WHAT IS STALKING?

Slide 7

Stalking is a pattern of behavior in which one person imposes themselves into the life of another by making repeated, unwanted intrusions that cause fear and distress.

FLORIDA STALKING STATUTE

Slide 8

784.048 Stalking; definitions; penalties.— (1) As used in this section, the term: (a) “Harass” means to engage in a course of conduct directed at a specific person which causes substantial emotional distress to that person and serves no legitimate cause such harm. It is not necessary to prove that the person making the threat had the intent to actually carry out the threat. The present incarceration of the person making the threat is not a bar to prosecution under this section.

FLORIDA STALKING STATUTE

Slide 9

784.048 Stalking; definitions; penalties.— (b) “Course of conduct” means a pattern of conduct composed of a series of acts over a period of time, however short, which evidences a continuity of purpose. The term does not include

constitutionally protected activity such as picketing or other organized protests.

FLORIDA STALKING STATUTE

Slide 10

784.048 Stalking; definitions; penalties.— (c) “Credible threat” means a verbal or nonverbal threat, or a combination of the two, including threats delivered by electronic communication or implied by a pattern of conduct, which places the person who is the target of the threat in reasonable fear for his or her safety or the safety of his or her family members or individuals closely associated with the person, and which is made with the apparent ability to carry out the threat to cause such harm. It is not necessary to prove that the person making the threat had the intent to actually carry out the threat. The present incarceration of the person making the threat is not a bar to prosecution under this section.

FLORIDA STALKING STATUTE

Slide 11

784.048 Stalking; definitions; penalties.— d) “Cyberstalk” means:

- 1. To engage in a course of conduct to communicate, or to cause to be communicated, directly or indirectly, words, images, or language by or through the use of electronic

mail or electronic communication, directed at or pertaining to a specific person; or

- 2. To access, or attempt to access, the online accounts or Internet-connected home electronic systems of another person without that person's permission, causing substantial emotional distress to that person and serving no legitimate purpose.

FEDERAL STALKING STATUTES

Slide 12

- Violence Against Women Act (VAWA) passed in 1994 with additional statues added in 1996, 2000, 2006, 2022 -18 U.S.C. 2261 – Interstate Travel to Commit Domestic Violence -18 U.S.C. 2261 A(1) Interstate Stalking -18 U.S.C. 2261 A(2) Cyberstalking

Discussion / slide content

Slide 14

Have you worked with clients charged with state or Federal stalking?

WHAT WE KNOW ABOUT STALKING

Slide 15

"stalking" emerged as a concept in

- forensic arenas 35 years ago (1990s in CA) Despite 3 decades of research about

- stalking, there remain few studies examining effective assessment, treatment, and management of people who engage in stalking behavior Current estimates suggest 15 - 35% of
- the population will be the victim of stalking during their lifetime Stalking increases the risk of IPV by 3x

WHAT WE KNOW ABOUT STALKING

Slide 16

- Typologies exist including “Rejected”, “Intimacy Seekers”, and “Resentful” (McEwan et al., 2009; Meloy & Ammen 2024)
- According to most literature – “Intimate Type” stalking is the most dangerous (Mohandie et al., 2006; McEwan et al., 2009; Meloy & Ammen 2024)
- In McEwan et al. 2006 - 90.3% of those stalking were in the category of “rejected ex- intimate” (Meloy & Ammen 2024)

PREVALENCE OF STALKING VICTIMIZATION IN THE US

Slide 17

- More than 1 in 5 females have experienced stalking in their lifetime
- Approximately 1 in 10 men have experienced stalking in their lifetime

- 1 in 10 females/1 in 5 male stalking victims were watched with a hidden camera (CDC reports 78% of females and 76% of males)
- 52.4% of females and 91.4% of males stalking victims were threatened with physical violence
- The National Intimate Partner & Sexual Violence Survey (Smith et al., 2025)

STALKING & INTIMATE PARTNER VIOLENCE (IPV)

Slide 18

- IPV affects millions – more than 1 in 3 women and more than 1 in 6 men experienced contact sexual violence, physical violence, and/or stalking by an intimate partner during their lifetime
- Among women who have experienced IPV – 1 out of every 8 women experience stalking
- Among men who have experienced IPV – 1 out of every 23 men experience stalking
- Data from US crime reports suggest 1 in every 5 homicide victims are killed by their intimate partner
- Data from US crime reports suggest over half of female homicide victims are killed by a current or former male intimate partner
- Center for Disease Control, 2026

COMPONENTS OF THE STALKING COURSE OF CONDUCT

Slide 20

3 main components of the stalking course of conduct include: duration, intensity, and frequency

- Duration = how long the stalking lasted (including periods of stopping and starting again)
- Intensity = what modality of unwanted contact is used (e.g., phone, computer, in person, proxy etc.)
- Frequency = how frequently the unwanted contact occurs

COMPONENTS OF THE STALKING COURSE OF CONDUCT

Slide 21

Research about the 3 main components of the stalking course of conduct illustrate the following:

- Longer duration of stalking has been associated with greater psychological distress for the victim
- The number (frequency & intensity) of stalking tactics victims experience have also been associated with increased psychological stress and violence
- Proxy stalkers (intensity) have been associated with severe violence
- High frequency contact has been associated with increased threats and violence
- Logan, 2020; Storey et al., 2023

COMPONENTS OF THE STALKING COURSE OF CONDUCT

Slide 22

Research about the 3 main components of the stalking course of conduct illustrate the following:

- Explicit threats from a stalker are associated with an increased risk of violence (frequency & intensity)
- Threats directed to a victim's family, friends, coworkers, etc. increases the risk for violence (duration, intensity, & frequency)
- Direct explicit threats of harm are more common and frequent when stalkers and targets are acquainted with each other
- Stalking violence is most likely to occur when the victim is an intimate ex
- Logan, 2020; McEwan et al., 2017; Storey et al., 2023

TYPICAL STALKING TACTICS

Slide 23

- unwanted following, watching, or spying on the victim
- unwanted approaching or showing up in places (victim's home, workplace, or school)
- sneaking onto the victim's property and doing things to scare them (threaten or taunt them)
- sending unwanted cards, letters, flowers, or presents
- unwanted phone calls, emails, text messages, emails, or voice messages
- unwanted messages through social media
- watching or spying on with hidden camera
- using social media to track the victim without permission

- using technology to track the victim (Smith et al., 2025)

Discussion / slide content

Slide 24

After an individual has been detected, prosecuted, and sanctioned for stalking – what are the chances he/she will re-offend?

Discussion / slide content

Slide 25

What percentage of adult stalking victims are physically assaulted during a stalking episode?

Discussion / slide content

Slide 26

What percentage of individuals who engage in stalking behavior experience mental health disorders?

FREQUENT MOTIVATIONS FOR STALKING

Slide 27

- Desire for reconciliation or revenge following the breakdown of a relationship
- Desire to express grievance following perceived mistreatment
- Desire to establish or enact relationship with the object of their affection

- Obtain sexual gratification and potentially prepare for a sexual assault

CONSCIOUS SENSE OF PROFOUND INJUSTICE, & UNDERLYING SHAME

Slide 28

- Perpetrators often harbor “grievance thinking”
- Many have suffered a “stinging loss” or rejection or the accumulation of various setbacks over a life-time
- For many, cumulative losses can serve as “triggering events” magnifying what is an already unsteady or deteriorating sense of self worth
- These assailants often keep personal journals of the felt “wrongs” committed against them

CONSCIOUS SENSE OF PROFOUND INJUSTICE, & UNDERLYING SHAME

Slide 29

- The individual cannot see or does not accept a rational way to “mend” himself or problem solve by sanctioned means
- Why? “Because pursuing these remedies would not assuage intolerable, simmering feelings of humiliation, and powerful but often unrecognized feelings of shame.”
- Many perpetrators feel there is no reasonable or pragmatic way to resolve or cope with a major life disappointment

VIOLENCE RISK ASSESSMENT/THREAT ASSESSMENT

Slide 30

- LEO & Clinicians overwhelmingly rely on Structured Clinical Judgement (SCJ) assessments and post-incident fact gathering
- Strong focus on the identification of known risk factors for violence and persistence
- Affective violence versus Predatory violence
- Should ALWAYS involve conducting collateral interviews
- Very often involve a team-based approach

WORKPLACE ASSESSMENT OF VIOLENCE RISK: A STRUCTURED PROFESSIONAL JUDGEMENT GUIDE, THIRD EDITION (WAVR-21 V3)

Slide 33

- Description: An evidence-based structured professional judgement (SPJ) designed to assess for the potential for targeted violence risk in work or school settings
- Ages: 18 years and older
- Administration Time: Varies and is ongoing depending on the case and the client
- Authors: Stephen G. White, Ph.D. (J. Reid Meloy, Ph.D.)
- Scoring: 19 risk factors are scored as “absent”, “present”, “prominent”, or “insufficient information” to assist in determining case priority and potential risk

WAVR-21 V3 RISK FACTOR ITEMS

Slide 34

- 1. Motives for Violence
- 2. Homicidal Fantasies, Violent Preoccupations or Identifications
- 3. Threatening Communications
- 4. Weapons Skill and/or Access
- 5. Pre-Attack Planning and Preparation
- 6. Stalking or Menacing Behavior
- 7. Current Job or Academic Problems
- 8. Extreme Job or Academic Attachment
- 9. Loss, Personal Stressors and Negative Coping

WAVR-21 V3 RISK FACTOR ITEMS

Slide 35

- 10. Entitlement and Other Negative Traits
- 11. Lack of Conscience and Irresponsibility
- 12. Anger Problems
- 13. Suicidality and/or Depressive Mood
- 14. Irrationality Suspicious or Bizarre Beliefs
- 15. Substance Abuse and/or Dependence
- 16. Increasing Isolation
- 17. History of Violence, Criminality, and/or Conflict
- 18. Domestic/Intimate Partner Violence
- 19. Situational and Organizational Contributors to Violence

WAVR-21 V3 RISK FACTOR ITEMS

Slide 36

- 20. Stabilizers and Buffers Against Violence (Risk Inhibitors)
- 21. Organizational Impact of Real or Perceived Threats (Impact Indicators) After the 21 Factors are scored, the evaluator determines the “Level of Concern”, which are rated as Likely Low Risk, Likely or Possible Moderate Risk, Likely or Possible High Risk, and Assumption of Imminent Risk

Stalking Risk Profile (SRP)

Slide 37

- Description: structured clinical judgement (SCJ) designed to assess the type of level of potential risk by identifying factors or “predictor variables” that directly contribute to stalking behavior
- Ages: 18 years and older
- Administration Time: varies based on the client’s presentation and available records
- Authors: MacKenzie, McEwan, Pathe, James, Ogloff, & Mullen
- Scoring: known risks associated with stalking are categorized into 5 domains (Red Flag Risk Factors, General Risk Factors, Risk Factors by Motivational Type,

Risk of Recurrence, and Risk Recurrence by Motivational Type)

Stalking Risk Profile (SRP)

Slide 38

- Coding: item descriptions are coded as “present”, “possibly present”, “absent”, or “omitted”
- Level of Risk Determinations: Low Risk, Moderate Risk, or High Risk
- (6) Motivational Typologies: Rejected Stalkers, Resentful Stalkers, Intimacy Seeking Stalkers, Incompetent Suitor Stalkers, Predatory Stalkers, and Public Figure Victims

Stalking Risk Profile (SRP) - TYPOLOGIES

Slide 39

- The Rejected Stalker:
- Context - the breakdown of a close relationship
- Victim – overwhelmingly the former sexual intimate, but in some cases a very close acquaintance or family member
- Initial Motivation – reconciliation or revenge (you will often see both by the perpetrator)
- Sustaining Motivation – stalking compensates for lost intimacy by creating the semblance of closeness

Stalking Risk Profile (SRP) - TYPOLOGIES

Slide 40

- The Resentful Stalker:
- Context – individual feels they have suffered perceived injustice or humiliation
- Victim – someone (who by their own action) has caused the stalker to feel deep-seated, long-lasting hatred and/or hostility
- Initial Motivation – revenge
- Sustaining Motivation – the sense of power and control that comes from harassing the victim

Stalking Risk Profile (SRP) - TYPOLOGIES

Slide 41

- The Intimacy Seeker:
- Context – loneliness or lack of love
- Victim – stranger, casual contact, or acquaintance
- Initial Motivation – establish an intimate relationship
- Sustaining Motivation – fantasized or delusional relationship becomes a substitute for a real relationship

Stalking Risk Profile (SRP) - TYPOLOGIES

Slide 43

- The Predatory Stalker:
- Context – deviant sexual interests
- Victim – strangers, usually a female or a child who has stimulated their sexual interest

- Initial Motivation – to gain information and prepare for an attack (either sexual violence or murder)
- Sustaining Motivation – pleasure in voyeurism; fantasizing about a pending act while watching the soon to be victim; sense of power derived from knowing the victim's fate; being the "agent" of that fate

Stalking Risk Profile (SRP) – RISK FACTORS

Slide 44

- Red Flag Risk Factors: suicidal ideation, homicidal ideation, last resort thinking, high-risk psychotic phenomena, and psychopathology
- General Risk Factors: prior violence, property damage, access or affinity with weapons, approach behaviors, impulsivity, poor emotional control, substance misuse

Stalking Risk Profile (SRP) – RISK FACTORS BY MOTIVATIONAL TYPE

Slide 45

- Rejected Stalkers: threats, breached restraining order, awareness of victim location, disputes over children/shared property, and elevated anger level/thought of vengeance
- Resentful Stalkers: breached restraining order, failure of efforts to satisfy complaint, elevated anger level, presence of paranoid ideation
- Intimacy Seekers: acknowledgement of failed pursuit, elevated anger level, and presence of paranoid ideation

Incompetent Suitors: under 30 years old, sense of entitlement, elevated anger level

- Predatory Stalkers: past sexual violence and current evidence of sexually violent ideation or intent

Stalking Risk Profile (SRP) – RISK OF PERSISTENCE

Slide 46

Risk for Persistence General Risk Factors: sending unsolicited materials and/or writing to the victim, personality disorder, psychosis, cognitive distortions, refusal to conform to legal directives, refusal to engage in therapy, current social isolation, lack of empathy for the victim, current substance misuse, sense of entitlement, ongoing contact between the victim and stalker, and awareness of victim location and willingness to travel to the victim

Stalking Risk Profile (SRP) - RECIDIVISM

Slide 47

Risk of Recurrence General Risk Factors: history of stalking, lack of viable plans, non-compliance with indicated treatment, and substance misuse Risk Factors by Motivational Type: Rejected Stalkers: personality disorder/traits, sense of entitlement, end of legal directives Same Victim: end of legal directives, changes in relationship status, reconnection with the victim, reduction in or denial of access to children Resentful Stalkers: delusions related to stalking, deterioration

in mental state, and personality disorder Same Victim: end of legal directives and failure of formal complaint

Stalking Risk Profile (SRP) - RECIDIVISM

Slide 48

Risk of Recurrence Risk Factors by Motivational Type: Intimacy Seekers: delusions related to stalking, deterioration in mental state, current social isolation, and personality disorder Same Victim: primary erotomania, and contact with the victim Incompetent Suitors: cognitive limitations, current social isolation, poor social skills, and self-absorbed Predatory Stalkers: targets strangers, non-compliance with external monitoring, and sexual deviance

Stalking Risk Profile (SRP)

Slide 49

Risk of Psychological Damage to Stalker – General Risk Factors: prior acts of violence, cessation of employment, delusions related to stalking, current social isolation, poor resilience to stress, problems with anger, misinterpretation of victim response, an all-consuming preoccupation with the victim, symptoms of depression, substance misuse, and restricted access to children

HARE PSYCHOPATHY CHECK LIST – REVISED, SECOND EDITION

Slide 50

- Description: a 20 item 3-point Likert scale rating which assesses a personality construct commonly identified in those individuals who repeatedly violate the law, are grandiose, and demonstrate a superficial and callous interpersonal style lacking in empathy and remorse
- Ages: 18 years and older
- Administration Time: 90–120 minutes for the interview; 60 minutes for the collateral review (20-item rating scale)
- Author: Robert D. Hare, PhD
- Results: provides four facets and two factors of interpersonal and behavioral characteristics of the construct of psychopathy with an overall clinical cut score

MINNESOTA MULTIPHASIC PERSONALITY INVENTORY – THIRD EDITION (MMPI-3)

Slide 51

- Description: a 335 item true/false questionnaire designed to assess a broad array of mental health problems and personality disorders.
- Ages: 18 years and older
- Administration Time: 35 - 50 minutes (usually 60 minutes)
- Authors: Yosseff Ben-Porath, PhD & Auke Tellegen, PhD

TRAUMA SYMPTOM INVENTORY – SECOND EDITION (TSI-2)

Slide 52

- Description: a 136 item four-point Likert rating scale designed to evaluate posttraumatic stress and other psychological symptoms of traumatic events across a wide range of potentially complex symptomatology ranging from Posttraumatic Stress Disorder (PTSD), dissociation, and somatization to insecure attachment styles, impaired self-capacities, and dysfunctional behaviors
- Ages: 18 – 88 years
- Administration Time: 20 minutes (usually 15 minutes)
- Authors: John N. Briere, PhD

SOCIAL RESPONSIVENESS SCALE – SECOND EDITION (SRS-2)

Slide 53

- Description: Identifies the presence and severity of social impairment(s) associated with the presence of an autism spectrum disorder using a 65 item four-point Likert scale rating form for preschool, school-age, adult, and adult other/relative reporting
- Ages: 3 years to Adult
- Administration Time: 15 – 20 minutes (usually 15 minutes)
- Authors: John M. Constantino, MD
- Results: five treatment subscales including social awareness, social cognition, social communication, social motivation, and restricted interests and repetitive behavior. A total score and DSM compatible score are also provided reflecting the overall severity of social deficits

Discussion / slide content

Slide 55

Common problems when treating people who are/have engaged in stalking behavior

Discussion / slide content

Slide 56

- Provider has insufficient knowledge about stalking typologies or available assessment(s)
- Insufficient monitoring
- Placement of primary focus or formulation on mental disorder rather than understanding how the mental disorder contributed to the behavior (we must understand the "drivers" of the behavior and potential reinforcers)
- When the perpetrator does not perceive his/her behavior as problematic and/or has no desire to change

RECOMMENDED TREATMENT EMPHASIS FOR ALL CLIENTS WHO ENGAGE IN STALKING BEHAVIOR

Slide 57

- Helping the client become aware of their patterns of thinking and emotional experiences that contribute to stalking behavior
- Equipe the client with both the skills and the motivation to build a life that does not involve stalking
- Targeted psychological/mental health treatment

- Supporting practical needs (e.g., housing and employment)
- Creating positive social networks
- Supervision and accountability

EXECUTIVE FUNCTIONING SKILLS

Slide 58

- Often defined as the ability to infer and understand another person's mental state (e.g., their beliefs, thoughts, intentions and feelings)
- More specifically, the ability to put oneself into someone else's shoes or to imagine their thoughts and feelings
- Includes the capacity to understand others by ascribing mental states to them

CASE STUDY #1

Slide 59

- 48-year-old charged with Federal stalking
- Significant history of family issues and instability
- Combat veteran who had not sought tx for a variety of issues
- Break-down in his nuclear family
- Comorbid mental health disorders
- Long and checkered history with the victim
- History of anger management challenges
- Inconsistent engagement with mental health providers

Forensic Assessment:

Slide 60

- Assessments: MMPI-3, TSI-2, SRS-2, WAVR21, and SRP
- Dx: PTSD; Persistent Depressive Disorder with intermittent depressive episodes, severe; Generalized Anxiety Disorder; and Alcohol Use Disorder
- Risk Level: Low to commit violence, persist or reoffend
- Recommendations: secure a case manager, comprehensive mental health treatment for various presenting difficulties, social skills intervention (e.g., healthy relationships, increasing his social network, executive functioning difficulties); specific treatment for PTSD from a qualified in-patient program

Take Aways for Evaluators or Providers:

Slide 61

- Prepare yourself for the voracity and volume of contact
- Have a plan in place to deal with inappropriate communication(s) or a shift in the client's attention (motivation)
- Safety considerations
- Set clear boundaries with attorney(s) and be prepared for "splitting" behavior
- Stay off your "High Horse"

Focus on Healthy Relationships:

Slide 62

- Honest, balanced, and appropriate methods of communication
- Reality-based expectations
- The importance of identifying healthy attributes in a romantic partner
- Setting clear boundaries
- Increasing his social network
- Determining appropriate ways to make decisions about the “level” of a friendship or romantic relationship

Focus on Problem Solving:

Slide 63

- Identify and practice 3 to 5 appropriate methods to interact with others in the presence of conflict, bullying, or peer pressure
- Identify and practice social solutions (appropriate behavior) in the face of rejection or misunderstanding
- Identify at least two socially acceptable and appropriate problem-solving techniques to address challenging social incidents that occur with regularity

Stalking Specific:

Slide 64

- Increase client awareness of aspects of their moment to moment experience (e.g., thoughts, emotions, urges, and situational factors linked to stalking)
- Acceptance of reality
- Reduction of impulsive behavior
- Increase ability to tolerate and effectively manage emotions
- Change thoughts that surround and maintain stalking behavior
- Build an alternative repertoire

CASE STUDY #2

Slide 66

- 28-year-old charged with multiple counts of cyber stalking and interstate transmission of threats to injure
- On the surface, he was raised in privilege as an only child
- Childhood diagnosis of ODD - “I was just oppositional for no reason as a teenager”
- Significant history of prior arrests
- Significant medical history, which contributed to his charges in the current case
- Client professed intensive animosity of LEO (which was long- standing by history)

Discussion / slide content

Slide 67

By show of hands, emojis, etc., has anyone in this audience ever been frightened of a client?

Forensic Assessment:

Slide 68

- Assessments: Forensic interview, MMPI-3, TSI-2, PCL-R 2nd Edition, WAVR-21, and SRP
- Dx: Delusional Disorder, with Persecutory Type and Generalized Anxiety Disorder and deemed a high risk for recidivism (according to the structured clinical judgements he was at a high risk for stalking violence, risk of persistence, and psycho- social damage for himself)
- Recommendations: psychiatric consultation with an expert trained to conduct threat assessments; targeted mental health treatment to address distorted thinking, and targeted interventions to address identified risk factors

CASE STUDY #3

Slide 70

- 24-year-old charged with breaking and entering, attempted rape, burglary, and post-arrest stalking
- Adopted at 8 months of age
- Early identification and treatment for LD and speech issues
- Supportive family and two close friends
- Worked part-time at a grocery store
- No history of behavioral challenges or law enforcement involvement

- Substantial LEO concern due his behavior during his initial arrest

SO, WHERE DO YOU START WITH THIS CLIENT?

Slide 72

CALMING TECHNIQUES

Slide 73

- Identifying strategies for calming from caregivers that work AND those that don't
- Specific items or routines that assist the individual in combating anxiety or "triggers"
- Importantly – when a person with ASD becomes agitated, anxious, nervous, or stressed out we need to use less language
- Some may need sensory input to calm down (e.g., stem or fidget toys, compression, ears covered)

Forensic Assessment:

Slide 74

- Assessments: ADI-R, Forensic interview, ADOS-2, SRS-2, ABAS-3, TSI-2, MMPI-3, PCL-R 2nd Edition, Static-99-R, STABLE-2007, WAVR21, and SRP
- Dx: ASD, Level 2, Communication Disorder by history and deemed an average risk

- Recommendations: communication evaluation, language therapy, mental health treatment (distorted thinking and executive functioning deficits), social skills intervention (e.g., healthy relationships and sexuality) and VR

EMPATHY 101

Slide 76

- Cognitive (recognition of the feelings of others)
- Affective (ability to feel the same feelings as others) In order to engage in Empathy, one must be able to:
- 1) recognize someone is/was feeling something
- 2) correctly identify the feeling being experienced by the other person
- 3) be able to feel those feelings themselves, and respond in a socially appropriate manner

CHALLENGES ADDRESSING VICTIM EMPATHY WITH INDIVIDUALS WITH ASD WHO HAVE CAUSED SEXUAL HARM

Slide 77

- Describe exactly what each of the victims said or did while you were acting out sexually
- Describe how their faces looked and how they held their bodies
- How did the victim feel while you acted out (before, during, and after)?

EMPATHY & AUTISM

Slide 78

- We need to help clients with ASD who cause sexual harm understand exactly what we mean by “empathy” (e.g., which specific construct)
- Understanding of performance deficits versus skill deficits is critical (language disorders and processing issues need careful attention)
- Consider the possibility your client with ASD may feel emotions more intensely than their peers

WHY IS IT IMPORTANT TO DEMONSTRATE EMPATHY?

Slide 79

- You want others to know you are friendly
- You want others to believe you care and are sensitive
- You want others to be empathetic toward you when you are hurting
- Being empathetic is a social expectation = “Hidden Curriculum” dictates we are supposed to show concern for others to fit in (Empathy = Social Currency)

4 STEPS TO PRACTICING EMPATHY:

Slide 80

- 1) Notice how the person you are interacting with is feeling
- 2) Correctly identify the feeling being experienced by the other person

- 3) Feel those feelings (or think of an example of when you may have felt those feelings)
- 4) Make an appropriate response

USING YOUR BEST GUESS TO KNOW HOW PEOPLE ARE THINKING AND FEELING

Slide 81

- B = Body Language Clues: What is the person doing with their body?
- E = Expression Clues: Look at what the person is doing with their eyes, mouth, and eyebrows
- S = Setting: Think about the time and place
- T = Things: Is there an object near the person that may give a clue about how they are feeling?

Discussion / slide content

Slide 84

- “Over the last decade, the definition of healthy sexuality has remained elusive while the boundary delineating unhealthy sexuality has radically changed. These changes are not reflected in current approaches to sex offender treatment which continue to focus on the suppression of offenders’ sexuality.”
- Watter & Hall, 2020

Discussion / slide content

Slide 85

“How can I help you experience your sexuality without harming yourself or others?”

- Dr. Jill Levenson

Discussion / slide content

Slide 86

Sexuality Education

Discussion / slide content

Slide 89

Charting the Course: A Family Toolkit to Help Youth with Autism Navigate Sexuality and Relationships

- Pugliese, C.E., Ratto, A.B., Granader, Y., Dudley, K.M., Bowen, A., Baker, C., & Anthony, L.G. (2021). Feasibility and Preliminary Efficacy of a Parent- Mediated Sexual Education Curriculum for Youth with Autism Spectrum Disorders. Autism: the International Journal of Research & Practice, 24(1), 64 – 79.
- Baker, C.D., Ziegert, A., Bowen, A., Owczarzak, J., & Willis, S. (2013). Charting the Course. Silver Spring: Danya International, Inc.

Discussion / slide content

Slide 91

- The Birds and The Bees: Teaching Human Sexuality to Individuals on the Autism Spectrum and with Developmental Disabilities (asdsexed.org)
- Curtiss, S.L., & Ebata, A.T. (2016). Building Capacity to Deliver Sex Education to Individuals with Autism. Sexuality and Disability (34), 27-47.

Discussion / slide content

Slide 93

- AMAZE strives to assist adults (parents, guardians, educators and health care providers) around the globe to communicate effectively and honestly about sex and sexuality with the children and adolescents in their lives.
- Engaging, educational, age-appropriate, often humorous sex education videos for young adults.
- Educational resources, including short videos, to build the skills of parents and guardians to better communicate with their children about sex and sexuality.
- Toolkits, lesson plans, promotional materials and other resources to help educators and health care providers refer students and young patients to AMAZE as an available, free and fun resource to learn about sex and sexuality.
- Link for educators: https://amaze.org/educators/

AUTISM SPECIFIC VULNERABILITY

Slide 96

- VERY little research ASD & stalking
- Difficulty in correctly interpreting interpersonal cues
- Perseverative focus on desired people
- Inability to deal with/manage rejection
- ToM (difficulty understanding how others perceive their behavior (Post et al., 2012; Mercer & Allely, 2020)

RECOMMENDATIONS FOR INDIVIDUALS WITH ASD WHO ARE STALKING:

Slide 97

- Social skill groups
- Video Modeling
- Self-management strategies
- Self-management combined with video feedback
- Scripts, social stories and visual supports
- Increasing areas of interest beyond obsessions
- Anger management & counseling
- Medication management
- Mercer & Allely, 2020

COPING WITH REJECTION

Slide 98

- Types of Rejection:

- Being Ignored - Unspoken Rejection
- Terse - Flat-Out 'No' Rejection
- “We Regret To Inform You…” - Nicely-Worded 'No' Rejection
- Excuse related - When you hear 'No’ with reasons or a rationale

COPING SKILLS FOR REJECTION

Slide 99

- Acknowledge your emotions & “download” them with appropriate and supportive people
- Understand everyone gets rejected and this is a normal part of life in all types of relationships – this doesn’t mean you are “fatally flawed”
- Develop a list of positive traits about yourself to review when you feel sad, heartbroken, etc.
- Identify people in your “safety net” – ideally you should have at least 5
- What can I learn from this particular rejection?

Image-only slides requiring review

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