

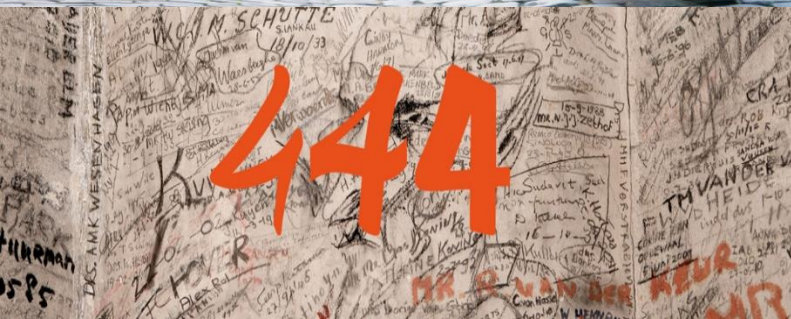


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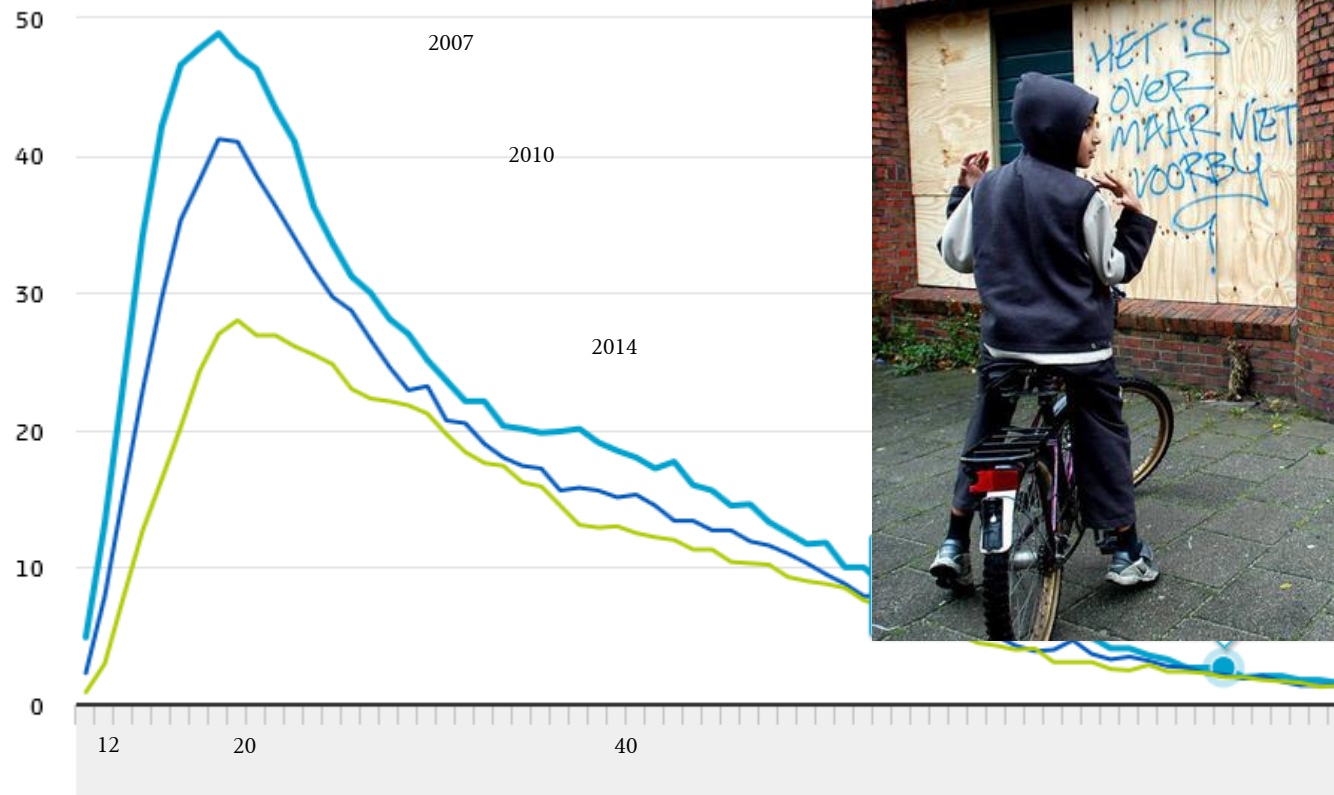
Target of study:

To contribute to prevention of criminal behaviour and aggression in society

- Understand factors and mechanisms that increase the risk for criminal behavior
- Design interventions to decrease criminal behaviour



First time crimes per 1000



Incidence of first serious criminal acts, highest risk between 17-23



Bron: HKS, CBS

Quality of society is (partly) determined by the sum of the quality of Social interactions of individuals within society



Each child has the challenge of a successful social development according to the rules of our society

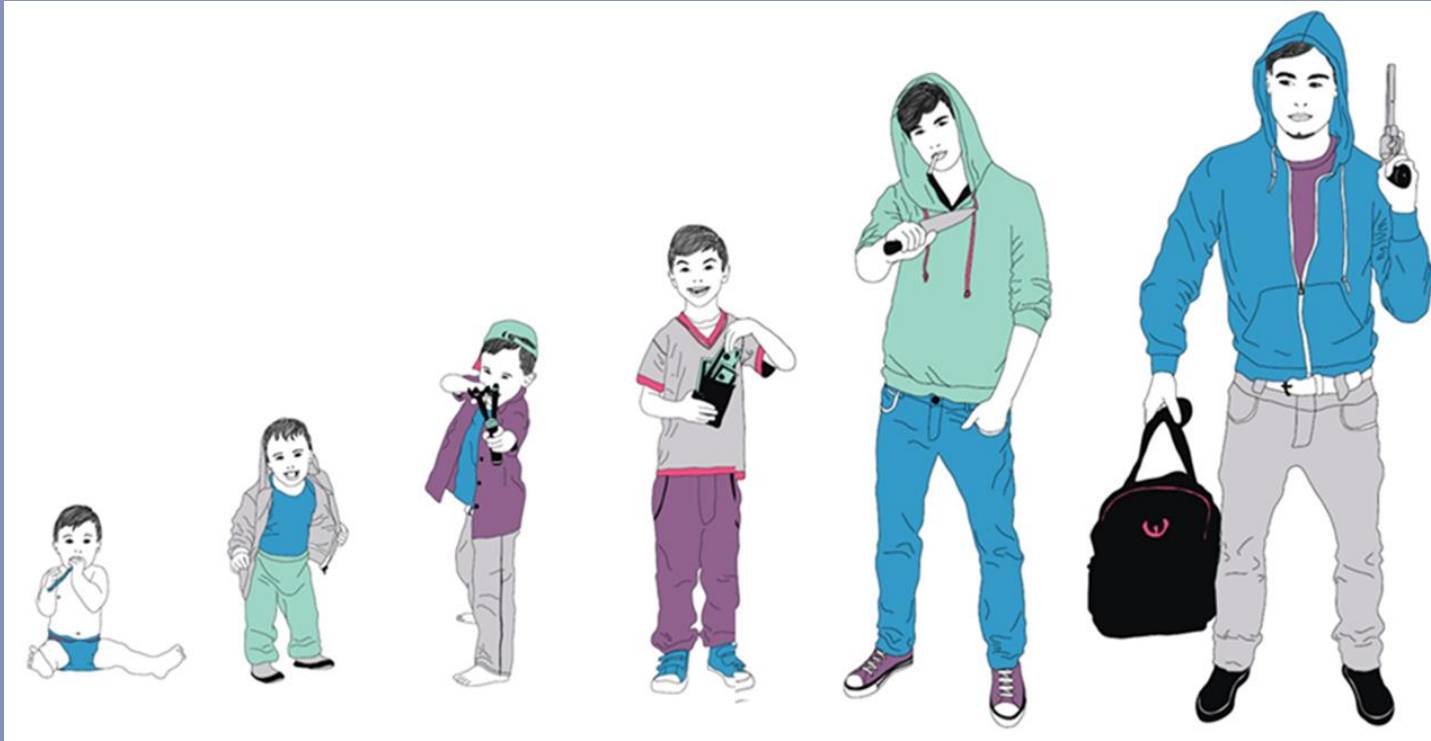


Social adaptation:

Go for your goals in life with respect
For the needs and feelings of other
persons



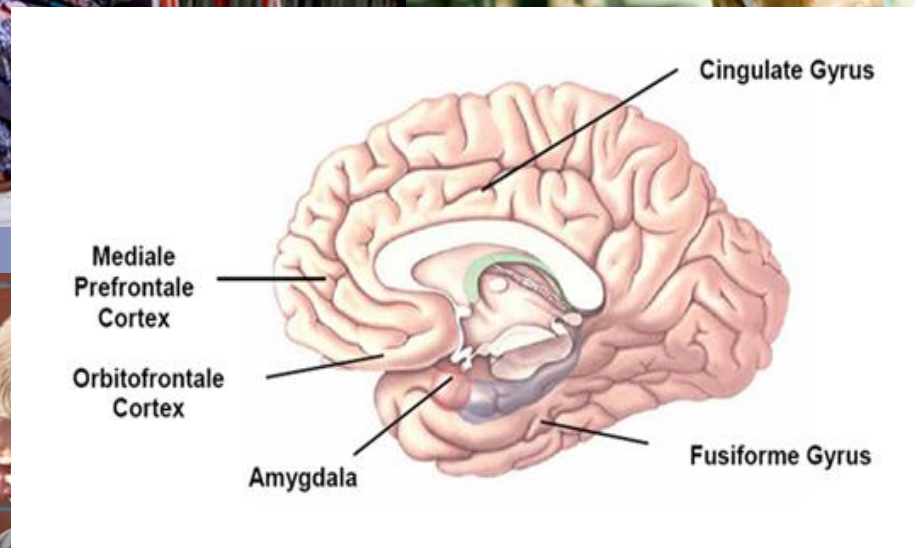
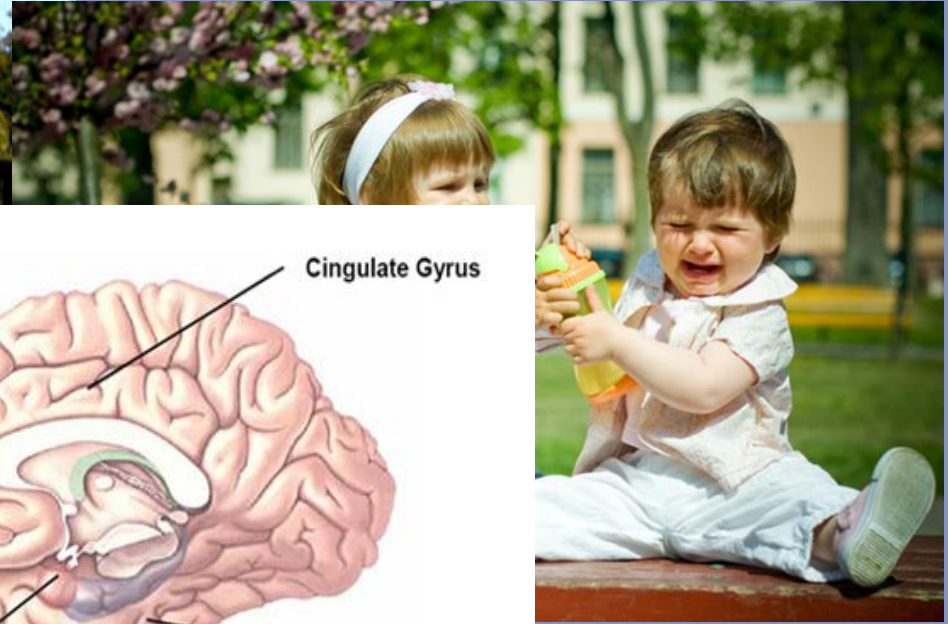
Each child has the challenge of a successful social development according to the rules of our society



Social adaptation:

Go for your goals in life with respect
For the needs and feelings of other
persons





childhood

egocentrism

theory of mind

inhibition

social communication

Language development

Social imitation

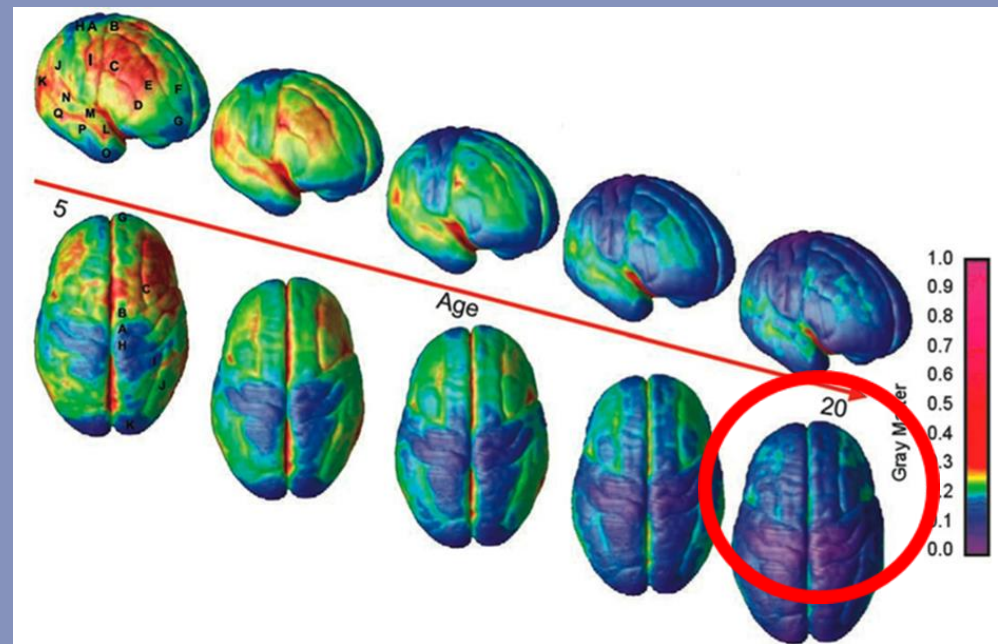
Adolescence:

exposure to peer group

hormones

Planning and regulation of behavior

Self-regulation



multifactorial risk model:

Family factors:

- Sensitive and responsive parents



multifactorial risk model:

Environmental risk:

- Poverty
- Peer group
- Neighborhood
- School situation



multifactorial risk model:



Child factors:

- Early aggression/irritability
- temperament
- Developmental disorders/psychopathology



Intervention programs so far

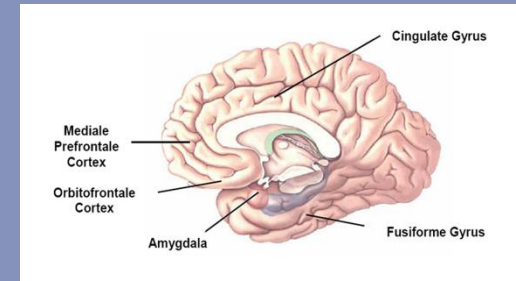
- Often based on presentation of behavior, not knowing the underlying problems in neurocognitive functioning of a child
- Often target parents, although they might not be motivated or able to change

Preventive Intervention

Mission:

To prevent a criminal career
in children with high risk we have to:

1. Support adequate social development
2. Focus on the **child factors** (brain mechanisms) in social development





Nationaal
Initiatief Hersenen & Cognitie



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EGB



Preventive Intervention Team Amsterdam - Leiden

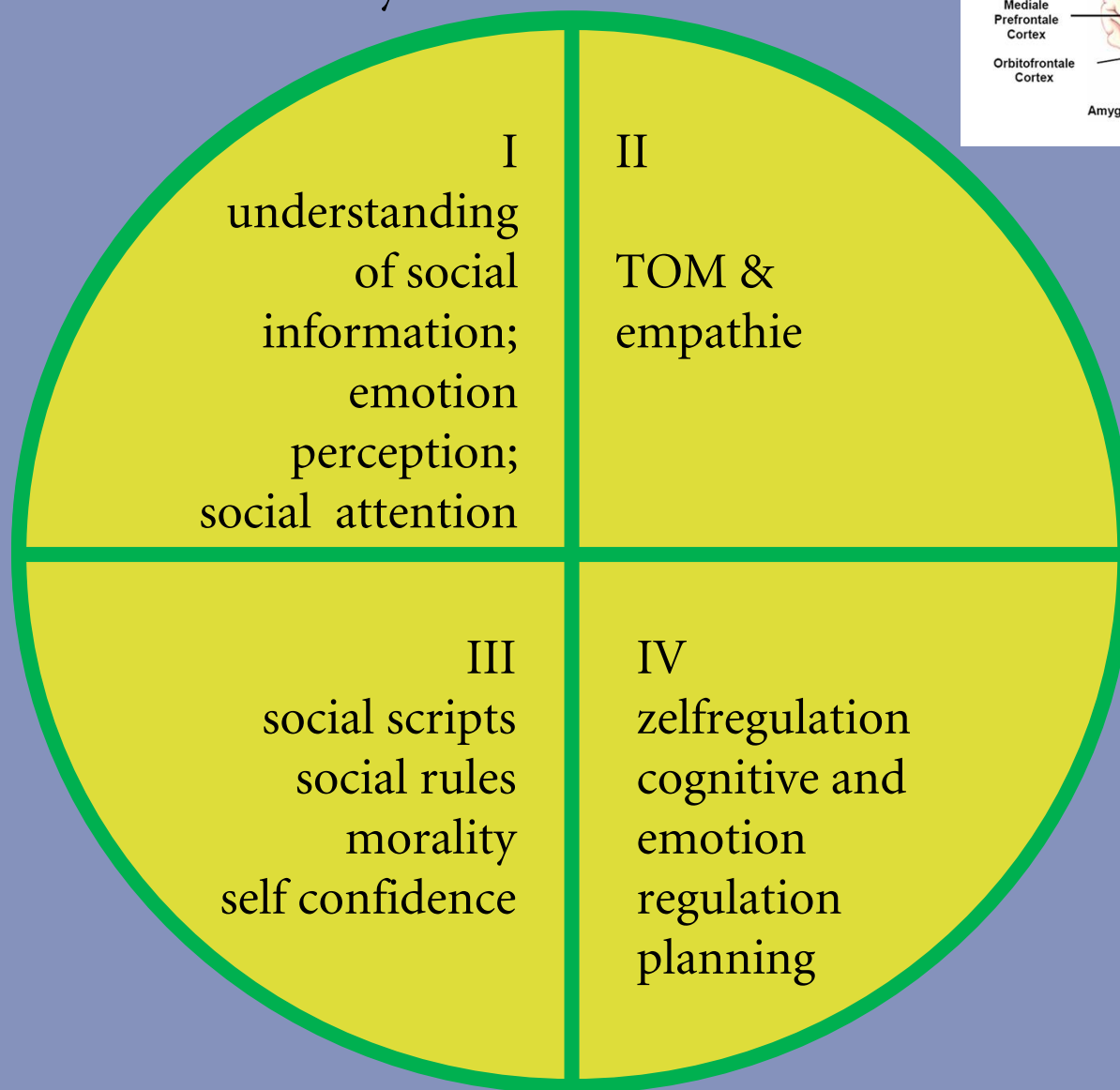
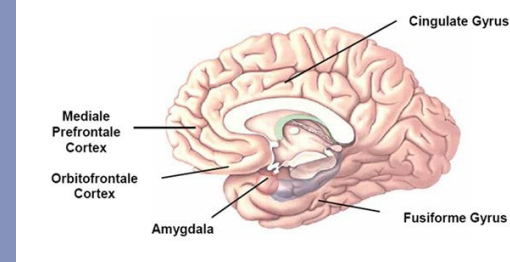


Preventive Intervention:

Together with **school**:

1. A **coach** is assigned to the child and its family
2. Intervention is **tailor-made**, based on the analyses of the **individual** pattern of relevant neurocognitive and affective (dys)functions in a specific child,
3. and **supportive of social development**, with help of parents and school
4. without focus on 'disorder' (no DSM classification) – instead on **social learning**

Assessment of social learnability



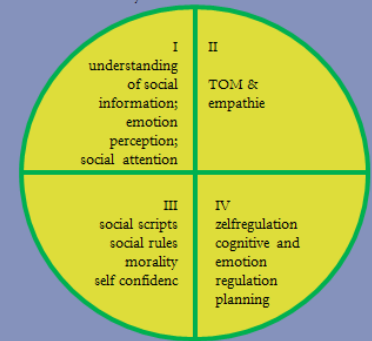
I Sociale cognition and emotion perception:

Perception of emotions

Facial emotion recognition

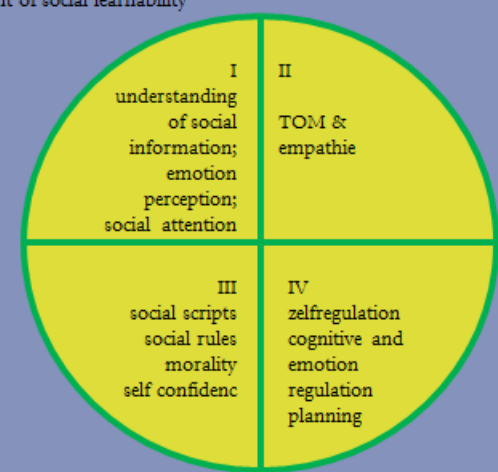
Social attention

Assessment of social learnability



II Social perspective

Empathy

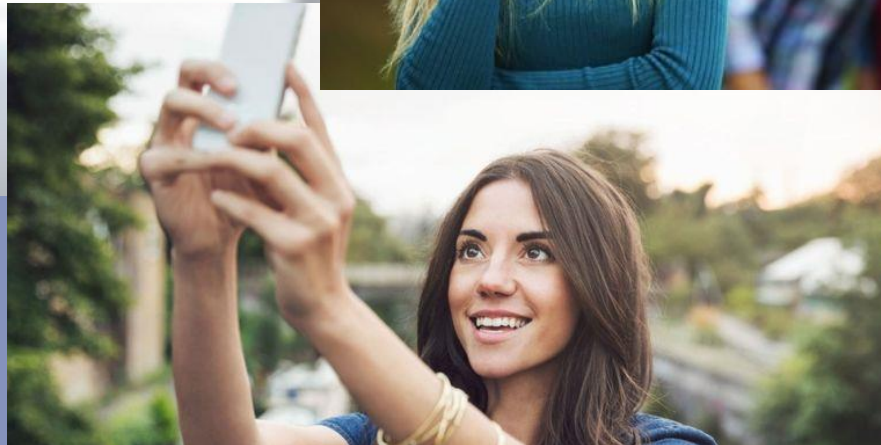


III social scripts

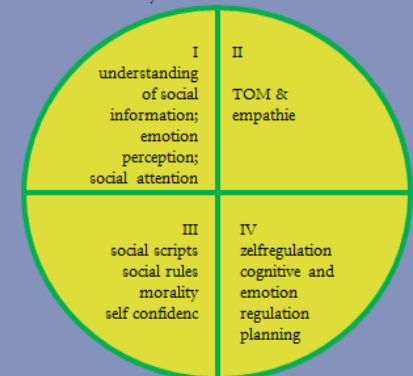
Social rules

Self perception

morality



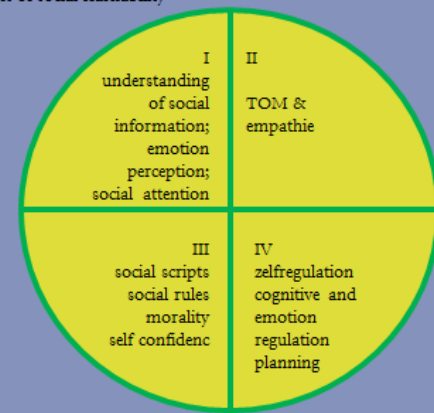
assessment of social learnability



IV selfregulation:

Executive Functioning

- Inhibition
- Mental flexibility
- Attention
- Stress regulation
- Reward/punishment



Clinical profile:

PROFIEL

Zeer zwak/ zwak/ gemiddeld/ bovengemiddeld/ zeer goed

Verbaal geheugen

Verbaal geheugen



Passief opdiepen uit geheugen



1. Sociale informatieverwerking

Visueel herkennen van emoties



Auditief herkennen van emoties



2. Sociaal perspectief nemen

Sociaal perspectief nemen



3. Sociale scripts

Competentiebeleving

- Schoolvaardigheden
- Sociale acceptatie
- Sportieve vaardigheden
- Fysieke verschijning
- Gedragshouding
- Gevoel van eigenwaarde
- Morele ontwikkeling



4. Zelfregulatie

Volgehouden aandacht



Inhibitie



Mentale flexibiliteit



Frustratietolerantie



Beloningsgevoeligheid



Plannen en organiseren



Begrippen en aanwijzingen volgen



Zinnen formuleren

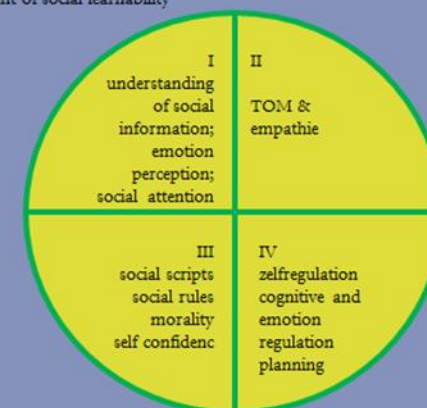


Woordassociatie



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Assessment of social learnability



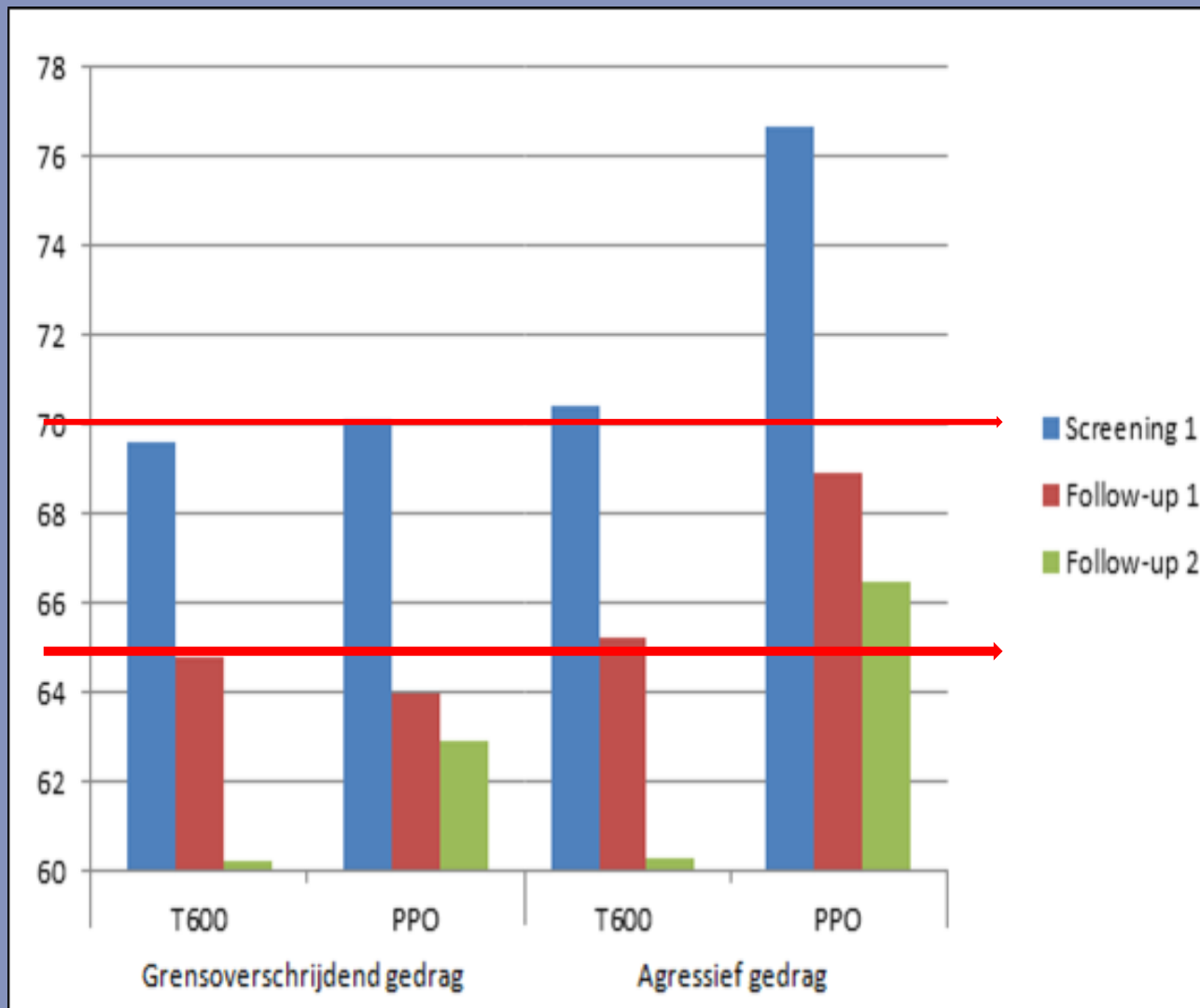
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Results of the PIT intervention

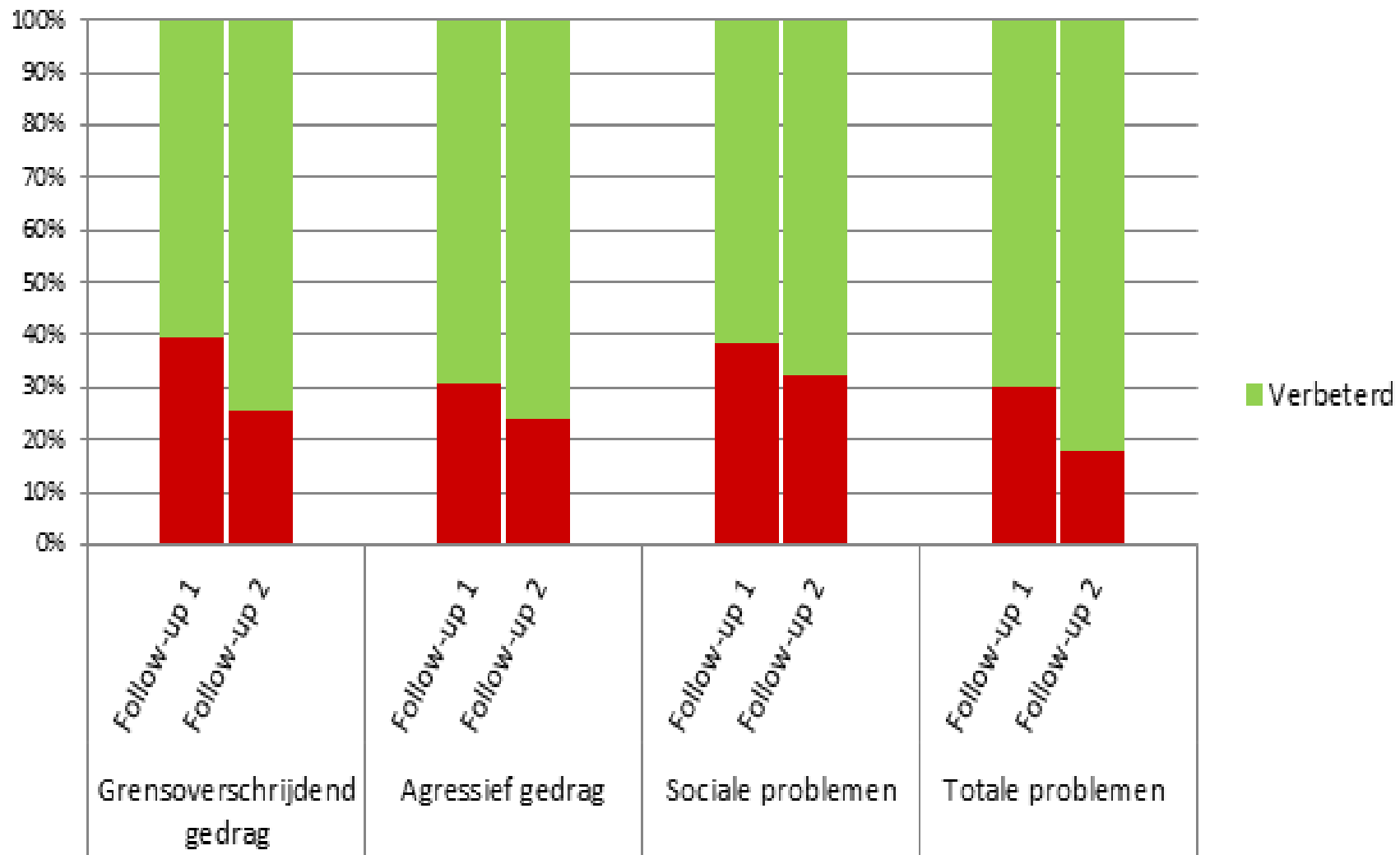
Assessment on 463 (age 5-18) boys 75%



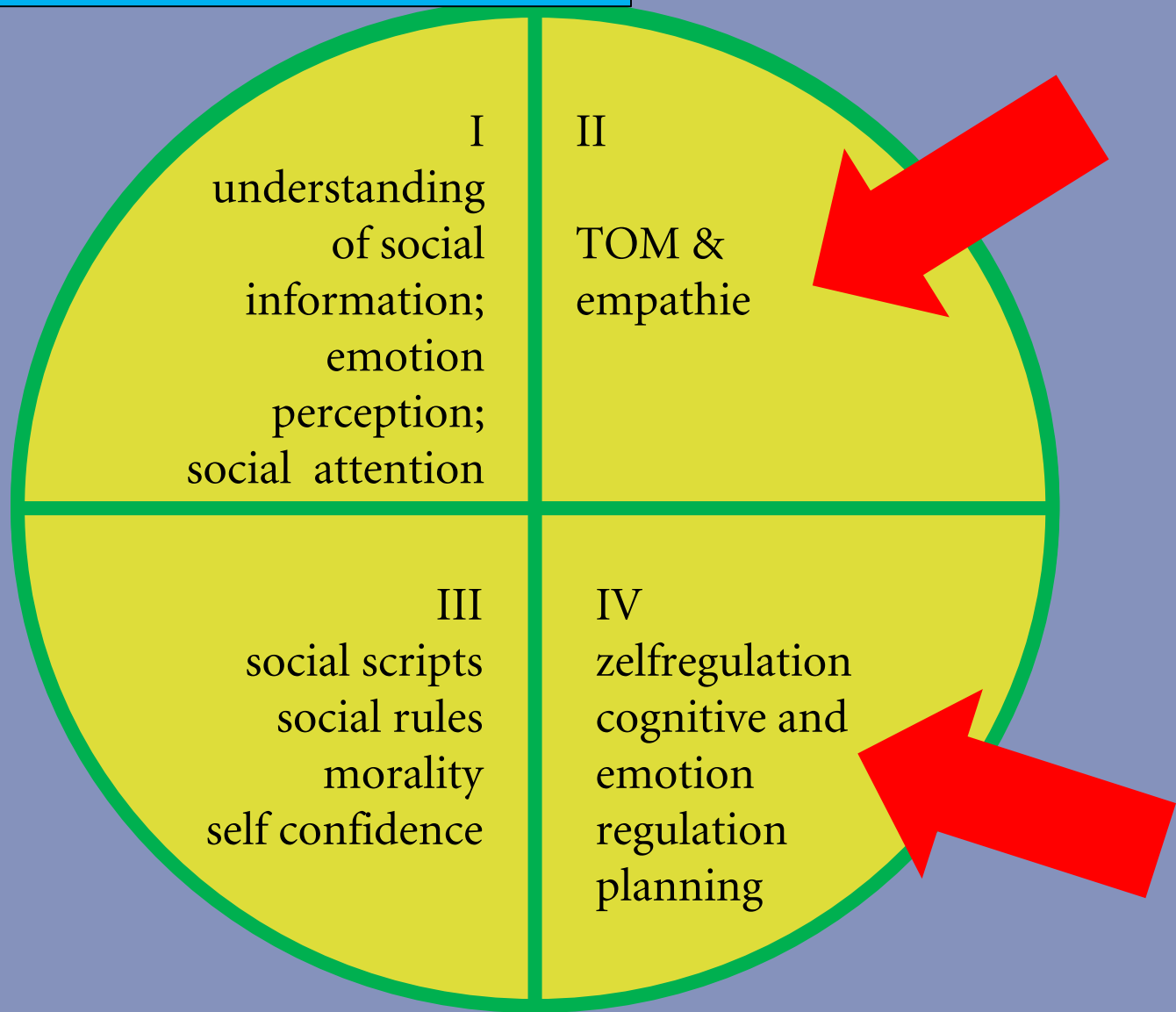
Agression and rule breaking after 6 months and a year:



Percentage succes



Prediction of success of intervention



Essentials of the PIT



1. Speed: analyses & plan within 4 weeks
2. Coach looks after the interventions
3. Help is offered without asking!
4. Assessment is done at school – very accessible
5. Tailor-made and high expertise, treatment based on individual profile of social development
6. All- inclusive intervention
7. School is the place for the intervention
8. Support of social development; no DSM classification
9. coach is active director of needs
10. Knowledge is growing during treatment

Conclusion/take home

Child directed tailor-made treatment – based on the individual profile of mechanisms of social development – is rather successful in combination with:

individual **coaching** for a long time
working at & with **school**

