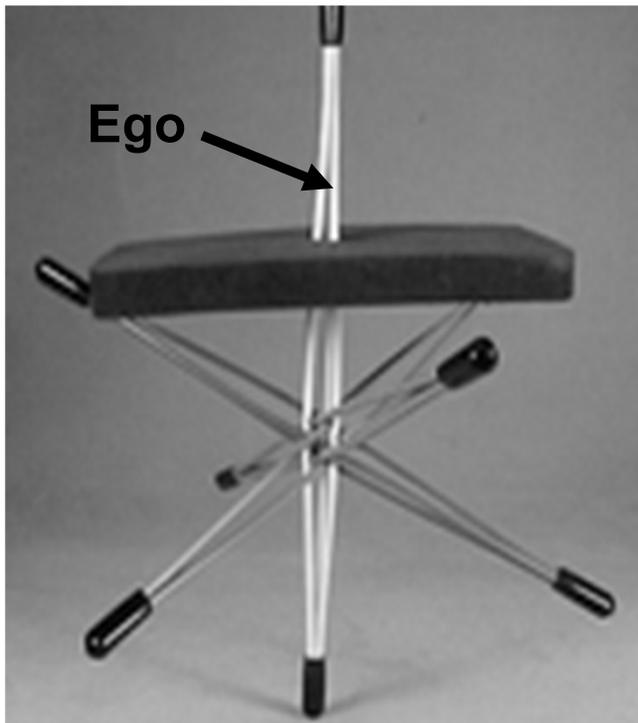
(Fjerkenstad, n.d.)

www.hermesweb.com/videos

Hermes' Web

- A Psychological Communication Tool
 - The Ego
 - The Core
 - The Barrier
 - The Flip
 - The Truthful Lie

The Ego

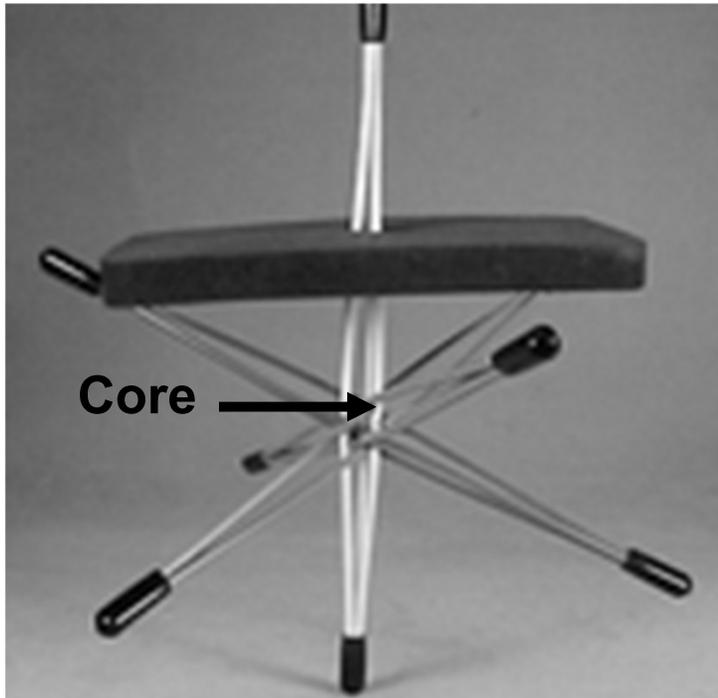


How we see ourselves

What we prefer to show others

Our "shined up" self

The Core

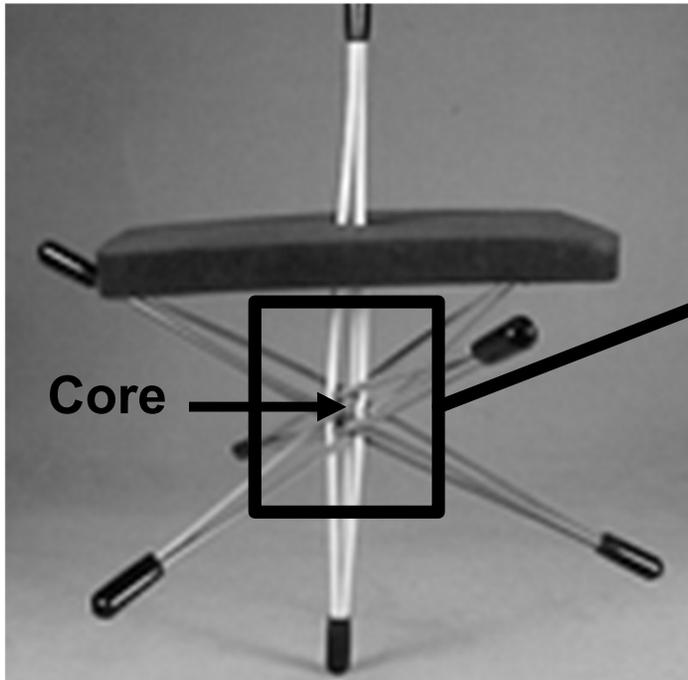


The soul, where all parts of the human personality meet

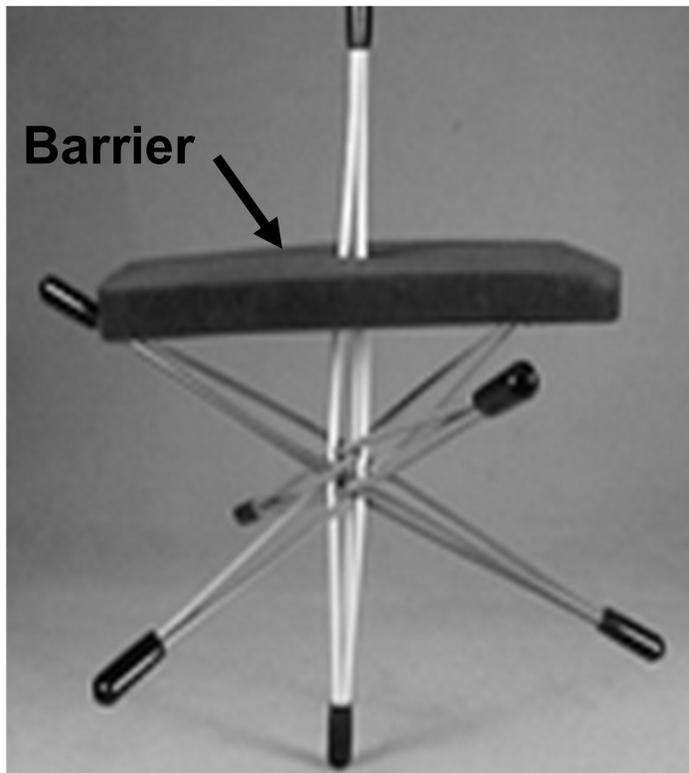
Psychological age

The hidden world

The Core



The Barrier



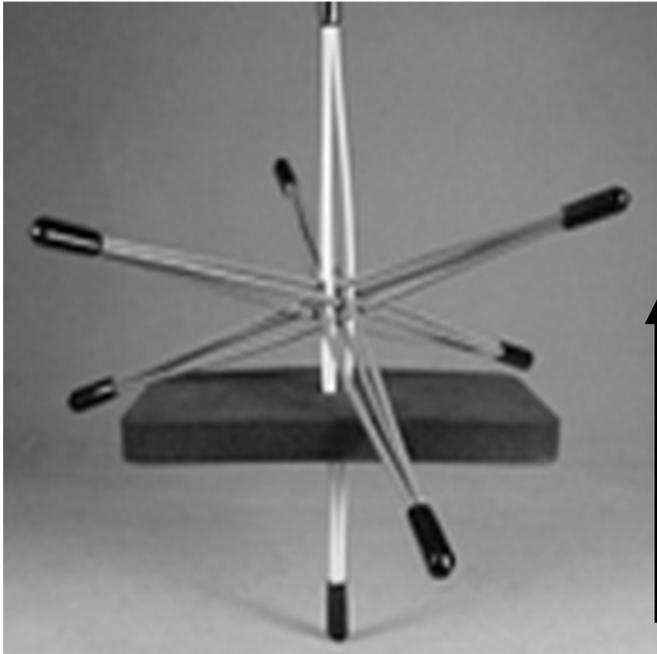
The dividing line

The power of the barrier

Stops output, unless
compromised via stress, drugs,
alcohol, sex

Cannot stop input or protect
the core from life events

The Flip - Revolution



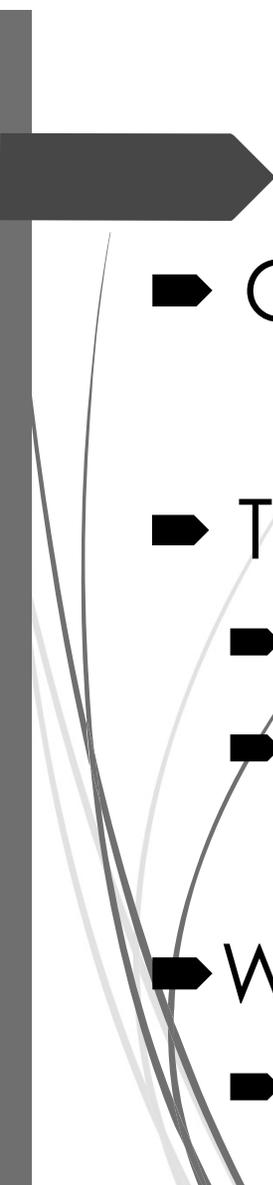
What has been ignored

Takes Center Stage

Rebels

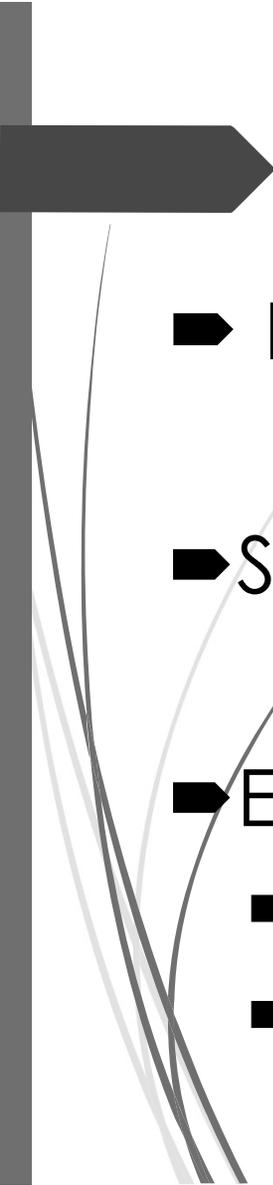
Acts Out

With no Interference



The Flip - Denial

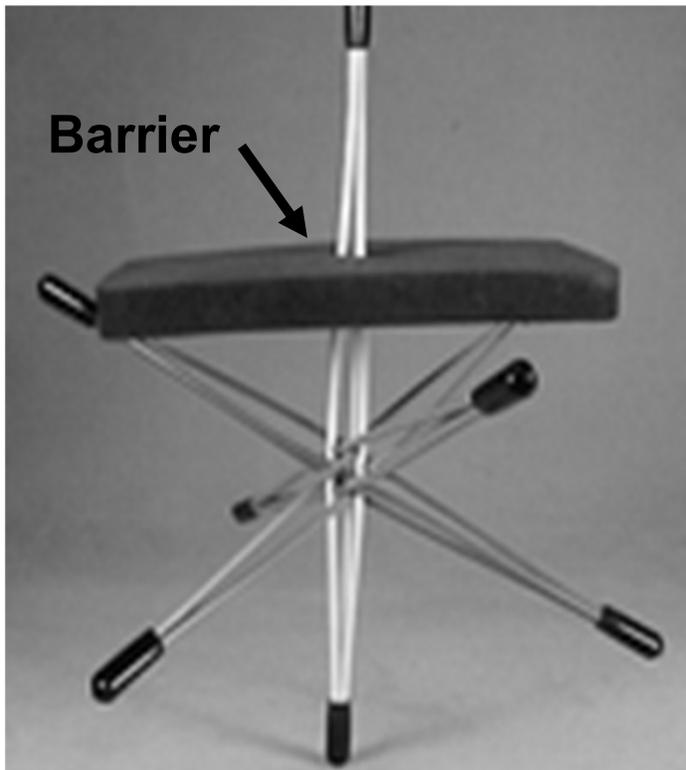
- Once the behavior is over, the core flips back
- The ego is horrified and either
 - Pretends nothing happened OR
 - Works to cover up, explain away, and clean up
- Without interventions, the core continues to flip
 - Often escalates the flip behavior over time



The Truthful Lie

- ▶ Despite all evidence...
- ▶ Suppress or repress awareness of own behavior
- ▶ Evade awareness
 - ▶ Cost to self-esteem and dignity
 - ▶ A form of psychological self-protection

The Barrier



Important to have a barrier

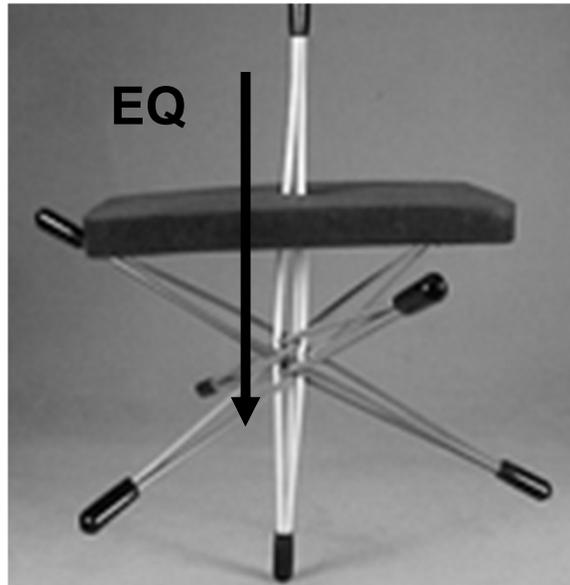
When no barrier is present...

Can be ugly

Difficult to work with

Always getting into trouble

Emotional Intelligence (EQ)



Moving past the barrier and into core while maintaining...

Self

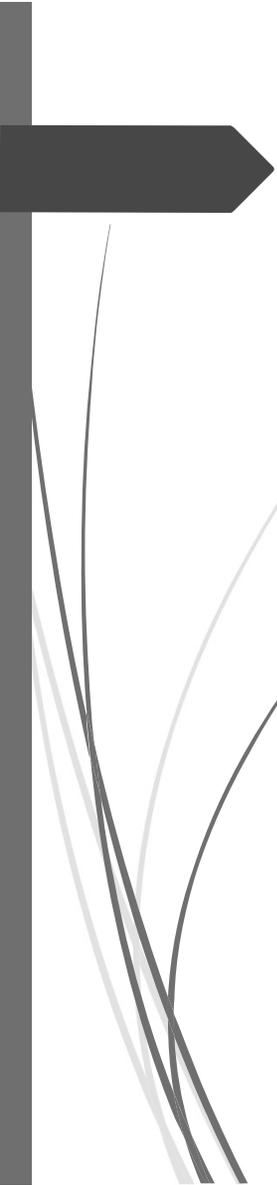
Integrity

Values

Creating a relationship between the ego and core.

Hermes' Web

- ▶ Trauma-Informed tool for helping people understand their acting out.
- ▶ Requires people to take responsibility for their flips
- ▶ “It’s my pocket therapist”
- ▶ Helps with developing empathy with others, including victims.
- ▶ It helps with treatment planning
- ▶ It is the ultimate responsibility tool



Hermes' Web

(Fjerkenstad, n.d.)

www.hermesweb.com/videos

Let us introduce our friend!

Treatment Issues

(CSAM Non-Production Offenders)

- ▶ **Emotional Dysregulation** (Middleton et al., 2006; Laulik et al., 2007; Elliot & Beech, 2009; Marshall et al., 2012; Seto, 2025)
- ▶ **Social Skills/Intimacy Deficits** (Middleton et al., 2006; Laulik et al., 2007; Elliot & Beech, 2009; Marshall et al., 2012; Seto, 2025)
- ▶ **Deviant Arousal** (Elliot & Beech, 2009; Seto et al., 2006; Seto, 2025; Babchishin et al., 2015)
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 - ▶ Psychology of Technology (Suler, 2004; Rimer, 2019)
- ▶ **Victim Awareness**
 - ▶ Offense Supported Cognitions (Quayle et al., 2002; Burke et al., 2020; Seto, 2025; Rimer 2017, 2019)

Chapter 2: Emotion Management

The inability to manage emotions is at the “heart” of many psychological issues, including the use of child sexual abuse media. Learning to manage your emotions in healthy and positive ways is a crucial skill to moving away from unhealthy sexual behavior and moving toward healthy sexual behavior.

This chapter will provide exercises to help you better understand and manage your emotions. The hope is that these new skills will assist you in breaking the cycle of turning to the online world of sexuality as a place to “soothe and calm” your negative emotions.

A List of Chapter Exercises

1. Emotional Awareness
2. Getting to Know Your Inner Critters
3. EQ Barometer
4. A Wise Mind
5. Emotional Banking
6. The Emotional Regulator
7. Mindfulness

Don't Forget!

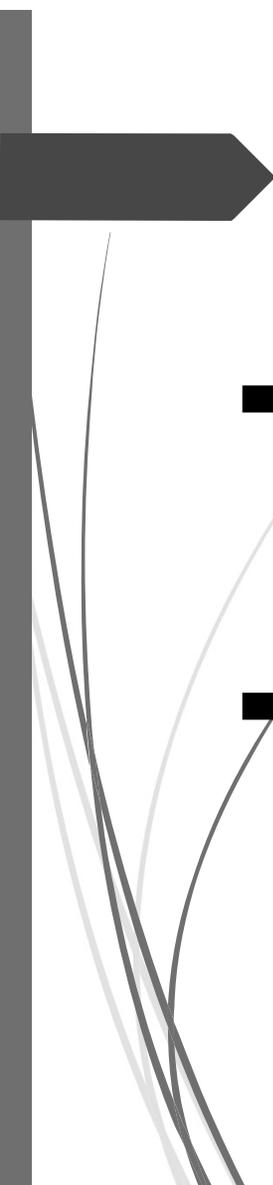


Those who have access to the Internet may want to visit our companion website for resources related to this and other chapters in the workbook. These resources include additional articles, websites, and copies of activities/graphics from the chapters.

<http://www.internetbehavior.com/illegalimages>

EMOTION MANAGEMENT

Emotional Awareness
Getting to Know Your Inner Critters
EQ Barometer
A Wise Mind
Emotional Banking
The Emotional Regulator
Mindfulness



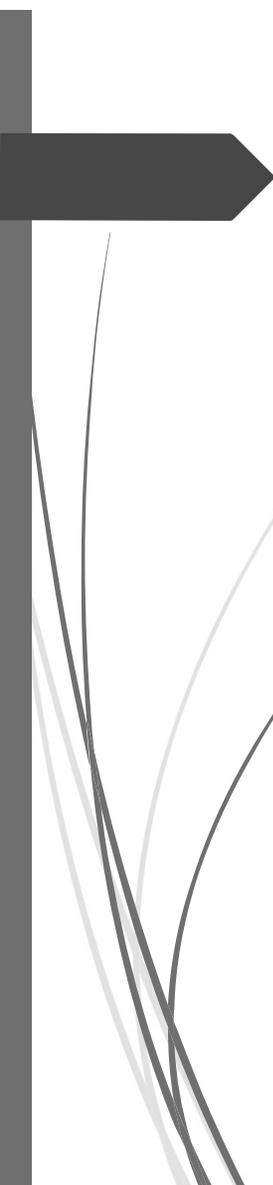
Emotion Management

- Recognizing Emotions
 - How We Feel (App)(Free)(Resource on Web Page)
- Your Inner Critter**
 - Representing Your Emotional Life
 - How you relate at your Worst, though, also represents some of the best of us...(Turtle)



Your Inner Critter

- ▶ Naming allows clients to own & manage
- ▶ Helps clients recognize the positive and the negative
- ▶ Let's clients know it is only a part of who they are
- ▶ Clients and others can relate to the metaphor
- ▶ Creates a shortcut for communication
- ▶ Allows for space to explore origins of the critter
- ▶ Creates empathy



► Sloth

- “When I get overwhelmed or ashamed, I turn into a sloth. I stop caring. I zone out on the couch with my phone or laptop and lose hours. The sloth is slow, disconnected, and doesn’t want to deal with anything. When the sloth takes over, I am more likely to scroll and drift into illegal material because I want to feel nothing.”

► Squirrel

- “My squirrel is always running. My mind jumps from one worry to the next. Bills. Probation. My partner watching me. The squirrel never rests. When the anxiety builds too high, I look for something intense to shut my brain off. That’s when I’ve ended up viewing images. I don’t feel calm. I feel desperate to escape the noise in my head.”

Emotional Regulator

- Metaphor of a Gas Grill
- Learning to regulate the intensity of emotions
- Kicking in the Emotional Regulator**
 - Breathing/Mindfulness/Imagery/Tapping/Other?
- Practice, Practice, Practice
 - Starting and Ending Therapy
 - Work, Home, In the Car



Resources on Website

- ▶ Mindfulness/Meditation
 - ▶ Part of the “third wave” of CBT**
 - ▶ <http://palousemindfulness.com>
- ▶ 10% Happier
- ▶ The Buddha’s Brain/Just One Thing
- ▶ Sitting Still Like a Frog
- ▶ Mindfulness In Real Life
 - ▶ <https://www.mindfulnessirl.com>

Emotional Regulator

- Metaphor of a Gas Grill
- Learning to regulate the intensity of emotions
- Kicking in the Emotional Regulator**r
 - Breathing/Mindfulness/Imagery/Tapping/Other?
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 - Starting and Ending Therapy
 - Work, Home, In the Car



Chapter 3: Intimacy Skills

Intimacy is hard. It is difficult to let others get close when you aren't even sure you want to be close to yourself. Yet, you are a social being and need to find ways to connect to your community.

Technology can make intimacy even more difficult. It isn't that technology is inherently bad, but it can be used to draw you away from others and lead to isolation.

Research suggests that technology use commonly leads to increased loneliness and depression. Research also notes that technology use interferes with the ability to have empathy towards others - one of the basic building blocks of intimacy.



Do you know what else leads to loneliness, depression, and a lack of empathy? Pornography. When technology use and pornography use are combined, it creates a heavy dose of pseudo-intimacy.

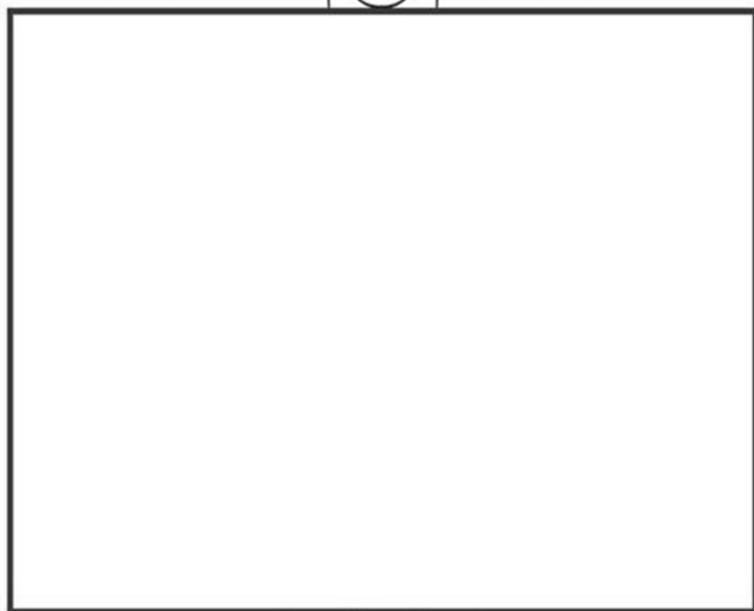
This happens so frequently that psychologists even made up a word for it... "parasocial relationships." While it sounds fancy, it simply means that you feel a sense of connection with the people online that doesn't really exist. It's pretend and yet it feels real. Some men say they feel this parasocial relationship with the children in the child sexual abuse media. If that is you, remember, that is not real intimacy. It is intimacy that resides in your fantasy.



This chapter of the book is designed to help you reconnect with yourself and others. It has exercises designed to evaluate your ability to connect intimately with others. The chapter also provides ideas on how to repair identified deficits so you can experience real intimacy instead of the pseudo-intimacy offered through technology and pornography.

Intimacy Skills

Into-Me-See
Do You Hear What I Hear
Getting to Know Renfield
What's Love Got to Do With IT
Relationships Unplugged
Relationship Circles
Won't You Be My Neighbor?



Into-Me-See

Green: Intimacy skills you have

Orange: Intimacy skills you are working on

Red: Intimacy skills you need

Rate your intimacy skills with 3 others

How do you increase your ratings?

Create a plan



Getting to Know Renfield

Four Roles of Renfield

Victim

It's not my fault

Survivor

I work so hard

Servant

I give so much

Perpetrator

I deserve it all



Reflect and Respond

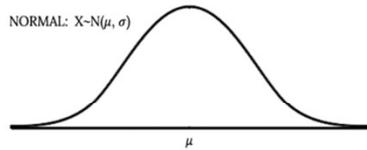
Which role(s) are most prominent for you?

Where did you learn to take on this role(s)?

How does your role(s) interfere with meeting your intimacy needs?

Chapter 4: Deviant Sexuality

Deviant? Why use such an offensive word to describe sexuality? Well, the fact is sometimes we give words too much meaning. The word “deviant” simply means “different from what most people do.” It means to “deviate” from the norm. And as we all know, normalcy is a broadly debated concept! However, in the world of sexuality (even among groups that accept many forms of sexual behavior) when an individual has sexual interest in, or arousal to, children (defined as those who have not fully developed through puberty), they are considered deviant from the norm group. While we debated using the term in this workbook, it is important to note that approximately 10% of the population has some sexual curiosity, interest, or arousal related to children while 90% do not. Therefore, we decided the term “deviant sexuality” applies to the topic of using child sexual abuse media.



You might be saying to yourself, “Wait! I do not have sexual interest in children. I am not attracted to kids!” While we recognize there are a number of reasons why someone may view child sexual abuse media, we also need to acknowledge that

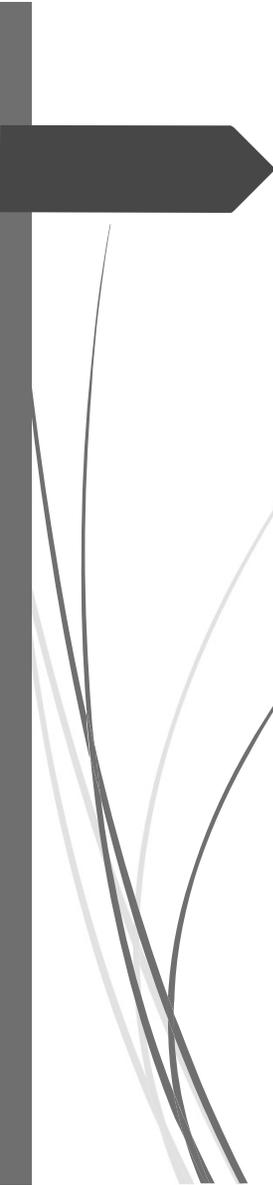
there must have been some curiosity, interest, or arousal present for you to seek out this kind of media. Otherwise, you would have chosen some other negative, unhealthy habit to satisfy yourself. Drugs, perhaps? Regardless, it is important to recognize you must have derived some amount of pleasure or relief in viewing child sexual abuse media (even if it was surprising and temporary) or else you wouldn’t have viewed it.

The purpose of this chapter is to get you thinking about your deviant sexuality. We want to increase your understanding and awareness as well as provide you with some exercises that may be helpful in managing this issue in your life.

There are many factors that can contribute to the development of deviant sexual interests or arousal related to children. Some professionals believe the beginnings of such deviant sexual interests are formed in the womb, before someone is even born. Others believe there is a genetic predisposition towards sexually deviant behaviors that gets triggered at some point during a person’s life. Yet another belief is that deviant sexual interests is developed as a response to certain traumatic experiences.

Deviant Sexuality

Healthy Sexuality
Sexuality Soup
True North
The Dark Side of The Brain
The 13th Witch
The Big “M”
Two for the Price of One



► **Understanding Healthy Sexuality**

- CERTS Model** (Maltz & Holman, 1987)

► **Understanding Your Sexuality**

- Sexuality Soup (Kellerman)
- True North
- The Dark Side of the Brain

► **Managing Your Sexuality**

- The 13th Witch
- The Big M
- Two for the Price of One

CERTS is an acronym that stands for:

Consent
Equality
Respect
Trust
Safety

Let's briefly define each of these.

Consent means that you can freely and comfortably choose whether or not to engage in sexual activity. In order to consent, you must be conscious, informed, and able to stop the activity at any time.

Equality is about the impact of uneven power dynamics on a sexual relationship, and how to address those uneven dynamics so that both people can feel comfortable regardless of the inequalities. Participants in a sexual encounter should have an equal voice and feel comfortable with the dynamics of the relationship.

Respect exists when you have positive thoughts, feelings, and attitudes towards yourself and your sexual partners. Participants in a sexual encounter should always feel their wishes are being honored by others.

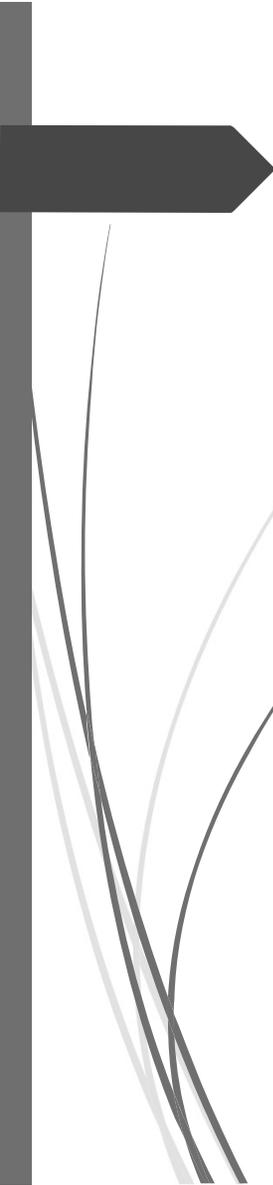
Trust means that you are communicating with your sexual partner about any needs and vulnerabilities in the relationship, and you respond to those vulnerabilities with concern and sensitivity.

Safety is present in a sexual relationship when everyone involved feels comfortable with and assertive about where, when, and how the sexual activity takes place. Individuals must feel safe from the possibility of negative consequences such as unwanted pregnancy, sexually transmitted infections, and physical injury.

Now that you have a basic understanding of what constitutes sexual health, let's begin to examine your own definitions and how they may need to shift to better align with the CERTS model.

Important for clients to have some understanding of healthy sexuality before addressing deviant sexuality

Limitations in trying to address the topic fully in the workbook



- **Understanding Healthy Sexuality**

- CERTS Model** (Maltz & Holman, 1987)

- **Understanding Your Sexuality**

- Sexuality Soup (Kellerman)

- True North

- The Dark Side of the Brain

- **Managing Your Sexuality**

- The 13th Witch

- The Big M

- Two for the Price of One

YOU SOUP Recipe version 2 by its pronounced METROsexual.com



Ingredients:

base & broth

- race
- ethnicity
- gender
- sexuality



early additions

- socioeconomic status
- geographic location
- education
- family structure



optional

- hobbies & passions
- religion & faith
- career
- political beliefs



secret ingredients

- personal experiences
- changes to other ingredients
- hidden identities
- misperception of ingredients



Procedure:

Combine base ingredients to create broth and bring to a boil. Toss in early additions and simmer over low heat for many, many years, adding optional and secret ingredients to taste. Makes one You.



COLD

Watch out for Trained Seals!

LUKEWARM

WARM

HOT



React

The next time you experience a deviant sexual fantasy, try to “Iceberg Your Fantasy” to gain a better understanding of the deviant sexual fantasy’s function. Continue to iceberg your deviant sexual fantasies for the next month or so and jot some notes about what you have learned. You will use this “iceberging” technique in the next chapter as well.

Iceberg Your Fantasy



The diagram shows an iceberg shape divided by a horizontal dashed line. The top part is labeled 'Deviant Fantasy'. The bottom part is divided into three sections: 'How am I Feeling?', 'What is the Story in My Head About my Fantasy?', and 'Which of the Seven Desires am I attempting to get met?'.

Deviant Fantasy

How am I Feeling?
(lonely, sad, bored, angry, etc.)

What is the Story in My Head About my Fantasy?
(e.g., fantasies don't hurt anyone, no one will ever know, etc.)

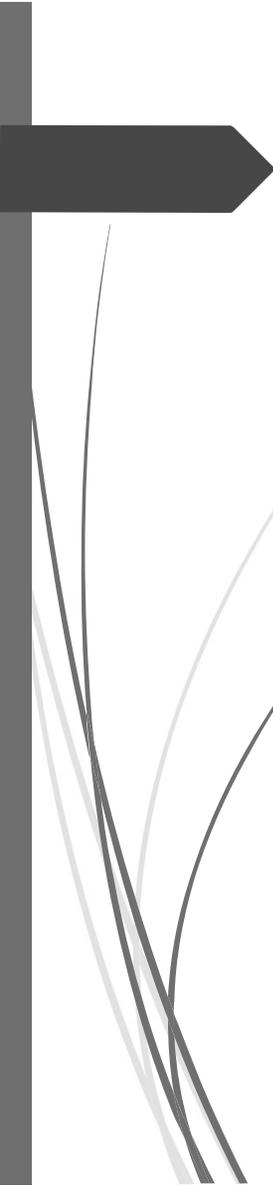
Which of the Seven Desires am I attempting to get met?

- To be heard
- To be understood
- To be included
- To be blessed
- To be safe
- To be chosen
- To be affirmed

Iceberg Your Fantasy

Based on the belief that sexual fantasies often represent a need to meet one of the Seven Desires

Doesn't mean fantasies are bad, but important to address the underlying Seven Desires (needs)



- **Understanding Healthy Sexuality**

- CERTS Model** (Maltz & Holman, 1987)

- **Understanding Your Sexuality**

- Sexuality Soup (Kellerman)

- True North

- The Dark Side of the Brain

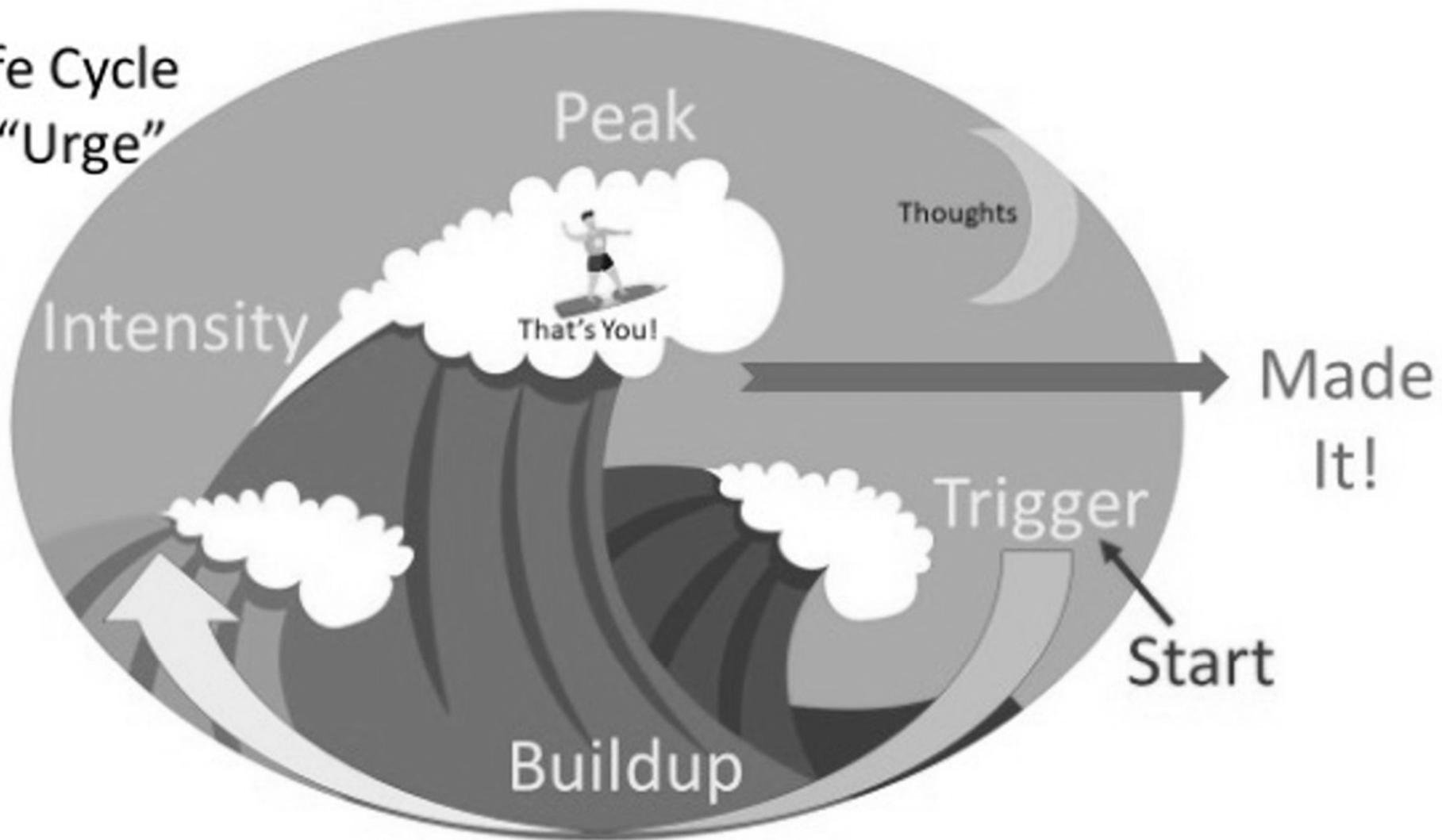
- **Managing Your Sexuality**

- The 13th Witch

- The Big M

- Two for the Price of One

The Life Cycle of an "Urge"



Chapter 5: Out of Control Sexual Behavior



This chapter is centered around the feeling of being “out of control” with your sexual behavior. This feeling can have many different names including sex addiction, compulsive/impulsive sexuality, or problematic sexual behavior. But regardless of the various terminology used, the concept always refers to sexual behaviors that you feel you’ve lost some or all control over. Such behaviors may include the use of child sexual abuse media, masturbation, adult pornography, “hooking up” with casual partners, online chatting, and more. It is important to say that that even if you have engaged in these sexual behaviors, they may have felt problematic, but not

out of control. This chapter will introduce you to information and exercises that can assist you in reflecting on whether or not your sexual behavior is or was out of control.

The exercises presented in this chapter will be useful for addressing general sexual behavior that may feel out of control but more importantly the information in this chapter will certainly help you better understand and address deviant sexual behavior that has become out of your control. Just think of it as a double-dipping bonus!

A List of Chapter Exercises

1. How Bad Is It, Doctor?
2. Zapping Your Cycle
3. I Can’t Live Without You
4. Good Grief!
5. Porn Literacy
6. Driving Your Own Self-Care Bus
7. ATTACK PLAN!!!

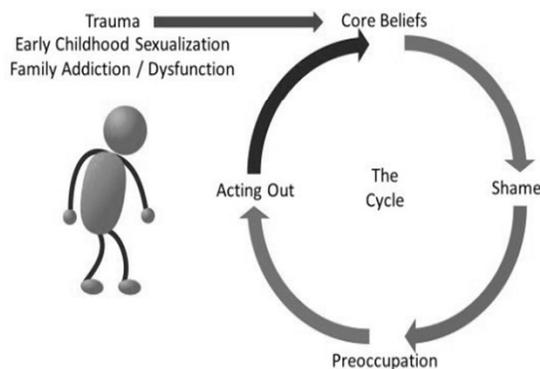
Out of Control Sexual Behavior

How Bad Is It, Doctor?
Zapping Your Cycle
I Can’t Live Without You
Good Grief?
Porn Literacy
Driving Your Own Self-Care Bus
ATTACK PLAN!!!

Zapping Your Cycle

It is important to understand the theory behind how and why people develop and sustain out of control online sexual behavior. You may find that you share a common background and characteristics with others who struggle to control their behaviors - sexual and otherwise.

The following graphic shows how most professionals believe the cycle of being out of control begins and is sustained over time. This includes alcohol, drug use, gambling, sexual behavior, and other out of control behaviors.



The theory is that trauma, early childhood sexualization, and/or some type of family dysfunction "activates" and "feeds" the system. Once the system is activated, the cycle begins and continues. It is very difficult to break out of a cycle once it has been activated.

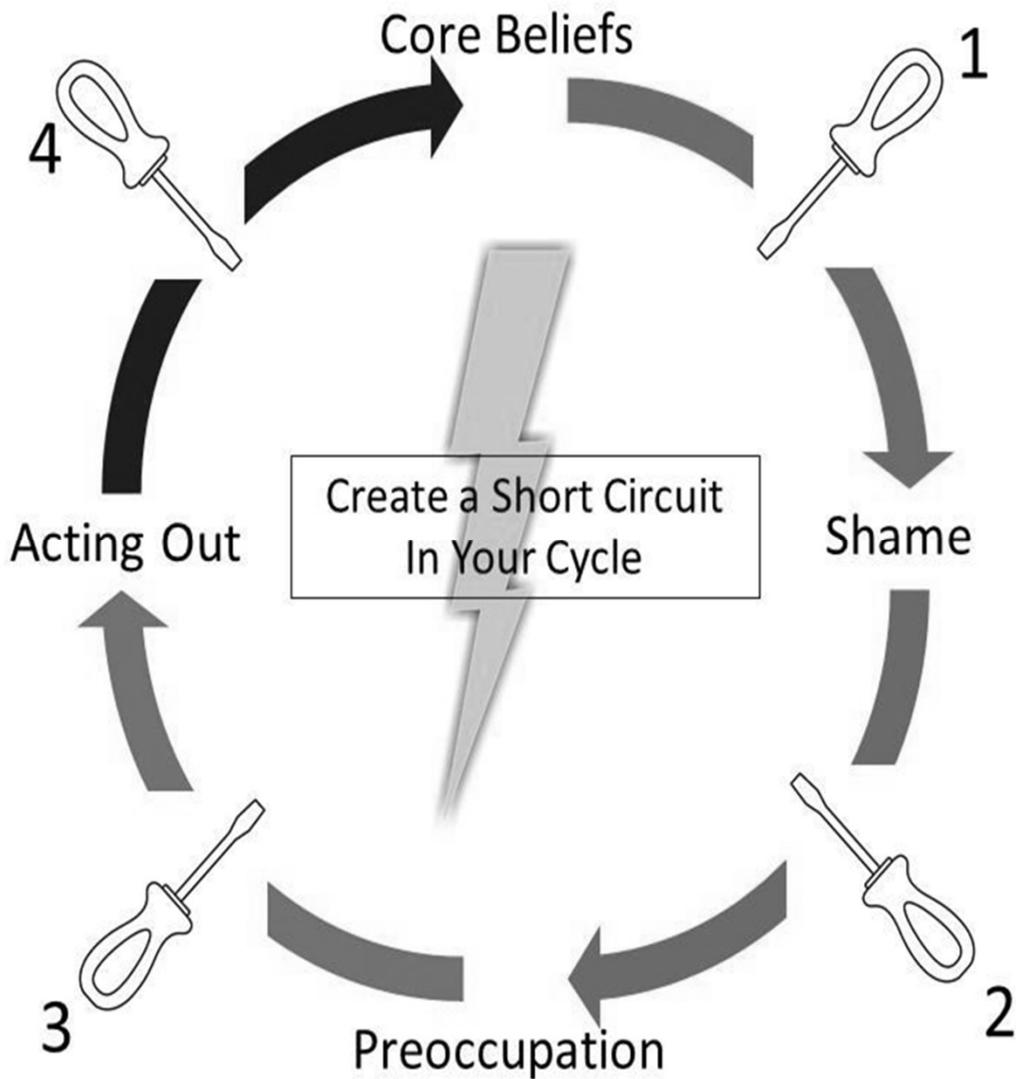
Cycles are "out of favor" these days, however....

The cycle provides multiple opportunities to intervene

Each stop in the cycle is a therapeutic issue

Assists clients in looking at family dysfunction, early sexualization, and trauma

The concept of rituals is part of preoccupation



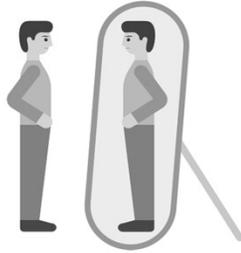
Zapping Your Cycle

The goal is to short-circuit the cycle
It is helpful to do exercise when the client is not in his cycle.

Doing the exercise with an accountability or group is helpful if the client is in his cycle

ATTACK PLAN!!!

It's time to look back at the exercises you have completed in this chapter. What things stood out to you as the most helpful? Which exercises gave you the best insights? What surprised you most? Make some notes about what you have learned so far, in particular what will be helpful in developing your plan of attack!





In this chapter you visited the doctor, became an electrician, and became porn literate! Wow! What a resumé! Now it's time to pull it all together and create a plan to finally address your out of control sexual behavior. That's what this exercise does, and hopefully the end result will be a plan you can hang on your wall. Ok... maybe not.

Time to ATTACK!!!

There is no Reflect & Response for this exercise. We want you to React and start building an ATTACK PLAN!!!

ATTACK PLAN!!!

Your Attack Plan!!! should be SMART (Specific, Measurable, Attainable, Relevant, and Time-bound). We want you to plan things you can do, not just think about doing. The following pages should help you create a plan that will help prevent out of control sexual behavior, as well as intervene if such behaviors begin to occur.

ATTACK PLAN

Meetings
(Meetings/Faith-Based)

Accountability

Abstinence Period**

Journaling

Counseling

Self-Care

Medication Consulting

Adult Pornography Use?

Mindfulness**

Abstinence

Often a misunderstood concept

Can serve as a period of reset

Learning Experience
“What Bubbles Up?”

An abstinence contract needs careful thought
and preparation

Support Community
Healthy Coping Strategies
Counseling

Abstinence Contract

Name: _____

Date: _____

Abstinence Period:

30 Days 60 Days 90 Days Other _____

I have a journal/diary

I have a support team in place

By signing this contract, I agree to make a significant effort in abstaining from all forms of sexual arousal (e.g., intentional sexual fantasy, masturbation, sexual contact with others, viewing pornography in all forms, online sexual behavior such as chatting or using AI bots, etc.).

I understand that abstinence may bring up emotional and behavioral challenges. Therefore, I have made a plan to help cope with these thoughts, feelings, and urges by listing coping strategies, leisure activities, and support people.

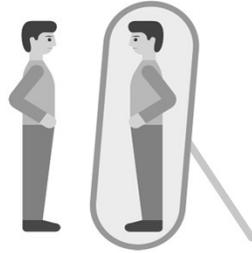
<u>Coping & Leisure Strategies</u>	<u>Support Team</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Signature

Support Person Signature

ATTACK PLAN!!!

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ATTACK PLAN

Meetings
(Meetings/Faith-Based)

Accountability

Abstinence Period**

Journaling

Counseling

Self-Care

Medication Consulting

Adult Pornography Use?

Mindfulness**

Resources on Website

► Mindfulness/Meditation

► Part of the “third wave” of CBT**

► <http://palousemindfulness.com>

► 10% Happier (Harris)

► The Buddha's Brain/Just One Thing (Hanson)

► Sitting Still Like a Frog (Snel)

► Mindfulness In Real Life

► <https://www.mindfulnessirl.com>

Chapter 6: Technology Use

The focus of this chapter will be on helping you address your problematic technology use and on developing a plan to replace it with healthy technology use instead. Technology is here to stay, and we believe that even if you are currently restricted from using it, that doesn't have to mean that technology use is out of your reach forever. Safe and healthy technology use is possible for anybody!

Technology today is constantly changing, for example, AI is all the rage right now. We want to help you develop a plan so that no matter what technology appears in the future, you will be ready for it! It is important to be thoughtful and prepare yourself for using technology so you can keep yourself and others safe.

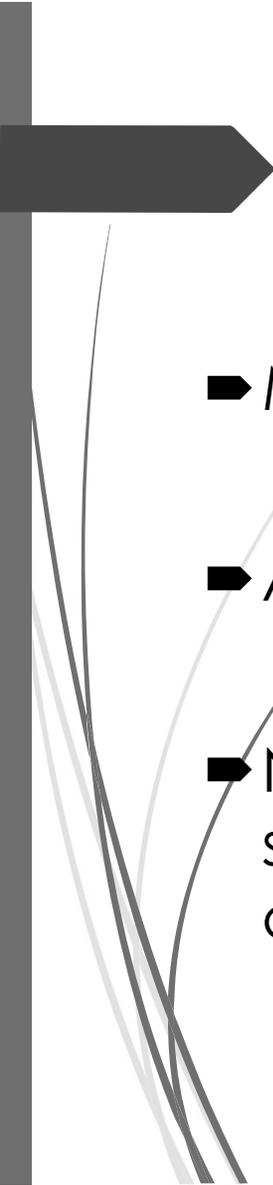
You know yourself best... you know what technologies you use, which ones cause you the most trouble, where you hide things, and how you keep secrets. This chapter will give you the basics, but you will need to apply them yourself for the exercises to be useful.

Let's Tech!



Technology Use

Technology Management
The Online Disinhibition Effect
The Cyberhex
Technology Health Plan
Digital Footprints
Technology Crazyness INDEX
Acceptable Use Plan



Technology Use

- ▶ Most overlooked in treatment programs
- ▶ A significant factor in online sexual offense behavior
- ▶ Not just a treatment need for individuals who commit their sexual offense online....also a need for individuals who commit sexual offenses offline

Technology Use

- It is recognized that these features of technology **cannot be ignored** as a factor in sexual offense behavior in the online world. (Quayle et al., 2010; Seto, 2025; Rimer, 2019)
- The function of the Internet is a crucial aspect of online sexual offending (Sheldon & Howitt, 2007; Surjadi et al., 2010)

The Online Disinhibition Effect

In 2004, Dr. John Suler, a professor at Rider University, wrote the following about the psychology of cyberspace:

"It's well known that people say and do things in cyberspace that they wouldn't ordinarily say or do in the face-to-face world. They loosen up, feel more uninhibited, and express themselves more openly. It's a double-edged sword. Sometimes people share very personal things about themselves. They reveal secret emotions, fears, and wishes, or they show unusual acts of kindness and generosity. On the other hand, the disinhibition effect may not be so benign, as individuals explore the dark underworld of the internet—places of pornography and violence—where they would never venture in the real world."



In his 2015 book, *Psychology of the Digital Age: Humans Become Electric*, Suler further described this phenomenon and named it the "Online Disinhibition Effect." He explained:

"What causes this online disinhibition? What is it about cyberspace that loosens psychological barriers? Several factors are at play. For some people, one or two of these factors produce the lion's share of the disinhibition effect. In most cases, though, these factors interact with and supplement each other, resulting in a more complex, amplified effect."

Elements of the Online Disinhibition Effect



1. You Don't Know Me - This factor is driven by the anonymity the internet provides. When individuals feel anonymous, they are more inclined to engage in behaviors they would otherwise avoid. The anonymity of online environment fosters a sense of detachment from real-world consequences.

2. You Can't See Me - Although related to anonymity, this refers to the sense of invisibility many internet users experience. Feeling invisible and unseen leads individuals to believe they can neither cause nor suffer consequences for their online behavior. The opportunity to be physically invisible amplifies the disinhibition effect.



3. See You Later - This concept revolves around the illusion that one can simply "escape" negative online behaviors (e.g., trolling, cyberbullying, viewing pornography) by deleting a message, closing a browser, or logging off. The perceived ease of disengagement makes it easier to engage in risky behavior in the first place.

4. It's All in My Head - The boundary between reality and fantasy often blurs in the online world. This "fantasy world" encourages actions and speech that individuals would likely avoid in the offline world. Some justify viewing harmful content as "just a fantasy."



5. It's Just a Game - Many perceive the virtual world as a game where real-world rules and norms do not apply. Once they log off, they assume their online actions have no real impact. This mindset leads some to believe they are not accountable for their digital behavior.

6. We're Equals - The internet creates the illusion of a level playing field where age, gender, wealth, and race become irrelevant. While this can foster positive interactions, it also facilitates inappropriate relationships, including those between adults and minors. An older man might never approach a group of teenagers in a mall, but online, where everyone seems equal, such interactions feel less unnatural, making it easier for harmful behaviors to occur.



Digital Footprints



Awareness raising exercise

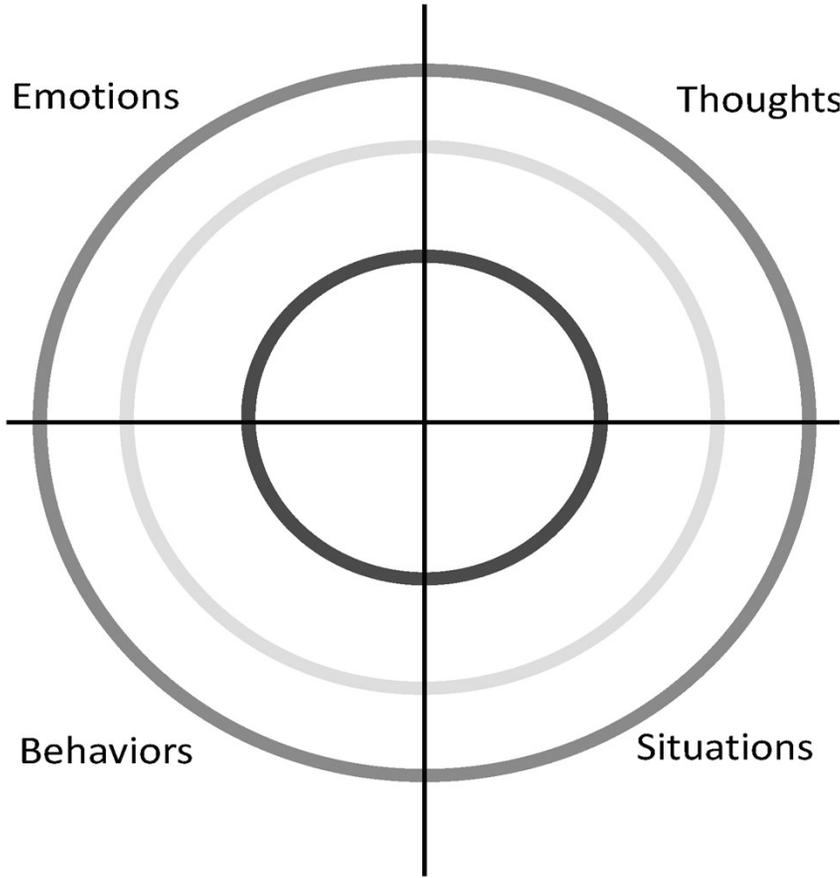
Reminds clients that their digital footprint is always there for others to see

Provides blueprint for future use

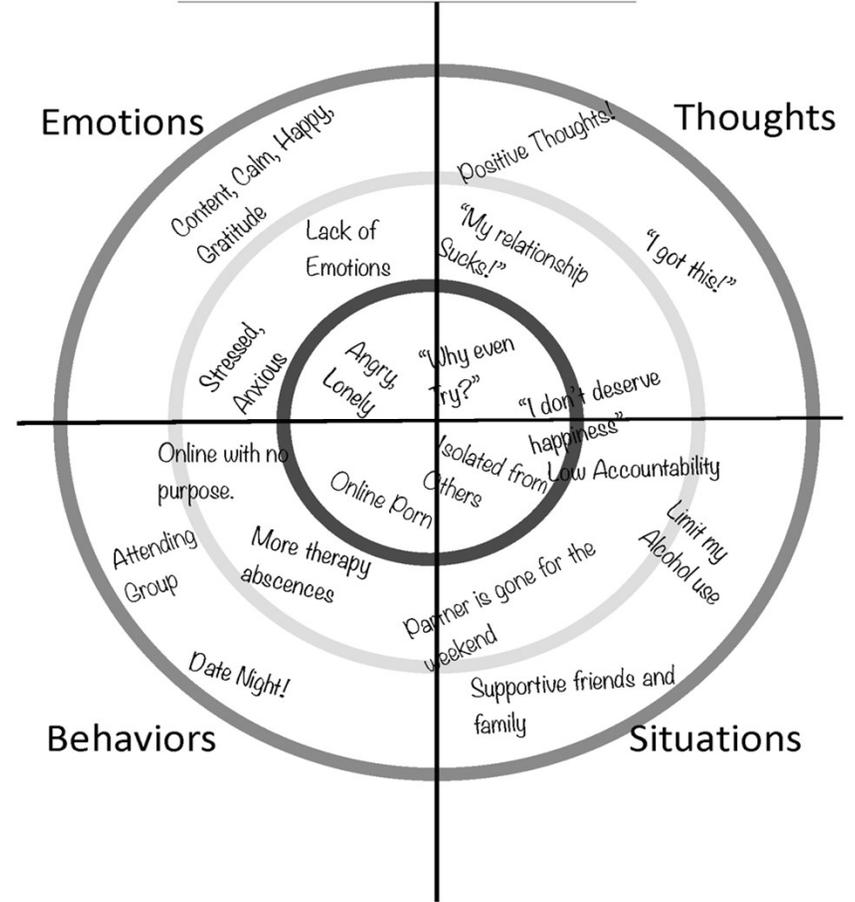
Have clients keep electronically on desktop or by computer

Reinforces Technology Health Plan

Technology Health Plan



Technology Health Plan



Chapter 7: Victim Awareness



If you have ever viewed child sexual abuse media, you have committed a crime against a child. You are a perpetrator of sexual abuse. These are the hard truths that you need to hear someone say out loud to you. We don't say these things to hurt you, or to shame you any further, but instead to help you accept the gravity of your online sexual offense behavior.

Part of the reason we are being so direct is that we often hear men say that the act of viewing child sexual abuse media is a "victimless" crime. Nothing could be further from the truth. One litmus test for assessing the true gravity of your behavior can be listening to yourself talk about your online sexual offense behavior. As you do, try to catch yourself using words such as "but...", "however...", "even so...", "yet...", "in spite of that..." and other similar phrases. These qualifiers are all signs that you are minimizing the harm of your online sexual offense behavior.

The purpose of this chapter is to help you better understand that the viewing of child sexual abuse media has many real victims and is just as damaging as sexual abuse. In some cases, it can even feel more harmful to its victims than the act of sexual abuse itself. Later in this chapter, we will read a letter from one of the victims of child sexual abuse media to help you see how this can be true.

This chapter may be difficult for you to complete. It will challenge both the ways you think about the children victimized by child sexual abuse media, and the ways you think about yourself. Try to remember that growth comes from discomfort. If the chapter becomes too emotional for you, you can always take a break and talk to a trusted friend or professional. If we are striking a chord, it is probably one that needs to be struck!

Victim Awareness

Illusions: Perspective Matters
Please Leave a Message
Half-Truths
Facing the Truth
Ripples
It's Time To Give Back

Perspective Taking

Illusions: Perspective Matters



Having fun with optical illusions... we've all done it. In the picture to the left, do you see a young lady or an old lady? It's both! It depends on the way you look at it... how your eyes process it... how your brain transforms the information.

Here's another optical illusion:



Can you see the face on the left? Just by rotating the face counterclockwise by 90 degrees, it suddenly becomes the word "Liar."

Okay, we admit it—we're quite fond of these illusions. But a major reason for that is they remind us that perspective-taking is a vital skill, especially when it comes to recognizing and accepting the experiences of others.

Let's start with a basic definition: Perspective-taking is the practice of intentionally adopting another person's point of view. It is the ability to understand and consider the thoughts, feelings, and experiences of others. Perspective-taking can help you better understand others' experiences and shift your own thoughts and feelings about a current situation or a person involved in that situation.

Engages the client in the topic...video on the website about optical illusions

For the client who generally lacks perspective-taking skills

Provides some suggestions for increasing perspective-taking overall...books/movies/TV shows

Asked to look at what they learned or did not learn about perspective-taking

Half-Truths

When we engage in behaviors that bring us pleasure, we often seek out ways to continue engaging in those same behaviors. If you like going out to eat, you will probably find opportunities to go out to eat more. If you enjoy gambling, then you may find it easy to come up with reasons to visit the casino. If you have made time to view child sexual abuse media, you most likely have used a half-truth to justify your behavior.

Look at some of these common half-truths:

I only look at AI-generated sexualized images of children, no harm in that.

The stuff I look at is "art erotica." It's legal, so it's not problematic.

Kids took these photos of themselves. Nobody abused or forced them.

I only view images and videos of adolescents. It's normal.

Viewing child sexual abuse media is not the same as touching a child.

Hentai (cartoons) of sexualized children aren't real, so it's not a problem.

Nobody is harmed by my viewing child sexual abuse media.

The kids I watch are above the age of consent to have sex, so it's fine.

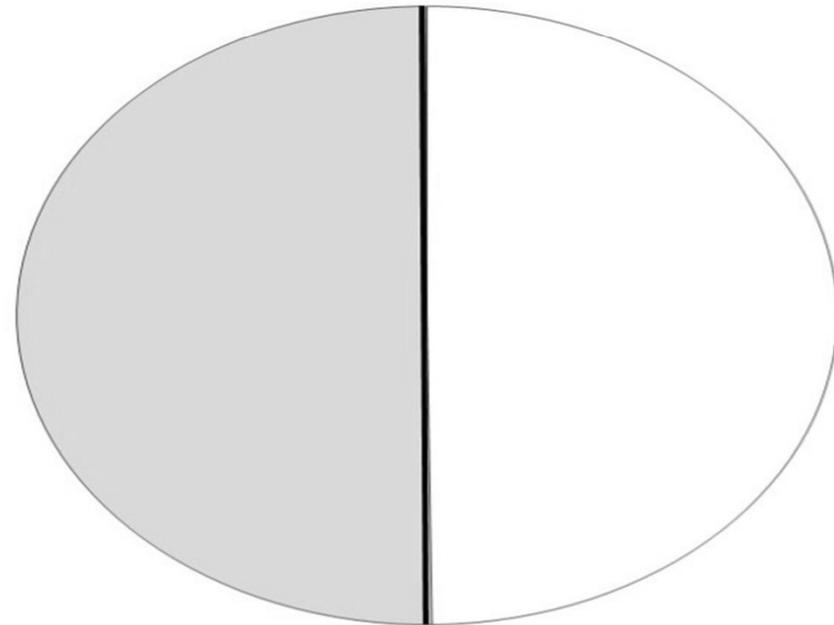
I'm not really a sex offender since I didn't touch a child.

Teens who post sexualized media of themselves are not being abused.

These are called half-truths (not myths) because there may be a nugget of truth in the statement, but then we sprinkle on some "thought distortion" to try and make the whole statement true. If we can convince ourselves these are "truths," then we can continue to justify our behaviors.

For example, AI images, cartoons, and erotic art may not be illegal, but it is still unhealthy to continue to view, masturbate, and reinforce the sexualization of children. The sexualization of children is always unhealthy, no matter what form it takes.

One of the most common half-truths people use is "at least I didn't touch a child." While that may be true, the fact remains that someone did coerce and abuse the child. It's almost worse... it's like being a bystander and encouraging the abuse to occur.



Facing the Truth



It's not easy to take the perspective of a child who has been victimized by child sexual abuse media. The images and videos make the kids seem distant and detached from your reality. In order to bridge this gap, researchers and legal professionals have gathered letters and statements from previously victimized children, so others can hear in their own words how their experience of child sexual abuse media has taken a major psychological toll on their lives.

The letter below is from a young woman who was sexually abused as a child. Photos of her abuse were then circulated and exchanged on the Internet over many years. This is a letter that is often used in court cases to help those in the justice system understand the long-term impact of child sexual abuse media.

I am a 19 year old female and I am a victim of child sex abuse and child pornography. I am still discovering all the ways that the abuse and exploitation I suffered has hurt me, has set my life on the wrong course, and destroyed the normal childhood, teenage years, and early adulthood that everyone deserves.

My uncle started to abuse me when I was only 4 years old. He used what I now know are the common ways that abusers get their victims ready for abuse and then silence them; he told me that I was special, that he loved me, and that we had our own "special secrets." Since he lived close to our house, my mother and father didn't suspect anything when I walked over there to spend time with him.

At first he showed me pornographic movies and then he started doing things to me. I remember that he put his finger in my vagina and that it hurt a lot. I remember that he tried to have sex with me and that it hurt even more. I remember telling him that it hurt. I remember that much of the time I was with him I did not have clothes on and that sometimes he made me dress up in lingerie. And I remember the pictures he would take of me.

After the abuse he would take me to buy my favorite snack, which was beef jerky. Even now when I eat beef jerky I get feelings of panic, guilt, and humiliation. It's like I can never get away from what happened to me.

Facing the Truth

Letter from a victim of child sexual abuse material

Research article from CCRC on companion website

Difficult exercise for clients
Often need support & community to assist with processing

Can be paired with client's own letter writing

Impact To

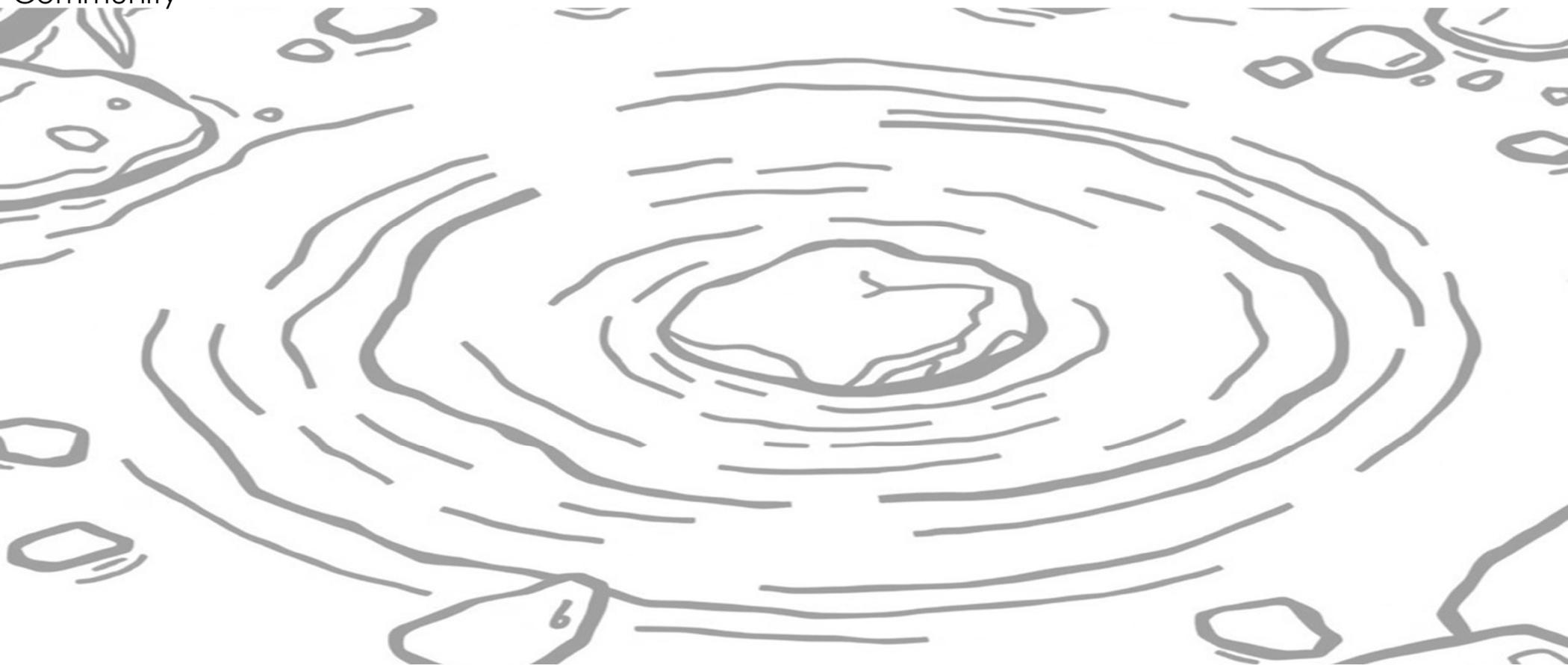
Children in CSAM

Your Immediate Family

Close Friends and Others Who Care About You

Your Job/Co-Workers/Acquaintances

Community



Conclusion: Reaching the Finish Line



Hooray! You made it!!! You finished the workbook... well, almost. There are a few final gifts to give yourself before you close the workbook (which we hope you will open again in the future, to review all your hard work). In fact, the following exercise is a way to summarize some of the main takeaways from the workbook. Keep in mind that these takeaways might change when you look back at the workbook again in the three months, six months, or a year.

Don't get too excited. This exercise is a little complicated and can be confusing...but we have faith in you! Believe us when we say the exercise will be worth it if you can stick with it. The reason we like this one so much is that it pulls everything together from the workbook AND gives you a plan for the future. Don't curse us...just do it!

To review, there are the six main concepts discussed in our workbook:

- | | |
|------------------------|------------------------------------|
| (1) Emotion Management | (4) Out of Control Sexual Behavior |
| (2) Intimacy Skills | (5) Technology Use |
| (3) Deviant Sexuality | (6) Victim Awareness |

Take a look at the *Illegal Images Workbook Overview* sheet below. You will notice there are six tables, one for each of the above areas. Please take the next few days or so to review each of the chapters of the workbook. On the worksheet below, write three challenges you faced in each area, as well as three solutions that will help you address those challenges.

Reaching The Finish Line

Brings all the chapters together

3 challenges/3 solutions

Sets up the Weekly Challenges Log

Clients may need help setting it up

Video on Illegal Images Website

The Illegal Images Workbook

Understanding and Changing
Harmful Online Sexual Behavior



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