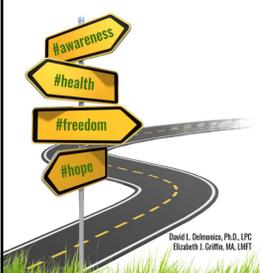


**The Illegal Images Workbook**  
 Understanding and Changing Harmful Online Sexual Behavior



David L. Delmonico, Ph.D., LPC  
 delmonico@duq.edu  
 (412) 780-1459

Elizabeth Griffin, MA, LMFT  
 elizgrif@gmail.com  
 952-451-0771

[www.internetbehavior.com/so2026](http://www.internetbehavior.com/so2026)

1

---

---

---

---

---

---

---

---

### 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

2

---

---

---

---

---

---

---

---

### 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

3

---

---

---

---

---

---

---

---



4

---

---

---

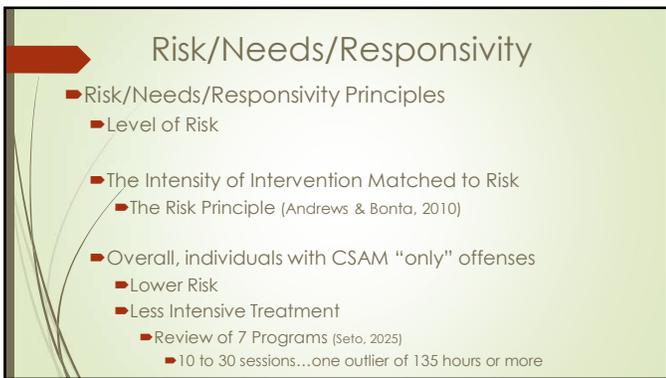
---

---

---

---

---



5

---

---

---

---

---

---

---

---



6

---

---

---

---

---

---

---

---

**Dynamic Risk Factors (Hanson)**

<p><b>Antisociality</b></p> <ul style="list-style-type: none"> <li>■ Antisocial Attitudes/Beliefs</li> <li>■ Lack of Emotional Intimacy</li> <li>■ Lack of Concern for Others</li> <li>■ Poor Problem Solving</li> <li>■ Negative Emotionality           <ul style="list-style-type: none"> <li>■ Grievance/Hostility</li> </ul> </li> <li>■ Negative Social Influences</li> <li>■ Emotional Dysregulation</li> </ul>	<p><b>Sexual Deviance</b></p> <ul style="list-style-type: none"> <li>■ Deviant Sexual Interest</li> <li>■ Emotional Congruence with Children</li> <li>■ Hostility Toward Women</li> <li>■ Sexual Preoccupation</li> <li>■ Sex as Coping</li> </ul>
---	--

7

---

---

---

---

---

---

---

---

**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)

8

---

---

---

---

---

---

---

---

**Risk/Needs/Responsivity**

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

9

---

---

---

---

---

---

---

---

### Therapeutic Relationship/Alliance

- Flexible
- WERC
- 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

10

---

---

---

---

---

---

---

---

### Therapeutic Relationship/Alliance

- Therapist features correlated with positive change
  - Warmth, Empathic, Rewarding, Directive (WERC)
  - 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

11

---

---

---

---

---

---

---

---



12

---

---

---

---

---

---

---

---

## 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)

13

---

---

---

---

---

---

---

---

## Risk/Needs/Responsivity

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

14

---

---

---

---

---

---

---

---



### 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
Physiological	Perceptual	Intake	Time of Day	Mobility
Psychological	Analytic	Global	Reflective	Impulsive

15

---

---

---

---

---

---

---

---

### 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

16

---

---

---

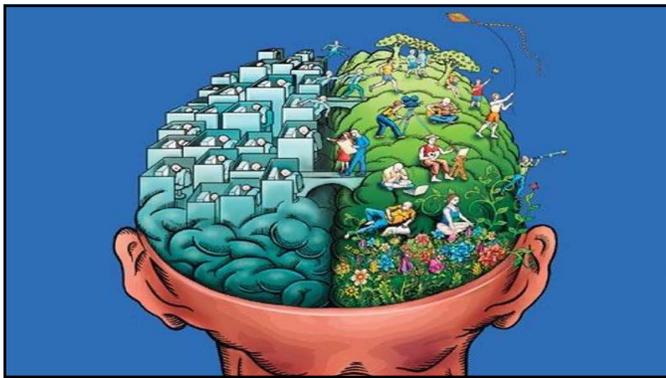
---

---

---

---

---



17

---

---

---

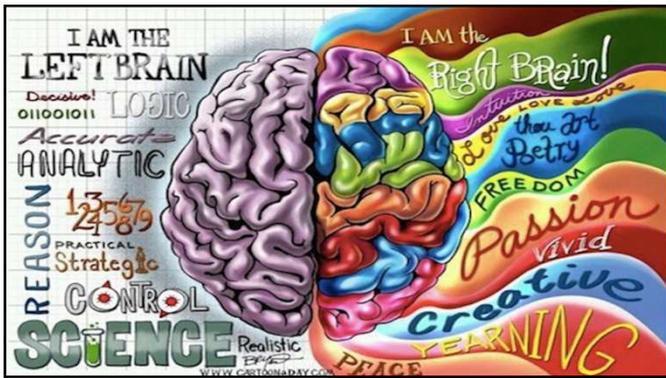
---

---

---

---

---



18

---

---

---

---

---

---

---

---

**The Illegal Images Workbook**  
Understanding and Changing Harmful Online Sexual Behavior

#awareness  
#health  
#freedom  
#hope

David L. DeBruin, Ph.D., LPC  
Elizabeth J. Griffin, MA, LMFT

**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

---

---

---

---

---

---

---

---

---

---

19

**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

---

---

---

---

---

---

---

---

---

---

20

**An 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

---

---

---

---

---

---

---

---

---

---

21



**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.) as 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 word "Child pornography," and the second uses the base word "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

25

---

---

---

---

---

---

---

---

**Building the Foundation**

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

26

---

---

---

---

---

---

---

---

**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

27

---

---

---

---

---

---

---

---

**Building the Foundation**

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

28

---

---

---

---

---

---

---

---



**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

29

---

---

---

---

---

---

---

---

**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

30

---

---

---

---

---

---

---

---

### Building the Foundation

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

31

---

---

---

---

---

---

---

---

### Stages of Change

Pre-Contemplation	Contemplation	Preparation	Action	Maintenance	Re-Cycle
NO! Denial	Maybe: Ambivalence	YES! Let's GO! Motivated	Doing It! GO!	Living It!	Start Over With New Info

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

32

---

---

---

---

---

---

---

---

### 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

33

---

---

---

---

---

---

---

---

## Building the Foundation

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

34

---

---

---

---

---

---

---

---

### 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

35

---

---

---

---

---

---

---

---

### REACT

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

36

---

---

---

---

---

---

---

---

**Building the Foundation**

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

37

---

---

---

---

---

---

---

---



**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."

38

---

---

---

---

---

---

---

---



39

---

---

---

---

---

---

---

---



40

---

---

---

---

---

---

---

---

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

41

---

---

---

---

---

---

---

---



42

---

---

---

---

---

---

---

---



Building the Foundation  
Hermes' Web  
(Fjerkenstad, n.d.)  
[www.hermesweb.com/videos](http://www.hermesweb.com/videos)

43

---

---

---

---

---

---

---

---

Hermes' Web

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

44

---

---

---

---

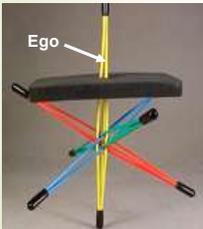
---

---

---

---

The Ego



How we see ourselves

What we prefer to show others

Our "shined up" self

45

---

---

---

---

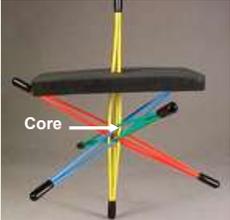
---

---

---

---

### The Core



The soul, where all parts of the human personality meet

Psychological age

The hidden world

46

---

---

---

---

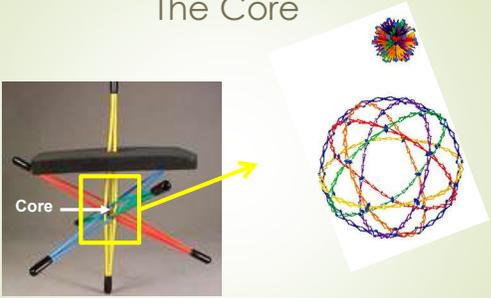
---

---

---

---

### The Core



The soul, where all parts of the human personality meet

Psychological age

The hidden world

47

---

---

---

---

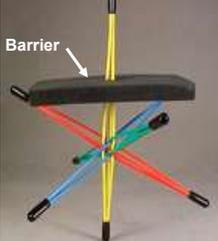
---

---

---

---

### 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

48

---

---

---

---

---

---

---

---

### The Flip - Revolution



What has been ignored

- Takes Center Stage
- Rebels
- Acts Out
- With no Interference

49

---

---

---

---

---

---

---

---

### 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

50

---

---

---

---

---

---

---

---

### 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

51

---

---

---

---

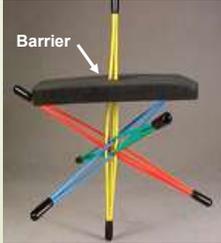
---

---

---

---

### The Barrier



Important to have a barrier  
When no barrier is present...  
Can be ugly  
Difficult to work with  
Always getting into trouble

52

---

---

---

---

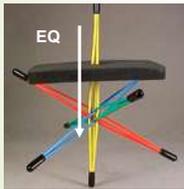
---

---

---

---

### Emotional Intelligence (EQ)



Moving past the barrier and into core while maintaining...  
Self  
Integrity  
Values  
Creating a relationship between the ego and core.

53

---

---

---

---

---

---

---

---

### 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 responsivity tool

54

---

---

---

---

---

---

---

---



55

---

---

---

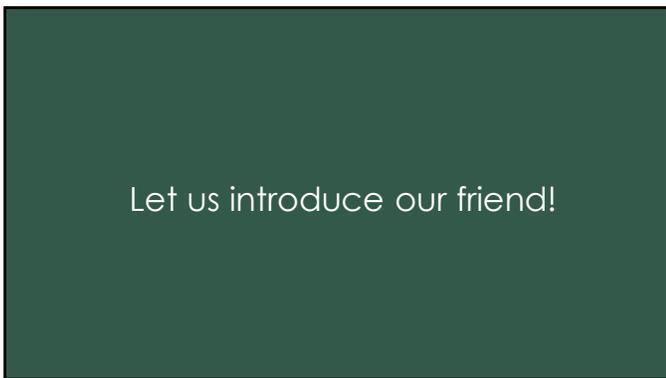
---

---

---

---

---



56

---

---

---

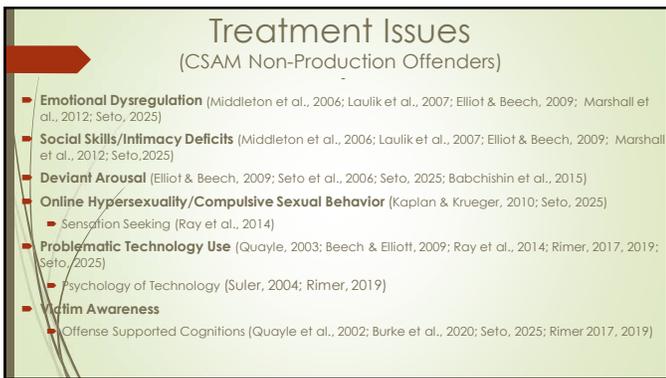
---

---

---

---

---



57

---

---

---

---

---

---

---

---

**Chapter 2: Emotion Management**

The inability to manage emotions is at the "heart" of many psychological issues, including the issue 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 taking the topic 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 Critics
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.internetehaviors.com/legalimages>

**EMOTION MANAGEMENT**

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

---

---

---

---

---

---

---

---

---

---

58

**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)

---

---

---

---

---

---

---

---

---

---

59





---

---

---

---

---

---

---

---

---

---

60

## 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

61

---

---

---

---

---

---

---

---

### ■ 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."

62

---

---

---

---

---

---

---

---

## 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



63

---

---

---

---

---

---

---

---

## 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>

64

---

---

---

---

---

---

---

---

## 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?
- Practice, Practice, Practice
  - Starting and Ending Therapy
  - Work, Home, In the Car



65

---

---

---

---

---

---

---

---

**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 social beings 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 you're the fool. Some men say they feel this parasocial relationship with the children in the child sexual abuse media. If that is you, remember that it's not real intimacy. It's intimacy that mediates in your fantasy.

This chapter of the book is designed to help you reconnect with yourself and others. It was specifically designed to re-ignite 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?

66

---

---

---

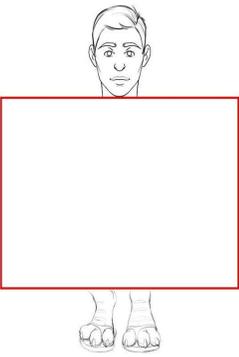
---

---

---

---

---



### 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

67

---

---

---

---

---

---

---

---



### 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

68

---

---

---

---

---

---

---

---



### 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?

69

---

---

---

---

---

---

---

---

**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" might mean a "departure from what most people do," it means to "deviate" from the norm. And as we all know, "normal" is a loosely defined concept. However, in the world of sexuality, being "normal" is not just a matter of how we behaved before we got into bed, but has sexual interest, or arousal, or desire (BDF) 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 interest, or arousal related to them while 90% do not. Therefore, we decided the term "deviant sexuality" applies to the topic of using child sexual abuse media.

**Normal Sex vs. Deviant Sex**

You might be saying to yourself, "What do not have sexual interest in children is not restricted 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 may have been some curiosity, interest, or arousal present for you to seek out the best of circumstances you would have chosen some other response, or healthy habit to satisfy yourself. Digging, perhaps? Regardless, it is important to recognize you must have deviant sexual interest or arousal 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 mention various types of deviant sexual interest as well as provide you with some exercises that may be helpful in managing the issue in your life.

There are many factors that can contribute to the development of deviant sexual interest in sexual 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. We neither believe all that deviant sexual interests are developed in a response to other traumatic experiences.

**Deviant Sexuality**

Healthy Sexuality  
Sexuality Soup  
True North  
The Dark Side of the Brain  
The 13<sup>th</sup> Witch  
The Big "M"  
Two for the Price of One

70

---

---

---

---

---

---

---

---

---

---

---

---

**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 13<sup>th</sup> Witch
  - The Big M
  - Two for the Price of One

71

---

---

---

---

---

---

---

---

---

---

---

---

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 power dynamics so that both parties can feel comfortable, regardless of the inequality. Participants in a sexual encounter should have an equal voice and be heard with the consent of the other party.

**Respect** means 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 empathy.

**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 be 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 differ from your own 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**

72

---

---

---

---

---

---

---

---

---

---

---

---

- **Understanding Healthy Sexuality**
  - CERTS Model\*\* (Maltz & Holman, 1987)
- **Understanding Your Sexuality**
  - Sexuality Soup (Kelleman)
  - True North
  - The Dark Side of the Brain
- **Managing Your Sexuality**
  - The 13th Witch
  - The Big M
  - Two for the Price of One

73

---

---

---

---

---

---

---

---

**YOU SOUP Recipe** VERSION 2 by its pronounced MASTROsexual



**Ingredients:**

<b>base &amp; broth</b> <ul style="list-style-type: none"> <li>• race</li> <li>• ethnicity</li> <li>• gender</li> <li>• sexuality</li> </ul>	<b>early additions</b> <ul style="list-style-type: none"> <li>• socioeconomic status</li> <li>• geographic location</li> <li>• education</li> <li>• family structure</li> </ul>	<b>optional</b> <ul style="list-style-type: none"> <li>• hobbies &amp; passions</li> <li>• religion &amp; faith</li> <li>• career</li> <li>• political beliefs</li> </ul>	<b>secret ingredients</b> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• changes to other ingredients</li> <li>• hidden identities</li> <li>• misperception of ingredients</li> </ul>
--	---	---	---

**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.

74

---

---

---

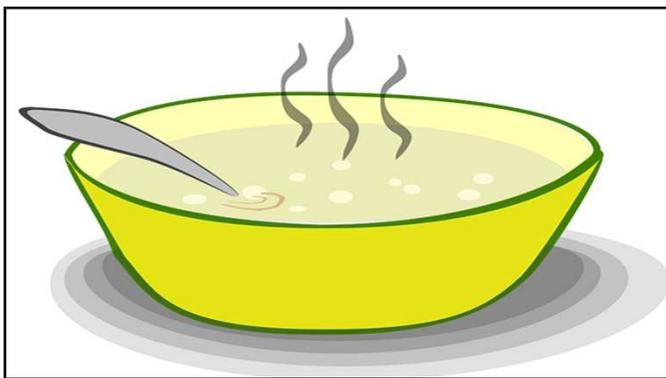
---

---

---

---

---



75

---

---

---

---

---

---

---

---



76

---

---

---

---

---

---

---

---

**Read:**

The next time you experience a deviant sexual fantasy, try to "iceberg" your fantasy to gain a better understanding of the deviant sexual fantasy function. Continue to iceberg your deviant sexual fantasies for the next month or so and get some notes about what you have learned. You will use the "iceberging" technique in the next chapter as well.

**Iceberg Your Fantasy**

Deviant Fantasy

How am I Feeling?  
(Anxiety, rage, hatred, anger, etc.)

What is the Story in My Head About my Fantasy?  
(e.g., I fantasize about having sex with my neighbor.)

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

- To be heard
- To be understood
- To be included
- To be loved
- To be needed
- To be safe
- 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)

©K. L. BRADY AND JENNIFER HARRISON

77

---

---

---

---

---

---

---

---

- ▀ **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

78

---

---

---

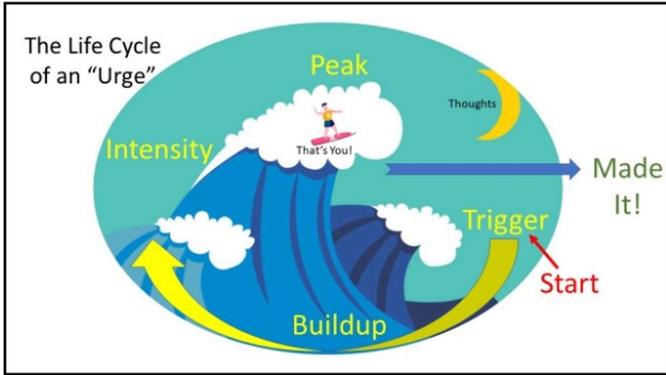
---

---

---

---

---



79

---

---

---

---

---

---

---

---

**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: **addiction, compulsive/impulsive, irresistible, or problematic sexual behavior.** But regardless of the various terminology used, the concept always refers to sexual behavior 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 sexual 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 behaviors 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 disability-debilitating benefit!

**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!!!**

80

---

---

---

---

---

---

---

---

**Zapping Your Cycle**

It is important to understand the theory behind how and why people develop and sustain out of control or deviant sexual behavior. This may be due to a combination of background and characteristics with others who struggle to control their behaviors - rituals and otherwise.

The following graph 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 behaviors and other out of control behaviors.

The diagram shows a cycle with four stages: **Core Beliefs** (top), **The Cycle** (right), **Preoccupation** (bottom), and **Aiming Out** (left). A blue figure is shown at the bottom left. Arrows indicate a clockwise flow between these stages.

The theory states trauma, early childhood sexualization, and/or some type of family dysfunction "wrecked" or "broke" the system. Once the system is broken, 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

81

---

---

---

---

---

---

---

---

**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

82

---

---

---

---

---

---

---

---

**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 insight? 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 pain-free! Now that is required! 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 bring on your next. Oh... 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 or control sexual behavior, as well as intervene if such behaviors begin to occur.

© 2013 by David D. Burns

**ATTACK PLAN**

- Meetings (Meetings/Faith-Based)
- Accountability
- Abstinence Period\*\*
- Journaling
- Counseling
- Self-Care
- Medication Consulting
- Adult Pornography Use?
- Mindfulness\*\*

83

---

---

---

---

---

---

---

---

**Abstinence Contract**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Abstinence Period:  30 Days  60 Days  90 Days  Other: \_\_\_\_\_

I am a community member

I have a support team in place

In order to be successful, agree to make a sign-in/letter of abstinence from all forms of social media, internet downloading, email, computer, social contact with others, using pornography in all forms, cell phone, internet, and all other devices.

Understand that abstinence may bring up emotional and behavioral challenges. Therefore, I/we include a plan to help cope with these feelings, thoughts, and urges by using coping strategies, healthy activities, and support groups.

Control/Action Strategy	Support/Team
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Signature: \_\_\_\_\_ Support/Team Signature: \_\_\_\_\_

© 2013 by David D. Burns

**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

84

---

---

---

---

---

---

---

---



## 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

88

---

---

---

---

---

---

---

---

## 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)

89

---

---

---

---

---

---

---

---

### 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 become 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

- 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 environments fosters a sense of detachment from real-world consequences.
- 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.
- See You Later** - This concept revolves around the illusion that one can simply "escape" negative online behaviors (e.g., trolling, cyberbullying, sexting, 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.
- It's All in My Head** - The boundary between reality and fantasy often blurs in the online world. The "fantasy world" encourages actions and speech that individuals would likely avoid in the offline world. Some jostly wearing harmful content as "just a fantasy."
- It's Just a Game** - Many perceive the online 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.
- 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.

90

---

---

---

---

---

---

---

---

### 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

91

---

---

---

---

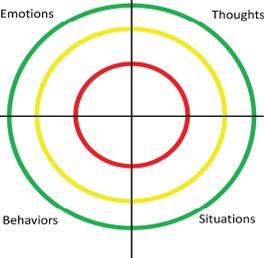
---

---

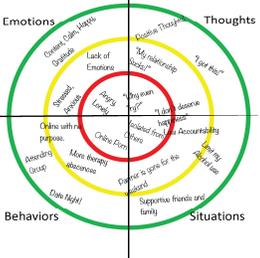
---

---

#### Technology Health Plan



#### Technology Health Plan



92

---

---

---

---

---

---

---

---

### 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 face someone will not look 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 asking to yourself talk about your online sexual offense behavior. As you do, try to catch yourself using words such as "but...", "however...", "mean so...", "it's not all 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 be more harmful to the victims than the act of sexual abuse itself. Later in this chapter, we will need 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 you are on a long road, it is probably one that needs to be avoided.

## Victim Awareness

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

93

---

---

---

---

---

---

---

---



**Impact To**  
 Children in CSAM  
 Your Immediate Family  
 Close Friends and Others Who Care About You  
 Your Job/Co-Workers/Acquaintances  
 Community

97

---

---

---

---

---

---

---

---

**Conclusion: Reaching the Finish Line**

Hi Hoopie! 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 if your hand won't let go). 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 ahead. This exercise is a little complicated and can be confusing. Just we have faith in you because when we say the exercise will be worth it, you can stick with it. The resources that follow so much so that it puts everything together from the workbook AND gives you a plan for the future. Don't forget to plan!

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

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

Take a look at the *Illegal Images Workbook Overview* sheet below. You will notice there are no tables one for each of the above areas. Please take the next few days to review each of the chapters of the workbook. On the worksheet below, write three challenges you face in each area, as well as three solutions that will help you address those challenges.

CONCLUSION: REACHING THE FINISH LINE | 17

### 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

98

---

---

---

---

---

---

---

---

**The Illegal Images Workbook**  
 Understanding and Changing  
 Harmful Online Sexual Behavior

David L. Delmonico, Ph.D., LPC  
 delmonico@duq.edu  
 (412) 780-1459

Elizabeth Griffin, MA, LMFT  
 elizgrif@gmail.com  
 952-451-0771

www.internetbehavior.com/so2026

David L. Delmonico, Ph.D., LPC  
 Elizabeth J. Griffin, MA, LMFT

99

---

---

---

---

---

---

---

---