

Adolescents and Young Adults who Sexually Abuse: Advances and Controversies

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WELCOME!

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- *Healthy lives,*
- *Safe communities*



The Problem

- Smith, Goggin, & Gendreau, 2002
- Meta-analysis
- 117 studies since 1958
- 442,471 criminal offenders, including juveniles

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- No form of punishment reduced re-offense risk



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A real problem

- *Prisons and intermediate sanctions should not be used with the expectation of reducing criminal behavior.*
 - Includes intensive surveillance, electronic monitoring, DARE, Scared Straight, etc.
 - Some indication of increased risk for low-risk criminals
 - www.ccoso.org

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It's been - what - 35 years since the first juvenile program?

WHAT HAVE WE LEARNED?

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6 Principles



1. Adolescents are not “little adults”
2. Most adolescents do not re-offend sexually
3. Assessment measures help, but are not stand-alone instruments
4. Resiliency and protective factors as well as risk factors
5. The right person-centered treatment makes a difference
6. The qualities of the professional can change outcomes

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1. Adolescents are not “little adults”

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Letourneau & Miner, 2005

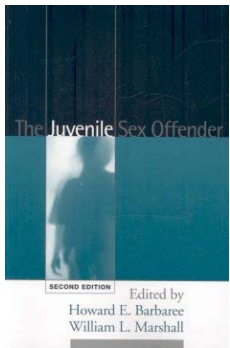


Three realities that should influence our legal and clinical interventions:

1. Our recognition of sexually inappropriate to abusive behavior by children and teens gives us all an opportunity to intervene earlier
2. Adolescents who sexually abuse have more in with other “juvenile delinquents” than adult sex offenders
3. The re-offense rate for adolescents is very different from the recidivism rates for adults (and even lower after successful intervention).

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Barbaree and Marshall 2006





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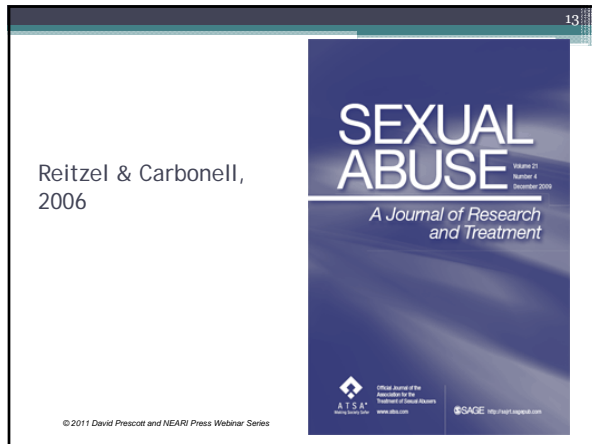
Barbaree and Marshall (2006)

- First reference to GLM and Approach goals with adolescents




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2. Most adolescents do not re-offend sexually



Reitzel and Carbonell (2006)



- Summarized data from 33 studies on sexual re-offense by adolescents
- Follow-up averaged four and a half years
- 9 studies contained a no treatment control group or a comparison treatment group
- Treated adolescents recidivated sexually at a lower rate (7.37%) than untreated adolescents (18.93%; Total $N = 2986$)

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Reitzel & Carbonell (2006)


- Average weighted effect size of **0.43** ($N = 2986$, 9 studies, $CI = 0.33-0.55$)

Group	Reoffended
Treatment	43
No Treatment	100

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Reitzel & Carbonell (2006)


- Recidivism rates ($N = 5335$, 4805 male)
- 11.87% sexual recidivism
- 22.59% non-sexual violent
- 28.99% non-sexual non-violent
- 22.30% unspecified
- (R = arrests, convictions)



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Implications and a caution

- High rates of non-sexual recidivism: We need treatment to promote responsible living in all areas
- The right treatment approaches with the right client have a demonstrable positive impact on reducing recidivism.
- There has been no direct examination in the literature of treatment outcomes with youth who have refused or dropped out of treatment.
- Our job is to create willing partners in change.

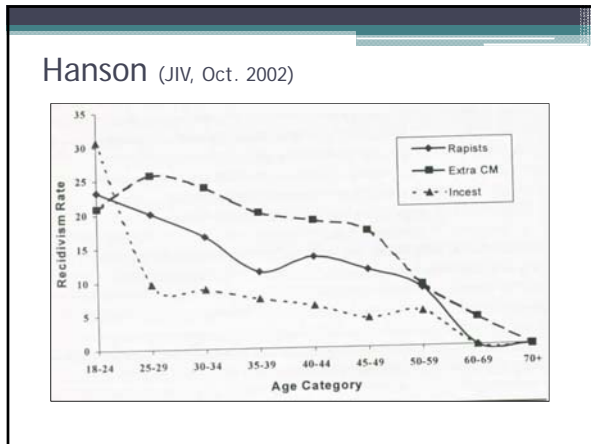


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Worling et al, 2010

- Followed 148 juveniles for 12-20 years
- Prospective study
- 16.22% sexual re-conviction rate (24 of 148)
- More likely to commit other crimes
 - *“Relative to the comparison group ($n = 90$), adolescents who participated in specialized treatment ($n = 58$) were significantly less likely to receive subsequent charges for sexual, nonsexual violent, and nonviolent crimes.”*

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3. Assessment measures help, but are not stand-alone instruments



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Viljoen et al (2012)

- Examined predictive validity of JSOAP—II, ERASOR, JSORRAT—II, and Static-99 with adolescents.
- AUC scores ranging from .64 to .67.
 - Comparable to adult studies (.68)
- Moderate to high variability across studies

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4. Resiliency and protective factors as well as risk factors

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RISK:
Schwartz, Cavanagh, Prentky, & Pimental, 2006;


PROTECTIVE:
Bremer, 2006;
Benson, Scales & Roehlkepartain 2011,
Gilgun, 2006

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Protective Factors

- Supportive families
- Education
- Stability in one's daily life
- Adequate knowledge about human sexuality
- Having a confidante
- Ability to regulate emotions
- Opportunities to explore one's interests
- Hope
- Plans for the future



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Risk

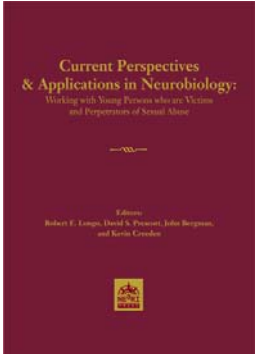
- First offense
- Impulsivity
- Breaking other laws, a
- History of sexual victimization
- Witnessing domestic violence
- Neglect
- Psychological abuse
- Physical abuse
- Having antisocial caregivers
- Attachment problems
- Subsequent
- Self-management
- Attitudes (?)
- Interpersonal competence
- Contextual factors, including peer groups and family environment
- Abuse-related interests (subject to change without notice!)

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5. The right person-centered treatment makes a difference

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Longo, Prescott, Bergman & Creeden, 2012



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Case Example


- “Chris”
- Serious sexual behavior problems
- Speech therapy
- Interpersonal competence

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6. The qualities of the professional can change outcomes

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Marshall, 2005




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The image shows the cover of the journal 'SEXUAL ABUSE: A Journal of Research and Treatment'. The cover is dark blue with white text. It includes the journal title, volume and issue information (Volume 21, Number 4, December 2009), and logos for the American Professional Society on the Abuse of Children (APSA) and SAGE publishing.

Marshall, 2005

- Warm
- Empathic
- Rewarding
- Directive



Problem: Many people think they have these qualities, but don't

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The slide features a list of four qualities: Warm, Empathic, Rewarding, and Directive. To the right is a portrait of an elderly man with white hair, wearing a brown sweater. Below the list, a text box states: 'Problem: Many people think they have these qualities, but don't'.

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Next Frontiers...

Understanding motivation
Brain-based interventions

Central task: Building "responsivity"

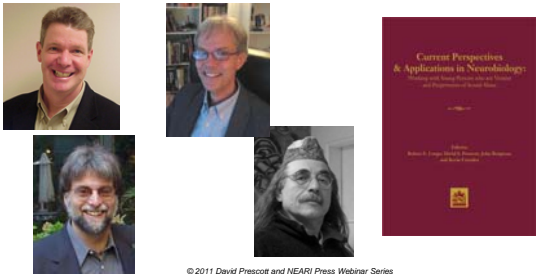
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The slide has a white background with a light blue header. The text is centered and includes the title 'Next Frontiers...', two bullet points, and a central task statement.

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Brain-Based Interventions

Longo, Prescott, Bergman & Creeden, 2012

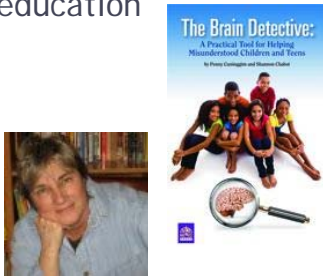


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The slide features the title 'Brain-Based Interventions' and the authors 'Longo, Prescott, Bergman & Creeden, 2012'. It includes four individual portraits of men and a book cover titled 'Current Perspectives & Applications in Neurobiology: From Basic Research to Clinical and Experimental Applications'.

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Brain-based education

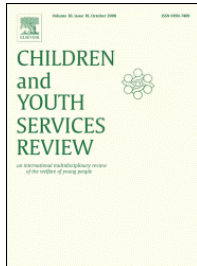


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The slide has a white background with a light blue header. It features the title 'Brain-based education', a portrait of a woman, and the cover of the book 'The Brain Detective: A Practical Tool for Helping Misunderstood Children and Teens' by Perry Colangelo and Thomas O'Leary.

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Communities involved in prevention...



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The slide features the title 'Communities involved in prevention...' and the cover of the journal 'CHILDREN and YOUTH SERVICES REVIEW: An International multidisciplinary review of the welfare of young people'.

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Wurtele, 2012




Organizations as foundations for prevention

- Culture
- Screening and monitoring procedures
- Boundary education
- Policies

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The key

- We should all work together to build willing partners in change.



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How do people change?

- Challenging “distorted cognitions”?
- Completing assignments?
- Following the manual?
- Through their experiences and discoveries?
- Or via a relationship experience where hope and possibility are renewed... or born.

Empathic, attuned interventions


- Unexpected
- Welcome
- Impactful

What we need

- Mindset
- Heartset
- Spirit
- Attitude
- Intention

Political climate

- Coercion
- Shame
- Blame
- Threats
- Punishment



We can leave no one behind



Neuro-research reminds us:

- Compassion
- Respect
- Social justice for all, including our clients
- Prizing differences
- Human potential
- Collaboration