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CAN PSYCHOATHIC TRAITS CONTRIBUTE TO SUCCESS IN ADOLESCENCE?

RELATIONS BETWEEN BOLDNESS, MEANNESS, DISINHIBITION,

AND ADAPTIVE FUNCTIONING

by

Matthew David Guelker

Abstract of a Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

December 2012

ABSTRACT

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December 2012

Psychopathy, though frequently couched as a distinctive set of traits with violent and aggressive behavioral consequences (i.e., Hart, Kropp, & Hare, 1988; McCord & McCord, 1964; Millon & Davis, 1998), was presented in one of the original conceptualizations as a set of specific traits (i.e., emotional unresponsiveness and behavioral deviance) that could manifest as charm, confidence, and social dominance without resulting in criminality and aggression (Cleckley, 1941, 1988). More recently, Patrick, Fowles, and Krueger (2009) developed the Triarchic Conceptualization of psychopathy that differentiates underlying components of psychopathy into boldness, meanness, and disinhibition. The factor structure of the Triarchic Psychopathy Measure was analyzed in a sample of 259 college undergraduates, mostly aged 18-22 years old. Furthermore, this Patrick et al. (2009) conceptualization was originally proposed as a way to provide information on how psychopathic traits measured in adolescence may relate to indicators of adaptive functioning. Components of the Triarchic Conceptualization of Psychopathy and positive or negative outcomes were studied in a sample of 135 adolescents aged 16-19 years old and their parents. Overall, meanness and disinhibition were generally positively related to behavioral problems and negatively related to

ii

adaptive functioning, indicating that those traits contribute strongly to the negative outcomes generally associated with psychopathy. However, boldness was found to relate negatively with behavioral problems and positively with adaptive functioning indicating that boldness may function as a beneficial protective factor, even in the presence of other traits of psychopathy. The role of boldness as a psychopathic trait was discussed as well as the psychometric utility of the Triarchic Psychopathy Measure.

The University of Southern Mississippi

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TABLE OF CONTENTS

                Conceptualizing Psychopathy
                Psychopathic Tendencies as Related to Success
                The Present Studies

                Participants
                Materials
                Procedure
                Results

                Hypotheses
                Participants
                Materials
                Procedure
                Results

                Limitations
                Future Directions

LIST OF TABLES

Table

LIST OF ILLUSTRATIONS

Figure

CHAPTER I

INTRODUCTION

Psychopathy is often considered a severe form of criminal or antisocial personality (Kowalski, 2001) and, along with narcissism and Machiavellianism, is one element of the "Dark Triad" of personality (Paulhus & Williams, 2002). Terms such as *exploitative*, *intimidating*, and *hostile* are frequently used to describe individuals with high levels of psychopathy (Millon & Davis, 1998). McCord and McCord's (1964) classic presentation in *The Psychopath: An Essay on the Criminal Mind* describes a psychopath as a callous, unaffiliated individual lacking in impulse control. Other early writers presented similar depictions that directly related psychopathy to aggression, antagonism, and cruelty toward others, as well as frequent criminal behavior (Craft, 1966; Lindner, 1944; Robins, 1966, 1978). This image predominates in contemporary research. For example, psychopathy is viewed as a risk factor for violence, a predictor of criminal re-offending, and a potential explanation for treatment resistance in those with antisocial behavior (Hart, Kropp, & Hare, 1988; Hare, 1999; Looman, Abracen, Serin, & Marquis, 2005; Walters & Mandell, 2007).

However, Cleckley's (1988) discussion of psychopathy in *The Mask of Sanity*, originally presented in 1941, did not entirely focus on the cold and predatory nature emphasized by the above conceptualizations. Cleckley's case examples of psychopathy included individuals drawn from an inpatient population who were undeniably "unsuited for life in the community" (p. 188) and who manifested key psychopathic personality characteristics (see Hall & Benning, 2006). However, Cleckley also included "incomplete manifestations or suggestions of the disorder" (p. 188) in his discussion. Cleckley considered these cases to represent a milder or incomplete manifestation of the core traits

of psychopathy. This notion of a psychopath is someone who initially appears confident, personable, and well-adjusted but later may reveal deep underlying pathology of behavioral deviance, emotional unresponsiveness, and impaired social relations. From this perspective, violence and aggression were not emphasized as essential behavioral outcomes of psychopathy. Instead, psychopathy might be viewed as a collection of traits that may a) lead an individual to significant problem behaviors, b) potentially result in an initial outward appearance of normalcy due to the presence of other beneficial traits but eventually result in problem behaviors or c) perhaps even serve an adaptive role leading the person toward positive outcomes without problem behaviors.

Research has demonstrated that psychopathy-related traits are relatively stable from adolescence to early adulthood and predictive of future violence (Gretton, Hare, & Catchpole, 2004; Lynam, Caspi, Moffitt, Loeber, & Stouthamer-Loeber, 2007; Lynam, Charnigo, Moffitt, Raine, Loeber, & Stouthamer-Loeber, 2009). However, little effort has been made to understand the potentially adaptive contribution of psychopathic traits in adolescence. Examination of the association between traits of psychopathy and adaptive functioning at a younger age could provide information about how the manifestation of these traits may not necessarily lead exclusively to antisocial behavior.

A Triarchic Conceptualization of psychopathy emphasizing dispositional fearlessness (described as either boldness or meanness) in combination with disinhibition has been recently developed in an attempt to reconcile Cleckley's discussion of psychopathy with the more negative perspectives of others (see Patrick et al., 2009). The current study intended to investigate if, in later adolescence, there are specific aspects of psychopathy as captured by the Triarchic Conceptualization of Patrick et al. (2009) that

are not entirely problematic and may, in fact, contribute to someone's potential for success in different areas of life. Rather than considering psychopathy as a one-dimensional construct, the focus of this study was on the three domains of psychopathy discussed in the Triarchic Conceptualization in an effort to examine the unique contribution of each domain to adaptive functioning. In addition, like most personality constructs, psychopathy appears to be most appropriately considered as continuous rather than categorical (Marcus, John, & Edens, 2004), and the presence of specific traits, individually or in specific combinations, may relate differently to outcomes such as success.

Conceptualizing Psychopathy

Patrick et al. (2009) restructured and integrated previously established conceptualizations of psychopathy into domains of Disinhibition, Boldness, and Meanness to develop the Triarchic Conceptualization of Psychopathy. Previous adult research has largely measured psychopathic tendencies by either the Psychopathy Checklist (PCL; Hare, 1980), later revised into the Psychopathy Checklist-Revised (PCL-R; Hare, 2003), or the Psychopathic Personality Inventory (PPI; Lilienfeld & Andrews, 1996; Lilienfeld & Widows, 2005). Through the PCL-R approach, psychopathy is considered a combination of interpersonal/affective characteristics (e.g., callousness, lack of remorse, and manipulation of others) and antisocial deviance (e.g., lack of long-term planning, impulsivity, irresponsibility, externalizing behavior; Cooke & Michie, 1997; Harpur, Hakstian, & Hare, 1988; Patrick, Hicks, Krueger, & Lang, 2005). These components may be further divided into an arrogant and deceitful interpersonal style (e.g., superficial charm, grandiose sense of self-worth, manipulation, pathological lying),

a deficient affective experience (e.g., shallow affect, callousness, lack of remorse), and an antisocial/deviant lifestyle (Cooke & Michie, 2001). Youth measures based on the PCL have also conceptualized psychopathy as consisting of similar components (Frick, Bodin, & Barry, 2000; Neumann, Kosson, Forth, & Hare, 2006). The PPI was similarly divided into Fearless Dominance (composed of subscales of Social Potency, Stress Immunity, and Fearlessness), Impulsive Antisociality (composed of subscales of Impulsive Nonconformity, Blame Externalizing, Machiavellian Egocentricity, and Careless Nonplanfulness), and Coldheartedness, an individual subscale that did not load on to either of the other factors (Benning, Patrick, Blonigen, Hicks, & Iacono, 2005; Benning, Patrick, Hicks, Blonigen, & Krueger, 2003; Benning, Patrick, Salekin, & Leistico, 2005; Ross, Benning, Patrick, Thompson, & Thurston, 2009).

Patrick et al. (2009) attempted to reconcile such approaches to the assessment of psychopathy with Cleckley's original conceptualization to better understand what he referred to as "incomplete manifestations" of psychopathy in which individual's demonstrated some psychopathic traits but were able to maintain some level of success or social poise. This model was also presented to further explore developmental etiologies of psychopathy (see Patrick et al., 2009). The resulting Triarchic Psychopathy Measure (TriPM; Patrick, 2010) was intended to measure psychopathic tendencies as underlying facets of disinhibition, boldness, and meanness in adolescents and adults.

Disinhibition.

Disinhibition consists of irresponsibility, an inability to plan ahead, poor self-control, oppositional behavior, and anger (Patrick et al., 2009; Patrick, 2010). Furthermore, Disinhibition on the TriPM is measured with items that draw from the

broad Externalizing factor of the Externalizing Spectrum Inventory (ESI; Krueger,

Markon, Patrick, Benning, & Kramer, 2007), including irresponsibility, impulsivity,

theft, boredom, and impatience (Patrick, 2010). Disinhibition is much like previously

established behavioral/antisocial components of psychopathy (Blonigen et al., 2005;

Patrick et al., 2005); thus, disinhibition is strongly related to both externalizing behavior

(e.g., aggression, substance use problems, risky behavior, impulsive actions with negative

consequences; Frick, Kuper, Silverthorne, & Cotter, 1995; Krueger et al., 2007) and an

unreliable, impatient, and impulsive personality (Patrick et al., 2009). Disinhibited

individuals are driven by immediate satisfaction in the moment, often disregard the

potential for future consequences, and are likely to engage in behaviors for which they

perceive a short term reward, with little to no consideration of the social appropriateness

of the behavior or future implications (Dindo, McDade-Monez, Sharma, Watson, &

Clark, 2009). Therefore, characteristics of disinhibition appear to be indicative of careless

and often problematic behavior motivated by self-serving and immediate gratification

rather than predatory intentions. That is, disinhibition alone does not seek the

victimization of others; however, this behavioral pattern/personality style could result in

problematic outcomes (i.e. criminality, deviance, and social rejection) as a result of poor

consideration of potential negative consequences.

Meanness.

Meanness is one possible manifestation of a fearless disposition that is

characterized by a willingness to exploit others for one's own gain, lack of empathy,

disregard for others, and avoidance of close attachments (Patrick et al., 2009). This

element of psychopathy manifests as callousness aimed at achieving power, control, and

one's most selfish goals (Patrick et al., 2009). Furthermore, meanness represents "active exploitation rather than passive disengagement, including defiance of authority, physical cruelty, predatory aggression, and excitement from destruction" (Patrick et al., 2009, p. 927). Meanness is indicative of a combination of high dominance and low affiliation that is associated with control over others and having little regard for them (Blackburn, 2006; Harpur, Hare, & Hakstian, 1989). The Meanness scale of the TriPM was derived from the Callous Aggression subfactor of the ESI, which includes lack of empathy, dishonesty, and relational aggression (Patrick, 2010). According to Patrick et al. (2009), Meanness also includes elements of the affective (e.g., shallow affect, callousness, guiltlessness, failure to accept responsibility) and interpersonal (e.g., slickness, arrogance/superiority, deception, predatory exploitation) characteristics of psychopathy from the PCL, as well as Coldheartedness from the PPI (Patrick, 2010). Meanness additionally represents the potential for problematic behaviors (e.g., aggression) as a result of callous use of cruelty to achieve social goals. Although both meanness and disinhibition are theoretically linked to seeking personal rewards, disinhibition would be associated with attempts to achieve that reward without consideration of future consequences, whereas meanness would more likely be associated with predatory tactics and disregard for the impact of behaviors on others.

Boldness.

In the Triarchic Conceptualization, boldness is another aspect of the psychopathic personality, characterized by low stress reactivity and resilience in the face of threats or challenges (Patrick et al., 2009). Individuals high on boldness tend to be brave, adventurous, daring, and have a high tolerance for the unfamiliar that manifests as self-

assured social dominance (Benning et al., 2003; Benning, Patrick, Blonigen et al., 2005; Patrick et al., 2009). Additionally, these individuals are assertive and persuasive but exhibit a high level of "social poise" (Patrick et al., 2009, p. 926). Measurement of Boldness on the TriPM uses similar traits as the Fearless Dominance scale of the PPI and taps all three traditional components of psychopathy: interpersonal (e.g., persuasion, leadership, social confidence), affective (e.g., resilience, optimism, self-confidence), and behavioral (e.g., courage, adventurousness, tolerance for the unfamiliar; Patrick, 2010). Boldness likely represents the charming and grandiose self-image often associated with psychopathy (Benning, Patrick, Blonigen et al., 2005; Patrick, et al., 2009) without the direct intention of problematic behavior or harm toward others. Thus, boldness may be associated with a penchant for leadership and a positive social image that manifests as an ability to thrive in circumstances where others might falter. However, boldness coupled with disinhibition may result in problematic outcomes demonstrated by the individual who confidently approaches an unfamiliar situation without a realistic evaluation of the potential positive or negative outcomes.

To summarize, the Triarchic Conceptualization of psychopathy proposes that psychopathy is a combination of disinhibition and a fearless disposition (i.e., boldness and/or meanness; Patrick et al., 2009). Disinhibition accounts for behavioral deviance and deficits in inhibitory control, but it does not sufficiently account for the deficient emotional reactivity that is believed to be an important aspect of psychopathy. As such, complete manifestations of psychopathy require the presence of meanness or boldness in addition to disinhibition (Patrick et al., 2009). As described above, meanness is a callous and exploitative selfishness that victimizes others for one's own gain likely resulting in

problematic and negative outcomes. However, boldness appears to be a combination of charming confidence, a grandiose sense of self-worth, and a willingness to do what others may not be willing to that can present as both socially captivating and a determination to succeed. Therefore, meanness and disinhibition should be related, both individually and combined, to the negative outcomes often associated with psychopathy (e.g., aggression, conduct problems, and delinquency), whereas boldness might only be associated with such outcomes when coupled with disinhibition.

Despite the typical relations between psychopathy traits and problematic outcomes, it was proposed that the Triarchic Conceptualization includes dimensions of psychopathy that also promote an understanding of how psychopathic characteristics might be associated with life success for some individuals. That is, individuals with traits of psychopathy and life success, similar to Cleckley's presentations, may be better described by a focus on boldness (Patrick et al., 2009) due to the self-confidence and social poise that may be associated with adaptive functioning. Essentially, it is not psychopathy as a whole that was expected to relate to potential life success, but the individual boldness aspect of psychopathy.

<center>Psychopathic Tendencies as Related to Success</center>

As noted above, in addition to describing individuals who displayed a pattern of psychopathic personality tendencies and were clearly incapacitated, Cleckley (1988) also presented examples of partial manifestations of psychopathy that focused on individuals with the outward appearance of success despite, or perhaps because of, psychopathic characteristics. In most of the cases presented (e.g., businessman, man of the world, gentleman, scientist, physician, psychiatrist), the individual had experienced professional

or social success but drew negative attention when his behavior became problematic. For example, the so-called Man of the World and the Gentleman were presented as individuals with dignified sophistication and charismatic charm who achieved high levels of social success (e.g., prominence and respect among peers, numerous lucrative and beneficial interpersonal relationships, and the ability to win over the opposite sex), but in reality, they had little affiliation with others and eventually demonstrated emotional and behavioral instability. Additionally, the Businessman, Scientist, Physician, and Psychiatrist were all individuals who achieved high levels of task-oriented success (e.g., wealth, high status positions, publication, and esteem among their colleagues) but hid bizarre, irresponsible, and frequently lewd behavior. In these cases, each individual experienced some type of success in life that was ultimately interrupted by problematic behavior. However, it has been additionally suggested that individuals who achieve success as political, military, or corporate leaders may manifest beneficial traits of psychopathy (Lilienfeld et al., 2012; Lykken, 1995). The goal of this study was to better understand how adaptive functioning in adolescents with psychopathic traits relates to the domains of psychopathy from the Triarchic Conceptualization to establish associations with early predictors that might relate to future success.

Success can be operationally defined in many ways depending on the context and the developmental level of the individual. One accepted definition includes six major components of life success in adults (i.e., status/wealth, contribution to society, family relationship, personal fulfillment, professional fulfillment, and security; Parker & Chusmir, 1992). This definition has been used in previous studies examining life success, psychopathy, and related constructs. When subjected to factor analysis, this

conceptualization of success resulted in two underlying primary factors: a) status and wealth (e.g., social class, income, size of home, and supervision of others at work); and b) successful intimate relationships (e.g., perspective, stability, and quality of intimate relationships; Ullrich, Farrington, & Coid, 2007; Ullrich, Farrington, & Coid, 2008). For adolescents, adaptive functioning can be conceptualized as positive academic, behavioral, interpersonal, and social functioning that is likely, in certain forms (i.e., verbal fluency, impulse control), a precursor to positive adult functioning (e.g., Nave, Sherman, Funder, Hampson, & Goldberg, 2010). Unlike with adults, status and wealth are not typically achieved during adolescence; however, positive academic outcomes in high school (e.g., grade point average), high motivation for achievement, and early job employment are all associated with future achievement of status and wealth (Davies, 2000; Midgley et al., 1998; Rosenbaum, 2001). Additionally, successful interpersonal relationships are tied to social skills, self-perception of social competence, and positive relationships with parents and peers during adolescence (Engels, Finkenauer, Meeus, & Dekovic, 2001; Franz, McClelland, & Weinberger, 1991; Harter, 1985).

Task-Oriented Adaptive Functioning.

Because defining success by way of wealth and status is unrealistic for adolescents, other variables should be considered as indicative of task-oriented success prior to adulthood. Task-orientation is a term from achievement goal literature used to describe a focus on completion of a goal (Nicholls, 1984). For this study, task-oriented adaptive functioning (TOAF) is represented by behaviors or other indicators of functioning (e.g., academic performance) that are related to the achievement of specific goals, namely those presumably related to future wealth and status. Performance in high

school (e.g., grade point average; GPA) is positively associated with later job success and increased earning potential (Rosenbaum, 2001). Additionally, motivation for academic achievement (i.e., a desire to develop academic competence, appear academically competent, or not appear academically incompetent) and self-perception of one's own academic abilities are important to academic success, goal setting, and future priorities (Mboya, 1989; Midgley et al., 1998; Midgley et al., 2000). Lastly, part-time employment while in high school, if carefully prioritized with academic work, has also been linked to future job success (Davies, 2000; Derous & Ryan, 2008). A combination of objective measures (e.g., GPA, employment status) and perceptual measures of achievement and motivation provides a well-rounded measure of TOAF.

Cleckley (1988) originally included positive components of intelligence and cleverness as elements of psychopathy. Additionally, the interpersonal element of psychopathy has been specifically related to other constructs of adaptive functioning that may lead to future success (e.g., verbal intellectual skills, creativity, practicality, and analytical thinking; Salekin, Neumann, Leistico, & Zalot, 2004). However, one study demonstrated no evidence of a relation between interpersonal characteristics of psychopathy and status and wealth, as well as a negative association between behavioral and affective components of psychopathy and status and wealth (Ullrich et al., 2008).

The unexpected findings by Ullrich et al. (2008) might be better explained through the Triarchic Conceptualization. As previously noted, boldness is associated with optimism, confidence, and a low stress response (Patrick et al., 2009), traits that are likely be beneficial when facing the occasionally unpredictable and challenging landscape of academics and early employment. Additionally, traits such as positive self-concept and

hope are related to successful academic outcomes (Byrne, 1984; Leeson, Ciarrochi, &

Heaven, 2008; Mboya, 1989) and can perceivably be related to boldness. As such, a

positive relation between boldness and TOAF was predicted. On the other hand, impulse

control problems are related to lower grades and poor academic achievement (Meade,

1981); thus, disinhibition was expected to be negatively correlated with TOAF.

Individuals with lower levels of impulsivity are more likely to possess the ability to

interrupt their automatic response for immediate gratification and focus on the potential

for future rewards. Furthermore, the combination of high levels of boldness and low

levels of disinhibition was expected to be related to the highest level of TOAF. This

combination represents an individual who demonstrates the ability and willingness to

confidently face unknown or difficult challenges but has the ability to patiently process

the situation first. Meanness likely is not related to TOAF as currently conceptualized

because meanness is predominately based on predatory, callous, and exploitative

behavior that, though potentially problematic in regards to social interactions and general

deviance, is not clearly theoretically linked to one's ability to find motivation or success

in academics or task-oriented pursuits.

Adaptive Social Functioning.

Previous work with adolescents has demonstrated that social skills, relationships

with parents, and self-reported perception of social competence are related to positive

interpersonal relationships in the future (Engels et al., 2001; Franz et al., 1991; Harter,

1985). Additionally, positive relationships with parents have been related to social

competence and successful peer relationships (Benson, McWey, & Ross, 2006;

Lieberman, Doyle, & Markiewicz, 1999). Successful intimate relationships relate to an

individual's perception of the quality and the stability of the relationships (Parker & Chusmir, 1992). Therefore, Adaptive Social Functioning (ASF) in an adolescent sample includes overall socialization (i.e., number of friends, number of social groups, how much time spent socializing, etc.), perceptions of relationships and social competence, as well as social skills. In this study, ASF was defined by social competence, interpersonal relationships, and relationships with parents (as reported by the adolescent), parent-reported social skills, and self- and parent-reported social experiences (e.g., number of friends, time spent socializing, group membership).

Through previous conceptualizations, psychopathy has been associated with similar measures of social functioning. Specifically, the interpersonal factor of psychopathy and Fearless Dominance are both related to sociability measured as extraversion (Benning, Patrick, Blonigen et al., 2005; Hall, Benning, & Patrick, 2004). However, other evidence has demonstrated no relation between the interpersonal component of psychopathy and successful intimate relationships and a negative association between the affective component of psychopathy and the same outcome (Ullrich et al., 2008).

It appears that the relation between psychopathy and social success in adolescents can be better understood by relating the Triarchic Conceptualization to indicators of ASF. In the present study, the differentiation between boldness and meanness was expected to provide important information relative to social functioning. Specifically, boldness, as stated above, is related to confidence, leadership, and social poise which were predicted to have a positive relation with ASF, particularly one's perception of his or her own social competence. Individuals high on boldness display an outward presence of charm,

persuasiveness, and social confidence (Patrick et al., 2009) that would be expected to result in a compelling social presentation that could attract others and improve the potential for social success. In contrast, meanness, as stated above, manifests as callous predatory behavior (Patrick et al., 2009) that may leave others feeling both alienated and victimized. Thus, meanness was expected to be associated with rejection from interpersonal relationships and an associated lack of involvement in social opportunities. Further, the combination of high levels of boldness and low levels of meanness was expected to correspond with the highest levels of social success. Disinhibition was not expected to be related to ASF, as there is no specific or consistent theoretical link between uninhibited behavior and social interactions.

The Present Studies

Given the relative infancy of the Triarchic Conceptualization of Psychopathy, the goal of Study 1 was to verify the factor structure of the Triarchic Psychopathy Measure as presented by Patrick et al. (2009) and further explore additional models as necessary. In Study 2, it was proposed that the Triarchic Conceptualization can successfully differentiate between individual elements of psychopathy in a way that may account for adolescent adaptive functioning despite psychopathic tendencies. More specific to the present study, identifying and associating these individual traits of psychopathy with specific outcome variables in adolescents may provide information about how psychopathic tendencies might be associated with current adaptive functioning and future success. That is, by reconceptualizing psychopathy into traits of boldness, meanness, and disinhibition, the Triarchic Conceptualization may provide more information about adolescents who have experienced some degree of life success, indicated by TOAF and

ASF. The present study examined whether adaptive functioning among individuals with psychopathic tendencies may be understood in terms of specific domains (e.g., boldness, meanness, and disinhibition) both individually and in specific combinations. Information from this study could help highlight potentially adaptive psychopathic traits and better inform knowledge about how an individual could demonstrate positive characteristics or success despite having personality or behavioral characteristics that could otherwise place him or her at-risk for deviance or antisocial behavior. This information could additionally assist in clarifying Cleckley's explanation of incomplete manifestations of psychopathy and how certain aspects of psychopathy may relate to individuals potential success.

CHAPTER II

STUDY 1

Participants

The data for this study were drawn from two distinct samples. The sample used for the confirmatory factor analysis of the Triarchic Conceptualization of Psychopathy consisted of 259 undergraduate students at a mid-size university in the southern United States. Participants ranged from ages 18 to 51 years ($M = 21.73$, $SD = 5.57$), with approximately 80% of the participants being between 18 and 22 years of age. The sample was predominantly female (213 female, 46 male), and racial composition was as follows: 51% Caucasian, 43% African American, 2% Hispanic, 1% Asian, and 3% unreported. This sample size was sufficiently large for confirmatory factor analysis (see MacCallum, Zhang, Preacher, & Hong, 2001).

Materials

Demographic information.

Basic demographic information was collected, including age, gender (coded as males=1, females=2), and ethnicity.

Triarchic Psychopathy Measure (TriPM; Patrick, 2010).

The TriPM is a 58-item self-report measure that asks participants to rate statements on a 4-point Likert-type scale between *false*, *somewhat false*, *somewhat true*, or *true* in an effort to identify psychopathic characteristics (see Appendix A). The Triarchic Conceptualization was developed to study psychopathy and developmental/etiological factors in a youth population, yet preliminary studies have been with incarcerated adult samples (Patrick et al., 2009; Patrick, 2010). There are three

intended factors within the TriPM developed from 24 facets of psychopathy that, in turn, were derived from previously validated measures (i.e., Externalizing Spectrum Inventory, Psychopathy Checklist, Psychopathic Personality Inventory). Subscales of the measure area 19-item Boldness scale (e.g., *I have a knack for influencing people*, *I am well-equipped to deal with stress*) from nine boldness-related facets, a 19-item Meanness scale (e.g., *I've injured people to see them in pain*, *I don't have much sympathy for other people*) from six meanness-related facets, and a 20-item Disinhibition scale (e.g., *I have a hard time waiting patiently for things I want*, *I jump into things without thinking*) from nine disinhibition-related facets. Previous research with this measure provided evidence of sufficient reliability within both an incarcerated adult sample and an undergraduate research sample (i.e., α ranged from .82 to .90 for all three subscales; Sellbom & Phillips, 2012). Preliminary evidence regarding construct validity has indicated positive correlations between TriPM factors and other previously established measures of psychopathy (Patrick, 2010; Sellbom & Phillips, 2012). Overall, the items also appear to have face validity for the constructs intended to be measured. In this study, confirmatory factor analysis was attempted to provide more information about the psychometrics of the TriPM and usefulness of the three subscales (see below).

Procedure

Undergraduate participants were invited to complete online surveys in exchange for research credit in an undergraduate psychology course. Following informed consent, participants completed an online version of the TriPM and provided basic demographic information.

Results

A confirmatory factor analysis was conducted to verify the factor structure of the TriPM. The factor structure reported by Patrick et al. (2009) was analyzed in AMOS. Absolute fit indices were used to determine goodness of model fit. Specific indicators of a good model fit include a non-significant Chi-Square, a root mean square of approximation (RMSEA) less than .06, a goodness of fit (GFI) or comparative fit index (CFI) of greater than .90, and a root mean square residual (RMR) less than .08. The original factor structure demonstrated some evidence of good model fit, whereas other fit statistics were less than optimal. Specifically, $X^2(1572) = 2923.20$, $p < .001$, indicated a poor model fit, although this indicator may have been somewhat influenced by the sample size ($n = 259$) which was smaller than recommended for Chi-Square analysis with the given number of indicators (MacCallum et al., 2001; Zillmer & Vuz, 1995). Additionally, the $CFI = .726$ and $GFI = .722$, indicated poor model fit. Conversely, some fit statistics indicated a good fit (i.e., $RMSEA = .058$, and $RMR = .075$). Multiple scale items (i.e., four Boldness items, one Meanness item, and one Disinhibition item) all loaded less than .40 onto their respective latent factor, additionally demonstrating areas where the model may have room for improvement, at least among individuals such as the college student participants in the present analysis.

To further test the original theoretically-driven model, an exploratory principal components analysis with Varimax rotation was conducted. Extraction based on eigenvalues greater than one identified 15 factors that would account for approximately 62% of the variance in total scores. There was no theoretically discernible pattern to describe how the 58 items loaded onto 15 factors, and many of the resulting 15 factors

consisted of statistically weak and overlapping factor loadings. Further attempts to explain the 15-factor solution, included reviewing item loadings for consistency with the three-scale structure as well as correspondence to the original 24 facets that were used to develop TriPM measure items, with no consistent pattern found.

When the exploratory principal components analysis was limited to a three-factor solution, factor loadings were not consistent with the originally proposed structure, and the model only accounted for approximately 33% of the variance (see Table 1 for factor loadings). Specifically, the Boldness scale was somewhat consistent with the scale proposed by Patrick (2010) but with multiple items not functioning as intended (i.e., items loading onto multiple factors, items not loading onto any of the factors, items loading strongly and negatively onto another factor). In addition, items that were intended to load separately onto Meanness and Disinhibition were generally mixed across one or two of these factors.

Lastly, a principal components analysis was conducted with the college sample using only the three subscales (i.e., Boldness, Meanness, and Disinhibition) as variables and not including the individual items to determine if the three subscales loaded onto a single psychopathy factor, three individual factors, or if specific scales appeared to group together. This analysis revealed a two-factor structure in which Meanness and Disinhibition converged in one factor and Boldness remained separate. This factor-level solution accounted for 90% of the variance in TriPM total scores.

Table 1

Factor Loadings for the TriPM Items

	Item number	Unrotated Factor Loadings			Rotated Factor Loadings		
		Factor 1	Factor 2	Factor 3	Factor 1	Factor 2	Factor 3
	1	*no loading above .30*			*no loading above .30*		
	4 (rev)	*no loading above .30*			*no loading above .30*		
	7	.67			.66		
	10 (rev)	.36			.36		
	13	.61			.61		
	16 (rev)	.32	-.46		.36		-.34
Originally	19	.41		.39	.41		.42
proposed	22	.62			.64		
factor	25 (rev)	.45			.48		
structure of	28	.33			*no loading above .30*		
the Boldness	32	.41	.34		.38		
Subscale	35 (rev)	.37			.35		
	38	.30	.42	.35			.53
	41 (rev)	.57			.59		
	44 (rev)	.59			.60		
	47 (rev)	*no loading above .30*			*no loading above .30*		
	50 (rev)	.31	-.42		.36	-.35	
	54	.37			.35		
	57 (rev)	.57			.59		
	2 (rev)			-.34		.33	
	6		.42				.44
	8		.49			.46	
	11 (rev)		.45	-.34		.57	
	14		.54			.49	
	17		.52			.33	.48
Originally	20		.64			.71	
proposed	23		.62			.55	.32
factor	26		.68			.62	
structure of	29		.62			.64	
the Meanness	33 (rev)		.55	-.37		.68	
Subscale	36		.69			.69	
	39 (rev)		.41			.46	
	40		.68			.68	
	42		.69			.62	.32
	45		.47	.32			.52
	48		.71			.69	
	52 (rev)			-.43		.43	
	55		.67	-.31		.74	

Table 1 (continued).

	Item number	Unrotated Factor Loadings			Rotated Factor Loadings		
		Factor 1	Factor 2	Factor 3	Factor 1	Factor 2	Factor 3
Originally proposed factor structure of the Disinhibition Subscale	3	*no loading above .30*			*no loading above .30*		
	5		.41				.38
	9		.54			.30	.51
	12		.32				.35
	15		.45	.48			.64
	18		.56			.41	.38
	21 (rev)		.45		-.43	.32	
	24		.58			.54	
	27		.35				.40
	30 (rev)		.45			.32	.30
	31		.33	.30			.43
	34		.63			.52	.37
	37		.55	.33			.57
	43		.55			.46	.31
	46	*no loading above .30*					.40
	49		.60			.52	
	51		.68			.61	.32
	53		.61			.60	
	56		.61			.41	.46
	58		.57			.56	

Note. (rev)- item reverse scored; Factor loadings of .30 and above are shown

CHAPTER III

STUDY 2

Hypotheses

Hypothesis 1

It was hypothesized that in a sample of high school-aged adolescents, Meanness and Disinhibition, as theorized in the Triarchic Conceptualization of Psychopathy, would be positively related to indicators of behavioral problems (i.e., delinquency, conduct problems, and aggression). Further, there was expected to be an interaction between Boldness and Disinhibition in the prediction of problem behaviors, such that Boldness would be related to problem behaviors in the presence of high levels of Disinhibition among high school students.

Hypothesis 2

It was hypothesized that indicators of Task-Oriented Adaptive Functioning (TOAF) would be positively correlated with Boldness and negatively correlated with Disinhibition. Further, there was expected to be an interaction between Boldness and Disinhibition in the prediction of TOAF, such that high levels of Boldness coupled with low levels of Disinhibition would be associated with a relatively high level of TOAF.

Hypothesis 3

It was hypothesized that Boldness would be positively correlated with indicators of Adaptive Social Functioning (ASF), whereas Meanness would be negatively correlated. Further, there was expected to be an interaction between Boldness and Meanness such that high levels of Boldness coupled with low levels of Meanness were expected to be associated with a relatively high level of ASF.

Participants

The second sample of adolescents was used to investigate the hypothesized main effects and interactions for the Triarchic Conceptualization of Psychopathy. Participants were adolescents currently enrolled in high school and their parents. They were drawn from an online survey collection program that invited participants within the target demographics from throughout the United States. This sample originally consisted of 152 participants with parent and adolescent data. Seventeen participants (roughly 11%) were removed for incomplete participation (e.g., missing entire measures), leaving a study sample of 135 adolescents, ages 16-19 ($M = 17.08$, $SD = 1.03$), and their parents. There were 47 females and 88 males in this sample. Adolescent participants were required to be enrolled in high school and as such ranged from 9th to 12th grade with the following distribution: 9th Grade- 7.4%, 10th Grade- 20.7%, 11^{th}Grade- 31.1%, 12th Grade- 40.7%. The sample had the following racial distribution: 43% Asian, 40% Caucasian, 7% African American, 4% Hispanic, 6% unreported. Of the total sample, 37% had been previously, or were currently, employed at least part-time. It was expected that this sample would demonstrate suitable variance on psychopathic tendencies, as previous research has demonstrated the presence of these traits within community samples of adolescents (i.e., Andershed, Gustafson, Kerr, & Stattin, 2002; Marsee, Silverthorn, & Frick, 2005).

Materials

Demographic Information.

Demographic information was gathered through parent- and self-report of the participant's age, gender (coded as males=1, females=2), and race. Parents and

adolescents were asked to report the adolescent's grade point average (GPA) on an open-response scale from 0.00 to 4.00. In most cases, parent and adolescent report of GPA were identical, $r = .96$, $p < .001$. To account for the few inconsistencies, parent and adolescent GPA were averaged for study purposes. Additionally, adolescents were asked if they had a history of past or present employment. Parents provided information about parental employment and parental education to establish the socioeconomic status (SES) of the family via the Hollingshead Index of Social Position (ISP; Hollingshead, 1957). The ISP calculation was completed by assigning a scaled value from one to seven to each parents level of education (lower numbers indicated more education) and a scaled value from one to seven to each parents' type of occupation (i.e., lower numbers indicate a higher level of skill and responsibility). Education scores are multiplied by four, and occupation scores are multiplied by seven. The two values are then added together resulting in a continuous value that is interpreted as lower numbers implying a higher SES. In families with two parents reporting education and employment, the scores are averaged together. In families with one reporting parent, his/her score is used as calculated.

Triarchic Psychopathy Measure (TriPM; Patrick, 2010).

The TriPM provided the subscales of psychopathy for analysis in study 2. In the high school sample used for Study 2, reliability analysis of the originally presented factor structure demonstrated adequate reliability with some potential areas for improvement. The Meanness subscale demonstrated good reliability with an alpha of .90. The Boldness subscale had an alpha of .74. Minor improvements could have been made by removing reverse-scored item 4 (*I have no strong desire to jump out of an airplane*; item-total

correlation $r = .04$) and item 54 (*I never worry about making a fool of myself with others*; item-total correlation $r = .10$); however, improvement was minimal (i.e., $\alpha = .76$). Therefore, the original subscale structure was maintained. The Disinhibition subscale demonstrated acceptable reliability with an alpha of .88. Again, there was an item that did not function well within the scale (item 3- *I often act on immediate needs*; item-total correlation of -.06); however, this item was not removed from the scale, as removal only raised the internal consistency by .01. Descriptive statistics for the three subscales of the TriPM are shown in Table 2.

Table 2

Descriptive Statistics for the Subscales of the TriPM

Variable (possible range)	α	Minimum	Maximum	M	SD	Skewness
Boldness (19-76)	.74	35.00	71.00	51.43	6.98	.51
Meanness (19-76)	.90	20.00	60.17	40.17	10.65	-.17
Disinhibition (20-80)	.88	23	76.84	43.42	10.60	.12

Self-Report of Delinquency (SRD; Elliot & Ageton, 1980).

The SRD is a 34-item self-report measure that assesses the occurrence of a variety of delinquent behaviors such as property, drug, and violent offenses (see Appendix B). Respondents indicate whether they have engaged in each of the 34 offenses provided. For the current study, the total delinquency score was used as one of the dependent variables, with high values indicating greater variety of delinquent behavior. The SRD has seen

extensive use, with good estimates of reliability (e.g., Barry, Grafeman, Adler, & Pickard, 2007; Elliot, Huizinga, & Ageton, 1985). SRD scores have also been significantly correlated with self-reported aggression in adolescents (Barry et al., 2007). In this study, the reliability of the SRD was high with an internal consistency of $\alpha = .95$. Complete descriptive statistics for the SRD are shown in Table 3.

Table 3

Descriptive Statistics for the Behavior Problem Variables and Composites

Variable (possible range)	*Minimum*	*Maximum*	*M*	*SD*	*Skewness*
Parent-Reported Conduct Problems (14-56)	13	52	21.58	8.35	1.49
Parent-Reported Aggression (10-40)	10	40	17.95	6.31	1.14
Self-Reported Delinquency (0-35)	0	34	5.93	7.70	1.71
Self-Reported Aggression (40-140)	38	160	64.86	26.20	1.10
Parent-Reported Behavior Problem Composite (24-96)	38	193	70.79	31.38	1.15
Self-Reported Behavior Problem Composite (40-175)	23	92	39.82	14.16	1.43

Peer Conflict Scale (PCS; Marsee, Kimonis, & Frick, 2004).

The PCS is a self-report measure of aggression and consists of 40 items (e.g., *I enjoy making fun of others*, *I threaten others to get what I want, I carefully plan out how to hurt others*) rated on a four-point scale from 0 (*not at all true*) to 3 (*definitely true*; see Appendix C). Each individual rated the extent to which each statement was true for him/her. The total PCS score was calculated by summing all of the items such that higher scores represented higher levels of aggression. Previous work has demonstrated high internal consistency for the PCS (Barry et al., 2007). In the present study, internal consistency was again high, α =.98. Descriptive statistics are shown in Table 3.

Correlational analysis revealed a significant positive correlation between the PCS measure of aggression and the total report of delinquency from the SRD, r = .59, p < .001. Given the conceptual similarity of aggression and delinquency and their high statistical relation, a composite variable between these two indicators of behavioral problems was created. Self-report of behavioral problems was created by adding together self-report of PCS aggression and self-report of delinquency (SRD). Descriptive statistics for this composite are also included in Table 3.

Behavior Assessment System for Children, 2nd edition (BASC-2; Reynolds & Kamphaus, 2004).

Parents and adolescents completed their respective versions of the BASC-2 (see Appendixes D & E). Specifically, parent-report on the Aggression and Conduct Problems scales provided information about adolescents' behavioral problems. The Social Skills scale from the parent BASC-2 was used as a measure of ASF. The self-report

Interpersonal Relationships and Relations with Parents scales were used to measure ASF from the adolescent's perspective. Items utilized a four-point Likert-style response format with response choices being *never*, *sometimes*, *often,* and *almost always*. Three items on the self-report format originally used a true/false metric; however, for consistency within the scale, the same four-point Likert-style scale was used. According to the manual for the BASC-2, the parent-report Aggression scale was highly correlated with a scale consisting of some items measuring aggression on the Child Behavior Checklist (Achenbach & Rescorla, 2001), and the Conduct Problem scale on the BASC-2-PRS was highly correlated with the Conduct Problems scale on the Child Behavior Checklist (Reynolds & Kamphaus, 2004). There have been no known criterion-related validity studies on the Social Skills scale or the self-report Interpersonal Relations scale; however, as would be expected, self-reports on the Relations with Parents scale were negatively correlated with measures of family problems on both the MMPI-2 and the Conners-Wells Adolescent Self Report Scale (Reynolds & Kamphaus, 2004). In the present study, the parent-report scales of Conduct Problems and Aggression had alphas of .95 and .90, respectively, and the parent-report Social Skills scale had an alpha of .85. The self-report Interpersonal Relationships and Relations with Parents scales had alphas of .81 and .92, respectively. Descriptive statistics for the BASC-2 scales of interest are available in Tables 3 and 4.

Table 4

Descriptive Statistics for Adaptive Social Functioning Variables and Composites

Variable (possible range)	*Minimum*	*Maximum*	*M*	*SD*	*Skewness*
Parent Reported Social Skills (8-32)	8	32	22.29	4.81	.15
Self-Reported Interpersonal Relations (7-28)	9	28	21.78	4.31	-.40
Self-Reported Relations with Parents (10-40)	10	40	30.71	6.81	-.32
Self-Reported Perceived Social Competence (10-40)	10	40	26.64	4.97	.39
Social Ability Parent-Self Composite (1-9)	1	9	4.50	1.83	.21
Social Effort Parent-Self Composite (4-20)	6	20	14.25	3.26	-.33
Group Socialization Parent-Self Composite (0-19)	0	19	5.03	4.61	1.60

Correlational analysis identified a significant positive relation between the BASC

parent-report of conduct problems and aggression, $r = .86$, $p < .001$. As with self-reported

behavioral problems, aggression and conduct problems are conceptually similar and

demonstrated a strong statistical relation justifying the use of parent-report aggression

and conduct problems to form a single composite scale measuring parent-reported

behavioral problems. Despite the similarity between parent-reported behavioral problems

and self-reported behavioral problems, no composite was formed between them to

preserve the variance provided by separate informants. Descriptive statistics for this

composite are available in Table 3.

Patterns of Adaptive Learning Scales (PALS; Midgley et al., 2000).

Subscales of the PALS measuring self-reported achievement goal orientations and

academic efficacy were used to measure TOAF. The four scales utilized in the present

study (i.e., Academic Efficacy, Mastery Goal Orientation-Revised, Performance-

Approach Goal Orientation-Revised, Performance-Avoidance Goal Orientation-Revised)

consist of a total of 36 statements that the participant is asked to rate on a five-point

Likert-type scale from *not at all true* to *very true* (see Appendix G). The Academic

Efficacy scale evaluates one's perception of his or her own academic competence (e.g.,

I'm certain I can master the skills taught in class this year). The other three scales assess

Achievement Goal Orientation. The Mastery scale represents a desire to develop further

competence with academic material (i.e., *It's important to me that I improve my skills this

year*), the Performance-Approach scale measures the desire to demonstrate competence

with academic material (e.g., *One of my goals is to show others that I'm good at my class

work*), and the Performance-Avoidance scale assesses the desire to avoid appearing

incompetent (e.g., *It's important that I don't look stupid in class*; Midgley et al., 2000).

The Academic Efficacy subscale and the three Achievement Goal Orientation scales have

been previously associated with academic success and future motivation (Midgley et al.,

1998; Midgley et al., 2000). In the current study, internal consistencies were all good

(i.e., Academic Efficacy = .94, Mastery = .94, Performance Approach = .91, Performance

Avoidance = .81). Descriptive statistics for the PALS are included in Table 5.

Table 5

Descriptive Statistics for Task Oriented Adaptive Functioning Variables and Composites

Variable (possible range)	*Minimum*	*Maximum*	*M*	*SD*	*Skewness*
Grade Point Average (0-4)	.33	4.00	3.32	.70	-1.46
Academic Mastery (5-25)	5	25	18.55	5.28	-.48
Academic Efficacy (5-25)	5	25	18.74	5.15	-.59
Performance-Approach Orientation (5-25)	5	25	16.37	5.57	-.31
Performance-Avoidance Orientation (4-20)	4	20	13.26	4.07	-.25
Academic Skill Orientation Composite (10-50)	10	50	37.29	9.71	-.54
Outward Academic Performance Composite (9-45)	9	45	29.64	8.87	-.24

Correlational analysis identified significant positive relations between the PALS

subscales. Further analysis of the PALS intercorrelations demonstrated particularly high

correlations between certain subscales. Specifically, Mastery and Academic Efficacy correlated strongly, $r = .73$, $p < .001$, as did Performance Approach and Performance Avoidance, $r = .69$, $p < .001$. As such, there was a statistical and theoretical justification to combine these pairings into composite scales for analysis. The combination of Mastery and Academic Efficacy, referred to in this study as the Academic Skill Orientation Composite, appears to emphasize confidence and focus on acquisition of knowledge for functional purposes, whereas the combination of Performance-Approach and Performance-Avoidance, referred to in this study as the Outward Academic Performance Composite, seems to focus on academic performance as a means of social presentation to others. Descriptive statistics for the composite variables are also available in Table 5.

Self-Perception Profile for Adolescents (SPPA; Harter, 1988).

The SPPA is a self-report measure drawn from the Perceived Competence Scale for Children (PCSC; Harter, 1982) intended to identify adolescent self-perception of competence across multiple domains. The SPPA uses a forced-choice format in which the individual is asked to choose which of two statements he/she is most like and whether that statement is *sort of true* or *really true* for him/her (see Appendix F). The items are then coded and reversed as necessary, such that high scores indicate higher perception of social competence. There is no specific evidence of validity presented in the manual, but the original factor structure was later validated in a sample of adolescent high school students (Trent, Russell, & Cooney, 1994). For the present study, the subscales of the SPPA were used as indices of ASF. More specifically, the Social Acceptance and Close Friends scales of the SPPA were used to identify the participants' perceptions of their own success in social interactions. The internal consistency of each subscale was low

(i.e., Close Friends = .59, Social Acceptance = .42). When these two scales were combined, the resulting ten-item scale yielded a more acceptable, yet modest, internal consistency of .66. This combined scale, referred to in this study as Self-Reported Perceived Social Competence, was used as an indicator of one's own perception of his or her own social skills related to friendship and group acceptance, an approach that is supported by previous factor analytic work on the SPPA (Trent et al., 1994). Descriptive statistics for this scale are shown in Table 4.

Perception of Social Experiences Ratings (PoSER)

An additional measure was developed for the present study to measure social experiences (see Appendix H for self-report). More specifically, this measure separately asked both the adolescent and the parent about the adolescent's social behavior (i.e., number of friends, approximate time spent socializing in person, by phone, or through social networking, participation in social groups, leadership roles in groups, and the ability to functionally work with others). Some items had predetermined scale anchors (items 4, 5, 6, 9, 10) placed on a five-point Likert-type scale. Items 1, 2, and 3 had an open-ended numerical response format for the first 20 participants to be used as pilot data to establish scale anchors relevant to the population of interest. Early analysis of those initial 20 responses to each item was used to establish a three-point Likert-type scale at the item mean and one standard deviation above and below each item mean for the remaining study participants. These initial participants were included in the overall analysis as well using the resulting scales. Items 7 and 8 used open-ended responses to measure time involved in social and extra-curricular groups and leadership roles within groups. Time spent in each group/role was reported in years. Individuals involved in

multiple activities received credit for time spent in each activity by adding together the total number of years involved in all social groups or leadership roles.

Each item was highly correlated between adolescent and parent informants (i.e., r = .57 and higher); therefore, a parsimonious factor structure was sought to possibly combine informant reports. Initially, principal components analysis with Varimax rotation conducted separately by informant failed to converge on a single factor structure. When item 3 (*how many enemies do you/does your child have?*) was removed, a principal components analysis with Varimax rotation and eigenvalue greater than one extraction identified a three-factor structure that was consistent across informants, accounting for 64% variance in self-report and 62% variance in parent report. Specifically, subscales were defined as Social Ability, consisting of items 1 (number of close friends), 2 (number of acquaintances), and 10 (*how social are you compared to peers?*); Social Effort, consisting of items 4 (time spent socializing), 5 (time spent texting), 6 (time spent with social media), 9 (capability in group activities); and Group Socialization, consisting of items 7 (extracurricular group membership), and 8 (extracurricular group leadership; see Table 6 for factor loadings). In addition to the initial correlation identified between item informants, strong (i.e., $r > .80$) positive correlations between the resulting self- and parent-report scale scores justified averaging across informants to develop one composite for each factor. The parent and self-report Group Socialization composite had evidence of significant positive skew (*range* = 0 to 52.50, $M = 5.64$, $SD = 7.3$, *skewness* = 4.01) with two outliers separated from the next closest respondent by more than 21 points. The individual parent and self-report Group Socialization scales that comprised the total composite were 90% windsorized to adjust skew and recalibrate significant outliers (i.e.,

six self-report responses and six parent-report responses above 19 were reduced to 19;

skewness reduced to 1.60). Reliability analysis demonstrated acceptable internal

consistency within each composite (Social Ability = .76; Social Effort = .88; Group

Socialization = .73). Descriptive statistics for these composites are shown in Table 4.

Table 6

Rotated Factor Loadings for PoSER Items

Item	Factor 1 (Social Effort)		Factor 2 (Social Ability)		Factor 3 (Group Socialization)	
	Self-report	Parent-report	Self-report	Parent-report	Self-report	Parent-report
Number of close friends	.85	.85				
Number of acquaintances	.40	.65	.42			
Socializing compared to peers	.76	.63				
Time spent socializing			.82	.74		
Time spent texting			.87	.88		
Time spent on social media			.78	.77		
Capability in Group Activities			.60	.60		
Group Membership					.85	.76
Group Leadership					.87	.81

Note. Factor loadings of .40 or above are shown.

Procedure

Adolescent participants and their parents were invited to participate in the study

through Mechanical Turk, an online data collection system affiliated with Amazon.com.

Mechanical Turk maintains a database of individuals willing to participate in survey

collection for a small monetary reward. Given that the program requires adult consent,

the registered members are individuals over age 18 from around the world. For this study,

participation was restricted to individuals residing in the United States who were parents

of adolescents currently enrolled in high school. The option to participate was presented

initially to the parents via Mechanical Turk's dispersal system. Upon agreement, parental

participants provided informed consent for themselves and their adolescent participant

and were asked to complete online questionnaires. They were then asked to provide their

adolescent with the hyperlink to access the online questionnaires designed specifically for

adolescent self-report. Assent was provided by adolescent participants, and they were

encouraged to complete their portion of the survey privately. To ensure legitimate data,

the survey system limited respondents to a single access to the survey. Additionally, IP

addresses, names, and addresses for each participant were checked prior to inclusion in

the study to eliminate repeated participation by a single individual. Of the 152 unique

participants, 17 respondents were eliminated from the study because of missing data or

clearly falsified information (i.e., single responses of 1 throughout all measures from both

informants) resulting in the final sample of 135 sets of complete data. Upon verification

of complete participation, a small monetary reward was provided to the registered

member through Mechanical Turk's reimbursement system. Individuals were also

registered in a drawing for one of two $50 monetary rewards.

<div align="center">Results</div>

Despite there being some problems reproducing the factor structure originally

proposed by Patrick and colleagues in a sample of college students, reliability analysis of

the TriPM within the high school sample demonstrated acceptable internal consistencies

($\alpha_{Boldness} = .74$, $\alpha_{Meanness} = .90$, $\alpha_{Disinhibition} = .88$). Given that reliability within the primary

sample was acceptable using the original factor structure, the hypotheses were tested as

proposed in an effort to investigate the intended differentiation of psychopathic traits

presented in the Triarchic Conceptualization. The overall fit for the model proposed by

the Triarchic Conceptualization remains unclear, and potential restructuring for a better fit is discussed below.

The TriPM subscales were significantly interrelated. Specifically, Boldness was significantly, though negatively, correlated with Meanness, $r = -.19$, $p = .03$, and Disinhibition, $r = -.41$, $p < .001$. Meanness and Disinhibition were highly positively correlated, $r = .74$, $p < .001$. It should be noted that within the college sample, results of correlational analyses were somewhat different, with only a significant correlation demonstrated between Meanness and Disinhibition, $r = .68$, $p < .001$, and no significant relations involving Boldness. Both findings differed some from the original research on the TriPM (Patrick, 2010). Patrick (2010) reported a positive and moderate correlation between Meanness and Disinhibition (i.e., $r \sim .4$), whereas the correlation between Boldness and Meanness was reportedly similar in magnitude as that in the high school sample but in the opposite direction (i.e., $r \sim .2$). The Boldness-Disinhibition correlation in the original measure development was not reported by Patrick (2010).

Behavioral Problems.

To test Hypothesis 1, composite variables were constructed to represent overall behavioral problems from multiple informant sources as described above. Despite significant positive correlations between all four subscales measuring behavioral problems (i.e., r ranged from .59 to .86), composites remained separated by informant to maintain the differentiation between parent and adolescent perspectives on behavioral problems. All measures of behavioral problems, including composites, were positively skewed indicating that most participants endorsed participation in a low level of such behaviors. This pattern is not surprising, as these are generally accepted as low base rate

behaviors in the general population. Correlational analysis revealed a small correlation between gender and both self- and parent-reported behavioral problem composites, $r = -.19$, $p = .03$, and, $r = -.18$, $p = .04$, respectively, indicating that behavioral problems were somewhat higher in males than females. However, when the analyses below were repeated while controlling for gender, there was no change in the findings. An analysis of variance (ANOVA) did not reveal a significant relation between ethnicity and behavioral problems, and there was also no correlation between SES and behavioral problems.

Hypothesis 1 was tested using correlational analysis. As predicted, both Meanness and Disinhibition demonstrated positive correlations with self-reported behavioral problems, $r = .64$, $p < .001$, and, $r = .59$, $p < .001$, respectively. A similar result was found for parent-reported behavioral problems, $r = .59$, $p < .001$, for both Meanness and Disinhibition. Interestingly, though not specifically predicted, Boldness demonstrated a significant negative correlation with both self- and parent-reported behavioral problems, $r = -.22$, $p = .01$, and, $r = -.19$, $p = .03$, respectively. This unexpected relation indicates that higher levels of Boldness were related to lower levels of behavioral problems and therefore may represent a protective factor against such problems. Complete results of correlational analysis are available in Table 7.

Table 7

Correlatons between TriPM Subscales and Behavior Problem Composites

	Boldness	Meanness	Disinhibition
Self-Report Composite of Behavior Problems	-.22*	.64***	.59***
Parent-Report Composite of Behavior Problems	-.19*	.59***	.59***

Note. *$p< .05$; ***$p< .001$

Hypothesis 1 was further tested using moderated multiple regression (Baron & Kenny, 1986) with *post hoc* analysis of any significant interactions. Specifically, the TriPM scales of interest were entered simultaneously as predictors of behavioral problems in step one, and the interaction term between the TriPM scales was entered in step two. A significant interaction was indicated by a significant beta weight of the interaction term and a significant change in R^2. In cases of significant moderation, the effect of the interaction on the relation between the TriPM scales and behavioral problems was plotted using the method detailed by Holmbeck (2002). The hypothesized moderated multiple regression utilizing Boldness and Disinhibition was examined to test Hypothesis 1. The first step of the model predicted a significant amount of variance in parent-reported behavioral problems, $R^2 = .35$, $p < .001$, with a significant main effect for Disinhibition, $\beta = .62$, $p < .001$; however, step two revealed no interaction between Boldness and Disinhibition. Similarly, the same predictors accounted for significant variance in self-reported behavioral problems, $R^2 = .35$, $p < .001$, with a significant main effect for Disinhibition, $\beta = .60$, $p < .001$, and no significant interaction in step two. Therefore, the interaction proposed in Hypothesis 1 was not supported.

Additionally, a simultaneous multiple regression with all three TriPM subscales as predictors was conducted to differentiate individual contributions to the behavioral

problem composites. The model predicted significant variance in self-reported behavioral problems, $R^2 = .43$, $p < .001$, and identified unique main effects for Meanness, $\beta = .46$, $p < .001$, and Disinhibition, $\beta = .24$, $p = .03$, but no effect for Boldness. For parent-reported behavioral problems, the model predicted a significant amount of variance, $R^2 = .39$, $p < .001$, and again identified unique main effects for Meanness, $\beta = .34$, $p = .001$, and Disinhibition, $\beta = .35$, $p = .002$, but no effect for Boldness.

Further multiple regression analyses were conducted to explore whether there were any unexpected interactions involving the TriPM subscales. Both models using Boldness and Meanness as predictors resulted in significant effects. In the first step of the model predicting self-reported behavioral problems, there was a significant main effect for Meanness, $\beta = .62$, $p < .001$, $R^2 = .42$, $p < .001$. In the second step, there was a significant interaction between Boldness and Meanness, $\beta = -.17$, $p = .02$, $\Delta R^2 = .03$, $p = .02$. Likewise, in the first step of the model predicting parent-reported behavioral problems by Boldness and Meanness, there was a significant main effect for Meanness, $\beta = .58$, $p < .001$, $R^2 = .35$, $p < .001$, and there was a significant interaction in the second step as well, $\beta = -.15$, $p = .04$, $\Delta R^2 = .02$, $p = .04$. *Post hoc* analysis using the method described by Holmbeck (2002) revealed that in both models, the association between Meanness and behavioral problems was reduced for individuals who also reported high levels of Boldness (see Figure 1). Thus, Boldness may have served some protective function to reduce the level of behavioral problems associated with Meanness.
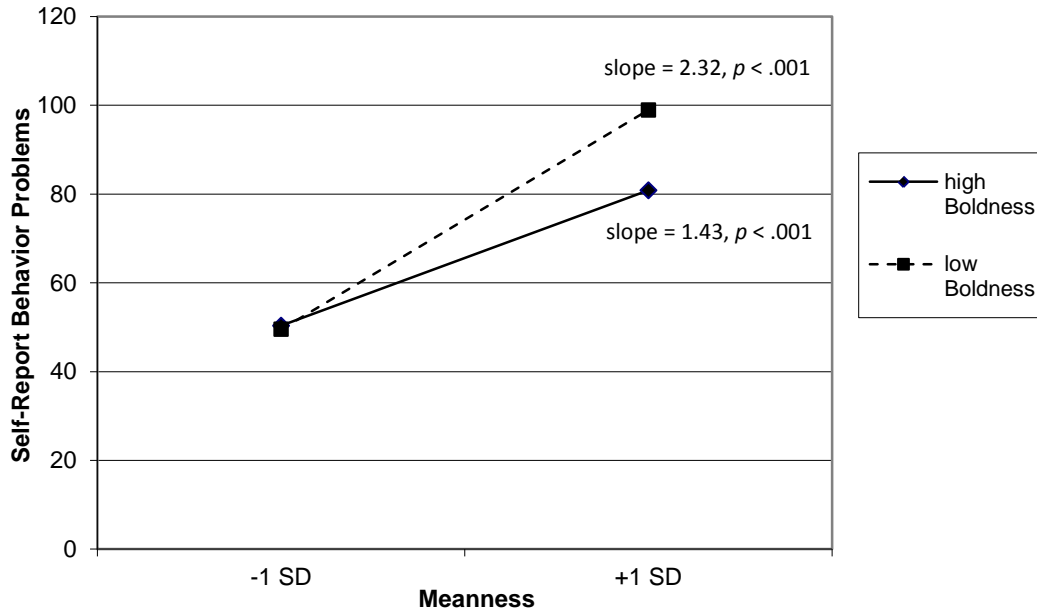
Figure 1. Boldness-Meanness Interaction Predicting Composite Self-Report Behavior Problems

Task-Oriented Adaptive Functioning.

Hypothesis 2 focused on Task-Oriented Adaptive Functioning (TOAF). TOAF consisted of GPA, employment, and the two composites developed from the PALS subscales: Academic Skill Orientation and Outward Academic Performance. Correlational analysis identified a positive correlation between the composites from the PALS, $r = .53$, $p < .001$. Neither GPA nor employment demonstrated any relation to other measures of TOAF. Additional analysis revealed correlations involving gender and SES with TOAF variables. Specifically, gender was correlated with Academic Skills Orientation, $r = .19$, $p = .03$, indicating that females had a higher report of Academic Skills Orientation. SES was correlated with both GPA, $r = -.19$, $p = .04$, and Outward Performance Orientation, $r = -.22$, $p = .02$, indicating that higher SES was related to higher GPA and increased focus on outward academic performance. An Analysis of Variance (ANOVA) did not reveal any relation between TOAF variables and ethnicity.

Hypothesis 2 was first tested using correlational analyses. Unexpectedly, Boldness had no relation to GPA or employment. Disinhibition demonstrated the predicted negative correlation with GPA, $r = -.23$, $p = .01$, but was unrelated to employment. Meanness also had no relation to GPA or employment. Boldness and Disinhibition both demonstrated the predicted relations with Academic Skill Orientation, $r = .25$, $p = .003$, and, $r = -.37$, $p < .001$, respectively. Meanness was also negatively correlated with Academic Skill Orientation, $r = -.38$, $p < .001$. Outward Performance Orientation was not related to any of the TriPM scales. Complete results of correlational analyses are available in Table 8.

Table 8

Correlations between TriPM Subscales and TOAF Variables and Composites

	Boldness	Meanness	Disinhibition
Grade Point Average	-.01	-.08	-.23*
Employment	.04	.04	-.01
Academic Skill Orientation Composite	.25**	-.38***	-.37***
Outward Academic Performance Composite	.04	-.01	-.06

Note. *$p < .05$; **$p<.01$; ***$p<.001$

Multiple regression was then conducted to test the predicted interaction between Boldness and Disinhibition for predicting the four indicators of TOAF. The hypothesized interaction was not supported, as analyses revealed no evidence of a significant interaction in any of the four models tested (see Table 9).

Table 9

Boldness-Disinhibition Interactions Predicting TOAF

Dependent Variable	β	ΔR^2
Grade Point Average	.04	.00
Employment	-.06	.00
Academic Skill Orientation Composite	.06	.00
Outward Academic Performance Composite	-.10	.01

Simultaneous multiple regression with all three TriPM scales was used to differentiate individual contributions of the scales to TOAF. Specifically, models predicting employment and Outward Academic Performance did not have significant effects. However, the simultaneous multiple regression model utilizing all three TriPM subscales predicted a significant amount of variance in GPA, $R^2 = .06$, $p = .014$, and identified a unique negative main effect for Disinhibition, $\beta = -.43$, $p = .002$. Given the correlation presented above between GPA and SES, SES was also controlled for in this model, and the effect for Disinhibition remained significant, $\beta = -.37$, $p = .01$. The simultaneous model predicted a significant amount of variance in Academic Skill Orientation, $R^2 = .17$, $p < .001$, and identified a significant negative effect for Meanness, $\beta = -.28$, $p = .02$. Given the above reported demographic correlations, gender and SES were controlled for in follow-up analyses, and the effect for Meanness remained significant, $\beta = -.27$, $p = .03$.

Adaptive Social Functioning.

Hypothesis 3 was tested using Adaptive Social Functioning (ASF) variables. Correlational analyses identified numerous significant positive correlations between measures of ASF; however, no additional composites were formed because statistical relations were not sufficiently large, and theoretical justification could not be made for certain combinations and not others (see Table 10). Correlational analyses of demographic relations to ASF demonstrated a small correlation between SES and self-report of Relations with Parents, $r = -.21$, $p = .02$. However, controlling for SES did not affect any of the findings reported below. There was no relation between ASF variables and gender or ethnicity.

Table 10

Correlations Among ASF Variables to Establish Composites

	IR[1] (SR)	Parental Relations (SR)	Social Comp[2]	Social Ability	Social Effort	Group Soc[3]
Social Skills (PR)	.36***	.38***	.21*	.24**	.47***	.11
IR[1] (SR)		.34***	.44***	.43***	.54***	.24**
Parental Relations (SR)			.22*	.10	.43***	.16
Social Comp[2]				.43***	.32***	.07
Social Ability					.45***	.17
Social Effort						.29**

Note. *p < .05; **p < .01; ***p <.001; PR (parent-reported); SR (self-reported); [1]Interpersonal Relations; [2]Percieved Social Competence (SR); [3]Group Socialization

Correlational and regression analyses were also used to test Hypothesis 3. Results are presented in Table 11. In general, Boldness and Meanness functioned as hypothesized, with a few variations on specific measures of ASF. Specifically, Boldness was positively correlated with most measures of ASF, with the exception of parent-reported social effort and self-reported quality of relations with parents. Meanness was negatively correlated with parent-reported social skills, self-reported interpersonal relations and relations with parents, and composites of social effort and group socialization. Disinhibition was negatively correlated with all measures of ASF, except parent-reported social ability.

Table 11

Correlations between TriPM subscales and ASF variables and composites

	Boldness	Meanness	Disinhibition
Social Skills (PR)	.18*	-.34***	-.25**
Interpersonal Relations (SR)	.54***	-.49***	-.57***
Relations with Parents (SR)	.14	-.30***	-.36***
Perceived Social Competence (SR)	.28**	-.17	-.24**
Social Ability Parent-Self Composite	.39***	-.05	-.08
Social Effort Parent-Self Composite	.32***	-.35***	-.36***
Group Socialization Parent-Self Composite	.14	-.20*	-.30***

Note. *$p < .05$; **$p < .01$; ***$p < .001$; PR (parent-reported); SR (self-reported)

Moderated regression analysis was used to test the predicted interaction between Boldness and Meanness as related to ASF (see Table 12). Most of the models for the ASF dependent variables revealed no significant results; however, the model predicting parent-reported social skills demonstrated a significant interaction between Boldness and Meanness. The initial step of the model with Boldness and Meanness as predictors demonstrated a significant main effect for Meanness, $\beta = -.32$, $p < .001$, $R^2 = .13$, $p < .001$; however, the inclusion of the interaction between Meanness and Boldness improved the model slightly, $\beta = -.17$, $p = .04$, $\Delta R^2 = .03$, $p = .04$. *Post hoc* analysis demonstrated that the combination of high levels of Boldness and low levels of Meanness was related to relatively high levels of parent-reported social skills (see Figure 2).

Table 12

Boldness-Meanness Interactions Predicting ASF

Dependent Variable	β	ΔR^2
Social Skills (PR)	-.17*	.03*
Interpersonal Relations (SR)	.01	.00
Relations with Parents (SR)	-.05	.00
Perceived Social Competence (SR)	.07	.00
Social Ability	-.02	.00
Social Effort	.03	.00
Group Socialization	.03	.00

Note. *$p < .05$

slope = -.21, $p < .001$

slope = $-.06^{ns}$

Parent-Report Social Skills

30
25
20
15
10
5
0

-1 SD   +1 SD
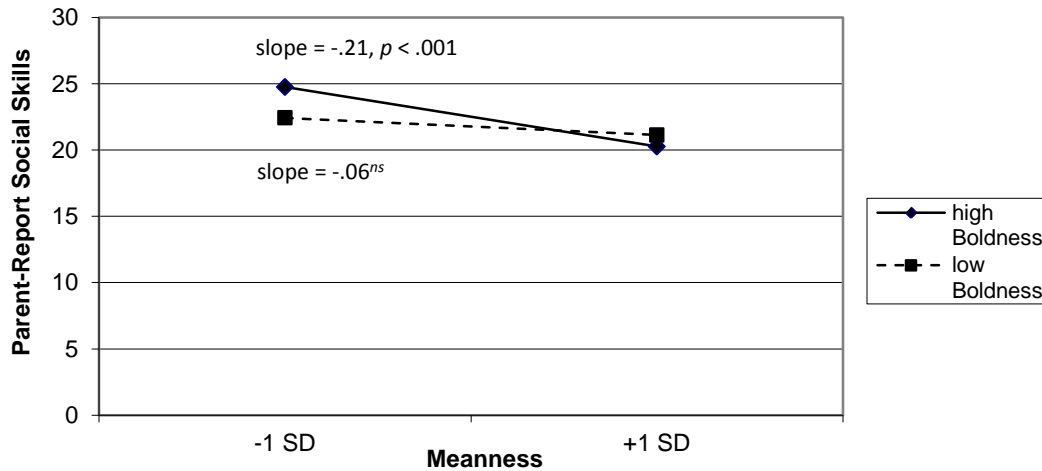
Meanness

high Boldness
low Boldness

Figure 2. Boldness-Meanness Interaction Predicting Parent Reported Social Skills

Simultaneous multiple regression with all three TriPM subscales as predictors was used to differentiate individual contributions to ASF (see Table 13). Each model predicted a significant amount of variance in the target ASF variable and demonstrated one or more significant main effects. Overall, as shown in Table 9, when present, unique effects for Boldness were in the positive direction, whereas unique effects for Meanness and Disinhibition were negative.

Table 13

Simultaneous Regression Models Predicting ASF

	Social Skills (PR)	IR[1] (SR)	Parental Relations (SR)	Social Comp[2]	Social Ability	Social Effort	Group Soc[3]
Boldness	.14	.40***	.00	.22*	.44***	.23*	.01
Meanness	-.38**	-.26*	-.06	-.03	-.10	-.24*	.05
Disinhibition	.08	-.22*	-.32*	-.13	-17	-.09	-.34*
R^2	.11***	.45***	.12***	.08**	.14***	.17***	.07**

Note. Standardized regression coefficients are reported; R^2 (adjusted R square);
PR (Parent-Reported); SR (Self-Reported); *$p< .05$; **$p< .01$; ***$p<.001$;
[1]Interpersonal Relations; [2] Perceived Social Competence; [3]Group Socialization

Moderated regression analysis identified other significant interactions in predicting ASF that were not originally hypothesized (see Table 14 and Figures 3-6 for results of these analyses). Of note, *post hoc* analyses revealed that in general, Low Disinhibition coupled with either low Meanness or high Boldness provided the highest level of ASF.

Table 14

Additional Interaction Models Predicting ASF Variables

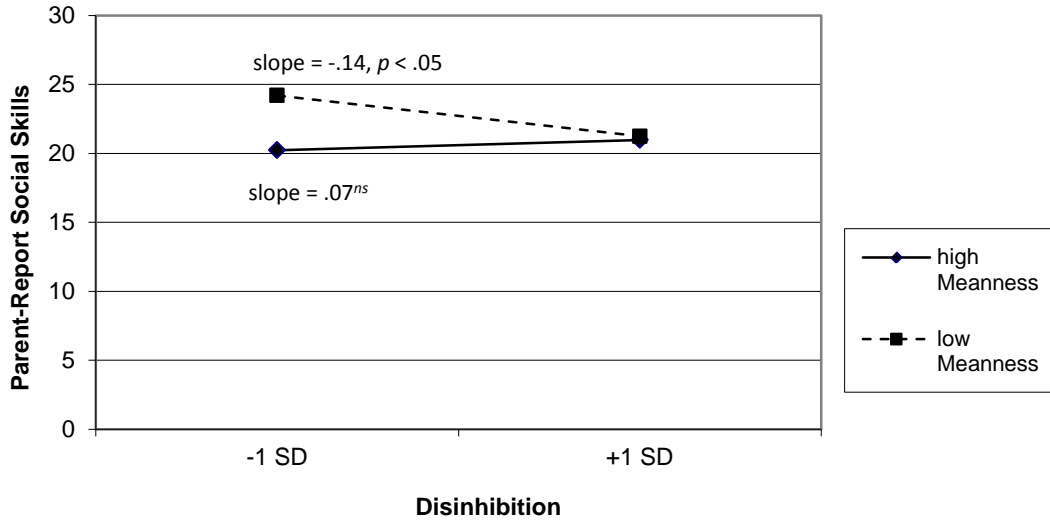| Dependent Variable	Interaction Term	B	ΔR^2
Parent-Report Social Skills	Disinhibition x Meanness	.25**	.06**
	Disinhibition x Boldness	-.19*	.03*
Self-Report Relationship with Parents	Disinhibition x Meanness	.19*	.04*
	Disinhibition x Boldness	-.18*	.03*

Note. *p< .05; **p<.01

Figure 3. Disinhibition-Meanness interaction predicting Parent-Reported Social Skills.
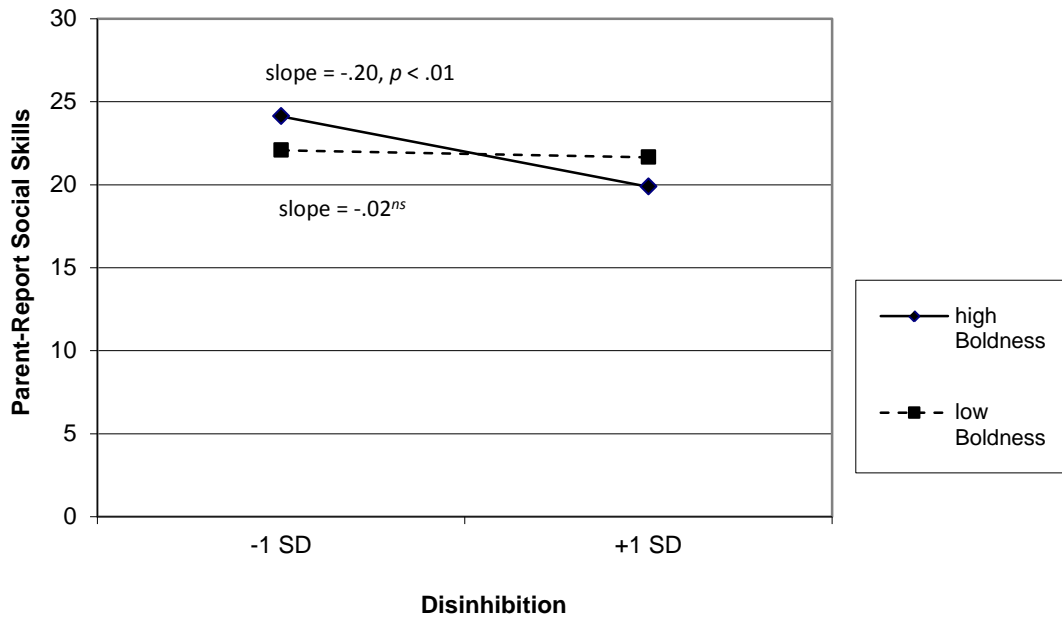

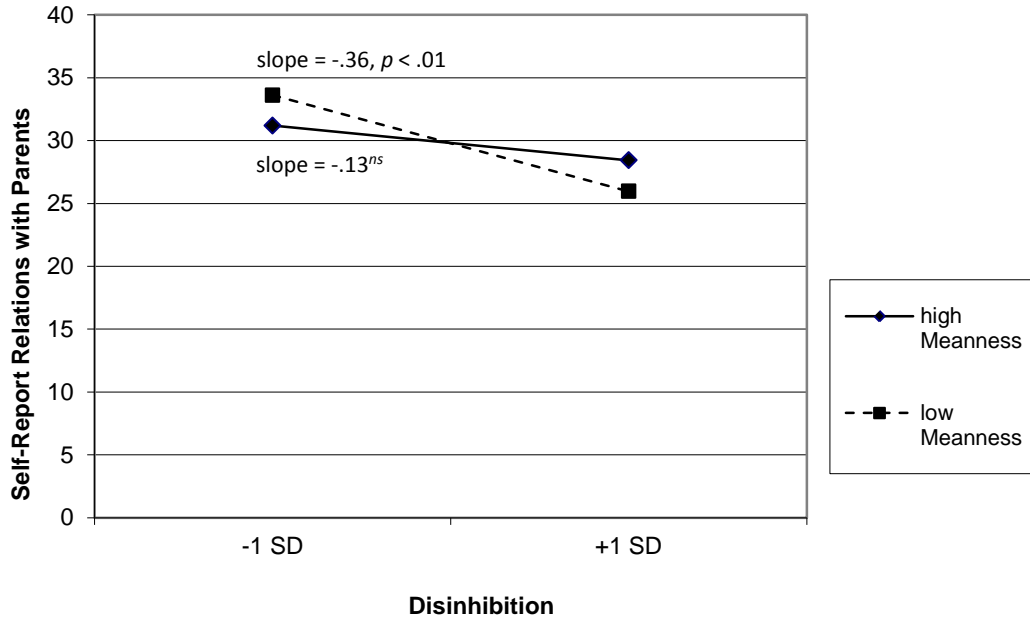*Figure 4.* Disinhibition-Boldness interaction predicting Parent-Reported Social Skills.

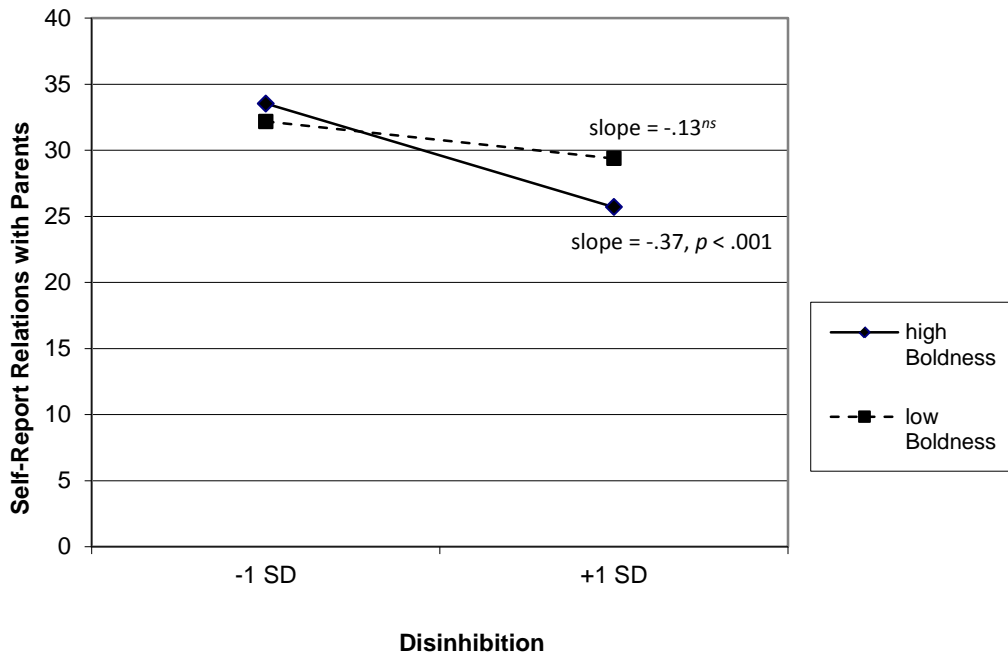*Figure 5.* Disinhibition-Meanness interaction predicting Self-Reported Relations with Parents.

Figure 6. Disinhibition-Boldness interaction predicting Self-Reported Relations with Parents.

CHAPTER IV

DISCUSSION

The present studies explored whether traits of psychopathy could be related to adaptive functioning in adolescents. There is a wealth of evidence that links psychopathy with negative behavioral outcomes such as conduct problems, aggressive behavior, and criminality (e.g., Hart, Kropp, & Hare, 1988; Millon & Davis, 1998). However, the present studies explored Cleckley's (1941) notion of partial manifestations of psychopathy, whereby individuals with psychopathic tendencies could enjoy some degree of conventional success. Patrick et al. (2009) developed the Triarchic Conceptualization of Psychopathy, by repurposing previous models of psychopathy into scales of Boldness, Meanness, and Disinhibition. This conceptualization views psychopathy as the presence of Disinhibition coupled with Meanness and/or Boldness and was the focus of the present study in an effort to identify if certain traits are more likely to relate to adaptive functioning or potentially serve a protective role against behavioral problems.

The most meaningful finding from these studies was the consistent pattern of relations between different TriPM subscales and both positive and negative outcomes. Specifically, boldness was consistently related to lower incidents of behavioral problems and higher scores on measures of adaptive functioning. However, meanness and disinhibition generally had the opposite relations with behavioral problems and adaptive functioning. Therefore, although meanness and disinhibition likely contribute to the negative outcomes usually associated with psychopathy, boldness may represent aspects of psychopathy that influence one's positive potential and explain the potential for success indicated by Cleckley (1941) and others (e.g., Lilienfeld et al., 2012) despite

psychopathic tendencies. In addition, there was evidence that boldness may play a protective role overall against the negative behavioral outcomes associated with meanness, as boldness moderated the effects of meanness on parent and self-reported behavioral problems. Furthermore, relations identified between psychopathy traits and outcome behaviors were not affected by demographic variables, despite relations between demographics and the outcomes (i.e., gender related to behavioral problems), indicating that findings presented may, in part, transcend commonly accepted explanation of behavior, such as gender differences.

When Task-Oriented Adaptive Functioning (TOAF) was considered, GPA and employment were poorly predicted by TriPM subscales. This finding was not entirely surprising, as there are likely a multitude of additional factors that play a more important role in predicting these outcomes (e.g., personal and parental emphasis, time management, job availability, level of academic challenge, ability). Disinhibition was, however, inversely predictive of GPA, perhaps due to the importance of focus, impulse control, and motivation for academic success and the lack of these attributes tied to disinhibition. Of additional interest was the differentiation between Academic Skill Orientation and Outward Academic Performance. Interestingly, Academic Skills Orientation was significantly related to all three dimensions of psychopathy with negative associations with Meanness and Disinhibition, whereas Outward Academic Performance was not. This pattern may be evidence that the traits identified by the Triarchic Conceptualization are more directly tied to skills acquisition and functional performance rather than to the outward appearance of knowledge. This finding is somewhat counterintuitive given the inclusion of narcissism in many conceptualizations of

psychopathy (Patrick, 2010; Selbom & Phillips, 2012). Because narcissism is frequently viewed as a focus on one's own behavior as perceived through the eyes of another (Raskin, Novacek, & Hogan, 1991), it would follow that outward appearance of academic success is equally important as functional skill development. However, Cleckley (1988) posited that the partial manifestation of psychopathy did, in fact, include intelligence, rather than the mere appearance of intelligence. These findings indicate that Boldness may not only be protective, but lead to potential development of functional skills such as academics and education.

For Adaptive Social Functioning (ASF), the same pattern of associations (i.e., positive associations with Boldness, negative associations with Meanness and Disinhibition) was generally apparent. However, the effects of boldness generally held within, not across, informants. This finding may be a function of the different perspectives that parents and adolescents have on the adolescent's social behavior, yet they may point to the relative lack of importance of boldness in parent-child interactions. For example, positive parent-child relationships are not necessarily influenced or susceptible to a child's sense of bravery, adventurousness, or tolerance for the unfamiliar; whereas these characteristics may be more useful in adolescent peer group interactions. Parent-child interactions may instead be more influenced by the child's level of kindness or antagonism toward others (e.g., meanness) or ability to inhibit negative behavior. Additionally, boldness appears to have unique predictive ability related to both self-reported social competence and social ability. These findings may point to the importance and relevance of boldness to an adolescent's perceptions of his or her social relationships.

Given the infancy of the TriPM, analysis of the underlying components was attempted with both a college sample and an adolescent sample, the latter of which was of primary interest. Overall, the previously discussed subscales were reliable in Study 2, yet based on the factor analyses in study 1, there appeared to be areas in which the measure might be improved. Specifically, the intended composition of each subscale did not completely hold in factor analysis. The main problem appeared to be excessive overlap between the Meanness and Disinhibition scales. This result is not surprising given the development of the measure. The Boldness subscale came from a unique extension of the Fearless Dominance construct within Factor 1 of the PPI, whereas the items composing the Meanness and Disinhibition subscales were drawn from the same measure (i.e., Externalizing Spectrum Inventory; ESI; Krueger et al., 2007).

There was evidence in both study 1 and study 2 supporting a more parsimonious factor structure including two factors by combining Meanness and Disinhibition. Previous factor analysis by Patrick et al. (2010) of all 415 items that compose the 23 subscales of the ESI from which the Meanness and Disinhibition subscales were derived yielded an overarching externalizing factor as well as subsidiary callous aggression and addiction subfactors. The Disinhibition subscale was composed of items that loaded highest onto the externalizing subfactor, whereas the Meanness subscale used items that loaded primarily on the callous aggression subfactor and secondarily on the externalizing factor. However, given that the two scales included items that loaded onto a single overarching scale, it is not surprising that they continued to overlap in the present study. Additionally, the content of some of the items in each scale suggests they may share some underlying construct. For example, the Disinhibition item, *I have conned people to*

get money from them is certainly indicative of the antisocial and low behavioral inhibition

intended by the Disinhibition scale; however, there is an appreciable interpersonally

mean component to the item related to the disregard for another individual. Similarly, the

Meanness item, *I would enjoy being in a high-speed chase*, includes a potential disregard

for the negative effects of the behavior on others, but it also involves poor behavioral

inhibition. Indeed, these two subscales demonstrated very similar patterns of association

with the indicators of behavioral problems and adaptive functioning assessed in the

present study.

Despite the psychometric evidence of their similarity, the differentiation of

meanness and disinhibition still holds theoretical importance to the conceptualization of

psychopathy. Specifically, disinhibition encompasses dysregulation consistent with the

impulsive and antisocial lifestyle behavioral component of psychopathy, whereas

meanness accounts for the individual's callous interpersonal and affective style. To

address the psychometric overlap between these scales, some items could be reworded or

removed such that redundancy is reduced while maintaining the unique behavioral and

affective components of psychopathy as measured by the TriPM. Importantly, the

findings of the present studies help highlight the difficulty in determining the extent to

which individual components of psychopathy are really distinct personality dimensions.

Limitations

One notable limitation of these studies, especially Study 2, is the generalizability

of the findings due to a potential self-selection bias. The sample for Study 2 was drawn

from adolescents and their parents from across the country allowing for geographic

generalizability. However, the final sample consisted of individuals who utilize online

surveys for small financial gain which may introduce biases related to the personality

traits, goals, and behaviors present in the adolescent's home environment. Additionally,

the sample used in study 2 was demographically not similar to the general population in

the United States. Specifically, the high school sample for this study was 43% Asian

compared to general population estimates of approximately 5% (U.S. Census Bureau,

2011). It is difficult to make predictions about how this demographic distribution may

have affected the results, but it is conceivable that certain behaviors and traits of interest

may manifest differently in specific cultural groups (i.e., boldness, academics). Further,

the sample for study 1 was disproportionately high in females, potentially leading to

additional unintended confounds. Additionally, the measurement of ASF was based in

part on an instrument developed specifically for this study; therefore, the validity of the

approach used to assess ASF is uncertain. Lastly, as stated previously, the model of

psychopathic traits encompassed by the TriPM was not completely replicated in factor

analysis. Further development, restructuring, and verification of the statistical model

would extend findings of this study beyond the theoretical and into more practical

applications.

<center>Future Directions</center>

Other researchers have attempted to provide information about successful

psychopathy (Ullrich et al., 2008), but no clear model that captures this notion has

resulted. As Cleckley proposed, certain successful individuals have traits (i.e., charm,

agreeableness, courage, resilience) that are related to full manifestations of psychopathy.

These traits, measured by Patrick et al. (2010) as Boldness, in this study are positively

linked to forms of adaptive functioning that could lead to future conventional success.

The implication is not that full manifestations of psychopathy are related to positive functioning but rather that some individuals with traits of psychopathy may experience success as a function of some characteristics of boldness, particularly if they lack disinhibition and disregard for others. Further, it is conceivable that in further research, more clear identification and understanding of the pathways through which individuals with boldness are directed to positive, successful outcomes may be revealed.

Future research in this area should be devoted to further development and validation of the TriPM measure and Triarchic Conceptualization of Psychopathy. The theoretical underpinnings of the model are sound; however, some changes in items and factor structure may improve the strength of the measure and resulting model. In addition, longitudinal investigations would allow for more information about the connection between psychopathy and success rather than just behavior that may potentially relate to success. Tracking younger participants into adulthood to identify whether characteristics of psychopathy measured during adolescence relate to future success such as wealth, status, and interpersonal fulfillment could identify how these characteristics may help promote success at least in some settings. Future studies could also utilize more open-ended interview techniques to further develop the concept of success as defined by adolescents. Successful outcomes likely look different for each individual or at each developmental period. Further study could identify if one's conceptualization of success is developed by his or her personality traits, such as boldness or disinhibition, or vice versa.

Results of factor analyses of the TriPM limit the robustness of the findings obtained from this study; however, the theoretical implications of the results are

potentially important. It appears that the boldness aspect of psychopathy may partially explain how an individual can demonstrate psychopathic traits but with fewer of the negative behavioral outcomes usually associated with psychopathy. Further, truly understanding and identifying an individual's pattern of psychopathic traits could assist with identification of which individuals are most likely to have success in areas that may be more suited to the partial manifestation of psychopathy such as high-level business executives or military leaders. An understanding of the potential adaptive aspects of one's personality traits could lead to appropriate efforts to promote the characteristics that are more likely to lead to success while intervening on those tied to maladaptive social, behavioral, or occupational functioning.

APPENDIX A

TRIARCHIC PSYCHOPATHY MEASURE

Note: (B) - Boldness subscale
      (D) - Disinhibition subscale
      (M) - Meanness subscale
      rev - Reverse-scored

Directions: Based on each statement below, pick the choice that describes you best:

1)True   2) Somewhat True   3) Somewhat False   4)False

1. I'm optimistic more often than not. (B)
2. How other people feel is important to me. (M-rev)
3. I often act on immediate needs. (D)
4. I have no strong desire to parachute out of an airplane. (B-rev)
5. I've often missed things I promised to attend. (D)
6. I would enjoy being in a high-speed chase. (M)
7. I am well-equipped to deal with stress. (B)
8. I don't mind if someone I dislike gets hurt. (M)
9. My impulsive decisions have cause problems with loved ones. (D)
10. I get scared easily. (B-rev)
11. I sympathize with others' problems. (M-rev)
12. I have missed work without bothering to call in. (D)
13. I'm a born leader. (B)
14. I enjoy a good physical fight. (M)
15. I jump into things without thinking. (D)
16. I have a hard time making things turn out the way I want. (B-rev)
17. I return insults. (M)
18. I've gotten in trouble because I missed too much school. (D)
19. I have a knack for influencing people. (B)
20. It doesn't bother me to see someone else in pain. (M)
21. I have good control over myself. (D-rev)
22. I function well in new situations, even when unprepared. (B)
23. I enjoy pushing people around sometimes. (M)
24. I have taken money from someone's purse or wallet without asking. (D)
25. I don't think of myself as talented. (B-rev)
26. I taunt people just to stir things up. (M)
27. People often abuse my trust. (D)
28. I'm afraid of far fewer things than most people. (B)
29. I don't see any point in worrying if what I do hurts someone else. (M)
30. I keep appointments I make. (D-rev)
31. I often get bored quickly and lose interest. (D)
32. I can get over things that would traumatize others. (B)
33. I am sensitive to the feelings of others. (M-rev)
34. I have conned people to get money from them. (D)

35. It worries me to go into unfamiliar situations without knowing all the details. (B-rev)
36. I don't have much sympathy for people. (M)
37. I get in trouble for not considering the consequences of my actions. (D)
38. I convince people to do what I want. (B)
39. For me, honesty really is the best policy. (M-rev)
40. I've injured people to see them in pain. (M)
41. I don't like to take the lead in groups. (B-rev)
42. I sometimes insult people on purpose to get a reaction from them. (M)
43. I have taken items from a store without paying for them. (D)
44. It's easy to embarrass me. (B-rev)
45. Things are more fun if a little danger is involved. (M)
46. I have a hard time waiting patiently for things I want. (D)
47. I stay away from physical danger as much as I can. (B-rev)
48. I don't care much if what I do hurts others. (M)
49. I have lost a friend because of irresponsible things I've done. (D)
50. I don't stack up well against most others. (B-rev)
51. Others have told me they are concerned about my lack of self-control. (D)
52. It's easy for me to relate to other people's emotions. (M-rev)
53. I have robbed someone. (D)
54. I never worry about making a fool of myself with others. (B)
55. It doesn't bother me when people around me are hurting. (M)
56. I have had problems at work because I was irresponsible. (D)
57. I'm not very good at influencing people. (B-rev)
58. I have stolen something out of a vehicle. (D)

SELF-REPORT OF DELINQUENCY

These questions deal with your own behavior. For each question mark whether you have ever done the behavior. PLEASE be honest; no one but the researchers will see this form.

1. Have you ever purposely damaged or destroyed property belonging to your parents or other family members?
2. Have you ever purposely damaged or destroyed property belonging to a school?
3. Have you ever purposely damaged or destroyed property that did not belong to you (not counting family or school property)?
4. Have you ever stolen (or tried to steal) a motor vehicle, such as a car or motorcycle?
5. Have you ever stolen (or tried to steal) something worth $5.00 or less?
6. Have you ever stolen (or tried to steal) things between $5.00 and $50.00?
7. Have you ever stolen (or tried to steal) something worth more than $50.00?
8. Have you ever knowingly bought, sold, or held stolen goods (or tried to)?
9. Have you ever carried a hidden weapon other than a plain pocket knife?
10. Have you ever attacked someone with the idea of seriously hurting or killing him or her?
11. Have you ever had sexual intercourse with a person of the opposite sex?
12. Have you ever been involved in gang fights?
13. Have you ever sold marijuana or hashish (pot, grass, or weed)?
14. Have you ever hitchhiked where it was illegal to do so?
15. Have you ever stolen money or other things from your parents/members of your family?
16. Have you ever hit (or threatened to hit) a teacher/adult at school?
17. Have you ever hit (or threatened to hit) one of your parents/guardians?
18. Have you ever hit (or threatened to hit) other students?
19. Have you ever been loud, rowdy, or unruly in a public place (disorderly conduct)?
20. Have you ever sold hard drugs such as heroine, cocaine, and LSD?
21. Have you ever taken a vehicle for a ride (drive) without the owner's permission?
22. Have you ever used force (strong-arm) to get money or things from other students?
23. Have you ever used force (strong-arm) to get money or things from a teacher/adult at school?
24. Have you ever used force (strong-arm) to get money or other things from other people (not students or teachers)?
25. Have you ever been drunk in a public place?
26. Have you ever broken into a building or vehicle (or tried to break in) to steal something or just to look around?
27. Have you ever begged for money or things from strangers?
28. Have you ever made obscene telephone calls, (calling someone and saying dirty things)?
29. Have you ever drunk alcohol to get drunk (that is, more than just a sip)?

30.   Have you ever used marijuana or hashish (grass, pot, or weed)?
31.   Have you ever used cocaine (coke, crack) or amphetamines (uppers, speed)?
32.   Have you ever used hallucinogens (LSD or acid)?
33.   Have you ever used barbiturates (downers, red)?
34.   Have you ever used heroin (smack, horse)?
35.   Has anyone in your family ever been arrested?

APPENDIX C

PEER CONFLICT SCALE

Please identify your agreement with each of the following statements on this scale:

1) Not at all True   2) Somewhat True   3) Very True   4)Definitely True

1. I have hurt others to win a game or contest.
2. I enjoy making fun of others.
3. When I am teased, I will hurt someone or break something.
4. Sometimes I gossip about others when I'm angry at them.
5. I start fights to get what I want.
6. I deliberately exclude others from my group, even if they haven't done anything to me.
7. I spread rumors and lies about others when they do something wrong to me.
8. When someone hurts me, I end up getting into a fight.
9. I try to make others look bad to get what I want.
10. When someone upsets me, I tell my friends to stop liking that person.
11. I threaten others when they do something wrong to me.
12. When I hurt others, I feel like it makes me powerful and respected.
13. I tell others' secrets for things they did to me a while back.
14. When someone threatens me, I end up getting into a fight.
15. I make new friends to get back at someone who has made me angry
16. Sometimes I hurt others when I am angry with them.
17. When others make me mad, I write mean notes about them and pass them around.
18. I threaten others to get what I want.
19. I gossip about others to become popular.
20. If others make me mad, I hurt them.
21. I am deliberately cruel to others, even if they haven't done anything to me.
22. When I am angry at others, I try to make them look bad.
23. To get what I want, I try to steal others' friends from them.
24. I carefully plan out how to hurt others.
25. When someone makes me mad, I throw things at them.
26. When I gossip about others, I feel like it makes me popular.
27. I hurt others for things they did to me a while back.
28. I enjoy hurting others.
29. I spread rumors and lies about others to get what I want.
30. Most of the times that I have gotten into arguments/fights, I acted without thinking.
31. If others make me mad, I tell their secrets.
32. I ignore or stop talking to others in order to get them to so what I want.
33. I like to hurt kids smaller than me.
34. When others make me angry, I try to steal their friends from them.
35. I threaten others, even if they haven't done anything to me.
36. When I get angry, I will hurt someone.
37. I have gotten into fights, even over small insults from others
38. Most of the times that I have started rumors about someone, I acted without thinking.
39. I say mean things about others, even if they haven't done anything to me.
40. When someone makes me angry, I try to exclude them from my group.

BASC PARENT RATING SCALE

Directions: Pick which best describes how well each item applies to your child

1)Never   2) Sometimes   3) Often   4) Almost Always

Aggression
1.   Calls other adolescents names
2.   Annoys others on purpose
3.   Teases others
4.   Threatens to hurt others
5.   Argues when denied own way
6.   Hits other adolescents
7.   Bullies others
8.   Loses temper too easily
9.   Seeks revenge on others
10.   Is cruel to others

Conduct Problems
1.   Uses foul language
2.   Steals
3.   Drinks alcoholic beverages
4.   Sneaks around
5.   Smokes or chews tobacco
6.   Is in trouble with the police
7.   Breaks the rules
8.   Lies
9.   Gets into trouble
10.   Uses illegal drugs
11.   Breaks the rules just to see what will happen
12.   Deceives others
13.   Disobeys
14.   Lies to get out of trouble

Social Skills
1.   Compliments others
2.   Encourages others to do their best
3.   Congratulates others when good things happen to them
4.   Says "Please" and "Thank You"
5.   Tries to bring out the best in other people
6.   Shows interest in others ideas
7.   Volunteers to help with things
8.   Offers help to other adolescents

BASC SELF REPORT RATING SCALE

Directions: Pick which best describes how well each item applies to your child

1)Never   2) Sometimes   3) Often   4) Almost Always

Interpersonal Relations
1.   My classmates don't like me
2.   Other children don't like to be with me
3.   Other kids hate to be with me
4.   I feel that nobody likes me
5.   People think I am fun to be with
6.   I am slow to make new friends
7.   I am liked by others

Relations with Parents
1.   I get along well with my parents
2.   I am proud of my parents
3.   I like going places with my parents
4.   My parents are easy to talk to
5.   My mother and father like my friends
6.   My mother and father help me if I ask them to
7.   My parents listen to what I say
8.   I like to be close to my parents
9.   My parents trust me
10.   My parents are proud of me

APPENDIX F

SELF-PERCEPTION PROFILE FOR ADOLESCENTS

Instructions: Each question talks about two different kinds of teenagers. For each question please read each statement and decide whether you are more like the teenager on the left or the teenager on the right. Then, for that side only, decide if this is "sort of true" or "really true" for you. Mark only one answer for each question. For each individual question you may chose either the left or the right side, you are not expected to remain on the same side for each question.

	Really True	Sort of True				Sort of True	Really True
1.	___	___	Some teens find it hard to make friends	BUT	For other teens it's pretty easy	___	___
2.	___	___	Some teens are able to make really close friends	BUT	Other teenagers find it hard to make really close friends	___	___
3.	___	___	Some teens have a lot of friends	BUT	Other teenagers don't have very many friends	___	___
4.	___	___	Some teens have a close friend they can share secrets with	BUT	Other teenagers do not have a really close friend they can share secrets with	___	___
5.	___	___	Some teens are kind of hard to like	BUT	Other teenagers are really easy to like	___	___
6.	___	___	Some teens wish they had a really close friend to share things with	BUT	Other teenagers do have a really close friend to share things with	___	___
7.	___	___	Some teens are popular with others their age	BUT	Other teenagers are not very popular	___	___

8. ___ ___   Some teens   BUT   Other teenagers are   ___   ___
find it hard to   able to make close
make friends they   friends they can really
can really trust   trust

9. ___ ___   Some teens   BUT   Other teenagers wish   ___   ___
feel they are   that more people their
socially accepted   age accepted them

10. ___ ___   Some teens   BUT   Other teenagers do   ___   ___
don't have a   have a close friend
friend that is close   that they can share
enough to share   personal thoughts
really personal   and feelings with
thoughts with

PATTERNS OF ADAPTIVE LEARNING SCALES

Directions: Rate the following statements by what you feel best describes what you think

1	2	3	4	5
Not at all True		**Somewhat True**		**Very True**

Mastery Goal Orientation-Revised
1. It's important to me that I learn a lot of new concepts this year.
2. One of my goals in class is to learn as much as I can.
3. One of my goals is to master a lot of new skills this year.
4. It's important to me that I thoroughly understand my class work.
5. It's important to me that I improve my skills this year.

Academic Efficacy
1. I'm certain I can master the skills taught in class this year.
2. I'm certain I can figure out how to do the most difficult class work.
3. I can do almost all the work in class if I don't give up.
4. Even if the work is hard, I can learn it.
5. I can do even the hardest work in class if I try.

Performance-Approach Goal Orientation-Revised
1. It's important to me that other students in my class think I'm good at my class work.
2. One of my goals is to show others that I'm good at my class work.
3. One of my goals is to show others that class work is easy for me.
4. One of my goals is to look smart in comparison to the other students in my class.
5. It's important to me that I look smart compared to others in my class.

Performance-Avoidance Goal Orientation-Revised
1. It's important to me that I don't look stupid in class
2. One of my goals is to keep others from thinking that I'm not smart in class.
3. It's important to me that my teacher doesn't think that I know less than others in my class.
4. One of my goals in class is to avoid looking like I have trouble doing the work.

APPENDIX H

PERCEPTION OF SOCIAL EXPERIEMCES RATINGS

1. How many close friends do you have (individuals who you feel comfortable
    confiding in because they know you on a personal level)?
            Less than 2   2-6   More than 6

2. How many casual acquaintances do you have (individuals who are friends, but
    perhaps only from greeting in the halls or sharing a class together)?
            Less than 25   25-75   More than 75

3. How many enemies do you have (individuals who you cannot get along with)?
            None (0)   1-4   More than 4

4. On average, how many hours in a week (outside of school) do you spend
    socializing with others in person?
            Never   Rarely   Sometimes   Often   Very Often

5. On average, how many hours in a week (outside of school) do you spend
    socializing with others by phone or text message?
            Never   Rarely   Sometimes   Often   Very Often

6. On average how many hours a week do you spend on social networking websites
    (Facebook, Myspace, Twitter, etc.)?
            Never   Rarely   Sometimes   Often   Very Often

7. Identify each extracurricular group (such as clubs, sports, activities, bands, etc.)
    that you have been in and how long you've been in each?

8. How many times and for how long have you held a leadership role within one of
    these groups?

9. How well did/do you work with others in groups (extracurricular activities, group
    assignments, etc.)?
                1   2   3   4   5
            Not Well   Very Well

10. Of the three statements, which one is themost true for you?
            I am significantly less social than my peers
            I am slightly less social than my peers
            I am equally social as my peers
            I am slightly more social than my peers
            I am significantly more social than my peers

INATITUTIONAL REVIEW BOARD NOTICE OF COMMITTEE ACTION

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
  Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **11021504**
PROJECT TITLE: **Can Psychopathic Traits Contribute to Success in Adolescence? Relations Between Boldness, Meanness, Disinhibition, and Adaptive Functioning**
PROPOSED PROJECT DATES: **02/07/2011 to 12/31/2011**
PROJECT TYPE: **Dissertation**
PRINCIPAL INVESTIGATORS: **Matthew Guelker**
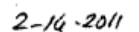COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Psychology**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF APPROVAL: **02/16/2011 to 02/15/2012**

Lawrence A. Hosman

2-16-2011

Lawrence A. Hosman, Ph.D.
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Date

THE UNIVERSITY OF
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PROTOCOL NUMBER: **C11021504**
PROJECT TITLE: **Can Psychopathic Traits Contribute to Success in Adolescence? Relations Between Boldness, Meanness, Disinhibition, and Adaptive Functioning**
PROJECT TYPE: **Change to a Previously Approved Project**
RESEARCHER/S: **Matthew Guelker**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Psychology**
FUNDING AGENCY: **N/A**
IRB COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF PROJECT APPROVAL: **01/19/2012 to 01/18/2013**

Lawrence A. Hosman, Ph.D.
Institutional Review Board Chair

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