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The Arc Webinar
Sex Offenders with Autism Spectrum Disorder

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>> All right.

Hi, everyone.

Welcome to the The Arc's National Center on Criminal Justice and Disability.

My name is Katheryn Walker.

Before we begin presentation, I would like to cover a few basics for those new to WebEx.

We would be happy to help you.

At the end of the session there will be time for questions.

If you don't want your name shared with your question, please type private before you put your question in.

This webinar is being recorded and will be posted on our website.

We have one final request.

You will receive a session evaluation after the webinar, please take five minutes to complete it and send it to us, this webinar is funded by the United States department of justice bureau justice assistance.

Thanks for your participation.

Please welcome.

Actually in the office with me today program manager Leigh Ann Davis for some opening remarks.

(New Slide)

>> Good afternoon, everyone. We are so excited to have you on the webinar today.

I just wanted to mention for those who are not aware, our national center of criminal justice and disability has been refunded for another two years and so as we go into the next two years, we really want to hear from you in terms of what kinds of topics you will like to hear more off.

As you hear to the webinar today and thanks to the webinars that we provided we would like to see what you want to see more of and be able to provide that to you in the next coming two years.

Thank you very much for your participation.

We know that the area around section offending behavior is a huge issue.

We have seen that from a number of people attending the webinar and this is why we had the second one today.

We appreciate the presenters willing to share the information that you have on the topic and we look forward to continuing to provide you quality information on issues that have been difficult to really be able to provide information from other agencies.

So thank you so much for attending the webinar today and we look forward to many more in the future.

>> All right.

(New Slide)

>> I would like to begin by thanking our producers, you will hear each more about the three of them.

I'm going to start with a very quick few disability basics, we would like to understand and know the challenges that people with disabilities face.

Understand that no one person with disability means you know one person with a disability and experiences are very different and that this is a human right issues just like race or gender and religion.

(New Slide)

>> Today's topic under the development of disability category, Autism Spectrum Disorder, the realm disability generally.

(New Slide).

>> These are hard issues to discuss.

People with disability should take responsibility for their actions and likewise society should acknowledge true risk.

There's professionals doing great work and have happy to bring you information from three of those professionals today.

(New Slide)

>> So let me make you the presenter here.

Dr. Alexander Westphal, has focused on autism spectrum disorder, based in the decision of law.

So, please welcome Dr. Alexander Westphal.

>> You're good.

(New Slide)

>> First off, I wanted to talk about briefly aspects of the criteria of autism that are relevant to the rest of our discussions.

First off, we have persistent deficits among multiple contexts.

(New Slide)

>> The word autism has root word alone or by oneself.

It has something to do with the meaning including automatic.

Another important criteria is restricted and repetitive patterns of behavior, interests or activities.

(New Slide)

>> One adherence to routines or patterns or verbal, nonverbal behavior.

Another aspect, this is highly restricted interest.

(New Slide)

>> Another aspect is sensory input or unusual interest of the environmental domain.

So each of these aspects I just mentioned lead to problematic sexual behaviors.

I just saw a presentation in American academy which discusses a man with Autism Spectrum Disorder who is interest in soiled diapers.

The argument that in this presentation the person gave was sensory aspects of disorder.

I think that's an interesting angle.

I wanted to talk today about a particular case Asia way to introduce the rest of my talk.

(New Slide)

>> This is a man named Jacob Fisher.

At the time of the arrest, he was a 20-year-old and limited intellectual function which was accused of stealing underwear.

Despite the fact that we had no previous convictions, he was incarcerated and shortly into his jail sentence he was beaten up very badly and received a broken jaw and a number of other injuries.

So I'm going to skip through these slides.

(New Slide)

>> He received a broken cheekbone.

(New Slide)

>> You can see based on that event that Jacob Fisher was a victim but also perpetrator.

Most people with autism in the criminal justice system are victims, but when we do talk about perpetrators I want to divide things in two categories.

Although he did steal underwear and might have scary sexual connotations to some people,

focus of interest which have no implications for his risk of committing harm to others.

I think that this is an important point that behaviors with a person might be alarming.

I'll spend a significant portion of the rest of my talk trying to clarify the point from a variety of angles.

So I first encountered this term in the work, he wrote a paper.

But the term dates back to 1991 and this is usage to describe scenario with a person with intellectual disability behaved in a way and was driven by something.

I think that this concept is equally useful of thinking of Autism Spectrum Disorder as intellectual disabilities.

Just moving onto my next slides.

I'm going to make the argument, so what is theory of mind?

(New Slide)

>> I think when you have erodes the ability the way you see others.

Just going to the theory of mind for a second.

And so what you see here is a cartoon clip.

There's Sally and Ann.

Sally comes back.

Where would sally look for her ball?

When you ask this question with someone with deficit or theory of mind, they will answer, sally will look the ball to the box.

They are focusing that the ball is in the box and taking literally.

(New Slide)

I wanted to give you a video briefly to illustrate how this can play out.

It's a movie but in real life.

This is a clip from the film Adam.

>> Put your hands on the fence, please.

>> Why are you doing this?

>> So what you see in that footage is what I was trying to describe.

So Adam doesn't recognize the way in which his behavior would appear to others.

So he's watching children.

Something that all of us like to do.

It's fun to watch children and it's nice, but most of us will not go up to a school which we have nothing to do with and look at the playground simply because we are concerned about the way it would appear on other people.

This point was lost on Adam when the cop came to him.

You see where a situation like that can have scary connotations to typical people but, in fact, means very little with a person with autism.

You can see in Adam's case deficit undermines behavior in how to see others.

The assessment with ASD.

I do not think this is always the case.

I see many examples in which impressions of things are as they appear.

I do think it's really important to remember that things can be different than they appear also.

I wanted now to turn briefly to another class of issues that have in my opinion due with the fact that the Internet has put almost anything in the world at a user's fingertips.

Internet-based programs, particularly child exploitation.

The rest of my talk will be focused on the topic.

(New Slide)

>> I wanted to talk about gateway phenomenal.

Discussion about substances, but I also think of concept of equally applicable on the Internet.

In fact, as you will see in a minute, I think there are gateway factors that predate the Internet.

(New Slide).

>> I'll explain what that is in a second.

Mainstream sexualization of minors, another category is naturism and legal pornography with juvenile themes.

Anyone who thinks of other gateway phenomena, please send to me.

There has to be more out there.

I just will be interested in hearing other people's opinions.

I'm only going to discuss the first two of these in the interest of time.

(New Slide)

>> Retention of juvenile futures.

Betty Bop.

She has short legs, relative to her total height and makes clumsy-child-like movements.

Beginning in appearance, child sophisticated, round baby face framed with a very small body of which, perhaps, the leading character is the most self-confident imaginable.

This case has nothing to do with sexual offending.

It was a copyright case.

I wanted to mention graphic cartoons of which this is a PG-13 version.

Most depends, sexualized body with a child's face.

Image is a step of images of the sexual abuse of children.

It's an example what I mean about gateway images.

This is an example I think these images, I think that this is also a very important thing to recognize.

(New Slide)

>> Within our culture this is a very common thing.

I wanted to turn briefly and mention to the criteria.

(New Slide)

>> You can see what it's about there.

I wanted to point out at about numbers 5-6 is the transition point where an image becomes illegal.

(New Slide)

>> Turning back to the sexualization of minors' image, look at the criteria.

It's pretty clear to me of erotic posing.

(New Slide)

>> So I think this sort of image is right on the border of illegal images of sexual abuse of children.

(New Slide)

>> I talk about a couple of things.

I also have talked about some examples of gateway phenomena.

These are important things to keep in mind who is in trouble for some sort of sexual issue.

(New Slide)

>> I wanted to mention a couple of resources, good advice to prepare families with people with autism.

I wanted to mention resources.

(New Slide)

>> Has resources on sexuality and developmental disabilities, teaching people about sexuality and has some very sort of thorough detailed information.

And also I mentioned Mark's work.

Here is his website.

(New Slide)

>> I would appreciate if you have examples of this gateway phenomena, please do contact me.

Thank you so much and I'm turning this over to Laurie Sperry now.

(New Slide)

>> Thank you for that great information.

Our next presenter Laurie Sperry is a board certified behavior analysts who has worked to establish support programs in developing countries.

She works specializing in pre and post conviction diagnoses.

Please welcome Dr. Sperry.

>> Thank you, everyone, and thank you for joining us for this important webinar.

(New Slide)

>> I would like to talk a little bit about framing the discussion in ASD.

When we consider Dr. Westphal's ideas, at risk for committing these crimes, consider the idea of theory of mind.

In the special case of child pornography, which we will be talking about today, there will be a lack of perspective taking on the part of the person with ASD in terms of the harm done to the children exploited in these images.

Moreover might inhibit the person's ability to think through the consequences of their behavior or with the what if's.

(New Slide)

>> Many parents call second crisis.

If you have been working from autism for a while, I'm sure you heard from apartments.

Disparity of the sexual feelings and their out-of-sync levels.

In other words, they understand some of the mechanics as they relate to sex, what they are using is the social piece that allows them to access those mechanics.

(New Slide)

>> So in this study researchers investigated that social sexual knowledge experience interest with people with ASD, participants are showed pictures and asked what are the people doing in this picture.

This picture highlights how the differences including sexual and person with ASD exacerbates the sexual understanding.

(New Slide)

>> Now, it won't surprise you to learn that the legal pornography industry is more than a 20 billion-dollar a year global industry.

And if this figure represents legal pornography, one can only imagine what the illegal industry generates financially.

Pornography viewers are at risk for increases in developing sexually tendency, increased risk of committing sexual offense and rape myths.

It's not clear how much greater the risk is for the viewer with ASD, but if we think about how people with ASD have visually learning strengths and how they tend to gravitate toward online activities, it's reasonable to assume that at the very least the risks are similar, if not greater with

ASD.

(New Slide).

>> Now, in particular when we think about vulnerability of Internet users with ASD adolescents spend online to the exclusion of all other leisure activities.

Part of the issue with viewing online pornography, in absence of appropriate sexuality education which Dr. Loftin will talk about, the Internet and in particular pornography often becomes the sole source of their sexual knowledge.

70% of viewers of pornography stumble upon it online.

By the time they are 18, 93% of all boys and 62% of girls have been exposed to online pornography and 15% of boys and 9% of girls have stumbled upon images of child exploitation before the age of 18.

There's an excellent paper in criminal law, oftentimes distinction between of age and under age females is intentionally blurred.

Think about the images that Dr. Westphal shared with us and sexualization of young girls by the popular media.

One can begin to appreciate how extremely difficult it is for the person with ASD to make the determination between what is legal and what carries severe criminal penalties.

(New Slide)

>> Now, bear with me.

The concept of modeling or observation learning was first introduced by Bandura 40 years on part of social learning theory and he demonstrated that children can acquire a vast array of skills by observing other people performing those skills and the model doesn't even have to be present nor does reinforcement have to be present for the person to perform behaviors and settings other than the setting in which it was originally observed.

Again, for those of you who have been in the field of autism for a long time, you have likely used video modeling, we use it many, many times.

It's a strategy to promote acquisition and skills learned through video modeling are maintained over time and can be transferred across people and settings.

So here is the connection.

It's possible that given strong visual learning skills with people with ASD and with success of video modeling as strategy to teach prosocial behaviors, the pornography or images of child exploitation maybe serving as a video model for sexual behavior.

Now this might be impacted by something called syllogistic reasoning.

So inferences might be drawn from content and dependent upon their background knowledge.

So what may end up happening is that when they see these images on the Internet, images of pornography and child exploitation because of their literal understanding and differences, they may be taking at face value and might be particularly susceptible to these types of behaviors that are perpetuated by pornography.

We are able to alter beliefs when presented with evidence to the contrary.

People with autism tend to engage in belief persistence on more heavily influenced by their knowledge by the world and the social stereotypes that they have formed.

With little knowledge of the sexual world, they may take those images as face value and continue believe what those images are perpetuating despite evidence or information to the contrary.

(New Slide)

>> So the potential pathways to offending for people with ASD may be different from the pathways to offending for the general population.

Process models explain the source of offending and consequences related to offending behavior.

Pathway to child sexual abuse typically progress through various stages.

Stage one is that specific sexual attraction to a child, stage two is when the offender develops mechanism to overwrite inhibitions.

Stage three is when the offender external obstacles.

May seek out positions of trust, and then finally in stage four the predator attempts to conquer the child's noncompliance by breaking down adult-child barriers and escalating activity through force or threat to child or family.

They may also use something called attractors, like video games, electronics, money or interactors to learn of the child's inhibitions, alcohol or pornography.

Now for the person with ASD, the pathways are different.

Many of the clients that Dr. Loftin and Westphal have worked with, I dare you to fill in the blank.

People with ASD often get duped into committing crimes and to the more serious crime, here in Denver, Colorado, recently we had a 19-year-old with developmental disabilities with estimated IQ of 70.

He committed or participated in a very serious gang rape of an intoxicated and unconscious minor because his brother convinced him it was okay because the girl was not saying no.

Then it's the sexual awareness, exposing in public, these are behaviors that are private and should happen in a private place.

And then there's that piece of lack of understanding, inappropriateness of a sexual relationship with a minor.

There is a person who told his own story in the last webinar that I encourage you to look at, there's also the case of the 20-year-old man with ASD.

You have to know the person, you have to like the person, you have to get the person's permission to have sex, he did all of that, the one piece he failed to do is it was not okay with a 10-year-old neighbor.

That was a piece that did not occur to anyone working with him to talk to him about age of consent.

And then finally, the sexual preoccupation.

This relates back to the idea as children with ASD grow older, their social and sexual explicit are likely to become more desperate, they more closely identify themselves as a child and have no idea how to be physically intimate with an adult.

(New Slide)

>> So I would like to end with the two quotes that I think for me really highlight the differences in offending.

In the first quote comes from sexual offender who once said to me, show me a kid who doesn't know about sex and I'll show you my next victim and the second is a quote from a sexual offender with autism, I learned the rules by breaking them.

So joining us next will be Dr. Loftin who will teach those rules so that the person with ASD does follow the law.

(New Slide)

>> Here is my contact information.

I welcome any feedback that you have.

I believe that Katheryn has made this available.

(New Slide)

>> Here are the references that I used and you're certainly welcome to those.

Thank you so much.

I am turning this over to my colleague, Rachel Loftin.

(New Slide)

>> You'll have access to all these materials.

So now onto Dr. Loftin, Dr. Loftin is a clinical director and she specializes in evaluation, consultation for children and adults with Autism Spectrum Disorder.

So please welcome Dr. Loftin.

>> Hi, everybody.

(New Slide)

>> What I would like to do in the 15 minutes or so hop.

I think you got a setup from the colleagues.

I am going to give you and talk about specifics of the approach and teaching that will benefit this population.

I want everyone to keep in mind that even though we are going to be talking quite a bit, victimization is the primary risk of people with Autism Spectrum Disorder.

I think quite often failure to teach can lead to inadvertent, stalking, illegal images and aggression are primary things we see.

(New Slide)

>> Let's talk a little bit about sexual behavior with autism.

There's a real question about how much sexual behavior there really is.

Historically the thought that very high percentage people were asexual, kind of fun, they decided to do studies by interviewing parents or caretakers, very likely that the high numbers that we see are estimate.

Certainly asexuality might occur in ASD than general population but it's likely much lower than the estimates right now.

A study recently that about 10% of adults have some sort of sexual relationship.

It's interesting because on contrast most people on the spectrum do want an intimate relationship.

So many, many want an intimate relationship and are unable to achieve it.

(New Slide)

>> There are some studies too that point to higher rates of bisexuality and homosexuality on ASD.

I do list the general population stats just so you can be aware of that.

(New Slide)

>> I'm talking a little bit about sexual behavior, in particular homosexuality and bisexuality because any differences in those areas put people at great risk, risk of homelessness, risk of other mental health concerns, and that's even without the ASD.

When you add the confounding effects of the social disability that comes with autism, you know, this is a very, very sensitive group and a group that we need more individualize instruction and support to transition into adulthood.

The question of why there would be a difference.

Why would more people with ASD identified as gay, lesbian or bisexual?

Activity theory, I don't know that he came up with it but wrote about it in his blog.

This is the idea that for some people with autism they have perhaps just selective.

They know they want some kind of sexual behavior but they lack battle.

So for some people on the spectrum they can get everything they need on their own and can appear as outside world asexual.

And then the third theory there really could just be lack of filter or closeting because don't have social constraints that keep some people or typically developing from coming out.

(New Slide).

>> I want to talk about some very specific ways to approach behavior in autism, from a very young age to make sure we are preventing problems down the road.

The first point is that anything to be presented in very explicit fashion, we are talking about sexuality, a lot of people tend to shy away or use metaphors or be more vague, unfortunately with teaching somebody with autism, that's really not the way to go.

Clear terms, precise terms and explaining as clearly as possible.

Simply taking desired behavior and breaking it in components that cause the ultimate behavior.

So, for example, if you wanted to teach dating, how to ask someone on a date, you would actually make sure that you are teaching every step along the way.

This really helps because any area where someone on the spectrum might have to problem solve for themselves might be a potential problem.

Incremental, small steps at a time.

But just start to find that you want to make sure you are doing a little bit at a time.

I find it helpful to use examples and nonexamples from real life.

This works really well.

Here are some of the consequences that happen when we fail.

I use a lot of visual supports.

I find in particular when teaching individuals with less verbal ability the visual support help convey information that words are just not getting across.

And I think I have an example.

(New Slide)

>> Yeah.

So an example of a visual support, you know, when teaching levels of intimacy, for example, this is obviously example, but you really kind of looking at each level and showing the child in an individual way that goes in circle, and then I take a step further and indicated what behaviors are okay on what level.

(New Slide)

>> That's an example of visual support.

Here is another.

This is a visual support that helps how long it might take to develop a relationship.

I run a lot of sexuality education groups with young adults with autism and what I found over time that these guys tended to think that if they met somebody, they liked that person, they went on one or two dates and the next step was marriage.

They had trouble understanding the sequence and developments to a relationship.

Because we know that the population sometimes gets in trouble for stalking.

Here we go.

(New Slide)

>> I think it's helpful to return to the same topic repeatedly to check in.

If I talk about the mechanics of a sex act in September and I still have -- working with the same group in January, I might want to refresh and ask, this is a great way to see where some misunderstandings that come to light, where new questions have developed and -- I've been amazed of the information that comes out when I go back to check in.

Likewise checking in along the way.

A lot of people on the spectrum learn good tricks for looking like they understand or looking like they are following along and yet at the same time the true comprehension and why this is meaningful can sometimes be lost.

(New Slide)

>> Okay, some other associated elements.

These are features of autism.

They are very important to consider.

One is executive function, this is keeping information in mind, being attentive, not being distracted, all of those things kind of play in executive function.

So we talked about using visual support.

Other students for whom visual support would never be appropriate, you want to make sure you are using oral support to help with comprehension and the last one is anxiety.

Anxiety occurs at high rate with ASD.

A lot of the guys are afraid to talk about the topic or overcome with social anxiety even approaching potential partners is very difficult.

In the interest of time --

(New Slide).

>> I'm going to go through the specifics.

You can go back and look at the almost that is contribute.

The one thing I would work on and people on the spectrum, seeing forest through the trees, metaphor is really helpful.

Teaching is important to address the why's, why is it important to be polite and nonthreatening.

Why might a woman be afraid of you and filling in the why portions.

Okay.

(New Slide)

>> Let's go ahead and do this to because we have 15 minutes for questions now.

I want to hit on some of the important elements that are covered.

I saw a question pop up, I couldn't read the whole thing because I was doing two things at once.

A question to when to introduce a particular topic, and I think one thing to keep in mind with all the topics, it would be hard to introduce it too early.

As long as you're getting information that's environmental appropriate.

My fear is always teaching too late.

Hygiene and self-care.

A young adult has a device, I would encourage them to put schedule in phone.

Here is your alarm, you think of shower, that's something we do every day and underscore the why, why does it matter, why do you need to take a shower every day?

Both proper terms and slang terms.

Proper terms and slang terms.

(New Slide)

>> A lot of times just the proper terms are taught and you have somebody who really can't communicate with their pierce about sex because proper terms are very rarely used by young people.

Teaching about masturbation, what it means and where to do.

That means physical safety concerns.

There's study that look at case studies of behaviors with autism and some include atypical ways with physical injury.

Keeping an eye out for physical safety concerns.

Also teaching the mechanics of the partnered sex acts is one social piece of when these things are happening in a relationship.

This mechanic area in particular I think the pornography viewing can be really damaging because some of the young men will log on to the Internet and see pornography and take it literally, take it quite literally, the first time you had sex, anal sex is involved and things

progressed in such a quick way, kind of the same timeline that I showed for developing relationship, it might be helpful to talk through with a young adult what typically can happen in a relationship and what is it that they want happen to them, what's reasonable for them.

(New Slide)

>> A number of social pieces here are very important to teach.

I think it's really hard for all of us to kind of approach this topic without our own biases showing but if we can help understand and what do they want happen to them.

(New Slide)

>> And then it's really important, we touched a little bit on the media influence, but I often when I present on the topic I would like to spend even more time talking about how DISTORTING media can be.

We would all have charges, allegations against us.

People with autism as Dr. Sperry pointed out, a acceptable to visual modeling respond in a strong way to individual bow, don't necessarily reason through and understand that this is a fictional and not to behave.

Criminal behavior from modeling from TV.

Explicit instruction, clear rules and guidelines and this is how it's going to be, making that as explicit as possible.

And appropriate models for relationships.

Even thousand allot of young adults with autism have family members who have great relationships and maybe have been dating for years, but it may very well be that a person with autism may never put it together and maybe never fully understood the nature of the relationship.

Sometimes just talking through relationship models of other people that they actually know can be very helpful and kind of help counteract that media influence.

(New Slide)

>> And then the next example I encourage you to look through on your own, all the specific aspects that I think are important when you're teaching them about using pornography.

If they are looking for women.

(New Slide)

>> I do warn them specifically if they end up -- let's go back to Katheryn so we can take up

questions.

>> Thank you so much for the presentation today, all three of you, I'm going to start asking some questions that we received throughout the presentation and for our presenters make sure to unmute yourself when you want to speak and turn your cameras back on so people can see you when you're speaking.

Is there any training designed for law enforcement or including police officers so they can know how to approach this issue?

(New Slide)

>> Remember, you have to unmute yourself.

>> This is Alexander Westphal, I think his website was on there, ex cop and does a number of training for law enforcement types.

>> Great.

Anybody else?

>> That was going to be my suggestion as well.

>> All right.

The next question is I have a client with both intellectual and developmental disability and Autism Spectrum Disorder who has been vanished from every social place, camp, et cetera because he touched an adult female at goodwill.

We are trying to find job.

Do you have strategy, what we can do and how can we help this man?

>> Teach kind of what the rules are and somehow find a way to demonstrate that he understands the rules, and I would hope, you know, if they're able to collect data, that would be something that you could then show potential employers or could show directors and people who are in a position to kind of open up some doors for him.

>> And I think that question actually highlights the challenges with charges when people with autism find themselves in contact with the criminal justice system because there are such a tremendous unemployment rate to begin with people with disabilities and once there's the offense, trying to find them places to live, places to be employed, opportunities within the community, they are just even more disadvantaged and so, you know, that really does speak to, that's a perfect example of what happens when someone with autism, you know, engages in the behavior that reaches the level of criminality when the function of the behavior may have been to get someone's attention and then there's sexual connotations to that behavior.

>> All right, next question.

Let's see.

I work with an adolescent with ASD who is going through puberty and experience how one would approach this, how to start out?

>> I could start with that one.

You know, I think it's easy to jump in.

I think part of the difficulty is just kind of getting over own reservations and not talking about it.

Most young adults have the awareness, if I touch myself and it feels good and they have some understanding of it.

Setting it up in a very neutral, this is a human thing.

I want to give you some rules about it so you stay safe and other people don't get in trouble and you don't get in trouble.

Here are some rules about it.

I think approaching it in a very factual kind of way.

>> Structured teaching and even with young children we teach them that certain things happen in certain places, so I play in the play corner, I eat at the snack table and that makes it much easier to have that conversation with someone when they're in adolescents, private things happen in private places.

If I eat at the table, masturbate in private.

Where particular behaviors occur.

And so I found that to be very helpful strategy as well.

>> And so on that, I think even started at 3 and 4 when you see child begin to explore.

Hey, it's totally cool that you are doing that, it's a bedroom and bathroom thing here so you need to get out of here.

It's not all of a sudden happening as well.

>> Yeah.

And to tie it back to structure teaching, another thing I've done is when we have people engaging in private time and schedules.

I worked with families when they have down time when the child gets home from school and

they're able to go into their bedrooms in a demand free environment and engage in that behavior.

Just setting parameters.

That usually is pretty upsetting for everybody, the community and the family.

Letting them know that there are also times to do that and making sure that's part of the schedule as you're working and that it is a private thing that happens in a private place.

>> I had so many guys too who had particular behaviors that were allowed in a school environment, they got a way of doing a certain thing and then when they transitioned to adulthood and they're out in the real world, all of that sudden is illegal.

I also think it's really crucial, masturbation is really big.

That's a huge problem.

He's in the same room with other people and for someone who overgeneralizes and doesn't see distinctions, that's a big problem.

The very same thing when they graduate and get arrested because they are doing that in the community.

It's important for educational perspective to kind of put stuff and structure it from a very young age so that's always the expectation.

>> Thank you.

We have time, I am going to share one comment in Q&A session, the comment is, when people desexualize people with disabilities, they feel it's less necessary to teach, many don't participate in mainstream classes because they are pulled out for special instruction at that time.

Additionally this person says we need to be careful about the distinction acknowledging and suggesting that people are actually more likely to engage in these kinds of serious behaviors.

Very great comments on the information you guys have shared today, and one final question, I think Dr. Loftin you kind of started touching on this.

What are some either first steps or most important steps a family should take to help protect their child from viewing or becoming addicted to child pornography?

I really liked your practical tips, so if you guys have any other suggestions.

>> I happen to advise families to keep computer in a sexual location, especially when the child is younger.

For a younger teen, a very central location is important and there's some terrific software that

allow parental control.

I have a lot of parents that their kid is smarter and disabled it.

Controls that you can have in place.

>> All right.

Well, thank you all three for your presentation today, if you have any closing remarks you would like to share with the group, now is a great time.

>> I just like to, you know, thank the person who commented on, you know, the education as well as the risk and vulnerability of people with ASD.

You know, there are absolutely right, they are much more likely to be the victims of a crime including sexual crime than they are to be the perpetrators and the other comment is absolutely correct.

Children with autism are pulled out the classroom when sexuality education is being provided or being provided with information about the mechanics that does not get the social aspect which is where those challenges exist.

So I'm grateful to the people who provided those comments and that opportunity to clarify, thank you.

>> All right, well, I know that there are some questions that were submitted that we didn't get to today and we will be sure to follow by e-mail to answer those questions and you could also contact us if you come up with questions later.

We would like to invite you to download paper which is available on your link on your screen right now and three presenters today have written a piece that as soon as we can get it through department, we will let you know when it's available.

Thank you for participating, please, please fill out our survey, and thanks again.

>> Thank you.