

# Kent Academic Repository

## Full text document (pdf)

### Citation for published version

Langdon, Peter E. and Archibald, S (2016) Using virtual immersion therapy to teach offenders with intellectual and developmental disabilities social skills: A modelling study. In: International Association for the Scientific Study of Intellectual and Developmental Disabilities World Congress, 12-19 August 2016, Melbourne.

### DOI

<https://doi.org/10.1111/jir.12305>

### Link to record in KAR

<http://kar.kent.ac.uk/57026/>

### Document Version

Author's Accepted Manuscript

#### Copyright & reuse

Content in the Kent Academic Repository is made available for research purposes. Unless otherwise stated all content is protected by copyright and in the absence of an open licence (eg Creative Commons), permissions for further reuse of content should be sought from the publisher, author or other copyright holder.

#### Versions of research

The version in the Kent Academic Repository may differ from the final published version.

Users are advised to check <http://kar.kent.ac.uk> for the status of the paper. **Users should always cite the published version of record.**

#### Enquiries

For any further enquiries regarding the licence status of this document, please contact:

[researchsupport@kent.ac.uk](mailto:researchsupport@kent.ac.uk)

If you believe this document infringes copyright then please contact the KAR admin team with the take-down information provided at <http://kar.kent.ac.uk/contact.html>

Using Virtual Immersion Therapy to teach offenders with intellectual and other developmental disabilities social skills: a modelling study

Archibald, S.J. and Langdon, P.E.

**Aims:** The aim of the study was to model Virtual Immersion Therapy (VIT) as a paradigm to teach social skills to offenders with intellectual and other developmental disabilities.

**Method:** Using a single-case multiple baseline design, 12 men detained in hospital because of criminal offending behaviour were invited to take part in this study. Participants were randomly allocated to either a one, two or three-week baseline condition, followed by either one or two sessions of training, followed by one, two or three-weeks of follow-up. Participants completed measures of empathy, social problem solving and emotion recognition before, during and after the intervention. The primary outcome was the Facial Expression Coding System (FACES).

**Results:** Overall, emotion recognition, the quality of verbal responses, and social problem solving skills improved following intervention, but this was not the case for all 12 participants. For some participants, gains were not maintained at follow-up.

**Conclusion:** The results indicate that a novel VIT paradigm may lead to significant improvements in social skills for some men with intellectual and other developmental disabilities who have a history of criminal offending behaviours.