

## **SECTION II**

# **GENETICS AND IMPRINTING**

## Chapter 4

### Sociopathic Behavior—Genetics Or Imprinting?

For millions of years Mother Nature has been preparing living organisms, from the amoebae on up to humans, to take advantage of their environment. Amoebae are preprogrammed to consciously follow a trail of odorants in the water that lead to food. Similarly, humans are preprogrammed with very low-level reptilian range bodily functions to ensure that we automatically breathe and have our hearts maintain a steady beat. If either of those automatic functions stops, we die in minutes.

Birth creates a physical body capable of remaining alive as long as minimal support is provided in the form of food, shelter and nurturing attention. This new body, the result of a combination of the genes from the mother and the father, carries elements of both parents as it grows larger and matures. However, I believe a person's *character* is a combination of bedrock genes in tandem with that individual's environmental imprinting. Genetics *plus* environmental imprinting are necessary to produce each unique human personality.

The human brain is wonderfully set up, particularly early in life, to organize itself to suit its locale and to maximize its potential. Whenever possible, the brain directs the body to repeat an experience it found pleasurable in order to ensure the continuance of life. When the cave man found game, he was programmed to look there again tomorrow, and when his plan for finding food was successful, he felt pleasure and tended to repeat his behavior. This pleasure reward is Mother Nature's way of getting our genetics to perform properly in our particular environment. Nature's pleasure principle works especially well for early sexual experiences in that animals

and humans tend to repeat sexual behavior they found pleasurable during their formative years.

Human development begins at conception with the fetus progressing from fish-like creature, through reptilian-like, then finally human-like forms. The fetus's genetic pool is a miraculously robust contrivance that is influenced in the womb by hormones and chemicals. If anything interferes with the "normal" progression of gene expression, the forming human body will be limited or enhanced. When even minor modification alters fetal development, more often than not the change is not an improvement. Physical defects become apparent; psychological repercussions are harder to diagnose, although they are there. Not all external interferences diminish the developing child, but enhancement is rare.

A mother's stress can influence the growing fetus by altering the timing and magnitude of genetic expression, which can affect almost anything. Some studies<sup>1</sup> have implied that a tendency towards homosexuality in males is due to the suppression of male hormones at a critical stage in fetal development. The fetal environment can also produce a masculinization of females when the mother is exposed to hormonal drugs such as progesterone to avert miscarriage.<sup>2</sup> After birth, an individual's brain continues to be affected by hormones and chemicals that initiate further physical and mental development.<sup>3</sup>

This is why, in my opinion, it is ridiculous to worry about human cloning. Development is unique to the individual. A person created using your genes could never be exactly like you because it would be the product of a different womb's hormone sequence and magnitude, and raised with different nurturing. A clone could never be the same age as its original; it would always be younger. Nor could you and your clone be identical twins, separated by age, in the sense that although the genetics would be the same, the genes would be expressed differently.

Most likely, you and your clone—when it reached adulthood—would be of different heights, have different brainpower and have different temperaments and personalities. The different embryonic fluid, the different host mother's trauma during pregnancy, and the different

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<sup>1</sup> Neoteny "Testosterone, Estrogen Related Hormones and Heterochronic Patterns," p.12, 14: Dorner, Goetz and Docke (1983), Ward and Weisz, (1980)

<sup>2</sup> Moir, Anne and Jessel, David. *Brain Sex: The Real Differences Between Men and Women*, Lyle Stuart, New York, 1991.

<sup>3</sup>Ridley, Matt. *Genome: The Autobiography of a Species in 23 Chapters*, Fourth Estate Ltd., 1999. p.85: "As you grow up, you gradually express your own innate intelligence and leave behind the influences stamped on you by others. You select the environments that suit your innate tendencies, rather than adjusting your innate tendencies to the environments you find yourself in. This proves two vital things: that genetic influences are not frozen at conception and that environmental influences are not inexorably cumulative. Heritability does not mean immutability."

nurturing immediately after birth, would make your clone appear to be your son (if you are male), or your daughter (if you are female) because the two of you would share somewhat similar characteristics such as hair and eye color. You would not, however, be the same person. How your clone develops is determined by conditions in the host womb, as well as on early nurturing.

Although neuronal connections are available at birth, Mother Nature does not produce little robots that are wound up to begin walking and talking. A human child starts responding to sound and touch, even prior to birth. Infants are genetically ready to learn, but *what* they learn depends on their environment. The child's unfinished brain sections stand ready to be inculcated by his or her surroundings. Every child is born with five senses, but the acuity, accuracy and speed with which those five senses operate depends on genetics. One expert in the area even invokes a special form of the five senses—balance.

James W. Prescott, Ph.D., a neuropsychologist and director of the Institute of Humanistic Science in San Diego, believes that the “somatosensor” of balance is very important to character development and, along with touch, is a neglected essential factor.<sup>4</sup> Further, Prescott believes that the early nurturing of a child should include as much pleasuring as practical, and avoidance of unpleasantness, in order to produce “societally positive” adults. He claims overwhelming proof that failed bonding leads to touch aversion and impaired pain perception. He states that a prediction of peaceful and violent behavior is based on only two predictive variables: maternal/infant bonding and affectionate adolescent sexual relationships.<sup>5</sup> Which brings up the affects of *imprinting*.

Imprinting by first experiences is a very powerful and very important aspect that goes back far further than the one hundred thousand years of modern man (*Homo sapiens sapiens*)<sup>6</sup>; it goes clear back to the earliest animals. Imprinting is nature's way of teaching little critters to survive. Ducklings follow an imitation mama if a real one is not there. Our prehistoric ancestors were preprogrammed to learn from rewarded experience as their best route to survival.

The genetically determined human brain is fine-tuned by the nurturing it receives. The language section of the brain does not know a thing about English, Spanish, Chinese, German,

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<sup>4</sup> Prescott, James W., “Body Pleasure And The Origins of Violence,” *The Bulletin of the Atomic Scientists*,” November 1995, pp. 10-20.

<sup>5</sup> Personal email with Dr. James W. Prescott, April 6, 2000.

<sup>6</sup> Leakey, Richard, *The Origins of Humankind*,” HarperCollins, Publishers, Inc, 1994.

French or any other language when a child is born. The brain is sitting there, all ready to roll towards speech, but the nurturing of parents or caretakers is mandatory before the precise connections in the brain's language section causes a language to become functional. Pre-puberty, it is very easy to learn one's native language, and in school a child can learn a second or third language without much difficulty—generally without an accent or at least only with the accent of the teacher (^\_^)

Post-puberty, language learning becomes increasingly difficult and is often spoken with an accent reminiscent of the earlier-learned native tongue. Henry Kissinger, for instance, has lived in the United States longer than he lived elsewhere, yet he still has a very distinct Germanic accent. Of course learning continues to take place after puberty, and speech patterns can be modified and relearned, but what had been almost instantaneous in childhood gets harder and harder to accomplish as a person ages.

This is where Prescott's ideas become interesting. It is not just hormones in the womb that determine the genetic expression sequence, and it is not just magnitude of expression that determines who you are. In addition, during your early life, your neural connections are strongly influenced by nurture. I would add an additional element to Prescott's theory—receptivity of the brain to its environment is highly variable from one person to another due to genetic preprogramming. Siblings raised in a near-identical environment can be quite different in temperament and intelligence.

I question Prescott's perspective that children raised in bad environments must turn out bad. That happens, but not all the time, so I repudiate the notion that nurture is the whole story about the development of social behavior. I hold that most children who are poorly nurtured can be converted to good children. Bad nurturing is a necessary but not sufficient factor in making a person permanently bad.

Back a few hundred years, in times of monarchy and kingdoms, the popular theory was that genes alone set people apart in respect to status and wealth. Families had a divine right to rule because of their royal birth lineage. The Communist revolution was a fight to overthrow this practice of rule by heredity—based on obvious proof that not all monarchs had the ability to be good rulers. Numerous monarchs had been terrible sovereigns; many descendents of royalty had character or physiological defects such as bad health or extremely low IQ. Russian peasants were easily convinced that the genetic basis of monarchy was not always the best route to select

a leader.

By the 1930s, in a radical reversal of character development theory, sociology professors began teaching that *nurture* was the most important factor in determining character and ability. This idea was drawn from the German idealists who got the idea from Rousseau. Before and just after the Second World War an influx of social scientists in the fields of psychiatry, psychology and sociology came to America. The notion that genes could have anything to do with superior or inferior performance (physical or mental) was put down with great zeal. Parents and peers determined how you were going to be, period. According to that new theory, any child provided with the good upbringing a royal usually received, would also most likely make a good ruler. Anthropologist and psychologist Margaret Mead, noted for her landmark studies of adolescence and sexual behavior in primitive culture and author of *Coming of Age in Samoa* published in 1928, was a proponent of the nurture influence. Mead concluded, as a result of her field studies in New Guinea, Bali and Samoa, that society caused most behavior and that this behavior changed from culture to culture. Prescott (mentioned earlier in this chapter) studied thirty primitive cultures and concluded that with eighty percent certainty, that good nurturing was the key to a societally-positive adult.

I believe the Russian revolutionists were correct in their observation that royals ruled because they had been nurtured by their fellow royals and were groomed for the job, not because the royal successors had superior blood. However, I disagree with the revolutionist's position that genetics means nothing. I do not believe personalities are developed based entirely on what we experience in our environment.

A politically correct theory today asserts that children raised by abusive parents living in poverty and hammered on to the point where they inevitably develop a very low self-esteem will develop into antisocial (sociopathic) individuals. But this scenario does not hold water. Not all children are born pure and not all children nurtured well turn out benevolent. Further, most of the children who are mistreated at a young age turn out as reasonable citizens; it is a minority of abused children who become "damaged goods." And it is insulting to the majority of mistreated children who turn out well to blame criminal behavior entirely on early mistreatment. From close to the beginning of time a steady three to five percent of the world's population would have been diagnosed as having antisocial personality disorder<sup>7</sup>—if that term had been around—and

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<sup>7</sup>Mealey, Linda. "The Sociobiology of Sociopathy: An Integrated Evolutionary Model," "Sociopaths comprise only

current psychologists have come around to the opinion that the cause of sociopathic behavior is biological factors. Adrian Raine, a neuroscientist at the University of Southern California, has found that the brains of people with antisocial personality disorder look different from those of the rest of the population.<sup>8</sup>

Sociopathic behavior is subdivided into two groups: “simple” (primary) sociopaths, and “hostile” (secondary) sociopaths. Primary sociopaths, according to the authors of the article “Hostile And Simple Sociopaths: An Empirical Typology” published in *Criminology*,<sup>9</sup> are individuals who completely lack social emotions. Social emotions are defined as feelings of shame, guilt, sympathy and love. They define secondary sociopaths as individuals who exhibit antisocial behavior although they seem to experience social emotions. The authors theorize that the behavior of secondary sociopaths is more closely tied to environmental factors rather than to genetics.

Based on the statistics of urban children, I believe in spite of abhorrent upbringings, approximately ninety percent of abused children come out just fine and lead productive lives. In most cases, if it is the child’s nature to be good, then the child will almost always eventually be good, even when raised in a bad environment. For the very few children who turn out to be overtly mean or bad-spirited, it is their *nature* to be mean, naughty, antisocial. When “primary” sociopathic children are thrown in juvenile jail, they come back out and do the same thing again. No amount of job training or positive nurturing is going to help enough to change their attitude. The best one can hope for is that enough good nurturing will minimize their societally-negative actions. (See the discussion on “tough love” later in this chapter.)

The abused good children who occasionally go wrong are the ones who can respond to corrective measures and are unlikely to pursue a life of crime after being given the chance to improve. These latter children are the “secondary sociopaths.”

Imprinting is, of course, important, but people have a tendency towards good or bad behavior depending on their upbringing *combined* with their pre-wired urges. Homo sapiens are not single-dimensional creatures confined to a specific point somewhere on a gray scale between

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3-4 percent of the male population and less than 1 percent of the female population, but are thought to account for approximately 20 percent of the United States' prison population and between 33 percent and 80 percent of the population of chronic criminal offenders.”

<sup>8</sup> Raine, A. *The Psychopathology Of Crime: Criminal Behavior as a Clinical Disorder*, Academic Press, 1993; Raine, A. & Dunkin, J. “The Genetic and Psychophysiological Basis of Antisocial Behavior: Implications for Counseling and Therapy,” *Journal of Counseling and Development* 68:637-644, 1990.

<sup>9</sup> Allen, Lindner, Goldman & Dinitz, “Hostile And Simple Sociopaths: An Empirical Typology,” *Criminology*, 1971.

high and low self-esteem. Nor is Modern Man confined to live fated lives totally dependent on ancestral genes. *We are a combination of genetics and environmental imprinting.* How an individual behaves is determined by what that person is preprogrammed to become—in tandem with how he or she is raised. If classifications rely solely on one dimension, the understanding of the variability of people and our ability to work with them is limited since our understanding of the “why” of the variability is restricted.

Conventional twentieth century belief by such high-profile people as pediatrician Benjamin Spock, Father Flanagan<sup>10</sup>, and assorted sociologists promote the idea that bad boys are not really bad boys at all; they are merely children raised poorly. Bad behavior, therefore, is not their fault, so children should not be punished for the sins of their parents, guardians and associates. The claim is that troubled, abused and neglected children who display antisocial behavior would be just as nice as you or me and grow up to lead healthy, happy productive lives if only given the chance. Dr. A. S. Neill, director of the ultra-progressive English school Summerhill founded in 1921, and author of the 1960 book of the same name<sup>11</sup>, declared that children are born innocent and good and it is the corrupting morals and discipline of society that creates bad children. He writes, “I believe there is no instinct of criminality nor any natural tendency toward malevolence in the child.”<sup>12</sup>

This, in my opinion, is an optimistic theory that contains serious flaws. I agree that early intervention of problem children, including paying attention to their nutrition consumption and their educational and social opportunities will work for ninety-five percent of the population; however, society is eternally stuck with that additional five percent of genetically antisocial personalities who do not respond to social correction.<sup>13</sup> And it is that five percent of children who grow up to be costly and dangerous strains on society. If antisocial children were identified early, and provided with the additional special care and treatment they need in order to interact in society in a more positive way, some crime could be prevented with a corresponding reduction in

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<sup>10</sup> Flanagan, Father Edward Joseph (1886-1948) established the Father Flanagan’s Boys’ Home for abandoned, abused, neglected, and handicapped boys was established in 1917 in Omaha, Nebraska. He often said, “*There is no such thing as a bad boy, only bad environments, bad examples and bad thinking.*” The name changed to “Boys Town” in 1926. Girls were accepted to Boys Town beginning in 1979.

<sup>11</sup> Neill, A.S. *Summerhill: A Radical Approach To Child Rearing*, Hart Publishing Company, New York City, 1960.

<sup>12</sup> Neill, *Ibid.*, page 273.

<sup>13</sup> Mealy, *op. cit.*: “There is a genetic predisposition underlying sociopathy which is normally distributed in the population. As the result of selection to fill a small, frequency-dependent, evolutionary niche, a small, fixed percentage of individuals—those at the extreme of this continuum—will be deemed “morally insane” in any culture.”

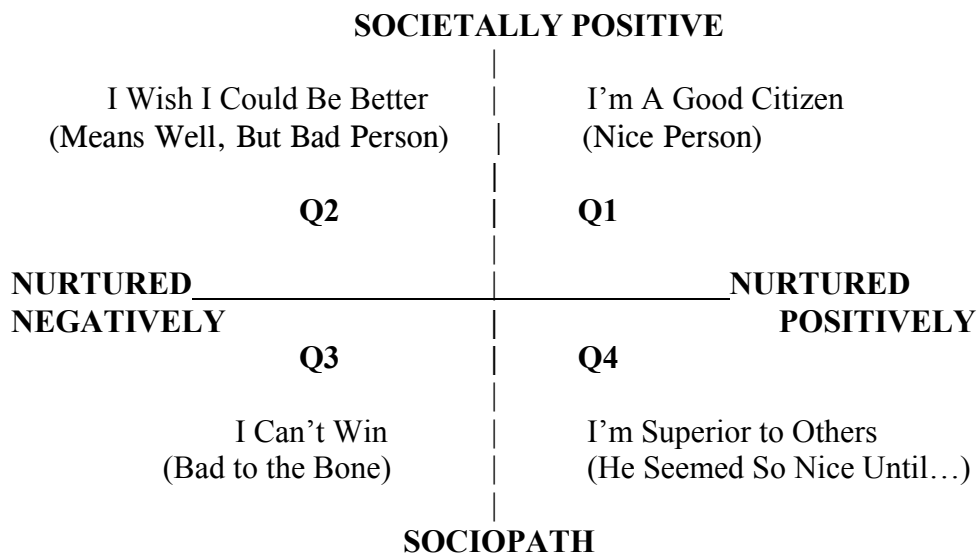


jail population. *(The issue of discipline in relation to bad boys is addressed in the following chapter.)*

Using the cross axis Area of Enlightenment method, four quadrants are created to help identify the social or antisocial nature of children to see how nature and nurture interplay to predict their behavior. In the figure below, “nature” is plotted perpendicular to “nurture.”

**Nature**, the vertical attribute, is defined as a person’s genetically inherited predisposition. For the purposes of this chapter, a person’s nature will be assumed to lie somewhere between the extremes of SOCIETALLY POSITIVE and SOCIOPATH. By “sociopath,” I mean a person devoid of the ability to be nurtured to normal standards, a person without a conscience, a person unable to feel sympathy for others. The horizontal axis, **nurture**, is the sum of environmental influences and conditions acting on a person. NURTURED POSITIVELY is positioned on the far right extreme of the figure (a child raised to be a good citizen), and NURTURED NEGATIVELY on the far left extreme (the child lives among bad role models and is actively pointed in the wrong direction.)

The top description in each quadrant represents the typical self-view of a person in that quadrant. The second description (in parenthesis) represents the opinion of a neutral or impartial observer reflecting on that quadrant’s inhabitant.



**Figure 4.1**

Quadrant Q1, **Societally Positive** and **Nurtured Positively**, contains normal citizens. These are children who make up the vast majority of the population; children blessed with a normally formed set of neural pathways that allow them to be imprinted with a proper ego thus allowing an ethical superego to operate. These children consider themselves good citizens. The neutral observer would say the typical quadrant Q1 child is a nice person.

Quadrant Q2, **Societally Positive** but **Nurtured Negatively**, contains children who could be good because they are genetically sound, but due to an unfortunate upbringing they give way to naughty impulses. Children raised in a negative environment would prefer to be nice, but they are directed to do otherwise by the people nurturing them. They tend to feel bad about the deceits and crimes they commit and express remorse when caught and punished. A child who would normally not steal will obey a mother or father, or a gang leader who orders him to do so. He will obey orders, especially if he knows he will be punished if he does not come back with the goods. Similarly, if a normally good child falls in with a bad crowd, he or she may make the poor choice to follow the example of their bad-acting peers rather than conform to the nurturing of good parents.<sup>14</sup>

In quadrant Q3, the **Sociopath** who is **Nurtured Negatively**, are the small minority of children who display sociopathic behavior. Antisocial people are easy to spot—their path through life is generally evident from young childhood and is marked by the consistent demonstration of bad deeds. Although sociopaths frequently try to inflate their egos, they are notoriously thin-skinned and do not take criticism easily. The children of quadrant Q3 feel as though they will never win, their troubles are always somebody else's fault, they will always be in trouble no matter what they do and therefore see no reason to change. The neutral observer views inhabitants of quadrant Q3 as bad to the bone since these are the people who were in trouble as children and all through adulthood in spite of numerous chances to be good. Children of quadrant Q3 are not able to show concern about the trouble they cause, and they couldn't care less about what they have done. They are only concerned about how to not get caught next time. They show no remorse for their bad deeds, only anger that they were caught. This is the result of the convergence of a bad "pre-wiring" of their brain, a genetic malfunction which prevents normal receptivity to good nurturing. In fact, sociopaths seem to instinctively gravitate

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<sup>14</sup> Harris, Judith Rich. *The Nature Assumption: Why Children Turn Out The Way They Do; Parents Matter Less Than You Think and Peers Matter More*, Free Press, 1998.

towards bad associations. They tend to fall in with other bad children as well as damaging and harmful mentors. Quadrant Q3 children are often a bad influence on children who would otherwise be found in quadrant Q1. These are the children who habitually kick dogs, pull the cat's tail, and are well-known to the school principal.

The Q4 inhabitants, **Sociopaths** who were **Nurtured Positively**, are the recipients of a brain improperly wired but because of early positive nurturing, they are able to keep their antisocial tendencies concealed, particularly if reasonable consistent discipline was applied early. With attention in the form of constructive nurturing and training, these genetic sociopaths can be channeled in a good direction. When genetically sociopathic children are raised in a family where socially positive ethics and morals were rewarded, they wind up in quadrant Q4 instead of quadrant Q3.

In one more battle of my constant war on the misguided naïve sociologists who justify their actions by being well-motivated, I will now show where their theories on how to help wayward children fall short. Naturally, I will be quoting those who have it “right,” as well as those who are “misguided”; however, I will use names only when I believe the authority is correct. I agree the politically correct sociologists are acting with a societally positive motive. But they are acting mono-dimensionally and as a result are doing more harm than good, particularly to those they want most to help.

“Classifying” children is a major social and political *faux pas* to politically correct individuals but, as usual, they forget that stereotyping is based on sound statistics. Negatively categorizing a child can indeed cause a normally nice child to shift from being a quadrant Q1 inhabitant to becoming a quadrant Q2 inhabitant. But this is true only for the children of quadrant Q1 who happen to be caught in an uncharacteristic bad moment. Left alone and unclassified, they will remain in, or return to, quadrant Q1. Since the children of quadrant Q1 make up the bulk of our youth population, the low percentage of children in this quadrant who occasionally act up will be noticeable and they will respond to the “cure by neglect.”

Occupants of the other three quadrants will require active intervention and strong discipline. To be effective, the disciplining must be done early to achieve reasonable results in a reasonable amount of time using a reasonable amount of effort.<sup>15</sup> As stated earlier, the brain

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<sup>15</sup>Dishion, Thomas J., Patterson, Gerald R., Griesler, Pamela C. “Peer Adaptations in the Development of Antisocial

easily responds to nurturing when in its formative stages. However, after puberty, mental functions are increasingly less malleable and a great effort needs to be expended to re-channel the brain into socially responsible behaviors. Failing to classify and properly channel occupants of quadrants Q2, Q3 and Q4 early on will do them a great disservice since they will receive no help in working around the problems of their negative genetics and/or nurturing.

The Prisoner's Dilemma of game theory can be applied here. The prisoner's dilemma was invented at Princeton's Institute of Advanced Science in the 1950s. In their basic scenario, two prisoners who the police know committed a serious crime, are held in separate cells. If one will testify against the other, then the testifier will be let off, but the one testified against will bear the full consequences of the crime. If neither testifies against the other, then they will both be found guilty of a lesser provable level of the crime, and will get lesser sentences. If they both testify against each other, they will get a worse sentence than if they had said nothing, but a lesser sentence than if only one bore the brunt of the crime. Usually each assumes he cannot trust the other, and they both get heavier sentences than if they had both said nothing. By not testifying against each other, they are "co-operators" maintaining the criminal code of silence. This works well if there is an expectation of future interactions. If, however, there is no expectation of future interaction, then there will likely be non-cooperation.

When the concept of prisoner's dilemma is taken into the Area of Enlightenment, it is possible to see that reputation has a strong influence on how people respond to and trust each other. Children in quadrants Q2, Q3, and Q4 generally develop the reputation of non-cooperator, with respect to the children in quadrant Q1. Their reputation drives them further into being bad boys, thus providing a self-fulfilling prophecy of failure. The quadrant Q1 children, uninhibited by politically correct considerations but led by the survival of the playground, will quickly assess the situation and stay clear of the bad boys. The bad boys will then seek the company of their own type<sup>16</sup>, with the attendant re-enforcement of negative nurturing which that kind of gang association encourages. Bad boys may try to make the best of a bad job by seeking a social

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Behavior," Chapter 4, p. 63 of *Aggressive Behavior, Current Perspectives*, edited by L. Rowell Huesmann. Plenum Press, 1994.

<sup>16</sup> Dishion, Thomas .J., Patterson, Gerald R., Stoolmiller, M. & Skinner, M.L. "Family, school, and behavioral antecedents to early adolescent involvement with antisocial peers," *Developmental Psychology*, 1991, 27(1):172-180.

environment in which they may fit in better or even appear superior.<sup>17</sup>

Figure 4.1 illustrates that the children of quadrant Q1 respond best to the type of treatment the politically correct crowd prefers—gentle prodding in the correct direction. This gentle prodding will get them going again, especially when they were wrong in only minor ways.

However, because the children of quadrant Q2 have been nurtured improperly, they need to be convinced that being a nice person will be better for everyone. Again, this is the direction the politically correct advocate, but with children of Q2, active intervention is mandatory. By classifying youth as inhabitants of quadrant Q2 early in their lives, they can be provided with treatment appropriate for their type (secondary sociopaths). As a result, these children will be able to respond to the notion that it is in their and society's best interests to co-operate. Without too much resistance, a chance exists that they will work for the group's better good—unlike the inhabitants of quadrants Q3 or Q4 (primary sociopaths).

Indeed, people classified as inhabitants of quadrants Q3 and Q4 are *sociopaths*. Everyone is *not* nice like the good-natured well-intended politically-correct people assume. There really are bad boys. There always will be bad boys. Statistics based on solid numbers cannot be denied—sociopaths have comprised approximately five percent of the population for the last few millennia.<sup>18</sup>

The Prisoner's Dilemma points the way to help the children of quadrants Q3 and Q4. Young sociopaths are not going to respond to an appeal for cooperation with society. They do not care about doing anything for the better good of the group. To the contrary, sociopaths by definition will respond only to their own self-interest.<sup>19</sup> The societally positive children of quadrants Q1 and Q2 will go along with the biblical commandment *Do unto others as you would have them do unto you*, but the societally negative children of quadrants Q3 and Q4 believe *Do unto others before they do unto you*. These children are the classic Prisoner's Dilemma cases—they act in self-interest for immediate gratification, without consideration of long-term gain.

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<sup>17</sup> Dawkins, R. "Good strategy or evolutionary stable strategy?" *Sociobiology: Beyond nature/nurture*, eds. G.W. Barlow & J. Silverberg, Westview Press, 1980; Cohen, L.E. & Machalek, R. "A general theory of expropriative crime: An evolutionary ecological approach," *American Journal of Sociology* 94(3):465-501, 1984.

<sup>18</sup> Mealey, op.cit.

<sup>19</sup> Hare, R.D. *Without Conscience: The Disturbing World of the Psychopaths Among Us*, Pocket Books, p. 204, 1993.

Their brains are defective in that their egos are more receptive to negative nurturing than to positive nurturing. Hence, their superegos cannot prevail and they act out at a primitive level.

Quadrant Q3 children are best dealt with by using the techniques of “ToughLove”<sup>20</sup> because the politically correct approach does not appeal to their self-interest. Tough love refers to the education and support for parents and young people in learning to accept responsibility for their actions. It also provides the tools to change behavior so that parents no longer tolerate unacceptable behavior from their children. Tough love, in the case of the quadrant Q3 child, is necessary to convert them to quadrant Q4. This approach can work on children of quadrants Q1 and Q2, and although the technique is generally overkill for them, they will respond positively with no harm done. Sociopathic children, when treated with tough love, can learn that misbehavior will not be tolerated and that bad behavior will be dealt with quickly, consistently, and proportionately. They discover it is in their *own best interest* to “toe the line”. The sooner this technique is applied, the better.

The politically correct crowd is critical of the old adage, *spare the rod, and spoil the child*. However, the quadrant Q3 child is the ultimate example of the politically correct advocate’s error. Sociopathic children respond *only* to swift and sure punishment for their misdeeds. (See Chapters 5 & 6 for discussions on punishment.)

As T. Palmer points out in “The ‘Effectiveness’ Issue Today: An overview,”<sup>21</sup> you must match the “agent” to the “client.” Quadrant Q3 and Q4 sociopaths are often so smooth they fool most councilors, so care must be taken to find the appropriate social workers, health care providers and employees of the criminal justice system. As the clients, the quadrant Q4 sociopaths become so clever at working the system that they often escape the consequences of their deeds, or at least get off very lightly because they are so adroit at taking advantage of sympathetic and empathetic people. When tough love does not work, the quadrant Q3 sociopath is deemed hopeless, but that is why we have *Three Strikes, You’re Out* laws and mandatory sentencing. Quadrant Q3 children need to be incarcerated to protect society and it is cheaper to warehouse social deviants than it is to pay for the repeated economic havoc and loss of life they cause in their outside communities.

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<sup>20</sup> “ToughLove” is a program started in the 1970s by Phyllis and David York, family therapists and State Drug and Alcohol Trainers for Pennsylvania, whose own children were exceptionally out of control. When their daughter was arrested for armed robbery, they developed a program that eventually proved successful in helping other parents reign in the antisocial behavior of troubled youngsters.

<sup>21</sup> “The ‘Effectiveness Issue Today: An overview,” *Federal Probation* 26:3-10.

The converts to quadrant Q4 are very special. Sociopathic children in quadrant Q3 who respond to the reprogramming of good nurturing and tough love can become inhabitants of quadrant Q4, but the people in Q4 are still sociopaths. They are slick and it is difficult to pick them out of normal society since they do not often act out thanks to their positive nurturing. When they do behave in a societally negative way, they always have a perfect excuse—somebody else caused the problem—“*Not me!*” If they cannot blame the deed on another, then we hear, “*the Devil made me do it,*” or “*I was an abused child,*” or “*my mother and my grandmother argued over me,*” or “*so-and-so took advantage of poor little old me,*” and so on.

To further illustrate my point, the following chapter will plot nurture and nature against each other to explore how societally positive individuals and sociopaths respond to reasonable versus unreasonable discipline using an Area of Enlightenment graph. And, because one must not criticize without offering potential solutions to the dilemma of how to deal with the incorrigibles found in quadrant Q3, I provide alternatives to incarceration.

