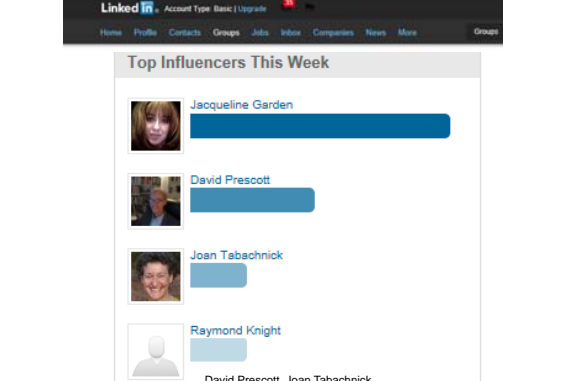


**A Dialogue about Adolescents who have Sexually Abused**  
Presented by: David Prescott and Joan Tabachnick

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NEARI Webinar Series




Top Influencers This Week

- Jacqueline Garden
- David Prescott
- Joan Tabachnick
- Raymond Knight

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What works?

- Do we want them to re-offend or not?
- What can we do?
- Who should we be?
- Is that enough?



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Maine, August 2012

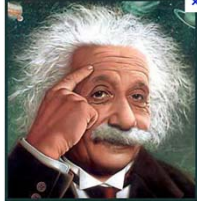


Per M.R.S.A. Title 17-A, Section 261  
Houlton Police Department

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Get Involved In Prevention

**BE A GENIUS!**



*Intellectuals solve problems; geniuses prevent them.*  
- Albert Einstein

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**Think Prevention**

Be prevention  
You are prevention


We are all in the field of sexual abuse prevention

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Our destination

- We can make our communities safer by building healthier lives for all




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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 the juvenile's risk to abuse



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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](http://www.ccoso.org)

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*"The state asks that the defendant, although a tadpole, be charged as a frog."*

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**It's been - what - 35 years since the first adolescent 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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## Sex Offender




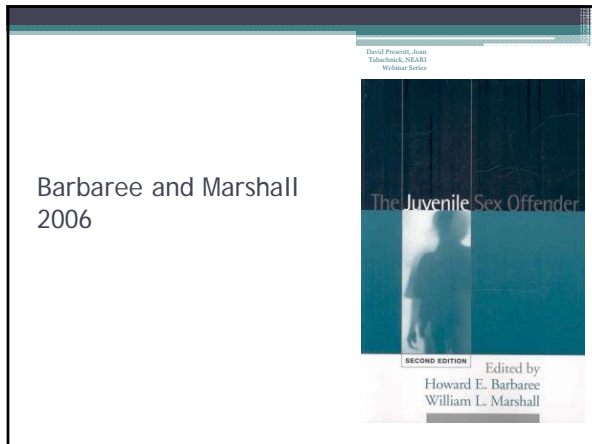
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## “Sex Offender”



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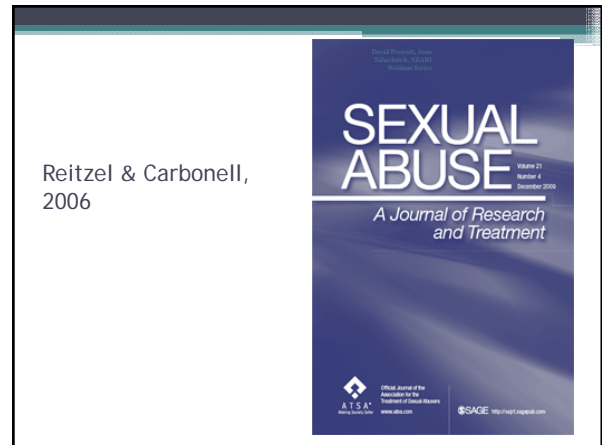
### Barbaree and Marshall (2006)

- First reference to GLM and Approach goals with adolescents


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2. Most adolescents do not re-offend sexually



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### Reitzel and Carbonell (2006)

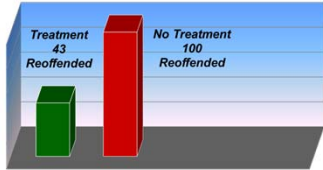


- Summarized data from 33 studies on sexual re-offense by adolescents
- Follow-up averaged four and a half years
- 9 studies contained a no treatment control group or a comparison treatment group
- Treated adolescents recidivated sexually at a lower rate (7.37%) than untreated adolescents (18.93%; Total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

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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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What are we missing?

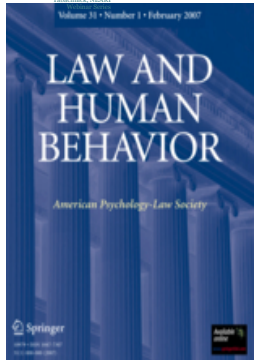


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## 3. Assessment measures help, but are not stand-alone instruments

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Viljoen, Mordell & Beneteu, 2012)




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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.
- 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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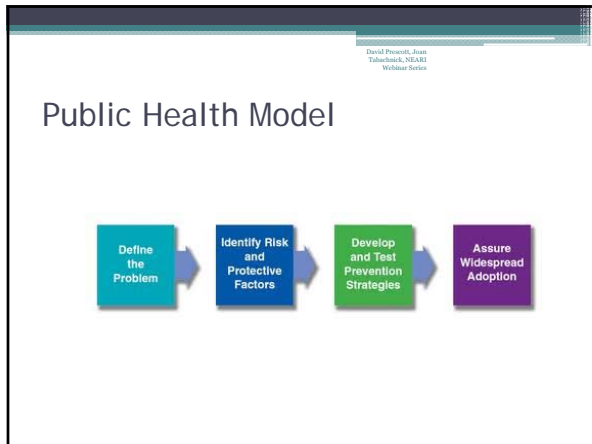
## Protective Factors

- 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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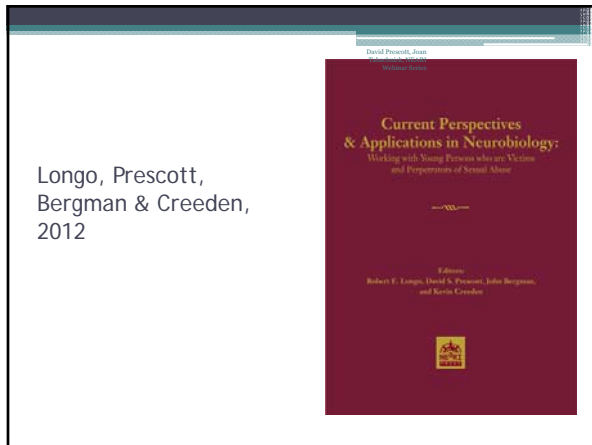
## Risk Factors

<b>First Offense</b>	<b>Subsequent Offense</b>
<ul style="list-style-type: none"> <li>• Impulsivity</li> <li>• Breaking other laws</li> <li>• History of sexual victimization</li> <li>• Witnessing domestic violence</li> <li>• Neglect</li> <li>• Psychological abuse</li> <li>• Physical abuse</li> <li>• Having antisocial caregivers</li> <li>• Attachment problems</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Attitudes (?)</li> <li>• Interpersonal competence</li> <li>• Contextual factors, including peer groups and family environment</li> <li>• Abuse-related interests (subject to change without notice!)</li> </ul>



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### 5. The right person-centered treatment makes a difference



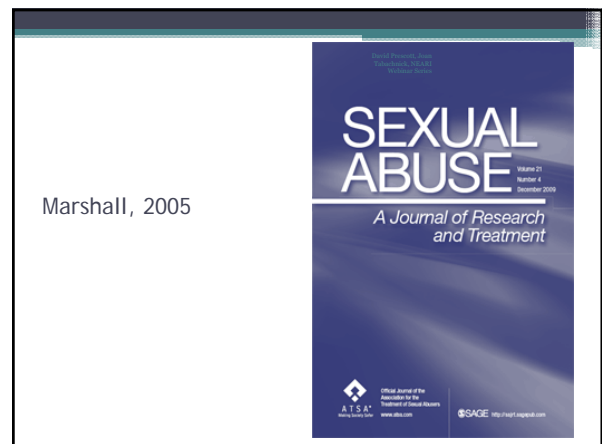
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### Case Example

- “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

- Warm
- Empathic
- Rewarding
- Directive



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

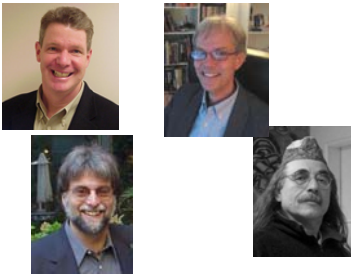

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### Next Frontiers...

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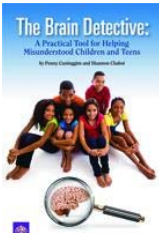

### Brain-Based Interventions

Longo, Prescott, Bergman & Creeden, 2012

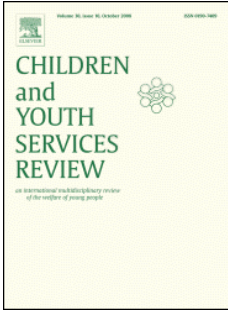
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### Brain-based education

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### Communities involved in prevention...



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### Wurtele, 2012

Organizations as foundations for prevention

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

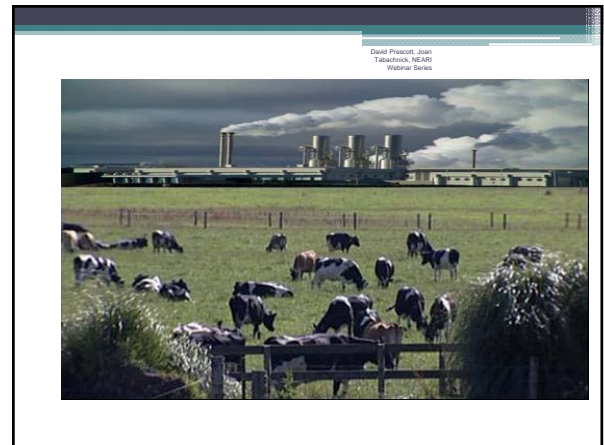
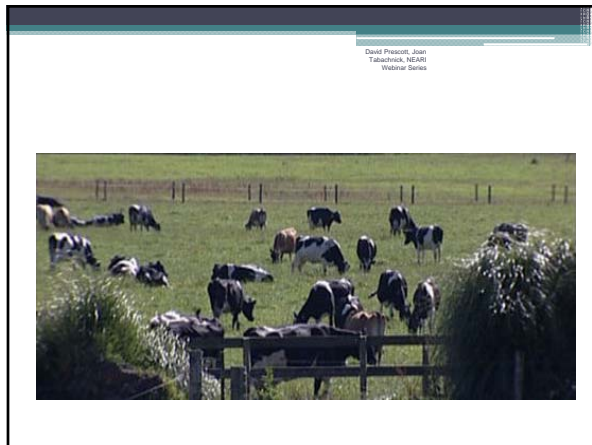
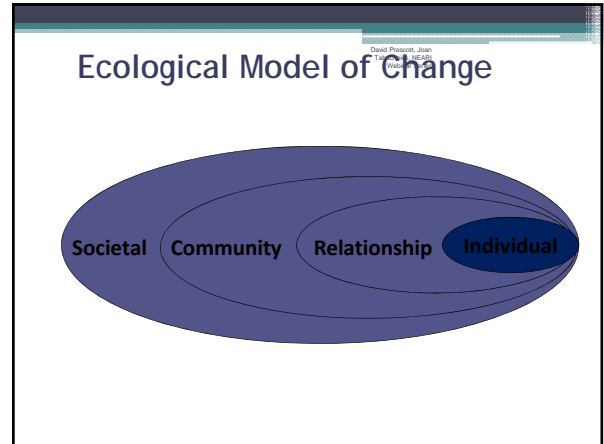




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*"It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change."*

-- Institute of Medicine health promotion study, 2006



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### The key


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

A small photograph showing two men in suits sitting at a table, engaged in a conversation. One man is gesturing with his hand while speaking.

### Summary

- Many perspectives
- Keep learning
- Keep talking
- Share your experiences

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