

Criminal Psychology		Development		Psychological Problems	
<p>LEADING SENTENCE Albert Bandura. suggested that all behaviour is learnt through observation and that children are particularly influenced by what they see, this includes criminal behaviour.</p>	<p>LEADING SENTENCE Theory states that criminal behaviour relates to the functioning of the central nervous system (CNS). Three personality types were associated with criminal behaviour; extraversion, neuroticism and psychoticism.</p>	<p>LEADING SENTENCE Piaget's theory of cognitive development suggests that children progress through universal and invariant stages of cognitive development. Each stage is characterised by specific tasks children can and can't perform.</p>	<p>LEADING SENTENCE Dweck's learning theory states that mindset relates to the way that we think in relation to where our talents come from and whether these are changeable. Willingham's learning theory argues that learning styles</p>	<p>BIOLOGICAL EXPLANATION OUTLINE/ DESCRIBE The Dopamine Hypothesis of Schizophrenia states that the dopamine system is overactive, therefore dopaminergic neurons transmit signals more often than normal, which leads to high levels of dopamine binding to receptors. The biological explanation proposes that brain dysfunction in a number of areas of the brain is reason for the development of schizophrenia. The frontal lobe (area of the brain responsible for logic, reasoning, problem solving, and judgement). People with schizophrenia have been shown to have poor performance in these areas. Studies have found reduced volume of the hippocampus of this part of the brain which can explain the poor levels of cognitive functioning (difficulties using & accessing memories) seen in patients with schizophrenia.</p>	<p>BIOLOGICAL EXPLANATION OUTLINE/ DESCRIBE Social Rank (evolution) theory claims that we behave in a certain way for survival reasons, so that we can pass on our genes (adaptive behaviour). When we lose a level of status or rank we can lose confidence in our abilities to regain it. If we were to fight to try and regain our rank we may suffer further losses which would be detrimental for our survival. Therefore depression allows us to accept a subordinate role. Symptoms of depression such as loss of energy or motivation and low mood will prevent the defeated individual from competing further and reduce their ambitions; this will prevent the loser from suffering further defeat in a conflict. Taking on the role of a lower rank is adaptive as it reduces future conflict & depressive symptoms reassures the winner that the conflict has ended.</p>
<p>OUTLINE/ DESCRIBE Children will identify with role models, particularly if they have similar characteristics to them. In the case of criminal/anti-social behaviour a child may observe a criminal act which creates a mental representation in their mind, because they have seen this particular behaviour they are more likely to copy or imitate the act. The likelihood of the criminality being imitated is further increased by the process of vicarious reinforcement, these are any rewards that the observer might witness. For example, a role model could be rewarded for their criminality; financially or through an increased status. The observation of such consequences are much more likely to lead to criminality being imitated compared to a situation where vicarious punishment may occur; this may be witnessing a criminal</p>	<p>OUTLINE/ DESCRIBE People with high E scores are sociable, lively and sensation seeking; extroverts have a low level of arousal in their cerebral cortex (as stimuli is restricted by RAS) and therefore need more stimulation from their environment, leading to risky and anti-social behaviour. (1) People with high N scores are anxious and react very strongly to aversive stimuli. High N occurs when the ANS becomes over-aroused and affects the limbic system, causing violent and unstable behaviour. (1) People who score high on P are aggressive and egocentric; Eysenck suggests that this is due to an excess of dopaminergic neurons, which causes an overproduction of dopamine and leads to less inhibitions and more aggressive behaviour. (1) According to Eysenck these personality types and risk of</p>	<p>OUTLINE/ DESCRIBE In the sensori-motor stage (0-2 years), explore the environment using senses, develop motor movement and object permanence. Towards the end of this stage they develop object permanence (the ability to understand that objects exist even when not visually present). In the pre-operational stage (2-7 years) children develop language skills and mental representation of objects and events, is egocentric (only see the world from their point of view. They do not understand that others can see or thin things differently to them) and lacks conservation. This stage is characterised by animism (treating inanimate objects as if they too are alive) and lack of reversibility (the child is unable to work backwards in their thinking). In the concrete-operational stage (7-11 years), children</p>	<p>OUTLINE/ DESCRIBE Dweck states that those with a fixed mindset believe that intelligence is predefined and we our born with certain abilities. Those with a growth mindset however, believe intelligence can be developed through experiences and if we work hard and learn skills then our abilities and therefore our intelligence will improve. Those with a fixed mindset fear failure as it reflects badly on their innate talents. Teachers and parents play an important part in the development of different mindsets through the type of praise that they give about the amount of effort made. Willingham states there is no evidence to support the view that individuals have preferences about how to learn. E.g. when given a list words to remember and a some images to remember, if learning styles theory was correct then visual learners</p>	<p>PSYCHOLOGICAL EXP. The Social Drift Theory states that when diagnosed with a mental illness, such as Schizophrenia, the 'label' in itself could lead to the condition worsening. This is due to the associated stigma around mental illness which can then lead onto</p>	<p>PSYCHOLOGICAL EXP. Ellis (1957) proposed the ABC model, which states that depression is the result of an Activating event, which leads to irrational Beliefs, which then cause negative Consequences. According to Ellis the 'B' is the most important part of the model.</p>

<p>being arrested or sent to prison. After observation has occurred the person may have internalised the criminal act, e.g. knowing how to pick-pocket. Once this has happened the observer may decide to carry out the act themselves. If they are successful in the criminal act and are not caught, then they will receive direct reinforcement through the gaining of the item they have stolen.</p>	<p>criminality develops mainly due to genetics but early socialisation and difficulties in conditioning can also play a part.</p> <p>Eysenck thought that people with high levels of extraversion and neuroticism have a CNS that makes them difficult to control due to the low levels of arousals and high levels of instability respectively and as a result they are not easy to socialise.</p>	<p>develop the ability to decenter and conserve (the ability to understand that properties of objects remain the same even when changed in appearance), develop linguistic humour but cannot imagine the world abstractly.</p> <p>In the formal operational stage (11+ years) children are capable of forming and testing hypothesis, understand rules of formal logic and can solve abstract problems.</p>	<p>should recall the images better, this is often not the case. According to Willingham students are different in their abilities, interests and prior knowledge, but not in their learning styles. He argues for the importance of meaning for learning. When in class, most of the information that you are required to learn is not visual or auditory, it is in fact meaning based - most learning takes place through understanding the meaning.</p>	<p>discrimination. The person with Schizophrenia may then choose to disengage from society even further because of this fear of discrimination and/or poor treatment. This can then lead to rejection by society & deterioration of their mental health - they become more isolated within society. The social drift theory states mental illness comes first and it is society which contributes to deterioration of the condition..</p>	<p>Therefore, the ABC Model proposes that depression is the result of irrational beliefs, individuals who are prone to depression will perceive events in a more negative way than other people. Irrational beliefs include catastrophising which is the belief that something is far worse than it actually is, or personalising which is where the person believes that anything that goes is completely their fault.</p>
<p>LIMITATIONS (evaluate) <i>It can be supported by research evidence including the study by Cooper and Mackie (1986) who found that playing and observing aggressive video games increases the likelihood that they will subsequently play with aggressive toys.</i></p> <ul style="list-style-type: none"> criticised for ignoring the role of nature and focusing too much on nurture; not every person who observes criminal behaviour will be a criminal themselves. may be due to the biology that they share such as their genes or brain dysfunctions. 	<p>LIMITATIONS (evaluate) <i>Eysenck's Criminal Personality Theory was tested by Heaven (1996) who found although the psychoticism, extroversion and low self-esteem may be correlated with self-reported delinquency they cannot be said to be the cause of delinquency.</i></p> <ul style="list-style-type: none"> suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime. theory merely identifies certain characteristics that may link to criminality. it does not inform us why individuals commit criminal acts. E.g: The theory tells us that rapists are extrovert, neurotic and psychotic but it does not explain why they rape. 	<p>LIMITATIONS (evaluate) <i>Piaget's Theory of Cognitive Development can be supported by research evidence including the Piaget (1952) study into the conservation of number, which found that children in the concrete-operational stage are more likely to be able to conserve number than children in the pre-operational stage.</i></p> <ul style="list-style-type: none"> The theory however can be criticised for being too reductionist in suggesting that all children automatically go through the same stages based on their biological maturation. Piaget ignores a more holistic view that many other factors contribute to children's cognitive development such as the role of teachers, parents, peers as well as cultural influences. 	<p>LIMITATIONS (evaluate) <i>Blackwell et al.'s (2007) study into fixed and growth mindsets provides support for Dweck's theory. Students with a growth mindset were found to have stronger learning goals, hold more positive beliefs about effort, and had greater motivation levels. Students with a growth mindset also had increased levels of maths achievement compared to those with a fixed mindset.</i></p> <ul style="list-style-type: none"> Dweck's theory can be criticised for focusing too much on the importance of nurture in that achievement is dependent on effort praise. Dweck ignores examples of people who will achieve well based solely on innate intelligence levels. 	<p>LIMITATIONS (evaluate) BIOLOGICAL EXP.</p> <ul style="list-style-type: none"> criticised for focusing too much on the role of nature; namely biological abnormalities such as high levels of dopamine and brain dysfunctions. explanations ignore the importance of psychological factors such as upbringing and life events which support the nurture argument. <p>SOCIAL DRIFT THEORY</p> <ul style="list-style-type: none"> The Social Drift Theory can be criticised as it doesn't actually provide an explanation for the cause of schizophrenia, it only explains the effect of being diagnosed with schizophrenia. It ignores biological factors such as brain dysfunction and the role of hormones in developing schizophrenia. 	<p>LIMITATIONS (evaluate) SOCIAL RANK THEORY</p> <ul style="list-style-type: none"> the theory has been criticised for failing to consider the complex nature of depression and reducing the explanation to an outdated evolutionary view, rather than considering the holistic view that depression can be caused by a wide variety of factors. <p>ABC MODEL</p> <ul style="list-style-type: none"> criticised in relation to the freewill/determinism debate. Free will suggests that the individual is in control of their own thoughts, rather than them being determined by biological factors. This means that cognitive explanations suggest that individuals are to blame for their own mental illness.

