

# Child Sexual Predators:

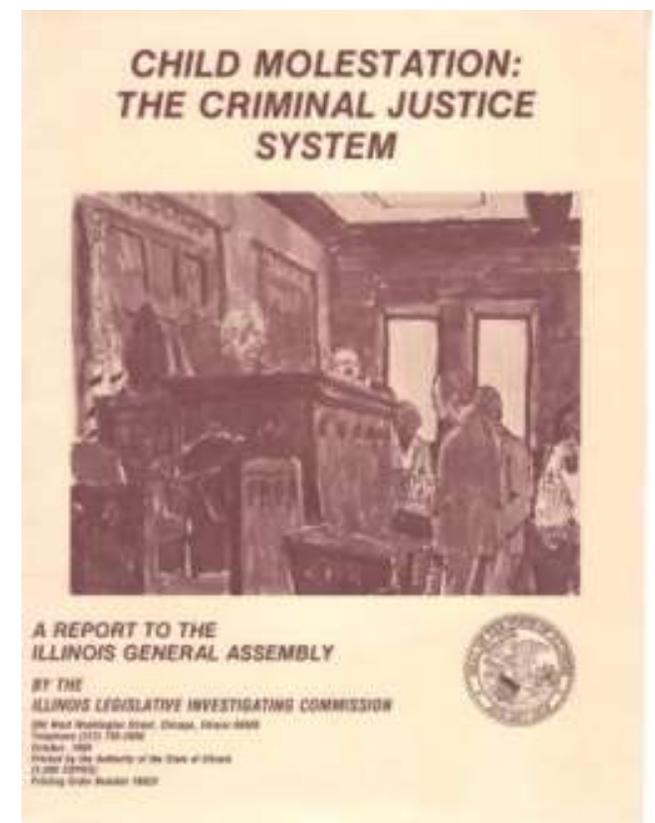
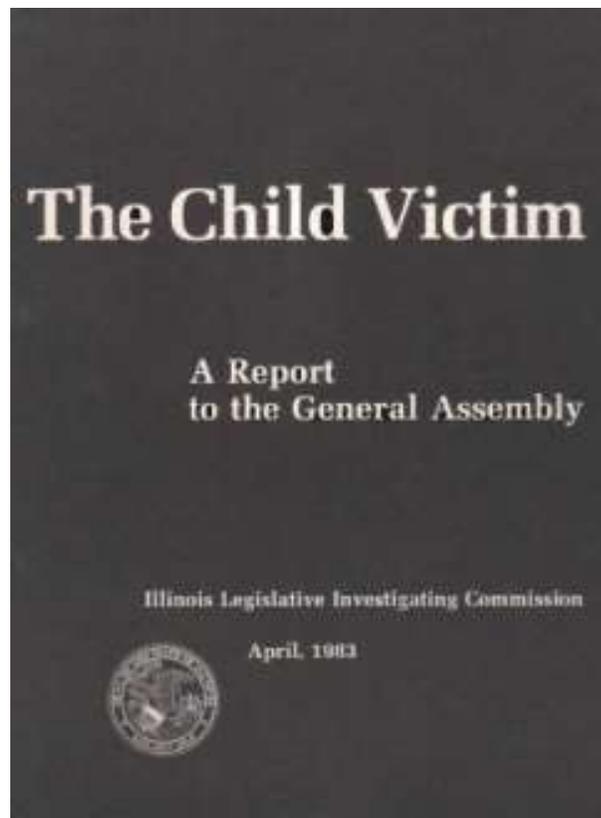
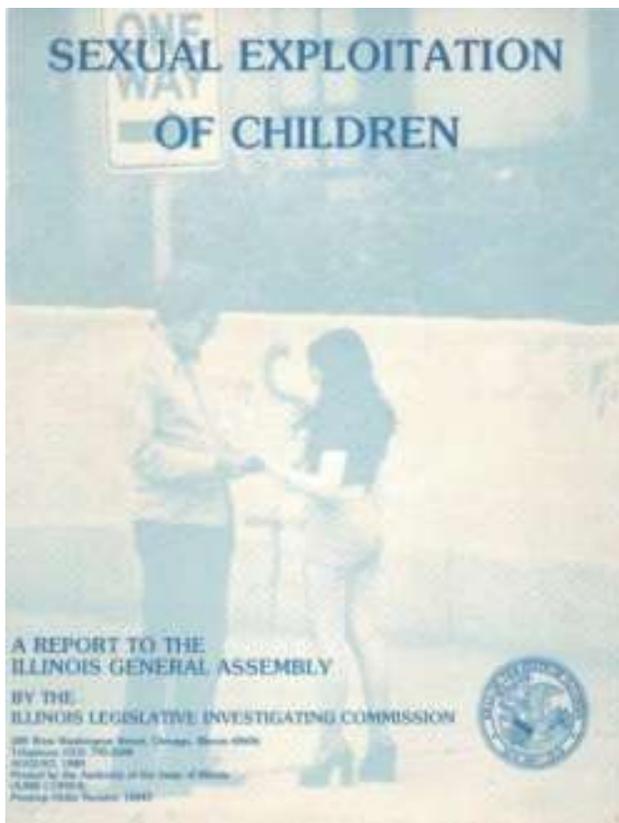
How to Spot them  
How to Stop them

***Thomas R. Hampson***

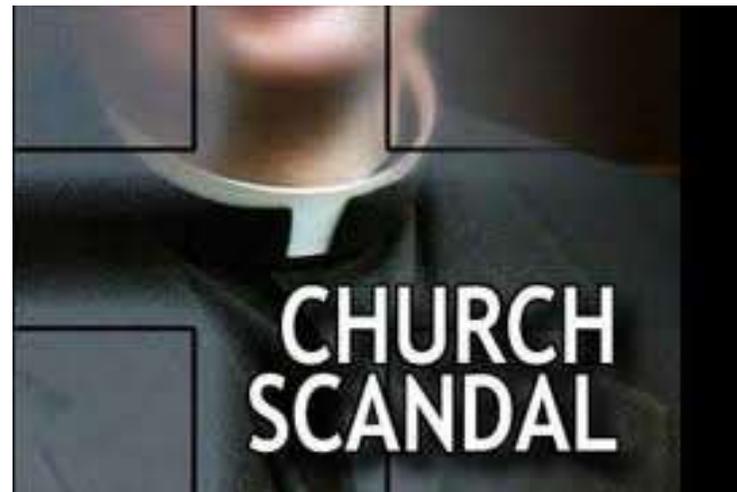
*President*

*Truth Alliance Foundation, Inc.*

*©Thomas R. Hampson 2023*



2004 Disclosures of Sexual  
Exploitation in the Church



# Results of Commission Investigation

1. Created the first child pornography statute in Illinois
2. Wrote the initial enabling legislation for what has become known as the Child Advocacy Centers
3. Developed a sting technique for building cases against child predators that did not require testimony by the child
4. Discovered that “non-abusing parent” in incest cases was most often complicit in the abuse
5. Discovered that almost all commercially trafficked children had been sexually abused before becoming caught up in the commercial trade
6. Discovered that the vast majority of child predators were not loners, but instead tended to form networks with those who had similar interests
7. Discovered that teen boys are sexually abused and are involved in the sex trade in equal, if not greater, numbers than teen girls

# Three Important Facts

- Less than 2% of Child Sexual Offenders are Ever Convicted
- Only an Estimated 3% of all Child Sexual Abuse Cases, and 12% of all Rapes are Reported to Police
- Boys Report Much Less Often than Girls

# The Problem is Increasing

- The Law Enforcement Response is Inadequate



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- The General Public is largely Uninformed

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- Existing Child Protection Programs are Off Target



# What To Do?

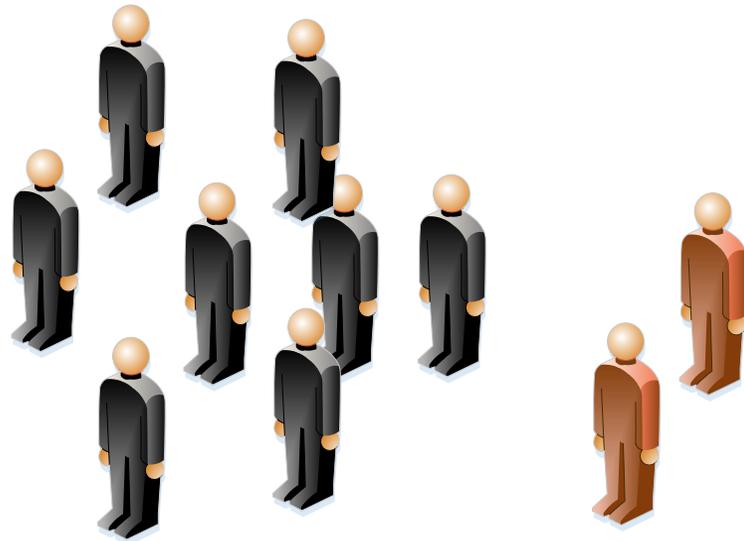
- The Law Enforcement Role is Very Limited and Must Not be the Point of the Spear
- Civilian Involvement In Combating Abuse Must Increase Exponentially
- Adults Must Learn How to Recognize Predators and Keep Them Away from Children

# A Typical Child Sexual Predator



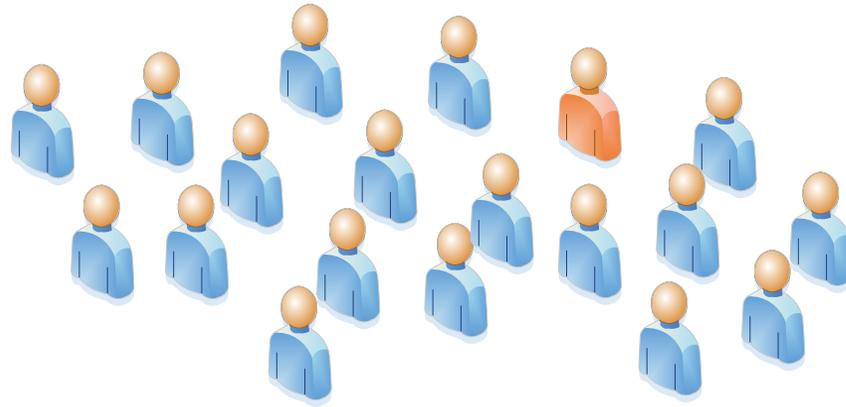
# Becoming a Predator

80% of Child Sexual Predators were Sexually Abused in their Childhood



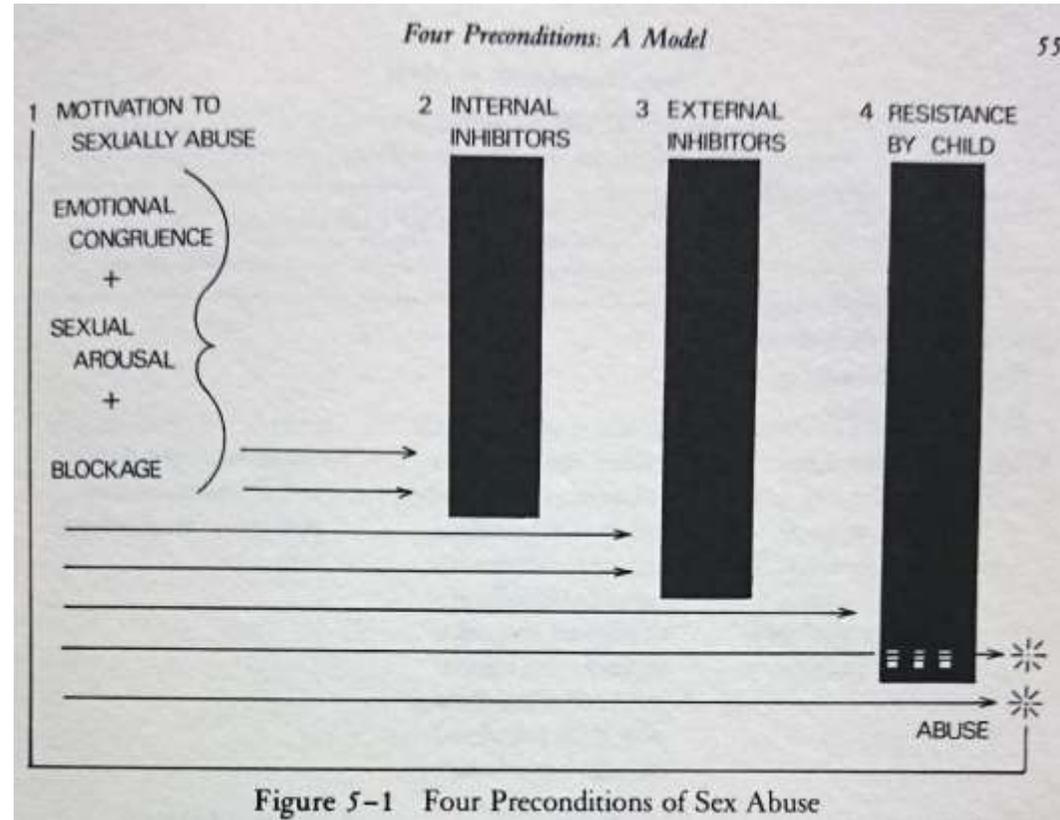
At least 6% of abused boys will go on to become predators themselves

1 in 20 men is sexually attracted to  
children 13 and under



The figure for women is 1 in 3300

# Four Preconditions Model



From "Child Sexual Abuse: New Theory and Research" The Free Press, 1984 by David Finkelhor

# Looking at the Model

1. The Predator
2. Internal Inhibitors – Fear, Guilt
3. External Inhibitors – Cultural Taboos, Laws, Policies, Skilled Supervision, Protective Peers
4. Resistance by Child – Modesty, Parental Instruction, Secure Relationships, Guilt

# Internal Inhibitors

- Family Values
- Internalized Social Norms
- Fear of Getting Caught

# External Inhibitors

- Parental Involvement
- Community Values
- Criminal Enforcement
- Protective Environment

# Resistance by Targeted Victim

- Caretaker Relationship
- Social Connections
- Peer Pressure
- Self Assurance
- Family Values
- Personal Boundaries

# Becoming a Predator

- At least eighty per cent of child sexual predators were initially victims of child sexual predators (at least six per cent of male victims become predators, but that figure could be significantly higher)
- Twenty per cent of the predators develop this deviance for unknown reasons, most likely related to some kind of experienced abuse, neglect, and/or porn addiction
- The vast majority of child sexual predators become imprinted during childhood and adolescence.

# Who are the Predators?

	<b>Admitted Child Molesters</b>	<b>All Americans</b>
Married or formerly married	77%	73%
Some College	46%	49%
High School Grads	30%	32%
Working	65%	64%
Religious	93%	93%

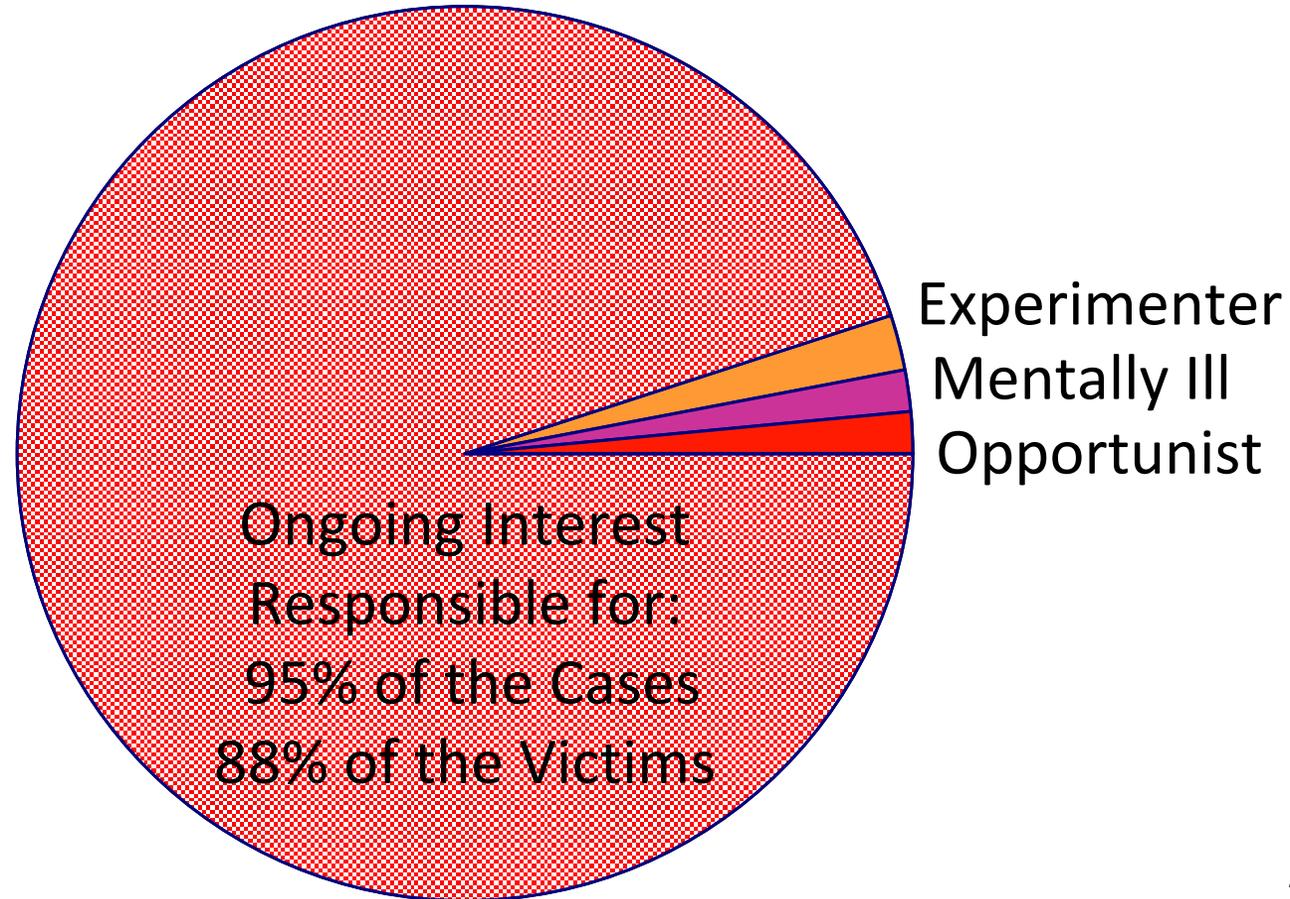
Abel/Harlow Stop Child Molestation Study

# Types of Child Sexual Predators

Child molesters fit into one of four categories:

1. They are children or teenagers who are sexually curious or experimenting
2. They have a medical or mental problem that needs treatment
3. They are opportunists who lack feelings for others and who have an antisocial personality disorder
- 4. They have an ongoing sexual interest in children (*this group commits 95% of the child sexual abuse and is responsible for abusing 88% of the victims*)**

# Four Categories of Child Molesters



Abel Study

# Who are their Targets?

Predators of all kinds look for the easy target, child sexual predators are no exception

Children in the Family	
Biological Child	19%
Stepchild, Adopted or Foster Child	30%
Brothers & Sisters	12%
Nieces & Nephews	18%
Grandchild	5%
Children in the Community	
Child left in care of predator	5%
Child of friend or neighbor	40%
Strangers	10%

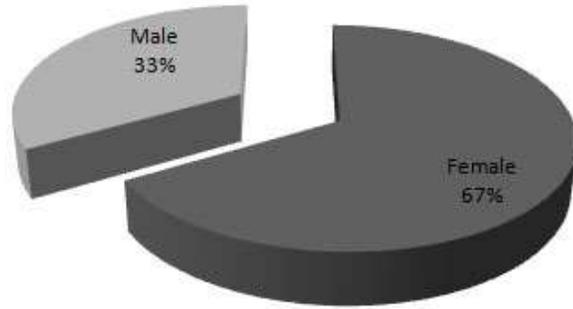
**60 Million Adult Survivors–  
1 in 4 Women, 1 in 6 men**



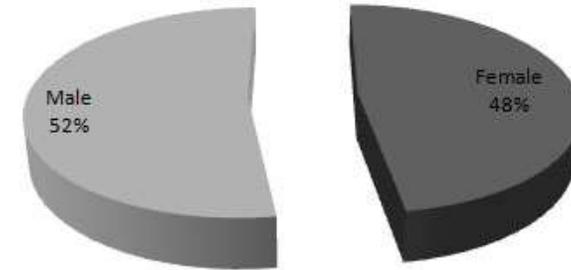
**Globally, the figure is at least 1.5 Billion**

# Sex of the Victims

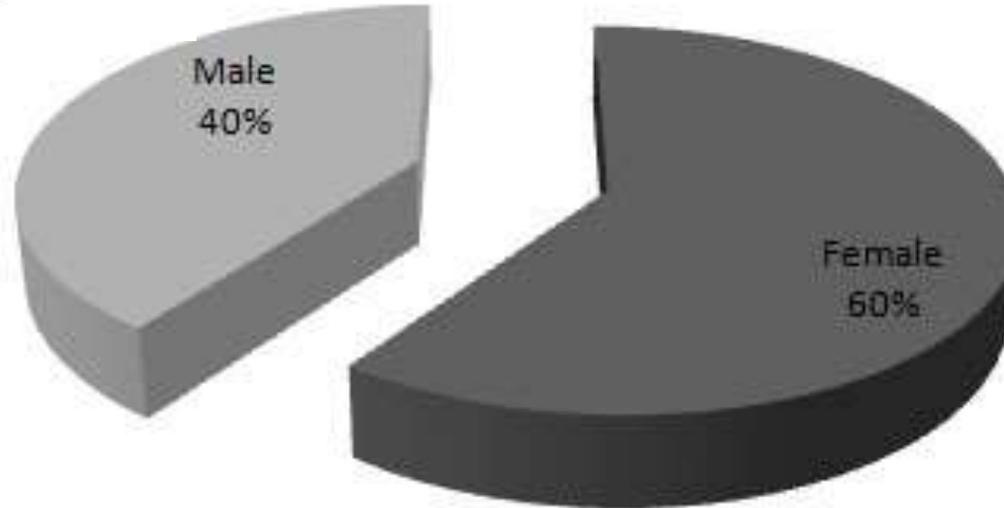
13 years old or less



14 to 18 years old



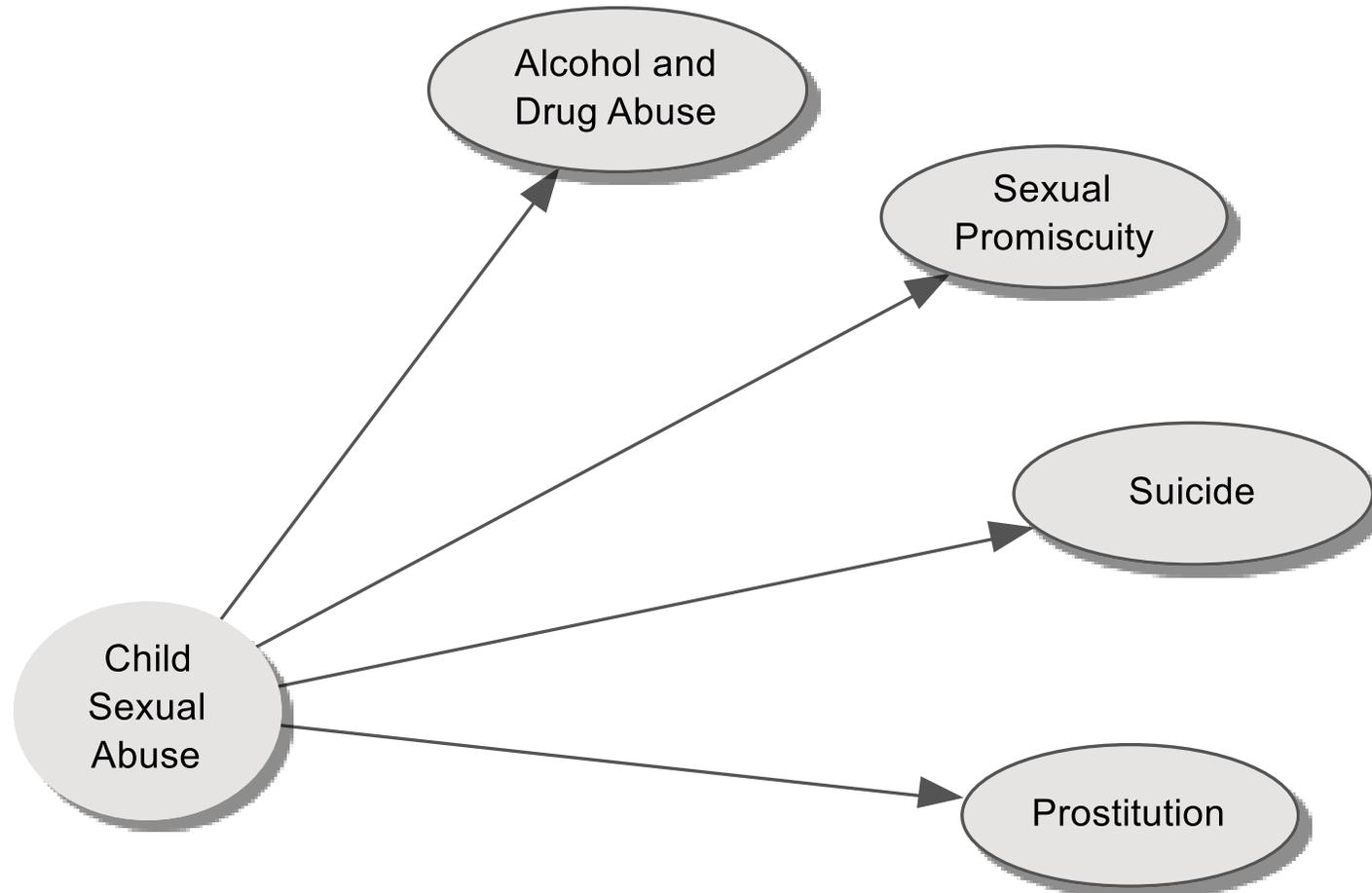
Total



	<i>Female</i>	<i>Male</i>	<i>Total</i>
<i>13 or Less</i>	26,000,000	13,000,000	39,000,000
<i>14 to 18</i>	10,000,000	11,000,000	21,000,000
<i>Total</i>	36,000,000	24,000,000	60,000,000

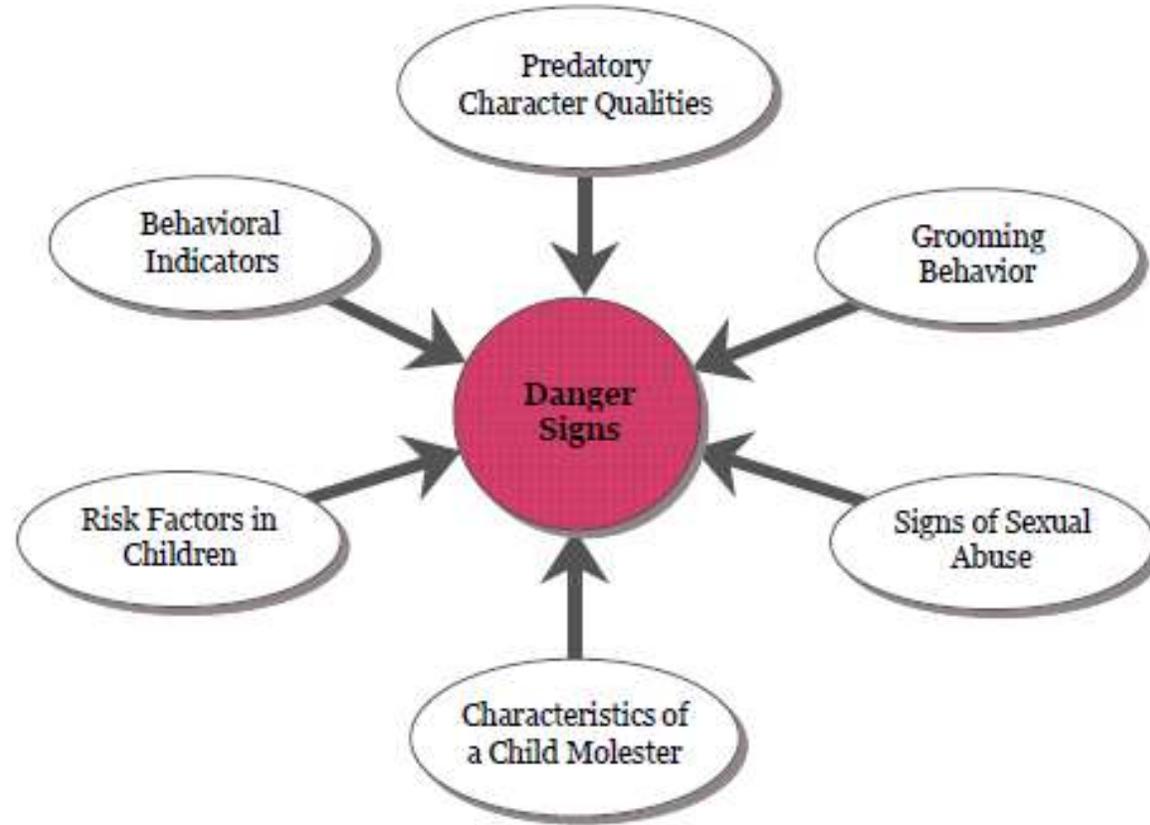
# The Impact of Child Sexual Abuse

- Child Sexual Abuse is a contributing cause of many current problems



# Learn to See:

Character, Conduct, and Circumstances



# Predatory Character Qualities

**Self Focused** vs. Sacrificial

**Exploitive** vs. Supportive

**Uncaring** vs. Empathetic

# Character Assessment Guide



<b>Predatory Characteristics</b>	-2	-1	Unknown 0	+1	+2	<b>Protective Qualities</b>
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*Self Focused*

<b>Self-Serving</b>						<b>Self-sacrificing</b>
<b>Boastful</b>						<b>Humble</b>
<b>Blaming</b>						<b>Owning</b>
<b>Deceptive</b>						<b>Truthful</b>
<b>Manipulative</b>						<b>Cooperative</b>
<b>Bored</b>						<b>Engaged</b>
<b>Impulsive</b>						<b>Thoughtful</b>
<b>Indifferent</b>						<b>Compassionate</b>
<b>Remorseless</b>						<b>Repentant</b>

*Sacrificial*

*Exploitive*

*Supportive*

*Uncaring*

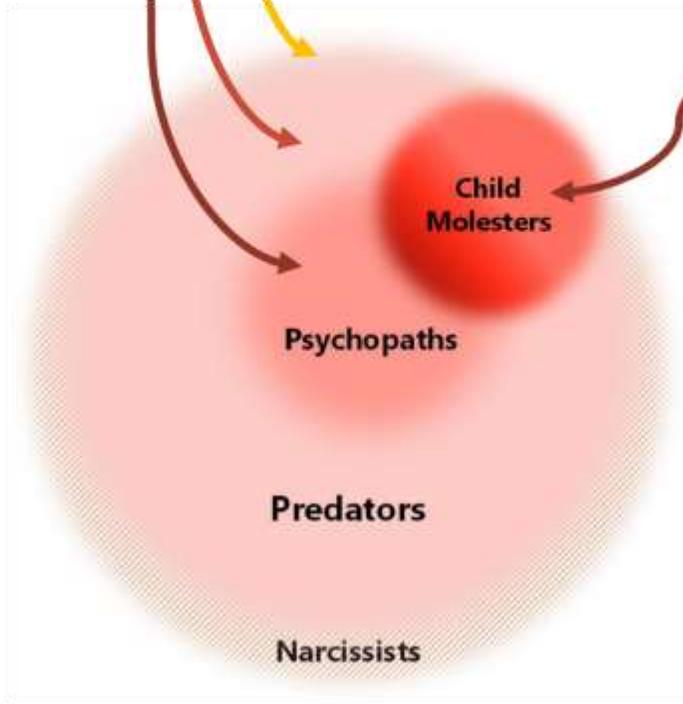
*Empathetic*

### Predator Assessment Scale

		-2	-1	Unknown	+1	+2		
Predatory	Self-serving	Orange	Yellow	Dark Red	Light Green	Dark Green	Self-sacrificing	Protective
	Boastful	Orange	Yellow	Dark Red	Light Green	Dark Green	Humble	
	Blaming	Orange	Yellow	Dark Red	Light Green	Dark Green	Owning	
	Deceptive	Dark Red	Red	Dark Red	Light Green	Dark Green	Truthful	
	Manipulative	Dark Red	Red	Dark Red	Light Green	Dark Green	Cooperative	
	Bored	Dark Red	Red	Dark Red	Light Green	Dark Green	Engaged	
	Impulsive	Dark Red	Red	Dark Red	Light Green	Dark Green	Thoughtful	
	Indifferent	Dark Red	Red	Dark Red	Light Green	Dark Green	Compassionate	
	Remorseless	Dark Red	Red	Dark Red	Light Green	Dark Green	Repentant	

Character Indicators

Grooming & Behavioral Indicators



# Targets of Grooming

- The Community – Elected Officials, Judges, Police, Prominent Citizens
- Institutions – Key People in Top Positions in an Organization
- Gate Keepers – HR Decision Makers, Program Supervisors, Fellow Workers
- Parents or Guardians – Often Single Parent or Parents who are Uninvolved
- Vulnerable Children – Often Lonely, with Special Needs, or who are Seeking an Advantage that the Predator can Provide

# The Grooming Process

Tyrone Daily Herald, Thursday, March 12, 1981



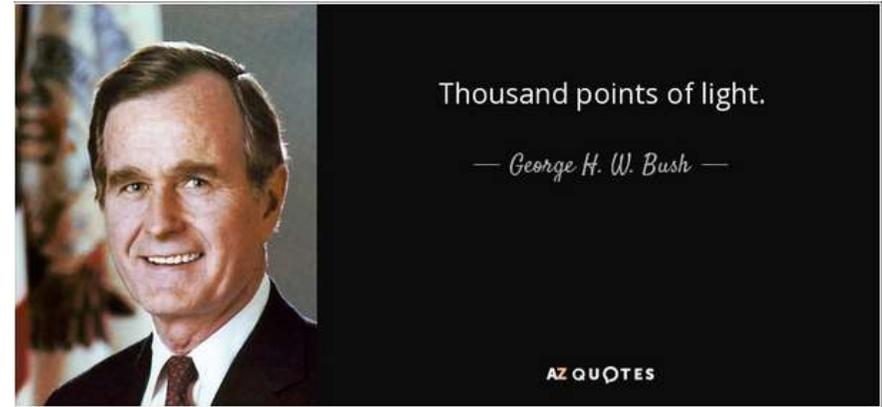
Joe Paterno

Jerry Sandusky

## For 'At Risk' Children: Sandusky And Paterno Explain Second Mile

The students of Tyrone Area High School will sponsor a concert by Maynard Ferguson Monday, April 13 in the TAHS auditorium for the benefit of The Second Mile, a home for "At Risk" children to be built in Centre County.

Jerry Sandusky, assistant coach of the Penn State football team and founder of The Second Mile, and Penn State head coach Joe Paterno answer some questions about the cause for which the concert is sponsored.



Grooming = Seduction

# Four Ways to Look at the Grooming Process

## **Carla Van Dam**

- Identifies a Vulnerable Child
- Engages the Child in Peer Like Involvement
- Desensitizes the Child to Touch
- Isolates the Child
- Makes the Child Feel Responsible

## **Anne-Marie McAlinden**

- Befriending Potential Victim
- Cultivate a “Special Friendship”
- Introduce “Forbidden Fruit” Activities into the Relationship
- Increasingly Intimate Physical Contact

# Four Ways Continued

## **Kenneth Lanning**

- Identify Preferred or Acceptable Child Targets
- Gathering Info about Vulnerabilities and Interests
- Filling Needs
- Lowering Inhibitions
- Gaining/Maintaining Control

## **Michael Welner**

- Targeting the Victim
- Gaining the Victims Trust
- Filling a Need
- Isolating the Child
- Sexualizing the Relationship
- Maintaining Control

# Signs of Abuse

Behavior you may see in a child or adolescent

Signs more typical of younger children

Signs more typical in adolescents

# Behavior you may see in a child or adolescent

- Reports nightmares or unexplained sleep problems
- Distracted or distant
- *Sudden change in habits, including eating habits*
- Sudden mood swings
- Subtle attempts to provoke discussion of sexual topics
- Sexually themed drawings or stories
- Unexplained sudden or unusual fear of specific people or places
- *Refuses to discuss secret shared with an adult or older child*
- Starts hanging around an older child
- Unexplained money, toys or other gifts
- Talks about body being repulsive, dirty or bad
- *Sexual knowledge, language or behavior that mimics that of adults*

# Signs more typical of younger children

- Regressive behavior in child (acting younger)
- Unexplained language and knowledge of body parts
- Resists removing clothing at bedtime, for a bath, etc.
- *Acts out sexually or wants to play sexual games*
- Plays out sexual behaviors with dolls, toys, objects or stuffed animals
- *Sudden onset of incontinence or bedwetting*

# Signs more typical in adolescents

- *Self-injury (cutting, burning, self-tattooing, etc.)*
- Deteriorating personal hygiene
- Drug or alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression or anxiety
- Suicide attempts
- *Eating Disorders*
- Fear of intimacy

# Characteristics of a Socially Skilled Child Molester – Carla Van Dam

- Too Helpful
- Too Private
- Too Attentive to Children
- Too Touchy with Children
- Too Involved with Image Management
- Too One-Sided in Relationship (always giving, never taking)
- Altogether Too Charming
- Too Opportunistic
- Too Superficial
- Too Prone to Violate Boundaries
- Too Aggressive when Confronted
- Too Quick to Drop Friendship when Children Age
- Too Likely to Disappear when Contact with Children is Denied
- *Too Good to Be True*

# Identifying Children at Risk

- **Environmental Risk Factors**

- Alcohol or Drug Abuse in the Home
- Domestic Violence in the Home
- Repeated Exposure to Other Violence
- Exposure or Easy Access to Pornography
- Divorce, Death, Job Loss, or Other Family Stress
- Secrecy not only Permitted but Encouraged
- Little Physical or Sexual Privacy in Home
- Exposure to Sale of Sexual Favors

- **Risk Factors in Child's Relationships**

- Supervising Adult Absent or Distracted
- Low Self-Esteem
- Emotionally Isolated or Neglected
- Developmental, Physical or Mental Disability
- Emotional or Physical Abuse or Neglect
- No Close Friends - Lonely
- One or More Adults or Older Children Depend on Child for Emotional Support
- Strong Desire for a Skill or Clothing or Toy that is out of Reach

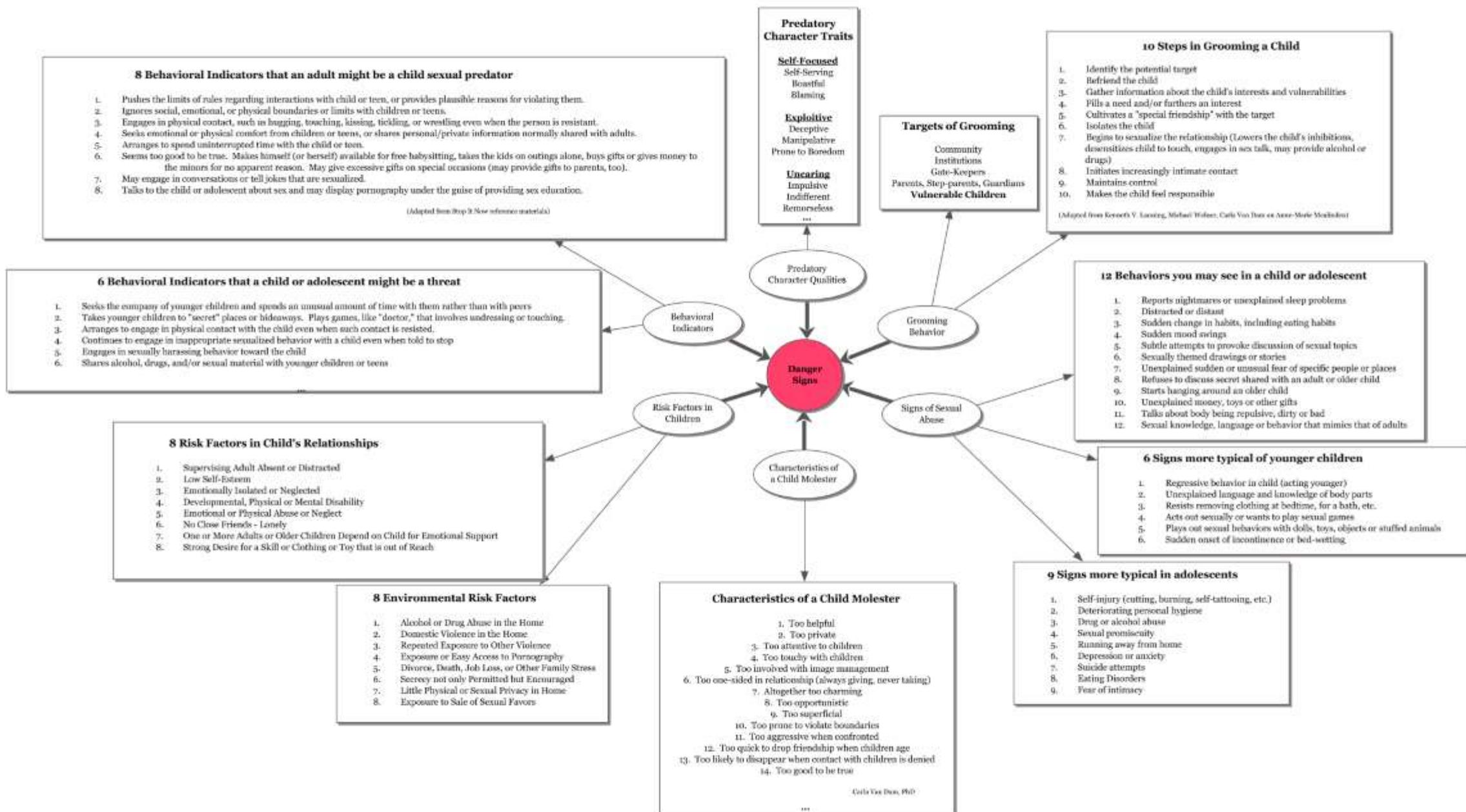
# Main Indicators an Adult Might be a Predator

- *Makes others uncomfortable by ignoring social, emotional or physical boundaries or limits?*
- *Turns to a child for emotional or physical comfort by sharing personal or private information or activities, normally shared with adults?*
- *Has secret interactions with teens or children or spends excessive time emailing, text messaging or calling children or youth?*
- *Insists on or manages to spend uninterrupted time alone with a child?*

# Some Indicators a Child or Adolescent May be a Threat

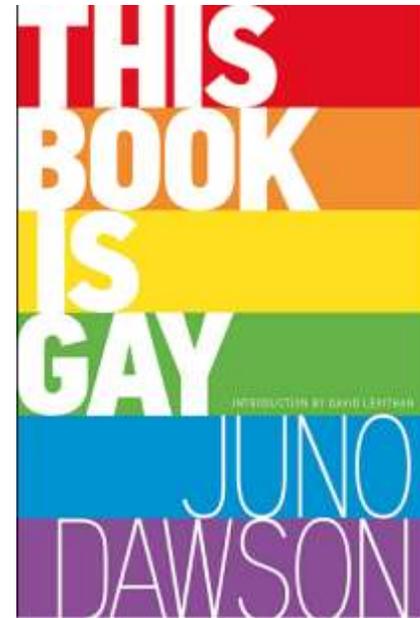
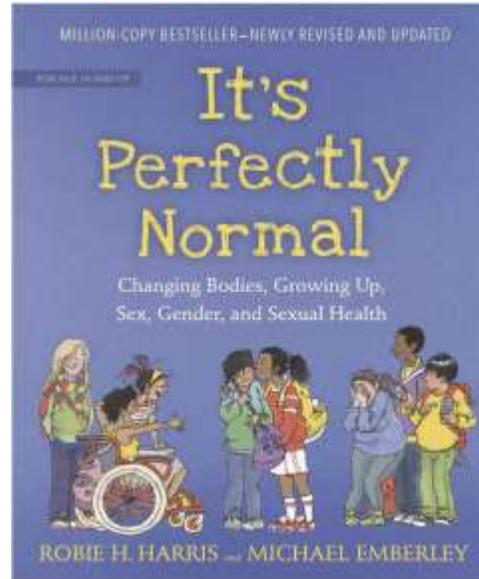
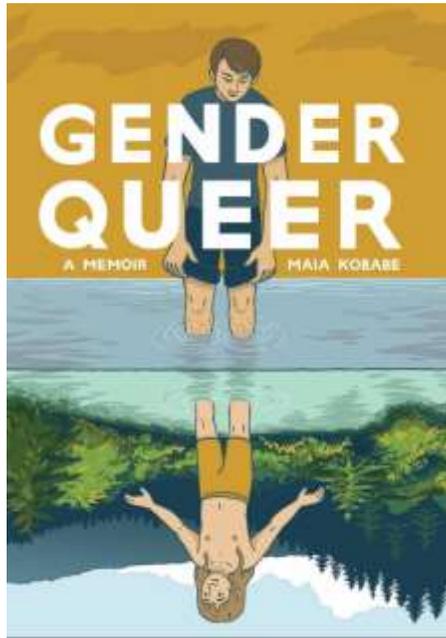
- *Seeks out the company of younger children and spends an unusual amount of time with them rather than with peers?*
- *Takes younger children to “secret” places or hideaways or plays “special” games with them (e.g. playing doctor, undressing or touching games, etc.)?*
- *Engages in sexually harassing behavior?*
- *Shares alcohol, drugs, or sexual material with younger children or teens?*

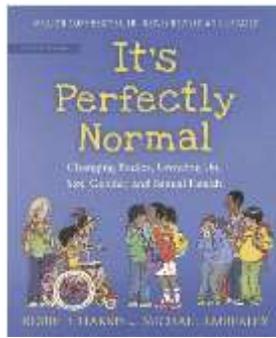
# Spotting a Predator -- Truth Alliance Foundation



# The Threat in Our Schools

- School Libraries





5  
**Who We Are**  
 Straight, Lesbian, Gay, Bisexual,  
 Transgender, Queer, Questioning, +



to sexual intercourse—at any time and for any reason.

Sexual intercourse usually begins with two people touching, caressing, kissing, and hugging each other.

After a bit, a person's vagina becomes moist and slippery, and the clitoris becomes hard. After a bit, a person's penis becomes erect, stiff, and larger. Sometimes a bit of clear fluid that may contain a few sperm comes out of the tip of the penis and makes it wet. This is usually when two people begin to feel excited about each other.

But in fact, there are different kinds of sexual intercourse — vaginal intercourse, oral intercourse, and anal intercourse.

When a person with a female body and a person with a male body are having vaginal intercourse, the erect penis goes into and inside the vagina, which stretches in a way that fits around the penis. The wetness from the vagina makes it easier for the penis to go into the vagina.

Vaginal intercourse is also called vaginal sex. As the two people move back and forth in rhythm, the movement of the penis inside the vagina soon feels very good. They may hug and kiss and touch each other

# American Library Association

- Most school libraries are members of the American Library Association and adhere to the ***Library Bill of Rights***
- One important provision in the Library Bill of Rights has been explicitly interpreted to mean this:

**“Access to Library Resources and Services for Minors.”** That section states: *Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.*



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# NATIONAL SEX EDUCATION STANDARDS

CORE CONTENT AND SKILLS, K-12  
*SECOND EDITION*

FoSE  
Future of Sex Education



Nora Gelperin

Advocates for Youth Division Director for Sex Education and Training

# Recommended Materials by the National Education Association LGBTQ+ Caucus

## Sex Acts that Don't Get Enough Play (For 6<sup>th</sup> to 8<sup>th</sup> Grade)

1. Anal Sex
2. Bondage
3. Rimming
4. Domination
5. Sexting
6. Fingering
7. Muffing
8. Outercourse
9. Fisting

Warning for the Next Slide

## SEX ACTS THAT DON'T GET ENOUGH PLAY

There are some kinds of sex that we hear a lot about. Other kinds of sex, particularly kinds of sex that queer or trans\* people might be interested in, don't get a lot of coverage. This recipe book is designed to give you more information about some of the sex acts that we don't think get enough play. We've included a couple of blank recipe cards if there are other things you think should be added, or even if you come up with something new that's sexy for you! Remember, just like in cooking, it takes time and practice to become a pro. It's okay to experiment with ingredients, change things up, and make a recipe your own.

### ANAL SEX

*Using toys or parts of a body in and around a person's bum.*

**Serves:** 2 or more

**Ingredients:**

Condoms or gloves

Bum

Lube

Fingers/Sex Toy/Penis

A shit ton of consent

**Substitutions:** Fingering or other penetration

**Notes:** Go slow, it might take awhile to get comfortable

**Prep/Cook Time:** As long as it takes. May take longer than expected. Some days are not good for anal sex days.

**Steps:**

1. Get consent from all parties
2. Make sure that the person being penetrated is relaxed
3. Use a lot of lube!
4. Start slow, inserting one finger first and gradually building up to more fingers or penis or sex toy
5. Remember to ask for continued consent

1

## SEX ACTS THAT DON'T GET ENOUGH PLAY

### FINGERING

*Using fingers in a person's bum or vagina.*

**Serves:** 1 or more

**Ingredients:**

Fingers

Gloves

Lube

bum / vagina / front hole

A shit ton of consent

**Substitutions:**

Masturbation, outercourse, oral sex, sex toys, penis

**Notes:** Take a look around your house-- you might find something useful. You might also enjoy this with a buddy

**Prep/Cook Time:** As long as it takes

**Steps:**

1. Get consent
2. Get comfortable
3. Communicate about what feels good and what doesn't
4. Warm up the area, do some rubbing and massaging
5. Insert finger or fingers and move in and out. Communicate about what feels good. (Sometimes slow is good and other times fast is better.)
6. Experiment with speed and pressure
7. Get ongoing consent

Your Notes

6

## SEX ACTS THAT DON'T GET ENOUGH PLAY

### RIMMING

*Stimulating the anus of another person using the tongue and mouth.*

**Serves:** 2 or more

**Ingredients:**

Tongue  
Bum  
Dental Dam  
A shit ton of consent

**Substitutions:** Oral sex

**Notes:** Many people feel this recipe works best when all necessary "pots and pans" have been cleaned thoroughly beforehand. If concerned about cleanliness, you might

consider a shower before rimming

**Prep/Cook Time:** As long as it takes

**Steps:**

1. Get consent
2. Dive on down
3. Use your tongue or mouth to stimulate bumhole area
4. Throw in a finger if the receiver is into it
5. Remember to ask for continued consent

Your Notes

3

## SEX ACTS THAT DON'T GET ENOUGH PLAY

### FISTING

*Putting a fist or whole hand into a person's vagina or bum.*

**Serves:** 2 or more

**Ingredients:**

Lots and lots of lube  
Gloves  
Time and patience  
Clear communication  
Another serving of lube  
bum or vagina or front hole  
Relaxation  
A shit ton of consent

**Substitutions:** Fingering, sex toys

**Notes:** It's important to start off slow and work your way up. Otherwise, you can hurt

**Prep/Cook Time:**

**Steps:**

### CHECK OUT...

Heavy Petting's  
Fisting 101

[www.vimeo.com/30936025](http://www.vimeo.com/30936025)



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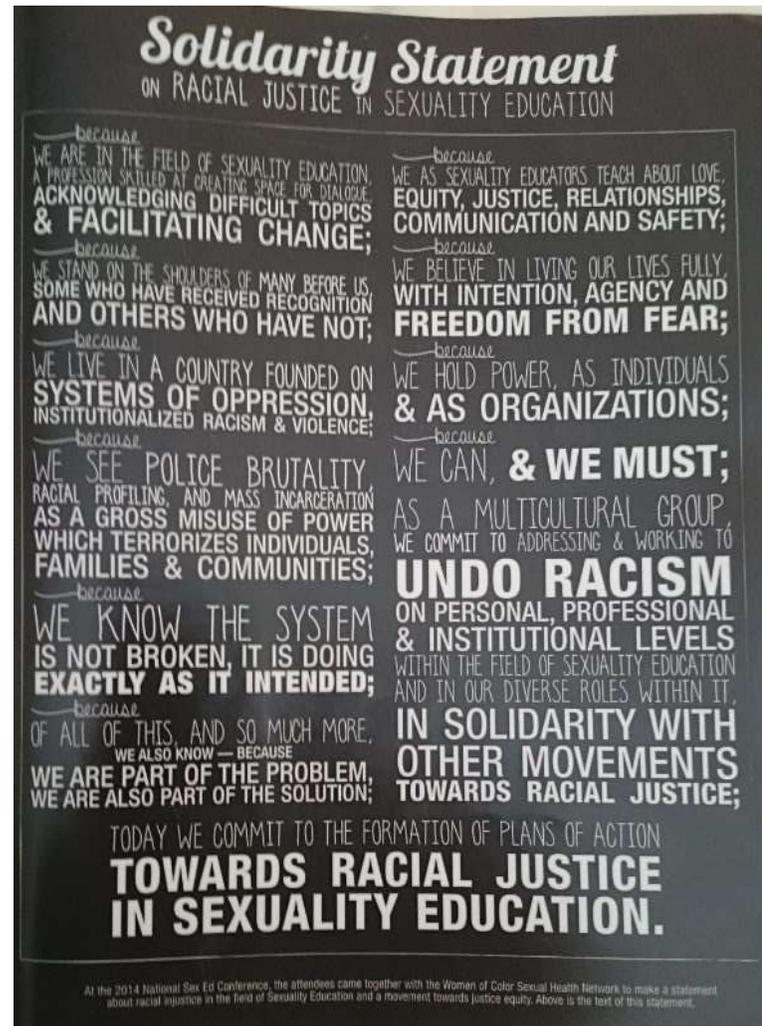
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Define racism and intersectionality and describe their impacts on sexual health

**SH.8.CC.11**

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DEI, CRT and Gender Ideologies converged by agreement at 2015 National Sex Ed Conference in New Jersey



All of this became incorporated into Social Emotional Learning and the National Sex Ed Standards

# The Threat in Our Schools

- GLSEN/GSA Promoted in Schools

## **CDC allocated \$85 million for grants requiring schools to start student-led clubs supporting LGBT youth**

The CDC lists the organization known as GLSEN as a potential resource to help with this activity, which encourages the **use of gender neutral language**.

“When addressing a group of people, make sure to use gender-neutral language,” [GLSEN](#) said. “For example, instead of saying ‘Welcome, ladies and gentlemen,’ say ‘Welcome, everyone.’ You should also **use gender-neutral pronouns** when referring to a group or when addressing someone whose pronouns you do not know.”

A second activity required of schools is that schools **educate all their staff on how to support LGBT students**.

**“Professional development (PD) delivered to teachers and school staff annually** should address fundamental knowledge about: the **concepts of sexual orientation and gender identity, including appropriate language, health risks faced by LGBT youth, effects of the school environment on the health of LGBT youth . . .**”

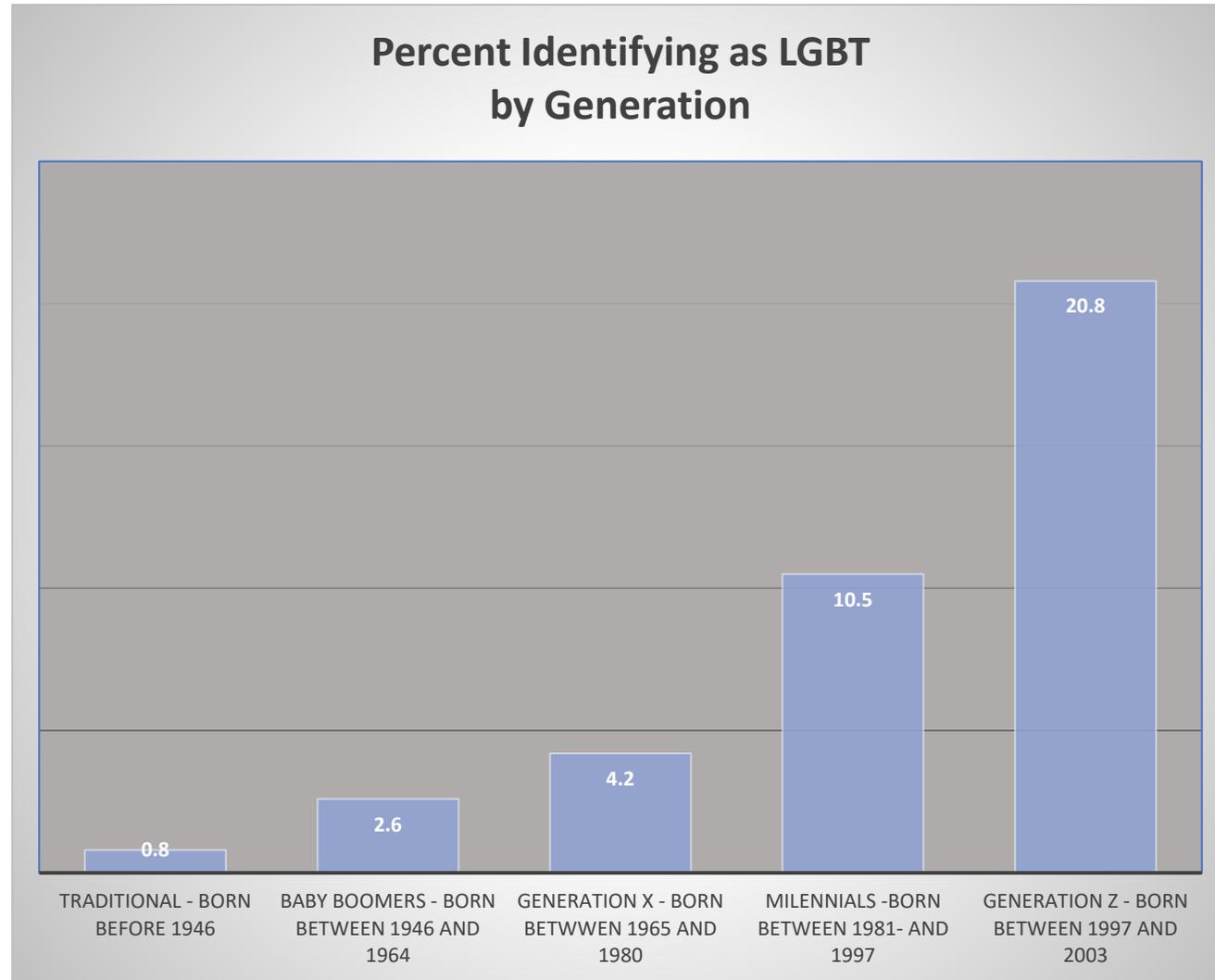
“The unions are training teachers statewide in the deception of parents.” – Abigail Shrier



Shrier received an audio tape from a teacher who attended a training session put on by the California Teachers Association. The recording was of two other teachers instructing the members on how to electronically surveil students and to secretly invite them into LGBT clubs, like the Gay Straight Alliance, or GLSEN. They also taught on how to keep information secret from parents.

The teachers were **“talking about middle schoolers, twelve year olds. They were specifically targeting students they thought would be vulnerable to invitation with personalized invitations to join the club.”**

# Gallup Poll – February 2022



# The Threat in Our Schools

## The Academic Results

### Township HSD 211

1700 S. Howard St. Palatine, IL 60067 | 847/715-6670

Grades: K - 12

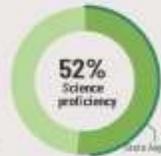
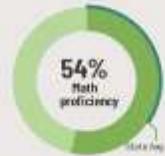
Superintendent: Dr. Lisa Scott

#### Fast Facts



#### Student Characteristics

White	44%
Black	6%
Hispanic	28%
Asian	21%
American Indian	0%
Two or More Races	3%
Pacific Islander	0%
Low Income	58%
English Learners	6%
With IEPs	7%
With Disabilities	-
Homeless	2%



### CHSD 99

6300 Springdale Ave. Governors Grove, IL 60516 | 630/795-7900

Grades: K - 12

Superintendent: Dr. Harry Thiel

#### Fast Facts



#### Student Characteristics

White	64%
Black	8%
Hispanic	17%
Asian	7%
American Indian	0%
Two or More Races	2%
Pacific Islander	0%
Low Income	22%
English Learners	2%
With IEPs	14%
With Disabilities	-
Homeless	1%



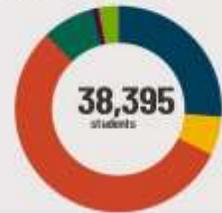
### SD U-46

395 E. Chicago St. Elgin, IL 60120 | 847/689-9000

Grades: PK - 12

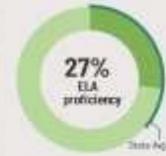
Superintendent: Mr. Tony Sanders

#### Fast Facts

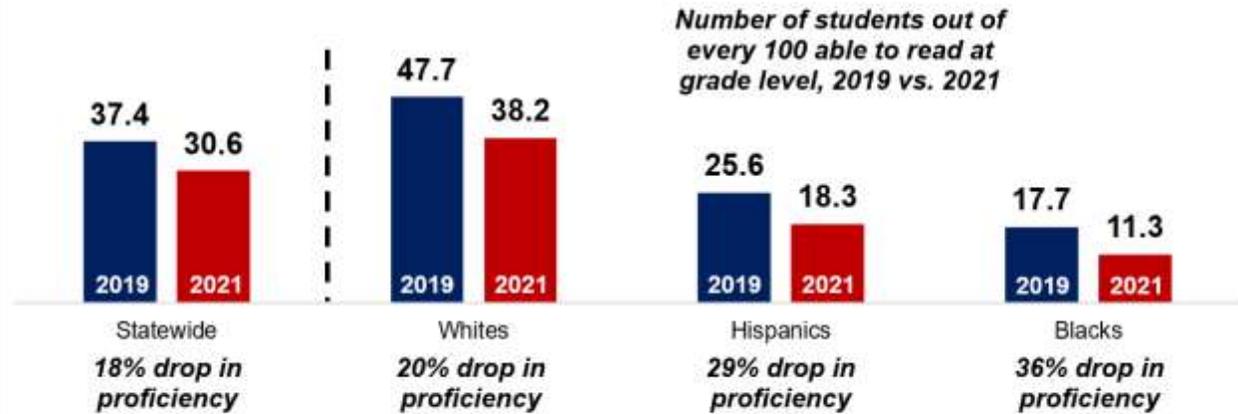


#### Student Characteristics

White	28%
Black	6%
Hispanic	16%
Asian	8%
American Indian	1%
Two or More Races	3%
Pacific Islander	0%
Low Income	81%
English Learners	14%
With IEPs	16%
With Disabilities	-
Homeless	2%



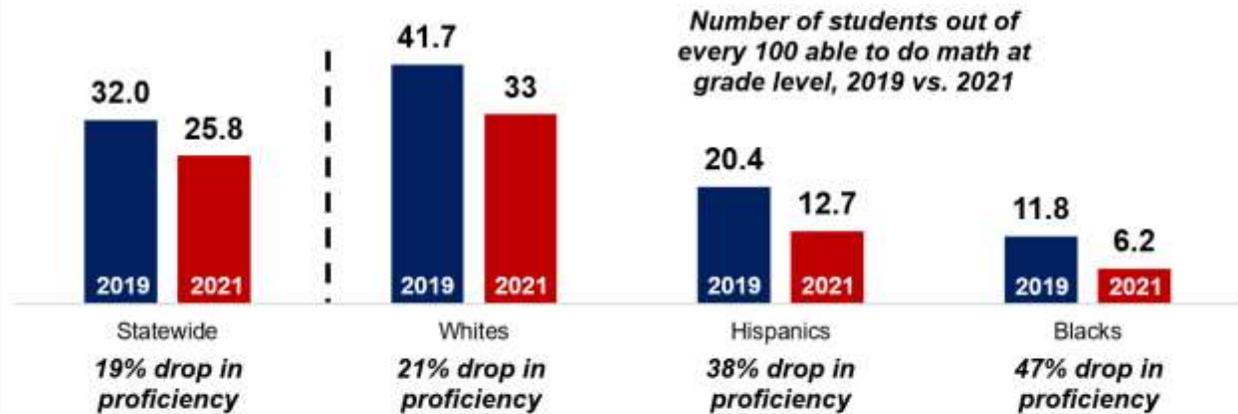
## The number of Illinois students able to read at grade level dropped significantly during the pandemic



Source: Illinois State Board of Education



## The number of Illinois students able to do math at grade level dropped significantly during the pandemic



Source: Illinois State Board of Education



# The Threat from Our Culture

- Cultural Assault – Sexualized Society



*Sexuality refers to the way young people experience and express themselves as sexual beings [and] to each young person's growing awareness, experience and expression of eroticism, sexual pleasure, intimacy, sexual orientation and gender identity.*



*All young people are sexual beings - whether or not they are sexually active. Sexuality is a central part of being human for young people of all ages across the world.*



*All people under 18 years should enjoy the full range of human rights, including sexual rights.*



## Netflix's "Cuties" is About Normalizing the Sexualization of Children. And Nothing Else.





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How to Have Good Sex

HOMECOMING 2022



These 21 Homecoming Dresses Are Giving \*Exactly\* What They Need to Give

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sexuality + culture + free thought

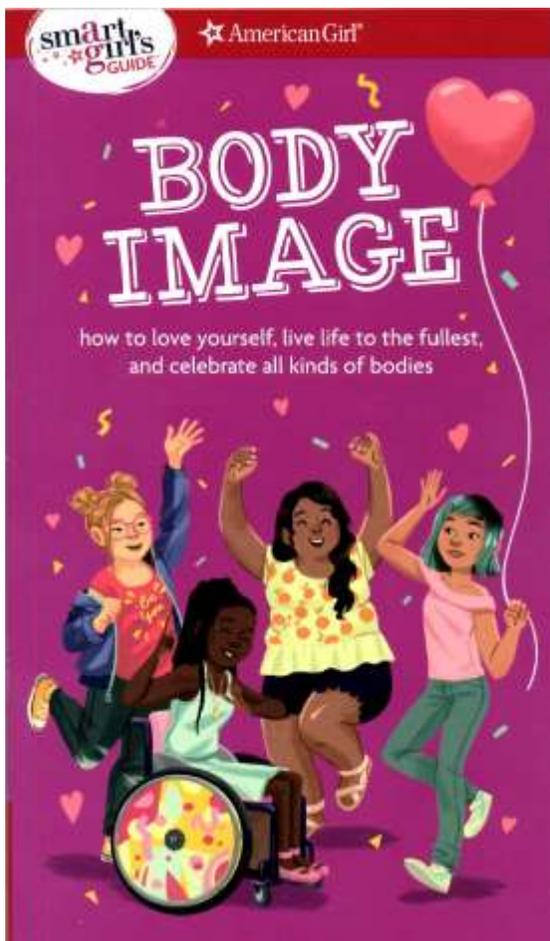
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Sex 101  
PLAY ALL

SHOULD HAVE GOTTEN MORE SEX  
MISOGYNISM  
10 SECRET VAGINA FACTS  
HETEROSEXUAL  
The Truth About Homecoming  
WHY ARE WE DOING THIS



## gender joy

Messages about how bodies “should” look are different depending on a person’s gender. Girls tend to face more pressure to have thin bodies and long hair and to wear clothes like skirts, dresses, and blouses. Boys tend to feel more pressure to have a muscular body, keep their hair short, and wear pants and shorts. Luckily, it’s not your job to look the way people expect—it’s your job to be you.



The way you show your gender to the world through clothes and behaviors is your *gender expression*. Your gender expression can be feminine, masculine, or somewhere in between—and it might change! Maybe you’ll experiment with bright dresses and long, feminine hairstyles. Or you might try baggy shorts, plaid shirts, and a buzzed haircut. Your gender expression should make you feel at home in your body.



While gender expression is what you show on the outside, *gender identity* is how you feel on the inside—a girl, a boy, or someone who doesn’t quite fit into either category. When a baby is born, a doctor looks at the baby’s body parts to assign its *sex*—whether the baby is female or male. Most kids grow up feeling comfortable in the sex the doctor assigned. This kind of person is *cisgender*. (Say it *sis-jen-dur*.) But for some, that assigned sex doesn’t match who they know they are inside. A kid who was assigned as male might know herself to be a girl inside, for example. Someone whose gender is different than the sex they were assigned at birth is *transgender*. Some people don’t feel like a girl or a boy inside—which is totally OK! People in this group are usually called *nonbinary* and might use a pronoun like *they* instead of *he* or *she*.

