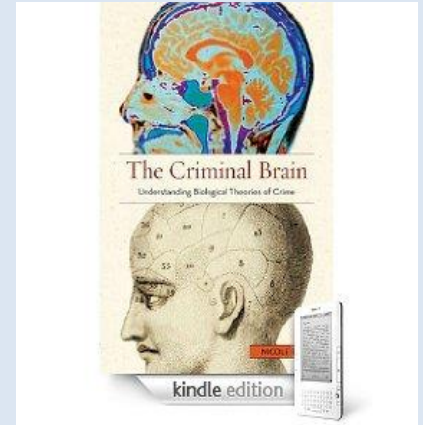


TURNING TO CRIME

UPBRINGING
COGNITION
* BIOLOGY



Turning to Crime: UPBRINGING

- What will influence us in our upbringing?

- **Disrupted Families**



- **Learning from Others**

- **Poverty**



The Research

- There are three studies that we will look to in order for us to better understand how upbringing effects people in turning to crime:
- > **Farrington et al.**, The Cambridge Study in Delinquent Development
- > **Sutherland**. Theory of Differential Association
- > **Wikstrom and Tafel**, The Peterborough Youth Study

Upbringing: Disrupted Families

- Farrington et al.'s research is *longitudinal*.

What does this mean?

What would be an advantage and disadvantage of this kind of research?

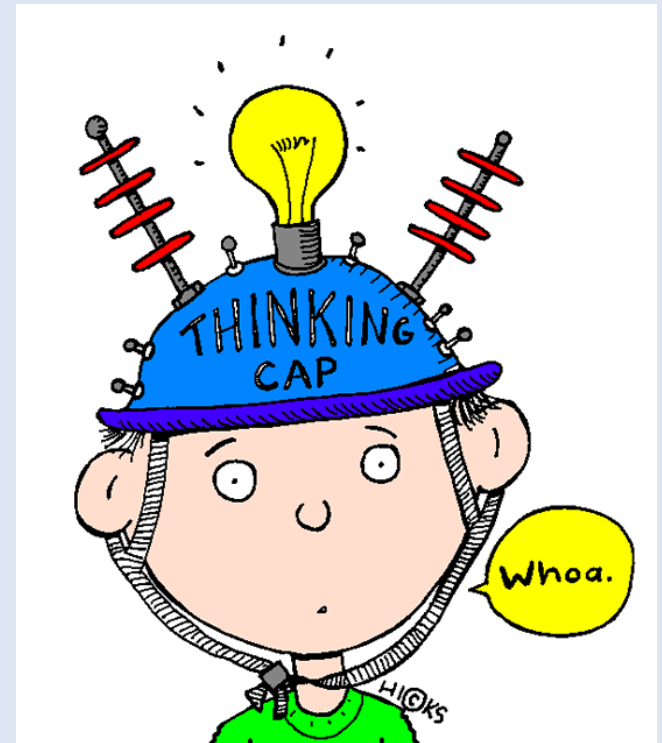


Upbringing: Disrupted Families

- **Farrington et al:** A longitudinal study: Focused their research on just over 400 boys aged between 8 and 9, born in 1953/54. At the age of 48, the sample was researched again.
- The study aimed to look at the start, duration and end of criminal behaviour as well as the influence of life events.

Upbringing: Disrupted Families

- What would Farrington et al. want to find out about the experiences of these “chronic offenders”?



Upbringing: Disrupted Families

Chronic offenders shared common childhood characteristics:

- More likely to have a convicted parent
- More likely to be highly 'daring'
- More likely to have a delinquent sibling
- More likely to have a young mother
- More likely to be unpopular
- More likely to have a 'disrupted family'
- More likely to have a large family

Upbringing: Disrupted Families

- Comparatively, the proportion of men leading successful lives increased from 78% to 88% between the ages of 32 and 48.
- Even chronic offenders increased their life success between these ages.

Upbringing: **Disrupted Families**

- **Key Study:** **Farrington et al: The Cambridge Study in Delinquent Behaviour**
- **Aim:** To investigate the start, duration and end of criminal behaviour and the influence of life events; particularly **intergenerational transmission.**
- **Method & Design:** **Longitudinal study**
(studied at age 8/9 & followed up at age 48)
Data gathered from criminal records & interviews
- **Participants:** 411 boys aged 8-9 (born 1953/4) from the registers of 6 state schools in East London. Mostly white working class. 397 families involved.



FARRINGTON ET AL: Disrupted Families

Method: Data gathered from criminal records and interviews at age 48.

Results: Farrington found:

- At age 48, 40% had convictions
- those who committed a crime at age 10 -13 were more likely to have re-offended,
- 7% were defined as chronic offenders, and of these they were more likely to have come from “disrupted families” (i.e. Single parent, delinquent sibling, convicted parent)



Imagine this...

A psychologist is asked to investigate attitudes to criminal behaviour and their relationship to criminal activity. His sample is taken from students at the university.

How might he investigate this?

What measures would he use?

What kind of data would he collect?

What would be his research design?

What are the strengths or limitations of this?

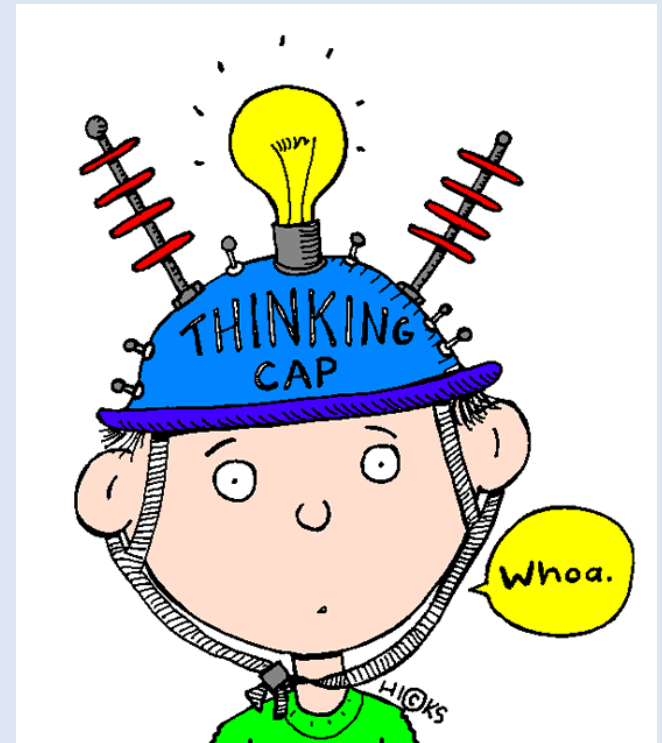
Upbringing: Learning From Others

- **SUTHERLAND (1947)**: Theory of Differential Association: Sutherland's textbook 'Principles of Criminology' lists **nine** principles:
 - Basically the theory proposes that through **interaction with others** (personal groups), individuals learn the values, attitudes, techniques and motives of criminal behaviour.
 - Delinquency is due to **excess of definitions in favour of violating law** (over definitions not in favour of violating law)



What do you think...

- How might Sutherland's model describe learning from others as an explanation for why people turn to crime?



Criminal behaviour is learned. Not inherited.

It is learned via interaction with others.

The largest influence comes from intimate personal groups.

An individual is also influenced by what they regard as favourable or unfavourable (i.e. Pointless) laws

Learning criminal behaviour in this way includes learning the tricks of the trade...

The principle of "differential association" comes into play with those who make repeated criminal associations in their processing of laws.

Differential association (i.e. Contact with criminals or non-criminals) will vary.

Thus...criminal behaviour is an expression of needs and values but is explained by needs and values as criminal behaviour is just the same

Learning criminal behaviour by association is a process of learning like any other

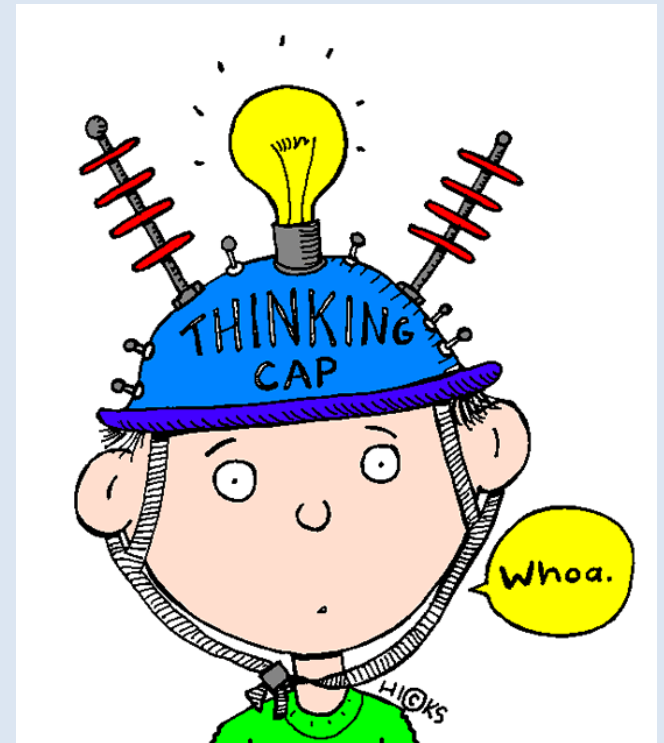


Upbringing: Learning From Others

- Sutherland is using **two** core assumptions:
 1. Deviance occurs when people define that a situation is an appropriate time to violate social norms or laws.
 2. These situations are defined according to the individual's past experience.
- **Normal learning processes** are important in a person deciding whether or not a situation is more or less appropriate for deviant behaviour.

Upbringing: Learning From Others

- In twos or threes, generate some strengths and weaknesses of Sutherland's model.



Upbringing: Poverty and Disadvantaged Neighbourhoods

- The Peterborough Youth Study was designed to investigate government figures that showed those in the most disadvantaged 5% of the country were 100x more likely to have multiple problems (conduct & mood disorders, police contact, alcohol abuse, etc) than those in the advantaged 20%.



Upbringing: Poverty and Disadvantaged Neighbourhoods

Key study: Wikstrom & Tafel (2000): The Peterborough Youth Study:

Design: Cross-sectional study

Sample: Nearly 2,000 14 – 15 year olds

Methodology: Interview and data collection

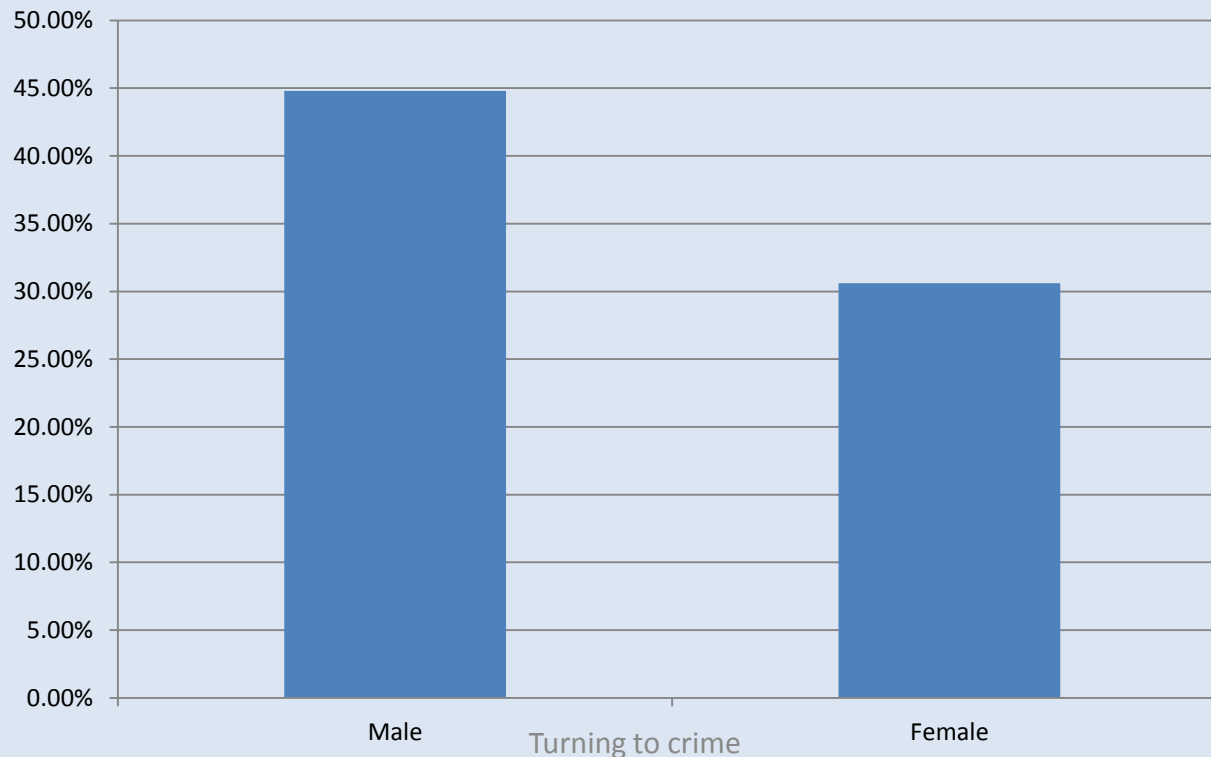
Aim: To investigate what were the significant predictors of criminal behaviour for youth in Peterborough.



Upbringing: Poverty and Disadvantaged Neighbourhoods

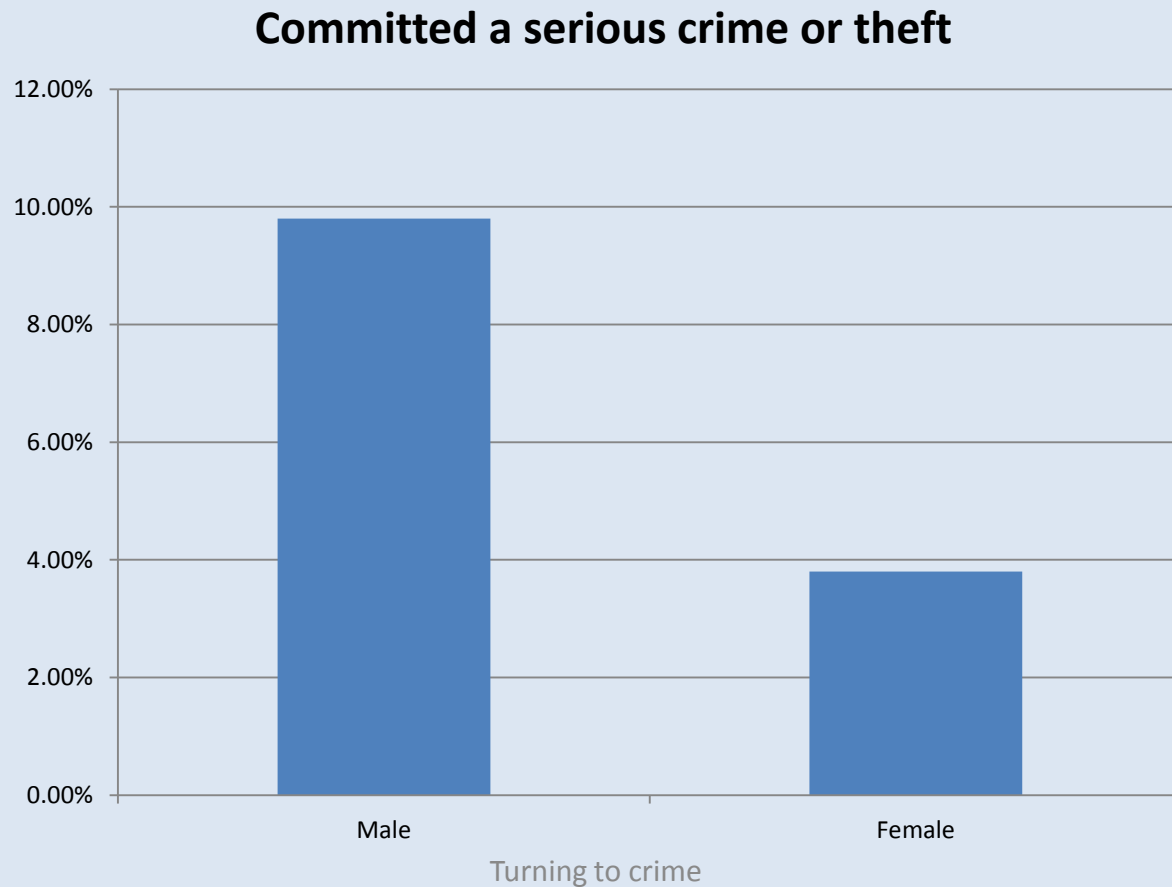
- **Key findings** from **Wikstrom and Tafel** include:

Committed one of the studied crimes during the year 2000



Upbringing: Poverty and Disadvantaged Neighbourhoods

- **Key findings** from **Wikstrom and Tafel** include:



Upbringing: Poverty and Disadvantaged Neighbourhoods

- **Wikstrom and Tafel**: other **findings** include:
 - High frequency offenders commit a range of crimes.
 - 1 in 8 were reported to/or caught by the police for their last crime.
 - Offenders are more victimised than non-offenders and more likely to be victims of violence.
 - Offenders are more often drunk and use more drugs than other youths.



Upbringing: Poverty and Disadvantaged Neighbourhoods

- Which do you think are the most important risk factors for criminal activity?
- Rank them in order from 1 (the most important) to 5:
 - Family social position
 - Individual characteristics
 - Social situation
 - Lifestyles and routine activities
 - Community contexts

Upbringing: Poverty and Disadvantaged Neighbourhoods

- Wikstrom and Tafel (2000): Key Findings:
- Individual characteristics and the way people lived their lives.
- Key risk factors are weak family and school bonds as well as poor parental monitoring.
- Social disadvantage was not a strong predictor, but those from a poor social background encountered a greater number of risk factors.



Upbringing: Poverty and Disadvantaged Neighbourhoods

- Conclusions: Wikstrom and Tafel proposed three groups of adolescent offenders:
 - Propensity-induced:
 - Lifestyle-dependent:
 - Situationally-limited:

See if you can come up with definitions of these with the person next to you.

Upbringing: Poverty and Disadvantaged Neighbourhoods

- **Wikstrom and Tafel** proposed three groups of adolescent offenders:
 - **Propensity-induced**: linked to their individual characteristics.
 - **Lifestyle-dependent**: linked to the type of lifestyle; high or low risk.
 - **Situationally-limited**: linked to those who are well-adjusted, but may offend if the situation calls for it.
 - Examples?