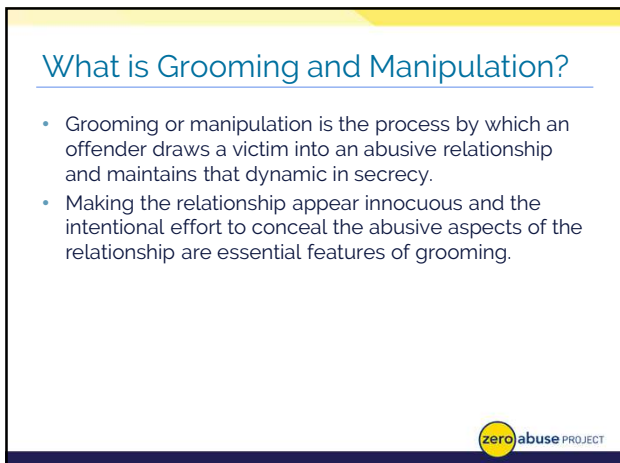


1



2



3

Understanding Grooming and Manipulation

- **The Forensic Interview and subsequent Investigation**
 - Forensic interviewers should explore grooming behaviors in the forensic interview, this can...
 - Contextualize the victim's experience of abuse
 - Provide insight into dynamics of sexual abuse relevant in each case
 - Increase corroborative details
- **Investigations**
 - Help investigators understand motivations of the child and/or offender, this can help inform interrogative approaches
 - Additional victims or offenders may be identified through exploring grooming behaviors
- **Prosecution**
 - Understanding the child's motivations, behaviors, or compliance is imperative to educating the jury on dynamics of the case at hand.
 - Some states have legislation on grooming itself, and understanding grooming behaviors may result in additional charges, or offender accountability before a more egregious crime occurs



4


Tiers of Grooming and Manipulation

- Personal
- Individual
- Family
- Community



5

Case Examples



6

Darrell Hughes

- Counselor working with "at risk" youth
 - Falsified resume
- 5 Victims
 - All were students who worked with Hughes as a counselor
 - All struggled with disciplinary issues at school
 - Some having been incarcerated



7

Darrell Hughes

- One victim's experience
 - Provided cigarettes and money at school
 - Provided marijuana and alcohol outside of school
 - Invited to spend the night at Hughes' home
 - o Would sleep in the same bed
 - o Urged to take showers to "remove smell of marijuana"
 - Hughes took pictures of Victim 1 in various states of undress
 - o Told pictures would be used to make "a lot of money" as a model



8



"There were definitely things that I was doing to make [students] feel more comfortable - things I was purchasing, things I was offering to them," Hughes said. "Most of the kids that unfortunately were victims were of the **socio-economic lower class**, so they weren't having even some of their basic needs met financially. And so even if it was something like clothing items or cigarettes, **it was a way of appearing to be cool with them and having the bond with them, maybe a relationship that wasn't like anybody else.** Unfortunately, that would lead to them having a higher level of trust with me."


-Darrell Hughes, Offender



9

Darrell Hughes


- Other victims
 - Cameras hidden in clocks and/or watches
 - o During a federal search warrant, a memory card was found in the soil of a potted plant containing child sexual abuse materials
 - Received massages from Hughes
 - Given ecstasy on some occasions
 - o At least one victim reported waking up from a sexual assault by Hughes



10

Darrell Hughes


- **Michael Fleming**
 - Former director of the Henry County Office of the Indiana Department of Child Services
 - Member of the Community School Corporation's school board
- Charged with one count of **perjury** and one count of **making a materially false statement** for lying to federal agents and a grand jury.
 - Testified that he was unaware of any complaints of misconduct made against Hughes.
 - Terminated from his position for encouraging a subordinate employee to lie, and for having knowledge of at least one complaint against Hughes.



11

R. Kelly – Celebrity Grooming


- Grooming Behavior
 - Targeted young women and teenagers who dreamt of meeting a superstar
 - Used stardom to coax victims into sex acts
 - R. Kelly would point out young girls at his shows, and members of his entourage would escort them backstage where they later exchanged contact information
 - Sexual partners were made to follow rules
 - Women and girls were to call him "daddy"
 - Not permitted to leave their rooms to eat or use the bathroom without permission
 - Required to wear baggy clothes, while not at an event
 - Made to keep their heads down, and not look at other men
 - Isolated from friends and family
 - Made victims financially dependent
 - Large fanbase supported Kelly against claims



12

R. Kelly


- Charges
 - Racketeering predicated on criminal conduct including sexual exploitation of children
 - Kidnapping
 - Forced labor
 - Mann Act violations involving coercion and transportation of women and girls in interstate commerce to engage in illegal sexual activity
 - Exposure to STI without victim's knowledge



13

Forensic Interview Examples

- Jessica (16), Riley (16), and Leah (15)
 - Jessica disclosed that her boss, Tony, had been having sex with her, and though she went along with it at first out of perceived obligation, she's starting to feel uneasy about it
 - In her interview she disclosed a sexual relationship with her boss after months of him giving her rides, buying her alcohol, and providing support during her parent's divorce
 - She also described noticing him giving rides to two of her other teenage coworkers and seeing him with Riley at a high school party
 - Tony has introduced Jessica to his 18 month old child, and has told her that he can't tell anyone about their relationship because he could have his kids taken away and could lose his job
 - Riley was then interviewed and made disclosures of sexual contact with Tony. She also disclosed that her friend Leah has also had sex with Tony
 - Each of the girls mentioned talking to another manager at work about the amount of time Tony spend with the young employees, and the other manager explained that he is trying to mentor the teens to be professionals.



14

Grooming Behaviors and Manipulation Strategies



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Slide 14

CD0 crowded slide, may not need all the info here
Caitie Dahl, 2022-03-23T16:29:23.567

What grooming behaviors or manipulation strategies have you seen?

zeroabuse PROJECT

16

Common Stages of Manipulation

- Victim selection
- Access Establishment
- Rapport/Trust development
- Desensitization to Sexual Content and Physical Contact
- Maintenance Following the Abuse

Winters, G., Jeglic, E. & Kaylor, L. (2020)

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Victim Selection

- Appeal/attractiveness
 - Appearance
 - Dress
 - Size
 - Age
- Ease of access
 - Family
 - o Single parent households
 - o Drug and alcohol abuse
 - o Emotional or mental abilities or disabilities
 - o Marital discord
 - o Domestic violence
 - o Neglectful, lower parental supervision
- Perceived vulnerabilities
 - Psychological vulnerabilities
 - o Low self-esteem
 - o Low confidence
 - o Insecurity
 - o Neediness
 - o Naivety
 - o Innocence
 - o Trusting
 - o Isolated
 - o Lack social support

Winters, G., Jeglic, E. & Kaylor, L. (2020)


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18

Access Establishment – Physical & Emotional Isolation

<p>Extrafamilial</p> <ul style="list-style-type: none"> • Seek situations where victims are readily available <ul style="list-style-type: none"> – Malls, pools, arcades, parks, etc. • Seek welcoming in the home <ul style="list-style-type: none"> – Assume “father figure” role – Babysitting – Supportive adult – Coach • Seek jobs with access <ul style="list-style-type: none"> • Teachers, camp counselors, coaches, etc. 	<p>Intrafamilial</p> <ul style="list-style-type: none"> • Preexisting relationship to victim • Home or familiar environment <p>Initiating Communication</p> <ul style="list-style-type: none"> • Offering rides • Offering drugs and alcohol • Inviting to hang out/parties
---	--

Winters, G., Jeglic, E., & Kaylor, L. (2020)



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Rapport/Trust Development

- Befriending child
- Learning about child's interests
- Helpful
- Sharing secrets
- Allow rule-breaking
- Exclusivity
- “Special” or loving relationship
 - flattery, attention, affection
- Strategies adjusted based on child's age, needs, and perceived vulnerabilities
 - Playing games with younger children
 - Talking about sexual topics with teenagers
- Gifts or financial incentives
- Providing Drugs or Alcohol

Winters, G., Jeglic, E., & Kaylor, L. (2020)




20

Desensitization to Sexual Content and Physical Contact

- Accidental touch or innocent behaviors
 - Hugs
 - Pats on back
 - Wrestling
 - Tickling
 - Back massages
 - Inappropriate jokes
- Escalate to more intimate touching
 - “Strip” Poker
 - Swimming nude
 - Massaging
 - Physical games (“sex” games)
 - Cuddling
 - Exposure to pornography
 - Teaching how to masturbate

Winters, G., Jeglic, E., & Kaylor, L. (2020)



21

Maintenance Following the Abuse

- Secrecy
- Blame
- Shame
- Threats
 - Against child, family, or self
- Fears
 - Child getting in trouble
 - Offender getting in trouble
 - People finding out about relationship
- Isolation
 - Physical
 - Social
- Manipulation
 - Emotional
 - To believe behavior is acceptable
 - Make child feel responsible
 - Financial
- Violence
 - Enforcing or withholding punishment
 - Revenge Porn


Winters, G., Jeglic, E., & Kaylor, L. (2020)



22


Misconceptions about Grooming

- "It could not be someone I know!"
- "It could not happen to me!"
- "I would recognize a child abuser."
- "All of the grooming is focused on the child."
- "A person who is grooming a child always isolates the child from the rest of the family."
- "Only families with vulnerabilities can be groomed."
- "Technology is the primary mode of grooming."



23

How Does the Community View the Offender?



24

Recognizing Grooming Behaviors

- Winters & Jeglic (2017) set out to determine whether people could identify signs of grooming, and if they could do so more effectively during certain stages.
- Six vignette conditions
 - All grooming stages
 - Victim selection
 - Gaining access
 - Trust development
 - Touch desensitization
 - Non-grooming



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Recognizing Grooming Behaviors

- Grooming Vignettes (examples)
 - Robbie is a physically small boy who lacks confidence and comes from a divorced family (*victim selection*)
 - John volunteers at organizations serving children and spends his spare time at places frequented by children (*gaining access*)
 - John gives special attention to Robbie and buys gifts for only some players (*trust development*)
 - John horsing around with the boys and gives some players hugs (*desensitization to touch*)

Winters & Jeglic (2017)



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Recognizing Grooming Behaviors

- Non-Grooming Vignettes (examples)
 - Robbie is a physically strong boy who has confidence and comes from a happily married family
 - John volunteers at organizations serving adults and spends spare time with family
 - John does not give special attention to Robbie, and John buys equipment for the team
 - John stops the boys from horsing around, and waves goodbye to players

Winters & Jeglic (2017)



27

Recognizing Grooming Behaviors

- Participants were asked to estimate the likelihood that various statements about John were true on a scale of 1 (definitely not true) to 100 (definitely true)
 - Examples: John is an alcoholic, father, domestic abuser, *child molester*, etc)
- Participants were also asked to estimate the likelihood of various scenarios happening in the future on the same scale
 - Examples: John will win the lottery, get divorced, *sexually abuse Robbie*, etc.

Winters & Jeglic (2017)



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Recognizing Grooming Behaviors

- Results
 - No significant differences between any of the 6 conditions
 - Participants were not able to identify potentially predatory (grooming) behaviors
 - Though not significantly different, the all-grooming condition had higher likelihood ratings compared to the non-grooming condition

Winters & Jeglic (2017)



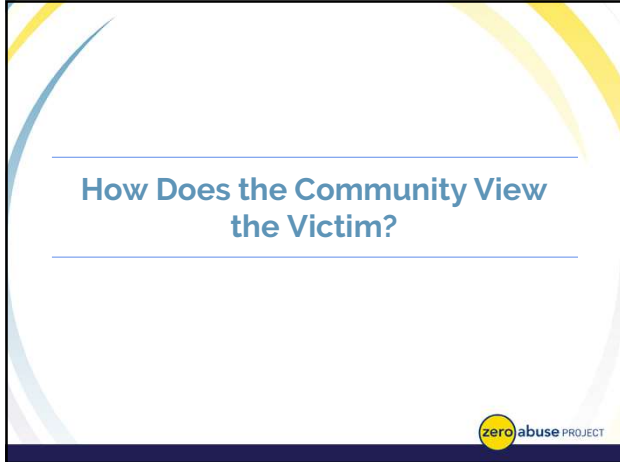
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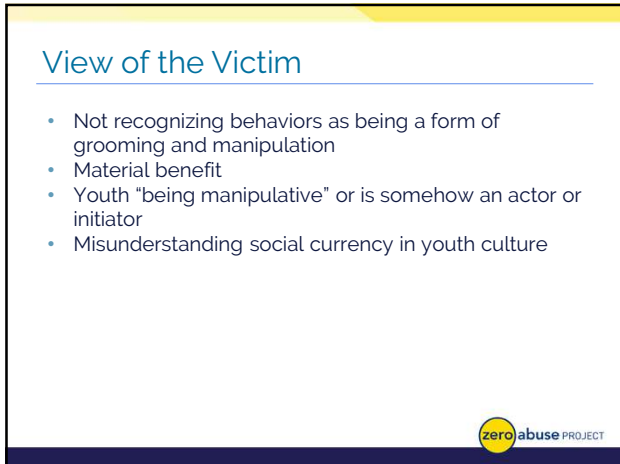
"It may be that people detect some of these behaviors as potentially inappropriate, but not to the extent the behaviors are flagged as overtly worrisome...Empirical studies suggest that individuals may have difficulty identifying grooming behaviors, and ***even if they can identify them, the certainty of the predatory nature of the behaviors is still quite low.***" (Winters & Jeglic, 2017)



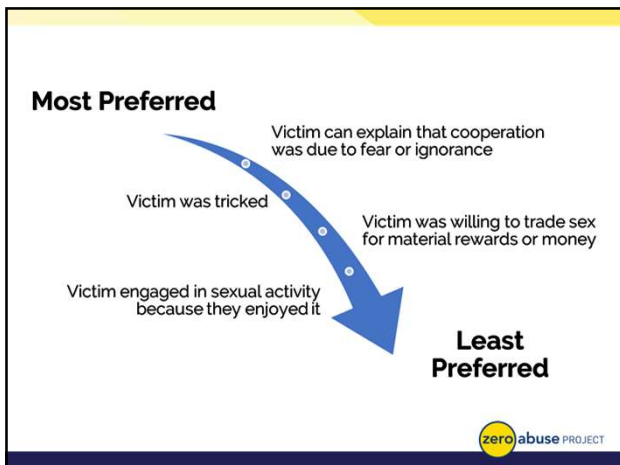
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31



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33

Implicit (or Unconscious) Biases


- A bias or prejudice that is present but not consciously held or recognized.

What are some of these biases held by...

Community members?

The victim's family?

The MDT?

Merriam-Webster 

34


Implicit Biases

<p>About the Offender</p> <ul style="list-style-type: none"> • Respected community member <ul style="list-style-type: none"> - Teacher, counselor, volunteer, etc., - "Joe spends a lot of time with kids because he cares about them and wants to help them succeed." • Well-known friend or family member <ul style="list-style-type: none"> - "I know that person, they would never do something like that" - "Sometimes he hugs a little long, but he's harmless" 	<p>About the Victim</p> <ul style="list-style-type: none"> • That child is friendly with a lot of adults • That child is out of control/delinquent • That child lies about things, they're lying about this <ul style="list-style-type: none"> - Lying to get out of trouble
--	--



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Disclosure Process




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Child Sexual Abuse Accommodation Syndrome

- Secrecy
- Helplessness
- Entrapment and Accommodation
- Delayed or Unconvincing Disclosure
- Retraction or Recantation


Summit, 1983



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Teen's View of Statutory Relationship


- Help teens gain independence
 - Poor familial relationships may increase need
- Provide a substitute for peer relationships
- Speed up motherhood and "family" formation
- Allow experimentation regarding sexual orientation



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Teen's View of Statutory Relationship

- Offender may treat teen well prior to and after sexual exploitation
- Offender may make sexual relationship pleasurable
- May move from sexual contact initiated by adult to teen initiation




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Barriers to Disclosure

- The barriers to disclosure identified by the children (n=191, ages 3-18) are categorized into five domains:
 - Threats made by the perpetrator
 - Fears
 - Lack of opportunity
 - Lack of understanding
 - Relationship with the perpetrator


Schaeffer, Leventhal & Asnes, 2011



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Barriers to Disclosure in Cases Involving Manipulation

- Threats made by the perpetrator
 - No one else will ever love you the way that I do
 - Threats of violence
- Fears
 - Losing relationship
 - Other people finding out
 - Embarrassment, guilt, and shame
 - Retribution
- Lack of Opportunity
 - Isolation
 - Child may distract self from telling
- Lack of Understanding
 - Seeing abuse as a relationship
- Relationship with the Perpetrator
 - Effects of careful grooming and manipulation



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Legislating Grooming and Manipulation



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Federal Legislation

Federal enticement statute

The federal enticement statute under section 2422 of the U.S. Criminal Code reads:
(a) Whoever knowingly **persuades, induces, entices, or coerces any individual to travel in interstate or foreign commerce**, or in any Territory or Possession of the United States, **to engage in prostitution, or in any sexual activity for which any person can be charged with a criminal offense, or attempts to do so**, shall be fined under this title or imprisoned not more than 20 years, or both.

(b) Whoever, **using the mail or any facility or means of interstate or foreign commerce**, or within the special maritime and territorial jurisdiction of the United States knowingly **persuades, induces, entices, or coerces any individual who has not attained the age of 18 years, to engage in prostitution or any sexual activity for which any person can be charged with a criminal offense, or attempts to do so**, shall be fined under this title and imprisoned not less than 10 years or for life.

Kaylor, Winters, & Jeglic (2022)



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State Legislation

42 states have enacted anti-grooming legislation

- Many state's statute language requires involvement of an electronic device (computer, text messaging, internet, etc.)
 - Alabama, Alaska, Connecticut, Florida, Idaho, Illinois, Louisiana, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Tennessee, Texas, Utah, West Virginia
- Other states have more vague language, and some even use "entice," "coerce", or "groom" language in statute
 - Arkansas, Indiana, Maine, Maryland, Massachusetts, Michigan, Ohio, Oregon, Rhode Island, South Carolina, Vermont, Virginia, Wyoming
- Other states use "attempt" language, which suggest a sexual crime does not have to occur first
 - Colorado, Delaware, Iowa, New York, Oklahoma
- Some states do not have language to address pre-offense behaviors
 - Washington DC

Kaylor, Winters, & Jeglic (2022)



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State-Specific Slide

This slide will be edited with state-specific legislation for the state we will be training, if anti-grooming legislation exists in that state.

The following source will be used to cite state legislation
<https://doi.org/10.1080/1068316X.2022.2043313>

Kaylor, Winters, & Jeglic (2022)



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Legislative Limitations


- Current grooming legislation is not based on sexual grooming research
- Prosecution hinges on having a clear and measurable understanding of what behaviors and tactics constitute grooming.
 - Varying definitions could result in discrepancies in prosecution and sentencing
- Intent to sexually abuse a child must be demonstrated, and can be difficult
- Legislation not consistent across states
 - Offenders may move from one institution to another, sometimes in a new state
- Many statutes require electronic communication, leaving out in-person grooming dynamics

Kaylor, Winters, & Jeglic (2022)



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Forensic Interview Considerations



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Exploring Relationships to Understand Abuse and Maltreatment Dynamics

- Exploring the nature, context and dynamics that surround relationships can offer insight into abuse or maltreatment experienced by an alleged victim
- Exploring relationships can be utilized as a technique that allows for exploration, but is respectful to the various orientations a child may have to their abuse and/or alleged offender
 - Relationship with the offender
 - Other relationships the child has



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Understanding the victim's world

- Dynamics of the grooming and manipulation
 - Consensual, but unlawful?
 - Young child dependent on the offender's framing on the abuse?
 - Is the grooming and manipulation chargeable or not?
- Soliciting contextual detail
- Nature of relationships and exchanges
- Points of contact
- Victim's thoughts and feelings
- Other experiences in the victim's life
 - Polyvictimization
- Mirror the child's affect
 - Avoid negative bias in the interview
 - Avoid tone of affect that challenges how the child views the abuse



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Grooming and Manipulation Fact Sheet

- Questions targeting a child's experience of victim selection:
 - How did you feel about [.] the first time you met them?
 - What did [.] say about you when they first met you.
 - What did your family or friends say about [.] when they first met them?
- Questions targeting access acquisition:
 - Where would you be alone with [.]?
 - Where would others (parents, caregivers, siblings, peers, etc.) be?
 - Did [.] help you, or your mom/dad? "If yes, "Tell me about _

NCAC, 2019



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Sample Language

- Questions targeting rapport/trust development:
 - How did you feel about [.] before [.] started happening?
 - What kinds of things did [.] first do with you?
 - Did [.] give you or your friends things? If yes, "Tell me about_
 - Tell me about any rules [.] had.
 - What would happen when you or the other kids broke the rules?
 - What did [.] tell you about himself?
 - What did [.] say about (people significant to child)?



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Sample Language

- Questions targeting desensitization:
 - Tell me about [.] starting.
 - What happened next?
 - How did you feel about/what did you think about [.] after [.] started happening?



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