

## Table of Contents

|                 |       |
|-----------------|-------|
| CHAPTER 1.....  | 1     |
| CHAPTER 2.....  | 8     |
| CHAPTER 3.....  | 17    |
| CHAPTER 4.....  | 22    |
| CHAPTER 5.....  | 28    |
| CHAPTER 6.....  | 35    |
| CHAPTER 7 ..... | 45    |
| CHAPTER 8.....  | 53    |
| CHAPTER 9.....  | 59    |
| CHAPTER 10..... | 67    |
| CHAPTER 11..... | 73    |
| CHAPTER 12..... | 79    |
| CHAPTER 13..... | 85    |
| CHAPTER 14..... | 91    |
| CHAPTER 15..... | 98    |
| CHAPTER 16..... | 102   |
| <br>Testbank    | <br>1 |

***Criminal Behavior: A Psychological Approach, 11e (Bartol)***  
**Chapter 1 Introduction to Criminal Behavior**

**1.1 Multiple-Choice Questions**

- 1) Criminal behavior is best defined as
- A) antisocial behavior.
  - B) deviant behavior.
  - C) an intentional act in violation of a criminal code.
  - D) a failure to impede the criminal process.

Answer: C

Page Ref: 2

Objective: Define criminal behavior and juvenile delinquency

Level: Basic

- 2) The end result of a theory that is not verified is
- A) justification.
  - B) falsification.
  - C) clarification.
  - D) subjugation.

Answer: B

Page Ref: 6

Objective: Identify the different perspectives of human nature that underlie the theoretical development and research of criminal behavior

Level: Intermediate

- 3) Which piece of data would be included in the UCR?
- A) A reported robbery with no arrest
  - B) A reported forgery with no arrest
  - C) A reported simple assault with no arrest
  - D) A reported statutory rape with no arrest

Answer: A

Page Ref: 36

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Difficult

- 4) All of the following are consistent with the developmental approach to the study of crime except
- A) examining factors that place a child at risk of engaging in serious delinquency.
  - B) identifying the age of onset of antisocial behavior.
  - C) searching for protective factors in a child's life.
  - D) obtaining a child's IQ score as he or she enters adolescence.

Answer: D

Page Ref: 13

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Intermediate

5) According to the authors, our inability to prevent crime is largely due to the

A) declining interest in the field of criminology.

B) lack of available research funding.

C) complexity of the issue.

D) difficulty in defining relevant terms.

Answer: C

Page Ref: 3

Objective: Define criminal behavior and juvenile delinquency

Level: Intermediate

6) After hearing that her neighbors' home was burglarized, Dee told her co-worker that her neighbors were asking for the burglary because they never locked their doors and didn't have a security system. Dee's statements reflect the

A) fairness doctrine.

B) self-fulfilling prophecy.

C) cognition distortion.

D) just-world hypothesis.

Answer: D

Page Ref: 5

Objective: Identify the different perspectives of human nature that underlie the theoretical development and research of criminal behavior

Level: Difficult

7) Dr. Brown is a developmental criminologist. Dr. Brown's research most likely examines

A) demographic features of offenders who participate in burglary.

B) how violent individuals learn their aggressive behavior.

C) the unequal power distribution among members of society.

D) when robberies most frequently occur.

Answer: B

Page Ref: 13

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Difficult

8) Sara is a 23-year-old, single, college graduate who has just moved into her first apartment.

She is working as a barista at the local coffee house while she considers her career options.

Which term best describes Sara's current life stage?

A) Adolescent-limited

B) Emerging adulthood

C) Life-course persistent

D) Social control

Answer: B

Page Ref: 13

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Difficult

9) Positivist theory is to \_\_\_\_\_ as classical theory is to \_\_\_\_\_.

- A) determinism; free will
- B) jurisprudence; behavior
- C) cognitions; biology
- D) predictability; social norms

Answer: A

Page Ref: 8

Objective: Introduce various theories that may help explain crime

Level: Intermediate

10) Which perspective on crime is most closely linked with the humanistic perspective?

- A) Conformity
- B) Strain
- C) Learning
- D) Determinism

Answer: A

Page Ref: 9

Objective: Introduce various theories that may help explain crime

Level: Intermediate

11) Which statement reflects the basic premise of strain theory?

- A) Crime occurs when there is a discrepancy between the materialistic values and goals cherished in our society and the availability of legitimate means for reaching these goals.
- B) Crime occurs when a society's values are too materialistic.
- C) Crime occurs when society places too much value and emphasis on doing the right thing for the highest number of individuals.
- D) Crime occurs when one's level of stress outweighs one's coping mechanisms.

Answer: A

Page Ref: 10

Objective: Introduce various theories that may help explain crime

Level: Intermediate

12) Social control theory is an example of

- A) the conformity perspective.
- B) the confirmation perspective.
- C) Merton's strain perspective.
- D) the nonconformist perspective.

Answer: D

Page Ref: 11

Objective: Introduce various theories that may help explain crime

Level: Basic

13) Sociological criminology would be LEAST concerned with which of the following?

- A) Personality characteristics of rapists
- B) Age characteristics of murderers
- C) Gender of victims of aggravated assault
- D) Relationship of victim to offender

Answer: A

Page Ref: 17

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Intermediate

14) Which term is central to the psychodynamic approach?

- A) Motive
- B) Personality
- C) Trait
- D) Heredity

Answer: A

Page Ref: 28

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Intermediate

15) Which psychologist would most likely have prescription privileges?

- A) A psychologist working on a college campus in New York
- B) A psychologist working in mental health hospital in Virginia
- C) A psychologist working in a prison in California
- D) A psychologist working on a military base in Florida

Answer: D

Page Ref: 28

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Difficult

16) According to the UCR, all of the following offenses are considered violent crimes except

- A) forcible rape.
- B) arson.
- C) nonnegligent manslaughter.
- D) robbery.

Answer: B

Page Ref: 35

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

17) Three disciplines that have traditionally dominated the study of crime are

- A) sociology, psychology and psychiatry.
- B) psychology, sociology and anthropology.
- C) psychology, anthropology and economics.
- D) psychology, anthropology and medicine.

Answer: A

Page Ref: 28

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Basic

18) Sigmund Freud is most associated with which one of the following fields?

- A) Traditional psychiatric criminology
- B) Sociological criminology
- C) Psychological criminology
- D) Contemporary psychiatric criminology

Answer: A

Page Ref: 28

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Basic

19) Psychological criminology recently shifted its focus to a more \_\_\_\_\_ and \_\_\_\_\_ approach to the study of criminal behavior.

- A) forensic; scientific
- B) trait-focused; instrumental
- C) personality; biological
- D) cognitive; developmental

Answer: D

Page Ref: 13

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Basic

20) The biological approach to criminal behavior often focuses on

- A) cognitions.
- B) pathways.
- C) aggression.
- D) traits.

Answer: C

Page Ref: 20

Objective: Introduce various theories that may help explain crime

Level: Basic

21) Behaviors that are forbidden only to juveniles because of their age are known as

- A) public order violations.
- B) Part I crimes.
- C) status offenses.
- D) juvenile delinquency.

Answer: C

Page Ref: 57

Objective: Define criminal behavior and juvenile delinquency

Level: Basic

22) Which statement is most accurate about official crime statistics?

- A) They overestimate the number of sexual offenses but underestimate property offenses.
- B) They overestimate juvenile crime but underestimate adult crime.
- C) They typically overestimate the true incidence of crime.
- D) They typically underestimate the true incidence of crime.

Answer: D

Page Ref: 23

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

23) Compared to the UCR, the NIBRS

- A) provides information on international crime.
- B) includes demographic data about the arresting officer.
- C) provides more detailed information about a criminal event.
- D) includes conviction data as well as arrest data.

Answer: C

Page Ref: 31

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

24) The UCR's four violent crimes are

- A) burglary, larceny-theft, motor vehicle theft, and arson.
- B) murder and nonnegligent manslaughter, rape, robbery, and aggravated assault.
- C) homicide, sex offenses, arson, and robbery.
- D) aggravated assault, homicide, larceny-theft, and vandalism.

Answer: B

Page Ref: 35

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

25) All of the following information is found in the Uniform Crime Reports except

- A) crime rates.
- B) homicide rates.
- C) clearance rates.
- D) conviction rates.

Answer: D

Page Ref: 31-38

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

26) Which statement is true about self-report studies of criminal behavior?

- A) They have been found to be more accurate with female subjects.
- B) They are based on data provided by law enforcement.
- C) They attempt to measure only prior involvement in felonies.
- D) They suggest that crime is committed by all socioeconomic classes.

Answer: D

Page Ref: 46

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

27) Historically, most self-report investigations focused on

- A) adult offending.
- B) delinquency.
- C) sexual assault.
- D) homicide.

Answer: B

Page Ref: 46

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

28) Which crime is the exception to the hierarchy rule?

- A) Rape
- B) Homicide
- C) Arson
- D) Robbery

Answer: C

Page Ref: 39

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

29) When one person is arrested for a crime, charged with the offense and remanded to the court for prosecution, the offense is considered to be

- A) remanded by exceptional means.
- B) cleared by arrest.
- C) adjudicated as detected.
- D) mandated in hierarchy.

Answer: B

Page Ref: 38

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

30) ADAM, Monitoring the Future, and NSDUH are all examples of surveys that collect data on

- A) drug use.
- B) hate crime.
- C) sex offending.
- D) status offenses.

Answer: A

Page Ref: 48

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

## 1.2 True or False Questions

1) There is no all-encompassing psychological explanation for crime.

Answer: TRUE

Page Ref: 4

Objective: Emphasize that criminal behavior has multiple causes, manifestations, and developmental pathways

Level: Basic

2) Free will is the hallmark of classical theory.

Answer: TRUE

Page Ref: 7

Objective: Introduce various theories that may help explain crime

Level: Basic

3) The legacy definition of rape included rape of males and females.

Answer: FALSE

Page Ref: 35

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

4) Criminology is the psychological study of crime.

Answer: FALSE

Page Ref: 15

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Basic

5) The most cited source of U.S. crime statistics is the Uniform Crime Reporting Program.

Answer: TRUE

Page Ref: 31

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

6) The great majority of crime in the United States and other countries is neither serious nor violent.

Answer: TRUE

Page Ref: 61

Objective: Emphasize that criminal behavior has multiple causes, manifestations, and developmental pathways

Level: Basic

7) In general, individuals sentenced to prison accurately represent the "true" criminal population.

Answer: FALSE

Page Ref: 30

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

8) Most antisocial behaviors go undetected by law enforcement.

Answer: TRUE

Page Ref: 62

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

9) According to crime experts, the dark figure represents the most violent crimes.

Answer: FALSE

Page Ref: 39

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

10) The text primarily focuses on mentally disordered offenders.

Answer: FALSE

Page Ref: 29

Objective: Emphasize that criminal behavior has multiple causes, manifestations, and developmental pathways

Level: Basic

11) Antisocial behavior is synonymous with criminal behavior.

Answer: FALSE

Page Ref: 59

Objective: Define criminal behavior and juvenile delinquency

Level: Intermediate

12) 2013 UCR data indicate that the most frequently occurring Part I crime was murder.

Answer: FALSE

Page Ref: 37

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

13) Reported studies of self-reported criminal activity are conducted primarily with adults who are incarcerated.

Answer: TRUE

Page Ref: 47

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

14) Like adult crime, juvenile crime overall has increased since the 1990s.

Answer: FALSE

Page Ref: 56

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

15) Child abuse is an example of a status offense.

Answer: FALSE

Page Ref: 57

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

### 1.3 Fill in the Blank Questions

1) The main source of victimization data on crime is the \_\_\_\_\_.

Answer: National Crime Victimization Survey

Page Ref: 50

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

2) Theories of crime can be divided into classical and \_\_\_\_\_ schools.

Answer: positivist

Page Ref: 63

Objective: Introduce various theories that may help explain crime

Level: Basic

3) Belief in a(n) \_\_\_\_\_ just-world is associated with less compassion for others and a derogation of victims of crime.

Answer: general

Page Ref: 6

Objective: Identify the different perspectives of human nature that underlie the theoretical development and research of criminal behavior

Level: Intermediate

4) The modern form of classical theory is \_\_\_\_\_ theory.

Answer: deterrence

Page Ref: 8

Objective: Identify the different perspectives of human nature that underlie the theoretical development and research of criminal behavior

Level: Basic

5) Strain theory originated in the work of sociologist \_\_\_\_\_.

Answer: Robert K. Merton

Page Ref: 9

Objective: Introduce various theories that may help explain crime

Level: Basic

6) The terms emerging adulthood and pathways are associated with the \_\_\_\_\_ focus on criminology.

Answer: developmental

Page Ref: 12

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Intermediate

7) Research conducted by \_\_\_\_\_ criminologists has allowed us to conclude that juveniles as a group are over-represented in nonviolent property offenses.

Answer: sociological

Page Ref: 16

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Intermediate

8) How individual criminal activity is acquired, evoked, maintained, and modified is a focus of \_\_\_\_\_ criminology.

Answer: psychological

Page Ref: 19

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Basic

9) According to the developmental approach, poor nutrition and early school failure are \_\_\_\_\_ factors for antisocial behavior.

Answer: risk

Page Ref: 26

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Intermediate

10) The only major data source permitting a comparison of national data broken down by age, sex, race, and offense is the \_\_\_\_\_.

Answer: Uniform Crime Reports; UCR program

Page Ref: 31

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

11) The UCR's definition of rape has recently been broadened to include \_\_\_\_\_ as victims.

Answer: males

Page Ref: 35

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

12) With the exception of substance abuse, studies of self-reported criminal activity are conducted primarily with adults who are \_\_\_\_\_.

Answer: incarcerated

Page Ref: 47

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

13) NCVS data consistently show that males are most likely to be victimized by \_\_\_\_\_.

Answer: strangers

Page Ref: 53

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

14) Truancy and running away are examples of \_\_\_\_\_ offenses.

Answer: status

Page Ref: 57

Objective: Define criminal behavior and juvenile delinquency

Level: Basic

15) The focus of the textbook is the repetitive and \_\_\_\_\_ offender.

Answer: persistent

Page Ref: 61

Objective: Define criminal behavior and juvenile delinquency

Level: Basic

## 1.4 Matching Questions

Match up the terminology in the left column to the definitions in the right column.

- A) Examines the changes and influences across a person's lifetime that may contribute to the formation of antisocial and criminal behavior
- B) The overall number of criminal offenses that go undetected or are unknown by law enforcement agencies
- C) The attitudes, beliefs, values, and thoughts that a person holds about the social environment, interrelations, human nature, and themselves
- D) A graphic representation of a theory or a concept, designed to enhance its understanding
- E) Behaviors forbidden only to juveniles because of their age
- F) Contends that a deficit of self-regulation is the key factor in explaining crime and delinquency
- G) The percentage of crime known to police per 100,000 population
- H) Views human beings as born neutral and subject to developmental changes throughout the life course
- I) Probes the situational or environmental factors that are most conducive to criminal action
- J) Serious habitual actions that violate personal rights, laws, and/or widely held social norms

### 1) Dark figure

Page Ref: 39

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Basic

### 2) Crime rate

Page Ref: 36

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Intermediate

### 3) Cognitions

Page Ref: 19

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Basic

### 4) Model

Page Ref: 7

Objective: Introduce various theories that may help explain crime

Level: Basic

### 5) Learning perspective

Page Ref: 12

Objective: Introduce various theories that may help explain crime

Level: Basic

6) Sociological criminology

Page Ref: 16

Objective: Describe the three major disciplines in criminology: sociological, psychological, and psychiatric

Level: Basic

7) Developmental approach

Page Ref: 21

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Basic

8) Status offenses

Page Ref: 57

Objective: Define criminal behavior and juvenile delinquency

Level: Basic

9) Antisocial behavior

Page Ref: 62

Objective: Define criminal behavior and juvenile delinquency

Level: Basic

10) Self-control theory

Page Ref: 12

Objective: Introduce various theories that may help explain crime

Level: Basic

Answers: 1) B 2) G 3) C 4) D 5) H 6) I 7) A 8) E 9) J 10) F

## 1.5 Essay Questions

1) How does Robert Merton's Strain Theory explain crimes of the rich and powerful?

Answer:

- Answers will vary but should include that even though these individuals have greater access to the legitimate means of reaching goals, they have a continuing need to accumulate even greater wealth and power and maintain their privileged status in society.

Page Ref: 10

Objective: Introduce various theories that may help explain crime

Level: Difficult

2) Explain the developmental approach to explaining delinquency and criminal behavior.

Answer:

- This approach examines the changes and influences across a person's lifetime that may contribute to the formation of antisocial and criminal behavior. These are usually called "risk factors." Examples are poor nutrition, the loss of a parent, early school failure, or substandard housing. However, the developmental approach also searches for "protective factors," or influences that provide individuals with a buffer against the risk factors. A caring adult mentor and good social skills are examples of protective factors. If we are able to identify those changes and influences that occur across the developmental pathways of life that divert a person from becoming caring, sensitive, and prosocial, as well as those that steer a person away from a life of persistent and serious antisocial behavior, we gain invaluable information about how to prevent and change delinquent and criminal behavior.

Page Ref: 20-21

Objective: Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus

Level: Difficult

3) Compare and contrast the FBI's Uniform Crime Reports and the National Crime Victimization Survey, focusing on: a. how the data are obtained and b. what type of information is available from each.

Answer:

- The UCR:

Provides a variety of information relating to crimes that come to the attention of local and state law enforcement.

Data are obtained directly from law enforcement agencies.

Includes both reported crime and arrest data.

Reported crime data focus on eight offenses (four violent and four property), called Part 1 crimes. This section of the UCR gives us the crime rate, which is the percentage of crime known to police per 100,000 population. These data also include the city and region where the crime was committed as well as whether the crime was cleared. Arrest data, provided for both Part 1 and Part 2 crimes, give us the age, gender, and race of persons arrested.

- National Crime Victimization Survey:

Workers for the Bureau of the Census interview a large national sample of households.

The same households are interviewed every six months for a period of three years, and during each session, they are asked about crime they had experienced over the past six months. Victims are able to describe the impact of crime and characteristics of violent offenders. Designed to measure the extent to which households and individuals are victims of rape and other sexual assault, robbery, aggravated assault, simple assault, household burglary, motor vehicle theft, and theft. It also provides many details about the victims (such as age, race, sex, marital status, education, income, and whether the victim and the offender were related to each other) and about the crimes themselves.

It is a good source of information about crime incidents, independent of data collected by law enforcement agencies throughout the country.

Page Ref: Varies

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Difficult

## 1.6 Critical Thinking Questions

1) Describe how the hierarchy rule is relevant to the dark figure of crime. Provide an example of the hierarchy rule and discuss how your example would impact official crime data.

Answer:

- The hierarchy rule stipulates that when a number of offenses have been committed during a series, only the most serious offense is included in the UCR data. The overall number of criminal offenses that go undetected or are unknown is the dark figure and is difficult to estimate. In addition, official data like the UCR program are routinely criticized for errors and omissions, so the data can be misleading.

Page Ref: 39

Objective: Introduce the reader to the various measurements of criminal and delinquent behavior

Level: Difficult

2) How does the legal definition of crime limit our understanding of criminal behavior? What role does culture play in one's definition of crime?

Answer:

- The legal definition is behavior in violation of the criminal code. To be convicted of crime, a person must have acted intentionally and without justification or excuse. Our inability to prevent crime is also partly because we have trouble understanding criminal behavior and identifying and agreeing upon its many cause. Trying to study crime and criminal behavior presents many problems for social scientists. The subjects of study are most typically captive, such as prisoners or delinquents in institutions. They are not necessarily representative of the true criminal population. Likewise, the universe of crime itself defies any attempt at determining "how much" occurs. As we see below, although various methods have been used to do this, none provides sufficient and comprehensive information.

Page Ref: 29

Objective: Emphasize that criminal behavior has multiple causes, manifestations, and developmental pathways

Level: Difficult

***Criminal Behavior: A Psychological Approach, 11e (Bartol)***

**Chapter 2 Origins of Criminal Behavior: Developmental Risk Factors**

**2.1 Multiple-Choice Questions**

1) The developmental perspective on crime and antisocial behavior views the life course of all humans as following a

- A) series of distinct age-related stages of development.
- B) developmental pathway littered with risk factors.
- C) vertical line dependent upon physiological milestones.
- D) sequence of stages that enhance empathy.

Answer: B

Page Ref: 2

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

2) Those influences in a person's life that are believed to increase the probability that an individual will engage in criminal behavior are called

- A) self-regulatory assumptions.
- B) criminogenic needs.
- C) risk factors.
- D) impulsive drives.

Answer: C

Page Ref: 2

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

3) Poverty is an example of a(n) \_\_\_\_\_ risk factor.

- A) social
- B) familial
- C) economic
- D) psychological

Answer: A

Page Ref: 3

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

4) According to Goldstein et al. (2001), aggressive tendencies at age \_\_\_\_\_ predict later aggressive behavior.

- A) three
- B) seven
- C) twelve
- D) eighteen

Answer: A

Page Ref: 24

Objective: Demonstrate how early preschool experiences can lead to a life of antisocial behavior

Level: Basic

5) Which diagnostic term represents a cluster of behaviors in children characterized by repetitive and persistent misbehavior?

- A) Conduct disorder
- B) ADHD
- C) Antisocial personality disorder
- D) Psychopathy

Answer: A

Page Ref: 71

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

6) Strategies employed by parents to achieve specific academic, social, or athletic goals are called parental \_\_\_\_\_; whereas parental attitude toward the child and the emotional climate of the parent-child relationship refers to parental \_\_\_\_\_.

- A) styles; practices
- B) practices; styles
- C) authority; tactics
- D) tactics; authority

Answer: B

Page Ref: 30

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

7) Sam and Alex are parents who see an unusually large number of minor problems in their children as problematic, and then resort to authoritarian strategies to deal with the problems. Sam and Alex are examples of the

- A) authoritarian approach.
- B) authoritative style.
- C) enmeshed style.
- D) permissive approach.

Answer: C

Page Ref: 35

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

8) Parents' awareness of their child's peer associations, free time activities, and physical whereabouts when outside the home is known as parental

- A) participation.
- B) mindfulness.
- C) neurosis.
- D) monitoring.

Answer: D

Page Ref: 38

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

9) The ability to control one's own behavior, especially in children, is known as

- A) self-modeling.
- B) self-regulation.
- C) impulse modulation.
- D) impulse restriction.

Answer: B

Page Ref: 37

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Basic

10) Research suggests that poor quality preschool daycare places children at risk for

- A) enhanced language ability.
- B) inadequate social skills.
- C) psychopathy.
- D) oppositional defiant disorder.

Answer: B

Page Ref: 78

Objective: Demonstrate how early preschool experiences can lead to a life of antisocial behavior

Level: Basic

11) Which of the following is central to the cumulative risk model?

- A) Socioeconomic status
- B) The past criminal behavior of the primary caregiver
- C) Family size
- D) The number of risk factors

Answer: D

Page Ref: 5

Objective: Introduce cumulative risk and developmental cascade models

Level: Intermediate

12) Which of the following is an example of a protective factor?

- A) Exposure to chemical toxins
- B) Parental substance abuse
- C) Supportive caregivers
- D) Poverty

Answer: C

Page Ref: 5

Objective: Introduce cumulative risk and developmental cascade models

Level: Basic

13) According to the research, which two factors increase the probability that a child will become a serious delinquent?

- A) Poverty and high emotionality
- B) School failure and a single-parent home
- C) Physical aggression and peer rejection
- D) Mental disorder and birth order

Answer: C

Page Ref: 22

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior

Level: Intermediate

14) Compared to the cumulative risk model, the developmental cascade model

- A) considers risk factors only.
- B) emphasizes the interaction among risk factors.
- C) focuses heavily on a child's developmental trajectory.
- D) addresses parental discipline strategies.

Answer: B

Page Ref: 5

Objective: Introduce cumulative risk and developmental cascade models

Level: Difficult

15) Research on sibling influence on delinquency indicates

- A) the risk of delinquency is lower when the delinquent sibling is closer in age.
- B) older siblings reinforce antisocial behavior regardless of the relationship between the siblings.
- C) older siblings reinforce antisocial behavior only when the siblings have a close relationship.
- D) the delinquent sibling reinforces antisocial behavior when siblings are of the same gender.

Answer: C

Page Ref: 41

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

16) Rudy rarely cries when his mother leaves the room and shows no reaction when his mother picks him up. Rudy is displaying signs of \_\_\_\_\_ attachment.

- A) avoidant
- B) secure
- C) ambivalent
- D) enmeshed

Answer: A

Page Ref: 47

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

17) Which statement is consistent with the research on language impairment and antisocial behavior?

- A) Poor language development during the second year of life is a significant predictor of adult criminal behavior.
- B) Poor language development increases the risk of antisocial behavior in girls only.
- C) can lead to peer rejection and poor academic performance.
- D) Poor language development typically begins in adolescence and results in lifelong patterns of antisocial behavior.

Answer: A

Page Ref: 55

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

18) According to researcher Virginia Douglas (2004), which problem is central to children with ADHD?

- A) Lead toxicity
- B) Lack of understanding
- C) Self-regulation
- D) Impaired intellectual functioning

Answer: C

Page Ref: 68

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Intermediate

19) The three central behaviors of ADHD are

- A) poor language development, hyperactivity, and irritability.
- B) inattention, impulsivity, and excessive motor activity.
- C) lack of empathy, inattention, and hostility.
- D) impulsivity, defiance, and violation of others' rights.

Answer: B

Page Ref: 64

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Intermediate

20) A repetitive and persistent pattern of behavior that violates the basic rights of others is the hallmark of

- A) aggression.
- B) juvenile delinquency.
- C) ADHD.
- D) conduct disorder.

Answer: D

Page Ref: 73

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

21) Which statement accurately reflects research findings on intelligence and delinquency?

- A) The little variability among average IQ scores of racial and ethnic groups suggests no relationship between intelligence and delinquency.
- B) There is no evidence that, as a group, delinquents score lower on standard intelligence tests than nondelinquents.
- C) As a group, delinquents are less intelligent than nondelinquents.
- D) There is an inverse relationship between IQ scores and the tendency toward delinquency.

Answer: D

Page Ref: 60

Objective: Stress the connection between cognitive abilities and delinquency and crime  
Level: Intermediate

22) One of the strongest predictors of later antisocial behavior is

- A) peer rejection.
- B) lack of interests or hobbies.
- C) dysfunctional family dynamics.
- D) excessive television viewing.

Answer: A

Page Ref: 16

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior  
Level: Basic

23) According to attachment theory, infants who cling anxiously to their mother without much exploration when placed in new environments are displaying

- A) intimacy avoidance.
- B) minimal exploration.
- C) clinging reaction.
- D) anxious/ambivalent attachment.

Answer: D

Page Ref: 48

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime  
Level: Intermediate

24) A mother who feels helpless that her 12-year-old son is using marijuana and therefore allows the behavior to continue is exhibiting

- A) intermittent punishment.
- B) an authoritative parenting style.
- C) internal locus of control.
- D) a lax style of parenting.

Answer: D

Page Ref: 36

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime  
Level: Intermediate

25) Research indicates that parental monitoring is especially important during

- A) preschool.
- B) the elementary school years.
- C) infancy.
- D) the middle school years.

Answer: D

Page Ref: 37

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

26) ADHD frequently co-occurs with which diagnostic category?

- A) Mental disorder
- B) Conduct disorder
- C) Status offenses
- D) Psychopathy

Answer: B

Page Ref: 71

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Intermediate

27) The ability to understand another's emotions is called

- A) cognitive empathy.
- B) learned helplessness.
- C) affective empathy.
- D) personal efficacy.

Answer: A

Page Ref: 50

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

28) Which disorder is characterized by a persistent pattern of angry outbursts, arguments, vindictiveness, resentment, and disobedience?

- A) Oppositional defiant disorder
- B) Cognitive dissonance
- C) Attention deficit hyperactivity disorder
- D) Conduct disorder

Answer: A

Page Ref: 75

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

29) Which statement is correct?

- A) The exact nature of the relationship between poverty and violence is not well understood.
- B) It is quite clear that poverty is the major cause of crime and delinquency.
- C) Poverty does not appear to be a risk factor in the development of crime.
- D) The current research suggests that there is no relationship between poverty and crime.

Answer: A

Page Ref: 5

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

30) Which factor is associated with a high probability of delinquent behavior in high school?

- A) Parental divorce
- B) Lower socioeconomic class
- C) Rejection by peers in elementary school
- D) Below average intelligence

Answer: C

Page Ref: 16

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior

Level: Intermediate

## 2.2 True or False Questions

1) IQ refers to a broad, all-encompassing ability.

Answer: FALSE

Page Ref: 56

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Basic

2) The cause of ADHD is unknown.

Answer: TRUE

Page Ref: 65

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

3) All criminal behavior has its origins in childhood.

Answer: FALSE

Page Ref: 4

Objective: Demonstrate how early preschool experiences can lead to a life of antisocial behavior

Level: Intermediate

4) It is rare for an individual to possess both affective and cognitive empathy.

Answer: FALSE

Page Ref: 51

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Intermediate

5) Compared to children from higher socioeconomic status, children from lower socioeconomic status are more likely to be represented in crime statistics.

Answer: TRUE

Page Ref: 15

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

6) Research on IQ and delinquency has not supported the relationship between the two.

Answer: FALSE

Page Ref: 56

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Intermediate

7) ADHD is currently the leading psychological diagnosis for American children.

Answer: TRUE

Page Ref: 65

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

8) Parental alcoholism and depression elevate a child's risk of engaging in antisocial behavior.

Answer: TRUE

Page Ref: 45

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

9) Affective empathy usually develops in middle adulthood.

Answer: FALSE

Page Ref: 51

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Intermediate

10) Several studies have found a strong association between animal cruelty and violent behavior.

Answer: TRUE

Page Ref: 53

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

11) Language-impaired children are often rejected by peers and are frequently viewed negatively by their teachers.

Answer: TRUE

Page Ref: 55

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

12) The typical medication prescribed for ADHD is in the form of stimulants.

Answer: TRUE

Page Ref: 66

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

13) Experts generally agree that the most common problem associated with ADHD is violent, aggressive behavior.

Answer: FALSE

Page Ref: 70

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

14) Both the cumulative risk and developmental cascade models emphasize that antisocial behavior can be attributed to the single risk factor of peer rejection.

Answer: FALSE

Page Ref: 5

Objective: Introduce cumulative risk and developmental cascade models

Level: Intermediate

15) The permissive style of parenting is highly correlated with delinquent behavior.

Answer: TRUE

Page Ref: 79

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

## 2.3 Fill in the Blank Questions

1) The developmental perspective views the life course of all humans as following a \_\_\_\_\_ that may be littered with risk factors.

Answer: path; or trajectory

Page Ref: 2

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

2) The social, family, and psychological experiences that are believed to increase the probability that an individual will engage in persistent criminal behavior are known as \_\_\_\_\_ factors.

Answer: risk

Page Ref: 3

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

3) According to the cumulative risk model, an accumulation of risk factors in the absence of sufficient \_\_\_\_\_ factors results in negative behavioral, emotional, and cognitive outcomes.

Answer: protective

Page Ref: 5

Objective: Introduce cumulative risk and developmental cascade models

Level: Basic

4) The dynamic cascade model is distinct from the cumulative risk model in that it emphasizes the \_\_\_\_\_ among risk factors and their effect on outcomes over the course of development.

Answer: interaction

Page Ref: 7

Objective: Introduce cumulative risk and developmental cascade models

Level: Intermediate

5) Children and youth living under dire economic conditions are at high risk of becoming \_\_\_\_\_ and offenders.

Answer: victims

Page Ref: 12

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

6) Discrimination, racism, unsafe living conditions, and poor nutrition or examples of poverty \_\_\_\_\_.

Answer: cofactors

Page Ref: 13

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

7) The leading psychological diagnosis for American children is \_\_\_\_\_.

Answer: ADHD

Page Ref: 64

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

8) One of the strongest predictors of later involvement in antisocial behavior is early \_\_\_\_\_ by peers.

Answer: rejection

Page Ref: 16

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior

Level: Basic

9) Children tend to reject those peers who frequently use forms of \_\_\_\_\_ as their preferred way of dealing with others.

Answer: aggression

Page Ref: 18

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior

Level: Intermediate

10) Most of the research and theoretical work examining the effects of peer rejection, aggression, and delinquent behavior has focused on \_\_\_\_\_.

Answer: boys

Page Ref: 20

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior

Level: Basic

11) Recent research suggests that \_\_\_\_\_ childcare arrangements have negative impacts on children's social adjustment.

Answer: multiple

Page Ref: 23

Objective: Demonstrate how early preschool experiences can lead to a life of antisocial behavior

Level: Intermediate

12) Studies examining the education level of inmates in correctional facilities found that many inmates had attained a(n) \_\_\_\_\_ level of education or less.

Answer: eighth grade

Page Ref: 26

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

13) Diana Baumrind's four parental styles include authoritarian, permissive, authoritative, and \_\_\_\_\_.

Answer: neglecting

Page Ref: 31

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

14) Problem behaviors, such as substance use and delinquent behavior, during the middle school years occur within the \_\_\_\_\_ context.

Answer: peer

Page Ref: 38

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

15) The use of \_\_\_\_\_ in the form of private and self-directed speech helps children develop and maintain self-control and self-regulation.

Answer: language

Page Ref: 56

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Basic

## 2.4 Matching Questions

Match up the terminology in the left column to the definitions in the right column.

- A) The ability to bounce back quickly and adaptively from negative emotional experiences
- B) The ability to understand a person from his or her frame of reference
- C) The ability to control one's own behavior
- D) A person's developmental skills or deficits enhance, affect, or determine the next skill or deficit along a life-course trajectory
- E) Psychological measurement
- F) Parent-child interactions characterized by parental attitudes toward the child and the emotional climate of the parent-child relationship
- G) An emotional response characterized by feelings of concern for another and a desire to alleviate that person's distress
- H) A parenting style characterized by a child who becomes intensely distressed and anxious by separation
- I) Strategies employed by parents to achieve specific academic, social, or athletic goals across different contexts and situations
- J) A cluster of behaviors characterized by persistent and repetitive misbehavior

### 1) Resilience

Page Ref: 10

Objective: Introduce cumulative risk and developmental cascade models

Level: Intermediate

### 2) Parental practices

Page Ref: 30

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

### 3) Cognitive empathy

Page Ref: 50

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

### 4) Psychometric

Page Ref: 57

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Basic

5) Dynamic cascade model

Page Ref: 6

Objective: Introduce cumulative risk and developmental cascade models

Level: Basic

6) Conduct disorder

Page Ref: 71

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

7) Anxious/ambivalent

Page Ref: 47

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

8) Parental styles

Page Ref: 48

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Basic

9) Affective empathy

Page Ref: 50

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Intermediate

10) Self-regulation

Page Ref: 68

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Basic

Answers: 1) A 2) I 3) B 4) E 5) D 6) J 7) H 8) F 9) G 10) C

## 2.5 Essay Questions

1) Compare and contrast the cumulative risk and developmental cascade model.

Answer:

- The cumulative risk (CR) model posits that the accumulation of risk factors in the absence of sufficient protective factors results in negative behavioral, emotional, and cognitive outcomes. The dynamic cascade model could be considered a form of cumulative risk model because it refers to multiple risks, it is distinct in that it emphasizes the interaction among risk factors and their effect on outcomes over the course of development. According to the cascade model, the person's developmental skills or deficits enhance, affect, or determine the next skill or deficit along a life-course trajectory. The cascade and the cumulative models both argue that early negative experiences can alter a child's developmental trajectory and interfere with accomplishment of normal developmental milestones.

Page Ref: 5

Objective: Introduce cumulative risk and developmental cascade models

Level: Difficult

2) Define conduct disorder, ADHD and oppositional defiant disorder. What are the similarities and differences? Why are the three often used interchangeably in the school system?

Answer:

- Conduct disorder represents a cluster of behaviors characterized by persistent misbehavior, including bullying, fighting, using or threatening weapon use on others, physical cruelty to people and animals, destruction of property, chronic deceitfulness, sexual assaults, and serious violations of rules.
- ADHD is the leading diagnosis for American children and includes (1) inattention (does not seem to listen, or is easily distracted); (2) impulsivity (acts before thinking, shifts quickly from one activity to another); and (3) excessive motor activity (cannot sit still, fidgets, runs about, is talkative and noisy).
- Oppositional defiant disorder represents problems in self-control of emotions and behaviors. Children and adolescents with ODD display a persistent pattern of angry outbursts, arguments, vindictiveness, resentment, and disobedience.

Page Ref: Varies

Objective: Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior

Level: Difficult

3) Discuss the influence of peer groups on delinquent behavior.

Answer:

- There are three major perspectives on the influence of peer groups on antisocial and delinquent behavior. One perspective argues that youngsters become delinquent as a direct result of association with deviant peer groups. A second perspective contends that antisocial, peer-rejected youths seek out greater contact with similar peer-rejected and socially unskillful peers. A third perspective is somewhat between these two positions. Peer-rejected, antisocial children are drawn to deviant groups with members similar to them-selves, and this encourages and amplifies already existing antisocial tendencies. Current research evidence is in favor of the third perspective. It appears that childhood peer rejection encourages children to participate in deviant peer groups that then amplify tendencies to become more deviant and antisocial.

Page Ref: 21

Objective: Emphasize the extensive influence of peer rejection on child and youth behavior

Level: Difficult

## 2.6 Critical Thinking Questions

1) Why must we be cautious when interpreting the relationship between poverty and violence? Explain the role that poverty cofactors play in this relationship.

Answer:

- Because violent crime rates tend to be higher in neighborhoods characterized by poverty, people living under these conditions may be assumed to be violent.
- In many communities, people living in pockets of poverty or poverty-stricken families may be unfairly targeted by police.
- It is important to stress that persons living in poverty are often victims of crime, including not only violence but also economic crimes committed by those who hold power in society.
- Poverty cofactors may lead to more violence as well as more victimization. For example, lack of resources (employment, adequate shelter and health care) as well as social isolation may lead to despair and possible violence within the family. Substandard education and health care are a form of victimization that have life-long cumulative effects on many children living in poverty.
- Children raised in poverty also may suffer long-term health problems, including brain damage, which can play a role in future aggressive behavior.

Page Ref: 11

Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

Level: Difficult

2) Imagine you are a child with a language impairment. Examine how your developmental trajectory would be influenced by this impairment. Include detailed descriptions of your academic experiences and peer relationships.

Answer:

- Early identification of the impairment is essential. The earlier the diagnosis, the better parents and caretakers can address it.
- Children entering school, including pre-school, with language impairments, are at a disadvantage if educational system does not respond appropriately. Teachers may view them negatively. Language is crucial to reading and to communicating with adults and peers.
- Linguistic tools such as the ability to analyze social situations and organize one's thoughts are essential for self-regulation. Children without these tools may find it difficult to regulate their emotions.
- Children with language impairment are at risk for peer rejection, an important predictor of later behavior problems and delinquency.
- Language problems, if not addressed, increase frustration levels in children. This is likely to lead to aggressive and disruptive behavior at home and school.
- These problems build in a cumulative fashion as children move into their adolescent years.

Page Ref: 56

Objective: Stress the connection between cognitive abilities and delinquency and crime

Level: Difficult

# **CHAPTER 1**

## **INTRODUCTION TO CRIMINAL BEHAVIOR**

### **Chapter Objectives**

- Emphasize that criminal behavior has multiple causes, manifestations, and developmental pathways.
- Identify the different perspectives of human nature that underlie the theoretical development and research of criminal behavior.
- Introduce various theories that may help explain crime.
- Describe the three major disciplines in criminology: sociological, psychological, and psychiatric.
- Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus.
- Define criminal behavior and juvenile delinquency.
- Introduce the reader to the various measurements of criminal and delinquent behavior

### **Chapter Overview**

Crime intrigues people, harms people, angers people, and sometimes amuses and entertains people. Overall, despite media accounts of sensational crimes, crime in the United States has fallen in the early years of the twenty-first century. This is good news, but it does not imply that efforts to reduce it further are not needed, nor can crime rates of the future be predicted with confidence. There is continuing need to study and prevent the behavior that is defined as criminal, but this is a complex undertaking. It involves theorizing, data gathering, and the development of strategies for its prevention and control, as well as treatment of individuals who engage in criminal activity.

This chapter introduces readers to the major theoretical viewpoints on crime and the dominant methods used to measure it. We also discuss the difficulty in defining criminal behavior for purposes of examining it from a psychological perspective. Although criminology is an interdisciplinary enterprise, one that benefits from input from various disciplines the approach in this text is predominantly psychological, with research and theory in that field emphasized throughout the book.

Theories of crime can be divided into classical and positivist schools. The classical school emphasizes free will as the primary cause of crime: Unless they are robbed of their free will (as by being seriously mentally disordered), people choose to commit criminal behavior. The positive school looks for determinants or influences over and above free will. According to those who adopt a positivist approach, people still choose to commit crime, but their choice is influenced by numerous predetermining factors. These may be in the social environment, such as a crime-ridden neighborhood or a deviant peer group, or within the individual, such as lack of empathy. Psychologists studying criminal behavior have focused primarily on the learning experiences or the cognitive constructs of people who commit crime, but in recent years some

have focused on biological influences, including traumatic brain injuries or exposure to environmental contaminants. Developmental psychologists have studied the pathways various individuals take as they engage in and desist from antisocial behavior. All of these themes will be developed in the chapters ahead.

We review the dominant methods of measuring crime, emphasizing that each has its strengths and weaknesses. The U.S. government's major measures—the summary system of the UCR and the NIBRS—are readily available in monthly reports. They allow us to conclude that crime rates have decreased dramatically since the high-crime era of the early and mid-1990s, though this is no reason for complacency. Victimization rates, measured by the NCVS as well as by non-governmental surveys, also have decreased. Victimization data continually indicate that, however, that most crimes are never reported to police. Likewise, self-report data, in which people report their own offending, indicate that much criminal behavior is never unearthed. Thus, the “dark figure” of crime remains a reality. Early self-report studies focused primarily on behavior of juveniles, but contemporary self-report research tends to focus heavily on substance use and, to a lesser extent, violence in interpersonal relationships. Official, victimization, and self-report data sources like the above will be revisited throughout the text as they relate to specific crimes.

Finally, we address briefly the topic of juvenile delinquency, which is will be given its own chapter later in Chapter 6. Antisocial behavior by juveniles is not unusual and has at times been exaggerated in media accounts. Though juveniles are responsible for a disproportionate amount of crime, most of the crime they commit is non-violent. Nevertheless, violent and other serious crimes by juveniles remains a concern and will be addressed in later chapters

## **Lecture Outline**

1. Introduction to Criminal Behavior
  - a) Definition of criminal behavior
  - b) Complex issue
2. Theories of Crime
  - a) Just-world hypothesis
  - b) Belief in general just-world and belief in personal just-world
    - a. Scientific theory of crime
      - i. Should provide a general explanation that encompasses and systematically connects many different social, economic, and psychological variables to criminal behavior, and it should be supported by well-executed research
      - ii. Theory verification or falsification
    - b. The primary purpose of theories of crime is to identify the causes or precursors of criminal behavior
    - c. Models of behavior are graphic representations of a theory or a concept, designed to enhance its understanding
    - d. Classical theory
      - i. Free will as the hallmark of human behavior

- ii. Many of today's approaches to crime prevention are consistent with classical theory, which in its modern form is also known as deterrence theory
  - e. Positivist theory
    - i. Closely aligned with the idea of determinism
- 2. Theoretical Perspectives on Human Nature
  - a. Conformity perspective
    - i. Views humans as creatures of conformity who want to do the "right" thing.
    - ii. Represents the foundation of the humanistic perspectives in psychology
  - iii. Strain Theory
    - 1. Robert K. Merton
    - 2. General Strain Theory
  - b. Nonconformist perspective
    - i. Human beings are basically undisciplined and need to be held in check
    - ii. Social control
      - 1. Crime and delinquency occur when an individual's ties to the conventional order or normative standards are weak or largely nonexistent
      - 2. General Theory of Crime
    - iii. Self-control theory
      - 1. A deficit of self-control or self-regulation is the key factor in explaining crime and delinquency
      - 2. Self-control as a stable trait
  - c. Learning perspective
    - i. Human beings are born neutral and learn behavior and beliefs from social environment
    - ii. Social learning theory
    - iii. Differential association theory
      - 1. Criminal behavior is learned, as is all social behavior, through social interactions with other people
    - iv. Developmental criminology
      - 1. Identify periods in human development across the life course, sometimes conceived of as stages
      - 2. Concept of emerging adulthood
- 5. Disciplinary Perspectives in Criminology
  - a. Sociological criminology
    - i. Society's influence on crime
    - ii. How crime is defined, laws are enforced
    - iii. Structuralists are more likely to look at the underlying foundations of society

- iv. Culturalists view the values and patterns of living within a given group of people
    - v. Unequal distribution of power in society
  - b. Psychological criminology
    - i. How criminal behavior is acquired, evoked, maintained, modified
    - ii. Cognitive approach
      - 1. Offenders' distorted cognitions
    - iii. Biological or neurological approach
      - 1. Link between biology and human behavior
      - 2. Aggression and violent behavior
    - iv. Developmental approach
      - 1. Examines the changes and influences across a person's lifetime that may contribute to the formation of antisocial and criminal behavior
      - 2. Risk factors
    - v. Trait approach
      - 1. People show consistent behavior across time and place, and that these behaviors characterize personality
      - 2. Callous-unemotional traits
  - c. Psychiatric criminology
    - i. Training differences with psychology
    - ii. Contemporary versions more diverse, research-based
    - iii. Psychoanalytic tradition
    - iv. Freudian Psychodynamic approach
    - v. Medical model of illness
      - 1. DSM-5
- 3. Defining and Measuring Crime
  - a. Shortcoming of legal definition
  - b. Methods of measuring crime
  - c. FBI Reporting Systems
    - i. Uniform Crime Reporting Program
      - 1. Most cited source of U.S. crime statistics
      - 2. The only major data source permitting a comparison of national data broken down by age, sex, race, and offense
        - a. Summary reporting system
        - b. Supplementary Homicide Report
      - 3. Index crimes and non-index crimes
      - 4. Violent and property offenses
      - 5. Crime rates on only these offenses
        - a. The percentage of crime known to police per 100,000 population
      - 6. Clearance rate

- a. An offense is cleared when at least one person is arrested, charged with the commission of the offense, and remanded to the court for prosecution
      - b. Cleared by exceptional means when something happens to an offender outside the control of the reporting law enforcement agency
    - 7. UCR Problems
      - a. Dark figure
    - 8. Hierarchy rule
  - ii. National Incident-Based Reporting System (NIBRS)
    - 1. Initiated as supplement to UCR
    - 2. Group A offenses (46 serious)
    - 3. Group B offenses (11 less serious, arrest data only)
    - 4. Federal law enforcement agencies and 15 states report data through NIBRS
  - iii. Self-Report Studies
    - 1. Individuals report own offending
    - 2. Most focus on delinquency, risk-taking behaviors associated with physical or mental health
    - 3. National Longitudinal Study of Adolescent Health
    - 4. Data is gathered through interviews or questionnaires
    - 5. Drug use self-report surveys
      - a. Monitoring the Future Study
      - b. NHSDA
      - c. ADAM
  - d. Victimization Surveys
    - i. Victims provide information on the crimes committed against them
    - ii. National Crime Victimization Survey (NCVS)
      - 1. Designed to measure the extent to which households and individuals are victims of rape and other sexual assault, robbery, aggravated assault, simple assault, household burglary, motor vehicle theft, and theft
      - 2. Consistently show demographic differences in victimization rates
      - 3. Relationship patterns
        - a. Intimate partner violence
6. Juvenile Delinquency
  - a. Like adult crime, juvenile crime has decreased since the 1990s
  - b. Juveniles commit a disproportionate amount of crime, but not necessarily the most serious offenses
  - c. Status offenses
    - i. Behavior forbidden only to juveniles because of their age
  - d. The nature and extent of delinquent behavior is essentially an unknown area
    - i. Imperfect data

- e. Crime as rite of passage to adulthood
7. Recap: Defining Crime and Delinquency
- a. Many psychologists and other mental health professionals prefer the term “antisocial behavior” to “crime” or “criminal behavior” to refer to the more serious habitual actions that violate personal rights, laws, and/or widely held social norms
  - b. From a psychological point of view, we encounter problems when we limit ourselves to studying persons legally defined as criminals or behavior legally defined as crime
  - c. Those individuals sentenced to jail or prison are not representative of the “true” criminal population, because many true criminals go undetected and/or unpunished
  - d. The great majority of crime in the United States and other countries is not violent
  - e. The main focus of the book is the persistent, repetitive offender—or the persistent, repetitive antisocial behavior—whether detected or undetected by the criminal justice system

## **Contemporary Issues: Hate or Bias Crimes**

### ***Questions for Discussion***

1. It is not unusual for law enforcement agencies to report no hate crime in their jurisdiction. As noted above, 85.9 percent of agencies in 2009 reported none. Why might this be?
2. Victims of hate crimes, such as assaults, do not often report their victimization to law enforcement. Discuss reasons for this.

## **Contemporary Issues: The Problem of Internet-Facilitated Crime**

### ***Questions for Discussion***

1. Evaluate the following statement: It is not difficult to name crimes that are, or that can be, facilitated by the Internet; it is more of a challenge to name crimes that cannot be.
2. In the article cited above, the FBI director referred to the evil layer cake of Internet crime, placing the worst crimes at the top and the least serious at the bottom. Is this a good metaphor for Internet crime? If no, why not? If yes, how would you label each layer?

## **Review Questions**

1. Briefly explain the difference between psychological criminology and sociological criminology. How do these differ from a psychiatric approach to the study of criminal behavior?

2. Provide examples of crime control or crime prevention policies—other than those mentioned in the chapter—that are consistent with (a) classical theories of crime and (b) positivist theories.
3. Define and provide examples of the conformity, nonconformist, and learning perspectives of human nature.
4. Identify and provide one example of each of the three predominant methods of measuring crime.
5. How does the NIBRS differ from the UCR's Summary Report Statistics (SRS)?
6. List the strengths and weaknesses of self-report surveys.
7. What are status offenses and how do they differ from other juvenile offenses?
8. Compare and contrast the FBI's Uniform Crime Reports and the National Crime Victimization Survey, focusing on (a) how the data are obtained and (b) what type of information is available from each.

# **CHAPTER 2**

## **ORIGINS OF CRIMINAL BEHAVIOR: DEVELOPMENTAL RISK FACTORS**

### **Chapter Objectives**

- Introduce cumulative risk and developmental cascade models.
- Identify social, family, and psychological developmental risk factors that lead to delinquency and crime.
- Demonstrate how early preschool experiences can lead to a life of antisocial behavior.
- Emphasize the extensive influence of peer rejection on child and youth behavior.
- Stress the connection between cognitive abilities and delinquency and crime.
- Discuss attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and oppositional defiant disorder (ODD) as possible contributors to delinquent and criminal behavior.

### **Chapter Overview**

In this chapter, we begin to examine some of the social and psychological risk factors associated with crime and delinquency, often focusing on the work of developmental psychologists. They examine developmental pathways or trajectories that lead to little or no offending, minor juvenile offending that begins and ends around mid- to late adolescence, and offending that begins early in childhood and continues on to serious offending into adulthood, among other pathways. In addition, psychologists have searched for effective intervention strategies for children and families, with a goal to promoting a healthy, nurturing environment. Unfortunately, effective treatment strategies are more elusive, although approaches such as reducing coercive family interactions have had promising results.

Researchers can now point with confidence to a large list of risk factors associated with juvenile delinquency and criminal behavior. No single risk factor is particularly at fault; rather, it is believed that multiple factors lead to serious offending by juveniles. Two important and similar models proposed in recent years are the cumulative risk and developmental cascade models, both of which emphasize that antisocial behavior can be attributed to an accumulation of risk factors during a child's development. At the same time, there is a shortage or a complete absence of protective variables that might offset the negative effects of the risk factors. Many theories of criminology trace the roots of offending to childhood and early adolescence. An adverse economic environment must be considered within the context of the many influences that impinge on young lives. Features often associated with poverty—discrimination, inadequate schools, unsafe living conditions, and joblessness—may play roles in the formation of crime and delinquency, but it is important not to focus on poverty alone.

One risk factor that appears increasingly in the literature on delinquency is early peer rejection, even during the elementary school years. This can occur regardless of a child's socioeconomic status. Children who are rejected by peers are often aggressive, but aggression alone is not the major explanation. Rather, they also tend to be disruptive, impulsive, and/or have

few inter-personal skills. Research has demonstrated consistently that antisocial adolescents, particularly those who displayed highly aggressive behavior, experienced significant peer rejection during their childhoods. In addition, they often associate with other rejected peers and form groups or gangs engaging in antisocial activity. In girls, substance abuse and other delinquent behaviors in adolescence have been associated with peer rejection in elementary school.

Preschool experiences are also increasingly being recognized as possible risk factors. Poor-quality child care places children at risk for poorer language and cognitive development, as well as deficiencies in social skills. Unfortunately, inadequate child care is often associated with low socioeconomic class. On the other hand, high-quality day care has been shown to improve the chances that children from economically deprived families will do well both behaviorally and in school settings.

It is important to stress that delinquency is clearly not limited to youths from any one socio-economic group. Self-report data suggest that social class differences become smaller when youths are asked to report their own offending. If poverty and the conditions it generates are not an issue for these youth, we must look to other risk factors, such as parenting styles and practices, the influence of antisocial peers, and the more individual factors such as conduct disorder, ADHD, intelligence, and gender.

Among the parental and family risk factors discussed in the chapter are single-parent house-holds, which have too often been blamed for antisocial behavior of children. We stress process variables rather than structure variables were more likely risk factors. For example, researchers have found associations between certain parental styles and antisocial behavior in children. Styles are typically identified as authoritarian, permissive, authoritative, or neglecting or as enmeshed or lax. Although many parents may well vary their styles across situations and as children get older, in general, one style dominates. The permissive and lax styles—characterized by little or no control over the children and extremely few restrictions—are highly correlated with delinquent behavior. In similar fashion, parental monitoring or supervision of the child's activities, particularly from the ages of nine to mid-adolescence, is crucial to the development of prosocial behavior. In addition, community or neighborhood monitoring should be promoted. We covered psychological risk factors—those that are unique to the child—as factors on the road to delinquency. Low IQ scores have consistently been associated with delinquency, not necessarily directly but more likely because children with low scores do not do well in school, and school failure is also commonly associated with antisocial behavior. We stress, though, that a low score on an “intelligence” test does not mean that a child is not intelligent. In addition, we know not only that many delinquents are intelligent despite scoring below normal on IQ tests, but also that other delinquents score high on IQ tests. Therefore, the IQ—delinquency connection must be expressed very cautiously.

Children with ADHD are at some risk of antisocial behavior both as juveniles and adults. This disorder apparently affects 3 percent to 5 percent of school-aged children, though in some communities the percentages are even higher, leading to questions about misdiagnoses. ADHD appears to be a disorder affecting social relationships; the children have difficulty staying on task, they get easily distracted, are impulsive, display excessive motor activity, and are annoying to others. These features often lead to peer rejection. Although ADHD is routinely treated with medication, this in itself is a controversial issue, and critics recommend the use of other

approaches, including physical exercise and outdoor activities. Untreated, ADHD children are at risk for delinquency and substance abuse.

Conduct disorder (CD) is somewhat of a catch-all category that is characterized by persistent misbehavior, including stealing, running away, fighting, telling lies, and cruelty. Signs of CD may occur as early as age three, but it most often emerges in late childhood or adolescence. Not surprisingly, CD is also associated with peer rejection. Finally, ODD is often associated with antisocial behavior, but not everyone agrees that it merits the attention it has received. Although a diagnosis of ODD in childhood is associated with adjustment problems in adolescence and adulthood, the association between ODD and ongoing or serious criminal activity has not been established.

## **Lecture Outline**

1. Developmental Perspective
  - a. Antisocial behavior, including criminal behavior, in adults can often be traced to their childhoods
  - b. Some individuals begin their criminal offending in adulthood
  - c. The life course of all humans as following a path (or trajectory) that may be littered with risk factors
  - d. Contemporary researchers also stress the value of a nurturing environment to protect children against the onslaught of potential risk factors in their lives
2. Cumulative Risk Model
  - a. Exposure to multiple risk factors is most likely to increase the probability that a child, adolescent, or adult develops antisocial behavior and other maladaptive behaviors
  - b. An accumulation of risk factors in the absence of sufficient protective factors results in negative behavioral, emotional, and cognitive outcomes
  - c. The greater the number of risks experienced by a child or adolescent, the greater the prevalence of mental health, cognitive deficits, and behavioral problems they may have
3. Developmental Cascade Model
  - a. Kenneth Dodge et al. (2008)
  - b. Emphasizes the interaction among risk factors and their effect on outcomes over the course of development
  - c. The person's developmental skills or deficits enhance, affect, or determine the next skill or deficit along a life-course trajectory
    - i. Snowballing
  - d. Development of cognitive competence and resilience
4. Social Environment Risk Factors
  - a. Poverty
    - i. Approximately 20 percent of children in the United States live in families that have incomes that fall below the poverty line

- ii. The effects of poverty are not only cumulative but also interactive, in that the effects at one stage can hinder development at later stages
- iii. Poverty is one of the most robust predictors of adolescent violence for both males and females
  - 1. Victims and offenders
- iv. The exact nature of the relationship between poverty and violence is not well understood
  - 1. Poverty co-factors
- v. Influences on family
  - 1. Stress may diminish parental capacity for supportive and consistent parenting
- vi. The connection between low socioeconomic class and delinquency does not mean that poverty causes or inevitably leads to serious, chronic offending
- vii. Children from the lower socioeconomic class are targeted by law enforcement practices more than are children of the middle and upper classes
  - 1. More likely to be taken into custody by police, referred to juvenile courts, and adjudicated delinquent
- viii. Children of the poor are taken into a system that may itself promote delinquent behavior or adult crime, particularly when they are institutionalized with other offenders
- b. Peer rejection and association with antisocial peers
  - i. Peer influence is a strong predictor of adolescent substance use and delinquent behavior
  - ii. One of the strongest predictors of later involvement in antisocial behavior is early rejection by peers
    - 1. Quality of parent-child and marital relationships
    - 2. Peer-rejected children frequently interact with one another or gravitate to antisocial peers
  - iii. Children who are both physically aggressive and socially rejected by their peers have a high probability of becoming serious delinquents during adolescence and violent offenders during early adulthood
  - iv. Why are children rejected by their peers?
    - 1. Perceived as being “different” from others
    - 2. Aggressive behavior
    - 3. Impulsivity
    - 4. Easily angered or emotional rage
    - 5. Fewer social and interpersonal skills
  - v. Gender differences
    - 1. High peer rejection was related to high delinquency and crime in males but not in females
    - 2. Relational aggression
  - vi. Gang or deviant group influences

- vii. Three perspectives
    - 1. Youngsters become delinquent as a direct result of association with deviant peer groups
    - 2. Antisocial, peer-rejected youths seek out greater contact with similar peer-rejected and socially unskillful peers
    - 3. Peer-rejected, antisocial children are drawn to deviant groups with members similar to them-selves, and this encourages and amplifies already existing antisocial tendencies
  - c. Preschool experiences
    - i. Poor-quality child care has been reported to put children's development at risk for poorer language, cognitive development, and lower ratings of social and emotional adjustment
    - ii. Multiple child-care arrangements have negative impacts on children's social adjustment
  - d. After-school care
    - i. Children who spend fairly large amounts of time in unsupervised after-school self-care in the early elementary grades are at elevated risk for behavior problems in early adolescence
    - ii. Unsupervised after school care
  - e. Academic failure
    - i. Linked to antisocial development and delinquency
    - ii. Early academic failure appears to set up a cascading series of events that increase incremental risks
      - 1. Reading achievement
- 5. Parental and Family Risk Factors
  - i. Single parent households
    - 1. Researchers are more likely to examine accompanying factors such as the quality of the relation-ship between the child and the custodial parent, the quality of the relationship between the child and the non-custodial parent if he or she remains in the child's life, the family's economic status, and the degree of emotional support provided to the family by other adults, such as extended family members or community agents, but other factors critical
    - 2. Conflict-free single parent home better than conflict-laden two-parent home
  - ii. Parental styles and practices
    - 1. Parental practices are strategies employed by parents to achieve specific academic, social, or athletic goals across different contexts and situations
    - 2. Parental styles refer to parent--child interactions characterized by parental attitudes to-ward the child and the emotional climate of the parent--child relationship
    - 3. Baumrind's four parental styles

- a. Authoritarian
        - i. Parents try to shape, control, and evaluate the behavior of their children in accordance with some preestablished, absolute standard
      - b. Permissive
        - i. Tolerant, nonpunitive, accepting attitudes toward their children's behavior, including expressions of aggressive and sexual impulses.
      - c. Authoritative
        - i. Parents try to direct their children's activities in a rational, issue-oriented manner
      - d. Neglecting
        - i. Parents demonstrate detachment and very little involvement in their children's life or activities
        - ii. Closely tied to delinquency and antisocial behavior
    - 4. Snyder and Patterson
      - a. Enmeshed style
        - i. Parents see an unusually large number of minor behaviors as problematic, and they use ineffective, authoritarian strategies to deal with them
      - b. Lax style
        - i. Parents fail to recognize or accept the fact that their children are involved in deviant, antisocial, or even violent actions
  - iii. Parental monitoring
    - 1. Parents' awareness of their child's peer associates, free-time activities, and physical whereabouts when outside the home
    - 2. Especially important during middle school years
  - iv. Influence of siblings
    - 1. The few studies available indicate that adolescents with high rates of delinquency are also more likely to have siblings with high rates of delinquency
    - 2. Older siblings reinforce behavior if siblings have close relationship
  - v. Parental psychopathology
    - 1. Children of parents who are clinically depressed are at increased risk for a range of socioemotional and behavioral problems
    - 2. Parental alcoholism elevates risk for a variety of negative child outcomes, including behavioral difficulties, antisocial behavior, and subsequent alcoholism
6. Psychological Risk Factors
  - a. Lack of attachment
    - i. John Bowlby
      - 1. Secure

- 2. Insecure
  - 3. Anxious/ambivalent
  - 4. Avoidant
- ii. Related to deficiencies in caregiving by adults in the child's life
- b. Lack of empathy
  - i. Affective empathy is the ability to experience another person's emotions
  - ii. Cognitive empathy is the ability to understand another's emotions
  - iii. A deficiency in affective (or emotional) empathy appears to be most strongly related to violence and persistent criminal behavior
- c. Animal cruelty
  - i. A strong association between animal cruelty and violent behavior toward humans
  - ii. Animal cruelty may serve as an early warning sign for antisocial and violent behavior toward humans, however, it should not be used in isolation to predict future serious offending
- d. Cognitive and language deficiencies
  - i. Language impairment appears to produce a serious cascading effect on healthy academic and social development
  - ii. Poor language and communication skills may also interfere with socialization and the ability to get along with others
  - iii. Private and self-directed speech
- e. Intelligence and delinquency
  - i. Inverse relationship between IQ scores and delinquency
    - 1. The meaning of IQ
    - 2. Psychometric approach
    - 3. Depends greatly on language acquisition and verbal development
    - 4. IQ is not same as intelligence
  - ii. Group differences reflect cultural, social influences
  - iii. Delinquents as a group, particularly serious delinquents, have had limited experiences in main-stream society, ineffective parenting, restricted cognitive and language development, and poor school experiences, but it does not necessarily mean that they are not intelligent. IQ and ethnicity
- f. Attention deficit hyperactivity disorder (ADHD)
  - i. The leading psychological diagnosis for American children
  - ii. Three central behaviors
    - 1. Inattention (does not seem to listen, or is easily distracted)
    - 2. Impulsivity (acts before thinking, shifts quickly from one activity to another)
    - 3. Excessive motor activity
  - iii. Self-regulation
  - iv. ADHD and criminal behavior
    - 1. The most common problem associated with ADHD is delinquency and substance abuse
- g. Conduct disorder

- i. A cluster of behaviors characterized by persistent misbehavior, including bullying, fighting, using or threatening weapon use on others, physical cruelty to people and animals, destruction of property, chronic deceitfulness, sexual assaults, and serious violations of rules
  - ii. May be apparent as early as age 3
  - iii. Distinct from learning disability
  - iv. Childhood-onset and adolescent-onset
  - v. Significant school problems
- 7. Oppositional Defiant Disorder
  - a. Disruptive behavior disorders
  - b. Problems in self-control of emotions and behaviors

## **Contemporary Research Focus: Monitoring, Middle School, and Family Relationships**

### ***Questions for Discussion***

1. Note that the researchers urged caution in interpreting the findings regarding mother--child connectedness, primarily because these findings are inconsistent with previous research. Given that caution is warranted, what might be possible explanations for those findings?
2. Suggest reasons why conflicts with a sibling would result in more problem behavior in early adolescence.
3. What kind of questions would you use in a survey or an interview to measure “connectedness” with a caring adult as perceived by a middle -schooler?

## **Contemporary Issues: ADHD: Which Treatment to Use?**

### ***Questions for Discussion***

1. Is it likely that children with ADHD would benefit from counseling or psycho-therapy? Why or why not?
2. The percentage of children and adolescents diagnosed with ADHD has increased in recent years. What are the possible reasons for this increase?
3. Which of the treatment approaches discussed above would you recommend for a nine-year-old boy who has just been diagnosed with ADHD?

## **Review Questions**

1. Compare and contrast the cumulative risk and developmental cascade model.
2. What three categories of risk factors are covered in this chapter? Name and explain briefly any two factors falling into each category.
3. Discuss the relevance of peer rejection to ongoing antisocial behavior.
4. Describe each of Baumrind's four parental styles.
5. What is attachment theory, and how might it relate to juvenile delinquency and adult criminal behavior?
6. Describe the features of ADHD that create problems for the child who has this disorder.
7. Explain the differences among ODD, ADHD, and conduct disorder.