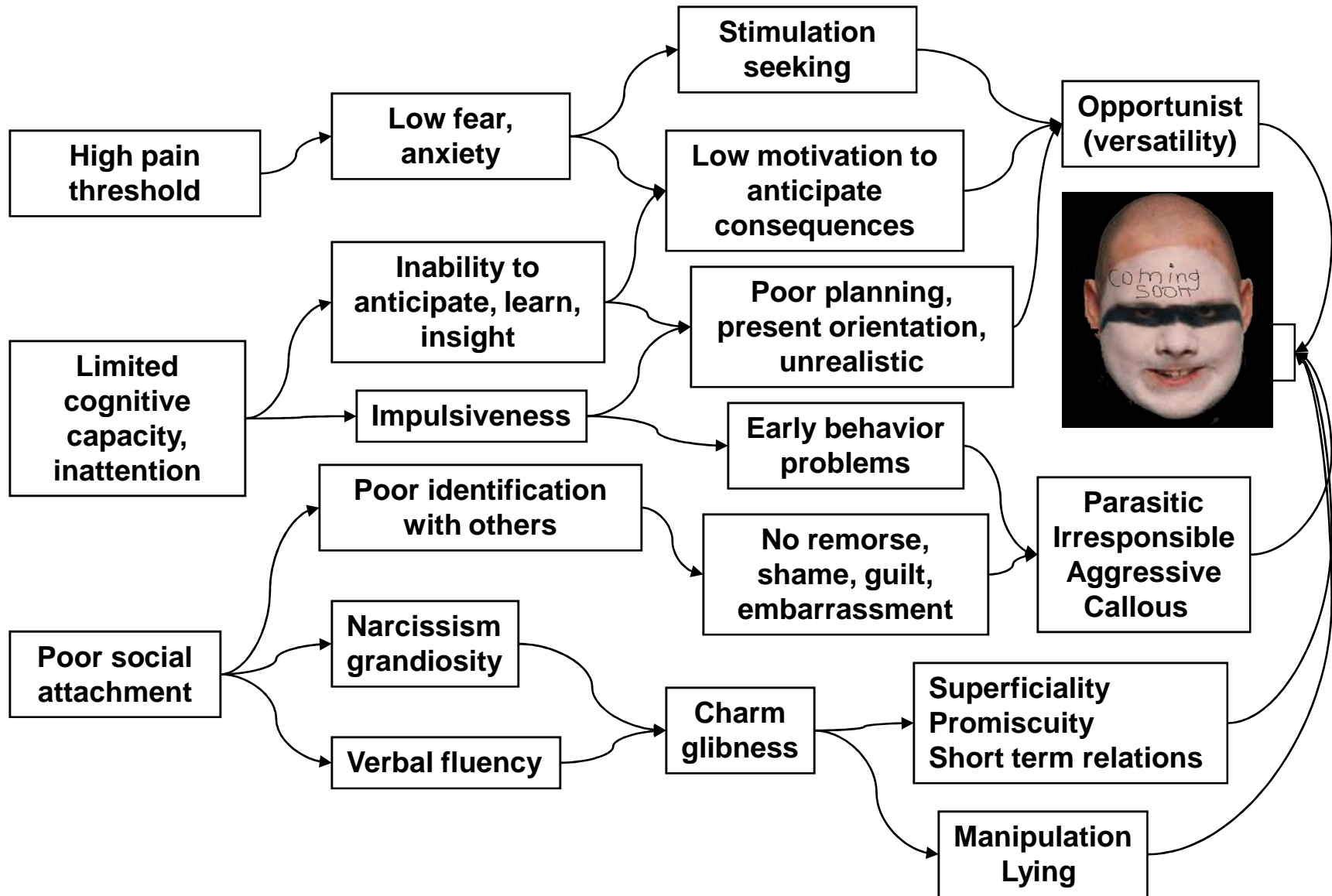


The frog & the scorpion: A psychopath parable



Possible pathways among traits (& potential intervention points)



Amenability: Requirements of Treatment

Timeliness

- willing to attend treatment
- regular attendance
- timely attendance
- remains during session

Personal Acknowledgement

- acknowledge problem
- shows concern about the problem
- admission of guilt
- take personal responsibility
- admits impact on others

Goal Orientation

- can formulate goals
- can formulate specific behavioral objectives
- prioritize goals
- attaches value to goals

Disclosure

- discloses personal information
- discloses sensitive information
- discloses previously unknown information
- expression of feelings
- expression of thoughts, beliefs, attitudes

Ability to Relate

- able to engage with therapist
- self disclosure of historical information
- trusts therapist

Socialization

- identification
- empathy
- guilt
- shame
- embarrassment
- remorse

External response

- compliments
- encouragement & support
- impact on others
- conforms to rules
- responds to direction
- able to be distracted or redirected
- responds to discipline & consequences

Persistence

- accepts treatment homework assignments
- completes homework assignments
- comes prepared for sessions
- reports homework assignments
- persistence in examining difficult issues

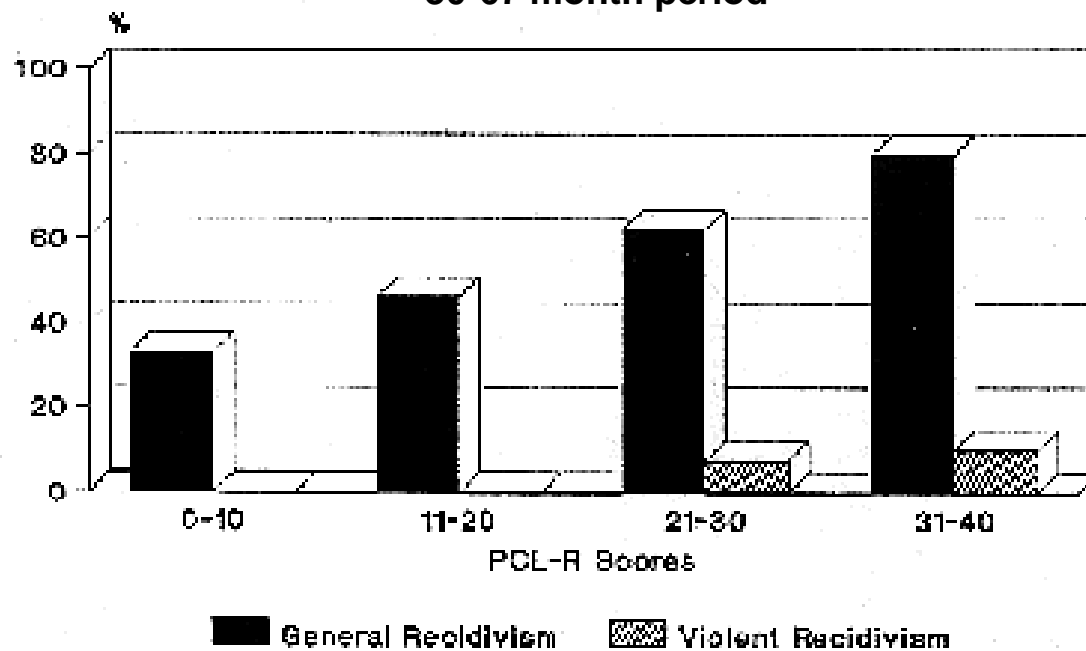
Traditional treatment difficulties with psychopaths

- **Low motivation to change**
- **Noncompliance with requirements & rules**
- **Low empathy, remorse, guilt**
- **Lack of insight into affective state**
- **Avoidance of personal responsibility**
- **Superficial relationships; lack therapeutic alliance**
- **Noncompliance and disruption of others' Tx**
- **Tend to focus on primary goal & ignore peripheral & cost/benefit reasoning**
- **Noncompliant with or abuse medication**
- **Less reactive to punishment**
- **Lack of understanding of antecedents of behavior make relapse prevention strategies difficult**
- **Cannot trust self-report, deceptive, manipulative**



The higher the psychopathy, the higher the recidivism risk

Figure 1
Recidivism as a Function
of Psychopathy
30-67 month period



Implications of psychopathy for law enforcement & corrections

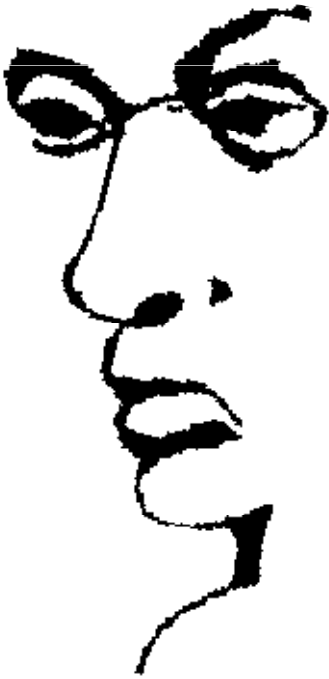
- Juvenile diversion, early intervention, and family intervention programs are the best hope to reduce offenders
- Build respectful relationships with youth through opportunities for positive rather than negative interactions
- Much juvenile offender behavior is triggered by incidents at home
- Avoid arguments about intention, motivation or denial; focus on behavior & consequences
- Appeals to empathy and threat of punishment *may not be effective* with youth with psychopathic features
- Expect the unexpected— they don't respond to reason and act impulsively even when it is clearly to their disadvantage
- Antisocials may “age out” but psychopaths and pedophiles continue with high risk behavior throughout their lives
- Some psychopaths are consummate liars and extremely difficult to detect; consistency in behavior is a better measure

The Great Escape...

- Offenders classed as psychopathic were around 2.5 times more likely to have been given a conditional release than undiagnosed offenders;
- psychopathic sex offenders were 2.43 times more likely to have been released than their non-psychopathic counterparts,
- psychopathic non sex offenders were 2.79 times more likely to have been released than non psychopathic counterparts.



**Corrective Thinking:
what you think
is what you do**



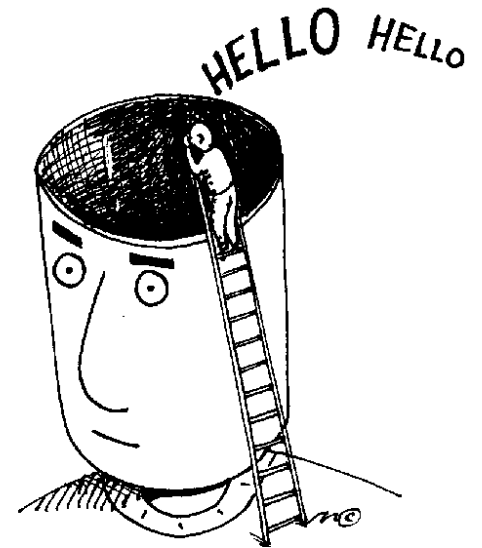
**Corrective Thinking:
what you think
is what you do**

liar



Faulty Beliefs: when high school students were shown a date rape scenario--

- **59% indicated having done something similar**
- **33% expressed some likelihood of raping**
- **66% believed the rape was the victims fault**
- **40% believed that in spite of the resistance, the woman wanted forced sex**
- **20% believed that “roughing up” sexually excites a woman**
- **17% said that such force is the only way to arouse a “cold” woman**
- **17% reported that going home with a man is consenting to sex**
- **11% said that getting drunk at a party makes a woman “fair game”**



Effectiveness of Corrective Thinking

High risk clients

- 66% reduction in crime for those who completed the program.
- 33% reduction in crime for those who entered but did not complete.
- 48% of all clients pursued no new crime.
- 29.4% exhibited a decrease in crime.
- 6.4% showed no change.
- 15.6% exhibited an increase in crime.



Average number of criminal charges:

- Reduced by slightly over 50% for all clients who entered the program.
- Reduced approximately 66% for those who completed the program.
- Reduced by approximately 33% among clients terminated before completion.
- Reduced 79.17% for those who completed and had no previous arrests.
- Reduced 36.36% for those who terminated prior to completion with no prior arrests.

***Truthought's Corrective Thinking Treatment Model* includes four studies done by University of Wisconsin, US Department of Justice National Institute on Corrections, US Department of Justice Bureau of Justice Assistance (1988-1993)**

Key Points in Treatment

- Early intervention (childhood) is more effective than later (adolescence and adulthood)
- Multimodal approaches are more effective than singular approaches
- Minimize manipulation by frequent collaboration among parents & providers
- Decreasing family pathology & increasing competent parenting is essential for youth
- Empathy training works with younger clients and those who are more socialized; less well with callous & remorseless clients (may actually increase recidivism)
- Hold clients to behavior change, not just participation in and completion of a program
- ODD, CD, and ASP respond to treatment, but no effective treatment has emerged yet for the psychopath



Protective Factors

Environment

- Middle or upper class
- Low unemployment.
- Adequate housing.
- Pleasant neighborhood.
- Low prevalence of neighborhood crime.
- High-quality healthcare.
- Easy access to adequate social services.
- Flexible social service providers who put clients' needs first.

Family

- Adequate family income.
- Structured and nurturing family.
- Parents who promote learning.
- Fewer than four children in family.
- Two or more years between the birth of each child.
- Few chronic stressful life events.
- Multigenerational kinship network.
- Nonkin support network.
- Warm, personal relationship with parents(s) and/or other adult(s).
- Little marital conflict.
- Family stability and cohesiveness.
- Plenty of attention during first year of life.
- Sibling as caretaker/confidante.
- Clear behavior guidelines.

School

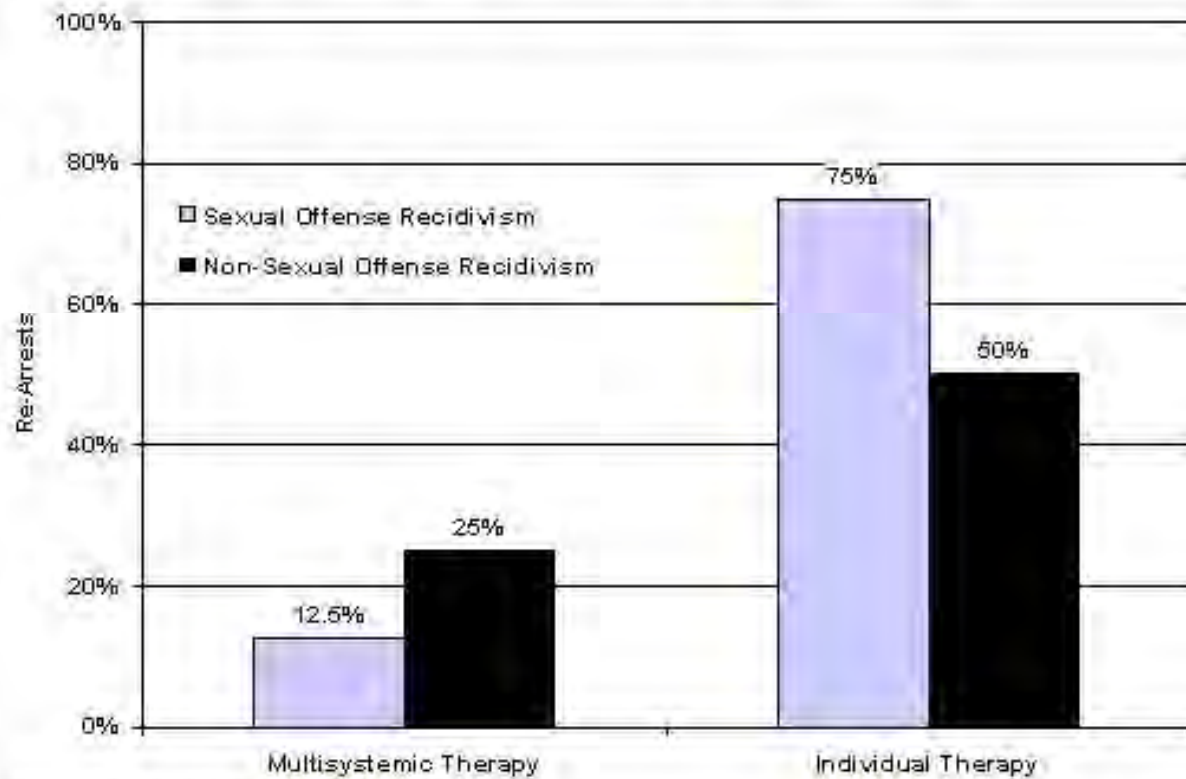
- Schools that promote learning, participation, and responsibility.

Individual

- Positive early development.
- No emotional or temperamental impairments.
- Physically healthy.
- Highly intelligent.
- Positive personality characteristics, such as being affectionate, autonomous, adaptable, having a positive outlook, and exercising self-discipline.
- Adequate problem-solving skills.
- Appropriate social skills.
- Learned to do one thing well that is valued by themselves, their friends, or their community.
- Able to ask for help for themselves.
- Able to bond with a socially valued, positive entity, such as school, community group, church, or another family.
- Can distance themselves from their dysfunctional families, so the family is not their sole frame of reference.
- Interactions with a caring adult who provides consistent, caring responses.

Juvenile Sex Offenders

"Multisystemic" Therapy Recidivism

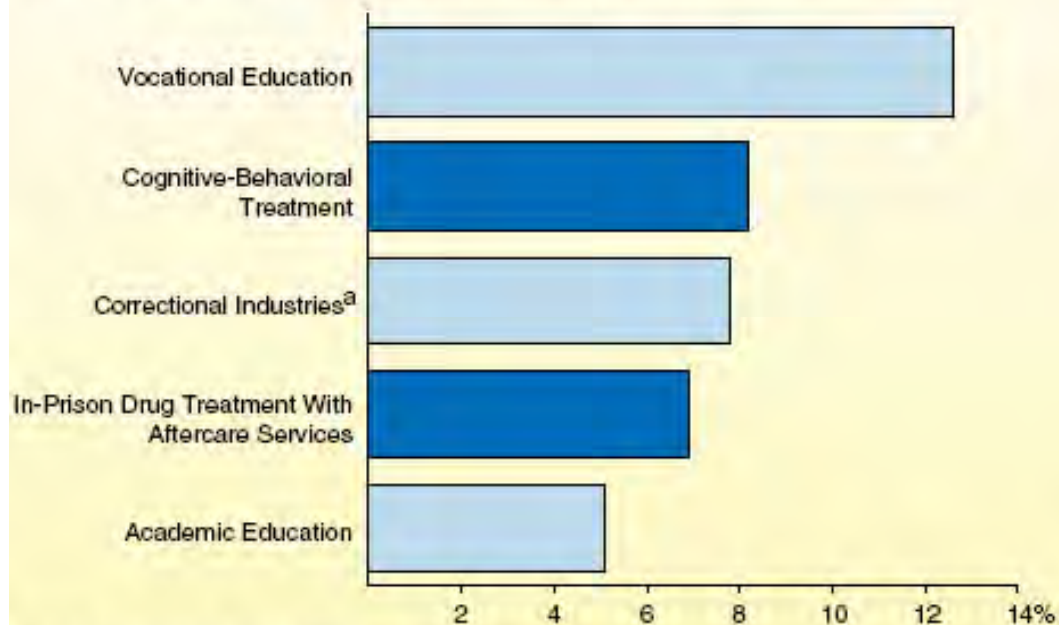


Source: Barduin, Henggeler, Blasko, & Stein, (1998)

Figure 2

Inmate Education Among the Most Effective Programs At Reducing Recidivism

Percentage Reduction in Recidivism (2006 National Data)



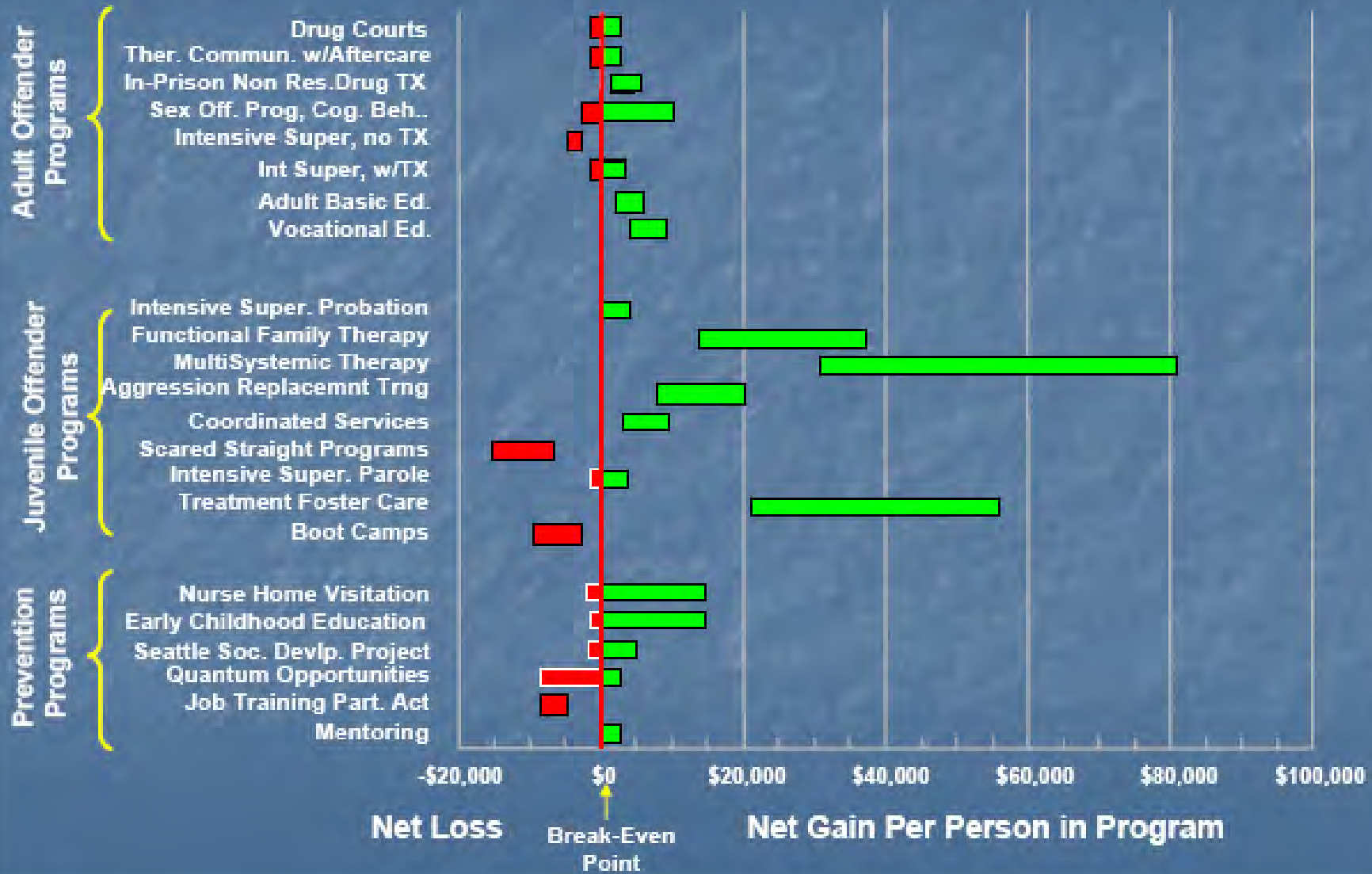
Source: Washington State Institute for Public Policy.

^a In some cases, these programs incorporate vocational education.

Effectiveness of interventions for Serious & Violent Offenders

	Noninstitutionalized Offenders	Institutionalized Offenders
Positive effects, consistent evidence	Individual counseling, interpersonal skills, behavioral contracting	Interpersonal skills, teaching family home
Less consistent positive effects	Multiple services, restitution, probation & parole	Cognitive behavioral treatment, community residential programs, multiple services
Inconsistent but generally positive	Employment related programs, academic programs, advocacy, family & group counseling	Individual counseling, guided and group counseling
Inconsistent weak or no effects	Reduced caseload, probation & parole	Employment related programs, drug abstinence, wilderness programs
Consistently weak or no effects	Wilderness challenge, early release, deterrence and vocational programs	Milieu therapy

Economic Estimates From National Research For Adult & Juvenile Justice and Prevention Programs



Population Based Interventions

Problem Area	Best Support	Good/Moderate Support	Promising Practices	Known Risks
Juvenile Offenders	Multi-Systemic Therapy; Multi-Dimensional Family Treatment Foster Care; Functional Family Therapy; Aggression Replacement Therapy	Dialectical Behavior Therapy; Family Integrated Transitions (FIT)		Group Therapy without a skills focus
At Risk for Out of Home Placement		Family Group Conferences; Parent-Child Interaction Therapy; Behavioral Parent Training; Family Focused, Child Centered Treatment		
History of Abuse and Neglect	Parent-Child Interaction Therapy	Cognitive Behavioral Therapy for Children with Sexual Behavior Problems; Eye Movement Desensitization and Reprocessing; Child/Parent Physical Abuse CBT	Trauma-Focused Integrative Eclectic Therapy; Trauma-Focused Play Therapy	
School-Aged Prevention		Promoting Alternative Thinking Strategies (PATH); Project ACHIEVE; Families and Schools Together (FAST); Anger Coping Self-Instruction Training		

Roundtable Discussion



- **Briefly introduce yourself and the kind of work you do related to our topic**
- **What most surprised you about the topic?**
- **What was most interesting?**
- **What will be most useful—how can you apply it in some way?**

Q&A

