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Exploring the Link between Interpersonal Violence and Violence to Animals among
Juvenile Sexual Offenders

A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Stephanie Ann Harness
May 2011

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DEDICATION

Firstly, I dedicate this dissertation to my immediate family whose support and love have always been a guiding force in my life. Mom, you have always taught me to be independent and “go for the gold” and for that I will always be grateful. You are truly my biggest role model and I love you. Dad, thank you for all of your love and support along the way. You have always encouraged me and seemed to be proud of me no matter what I did. I cannot tell you how much that means to me, and how much that has helped me along the way. Jason, you have continued to make me laugh over the years, and believe it or not, the fact that you look up to me in certain areas has made me strive for more. Emma Grace, you have taught me so much in your short life. Through you, I have learned to say what I think and to say it with conviction. You are a breath of fresh air to our family, my sweet, sweet girl. I love you all and am so lucky to have you in my life.

Secondly, this dissertation is dedicated to my grandparents whose lessons and love have always been and always will be ever present in my life. You all have taught me about support and unconditional love, and the value of being a part of a large and supportive family. Mamaw Harness and Mamaw Stooksbury, even though you both are no longer with us, I will forever be in your debt. You both ignited the love of learning and inquiry in me from the time I was a little girl. It is because of you both that I am the person I am today. I love and miss you very much!

Lastly, but no less important, this dissertation is dedicated to the companion animals that I have had in my life-Peanut, Munchkin, Chelsea, and Sam. You all are the reason I began this endeavor, and you all were and are the perfect teachers to the importance of this lesson.

ACKNOWLEDGEMENTS

There are many people that I have to thank for the completion of this dissertation. The first group of people that I would like to thank are the staff members of both of the facilities that agreed to participate in this dissertation. Without all of your help this dissertation would not have been possible.

I would also like to thank the members of my dissertation committee. Your help, support, and guidance throughout the process of the study was needed and greatly appreciated. This study was incredibly trying at times and your assistance and encouragement helped to make this study what it is. Thank you.

To my friends, you all are very much my extended family. Jeff and Amy Smith, you have been with me throughout the entire process of obtaining my PhD and have been so supportive. Two truer friends I do not think exist. Tracy Zaparanick, you are an amazing role model and I am so grateful that we remain good friends. Thank you for all of your help throughout the past several years and for being my “accountability buddy” for the dissertation. Jim Orr, thank you so much for always making me laugh. You are a true friend and perhaps one of the funniest people on the planet. Jeff, I think you are the funniest.

I would also like to thank Chris Gambill. While you are the most recent addition to this chaos known as the dissertation, you have been an incredible force behind its completion. You are truly a Godsend and my partner. I appreciate all of the love and support you have given me over the past year. I love you and am so grateful you are in my life.

Lastly, I would like to thank all of the young men who took the time to participate in this study. It is because of you that I was able to examine this topic, and I will be forever grateful.

ABSTRACT

The purpose of this study was to investigate the types of behaviors juvenile sexual offenders participate in and inflict on animals, and compare them to the behaviors of youths involved in other types of crimes, and youths not involved in any criminal activity. A total of 654 juvenile males participated in the study and were included for data analysis. Participants were recruited in two phases. The first phase gathered participants from two treatment centers, and the second phase collected data from students enrolled in undergraduate classes at a public southeastern university.

All participating youths were then divided into five categories: non-offenders, non-violent offenders, sexual offenders, violent offenders and youths who committed both violent and sexual offenses (violent/sex offenders). Results indicated the overall relationship between group membership and bestiality was statistically significant, $\chi^2(4)=26.62$, $p<.001$. Further analysis revealed that there was a statistically significant difference between sex offenders (18.9%) and non-violent offenders (3.9%), $Z=3.29$, $p<.05$; sex offenders (18.9%) and non-offenders (2.4%), $Z=4.30$, $p<.05$; and violent/sex offenders (18.2%) and non-offenders (2.4%), $Z=2.14$, $p<.05$.

Additionally, an overall test of the relationship between physical violence and group membership were also statistically significant, $\chi^2(4)=36.42$, $p<.001$. Further analysis revealed that there was a statistically significant difference between violent/sex offenders (90.9%) and non-offenders (31.4%), $Z=3.78$, $p<.05$; violent/sex offenders (90.9%) and non-violent offenders (50.8%), $Z=2.30$, $p<.05$; violent/sex offenders (90.9%) and sex offenders (51.4%), $Z=2.00$, $p<.05$; violent offenders (53.8%) and non-offenders (31.4%), $Z=2.974$, $p<.05$; sex offenders (51.4%) and non-offenders (31.4%), $Z=2.235$, $p<.05$; and non-offenders (31.4%) and non-violent offenders (50.8%), $Z=4.545$, $p<.05$.

Because of a low response rate, the temporal order of sexual offenses against humans and sexual behavior with animals was not able to be determined in this study. As for the temporal order of physical violence to people and animals, no statistically significant difference was found regarding the order of violence perpetrated against humans and animals.

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Chapter I: Introduction

Statement of the Problem

Over the past 50 years the correlation between violence to animals and violence to humans (“the link”) has emerged within the social science field, and there are still numerous questions needing to be answered. One of the most overlooked populations in the field is that of juvenile sexual offenders with only two studies examining this group. It would be beneficial to social scientists to investigate the types of behaviors juvenile sex offenders have with animals. One reason for the needed attention is sexual crimes have increased over the past several years among the adolescent population. Boyd, Hagan and Cho (2000) reported sexual crimes perpetrated by adolescents have risen 28% for rape and 32% for other sexual crimes. In 1990, juveniles committed one fifth of the rapes and one fourth of other sexual crimes (Boyd, Hagan, & Cho, 2000). Additionally, Veneziano and Veneziano (2002) reported that adolescents are responsible for 30% to 50% of all cases of child sexual abuse. These sexual assaults are said to have lasting emotional and physical consequences for those who are abused and make it necessary for researchers to identify etiology (Johnson & Knight, 2000). One way to further this endeavor is by examining violence and sexual behaviors with animals which are found in the life of a juvenile who has committed sexually based offenses.

Significance of the Study

Although bestiality has been explored among juvenile sexual offenders (Duffield, Hassiotis, & Vizard, 1998; Fleming, Jory, & Burton, 2002), much more

information is needed to establish if sexual behavior with animals is a common occurrence among this population. Another area that has remained unexplored in regards to juvenile sexual offenders is their physical violence to animals. By investigating their activities with animals, one more factor may possibly be added to the list of behaviors which need to be heeded by mental health professionals.

Purpose of the Study

This study sought to further explore and fill in some of the existing gaps in our understanding of the juvenile offender population with regard to their sexual acts and physical violence towards animals.

Objectives

There were two objectives for this dissertation study:

- 1.) To add to the growing body of knowledge about the relationship between violence to humans and violence to animals by exploring the frequency and types of violence, physical and sexual, that juveniles perpetrate on animals; the types of animals harmed by juveniles; and the temporal order of their violence towards animals and towards humans. This latter objective is an effort to determine whether juvenile violence towards animals precedes violence towards humans.
- 2.) To compare the above behaviors among juveniles who admit to various types of behaviors and offenses. The youth were categorized as juvenile sexual offenders, violent juvenile offenders (e.g., non-sexual, murder, aggravated assault), non-violent juvenile offenders (e.g., damaging property, theft, stealing cars), and non-offenders based on

self reported behavior.

Chapter II: Review of the Literature

Introduction

This section of the paper will explore studies that have been done to date examining the link between violence to animals and interpersonal violence against humans among distinct groups of people. It will also point out the gaps within the literature that need to be addressed in order to provide researchers and clinicians more information regarding the behavior of violence to animals and humans.

These tasks will be accomplished by defining the term most often used within the literature to describe aggression to animals: “animal abuse”. Furthermore, the legal history will be reviewed as well as identifying how social scientists first became involved in this area of study. Next, studies investigating various populations will be reviewed including: individuals who possess the triad of violence to animals, firesetting, and enuresis; individuals diagnosed with Conduct Disorder (CD); criminals; and finally, sexual offenders. The types of aggression to animals perpetrated and the childhood histories of each group will be reviewed within each section. Next, this paper will explore theories of why people harm animals, and the hypotheses social scientists have used to explain interpersonal violence and animal maltreatment. Finally, a critique of the literature concerning sexual offenders will be offered and the direction of this dissertation will be addressed.

Defining the Term “Animal Abuse”

The term “abuse” is controversial at best because an individual can infer different meanings based on subjective legal, moral, and social perspectives.

Because of this problem, it should be noted here this researcher will be using other terms to discuss physical violence to animals. However, when researchers' words are directly cited, this writer will make no changes to the citation. In addition, the term "animal abuse" will be used in this section as most researchers use this term in defining and discussing physically violent behavior towards animals.

The forms of mistreatment that animals are subjected to are often paralleled to the types of maltreatment inflicted on children, including: physical and sexual abuse, neglect, and some people would argue psychological abuse (Ascione, 2001). More specifically, Lockwood (2006) outlines seven different types of animal cruelty: simple neglect (i.e., not providing adequate food, water, shelter, or veterinary care); gross, willful, cruel or malicious neglect (e.g., intentionally or knowingly withholding food or water); intentional abuse/torture; animal hoarding; organized abuse (e.g., dog-fighting); ritualistic abuse (e.g., sacrificing an animal as part of a religious ceremony); and sexual assault. However, studies that have been done regarding interpersonal violence and animal maltreatment have mainly focused on two broadly defined categories:

- 1) Physical violence; and
- 2) Sexual acts (also referred to as zoophilia and bestiality).

Physical violence/abuse towards animals is defined by Ascione (2001) as a "socially unacceptable behavior that intentionally causes unnecessary pain, suffering, or distress to and/or death of an animal" (p. 2). Ascione's (2001) above definition excludes activities which harm animals, but are considered to be

socially acceptable (e.g., hunting, certain veterinary procedures, and various practices in animal agriculture). Also, the status of various types of animals may depend upon the culture (i.e., insects are seen as less valuable in the United States versus dogs); therefore, Ascione's definition takes this into account and makes allowances for various cultural norms. However, his definition is not the only one used within the literature. Often, researchers do not clearly define and outline specific behaviors that make measuring this behavior more direct and objective. Many of the articles examined for this literature review have used various definitions of "animal abuse" (e.g., Kellert & Felthous, 1985; Felthous & Kellert, 1987), while others have not provided a definition of this act at all (e.g., Tapia, 1971). The differences or absence in definitions can create several problems when analyzing the literature, including confusion, and over-and under-estimations of prevalence rates for incidents of animal cruelty. Despite these differences, most of the literature does define animal cruelty using vertebrates, because the ability to feel and express pain and distress is attributed to them. (Ascione, 2001).

Bestiality is defined by Webster's Online Dictionary (2006) as the sexual activity between a person and an animal. These acts involve performing sexual behaviors with animals ranging from touching an animal's genitalia, to oral sex, to actual vaginal or anal penetration. This type of behavior is largely overlooked in the literature, possibly because of the taboo nature of the subject or simply due to oversight. When bestiality is either not examined within studies or is lumped into the general category of aggression to animals it is possibly misunderstood or not understood at all.

Prevalence Rates of Animal Maltreatment

To further complicate the literature, all 50 states have some form of legislation governing violence to animals and people who participate in this behavior; however, again the term “animal abuse” is not consistently defined among the states, and even the animals covered by these laws are not constant (Ascione, 2001). Furthermore, violence to animals is not systematically monitored in any national crime reporting system making it necessary for researchers to rely on the fields of developmental psychology and psychopathology to estimate prevalence rates (Ascione, 2001). Achenbach, Howell, Quay, and Conners (1991) collected parent/guardian reports of problem behaviors for 2,600 girls and boys, ages 4-16 years who had been referred to 18 mental health clinics across the United States, and a control group of 2,600 girls and boys of the same age. The non-referred sample had a low frequency of violence to animals (0%-13%), while the referred sample’s level of cruelty ranged from 7%-34%, with 18%-25% of referred boys between the ages of 6 and 16 being cruel to animals (Achenbach, Howell, Quay, & Conners, 1991). A major strength of this study was the use of a control group, which was representative of the U.S. population based on ethnicity, socioeconomic status, place of residence (i.e., urban/suburban/rural) and region (i.e., South, West, Northeast). However, the majority of the referred sample was being evaluated for outpatient mental health services, which is not representative of all youth or all people with various types of behavior problems (e.g., violence, mental health issues). Furthermore, parents or guardians were asked to fill out the Achenbach-Conners-Quay Behavior Checklist (ACQ), which asked if the child

or adolescent had been cruel to an animal within the past two months. Since violent acts towards animals are largely conducted in isolation and without other people's knowledge (Ascione, 2001) the prevalence rates are likely underestimated.

Data on prevalence rates can also be obtained from the Child Behavior Checklist (CBC) manuals available for two age groups: children aged 2-to 3 years (Achenbach, 1991) and 4-18 year-olds (Achenbach, 1992). There is one question on the CBC which assesses a child's violence to animals within the past two months for 2- to 3-year-olds and within the past six months for 4- to 18-year-olds on a three point scale: 0=not true, 1=somewhat or sometimes true, and 2=very true or often true. Forty percent of boys, ages 2- to 3-years referred for mental health services compared with 15% of non-referred boys of the same age were reported to have been cruel to animals. Similarly, 32% of girls, ages 2- to 3-years-old were reported to be violent to animals versus 9% of the non-referred sample. Similar trends were seen throughout all age groups (18% referred boys ages 4- to 11-years-old versus 6% of non-referred boys; 11% of referred girls ages 4-11 years-old versus 3% of non-referred girls from the same age group; 16% of referred boys ages 12- to 18-years-old versus 4% of non-referred boys and 9% of 12- to 18-year-old girls referred for mental health services compared to 1% of non-referred girls) (see Table I). These estimates are likely more accurate than the previous study because the children themselves reported their violence to animals rather than their parents or guardians. The descending rate suggests that youths' violence to animals decreases as youths get older. This finding also

Table 1: Achenbach's Percentages of Youths Admitting to Violence Against Animals

Age of Youths	% Referred Girls	% Non-Referred Girls	% Referred Boys	% Non-Referred Boys
2-3 Years	32%	9%	40%	15%
4-11 Years	11%	3%	18%	3%
12-18 Years	9%	1%	16%	4%

suggests that some maltreatment of animals may be a normal part of childhood development or it could be that as children begin to mature they respond to the questions in a socially desirable way.

A Brief History of Animal Cruelty Laws and Major Trends in the Social Sciences

Basic Overview of Animal Cruelty Laws in America

The nineteenth century was the turning point for animal cruelty laws, and the “transformation ultimately resulted in the recognition that an animal’s potential for pain and suffering was real, and animals deserved protection against its unnecessary infliction” (Merz-Perez & Heide, 2004, p. 8). Up until this time, animal cruelty laws addressed the economic loss suffered by the owner as a result of an animal’s injury or death, rather than simply for cruelty itself (Merz-Perez & Heide, 2004). The Vermont Criminal Code, LAWS 34, section 34.2 adopted in 1846, provides a good example of how animals were viewed as property. It states that: “Every person who shall willfully and maliciously kill, wound, maim, or

disfigure any horse, or horses, horse kind, cattle, sheep, or swine, *of another person*, or shall willfully or maliciously administer poison to any such animal . . . shall be punished by imprisonment . . . of not more than five years, or fined not exceeding five hundred dollars” (Merez-Perez & Heide, 2004, p. 38). In order to receive any form of punishment, the perpetrator had to harm or kill an animal that was owned by someone else. Maine was the only state to incorporate legal ramifications in 1821 for offenders who perpetrated animal abuse, regardless of whether or not the animal was owned. Maine Laws chapter 4, section 7 stated “That if any person shall cruelly beat any *horse or cattle*,” there would be legal action taken (Merez-Perez & Heide, 2004, p. 39). However, as one can see, there were only two types of animals protected under this law, and all others were excluded.

According to Merz-Perez and Heide (2004), the foundation for current laws to address animal cruelty came about in the 1860s, despite Maine’s 1821 laws and Vermont’s 1846 animal protection laws, because it was decided that no matter who abused *any* animal, that person could be prosecuted. This change began when Henry Bergh challenged the animal cruelty law of New York, which was established in 1829. Bergh believed the law contained two problems in terms of its ability to protect animals against cruelty: 1) it limited the types of animals protected, because they were usually associated with revenue (e.g., horses, mules, cattle, sheep); and 2) the law required the abuser to be someone other than the owner (Merz- Perez & Heide, 2004). In other words, animals could be treated poorly and physically harmed as long as the one inflicting the maltreatment was

the owner. With Bergh's challenge, the law was successfully changed in 1866 to incorporate all animals, including pets and to recognize the owner as someone who could be punished for mistreating an animal (Merz- Perez & Heide, 2004).

Another major accomplishment occurred in 1866, again at the hands of Henry Bergh. He was granted a charter by the New York Legislature recognizing the American Society for the Prevention of Cruelty to Animals (ASPCA), which purpose was to prevent cruelty to animals, to enforce the laws enacted to protect animals, and to secure the arrest and conviction of those people who violated the laws (Merz- Perez & Heide, 2004). Bergh prompted people from across the United States to rally for legislation that would provide safeguards, and those same people created societies for animal protection. Massachusetts, Pennsylvania, Illinois, New Hampshire and New Jersey were among the states which followed New York's example (Favre and Tsang, 1993).

Despite the progress made in the early 1800s, many of the laws on the books currently are not enforced for various reasons, including the belief that animals are not important enough to protect (Merz- Perez & Heide, 2004). Furthermore, laws have evolved very little since changes were made more than a century ago (Favre & Tsang, 1993). For instance, current Tennessee animal cruelty laws only protect domesticated animals or wild animals which have previously been captured (Braud, Cox, DuBois, & Kemp, 2004). Furthermore, the illegal intentional killing of an animal is defined as "a person who intentionally or knowingly unlawfully kills the animal of *another*, with the intent to deprive the *owner* of the right to the animal's life and without the owner's effective consent

commits theft of that animal. . .” (Braud, Cox, DuBois, & Kemp, 2004, p. 41).

Finally, Tennessee’s aggravated animal cruelty laws only protect companion animals (i.e., non-livestock such as a pet which lives in or near the household of the owner) (Braud, Cox, DuBois, & Kemp, 2004). The importance of heeding animal cruelty laws will be addressed in the remainder of this paper and in the next section, which will provide an overview of social scientists’ discoveries regarding the maltreatment of animals and what it may tell us.

Animal Cruelty and the Social Sciences

In the past thirty years, there have been many advances in social scientists’ understanding of animal cruelty and interpersonal violence against people, but interest and observation in this phenomenon goes as far back as 1809. It was then that Pinel first noted, in the psychiatric literature, that animal abuse could be a warning sign or sentinel event in the life of a child or adolescent, which may help identify those youth who may be at risk for perpetrating interpersonal violence in the future (Ascione, 2001). This was not followed up until 1964, when Margaret Mead, an anthropologist, reintroduced the concept that children who are cruel to animals have a greater chance of being violent towards people in later life.

Through observation of violent offenders in different cultures, Mead concluded that by killing an animal, one is likely to try to kill something bigger (i.e., after killing a rodent, one kills a cat, then a dog, and finally, a person). Mead then suggested that animal cruelty may be a diagnostic sign, if discovered early enough, which could help prevent further instances of violence and murder. These

founding studies were then followed up by many other attempts at linking childhood cruelty to animals to later physical violence against humans.

The next major development regarding the link between animal and human violence came when McDonald (1963) began testing a triad of behaviors he observed among very sadistic patients. The behaviors included enuresis (i.e., bed-wetting), firesetting, and cruelty to animals. His sample focused on psychiatric patients who had threatened to kill a person, but who had not yet done so, and consisted of 48 psychotic patients and 52 non-psychotic patients. MacDonald determined that the triad was an unfavorable prognostic indicator for patients who had threatened to commit homicide. A problem with this study is that MacDonald only examined the triad in a group of people who had *threatened* to commit murder. It may be that people who threaten to kill someone are greatly different than people who actually follow through with a homicide. Many other researchers have examined this phenomenon in multiple ways and have come up with mixed results about the predictive validity of the triad.

Recently, there has been some dispute regarding hypotheses used to explain violence to animals and interpersonal violence. The two hypotheses used to describe this connection are: 1) the violence graduation hypothesis in which human violence is preceded by animal cruelty and; 2) the deviance generalization hypothesis, “according to which animal abuse is simply one of many forms of antisocial behavior that can be expected to arise from childhood on” (Arluke, Levin, Luke, & Ascione, 1999, p. 964).

Although these are the major developments throughout the social science literature, it is so far just an overview. The remainder of this paper will review the research which has been conducted on the link between interpersonal violence and animal maltreatment, the rationale for animal cruelty, and the hypotheses that attempt to explain this problem within our society.

Violence to Animals and Human Violence in Specific Populations

The Triad

There have been many studies examining the triad within various populations including sex offenders, women, children, and men. One of the first studies to find a link between triad behaviors and later violence to people was conducted by Hellman and Blackman (1966), who interviewed 84 patients from an acute psychiatric center, serving as a psychiatric forensic unit or “court clinic”. The sample was divided into two groups: individuals who were aggressive and those individuals who were not aggressive. Out of the 84 prisoners, 31 were charged with aggressive crimes against people, and three-fourths of them had a positive triad, while the non-aggressive sample of 53 people had only 15 individuals to test positive for a complete or partial triad. One of the strengths of this study is that it clearly defines the three behaviors being investigated; however, only one type of sample was selected, those who were accused of a crime and believed to have a mental disorder. This type of sample limits the generalizability to other populations. However, Wax and Haddox (1973) also found support for the triad by investigating a limited number of juveniles. They evaluated crimes conducted by six youths gathered from the California Youth

Authority who displayed the complete triad. The youth involved in the study had to have a verifiable history of firesetting, enuresis, and animal cruelty. Findings indicated that indeed all six juveniles had an extensive history of physically and sexually violating others using violent methods. Despite the findings of this study, the percentage of juveniles possessing the triad seems small, signifying there may be better or additional indicators of violence than the combination of behaviors making up the triad. Also, there was no comparison group for this study.

Despite the limited support the previous two studies lend to the triad hypothesis, there have been many more conducted which contradict its ability to predict future violence to people. One such study was conducted by Prentky and Carter (1984) who found the triad not to be predictive of sexual offending by examining sexual offenders receiving treatment in a Massachusetts treatment center for sexually dangerous persons. Furthermore, some studies have concluded triad behaviors are often not even correlated with each other (Felthous & Yudowitz, 1977; Heath, Hardesty, & Goldfine, 1984). In fact, other behaviors such as fighting, temper tantrums, school problems, truancy, and an inability to get along with others appear to be found more frequently in the histories of violent people than the triad of behaviors (Justice, Justice, and Kraft, 1974). However, it should be noted that Justice, Justice, and Kraft (1974) came to their conclusions by performing a systematic review of the literature in the fields of psychiatry, medicine, psychology, sociology, and criminology published in the years between 1950 and 1971. Violence to animals may not have been present in much of the literature since animal maltreatment has only recently been explored

by researchers. In addition, the authors performed interviews with 779 people from 25 professions. One problem with this data collection method is that violence towards animals is not always explored or assessed by clinicians, possibly causing the prevalence of this behavior to be underestimated by the professionals.

In conclusion, there are many discrepancies within the literature investigating the triad's ability to predict future violence; however, these inconsistencies in the findings should not cause someone to discount the potential predictive nature of animal maltreatment, only the predictive value of the triad as a whole. The remainder of the studies in this paper will review animal maltreatment alone, and its ability to predict violence in various populations.

The next segment of this paper will review both Conduct Disorder and the broad category of juvenile delinquents in order to investigate animal abuse and interpersonal violence within the two groups.

Conduct Disorder and Juvenile Delinquency Studies

Animal cruelty was first added to the American Psychiatric Association's *Third Edition, Revised, Diagnostic and Statistical Manual (DSM-III-TR)* in 1987, as part of the criteria used to identify children and adolescents with Conduct Disorder (CD). According to the *DSM-IV-TR*, the essential feature of CD is "a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated" (American Psychiatric Association, 1994, p. 98), and is characterized by aggressive behavior which causes or threatens physical harm to other people or animals, causes property loss

or damage, is deceitful or involves theft, and/or seriously violates rules. CD is also the precursor of Antisocial Personality Disorder (APD). Spitzer, Davies, and Barley (1990) conducted a national study to formally analyze the various symptoms of CD by selecting clinical facilities, which evaluated large numbers of children receiving one or more of the “disruptive behavior” diagnoses, with a final sample of 550 children. Clinicians were asked to evaluate each child as they normally would in day-to-day practice, and then fill out a symptom checklist. The authors found cruelty to animals was highly discriminating when determining if a child had Oppositional Defiant Disorder (ODD), the precursor to CD; however, a major problem with the data collection method used is it involves the use of clinicians making diagnoses without the use of a specific measure. Clinicians are prone to mistakes and inconsistencies when using practice wisdom to diagnose patients (Lilienfeld, Lynn, & Lohr, 2003), calling into question the reliability of the study. Luk, Staiger, Wong, and Mathai (1999) conducted a study assessing animal cruelty using questionnaires in a sample of 141 children who were clinic-referred for ODD and CD, and 36 children, aged 5-12 who were part of the general community. Forty (28.4%) of the children in the clinic-referred group had histories of violent behavior towards animals as reported by the parent compared with 0% of the community sample.

The link was also investigated among juvenile delinquents by evaluating non-clinical youth’s violent behavior towards animals (1,333 boys and 837 girls) whose mean age was 14.6 years in Alexandria, Egypt (Youseff, Attia, & Kamel, 1999). The sample was divided into two groups: one group reporting involvement

in violent behavior (i.e., physical force used with the intent to cause harm or actually causing bodily harm) and one group who did not report acts of violence. Of the group considered to be violent, 9.6% of those youth reported frequently being cruel to animals, as compared with 2.0% of the non-violent group. These findings were further supported by Becker, Stuewig, Herrera, and McCloskey's (2004) 10-year prospective study of mothers with children involved in delinquent behavior. Children in the study who had a history of animal cruelty were more likely to report being involved in violent crime in the future. Becker, et al.'s (2004) study should be weighted heavily because it examines children and their abuse of animals over time, rather than at one point in their lives.

Despite this fact, support for animal cruelty as a precursor to future violence against humans or as a behavior which is performed concurrently with other illegal or disruptive behaviors is limited within this category. There have only been a small number of studies conducted on children and adolescents who have been given the diagnosis of CD and on children who are considered to be juvenile delinquents, and the percentages that have been found among "delinquent" children who participated in both violent behavior and animal cruelty is small (9.6%). Much more information is needed in order to accurately draw conclusions for these two groups of children and adolescents.

Types of Violence Inflicted by Conduct Disordered or Delinquent Youths

Again, the types of animal cruelty inflicted by this group have not been investigated. Further studies are needed in this area to understand animal

maltreatment and the possible effects of this behavior on children diagnosed with CD.

Childhood Histories of Conduct Disordered or Delinquent Youths Who Harm Animals

Two studies have investigated the types of life events present in the early years of children with CD or delinquency and who also harmed animals. The two variables that have been linked to the mistreatment of animals are parental mental health problems (Luk, Staiger, Wong, & Mathai, 1999) and receiving harsh parental punishments (Becker, Stuewig, Herrera, & McCloskey, 2004).

Parental mental health. Luk, Staiger, Wong, and Mathai (1999) assessed children's mental health symptoms, self-perceptions, demographics, and psychosocial factors by using a clinic referred sample of children and a comparison group of 36 children from the community. The results indicated children who were cruel to animals had parents who had more mental health problems. Much more research is needed in this area to determine what mechanisms in a parent with mental health problems impact a child's behavior of harming an animal. Additionally, it would be helpful to determine if the timing of children's behavior with animals comes before or after symptoms of the mental disorder become present in the parent.

Physical punishment. Becker, Stuewig, Herrera, and McCloskey's (2004) 10-year prospective study investigated parental discipline styles. Results indicated that children who were cruel to animals experienced harsh parenting practices by both their mother and father; however, "harsh parenting practices" needs to be

defined more specifically (i.e., what specific physical punishments are correlated with children who abuse animals?) Additionally, the order of harsh parenting practices and violence to animals needs to be investigated.

Juvenile delinquency and Conduct Disorder is oftentimes a “stepping-off” point to future criminality for individuals. The next portion of this paper will focus on the criminal population and their abuse of animals to provide a greater understanding of this phenomenon.

Criminology Studies

Rumored and anecdotal animal cruelty in the childhood of serial killers and the studies conducted on the triad seems to have spawned a great amount of interest within law enforcement agencies and the general population. In an interview with Special Agent Alan Brantley of the Federal Bureau of Investigation (FBI), conducted by Lockwood and Church (1996), Brantley stated the FBI conducted interviews with 36 multiple murderers (i.e., serial killers), and asked them about their histories of animal cruelty. Thirty-six percent described killing and torturing animals as children, and 46% claimed to have harmed animals in adolescence. Wright and Hensley (2003) further investigated serial murderers by applying the graduation hypothesis of violence to animals, using five case studies of known serial killers who had abused animals. However, animal maltreatment was not only present in the five case studies reviewed, but was present in 75 of the 354 cases (21%) explored for the study.

Another specific population reviewed is that of men who abducted children and later murdered their victims. Beyer and Beasley (2003) found a link

between human and animal violence in this criminal population. The researchers interviewed 25 child abductors who murdered their non-familial victims. Of the offenders interviewed, 20% had perpetrated some form of animal cruelty or torture in their past. One of the weaknesses in this study pertains to the lack of a definition regarding animal cruelty, leaving the term up for interpretation, possibly causing the percentages to be over- or underestimated.

Certainly, serial killers and child abductors are not representative of the entire criminal population. Violence to animals and violence against people have also been examined within other sectors of the criminal population. These studies have found that animal maltreatment is correlated with violent offenses. In fact, many studies have divided their criminal sample into two groups: offenders who committed violent crimes and offenders who committed non-violent crimes (Kellert & Felthous, 1985; Schiff, Louw, & Ascione, 1999; Felthous & Yudowitz 1977). Schiff, Louw, and Ascione (1999) found of the 58 South African male prisoners who committed acts of aggression, 63.3% admitted to cruelty to animals compared with only 10.5% (N=59) of the non-aggressive criminals in the same prison. Similarly, Felthous and Yudowitz (1977) examined female prisoners with a history of assaultive behaviors with 36% reporting being aggressive to animals compared to 0% of the non-aggressive female prisoners. In addition, delinquent children who are involved in animal cruelty were more likely to report being involved in violent crime in the future as compared to juvenile delinquents who were not involved in animal cruelty (Becker, Stuewig, Herrera, & McCloskey, 2004).

Miller and Knutson (1997) took a slightly different approach in the selection of a comparison group with similar findings as the above studies. They explored different acts of animal cruelty committed by inmates, and compared them to undergraduates enrolled in an introductory psychology class based on self reports. The percentages of inmates (N=299) and undergraduates (N=308), reported the following types of animal maltreatment, respectively: hurt an animal (16.4% vs. 9.7%); killed a stray (32.8% vs. 14.3%); and killed a pet (12.0% vs. 3.2%). Despite their use of a comparison group, the findings from their sample of college students cannot be extended to other populations.

Using a standardized interview schedule, Kellert and Felthous (1985) took one step further in both sample comparisons by including aggressive criminals, non-aggressive criminals, and non-criminals in their study and they advanced the depth of information gathered from studies by examining many different acts of cruelty perpetrated by individuals. Acts of animal cruelty were considered to be: 1) deliberately inflicting pain and torturing pet animals; 2) similar acts towards wildlife and livestock; 3) prolonged slaughter of a domestic animal; 4) skinning a trapped animal alive; 5) stoning or beating an animal; 6) exploding an animal; 7) wounding an animal on purpose; 8) entering a dog in a dog fight; 9) throwing an animal off a high place; 10) pulling the wings off animals; 11) tying two animals together; 12) electrocuting an animal; 13) burning an animal; 14) blinding an animal; 15) cutting off parts of an animal; 16) deliberately starving an animal; 17) hanging an animal; and 18) pouring chemical irritants on an animal. Twenty five percent of violent offenders had a history of five or more acts of animal cruelty in

their histories compared to only 6% of non-violent offenders and 0% of the non-criminal group. In addition, aggressive criminals had significantly higher scores on an animal aggression scale developed by the authors compared to both comparison groups. The authors developed the scale by tallying the number of animal cruelty incidents each perpetrator had and finding the mean score for all three groups.

Engaging in sexual acts with animals is rarely studied when exploring the link between human and animal violence; however, it does play a role in establishing the link among the criminal population. Hensley, Tallichet, and Singer (2006) conducted a study with adult male inmates in three prisons (one maximum- and two medium-security correctional facilities) in the south to examine bestiality. Out of all 2,093 inmates in the correctional facilities, a total of 261 agreed to participate. Although the response rate was small, 12.5%, a comparison of racial composition, type of offense committed, and age distribution was examined between the study's sample and the state's prison population, and no significant differences were revealed. Inmates with less education and those who were convicted of committing one or more crimes against people were more likely to have had sex with animals during their childhood or adolescence than the other inmates. A contributing factor to this behavior may include being a victim of sexual abuse. Ressler, Burgess, Hartman, Douglas, and McCormack (1986) found that sexual abuse in childhood and adolescence predicted a greater likelihood of adult inmates engaging in sexual contact with animals in a sample of sexually oriented murderers, with one group having been sexually abused in

childhood and one group not being sexually abused. Furthermore, 23% of the entire sample (N=28) expressed an interest in having sex with an animal. Further investigation is needed to identify how and if sexual acts with an animal impact one's propensity to harm people in the future and further identify correlations between these two behaviors.

The studies conducted on the physical violence to animals by criminals are the strongest in supporting the link between human and animal violence out of all the categories reviewed thus far. Many of the studies used a comparison group with most researchers using a group who was violent to humans and a group who did not engage in violence. (e.g., Kellert & Felthous, 1985; Schiff, Louw, & Ascione, 1999; Felthous & Yudowitz, 1977). In addition, Kellert and Felthous's (1985) study provides a solid basis by providing a varied sample including aggressive and non-aggressive criminals as well as a non-criminal group. Furthermore, they provide the reader with specific acts of animal cruelty causing fewer complications in determining what constitutes their definition of animal abuse.

The percentages obtained from all of the studies of aggressive criminals committing acts of cruelty to animals is relatively high with rates ranging from 20.0% to 63.3% as compared with non-aggressive criminals with percentages ranging from 0.0% to 14.3%. However, further information is needed to broaden our understanding of how animal abuse is linked to human violence. For instance, Special Agent Alan Brantley cautions professionals to look at the quality, severity, and frequency of the cruel acts, rather than just the presence of the acts

itself (Lockwood & Church, 1996). Although his advice seems logical, he really has no basis for this comment based on the research conducted to date. However, it does need to be addressed by researchers to better understand the link. Perhaps professionals need to be just as concerned about a child who punches a cat one time in his life or the young child who uses a magnifying glass to burn an insect as the child who repeatedly tortures and kills dogs, but we cannot make this conclusion based on the information we have at this time.

Types of Violence Inflicted by Criminals

Kellert and Felthous's (1985) study and Felthous and Kellert's (1987) study have investigated specific types of violence perpetrated by aggressive and non-aggressive criminals, as well as a non-criminal comparison group. The reported behaviors in the 1985 study consisted of snapping the necks of animals, shooting birds, exploding cats in the microwave, and stoning animals. The same groups' acts of cruelty were further investigated in the 1987 study, and the inmates reported: beating, stoning and shooting various animals more often than other types of cruelties. Other acts included dismembering, exploding, cutting/stabbing, burning/electrocuting, breaking bones, throwing from heights, entering into fights, and other forms of unspecified types of maltreatment.

Felthous and Kellert (1987) further explored the types of violence to animals perpetrated by criminals. They found that of those criminals who dismembered animals, which the researchers consider to be one of the more extreme forms of cruelty, usually involved easily removable body parts from small animals (e.g., wings from birds, legs from rodents and amphibians, tails

from lizards and snakes, heads from turtles, testes from raccoons). Rodents, small game, and amphibians were exploded using various methods, while cats and small wild animals were burned. Over 50% of people who admitted to breaking an animal's bones performed this act on cats, and cats were most often dropped from heights. Beatings were given to dogs, livestock and horses in order to gain control over them or to increase the aggression of the human by improving the efficiency or effectiveness of their own aggressive acts or impress others with their level of violence. Cats were beaten simply to kill them. One subject placed dry ice on fish just to cause suffering and two individuals rubbed irritants on dogs' anuses because of perceived offensive behaviors. Finally, dogs were entered into fights for entertainment in hopes that their dog would win, and a few of the animal abusers tied cats' tails together so the cats would fight to the death.

Felthous and Kellert (1987) also identified what species were injured most often. Cats, dogs, and small wild animals were harmed more often than other small pets and farm animals, with cats being treated cruelly more often and with a greater degree of severity, followed by dogs. All 16 aggressive criminals in Felthous and Kellert's 1987 study admitted to harming cats or dogs in the past. A total of 15 different types of abusive acts were perpetrated on cats.

Felthous and Kellert (1987) note "subjects who substantially abused animals regarded their animal victims as worthless objects, hated objects or narcissistic objects. Interestingly, these attitudes towards animals compare with their relationships with people, which have been associated with the diagnosis of Antisocial Personality Disorder (APD)" (p. 1719). Future research should focus

on the specific types of criminals that are correlated with each type of cruelty to animals. Findings from this type of study may further aid researchers and clinicians in understanding if there is a correlation between the levels of violence perpetrated on both their human and animal victims.

Childhood Histories of Criminals Who Harm Animals

The childhood histories of criminals involved in animal cruelty have been examined by three studies, and the research has found four factors to be correlated with those perpetrators who harmed animals: 1) parental abuse 2) punitive childhood histories; 3) exposure to animal cruelty by others; and 4) a negative family life.

Parental abuse. A history of parental abuse was reported more often by aggressive criminals with a history of childhood animal cruelty compared to the nonaggressive and non-criminal samples (Kellert & Felthous, 1985). However, the abuse was based on self-reports rather than by documenting the abuse through child welfare departments or other people involved in the inmates' lives, possibly skewing the results in either direction.

Punitive childhood histories and exposure to animal cruelty. Miller and Knutson (1997) hypothesized that there is an association between punitive childhood histories and antisocial behavior. Furthermore, they hypothesized that exposure to animal cruelty is significantly related to antisocial behavior and child maltreatment. In order to test these hypotheses, they assessed the level of severe physical punishment and exposure to animal cruelty in a sample of 314 inmates in a prisoner classification center, and the results were then compared to a sample of

university undergraduates. The study showed that there were high rates of histories involving physical punishment and exposure to animal cruelty throughout the inmate sample. Inmates charged with violent, but non-homicidal crimes, experienced the most severe physical punishments. There was a modest association between reporting animal cruelty and experiencing punitive childhood histories.

Negative family experiences. Miller and Knutson (1997) did discover that childhood animal cruelty, reported by the overall sample, significantly correlated with negative family experiences. However, this terminology was not defined, leaving the results unclear and the interpretation to be subjective.

The next section highlights sexual offenders and their abuse of animals, which can include sexual and physical perpetration. Data obtained by looking at juveniles and adults will be reviewed.

Sexual Offender Studies Highlighted

Various types of sexual offenders have been investigated regarding the link between human and animal violence, finding relatively high percentages of perpetrators who physically maltreat animals (Ressler, Burgess, & Douglas, 1988; Tingle, Barnard, Robbins, Newman, & Hutchinson, 1986). Tingle et al, (1986) found that 47.6% of rapists and 27.9% of pedophiles, selected from a forensic psychiatric facility, admitted to some form of animal cruelty in childhood or adolescence based on a structured interview conducted by a psychiatric resident. Furthermore, in Ressler, Burgess, and Douglas's (1988) study of male homicide perpetrators whose offenses also included some form of sexual crime, 36% of

offenders were violent to animals in childhood, 46% in adolescence, and 36% in adulthood based on self-report measures.

Despite the findings of the above two studies, both of them consisted of samples that are likely not representative of the entire sexual offending population. Tingle, et al.'s (1986) sample only consisted of offenders who also were considered to be "mentally disordered", which was not clearly defined within the article. Furthermore, Ressler, Burgess, and Douglas's (1988) sample consisted of murderers who also performed a sexual act with their victim. More studies need to be conducted to identify if a pattern of physical violence to animals exists among all types of sexual offenders or some proportion of them.

Engaging in sexual acts with animals also seems to be an important emerging development within the field of offenders. Some of the most important findings have come from studies investigating juvenile sexual offenders. Fleming, Jory, and Burton (2002) compared juvenile offenders who admitted to having sex with animals to those juvenile offenders who denied this type of sexual behavior. The total sample consisted of 381 institutionalized, adjudicated, male adolescents from three Midwestern institutions serving delinquent and high-risk youth with 6% admitting to sexual activities with animals. Twenty-three out of the 24 juveniles (96%) who admitted to having sex with animals admitted to sexual offenses against humans, and they reported having committed more offenses against humans than offenders with comparable age and race criteria, based on data collected using the Self-Report Aggression Scale (SERSAS) with an acceptable Cronbach Alpha reliability and internal consistency score. The

SERSAS has a series of questions asking the youth if they had ever done anything sexual with an animal, the nature of the activity, and their age at the time of the incident. All responses were anonymous; thereby, likely causing the youths to respond in a more truthful manner than had the information been collected via an interview or in some other way where their responses could have been traced back to them. There is even some evidence adolescent sexual offenders who have sex with animals target, groom, isolate, and abuse animals in the same manner as their human victims, based on a review of case notes of seven youths referred to a psychiatric facility specializing in the assessment and treatment of sexual abusers, and who had sexual contact with animals (Duffield, Hassiotis, & Vizard, 1998). However, this conclusion was based on a small sample size of only seven individuals and results should be interpreted with caution.

The examination of sexual behavior with animals is very new to the field of research investigating the link between human and animal violence. More rigorous studies need to be conducted to determine if the sexual use of animals among sexual offenders is any different than the percentages obtained from the general population and from other types of criminals. In addition, it would be useful to continue to examine sexual offenders who admit to having sexual contact with animals to further investigate the correlation between offenders' targeting, grooming, isolating, and sexual acts with animals and with people. (e.g., do sexual offenders practice on animals and "perfect" their offending techniques and then go on to humans or do offenders perpetrate on animals and humans in the same way and at the same time?)

Types of Violence Inflicted by Sexual Offenders

The types of animal cruelty perpetrated have not been widely investigated within this group, with the exception of two studies investigating sexual offenders and their sexual acts with animals (Duffield, Hassiotis, & Vizard, 1998; Fleming, Jory, & Burton, 2002). The sexual acts reported by Duffield, Hassiotis, & Vizard (1998) were as follows: touching and kissing a dog's mouth and anus, sexually penetrating the family dog, oral sex with dogs both as the giver and the receiver, mutual masturbation and rubbing one's penis on a dog for a sexual release, and having a dog lick one's genitals through force or through placing food items on the genitalia. Fleming, Burton, and Jory's (2002) study found the following sexual behaviors with animals: putting one's mouth on an animal's privates; rubbing private parts against an animal; inserting one's penis into an animal; inserting a finger into an animal; and inserting an object in an animal. As one can see in Duffield, Hassiotis, & Vizard's study (1998), all of the acts were done to or with a dog, but information on the types of animals in which sexual acts were performed on are unknown for the Fleming, Burton, and Jory (2002) study.

More information is needed to investigate the types of behaviors sexual offenders have with animals in both a physical and sexual manner. Further investigation is also needed to identify the species which sexual offenders use in physical and sexual ways. Rationale for sexual acts with animals should also be explored (e.g., sexual curiosity, sexual experimentation, sexual gratification, sexual sadism). Finally, offenders' access to animals also needs to be explored.

Childhood Histories of Sexual Offenders Who Harm Animals

Few studies have been conducted to examine the childhood events that have occurred in the life of a person who commits sexual offenses and who maltreats animals. Despite this fact, there have been several factors found to correlate with these two behaviors and they are as follows: neglect, emotional abuse, and higher rates of victimization.

Neglect, emotional abuse, high rates of victimization. In Fleming, Jory, and Burton's 2002 study, those juveniles who participated in sexual behavior with animals, reported victimization histories with more neglect and emotional abuse and a higher number of victimization events than the other offenders who had not abused animals as measured by the Childhood Trauma Questionnaire (CTQ) (p values all being below .001).

Now that a link between violence to animals and violence to people has been explored among select groups laid out in the introduction of this dissertation, it is important to identify why people might harm animals to further understand this phenomenon. The next two sections will examine why people abuse animals from their own point of view and from that of scientists'.

Rationale for Being Cruel to Animals

A common question that is posed when animal maltreatment occurs is "How could anyone do that to an animal?" According to Ascione (2001), violence to animals and interpersonal violence share many commonalities: "both types of victims are living creatures, have a capacity for experiencing pain and distress, can display physical signs of their pain and distress (with which humans could empathize), and may die as a result of inflicted pain" (p. 3). It is this rationale

that many researchers attribute to juveniles who are cruel to animals and their acts of violence against humans.

Kellert and Felthous (1985) provided this area of research with a groundbreaking study investigating why criminal offenders say they perpetrated animal maltreatment. Kellert and Felthous interviewed adults who were violent to animals, and found that criminals gave numerous reasons why they inflicted pain on animals and include:

1. To control an animal (i.e., as discipline or training).
2. To retaliate against an animal.
3. To satisfy a prejudice against a species or breed (i.e., hatred of dogs).
4. To express aggression through an animal (i.e., teaching an animal to attack).
5. To enhance one's own aggression (i.e., using an animal for target practice).
6. To shock people for amusement.
7. To retaliate against other people.
8. To displace hostility from a person to an animal (i.e., attacking an animal because attempting to assault the real person is deemed too risky).
9. To experience nonspecific sadism (i.e., simply enjoying the pain or suffering of an animal without other reasoning).

Hensley and Tallichet's 2005 study reinforced the above study's findings. They focused on 261 inmates incarcerated in both medium and maximum security

prisons. They reviewed situational factors related to animal cruelty and their motivations. Almost half of the sample reported harming animals out of anger and more than a third were cruel to animals for fun. The authors also found that inmates who had harmed animals alone were more likely to commit acts out of anger, but less likely to have committed them to impress others, obtain sex, or to imitate others. Furthermore, Hensley and Tallichet found that inmates who had tried to cover up what they had done to their animal victims were more likely to have been motivated by anger and less likely to have been motivated by fear. Also, respondents who stated they were upset because they had hurt an animal were less likely to have been motivated by fun or sex. Finally, respondents who had committed multiple acts of animal cruelty were more likely to have been motivated by fun or anger.

One study has investigated the rationale of children and adolescents who become cruel to animals. Ascione, Thompson, and Black (1997) gathered information from children in day treatment and residential programs for emotionally disturbed youth, incarcerated adolescents, and children accompanying their mothers to shelters for battered women. They found the following reasons this group injured animals based on interviews and case reports:

1. Curiosity or exploration (the animal may have been injured or killed in the process of the exploration, usually occurs when a child is young or is developmentally delayed).
2. Peer pressure.

3. Mood enhancement.
4. Sexual gratification (i.e., zoophilia).
5. Forced abuse (i.e., the child is coerced into animal abuse by a more powerful individual).
6. Attachment to an animal (e.g., the child kills an animal to prevent the animal from being tortured by someone else).
7. Animal phobias.
8. Identification with the child's abuser
9. Posttraumatic play (i.e., reenacting violent episodes with an animal victim).
10. Imitation
11. Self-injury (i.e., using an animal to inflict injuries on the child's own body).
12. Rehearsal for interpersonal violence (i.e., practicing violence on stray animals or pets before engaging in violent acts against people).
13. Vehicle for emotional abuse (e.g., injuring a sibling's pet to frighten the sibling).

Further research is needed to explore both adults and children and their reasoning for being violent to animals in other populations (e.g., psychiatric patients). Studies which focus on children should investigate each population separately (e.g., psychiatric patients, conduct disordered youths, young criminals), and compare them to identify if the same trends exist as found in Ascione, Thompson and Black's (1997) study for each group.

Now that we have a limited understanding of violence to animals from an offender's perspective, it is now time to examine how scientists believe animal cruelty is correlated with violence to humans. The next section will also explore the debate between the hypotheses existing among scientists today.

Theories of Animal Cruelty

Violence to animals is believed by some researchers to be utilized as a form of rehearsal for human-directed violence and it should be regarded as a serious problem, rather than minimized as it oftentimes is by other researchers and clinicians (Kellert & Felthous, 1985; Lockwood & Hodge, 1986). One of the reasons believed to cause this escalation from animals to humans is desensitization (Acione, 1993). "Previous research has assumed a 'violence graduation hypothesis' whereby animal abusers are expected to work their way up from harming animals to harming people" (Arluke, Levin, Luke, & Ascione, 1999, p. 963). Most of the studies reviewed by this researcher have certainly assumed that violence to animals occurs prior to any form of human violence, although this assertion was not clearly stated in any of the studies, and more importantly, their study designs do not allow them to make this assumption (e.g., sample of serial killers who are not representative of the criminal population or even the violent criminal population has no control for time order of violence to animals). These weaknesses will be discussed in more detail in the proceeding examination of the studies.

"A general form of the graduation hypothesis is codified in the *Diagnostic and Statistical Manual of Mental Disorders*" (Arluke, Levin, Luke, & Ascione,

1999, p. 964), occurring within Antisocial Personality Disorder (APD), which is closely related to violent behavior (Arluke, Levin, Luke, & Ascione, 1999). There is no mention of animal cruelty in the diagnostic criteria for this disorder; however, in order to be diagnosed with APD, one must have had the presence of Conduct Disorder (CD) before the age of 15, of which physical cruelty to animals is a symptom (APA, 1994). In other words, in order to be diagnosed with APD, one does not have to be cruel to animals as an adult, but may have been cruel to animals in childhood.

There have been two studies done to specifically test the graduation hypothesis. One was conducted by Wright and Hensley (2003), who applied the graduation hypothesis of violence to animals to serial murderers by using five case studies of known serial killers: Carroll Edward Cole, Jeffrey Lionel Dahmer, Edmund Emil Kemper III, Henry Lee Lucas, and Arthur Shawcross. Subjects were selected based on the amount of information available for review. A detailed examination of the five cases studies will be reviewed for the sake of clarity in understanding the graduation hypothesis.

Carroll Edward Cole was convicted of killing 16 women by luring them to secluded areas before strangling them. He would also engage in forced sex with them, sometimes before he killed them and sometimes afterwards. Cole's first act of animal cruelty occurred at the age of eight, after a beating from his mother. Afterwards, Cole retreated to his safe place, where the family puppy followed him. Cole began to relive the incident with his mother and in the midst of this reenactment, he strangled the puppy to death. "At first, Carroll was surprised and

even sad to a point, that he killed the animal. However, the emotions that Carroll felt following the death of the puppy were much more powerful than remorse. Carroll felt as if he had strangled his mother and all the others who harassed him” (Wright & Hensley, 2003, p. 77). Later that same day, Cole went swimming with some friends, and one of the children began calling him names such as “sissy”. Cole responded by punching the boy and knocking him down. Later, while Cole was away from the other boys, he held the other boy under water until he was dead, leaving the body in the harbor. The future killings of the women closely resembled the way in which he had murdered his first victim, the puppy, by luring the women to secluded areas and then strangling them.

When Jeffrey Dahmer was 10 years old, he began to experiment with the bodies of animals. At first this experimentation involved dead animals he had collected from his rides around his neighborhood. After picking up the bodies, he would dissect the animals. Later, he began to capture live animals for his experimentation. “Jeffrey would remove the skin of the animals, soak their bones in acid, and mount their heads on stakes behind his house” (Wright & Hensley, 2003, p. 78, Squires, 2000). Later, it was discovered that Dahmer would utilize the same methods on his human victims including dissection and dismemberment. Dahmer killed his first victim in June of 1978 and went on to kill 16 more men after or before raping them, and he would proceed to mutilate their bodies after their deaths.

Edmund Kemper III began to harm animals after his parents had divorced, and his mother began to discipline him in unusually cruel ways (e.g., locking him

in the basement for long periods of time) (Wright & Hensley, 2003; Leibman, 1989). Kemper's first act of violence began when he took the family cat, buried it up to its neck, and then cut off the cat's head, using the head of the cat as a trophy. After his mother discovered that the cat was missing, she got another one. Kemper proceeded to cut the cat into pieces with a machete and took the "bloody appendages" to his closet, where they were later found by his mother. Kemper went to live with his paternal grandparents at the age of 13, and his mother warned Kemper's father that his parents may be in danger because of Kemper's acts of sadistic and cruel behavior to the family cats, and his other antisocial behaviors. After several altercations and arguments with his grandparents, Kemper shot his grandmother in the back of her head and mutilated her body. When his grandfather returned home, Kemper shot him as well, and then called his mother and the sheriff to confess. He told the police that he simply wondered what it would be like to kill his paternal grandparents. After several years in a mental institution, he was released and Kemper went to live with his abusive mother, and their arguments and his violent fantasies returned. On May 7, 1972, Edmund picked up two female hitchhikers, stabbed them, brought their bodies back to his room, took pictures of them, decapitated and dissected their bodies, and had sex with their organs. He went on to kill six more females, with each killing becoming more brutal and demented. Kemper then killed his mother by bashing in her skull, mutilating her body and then cutting off her head. Afterwards, he called his mother's best friend and then proceeded to murder her.

Kemper was charged with eight counts of murder and has been in a California prison ever since.

Henry Lucas lived with his mother, who physically abused both Lucas and Lucas's father (Wright & Hensley, 2003). Further, Viola, Lucas's mother, would force him to watch her have sex with other men. After his father's death, Lucas began taking the full force of Viola's abuse and violence. When Lucas was 10, he was introduced to bestiality by his mother's live-in lover, Bernie. Bernie stabbed a calf in the neck and began to have sex with the animal, afterwards giving Lucas a chance to do the same. Lucas enjoyed the sexual experience with the calf. After a traumatic experience with a prostitute, where Bernie made fun of Lucas, Lucas focused his sexual escapades on animals. Lucas began to kill dogs and cats for his sexual use and while initially Lucas killed the animals strictly for sex, he began to enjoy the thrill of the kill. He began to catch small animals and skin them alive just for fun, and he became more and more obsessed with death. Lucas began killing humans when he propositioned a 17-year old girl for sex and she refused him. He strangled her to death and buried her in the woods. His killing spree lasted more than 30 years, and he took the lives of at least 69 women, including his mother, by stabbing and mutilating them.

Arthur Shawcross lived in his physically abusive home plagued by parental conflict, causing him to feel a "sense of familial rejection" (Wright & Hensley, 2003). Shawcross also claimed to have been sexually abused by many girls in his neighborhood. After several mutual sexual excursions with a male peer, the two boys discovered that sheep have similar sexual organs as human

females, and began to take turns having sex with the sheep. Shawcross continued to have sex with farm animals by dominating them to achieve sexual gratification. Shawcross then began to beat the farm animals, sometimes to the point of death in addition to his sexual escapades with the animals. Shawcross earned the reputation of being cruel and violent in Vietnam to the peasants. In one incident, Shawcross tortured and killed two Viet Cong women who were allegedly hiding ammunition. Upon return from military service, he began a one year and nine month killing spree in New York City, where he sexually assaulted his victims and then mutilated their bodies. He was arrested, charged and convicted of 11 murders.

The sort of harm that was suffered by the above serial killers at the hands of their caretakers is claimed to have caused the children to feel humiliated and their humiliation lead to frustration towards those people who had hurt them (Hensley & Wright, 2003). Because this frustration and humiliation was usually directed at their parents, it was difficult for them to obtain retribution; therefore, the feelings built, and the children developed other means of venting their anger to regain their sense of dignity and sense of self. In order to do this, the serial killers in this study turned to animals, who were considered weak and vulnerable, and after killing the animals, the individuals built up to killing human victims (Hensley & Wright, 2003). In essence the serial killers graduated from killing animals to killing humans. Another aspect of the above study which should be stressed is that the patterns that were developed when killing animals closely resembled methods the murderers used when killing their human victims.

Despite the detail that was given in the above study, readers should be cautioned that only one small sample was used to test the hypothesis. Not all people who maltreat animals become serial killers. In the future, it would be helpful to investigate various populations to ascertain if other types of people (e.g., psychiatric patients, juvenile delinquents, other types of criminals) progress from animals to humans just as the serial killers in this study did.

The other study investigating animal cruelty and later progression to violence was conducted by Arluke, Levin, Luke, and Ascione (1999). They gathered the criminal records of 153 people who were labeled “animal abusers” and listed as such by the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA), and then compared them to 153 control subjects’ records, found in neighborhoods close to each “abuser”. The findings supported the notion that “animal abusers” were more likely to be involved in interpersonal violence; however, they were also more likely to commit property, drug, and public disorder offenses, meaning that “animal abusers” were likely to be involved in a number of illegal behaviors and were not limited to violence alone. Moreover, when the researchers examined records regarding the time order of cruelty to animals and interpersonal violence, animal maltreatment was no more likely to precede than follow violent offenses. In turn, the authors conclude, the findings support the deviance generalization hypothesis. However, a weakness of the study involves relying solely on official records of animal cruelty. The first report of animal maltreatment to the MSPCA may not be the first time a person has ever

performed this type of maltreatment; thus the study may grossly underestimate the prevalence of animal cruelty preceding other violent acts against humans.

The following section will provide a critique for the studies exploring animal cruelty among sexual offenders. Furthermore, the next section will identify the direction this dissertation will take in furthering the research among those individuals who are violent to both people and animals.

Critique of Studies among Sexual Offenders and Their Behavior with Animals

To date, there have only been four studies investigating sexual offenders' behavior toward animals, with two studies focusing on adult sexual offenders and their physical violence to animals (Ressler, Burgess, & Douglas, 1988; Tingle, Barnard, Robbins, Newman, & Hutchinson, 1986), and two studies exploring juvenile sexual offenders' sexual behavior with animals (Duffield, Hassiotis, & Vizard, 1998; Fleming, Jory, & Burton, 2002). Because this body of knowledge is in its infancy, there are many gaps, both methodologically and in content.

Methodological Gaps

Samples. The samples utilized in the studies investigating the link between human and animal violence among sex offenders have been heterogeneous in terms of types of crimes they committed and types of facilities from which the samples were taken. However, all four studies included male only samples and only one study disclosed the racial composition of their sample which was predominantly white (Tingle, et al., 1986). This lack of demographic information provided by other studies makes it difficult to know if the findings are

representative of all ethnicities, and it is unknown if the same trends would be seen for female sexual offenders in regards to their behavior with animals.

Additionally, because the samples have been taken from the population of various types of facilities ranging from forensic psychiatric facilities (Tingle, et al., 1986) to prisons or youth detention facilities (Ressler, et al., 1988; Fleming, Jory, & Burton, 2002) to agencies specializing in the treatment of sexual offenders (Duffield, Hassiotis, & Vizard, 1998), it is difficult to identify trends, because it is unknown how the subjects are different and how they are similar. This difficulty seems to be even further complicated by the diversity of what the law considers a sexual offender. For instance, the studies under review have investigated both adult males convicted of rape, pedophilia, and murder, which encompassed some form of sexual component in the commission of the crime (Tingle, et al., 1986; Ressler, et al., 1988 respectively) and juvenile males who have simply been labeled as sexual offenders (Duffield, Hassiotis, & Vizard, 1998; Fleming, Jory, & Burton, 2002). This problem will likely complicate all findings for any study because of the range of offenses considered to be sexual in nature.

Another area needing to be addressed is sample size. It has varied widely in the four studies investigating sex offenders, ranging from seven (Duffield, Hassiotis, & Vizard, 1998) to 381 participants (Fleming, Jory, & Burton, 2002), with the other two studies having a sample size of 28 (Ressler, et al., 1988) and 64 (Tingle, et al., 1986).

Trends among sexual offenders and their behavior with animals are difficult to establish within the overall body of literature because of sample size and variability of sexual crimes. However, it is essential to note individual studies do not always combine types of sexual offenders. For instance, Tingle, et al., (1986) divided their sample into rapists and pedophiles while Ressler, et al., (1988) only examined individuals convicted of murder with sexual overtones. This makes translations to specific types of offenders less difficult. Additionally, even if the sample size is small it is important to take notice of the information in the studies and how the sample was selected.

The final matter regarding sample issues concerns the sample selection for all four studies. All participants voluntarily agreed to take part in the studies, and information was not collected on individuals who did not agree to participate in them. Therefore, there is no way of knowing how and if participants may be different from non-participants. It further limits the generalizability of the studies' findings because it is unknown if the volunteer samples are representative of all individuals who are sexual offenders, even when comparing specific types of sexual offenders to each other.

Design. The studies employed to examine sexual offenders and their behavior towards animals have all been non-experimental with only one study having a comparison group (Fleming, Jory, & Burton, 2002). Fleming, et al. (2002) had three types of juvenile offenders in their study: one group who admitted to some type of sexual behavior with animals, juvenile sexual offenders who denied participating in any type of sexual behavior with animals, and an

offender group who denied both acts of sexually offending and having participated in any type of sexual behavior with animals. Although information provided by this study is important, it would also be useful if future research would compare different types of sexual offenders (e.g. forceful, non-forceful) to see if there are any differences in their behavior with animals (e.g. do forceful sex offenders have the same level of aggression to animals as non-forceful offenders?; do non-forceful sex offenders engage in sexual activity with animals more often than forceful offenders?).

Another methodological factor needing to be addressed is the data collection method used by researchers. Data were gathered using multiple methods with the primary collection method being some form of self-report measure such as a structured interview (Ressler, et al, 1988; Tingle, et al, 1986), and the SERSAS, which has one question inquiring about sexual behavior with animals (Fleming, et al, 2002). Duffield, Hassiotis and Vizard (1998) used case reviews to collect their data.

Although there are pros and cons to all of these methodologies, there are clear problems with solely reviewing the records of participants involved in the studies. It has been clearly stated throughout this paper that violence to animals is a solitary activity and parents are oftentimes unaware this behavior is occurring. Furthermore, unless clinicians ask about animal abuse, it is often not reported freely by clients. Many clinicians do not ask about violent and sexual behavior with animals; therefore, the information is likely not in any official records.

In addition, studies using interviews to gather their data add an additional problem, because it is not known what types of questions were asked about physical violence to animals. If samples were simply asked if they participated in violence to animals with a response of “yes” or “no”, there would be a statistical problem involving restriction of range, meaning that the fewer choices one has been given, the greater the likelihood a correlation between violence to humans and animals would be decreased. Finally, because of the sensitive nature of asking individuals’ about their physical violence and sexual behavior with animals, a face-to-face interview may have attenuated the results in Tingle, et al. (1986) and Ressler, et al.’s (1988) studies because respondents may not have answered truthfully to questions.

Data Analysis. Descriptive statistics have been the primary method of analysis within this subset of studies examining the link (Fleming, et al., 2002; Ressler, et al., 1988; Tingle, et al., 1986). Only one study used a Chi-square test to measure the differences *between* rapists and pedophiles, and their physical violence to animals and found no significant difference. However, both groups had a relatively high percentage of violence to animals with 47.6% of rapists and 27.9% of pedophiles admitting to harming an animal (Tingle, et al., 1986).

Content Gaps

Within this body of knowledge, there have only been two studies done to examine the types of sexual behaviors with animals in which juvenile sexual offenders participate (Fleming, Jory, & Burton, 2002; Duffield, Hassiotis, & Vizard, 1998) and none have been done with adult sexual offenders. In addition,

the intent behind juveniles' sexual acts with animals should be reviewed. It could be sex offenders have sex with animals because they have easier access to animals and animals are less risky (i.e., animals cannot relay information on the perpetration to people), or it could be sex offenders "practice" their techniques on animals before they begin perpetrating on people.

Finally, one major area of information which would be helpful to understand and know more about is the types of physical violence towards animals perpetrated by adolescents who have been convicted of or are receiving treatment for sexual offending. To date there have been no studies conducted to examine the types of violence to animals perpetrated by this group or if, in fact, these adolescents do participate in this behavior.

The following research questions were the focus of this dissertation. The questions were developed based on some of the above gaps found in this area of study.

Research Question

1. Do juvenile sexual offenders participate in sexual behavior with animals differently than other types of offenders (e.g., violent and non-violent offenders) and non-offenders?

Hypothesis

1. Based on previous studies juvenile sexual offenders will report participating in sexual behavior with animals differently than other types of offenders and non-offenders.

Exploratory Research Questions

1. Do juvenile sexual offenders participate in physical violence to animals differently than violent and non-violent juvenile offenders, and juvenile non-offenders?
2. Do juveniles who are physically violent to humans harm animals before harming people physically?
3. Do juveniles who engage in illegal sexual behavior with humans participate in sexual behavior with animals before they sexually offend against humans?

Descriptive statistics were computed to allow the researcher to describe the sample and their behaviors with animals. The statistical program known as SPSS was used to calculate all of the tests used for analysis.

Chapter III: Methodology

Introduction

This dissertation study sought to answer the above research questions in two phases. The first phase utilized the participation of youths undergoing treatment at two southeastern treatment facilities. The second phase sought answers to the same survey by undergraduate students enrolled in a southeastern public university. The methodology of both phases will be reviewed in this section.

Phase I Data Collection Method

Agency Descriptions

There were two treatment centers chosen for the first phase of this project. The first facility serves as both a residential and outpatient program for male juveniles who are between the ages of 12 and 18 years old. The youths have been charged with a sexual crime or have been voluntarily admitted by their guardians because of their inappropriate sexual behavior or deviance. The juveniles' offenses range from non-consensual frottage (i.e., rubbing one's body against that of another person to gain sexual stimulation) to rape.

The second facility houses three juvenile justice programs. The first program primarily serves first time offenders and treats both male and female youths between 12 and 18 years of age who are on probation and live in the county where the facility is located. It is a cooperative program between the agency and the county's juvenile court system. The overall goal of the program is to reduce court involvement and prevent youths from entering the state's

Department of Children's Service's custody. The next program is an intensive probation program for male and female juvenile offenders between the ages of 12 and 18 years. Youths are on "suspended commitment", meaning that commitment to the state's Department of Children's Services (DCS) is suspended provided the youth participates in the program. The goal of the program is to improve the youth's family system so the youths can remain at home and within their community, ultimately avoiding placement into DCS custody. The facility's final program provides services to male youths who live in the county where the facility is located or one of the 15 surrounding counties in the region, and is an intensive aftercare program for juvenile offenders who are in the custody of the state's DCS. The goals of this program are to prevent the return of the youths to jail and to aid in reintegration into the community once the youths have been released from certain facilities where they have been incarcerated for previous crimes.

Sample

To be eligible to have participated in this dissertation research, a youth must have been a male between the ages of 12 and 18 years, although the youngest youths reported their age to be 14. Participants from the facilities were all being treated for some illegal behavior as determined by a court facility or guardian of the youth. The delinquent offenses included sexual crimes (e.g., frottage, exposing oneself, rape); non-violent offenses (e.g. property damage, stealing a car); or violent non-sexual offenses (e.g., assault, murder).

Design

Upon the approval of the University of Tennessee's Institutional Review Board (IRB) (IRB # 7680 B) and the state's Department of Children's Services (DCS) review board, and the receipt of a Certificate of Confidentiality from the National Institutes of Health (NIH), data were collected. The Certificate of Confidentiality was issued by the NIH and prevents involuntary disclosure of identifying information obtained as a result of the study, even under court subpoena, in any federal, state, or local civil, criminal, administrative, legislative, or other proceedings.

In order for youths to participate in the study, their parents or guardians gave consent by signing an Informed Consent Letter (see Appendix A) before the teens were approached about participation. Youths who were in DCS custody and under 18 years of age required the permission of their attorneys or Guardians Ad Litem in lieu of their case manager or parent. For all youths under the age of 18 receiving services, facility staff contacted parents or guardians by phone and explained the study using a script drafted by the researcher. If parents or guardians gave verbal consent, they were informed that they would be receiving a written consent form (see Appendix A) with the same information as the script in the mail, which they would need to sign and return to the appropriate treatment center. Once consent was obtained from their parents or guardians, youths who received permission at the participating facilities were given an assent form for the study by facility staff (see Appendix B). Staff reviewed the assent form with the juveniles. Teens who wanted to participate signed the assent form and staff kept a master list of volunteers.

Adolescents who had all of the necessary paperwork signed were sent to a designated room at the facility in small groups of three to five participants on the day the data were collected. The researcher, youths, and any facility staff deemed appropriate for security and safety issues for all persons involved in the study were present in the room at the time the data were gathered. Participants were given a packet at this time. The packets had five items in them: 1) the survey (see Appendix C); 2) an envelope in which to seal the completed or non-completed survey; 3) a writing utensil, 4) a card board screen for participants to place in front of their survey to block their answers, and 5) a blank piece of paper for youths to cover their answers.

The youths were instructed on how to complete the survey and what to do if they had questions. It was also reiterated to them that participation was completely voluntary, and they could stop filling out the survey, skip questions, and/or decide not to participate in the study at anytime during the process without any penalty. The researcher read the survey to the youths. At the end of the session, all participants in the room sealed their surveys in the given envelope and turned them in at the same time. Additionally, youths who decided they no longer wanted to participate were asked to write the word “no” on the front page of the survey and follow the same procedures as other participants. However, there were no surveys with the word “no” marked on them when data were collected. Participants were then given a snack of their choice and sent back to join their facility’s group activities.

Phase II Data Collection Method

Agency Description

A public university located in the southeastern United States was chosen as the site for data collection in the second phase of this dissertation study. The university is a comprehensive, public, coeducational university that offers undergraduate, graduate, and professional degrees in various types of programs; however, only undergraduate male students enrolled in the spring 2010 semester were used for the study due to age requirements.

Sample

Data were gathered from male undergraduate students who were between the ages of 18-23 years old and who agreed to fill out the survey. Students had to meet the above age criteria and be enrolled in at least one undergraduate class in order to be recruited for the study.

Undergraduates admitted to various types of crimes including violent, non-violent, and sexual offenses already discussed above. There were also students who denied participating in any type of criminal activity. The surveys of students who admitted to committing crimes in the various categories were added to the other volunteers from the previously approved sites in the first phase of data collection; thereby, combining the results for both phase one and phase two participants. Students who denied participation in all types of crime served as a comparison group against which to contrast acts of violence towards animals and acts of bestiality among the various populations (e.g. violent offenders, non-violent offenders, sex offenders).

Design

Upon approval by the University of Tennessee's IRB (IRB # 7680 B), eligible university students received an introductory e-mail inviting them to participate in the study (see Appendix D). The students received another e-mail (see Appendix E) after two weeks reminding them about the possibility of participating in the dissertation. The second e-mail was the final attempt to contact and garner participation from the student population. The students' emails were supplied to the researcher by Student Data Resources. Both soliciting emails had the link to access the survey embedded in them.

Once the participant clicked on the survey, they were automatically taken to the study's Information Sheet (see Appendix F). If the student wanted to participate, he clicked on the "Next" button. By clicking the "Next" button he gave consent to participate in the study, and then began to fill out the survey.

Participants were allowed to skip questions by selecting the "Decline to Answer" option on all of the questions with the exception of the inquiries on gender and age. Because of the sensitive nature of the study, volunteers who identified their age as being under 18 years were automatically exited from the survey. This was done to ensure volunteers under the age of 18 did not see the contents of the survey. Participants were allowed to exit the system at any time in order to stop their participation in the study. Once participants completed the survey, they were directed to another site in order to register for one of four \$25.00 iTunes gift cards.

Instrumentation for Both Data Collection Methods

The survey was designed to ask participants questions about their sexual behavior with animals and their physical violence to animals. A self-report survey was chosen and developed as the method of data collection for two reasons: 1) protecting the confidentiality and/or anonymity of the youths who agreed to participate in the study and 2) by surveying the adolescents rather than other people involved in their lives, answers were likely to have been more accurate because of issues discussed in the literature review.

The survey instrument was constructed by adapting a 440 question structured interview developed and utilized by Kellert and Felthous (1985) and Felthous and Kellert (1987) as a model. Dr. Kellert gave permission for the instrument to be utilized in this study. The web-based survey utilized in phase two of the study was converted from the original paper survey used for phase one of data collection. The questions on the new web based survey were identical with two exceptions. The web based survey required participants to list their gender, which was done to ensure all participants were male so as not to confound the data obtained by participants from other sites approved for the project. Based on previous research, it is not known how females and males differ in regards to their behavior with animals. The second difference involved university students answering all questions about their behavior with people and animals based on the activities they participated in before the age of 19. This was done in an effort to minimize error when examining the results because of the age difference in participants in phase one and phase two of the study (i.e., phase one's youths were

between the ages of 14 and 18 years old, while in phase two they were between 18 and 23 years old).

Dependent Variables

Throughout the research investigating violence to animals and interpersonal violence to humans by sexual offenders there have been two variables examined: physical violence to animals (e.g. Ressler, Burgess, & Douglas, 1988; Tingle, Barnard, Robbins, Newman, & Hutchinson, 1986) and sexual acts with animals (e.g. Ressler, Burgess, Hartman, Douglas, & McCormack, 1986; Duffield, Hassiotis, & Vizard, 1998). For this study these same two variables were examined among all of the juvenile offenders and non-offenders who took part in the study. In addition, the temporal order of physical violence to people and animals, and illegal sexual behavior with people and sexual acts with animals were also explored.

Physical Aggression to Animals

Ascione (2001) defined “animal abuse” as a “socially unacceptable behavior that intentionally causes unnecessary pain, suffering, or distress to and/or death of an animal” (p. 2). For the purpose of this paper, physical aggression to animals was defined in the same manner. *Physical aggression to animals* refers to the answers obtained from question 9A-S on the paper survey, and the same questions on the web-based survey, which were numbered differently. The question consisted of the following: blinded an animal; punched an animal with your fist; stabbed an animal; tried to electrocute an animal; killed an animal (not for food); removed an animal’s body parts while the animal was

still alive; tied two animals' tails together so they would fight; slapped an animal with an open hand; not fed an animal until it died; tried to hang an animal; broken an animal's bones; poured harmful chemicals on an animal; burned an animal; tried to drown an animal; tried to stone an animal; thrown an animal from a high place; kicked an animal; and an "other" category where youths listed any other violent act against animals in which they had participated. If youths admitted to any of these behaviors, with the exception of "slapped an animal with an open hand" they were placed in the "affirmative" category and the response coded as a one. Slapping an animal was used as a control in order to test for honesty in responses, because it is socially sanctioned as a method of discipline for animals. If the youths denied all of these behaviors or only stated they had slapped an animal they were assigned to the "denied" category and the response coded as a zero.

Sexual Behavior with Animals

Bestiality is defined by Webster's Online Dictionary (2006) as the sexual activity between a person and an animal. This definition was used to design the questions to assess the juveniles' sexual behavior with animals. *Sexual behavior with animals* refers to the answers obtained on question 12A-J on the paper survey and identically worded questions on the web survey, which were numbered differently. The acts of sexual behavior included in the survey consisted of the following: touched an animal's private parts; put an object into an animal's private parts; put your penis into an animal's private parts; had an animal lick your private parts; killed an animal while performing a sexual act with it for

sexual pleasure; masturbated an animal; stuck your finger in an animal's private parts; kissed an animal's private parts; licked an animal's private parts; and rubbed against an animal to have an orgasm. If youths admitted to any of these behaviors they were placed in the "affirmative" category and coded as a one. If the youths denied all of these behaviors they were assigned to the "denied" category and coded as a zero.

Temporal Order of Physical Violence to People and Animals

For the purpose of this dissertation *temporal order of physical violence to people and animals* referred to the order in which participants began harming people and animals. Question 11 on the paper survey asked which statement best described the individual and included the following choices: "I became physically violent to animals **before** humans"; "I became physically violent to humans **before** animals"; and "I began being physically violent to humans and animals at about the same time". The web-based survey measured this variable by using an identically worded question that was numbered differently.

Temporal Order of Illegal Sexual Acts with People and Sex Acts with Animals

Temporal order of illegal sexual acts with people and sex acts with animals referred to the order in which participants began sexually violating people and when they began to engage in sexual behavior with animals. This variable was measured using question 14 on the paper survey and included the following statements: A.) "I participated in sexual acts with animals **before** illegal sexual behavior with humans"; "I participated in illegal sexual behavior with humans **before** sexual acts with animals"; and "I began participating in illegal

sexual behavior with humans and sexual acts with animals at about the same time”. The web-based survey measured this variable by using an identically worded question that was numbered differently.

Independent variables.

Juvenile Sexual Offender

Ryan, Lane, Davis, & Isaac (1987) define a juvenile sexual offender as “a youth, from puberty to the legal age of majority, who commits any sexual act with a person of any age, against the victim’s will, without consent, or in an aggressive, exploitative or threatening manner” (p. 385). Although this researcher had to collapse the two categories of juvenile sexual offenders (i.e., forceful and non-forceful) into one, participants were asked to choose how they perpetrated their sexual offense based on whether or not they used or threatened to use force in the commission of their crimes. Listed below are the definitions and measurement means this author used.

Forceful juvenile sexual offenders .Youths who have used physical force or threats of harm, have used a weapon to accomplish their sexual assault or otherwise been convicted of rape were considered a forceful juvenile sexual offender. These behavior categories were taken from a study conducted by Butz and Spaccarelli (1999) who used them to subtype juvenile sexual offenders in their study. Questions 2 and 3 from this survey were used to measure this variable for youths who filled out the paper survey. Participants were asked if they were currently receiving treatment for this behavior or if they had ever participated in the behavior before. Youths were not required to have been caught to answer in

the affirmative on question 3. College students were asked if they had ever received treatment for the above sexual offenses before the age of 19 in question 5 on their survey, and in question 10, they were asked if they had ever participated in the behavior. Again, they may not have received consequences, and no one else other than the victim necessarily had to know about their behavior in order to answer in the affirmative for this question. Should the youths answer in the affirmative on either question in either survey they were placed in the category as a sex offender.

Non-forceful juvenile sexual offenders. Non-forceful juvenile sexual offenders were defined as youths who do not use physical force or threats of physical harm to accomplish their sexual offenses, rather these youths used bribes, coercion, or manipulation to obtain their victims consent, or they rubbed their genitalia against another person or exposed themselves to someone who was an unwilling participant. Again, these behaviors were taken from Butz and Spaccarelli (1999) and were measured using questions 2 and 3 on the paper survey. Youths who filled out the paper survey were asked if they were currently receiving treatment for this behavior or if they had ever participated in the behavior before. Youths were not required to have been caught to answer in the affirmative on question number 3. College students were asked if they had ever received treatment for the above sexual offenses in question 4 on their survey, and in question 9, they were asked if they had ever participated in the behavior. Again, they may not have gotten caught to answer in the affirmative for this

question. Should the youths answer in the affirmative on either question in both surveys they were placed in the sex offender category.

Non-Violent Juvenile Offenders

The U.S. Department of Justice (2007) lists the following behaviors as property crimes and for the purpose of this paper were used to partially define *non-violent juvenile offenders*: those who participate in arson, stealing a car, burglary or theft, and damaging or destroying property. Drug possession, distribution, use, and underage drinking were also included as a non-violent crime. Questions 2 and 3 on the paper survey were used to measure the variable of juveniles who participate in any of the above categories. Question two asked why they were currently receiving treatment and question three asked which of the behaviors they had ever participated in, but may have not gotten caught. Youths at the university were asked if they had ever received treatment for the above behaviors in question 3 on their survey, and question 8 asked if they had ever participated in the activity. An affirmative response to this question was not contingent upon being caught participating in the activity. All participating youths were coded as non-violent if they answered in the affirmative to at least one of the above two questions and had never participated in a physically violent crime.

Violent Juvenile Offenders

The U.S. Department of Justice (2007) was used as a reference in order to operationalize this variable. Youths who participated in the following behaviors were placed into this category: simple assault, aggravated assault, murder, attempted murder and robbery. Questions 2 and 3 of the paper survey measured

this variable. Question two asked why they were currently seeking treatment, while question four asked them to identify what behaviors they had ever participated in. Their response to question 3 was not contingent upon them getting caught engaging in that particular act, just that they had participated in it. The web based survey asked youths if they had received treatment for the above behaviors in question 6, and question 11 asked if they had ever participated in the activities. Again, their responses were not contingent on them being caught participating in the behaviors. Both college students and the youths from the agencies were coded as a violent offender if they answered in the affirmative to either of the above two questions.

Violent and Sexual Juvenile Offender

Youths placed in this category admitted to having received treatment or participating in both a sexual offense and a violent offense. Behaviors that constituted what those crimes are were reviewed above. This variable was measured by questions 2 and 3 on the paper survey, and questions 3-12 on the web survey.

Non-Offenders

In this study a *non-offender* was defined as a youth who denied ever having received treatment and who also denied participating in violent sexual crimes, non-violent sexual crimes, non-violent crimes, and violent crimes. This variable was measured by questions 2 and 3 on the paper survey, and questions 3-12 on the web survey.

Demographic Variables

The demographic variables of age and types of animals injured were measured. *Age* was measured by question one on the paper survey and question two on the web survey. Participants were asked to give their age in years rather than asking them to give their birth date. The birth date would have likely decreased the anonymity of the participants.

The types of animals injured was measured by questions 4-7 on the paper survey and questions 13-16 on the web-based survey. The types of animals included: pets (e.g. dogs, cats, gerbils); livestock (e.g. cows, pigs, chickens); stray animals (e.g. cats, dogs); and wild animals (e.g. squirrels, raccoons, rabbits, deer). Participants were asked to indicate if they had ever purposefully tried to injure, inflict pain on, or kill one or more of these animals with a response of yes or no for each category of animal.

Chapter IV: Results

Introduction

The youths who participated in the study were sampled from two populations: those youths who were recruited from treatment centers and those who were recruited from the university undergraduate population. Twenty-one (3.2%) participants were from the treatment center group and 633 (96.8%) participants were gathered from the undergraduate student population. Out of both groups of participants, 657 agreed to take and actually completed the survey. However, three of these 657 were excluded from data analyses. Two were excluded because of inconsistencies in their reporting and one person was eliminated because he identified his age to be outside of the qualifications for selected participants. The remainder of the sample consisted of 45.3% non-offenders; 39.4% non-violent offenders; 8.0% violent offenders; 5.7% sexual offenders; and 1.7% offenders who committed both violent and sexual offenses (violent/sex offenders).

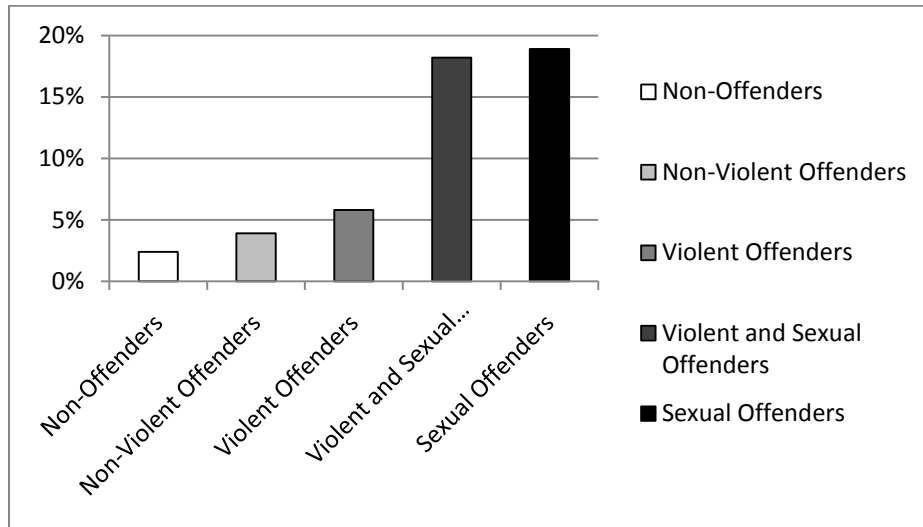
Data Analysis

Hypothesis 1-Juvenile sexual offenders will participate in sexual behavior with animals differently than other types of offenders and non-offenders.

Of the 654 participants who successfully completed the survey and were included in data analyses, 95.6% denied sexual acts with animals and 4.4% admitted to one or more acts of bestiality. All groups had some individuals who admitted to acts of a sexual nature with animals, with sex offenders having the greatest percentage of incidents, 18.9%, while 18.2% of violent/sex offenders,

5.8% of violent offenders, 3.9% of non-violent offenders, and 2.4 % of non-offenders admitted to bestiality (see Figure 1).

Figure 1: Youths Who Performed Sexual Acts with Animals by Offender Status



The overall relationship between group membership and bestiality was statistically significant, $\chi^2(4) = 26.62$, $p < .001$.

Further analyses were conducted using a Z-test to investigate the differences between the percentages of persons engaging in bestiality between these five groups. There was a statistically significant difference between the following groups when comparing their sexual behavior with animals: sex offenders (18.9%) compared with non-violent offenders (3.9%), $Z=3.29$, $p < .05$; sex offenders (18.9%) compared with non-offenders (2.4%), $Z=4.30$, $p < .05$; and violent/sex offenders (18.2%) compared with non-offenders (2.4%), $Z=2.14$, $p < .05$. Results indicated that there were no statistically significant differences between the following groups when comparing their sexual behavior with animals: sex offenders (18.9%) compared with violent offenders (5.8%), $Z=1.60$,

$p \geq .05$; violent/sex offenders (18.2%) compared with non-violent offenders (3.9%), $Z=1.50$, $p \geq .05$; violent/sex offenders (18.2%) compared with violent offenders (5.8%), $Z=0.77$, $p \geq .05$; and violent/sex offenders (18.2%) compared with sex offenders (18.9%), $Z=0.72$, $p \geq .05$.

Of the youths who admitted to bestiality, 74.1% committed acts in only one category, while 7.4% of participants performed bestiality acts in six categories. As can be seen in Table 2, the sexual behavior most often recounted among participants who admitted to sexual behavior with animals was “had an animal lick your private parts”, with 63.0% of the youths reporting this behavior; followed by 25.9% of males who reported they had “touched an animal’s private

Table 2: Percentage of Youths Performing Specific Acts of Bestiality

	Count	% of Affirmative Responses
Had an animal lick your private parts	17	63.0%
Touched an animal's private parts for sexual pleasure	7	25.9%
Stuck your finger in an animal's private parts	6	22.2%
Put an object into an animal's private parts	4	14.8%
Rubbed against an animal to have an orgasm	4	14.8%
Kissed an animal's private parts	2	7.4%
Licked an animal's private parts	2	7.4%
Masturbated an animal	2	7.4%
Put your penis into an animal's private parts	2	7.4%
Killed an animal while performing sexual acts with the animal for sexual pleasure	0	0.0%

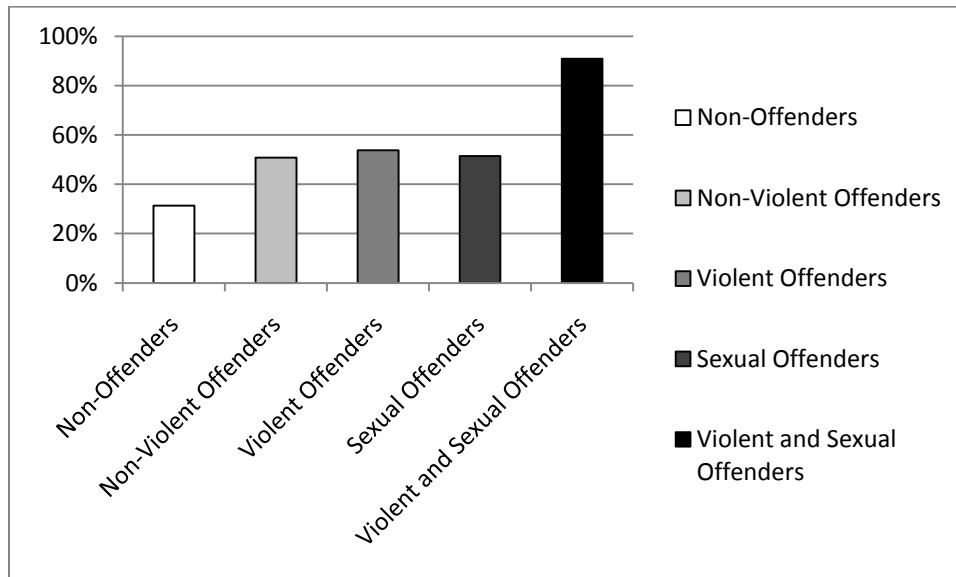
parts for sexual pleasure”; and 22.2% who reported they had “stuck a finger in an animal’s private parts”. It should be noted that no one in the study admitted to “killing an animal while performing sexual acts with the animal for sexual pleasure.”

Research Question One-Do juvenile sexual offenders participate in physical violence to animals differently than other types of offenders and non-offenders?

Out of the 654 participants, 43.0% of the youths admitted to acts of physical violence to animals, while 57.0% denied perpetrating any types of physical violence to animals. The results of an overall test of the relationship between physical violence to animals and group membership were statistically significant, $\chi^2(4)=36.42$, $p<.001$. The group consisting of violent/sex offenders had the highest percentage of individuals engaging in violent behavior to animals, with 90.9% of that group admitting to acts of violence against animals. Again, all groups had some individuals who reported acts of physical violence, with 53.8% of violent offenders, 51.4% of sex offenders, 50.8% of non-violent offenders, and 31.4% of non-offenders admitting to violent acts against animals (see Figure 2).

Further analyses using a Z-test revealed the following statistically significant differences in percentages of youths reporting violence against animals when comparing the following groups: violent/sex offenders (90.9%) compared with non-offenders (31.4%), $Z=3.78$, $p<.05$; violent/sex offenders (90.9%) compared with non-violent offenders (50.8%), $Z=2.30$, $p<.05$; violent/sex offenders (90.9%) compared with sex offenders (51.4%), $Z=2.00$, $p<.05$;

Figure 2: Youths Who Were Physically Violent to Animals by Offender Status



violent offenders (53.8%) compared with non-offenders (31.4%), $Z=2.974$, $p<.05$; sex offenders (51.4%) compared with non-offenders (31.4%), $Z=2.235$, $p<.05$; and non-violent offenders (50.8%) compared with non-offenders (31.4%), $Z=4.545$, $p<.05$. Results indicated that there were no statistically significant differences between the following groups: violent/sex offenders (90.9%) compared with violent offenders (53.8%), $Z=1.94$, $p\geq.05$; violent offenders (53.8%) compared with sex offenders (51.4%) $Z=0.017$, $p\geq.05$; violent offenders (53.8%) compared with non-violent offenders (50.8%), $Z=0.252$, $p\geq.05$; and sex offenders (51.4%) compared with non-violent offenders (50.8%), $Z=-0.11$, $p\geq.05$.

Participants admitted to physically harming all types of animals, with 25.0% admitting to being violent against wildlife; 9.6% being violent to pets; and 4.5% physically harming both livestock and strays. Of the youths who admitted to physical violence to animals, 54.6% reported participating in only one category of violence to animals, while 24.4% reported participating in two categories of

physical violence, 11.1% reported acts in three categories, 3.7% reported acts of violence in four categories, and less than 1% reported acts of cruelty in 12 categories. The most common act of violence reported by youths was “slapped an animal with an open hand,” with 46.9% of participants reporting this act. Results further showed that 34.3% of participants reporting they had “killed an animal that was not for the purpose of eating,” and 30.3% reported they had “kicked an animal”. Less than 1% of participants admitted to taking part in the following acts: “burned an animal,” “poured harmful chemicals on an animal,” “tried to electrocute an animal,” and “tried to hang an animal” (See Table 3).

Research Question 2-Do juveniles who engage in illegal sexual behavior with humans participate in sexual behavior with animals before they sexually offend against humans?

In order to answer this question, participants were asked two questions. The first asked youths to identify if they had been involved in both bestiality and illegal sexual behavior with people. Out of the 654 participants who completed the survey, 91.0% stated that they had not participated in either activity; 4.9% identified participating in illegal sexual behavior with people, but not in acts of bestiality; 1.7% stated they had participated in acts of bestiality, but no illegal behavior with people; 1.4% refused to answer this question; and 1.1% reported that they had been involved in both types of activities. The second question posed to participants in order to answer this question asked the order in which the youths participated in the sexual behavior (e.g., participated in sexual behavior with animals first, participated in illegal sexual behavior with people first, or

Table 3: Percentage of Youths Performing Specific Acts of Physical Violence

	Count	% of Affirmative Responses
Slapped an animal with an open hand	127	46.9%
Killed an animal (do not include animals you killed for food)	93	34.3%
Kicked an animal	82	30.3%
Tried to stone an animal with a rock or other heavy object	28	10.3%
Removed an animal's body parts while the animal was still alive	17	6.3%
Thrown an animal from a high place	16	5.9%
Tried to blow up an animal	10	3.7%
Blinded an animal	5	1.8%
Broken an animal's bones while the animal was still alive	5	1.8%
Stabbed an animal	5	1.8%
Tied two animals tails together so they would fight	5	1.8%
Starved an animal	4	1.5%
Tried to drown an animal	4	1.5%
Burned an animal	2	0.7%
Poured harmful chemicals on an animal	2	0.7%
Tried to electrocute an animal	2	0.7%
Tried to hang an animal	1	0.4%

participated in both behaviors at about the same time). Of the seven participants who admitted to illegal sexual behavior with people and acts of bestiality, four responded to the second question (57.1%) and three declined to answer. Out of the four who responded to the question, one participated in bestiality before

performing illegal sexual behavior with people, two youths stated they had participated in illegal sexual behavior with people before animals and one person identified participating in both behaviors at the same time. Further statistical analyses were not possible due to these low response rates. It should be noted that it would be inadvisable to place any level of importance on the findings of this question based on the extremely low response rate.

Research Question 3-Do juveniles who are physically violent to humans harm animals before becoming physically harmful to people?

Two questions were used in order to answer this question. The first asked youths to identify if they had physically harmed both people and animals. If participants answered in the affirmative they were directed to a second set of questions identifying the temporal order of their physical violence (e.g., physically harming animals before physically harming people). In regards to the first question, 54.3% of youths reported they were not physically violent to either people or animals; 19.0% stated they had never been physically violent to an animal, but had been physically violent to a person; 13.6% reported being physically violent to both animals and people; 11.3% had been physically violent to an animal, but never harmed a person; and 1.8% declined to answer the question. Of the 89 people who admitted to being physically violent to both animals and people, 71 participants (79.8%) answered the second question. Of those 71 participants: 39.4% became physically violent to people before animals, 35.2% became physically violent to animals before people, and 25.4% became physically violent to people and animals at approximately the same time. There

were no statistically significant differences between the percentages obtained from the responses to this question.

Overview of Significant Findings

This study examined the sexual acts and physical violence carried out on animals by male juvenile sexual offenders, sexual and violent offenders, non-violent offenders, violent offenders, and non-offenders ranging in age from 14 to 23 years old. Chi-square statistical analyses revealed there was a statistically significant relationship between offender category and bestiality. The results of Z-tests revealed that sexual offenders were statistically more likely to participate in sexual behavior with animals than both non-offenders and non-violent offenders, and that violent/sex offenders were statistically more likely to participate in bestiality than non-offenders. However, the Z-tests revealed no statistically significant difference between sexual offenders and violent offenders, violent/sex offenders and non-offenders, violent/sex offenders and non-violent offenders, and violent/sex offenders and sex offenders. Additionally, results of Chi-square analyses revealed a statistically significant relationship between physical acts of aggression towards animals and offender status. According to Z-test results, sexual offenders, violent/sex offenders, violent offenders, and non-violent offenders were statistically more likely to have committed physical acts of violence to animals than non-offenders. Results also indicated that there were no statistically significant differences when comparing the violent offenders, non-violent offenders and sexual offenders and their physical violence to animals; however, there were statistically significant differences when comparing

violent/sex offenders to non-violent offenders, and violent/sex offenders to sex offenders. The temporal order of sexual behavior with animals and illegal sex acts was also examined in this study. Only four participants answered the question needed to analyze the data; therefore, it would be risky of this researcher to attempt to interpret the results. When examining the temporal order of physical violence to people and animals, the response rate increased. However, there were no statistically significant differences in the order in which youths participated in physical acts of violence.

Chapter V: Discussion

Introduction

In this chapter the implications of the results described in the previous chapter will be considered. The limitations of this research will also be discussed. Finally, the implications of the above results for future research will be considered.

Limitations in the Current Study

Sample

There are two limitations of the sampling methodology which limit generalizability. First, the sample obtained and used in this study was self-selected, which suggests the sample may have been biased and not representative of the population that was the target of the current study. It could be that the people who chose to participate in the study have higher (or lower) levels of sexual behavior with animals, or of physically harmful behavior towards animals, leading to biased estimates of the percentages reported in the previous chapter. Further, it could be that youths who participated in the study have a relative lack of these behaviors in their history, leading to underestimates of the percentages reported in the previous chapter.

Second, the lack of demographic information obtained makes it impossible to characterize the sample of youths involved in this study. While the sample obtained was most likely representative of some population of adolescents, there is no way to determine what that population was. While all data were collected from youths currently residing in the southeastern United States, the identification

of the geographic location in which they actually resided when they engaged in the behaviors reported was not obtained. No effort was made to identify the race of youths who participated in the study because of human subjects concerns. This makes generalizing the results to specific geographic areas and races difficult if not impossible. It is conceivable that the sample consisted of many youths from other areas of the country that filled out the survey or it could be the sample was all from the South. The sample may have primarily been comprised of Caucasian youths; or been comprised by a majority of members of other racial groups. These problems limit the extent to which the sample can be described, and consequently limits the generalizability of the results obtained.

The final limitation in regards to the sample is the small sample sizes obtained in the following categories: sexual offenders, violent offenders, and sexual and violent offenders. Because the sample sizes in these categories were relatively small the statistical power was low for detecting statistically significant differences for some comparisons.

Bias in Measurement Procedures

While the measurement tool was the same for both data collection methods, the means by which the measurement tool was administered differed for the two populations of youths sampled. Both groups of youths filled out a self-report survey; however, the youths who were receiving treatment were administered the survey in the presence of at least one facility staff member and the researcher, while the undergraduate students were able to fill out the survey anonymously and alone. The presence of staff members and the researcher could

have caused bias in the reporting of both behavior with animals and crimes in which the youths had participated. This bias could have occurred because some youths did not want anyone to know about these acts. The results of this bias could be an underreporting of the violence perpetrated by youths towards animals, and an underreporting of the more violent and sexually based offenses committed by the youths. The undergraduate students' reports of their behaviors with animals and their crimes are more likely to be accurate than the other youths involved in the study because the survey was completely anonymous for them, and the students could have elected to take the survey in private with no one else present.

The Measurement Tool

There were three issues with the measurement tool that had the potential to impact the findings of the study: the intent behind the physical violence youths perpetrated on animals was not explored: there was no determination between which individuals had physically and/or sexually harmed an animal only a single time and those who participated in these acts on multiple occasions; and there was a low response rate for the question regarding the temporal order of illegal sexual behavior with humans and acts of bestiality.

Intention. Upon completion of the study, while coding the physically violent acts against animals written in the "other" category the researcher found that some youths had killed an animal that had been injured and had labeled these killings as "mercy killings". This reminded the author that not all acts of violence against animals have the same intent. None of the physically violent behavior to animals took into account what the perpetrators' intentions were (e.g., end an

animal's suffering, correction, self-defense). Because some intentions would likely be considered to be socially acceptable, this could have led to an overestimation of the relationship between physical violence against animals and would certainly have increased the percentage of youths reporting involvement in these activities.

Frequency of physical and sexual acts with animals. All participants were coded as having been violent to animals, or participating in sexual behavior with animals, regardless of whether the individual committed one or committed 300 acts of physical violence or sexual acts against an animal. The original intent of the study was to investigate the level of physical and sexual violence towards animals as related to youths' other criminal activities; however, the design of the survey was flawed and there was too great a potential for youths to report a single act in multiple categories. Because of the potential for youths to report any singular event in more than one category, using a count variable would have increased the number of acts a youth committed against an animal, leading to overestimates of the percentages reported in Chapter 4. Another problem that was found after the completion of the study was that the counts given by youths have a high likelihood of being inaccurate. The participants were asked about their behavior with animals from birth through the age of 18, making the counts based on memory recall. Memory recall may be inaccurate, causing an over- or under-estimation of physical violence and sexual behavior with animals. Furthermore, individuals who filled out the computerized survey had an upper limit of 255 physically violent and sexual acts with animals that they could report. This was

discovered after data were collected. This could also have lead to error in the results reported. While there was no one who reported this upper limit in sexual behavior with animals, there were participants who reported this upper limit when filling out their physically violent acts with animals. It is possible that there were youths who engaged in more than 255 physically violent acts with animals, but the design of the measurement tool precluded the researcher from finding this out.

Temporal order for illegal sexual behavior with people and for bestiality.

Again, after data were entered to be analyzed the researcher realized that the wording of the questions used to obtain the temporal order for sexual behavior was complicated. The complex wording may have impacted the youths' understanding of the category into which they fell. This could have led to the very low response rate of youths answering this question. However, it should be noted that only seven youths were eligible to answer the final question regarding the order in which they participated in sexual behavior with animals and their illegal sexual behavior with humans.

Implications for Social Work Micro and Macro Practice

Social Work Micro Practice

Perhaps the most important finding of the study concerns the link between bestiality and sexual violence against humans. The findings of this study suggested that juvenile sexual offenders were statistically more likely to participate in sexual behavior with animals than either non-offenders or non-violent offenders. Furthermore, youths who admitted to both a sexual and a violent offense (violent/sex offender) were more likely to have committed an act

of bestiality than non-offenders. These findings underscore the need for social workers to begin asking questions regarding youths' sexual interactions with animals. This is valuable information that should be asked for by social workers conducting psychosocial evaluations with youths. This type of behavior youths engage in with animals may serve as a warning sign to practitioners that youths may be participating in illegal sexual behavior with people. Furthermore, by asking questions about, and identifying a youth's sexual behavior with animals a social worker can intervene with a form of treatment that is appropriate for the youth's interactions with people and animals. Unfortunately, it is unlikely that social workers ask such questions about a youth's sexual behavior with animals regardless of the setting in which the social worker practices.

The results of the current study also point to the need for physical acts of violence to animals to be assessed for by social workers during the psychosocial assessment. According to the results of this study, violent/sex offenders are more likely to be involved in violence to animals than non-offenders, non-violent offenders, or sex offenders. The findings from this study also did not show any differences between violent offenders, non-violent offenders and sexual offenders when compared to each other; however, all offender types were more likely to be violent to animals than non-offenders. Therefore, youths who are violent to animals may not be physically violent to people, but they are more likely to be involved in other forms of criminal activity. These negative behaviors towards animals may serve as a warning sign of the possibility that the youth is engaging in forms of illegal behavior. By assessing for physical violence to animals social

workers can then use appropriate interventions with a juvenile who does engage in physical violence to animals and/or people.

Another issue the results of this study bring to light is the level of physical violence to animals that takes place among youths. Out of the overall sample, 42.1% admitted to some form of physical violence to animals. Even 31.4% of non-offenders admitted to some form of animal cruelty. While this study shows that not all youths who are physically violent to animals commit crimes, it does show that there are many youths who harm animals. This seems to be evidence that our society is a violent one towards animals. The findings reported in the previous chapter suggest that our society in some way fosters violence towards animals. This violence has been linked to other problems within the home, such as physical violence towards the child or other types of domestic violence (Strand, 2003). Social workers should familiarize themselves with all of the issues that may be present in the life of a youth who harms animals physically.

Social workers need to also be aware that the relationship between violence to people and animals was not found in the current study to have a specific order (e.g., physical violence to people proceeding physical violence to animals). Therefore, it is important to continue to monitor youths' behaviors with people and animals throughout treatment.

Social Work Macro Practice

The findings of this study have several implications for social work macro practice in the realm of advocacy. One of the first areas that social workers practicing in the macro arena should pay attention to is the reporting of physical

and sexual violence to animals. Frequently, the reporting of animal cruelty of either a sexual or physical nature is not made to authorities in the same way as would similar acts be reported that had been directed at children. Consequently, there frequently is no intervention for the person inflicting the harm on the animal(s). It would be helpful for macro practice social workers to work with other professionals such as animal control officers, veterinarians, and possibly, the Department of Children's Services, to establish reporting laws for physical and sexual violence towards animals. Youths and others involved in those acts could then be further assessed for possible issues in other areas such as sexual and physical violence towards people.

Social workers could also advocate for the mandatory treatment of youths who commit acts of violence against animals and/or bestiality. Because youths may commit acts of violence to people and animals in any order, treatment at any point of their violence to animals may be helpful in preventing or stopping further violent acts against people.

Implications for Future Research

There is clearly more researchers in the social work discipline can do to further our understanding of physical and sexual violence to animals and the link these forms of violence have with crimes and violence towards humans. One of the overarching themes is the need for a consistent definition of what constitutes animal "cruelty." A related need is a more consistent and reliable measurement tool to use to examine the concepts of sexual and physical violence towards animals and crimes against humans. In addition to the above problems, which

impact all research that has to date been conducted in this area of study, there are important methodological issues concerning sampling, measurement, research design and data analyses.

Sampling

This dissertation study did not examine physical violence and sexual behavior with animals engaged in by the female population, and these behaviors have rarely been investigated among females. It would be helpful for future studies to examine physical violence to animals and sexual behavior with animals committed by females in order to determine whether females participate in the same types of behaviors with animals as do males, to what extent females do participate in these behaviors, and how females who harm animals may be involved in other types of criminal activity with humans.

Measurement

Intentions of behavior against animals. In this study, the author asked participants in an open-ended manner if there was anything they wanted to report. This researcher received several responses from youths explaining that their physical violence to animals was for behavioral correction of the animal, for self-defense, or that a killing was necessary to keep the animal from being in pain (e.g., “mercy killing”). One of the areas left unexplored is whether these motivations for violent acts against an animal lead to the same probability of harming people. Does the intentions of correcting, defending, or helping an animal bring about the same likelihood the youth will commit an act of violence against a person?

Number of violent acts, extent, and methods used against animals. Agent Brantley of the Federal Bureau of Investigation states,

“ . . . you have to look at the quality of the act [of violence] and at the frequency and severity. If a child kicks the dog when somebody’s been aggressive towards him, that’s one issue, but if it’s a daily thing or he has a pattern of tormenting and physically torturing the family dog or cat, that’s another” (Lockwood & Church, 1996, p. 2).

While there is currently no empirical data to back up the implications of this statement by Agent Brantley, it is still an area needing to be investigated further by researchers. One of the types of information this study sought to answer, but failed to provide because of measurement problems was whether the number of times a youth harms an animal impacts the likelihood that the youth will harm (or will already have harmed) a person. It seems unlikely that a person who harms an animal a single time has the same potential to harm humans as a youth who tortures animals on a weekly basis using methods where the animal shows a great deal of pain. However, more research is needed to explore this potentially vital and telling area.

Research Design

Temporal order and intentions of sexual behavior with animals.

Again, the temporal order of acts of sexual violence was not successfully examined in this study and has not been examined by other researchers, making this an especially important area of future study. This information would be helpful to social work practitioners who work with juvenile sexual offenders. If

the majority of sexual offenders have sexual relationships with animals before people, it could be that these youths are “practicing” their sexual grooming with animals before putting them into practice with human victims. It will be necessary to ask youths questions about their motivation for bestiality. Is it for gratification, practice, easy access, or some other reason? By examining this question, researchers can aid practitioners in their understanding of sexual offenders’ sexual behavior with animals.

Data Analysis

Exposure. This study did not control for the ages of the youths who committed acts of violence to animals or engaged in sexual behavior with animals. It is unknown at this time if youths who were older participated in more acts of violence or sexual acts with animals than their younger peers. Additionally, it is unknown if the violence to animals or sexual behavior increases in intensity over time. For instance, does a youth who slaps an animal at age 12 become more violent as he gets older or if his level of sexual behavior increases from touching an animal’s genitals to engaging in intercourse.

Over-sampling of specific populations. Researchers wishing to conduct similar research in the future should take special care to increase the number of juvenile violent, sexual, and violent and sexual offenders included in the sample. The sample in the current study consisted primarily of non-offenders and non-violent offenders. Because of this it could be that statistically significant differences were not found as a result of low statistical power due to the small number of youths in the above three groups. By increasing the sample size in

those categories, researchers could increase statistical power and representativeness, potentially increasing our understanding of how those groups interact with animals in a physically violent or sexual way.

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Appendices

Appendix A

Informed Consent Letter

Dear Parent or Guardian:

My name is Stephanie Harness and I am a doctoral candidate at the University of Tennessee's College of Social Work. I am working on my dissertation under the supervision and direction of Dr. William Nugent. Thank you for taking the time to consider the possibility of your child participating in my research study as discussed over the telephone with Facility Name staff. As you talked about then, I will need the attached forms signed by you for your child to be allowed to participate.

Included are two copies of the consent form. One copy is yours to keep. Please send the second copy back in the self addressed stamped envelope you have been provided.

Before mailing the consent form back, be sure to initial the first, second and third page of the consent form, and sign the fourth page.

Sincerely,

Stephanie Harness, PhD. Candidate

Exploring the Link between Interpersonal Violence and Violence to Animals among Juveniles

Introduction

Your child is invited to take part in a research study being done by a researcher at the University of Tennessee's College of Social Work. The study will look at teens' behavior with animals, what kinds of animals are harmed by some teens, and how and if teens who hurt animals hurt people. The study will also look at what kinds of behaviors may possibly be linked to harming animals.

Study Information

If you decide your child can take part in the study, he will be given information about the project by one of Facility Name's staff members. The information he will receive is very similar to the information you have been given over the phone and on this consent form. He will be told that he will be filling out a survey if he agrees to participate in the study. He will also be given the following information: 1.) what type of questions are on the survey; 2.) where he will be filling it out; 3.) how long it will take him to fill out the survey; and 4.) what the risks are to him and the protection measures that are in place. He will also be told that there are no consequences or punishments for him should he decide not to participate in the study at all or decides not to participate at anytime during the study. If he would like to take part in the project, he will be given and asked to sign a form stating that he is willing to fill out the survey.

If both you and your child sign the permission forms, your child will be included in the study and he will be asked to fill out the survey one time on a specific day. The survey will ask questions about why he is receiving treatment at Facility Name, past behavior, and his specific physical violence to and detailed sexual acts with animals.

On the day of the survey, your child will be sent to a place in his treatment center with small groups of other teens. He will be placed in a specific seat to protect his privacy and make it harder for others to see what he writes on the survey. Your child, the researcher, and a few staff members from his treatment center will be present in the room when he fills out the survey. The researcher will read the survey to everyone to make sure they understand the questions and to answer questions participants may have. It will take your child about 30 to 45 minutes to finish the survey. As a thank you to your child, he will be given a snack and soda of his choice.

Once he has completed the survey or has decided not to participate he will put his survey in an envelope and seal it. The researcher will not open the envelopes until she leaves Facility Name and returns to the University of Tennessee, so Facility

_____ Parent or Guardian Initials

Name staff will not know what your child wrote.

Please keep in mind that your child will be allowed to stop filling out the survey at anytime and he can skip questions. He will also have the right to refuse to participate in the study at anytime with no consequences given to him or to you including the loss of services.

Risks

There may be some risks to your child if you allow him to participate that the researcher wants to make sure you are made aware of, but there have been steps taken to reduce these risks as much as possible.

One risk to your child if he participates is that he may feel some discomfort answering some of the questions. To help him deal with his discomfort and other emotions, therapists will be available after the survey if he needs to talk with someone.

A second risk is that someone might find out what he says on the survey and that might cause him some legal troubles. To help protect against this happening, the researcher has received a Certificate of Confidentiality from the National Institutes of Health. With this Certificate, the researcher and Facility Name staff involved in the study cannot be forced to disclose information that may identify your child, even by a court subpoena, in any federal, state, or local civil, criminal, administrative, legislative, or other proceedings. The researcher and Facility Name staff will use this Certificate to resist any demands for information that would identify your child except as explained below.

You should understand that a Certificate of Confidentiality does not prevent your child or the child's family from voluntarily releasing information about his participation in the study. Please note that if your child chooses to speak with a therapist after the survey, and voluntarily discloses sexual or physical abuse that he has experienced or perpetrated and/or the intent to cause harm to himself or others it will be reported to the proper agencies. These agencies may include the Department of Children's Services and/or the proper police department for sexual and physical abuse and Mobile Crisis for the intent to hurt himself or others. Other than the above exceptions, there will be no voluntary or involuntary disclosures to any agency or court regarding your child's participation in the study or with regard to what he may have written on the survey.

Because Facility Name staff knows who was involved in the survey, the researcher has asked them to sign confidentiality forms before they contacted you over the phone and they have been educated about the Certificate of

_____ Parent or Guardian Initials

Confidentiality. The forms say that they cannot tell anyone who has or has not participated in the study or any other information they may find out about your child's answers by accident, and they have signed them. Again, the only exception to this rule is if your child voluntarily discloses sexual or physical abuse that he has experienced or perpetrated and/or the intent to cause harm to himself or others to a therapist after the survey.

To further protect your child from a breach of confidentiality, no one will see your child's completed survey except the researcher and her professor, and they will not be able to tell which survey is his. Facility Name staff will not be shown any child's completed survey. Facility Name staff and administrators will only be given a final copy of the results. The results will combine everyone's answers together making it very difficult for your child's answers to be identified by Facility Name staff. When the survey is given to the youths there will be at least one empty chair or desk on all four sides of each child so they cannot see each others' answers. Your child will also have a cardboard screen and a blank piece of paper he can use to hide his answers from others.

Your signed consent forms, your child's signed permission or assent forms, and completed surveys will be stored in a locked filing cabinet in the office of Dr. William Nugent in Henson Hall at the University of Tennessee. Only Ms. Harness and Dr. Nugent will have access to the locked filing cabinets. Your child's answers will be stored on the researcher's computer. The answers will be encoded by using numbers rather than actual names of offenses committed by your child or behaviors he has had towards animals. In addition, the researcher's computer requires a password, which only she knows.

Benefits

There is no money or other types of benefits to you or your child. However, the knowledge obtained from your child's participation in this study does have the potential to benefit society in general. Knowledge gained from this study can help identify youths at risk of perpetrating violence towards humans, and may help in the development of prevention treatment methods.

Confidentiality

Access to the information collected during the study including consent and assent forms and the completed surveys will be made available only to the researcher and her professor conducting the study. Additionally, no reference will be made in oral or written reports that could link participants to the study.

Contact Information

If you have questions at any time about the study, you may contact the researcher,

_____ Parent or Guardian Initials

Stephanie Harness, at her office in the University of Tennessee College of Social Work's Henson Hall at (865)974- 6481. If you have questions about your child's rights as a participant, contact the Office of Research Compliance Officer, Brenda Lawson at (865)974-3466.

Participation is completely voluntary and there are no penalties to you or your child for not allowing your child to participate. In addition your child and you will not lose access to any services if you decline to allow him to participate.

Consent

I have read the above information. I have received a copy of this form. I agree to allow my child to participate in this study.

Guardian's Signature _____ Date _____

Relationship to Child _____

Appendix B

Assent Form

Exploring the Link Between Interpersonal Violence and Violence to Animals Among Juvenile Offenders

You are invited to be a part of a research project through the University of Tennessee. The study will look at teen's behaviors with animals, what kinds of animals are hurt by some teens, and how and if teens who hurt animals hurt people. The study will also look at what kinds of behaviors may be linked to harming animals.

Participation and Study Information

If you agree to be in the project, you will be asked to fill out a survey one time at Facility Name. The survey you will fill out asks about things you have done with animals, including sexual things, and ways you may have physically harmed animals. You will also be asked questions about the crimes and behaviors you are receiving treatment for and things you may have done in the past. You can stop filling out the survey, skip questions, or decide not to fill out the survey at anytime without receiving any punishments.

On the day of the survey, you will be sent to a place in your treatment center with a few other teens around your age. You, the researcher, and a few staff members from your treatment center will be in the room when you fill out the survey. The researcher will read the survey to everyone to make sure they understand the questions and to answer questions you have. You will not put your name on the survey. It will take you about 30 to 45 minutes to finish the survey.

Once you have finished the survey or have decided not to fill it out, you will put your survey in an envelope and seal it. The envelopes will not be opened by the researcher until she returns to the University of Tennessee, so no one at the facility will know what you wrote.

As a "thank you" for your participation you will be given a soft drink and candy bar or chips of your choice. They will be given out by agency staff after you have dropped off your sealed envelope and turned in your writing utensil.

Risks

One risk to you if you participate is you may feel some emotional and physical discomfort answering some of the questions like sadness or anger. To help you deal with your feelings, your therapist will be available after the survey if you need to talk with someone.

A second risk is that someone might find out what you say on the survey and that might cause you some trouble. To help protect against this happening, I have received a Certificate of Confidentiality from the National Institutes of Health.

_____ Participants Initials

This certificate protects you by saying that the researcher and staff members cannot be forced to tell any court or law enforcement agency what you wrote on the survey or that you were even in the study, so you will not face other charges because of what you wrote on the survey.

The Certificate of Confidentiality will not protect you or what you say if you choose to speak with a therapist after the survey, and you tell them about any sexual abuse and/or physical abuse you experienced or did to someone else, or that you plan on hurting yourself or others. Your therapist will report this to the proper authorities and they may discuss this with other staff members. Sexual and physical abuse will be reported to the Department of Children's Services and/or local law enforcement. Mobile Crisis will be called if you plan on hurting yourself or others. Also, this Certificate does not mean that you or a family member cannot tell others that you participated in the study or what you wrote on it if you or they would like to tell.

There is also a chance that one of your peers may see your answers and they may tell other people. To help make it harder for them to see what you have written on your survey, you have been given a cardboard shield to place in front of your survey and a blank piece of paper you can use to hide your answers from others. The only people who will see your survey with all of your answers on it is the researcher and her professor, and they will not be able to tell it was you who answered the questions on the survey. No one from your treatment center will be shown your survey. No one from your treatment center will be told what you wrote on it.

Contact Information

If you have questions at any time about the study, you may contact the researcher, Stephanie Harness, at her office at (865)974- 6481. If you have questions about your rights as a participant, contact the Office of Research Compliance Officer, Brenda Lawson at (865)974-3466.

Assent and Confidentiality Agreement

I have read the above information. I have received a copy of this form. I would like to participate in this study. I also agree not to tell other people who else was in the room with me filling out the survey and what I may accidentally see someone else write on their surveys.

Participant's signature _____ Date _____

Staff member's signature _____ Date _____

Appendix C

Survey

Exploring the Link between Human and Animal Violence among Juvenile Offenders

1.) How old are you?

2.) Please circle the category that best describes why you are currently receiving treatment? (Circle all that apply)

A.) Category One

Arson (setting things on fire)
Stealing a Car,
Burglary or Theft,
Damaging or Destroying Property

B.) Category Two-Forceful Sexual Offenses (e.g. threats of hurting the person, physically forcing the person to have sex, using a weapon to get the person have sex with you)

C.) Category Three-Non-forceful sexual offenses (e.g. rubbing against someone without their permission for sexual gratification, giving a younger child gifts to bribe them to have sex with you, exposing yourself)

D.) Category Four

Simple Assault (used force or threatened to hurt another person)
Aggravated Assault (used a weapon or force to cause serious harm to someone)
Murder
Attempted Murder
Robbery (used threats of violence or force in order to steal from others)

E.) Other (Please List All): _____

3.) Please circle the category that best describes activities you have ever performed: (Circle all that apply)

A.) **Category One**

Arson (setting things on fire)
Stealing a Car,
Burglary or Theft,
Damaging or Destroying Property

B.) **Category Two**-Forceful sexual offenses (e.g. threats of hurting the person, physically forcing the person to have sex, using a weapon to get the person to have sex with you)

C.) **Category Three**-Non-forceful sexual offenses (e.g. rubbing against someone without their permission for sexual gratification, giving a younger child gifts to bribe them to have sex with you, exposing yourself)

D.) **Category Four**

Simple Assault (used force or threatened to hurt another person)
Aggravated Assault (used a weapon or force to cause serious harm to someone)
Murder
Attempted Murder
Robbery (used threats of violence or force in order to steal from others)

E.) **Other** (Please List All): _____

4.) Have you ever done anything *on purpose* to injure, inflict pain on, or kill a pet animal, (e.g., dog, cat, ferret, gerbil, snake) which belonged to you or someone else?

A.) Yes

B.) No

5.) For reasons other than killing an animal for food, have you ever done anything *on purpose* to injure, inflict pain on, or kill livestock?

A.) Yes

B.) No

6.) Have you ever done anything *on purpose* to injure, inflict pain on, or kill an animal which you believed to be a stray cat or dog?

A.) Yes

B.) No

7.) Other than for food, have you ever done anything *on purpose* to injure, inflict pain on or kill a wild animal (e.g., squirrels, raccoons, rabbits, birds, deer)

A.) Yes

B.) No

8.) Have you ever performed sexual acts with an animal(s) (e.g., sex, oral sex, touching an animal's private parts for sexual pleasure)?

A.) Yes

B.) No

Question 9 deals with your physical treatment of animals. In this question “animal” means any of the following: pets, strays, wildlife, livestock .

9.) How many times in your lifetime to the best of your memory have you:

A.) blinded an animal

B.) punched an animal with your fist

C.) stabbed an animal

D.) tried to electrocute an animal

E.) killed an animal

F.) removed an animal’s body parts (wings, fins, legs, eyes) while the animal was still alive

G.) tied two animals tails together so they would fight

H.) slapped an animal with an open hand

I.) not fed an animal until it died

J.) tried to hang an animal

K.) broken an animal’s bones

Question 9 Continued:

How many times in your lifetime to the best of your memory have you:

L.) poured harmful chemicals on an animal

M.) burned an animal

N.) tried to blow up an animal

O.) tried to drown an animal

P.) tried to stone an animal

Q.) thrown an animal from a high place

R.) kicked an animal

S.) injured an animal in any other way than those listed (please list what you did and how many times you did it)

10.) Which statement best describes you: (Circle only one)

- A.) I have **never** been physically violent to an animal **(If you circled this one go to Question #12)**
- B.) I have **never** been physically violent to a person **(If you circled this one go to Question #12)**
- C.) I have **never** been physically violent to people or with animals **(If you circled this one go to Question #12)**
- D.) I have been physically violent to both people and animals **(If you circled this one go to Question #11)**

11.) When thinking about your previous behaviors with people and animals, what statement do you believe describes you the best out of the three below:
(Circle only one)

- A.) I became physically violent to animals **before** humans
- B.) I became physically violent to humans **before** animals
- C.) I began being physically violent to humans and animals at about the same time

Question 12 deals with your sexual treatment of animals. In this question “animal” means any of the following: pets, strays, wildlife, livestock .

12.) How many times in your lifetime to the best of your memory have you:

- A.) touched an animal’s private parts (e.g. vagina, anus, penis) for sexual pleasure
- B.) put an object into an animal’s private parts (e.g. vagina, anus, penis)
- C.) put your penis into an animal’s private parts (e.g. vagina, anus)
- D.) had an animal lick your private parts (e.g. vagina, anus, penis)
- E.) killed an animal while performing a sexual act with it for sexual pleasure
- F.) masturbated an animal
- G.) stuck your finger in an animal’s private parts (e.g. vagina, anus)
- H.) kissed an animal’s private parts (e.g., vagina, anus, penis)
- I.) licked an animal’s private parts (e.g. vagina, anus, penis)
- J.) rubbed against an animal to have an orgasm

13.) Which statement best describes you: (Circle only one)

- A.) I have **never** participated in sexual behavior with an animal **(If you circled this one please seal your survey in the provided envelope)**
- B.) I have **never** participated in illegal sexual behavior with a person **(If you circled this one please seal your survey in the provided envelope)**
- C.) I have **never** participated in sexual behavior with animals or illegal sexual behavior with a person **(If you circled this one please seal your survey in the provided envelope)**
- D.) I have participated in both sexual behavior with animals and in illegal sexual behavior with a person **(If you circled this one go to Question #14)**

14.) When thinking about your previous behaviors with people and animals, what statement do you believe describes you the best out of the three below:
(Circle only one)

- A.) I participated in sexual acts with animals **before** illegal sexual behavior with humans.
- B.) I participated in illegal sexual behavior with humans **before** sexual acts with animals.
- C.) I began participating in illegal sexual behavior with humans and sexual acts with animals at about the same time.

Thank you very much for your participation in this study! Please seal your survey in the envelope and turn it in at the front of the room.

Appendix D

Introductory E-mail to College Students

SUBJECT LINE: Studying the Link Between Human and Animal Violence

Hello,

My name is Stephanie Harness and I am a Ph.D. Candidate at the University of Tennessee- Knoxville, College of Social. I need your help to complete my dissertation research which examines the link between human and animal violence among young males.

- Are you between the ages of 18 and 21?
- Are you a male?

If you said yes to both of these questions, I hope you will participate in my study. By answering questions on the attached survey, you will be making a contribution to the study that seeks to understand the nature of the relationship between violence to people and violence to animals. The survey will take you approximately 20 minutes to complete and will be asking questions about behavior you may have participated in before the age of 19. Please note that the questions on the survey are of a sensitive nature and will be explained in more detail to you by clicking the link below.

As a thank you for your time and participation, I am offering you a chance to win one of four gift cards to iTunes in the amount of \$25.00. In order to qualify, you will need to complete the survey and submit your e-mail address. The drawing will take place on or about May 30, 2010.

Thank you for your time and consideration regarding this study.

Sincerely,
Stephanie Harness, Ph.D. Candidate
Principal Investigator
sharness@utk.edu
University of Tennessee College of Social Work
313 Henson Hall
Knoxville, TN 37996-3333

To complete the survey, click on the following link or copy and paste the link into your web browser.

<http://survey.utk.edu/mrIWeb/mrIWeb.dll?I.Project=HUMANANDANIMALVI&i.test=1>

Appendix E

Follow-Up Email to College Students

SUBJECT LINE: Studying the Link Between Human and Animal Violence

Hello,

My name is Stephanie Harness and I am a Ph.D. Candidate at the University of Tennessee- Knoxville, College of Social Work. **You may have received a similar e-mail from me approximately two weeks ago. This e-mail is just a reminder that I need your help to complete my dissertation research which examines the link between human and animal violence among young males.**

- Are you between the ages of 18 and 21?
- Are you a male?

If you said yes to both of these questions and have not already taken the survey, I hope you will participate in my study. By answering questions on the attached survey, you will be making a contribution to the study that seeks to understand the nature of the relationship between violence to people and violence to animals. The survey will take you approximately 20 minutes to complete and will be asking questions about behavior you may have participated in before the age of 19. Please note that the questions on the survey are of a sensitive nature and will be explained in more detail to you by clicking the link below.

As a thank you for your time and participation, I am offering you a chance to win one of four gift cards to iTunes in the amount of \$25.00. In order to qualify, you will need to complete the survey and submit your e-mail address. The drawing will take place on or about May 30, 2010.

Thank you for your time and consideration regarding this study.

Sincerely,
Stephanie Harness, Ph.D. Candidate
Principal Investigator
sharness@utk.edu
University of Tennessee College of Social Work
313 Henson Hall
Knoxville, TN 37996-3333

To complete the survey, click on the following link or copy and paste the link into your web browser.

Appendix F

Information Sheet for College Students

Study Information Sheet

Please print for future reference

Thank you for your interest in my research study. This study will look at young males' behaviors with animals, what kinds of animals, if any, are hurt by them, and how and if young males who hurt animals also hurt people. The study will also look at what kinds of behaviors may be linked to harming animals.

Study Information and Participants' Involvement in the Study

The survey you are about to take will ask questions about specific behaviors you may have participated in **before the age of 19**. It also asks about things you may have done with animals, including sexual things, and ways you may have physically harmed animals *before the age of 19*. You will also be asked questions about the crimes and behaviors you may have received legal charges and/or treatment for *before the age of 19*. The survey also asks questions about crimes and behaviors you may have done in the past, but for which you may have never received treatment and/or legal charges. Please note that you can skip questions (with the exception of identifying your age and gender), or decide not to fill out the survey at anytime. If you would like to exit the survey, simply close your browser.

- By submitting responses, you are indicating your consent to participate.
- The survey requires approximately 20 minutes to complete.
- You are asked to complete this survey only once.
- To advance to the next page in this survey, click on the "Next" Button.

When completing the survey, you will need to start and finish the survey in one sitting. If you close the survey's window before finishing, your responses will be lost, requiring you to start from the beginning.

Risks

Because of the sensitive nature of this study, there have been many steps taken in order to safeguard your anonymity and the confidentiality of your responses in this study. The researcher has received a Certificate of Confidentiality from the National Institutes of Health. With this Certificate, the researcher involved in the study cannot be forced to disclose information that may identify you, even by a court subpoena, in any federal, state, or local civil, criminal, administrative, legislative, or other proceedings. The researcher will use this Certificate to resist any demands for information that would identify you.

Another step taken to secure your safety is that you will be taking this survey anonymously. You will not be signing anything stating that you are willing to participate in the study, and you are not asked to place your name anywhere on the survey. Furthermore, your IP address will not be recorded making it impossible for your responses to be traced back to you, and the information you give will be stored behind a firewall. In addition, the survey site complies with all security policies of the University of Tennessee.

Also, if you choose to register for the gift card drawing, you will be directed to a different site where you will submit your e-mail address. Your e-mail address and your survey responses can not be connected in any way due to this process. In addition, your e-mail address will be entered into a password protected file, and will not be sold or shared with anyone or any other group. Finally, the Certificate of Confidentiality will protect you by ensuring your participation in the study will not be disclosed to anyone even with a court subpoena.

A second risk to you if you participate is that you may feel some emotional and physical discomfort answering some of the questions like sadness or anger. To help you deal with these feelings should they arise, the researcher has attached a list of community resources to the end of this document. You are encouraged to print out these resources before beginning the survey, but the link will also be embedded in select areas of the survey as you fill it out. You may also wish to contact the UT Counseling Center at (865)974-2196 or your private therapist. Should you become overwhelmed with intense emotions, you are encouraged to stop filling out the survey and contact an appropriate referral source from the list provided to help you cope with those feelings.

Please note that the Certificate of Confidentiality will not protect you or your confidentiality if you choose to disclose your answers on the survey to another party, including a therapist. If you choose to report this information to other people, you may be held responsible for any illegal behavior in which you have participated. Some examples of reportable acts include any sexual abuse and/or physical abuse you experienced or did to someone else, or that you plan on hurting yourself or others. Authorities the person may report the information to would be the Department of Children's Services and/or local law enforcement for sexual or physical abuse, and Mobile Crisis if you plan on hurting yourself or others.

Confidentiality

Your responses will remain anonymous and confidential by the researcher. Only this researcher and consultants (e.g., UT Student Statistical Consulting Center and my Dissertation Committee) will have access to the raw data, and there is no way to link your survey responses back to you.

Benefits

By participating, you will be contributing to a body of knowledge focused on the relationship between human and animal violence. Additionally, participation will help this researcher fulfill requirements for the degree of Doctor in Philosophy, with a major in Social Work.

Compensation

The only compensation for participation is the chance to win one of four \$25.00 iTunes gift cards by completing the survey and submitting your e-mail address at the end of the survey. The drawing will take place on or about May 30, 2010.

Contact Information

If you have questions at any time about the study, you may contact the researcher, Stephanie Harness, at her office in the University of Tennessee College of Social Work's Henson Hall at (865)974- 6481. If you have questions about your rights as a participant, contact the Office of Research Compliance Officer, Brenda Lawson at (865)974-3466.

Participation

Your being in this study is totally voluntary and you will not receive any penalties. If you decide to participate you may withdraw from the study at anytime without penalty and without loss of benefits you are otherwise entitled. Submission of the completed survey constitutes your consent to participate.

If you agree to participate, press the "Next" button below to begin.

Vita

Stephanie Ann Harness was born and continues to reside in Knoxville, Tennessee and has been a professional social worker for the past 12 years. She obtained all three of her degrees from the University of Tennessee (UT). Stephanie received her Bachelor of Science in Social Work (BSSW) in December of 1998 and then worked for four years with children and adolescents in both a residential treatment facility as a unit leader and then in a local school system serving as both a counselor and case manager in classrooms serving youths with behavioral and mental health issues. Stephanie then returned to UT in 2003 to earn her Master of Science in Social Work (MSSW), which she was awarded in 2004. She then began working on her Doctorate in Philosophy which she received in May 2011. During her tenure in the doctoral program, Stephanie worked at the University of Tennessee, College of Veterinary Medicine as a social worker providing grief counseling to owners of animals and educational presentations about grief and loss, stress management, and communication. Ms. Harness then began working at Blount Memorial Hospital in Maryville, TN as a therapist in both inpatient and outpatient settings working with patients who are addicted to various alcohol and drugs and patients who are suffering from mental health issues.