

Contents

About the authors

Part 1, Theory

1 Prevalence, risks, costs, theories, and legal aspects

Ruud H.J. Hornsveld, Floris W. Kraaimaat, Luk Gijs, Kevin L. Nunes, and Emma J. Palmer

Abstract

1.1 Introduction

- 1.1.1 Legal aspects of sexual offending
- 1.1.2 Prevalence of violence
- 1.1.3 Prevalence of physical and sexual violence
- 1.1.4 Prevalence of sexual violence
- 1.1.5 Sexual perpetration and victimization
- 1.1.6 Victimization
- 1.1.7 Costs of violence
- 1.1.8 Costs and benefits of treatment
- 1.1.9 Summary

1.2 Concepts

1.3 Theories of aggressive behavior

1.4 Theories of sexually aggressive behavior

- 1.4.1 Single-factor theories
- 1.4.2 Multi-factor theories
- 1.4.3 Descriptive models

1.5 Neurobiological explanations of sexual aggression

- 1.5.1 Testosterone and Serotonin
- 1.5.2 Pedophilia
- 1.5.3 Neuropsychological factors related to pedophilia
- 1.5.4 Neurobiology of pedophilia
- 1.5.5 Brain alterations

1.6 Personality theories

1.7 Treatment theories

1.8 Forensic psychiatric patients: Legal aspects

1.9 Conclusions and recommendations

2 Dynamic risk factors of violent and sexually violent offenders

Ruud H.J. Hornsveld, Floris W. Kraaimaat, Kevin L. Nunes, and Emma J. Palmer

Abstract

2.1 Introduction

2.2 Violent offenders

2.2.1 Dynamic risk factors

2.2.2 Differences between violent detainees and violent forensic psychiatric inpatients

2.2.3 Conclusions

2.3 Sexually violent offenders

2.3.1 Dynamic risk factors

2.3.2 Endocrinological risk factors

2.3.3 Conclusions

2.4 General conclusions and recommendations

3 The use of self-report questionnaires

Ruud H.J. Hornsveld, Floris W. Kraaimaat, Henk L.I. Nijman, Sabine J. Roza, Kevin L. Nunes, and Emma J. Palmer

Abstract

3.1 Introduction

3.2 Internal factors

3.2.1 Socially Desirable Responding (SDR)

3.2.2 Research on SDR in university students

3.2.3 Research on SDR in offenders

3.2.4 Research on SDR in sex offenders

3.2.5 Understanding of own behavior and moral awareness

3.3 External factors

3.3.1 Attendance or absence of researcher

3.3.2 Free-answers of choice-answers

3.3.3 Setting

3.4 Questionnaires for non-English speaking countries

3.5 Conclusions and recommendations

3.6 New developments

4 Assessment of violent and sexually violent offenders

Ruud H.J. Hornsveld, Floris W. Kraaimaat, Kevin L. Nunes, and Emma J. Palmer

Abstract

4.1 Introduction

4.2 Psychiatric evaluation

4.3 Risk assessment

4.3.1 Violent offenders

4.3.2 Dynamic risk assessment

- 4.3.3 Sexually violent offenders
- 4.4 Instruments for problem behaviors and personality domains
 - 4.4.1 Self-report questionnaires for problem behaviors
 - 4.4.2 Self-report questionnaires for personality domains
 - 4.4.3 Recently developed self-report questionnaires
 - 4.4.4 Neuropsychological tests
 - 4.4.5 Observation checklists
 - 4.4.6 Conclusions and recommendations
- 4.5 Instruments for sexual interest
 - 4.5.1 Self-report questionnaire
 - 4.5.2 Psychophysiological measure
 - 4.5.3 Neurobiological measures
- 4.6 New developments
 - 4.6.1 Violent offenders
 - 4.6.2 Sexually violent offenders
 - 4.6.3 Conclusions and recommendations
- 4.7 Case formulation
 - 4.7.1 Dynamic factors
 - 4.7.2 Case formulation for violent offenders
 - 4.7.3 Case formulation for sexually violent offenders
 - 4.7.4 Functional analyses during treatment
- 4.8 Conclusions and recommendations

5 Cognitive-behavioral treatment (CBT) programs for violent offenders and sexually violent offenders: What substantive conditions must be met?

Ruud H.J. Hornsveld, Floris W. Kraaimaat, Luk Gijs, and Emma J. Palmer

Abstract

- 5.1 Introduction
- 5.2 Programs for offenders
 - 5.2.1 Groups programs for offenders
- 5.3 Programs for violent offenders
 - 5.3.1 Group programs for violent offenders
 - 5.3.2 Aggression Replacement Training (ART)
 - 5.3.3 Conclusions and recommendations
- 5.4 Programs for sexually violent offenders
 - 5.4.1 Recidivism of treated and untreated sex offenders
 - 5.4.2 Recidivism and other treatment outcomes
 - 5.4.3 Conclusions and recommendations

5.5 General conclusions

Part 2, Practice

6 Treatment programs for violent offenders and sexually violent offenders

Ruud H.J. Hornsveld and Floris W. Kraaimaat

Abstract

6.1 Introduction

6.2 Treatment program for violent offenders

6.2.1 Anger Management

6.2.2 Prosocial Skills

6.2.3 Moral Reasoning

6.2.4 Prosocial Thinking

6.2.5 Consequences of Behavior

6.2.6 Prosocial Network

6.2.7 Contact with Women

6.2.8 Work and Leisure

6.3 Treatment program for sexually violent offenders

6.3.1 Psychoeducation

6.3.2 Cognitive Distortions

6.3.3 Management of Risk Situations

6.4 Evaluation and reports

6.5 Conditions

6.6 Clinical experience

6.6.1 Violent offenders

6.6.2 Case Vignettes

6.6.2.1 Vignette 1: Anthony

6.6.3 Sexually violent offenders

6.6.4 Case Vignettes

6.6.4.1 Vignette 2: Juan

6.6.4.2 Vignette 3: Eric

6.7 Additional interventions

6.8 Conclusions and recommendations

7 Self-management skills for generalization and maintenance of treatment results

Ruud H.J. Hornsveld and Floris W. Kraaimaat

Abstract

- 7.1 Introduction
- 7.2 Self-regulation theories of Bandura and Zimmerman
- 7.3 Self-regulation and sexual offending
- 7.4 Summary of the literature
- 7.5 Self-management methods
 - 7.5.1 Self-monitoring
 - 7.5.2 Self-directed use of graded-practice of responses
 - 7.5.2.1 Rating of situations according to the level of discomfort / Difficulty
 - 7.5.2.2 Rank ordering of situations to the level of discomfort / difficulty
 - 7.5.2.3 Intermediate steps in the rank order of practice situations
 - 7.5.3 Self-evaluation
 - 7.5.3.1 Criteria for effectively performing a social skill
 - 7.5.4 Self-reinforcement
 - 7.5.4.1 Identifying targets
 - 7.5.4.2 Identifying impeding targets or “deadlocks”
 - 7.5.5 Problem-solving strategy
 - 7.5.6 Termination of a treatment program
- 7.6 Relapse prevention
- Appendix 7.1: Targets, activities, and evaluation

8 Facilitating treatment integrity in penitentiary and forensic psychiatric institutions

Floris W. Kraaimaat and Ruud H.J. Hornsveld

Abstract

- 8.1 Introduction
- 8.2 How to facilitate treatment integrity?
 - 8.2.1 Treatment / therapy
 - 8.2.2 Trainers / therapists
 - 8.2.3 Offenders adherence to the treatment / therapy
 - 8.2.4 The organization of a penitentiary or forensic psychiatric institute
 - 8.2.4.1 Facilities
 - 8.2.4.2 Quality of staff
 - 8.2.4.3 Governmental policies
- 8.3 Assessment of treatment integrity
 - 8.3.1 Methods
 - 8.3.2 Data collection
 - 8.3.3. Assessment of integrity on different levels
 - 8.3.4 Psychometric qualities and ethical issues

8.4 Maintenance of treatment integrity

8.5 Conclusions and recommendations

9 Reflections and future directions

Floris W. Kraaimaat and Ruud H.J. Hornsveld

Abstract

9.1 Introduction

9.2 Reflection and suggestions

9.2.1 Emotion regulation

9.2.2 Impulsivity

9.2.3 Motivation for change

9.2.4 A new model of sexual deviance

9.2.5 Virtual Reality

9.3 Policies and cooperation

9.3.1 Institutional policies

9.3.2 Cooperation with universities

9.4 Two suggestions for future research

9.4.1 Case formulation

9.4.2 Cognitive-behavioral and pharmacological interventions for sex offenders

9.4.2.1 Cognitive-behavioral programs

9.4.2.2 Pharmacological treatment

9.4.2.3 Treatments compared

9.4.2.4 Research

9.5 Conclusions and recommendations

Part 3, Manuals

10 Treatment modules for violent offenders

Ruud H.J. Hornsveld and Floris W. Kraaimaat

Abstract

10.1 Introduction

Basic program

10.2 Anger Management

10.3 Prosocial Skills

10.4 Moral Reasoning

Extended program

- 10.5 Prosocial Thinking
- 10.6 Consequences of Behavior
- 10.7 Prosocial Network
- 10.8 Contact with Women
- 10.9 Work and Leisure

10.10 Evaluation

Appendix 10.1: Observing

Appendix 10.2: Anger Management

Appendix 10.3: Social skills for module Social Skills and module Work and Leisure: goals and criteria

Appendix 10.4: Social skills for module Prosocial Network: goals and criteria

Appendix 10.5: Social skills for module Contact with Women: goals and criteria

11 Treatment modules for sexually violent offenders

Ruud H.J. Hornsveld and Floris W. Kraaimaat

Abstract

11.1 Introduction

Basic program

- 11.2 Emotion Management

Specific Program

- 11.3 Psychoeducation

- 11.4 Cognitive Distortions

- 11.5 Management of Risk Situations

11.6 Evaluation

Appendix 11.1: Emotion Management

Glossary of terms