Factors that Play a Role in Stalking

Predictors of Social Functioning

- Difficulty recognizing cues that indicate someone is interested in you;

- Difficulty understanding social rules and norms for initiating and maintaining relationships;

- Difficulty understanding social cues and nonverbal behaviors.

3 Steps to Interventions for Stalking

1. Determining why the stalking occurs - The function of the stalking behavior and develop a positive behavior intervention plan based upon the function.

2. Teach replacement behaviors - social skills, perspective taking, pragmatics, and conversational skills.

3. Address restricted interests, obsessions and preoccupations.

Determining the Function of Stalking

- Structural interview with the individual, teachers, support staff, campus security, parents, co-workers, management.

- Direct observation in the natural setting - track antecedents, triggers, behaviors used, skill needs, consequences of actions.

- Moyer & Gotfrid (1995) 12% of the offenders with "mental disorders" were motivated due to social incompetence.

- "Incompetent stalkers" displayed boredom, lack of social skills, and obsessional characteristics similar to those with "psychopathic" traits.

What is the Function for those with Social Incompetence?

- Gain access to a person

- Seeking attention or a relationship with the person

- But lacks the social competence to form a relationship or unable to recognize another does not reciprocate.

- Motivated by academic or rejection of relationship.

- Off due to lack of perspective taking, can be perceived rejection.

Treatment of Stalking: Address Skill Deficits

- If seeking a relationship - teach the skills needed for relationship building.

- If the motive is revenge - teach the coping skills for dealing with rejection.

- Basic skills include: conversational exchanges, reading body language.

- Advanced skills include: more complex skills of social functioning.

More complex skills of:

- Perceptions of others

- Recognition wanted, unwanted behavior.

- Feeling rejection - next steps after rejection.

- Vocabulary of relationships & vocabulary for intimacy.

- Understanding social rules & norms for initiating/interruption.

- Self-governing stalking behavior.

How to Develop the Skills

Social Skill Groups

- Typical peer involvement in instruction and group process

- Curriculum, available curriculums

- Barriers to learning of group from

- Skills necessary to prompted and supported by peers in school, work and community.

- Continue to reinforce the appropriate behaviors.

Video Modeling

Commerically available or can be created within minutes with IPhones (Pads)/smart phones.

- Can be broken down to the basics of the target response.

- Practice the relevant skills for making discrimination.

- Create using higher technology.

- Continue the practice.

Self-Management, Visual Supports, Rules and Video Feedback

- Include more than VA in that the individual and another peer review actual incidents.

- Individual learns to assess his/her own behavior.

- Recognize which behaviors are appropriate and inappropriate.

- Self-monitoring and self.

Beyond Obsessions and Restricted Areas of Interests

- Alternative behaviors need to be developed and reinforced to replace obsessions.

- Access to new activities and interests through inclusion, teams and organizations, paired with anxiety reduction techniques.

- Limit access to obsessions by using obsessions as reinforcers.

- Use rules around obsessions, self-management strategies.

Anger Management and Counseling

- Expertise in ASD

- Clarify, misunderstandings of events, "unfair" rules.

- Coping and compensatory skills based upon cognitive behavior therapy.

- Recognition of triggers for anger or anxiety.

- Teach self-stabilizing skills.

- Self-management.

Summary

- People with Aspergers and Autism have predisposing characteristics that can put them at risk for stalking.

- The conviction rate for crimes is the same as the general population.

- Stalking should be viewed as a failure to develop appropriate romantic, social, and intimate relations not as pathological.

- This points to need for the development of social skills through direct teaching and first for understanding.

- Teach social skills and the skills necessary for romantic and intimate relations.

- Need to raise public awareness at school and workplaces as well as law officials about ASD and some unusual responses that can be seen.

- Variety of support people need to educated about what type of supports are necessary and where should be involved.

- Need more research on effective preventative and responsive interventions for stalking by individuals with ASD.

For further information


Literature cited


- http://www.dol.gov/oasam/regs/statutes/sec504.htm