## Exam Practice Answers, Chapter 6

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| 1.              | Explain what advice could be given to the police regarding interviewing eyewitnesses of crimes. | The police should standardise the interview so that all participants are asked the same questions in the same way.  
Police should ensure that the conditions of the environment are the same for all witnesses so that distractions are not present for some participants being interviewed.  
The cognitive interview was developed to ensure a narrative style interview by police.  
Context/state cued recall can be aided by recreating scene or mood.  
Police should be aware that weapons can hinder recall accuracy as a narrowing of focus.  
Yuille Cutshall showed that the police can be more confident in eyewitness testimony even after some time has passed.  
Police should not use verbs that imply a direction for a response.  
Open-ended questions should be used to prevent misleading the witness.  
Police should be aware that the wording they use in a question can act as post-event information that is incorporated into the original memory and produces an inaccurate response.  
Certain words may trigger a schemata that reconstructs the original memory. | (6) |
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<td>2.</td>
<td>Evaluate the self-fulfilling prophecy as an explanation of crime.</td>
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<td>Answer</td>
<td></td>
<td><strong>AO1</strong></td>
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<td>• The self-fulfilling prophecy is based on the idea that society's</td>
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<td>reaction to deviant behaviour has important consequences for the</td>
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<td>future behaviour of that deviant person.</td>
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<td>• We define certain acts, such as stealing, as criminal and the</td>
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<td>person who commits such acts is then labelled by society as a</td>
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<td>criminal.</td>
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<td>• Having been labelled in this way, the person is treated by society</td>
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<td>in a way that is consistent with the criminal label (fines,</td>
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<td>imprisonment etc.).</td>
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<td>• This, in turn, makes the person adopt the label 'criminal' as part</td>
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<td>of their self-image and this affects their future behaviour.</td>
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<td>• In short, a person adopts a criminal career as a consequence of</td>
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<td>being labelled a criminal.</td>
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<td>• The self-fulfilling prophecy then is a prediction that comes true</td>
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<td>simply because it has been made.</td>
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<td><strong>AO3</strong></td>
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<td>• Jahoda (1954) reports that among the Ashanti people of Africa,</td>
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<td>there is a practice of naming boys according to the day on</td>
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<td>which they were born. Jahoda concludes that the boys’ names</td>
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<td>influenced how they were treated by others, resulting in different</td>
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<td>patterns of behaviour.</td>
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<td>• Meichenbaum (1969) showed that teachers who were told that their</td>
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<td>students were late developers with strong academic potential began</td>
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<td>to behave differently towards them and they subsequently performed</td>
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<td>better than matched controls in exams.</td>
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<td>• Research has suggested the self-fulfilling prophecy is most</td>
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<td>effective when those expecting someone to behave in a certain</td>
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<td>way, and those behaving are not familiar to each other. Also</td>
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<td>that the expected behaviour is negative and not far different</td>
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<td>from the individual’s normal behaviour.</td>
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<td>• The self-fulfilling prophecy can explain recidivism among former</td>
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criminals. If the criminal returns to the community where they live, then other members of the community will label them as criminal. A self-fulfilling prophecy may occur and further crimes are committed.

- Studies are correlational, they show a link between expectations and outcome, but cause could be due to any amount of reasons.
- There are alternative explanations, e.g. upbringing, SLT, personality. People who score highly on extrovert, neuroticism and psychoticism have been associated with criminal behaviours. SLT says it is the influence of role models and the individual copies this behaviour.
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| 3.              | Evaluate one contemporary study from criminal psychology. | **Bradbury and Williams (2013)**  
**AO1**  
- The purpose of the study was to see whether jurors of the same race as the defendant will be more likely to vote to find not guilty.  
- The data for the study were collected for trials held in 2000 and 2001 across four states in the United States.  
- The dependent variable was whether or not a trial resulted in a conviction and the independent variable was the racial make-up of the jury.  
- Variables were used to measure the strength of the prosecutor's case, including quantity of evidence which measured the number of exhibits and witnesses that the prosecutor presented during the trial.  
- The researchers' hypotheses were both significant albeit at different levels of probability.  
- Findings suggest that lawyers for black defendants can increase the odds of exoneration by seeking out black jurors.  
**AO3**  
- As real as opposed to mock juries were used, the findings have high ecological validity and more reliable data can be gathered regarding actual decisions made by juries than previous laboratory-based research.  
- A number of variables were controlled, such as quantity of evidence, to ensure it was just the variable of race that was being tested, which in turn increases validity.  
- However, not all variables can be controlled for, for example, the jury's individual backgrounds and any possible pre-trial publicity which may have an unknown impact on the members.  
- As a content analysis was used which incorporated quantitative data, it can be said to be less subjective and gives less chance of any researcher bias. | (4, AO1, 4, AO3) |
The purpose of the study was to see whether when put in a situation which causes anxiety, the consequent stress levels can cause a reduction in eyewitness recall.

Volunteers were offered a reduction in the admission price to the London Dungeon to complete some questionnaires.

One particular actor in the labyrinth was known as the ‘scary person’. His role was to step out in front of the participant and then block their path to prevent them passing.

The participants' average baseline heart rate was measured as soon as they gave their informed consent. It was then measured again while the participant was walking slowly in the labyrinth with other visitors. This measurement included them meeting the scary person.

About 45 minutes after leaving the labyrinth, the participant completed the state anxiety questionnaire.

They then completed the trait anxiety questionnaire which also had 20 statements.

Then they completed a questionnaire on their memory for the ‘scary person’, which included a free recall and cued recall (e.g. age, height, clothing, etc.).

Finally, participants were shown a nine person photograph line-up, which included the picture of the ‘scary person’ placed randomly.

The mean baseline heart rate was 74.7 bpm and mean heart rate while in the labyrinth was 86.9 bpm.

State anxiety was reliably higher for females (52.8) than for males (45.3).

The study has demonstrated that a physiological measure of arousal (increased heart rate) is closely associated with a subjective report of anxiety.

A field experiment was used and, as a natural setting was employed, the findings are more representative than those conducted in a laboratory which means less chance of any
demand characteristics from the participants as they walked through the dungeon.

- There were two judges who rated the descriptors and found high inter-rater reliability which suggests the number of accurate and inaccurate descriptors was likely to be reliable.
- Qualitative descriptions of the scary person were transformed into quantitative data which might mean some detail and depth of information may have been lost.
- As participants were ones who chose to visit the dungeons, they may not have been representative of everyone due to preference for scary entertainment, which limits generalisability to the wider population.

*Howells et al. (2005)*

- The purpose of the study was to see whether anger management is more effective than no treatment in producing change.
- 418 male offenders were drawn from referrals to prison- and community corrections-based anger management programmes.
- 285 completed the post-intervention assessment, 78 completed the two-month follow-up (the majority of whom, 93%, attended prison-based programmes), and 21 completed the six-month follow-up assessment.
- Control participants were chosen from the same pool as those who made up the intervention group, but were on the waiting list to begin the programme rather than engaged in the programme.
- The intervention group completed measures immediately before and after the anger management program and then again two and six months later. They followed a cognitive approach to the behaviour change programme which included exercises on cognitive restructuring, assertion and relapse prevention. These ran for ten sessions of two hours each.
- The trend of relative progress in the treatment group compared to the control group was not statistically significant, and therefore could not be taken as evidence of a consistent improvement due to the anger management program.
- The results support the view that readiness was an important characteristic. Offenders who were motivated and prepared to work on their anger issues showed greater improvements on a range of anger measures.

AO3

- The treatment programme was naturally occurring using real offenders, thus the findings have real-life application in a clinical setting and high ecological validity.
- Having random allocation to both conditions means less chance of any allocation bias by the researchers and means we can be more sure that the independent variable (receiving treatment or not) is being truly tested.
- Most of the data was obtained through self-reports and offenders may not have been honest here. Similarly, staff could only rate any behaviours they saw and may have missed some things, both of which reduce the validity of the study.
- However, a number of scales were used to check anger and readiness of the participants which meant data could be used to check for reliability and validity.
4. Evaluate the use of case studies as they are used in criminal psychology.

**AO1**
- Case studies are often used in criminal psychology in order to help with understanding offenders. They are in-depth investigations of a single person or group and are often used in situations when laboratory research is not possible or practical.
- Typically, data are gathered from a variety of sources and using several different methods, such as observations and interviews. The offender also reports detail of events from his or her point of view.
- The researcher then writes up the information from both sources above as the case study and interprets the information. Today, case histories are one of the main methods of investigation in criminal psychology.
- They can give a real insight into understanding criminal behaviour but the case study should only be used by someone with a professional qualification, such as a therapist criminal psychologist.

**AO3**
- Case studies are particularly useful in revealing the origins of criminal behaviour. In fact, some forms of therapy rely on building up a long and detailed case history as an aid to understanding and helping the offender.
- Case studies allow psychologists to look at people in situations which we could not possibly have engineered, such as serious crimes as murder.
- Case studies usually provide an in-depth picture producing rich data usually through conducting interviews with an individual or small group in terms of understanding criminal behaviour.
- Case studies have given us a more sophisticated understanding of the nature of crime and have been used alongside biology to give us an understanding of how brain...
injury can influence criminal behaviour.

- Like other research methodologies within psychology, the case study must produce valid and reliable results in order to be useful for the development of future research.
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<td>5.</td>
<td>Evaluate the classic study by Loftus and Palmer (1974).</td>
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**Answer**

AO1

- The purpose of the study was to see if leading questions affect recall. Leading questions are those which in some way (content/phrasing) suggest to witnesses what answers should be given.

- Film clips of a traffic accident were shown to 45 college students. After writing accounts of what they had seen, participants had to answer a number of questions including one which asked about the speed of the cars in the accident. Different participants were asked different versions of this question, but all of the questions remained the same. A key question contained the independent variable, i.e. a verb which changed for the five groups tested. The dependent variable was the estimated speed.

- The mean estimated speed varied depending on the wording of the question.

- This study shows that the wording of a question can have a significant effect on our recall of events. The results indicate that not only are people poor judges of speed, but they are systematically and significantly affected by the wording of a question.

AO3

- The research lacked mundane realism/ecological validity. As the video clip does not have the same emotional impact as witnessing a real-life accident the participants would be less likely to pay attention and less motivated to be accurate in their judgements.

- The researchers were able to control the age of the participants, the use of video and the location of the experiment. All participants were involved in the same standardised procedure, and the position of the key question in the second was randomised, which meant replicability and thus...
reliability of the experiment.

- Students were used as participants so the sample was not representative of the target population, students are better used to exam style write-up accounts and are generally less experienced drivers so less confident in giving the speed estimates.
- Yuille and Cutshall (1986) demonstrate conflicting findings and found that misleading information did not alter the memory of people who had witnessed a real armed robbery. This implies that misleading information may have a greater influence in the laboratory than real life.
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<td>6.</td>
<td>Evaluate the cognitive interview as it is used in criminal psychology.</td>
<td>AO1&lt;br&gt;• The cognitive interview technique is an attempt to improve quality of witness recall by applying psychological knowledge of how memory works and has recently been updated.&lt;br&gt;• Context reinstatement using knowledge of state and context dependent forgetting witnesses are encouraged to mentally reinstate the context of the event, i.e. the sounds, smells, feelings experienced during the event.&lt;br&gt;• Report everything by asking witnesses to report absolutely everything, regardless of the perceived importance of the information. All the information from different witnesses can then be combined and may produce a useful lead for the police.&lt;br&gt;• Change the perspective by asking witnesses to recall the event from a variety of perspectives, e.g. imaging what the scene must have looked like from the point of view of several characters there at the time. By taking on another person’s point of view, the witness should be less prone to letting their own schemas distort their memory.&lt;br&gt;• Change the order by asking witnesses to recall the event in various orders, or in reverse order, or starting from the most memorable event. This again aims to reduce schema distortion because recalling events in the usual order may make the witness recall information that does not fit their schema.</td>
<td>(4, AO1, 4, AO3)</td>
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<td>AO3&lt;br&gt;• Geiselman et al. (1985) compared their cognitive interview with a standard interview. Results showed a significant increase in the number of correct items recalled using the cognitive interview, and a small decrease in the number of confabulated items&lt;br&gt;• Fisher et al. (1989) trained police detectives in Florida in the use of the cognitive interview, and compared their interview performance before and after training. After training, the</td>
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detectives gained as much as 47% more useful information from witnesses to real crimes compared with when they had been using standard interview techniques.

- Bekerian and Dennet (1993) reviewed 27 studies into the effectiveness of the cognitive interview schedule and found that the cognitive interview provided more accurate information than other interview techniques.

- Kohnken et al. (1999) reviewed research into eyewitness testimony and found that the cognitive interview increased the amount of correct information recalled by 48%, compared to the standard interview.

- Kebbell and Wagstaff found that in real life police use the strategy, but limit the amount of information collected to only what they feel is necessary. This neglects the purpose of the interview, as it does not help with consistency of the eyewitness account.
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<td>7.</td>
<td>Evaluate the use of laboratory and field experiments as used in criminal psychology.</td>
<td><strong>AO1</strong>&lt;br&gt;- In experiments into eyewitness testimony, such as Loftus and Palmer’s, the independent variable may be the presence of a leading question in an interview and the dependent variable may be the accuracy of the witness’s statement.&lt;br&gt;- Laboratory experiments are based around an experimental hypothesis which may be based upon a theory. In Loftus and Palmer’s experiment, the hypothesis was that eyewitness testimony would be affected when leading questions were present in interviews.&lt;br&gt;- Laboratory experiments are normally independent measures designs. In Loftus and Palmer (1974), different participants heard different verbs, while Loftus and Zanni (1975) had questions using either the definite article ‘the’ or the indefinite article ‘a’.&lt;br&gt;- Laboratory experiments make it possible to have a control group to allow a direct comparison which was the case in Loftus and Palmer, where participants in the control group were not asked about speed at all after watching the film of the crash.&lt;br&gt;- Field experiments in eye witness testimony will follow the same steps as the laboratory experiment, are based on a hypothesis and have a researcher-manipulated independent variable which is measured against a dependent variable such as in Yarmey (2004).&lt;br&gt;- An incident is set up by a researcher in a natural environment/in the field for a witness to experience. Yarmey (2004) carried out a field experiment on eye witness testimony where a woman approached people on the street and asked for help.</td>
<td><strong>AO3</strong>&lt;br&gt;- Field experiments into eyewitness testimony, such as Valentine and Mesout (2009), have low reliability as there is limited</td>
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control over extraneous variables that may affect the accuracy of witnesses.

- Loftus and Palmer’s (1974) laboratory experiment had a lack of realism which can lead to demand characteristics with participants trying to guess the aims of the study and alter their behaviour.

- Loftus and Palmer’s (1974) laboratory experiment lacked mundane realism/ecological validity. As the video clip does not have the same emotional impact as witnessing a real-life accident, the participants would be less likely to pay attention and less motivated to be accurate in their judgements.

- Loftus and Palmer (1974) were able to control the age of the participants, the use of video and the location of the experiment. All participants were involved in the same standardised procedure, and the position of the key question in the second was randomised, which meant replicability and thus reliability of the experiment.

- Participants in Yarmey’s (2004) study were approached and asked for directions or to help find lost jewellery in their natural setting so their testimony (identifying woman from line up) would be similar to a real-life witness.

- Yarmey used a field experiment which has control over some but not all variables as it was conducted in a shopping mall.

- Valentine and Mesout (2009) used a field experiment and, as a natural setting was employed, the findings are more representative than those conducted in a laboratory which means less chance of any demand characteristics from the participants as they walked through the dungeon.

- As participants were ones who chose to visit the dungeons they may not be representative of everyone due to preference for scary entertainment, which limits generalisability to the wider population.
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<td>8.</td>
<td>Outline what is meant by criminal psychology.</td>
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**AO1**

- Criminological psychology uses psychological knowledge to help understand criminal behaviour and applyies psychological principles to crime (1).
- It is used to define crime and help understand explanations for the causes of crime; these are often split into biological (nature) and social (nurture) explanations (1).
- Some psychologists focus on innate personality factors caused by genes or hormones and other psychologists argue that crime is caused by environment and upbringing (1).
- Criminal psychology refers to the interdisciplines of psychology, criminology and criminal justice. It studies offenders and offending behaviour in order to improve the investigation of crime by adding a psychological component, such as in offender profiling (1).
- Criminal psychology looks at the criminal justice processes including the identification, judgement and developing treatment programmes for offenders. These are used in the community or in prisons to rehabilitate criminals and prevent recidivism (1).
- Investigating the accuracy of eyewitness testimony and examining courtroom procedures are two related areas where psychological research has been applied. Research from cognitive psychology has also been applied to helping the police develop interview techniques (1).
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<td>9.</td>
<td>Using psychological research give one strength and one weakness of social skills training.</td>
<td>AO3&lt;br&gt;• Spence and Marzillier (1981) reported improvements in a range of micro-skills, such as eye contact, head movement and speech content following social skills training. It is, however, less clear whether these improvements remain in the long term (1).&lt;br&gt;• Spence and Marzillier found that improvements were present after three months, but disappeared after six months (1).&lt;br&gt;• Goldstein et al. (1989) reported that, on average, only 15–20% of offenders who had completed social skills training programmes generalised their skills to other situations (1).&lt;br&gt;• However, self-report data from trainees are more promising, with many reporting fewer social problems after training (1).&lt;br&gt;• Social skills training does not seem to be significantly more effective than other means of controlling aggression. Sarason (1978) reported a study comparing social skills training with a discussion-based programme. Both were compared with a control group who received no treatment. 31% of the control group reoffended within five years, compared to 15% of the social skills training group (1).&lt;br&gt;• However, the discussion-based programme was just as effective as social skills training. The results suggest that the benefits apparent in both groups were the result of the additional attention arising from being on a treatment programme (1).</td>
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<td>10.</td>
<td>Compare one cognitive-behavioural and one biological treatment of offenders.</td>
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**AO2**
- One mark each for any appropriate similarity and or difference between the two treatments.
- One mark for each comparison point identified and one mark for each application of that point to the treatments.

**Similarities**
- Both anger management and drug treatment may be deemed reductionist (1), as one reduces criminal behaviour down to faulty cognitions and the other to excessive hormones (1).

**Differences**
- Cognitive-behavioural therapy focuses on changing the cognitive thought patterns of offenders, whereas the biological approach looks at changing the diet (1).
- The former believes faulty thought patterns attribute to criminal behaviour and the latter believes violent behaviour may be attributable at least in part to nutritional deficiencies (1).
- Social skills training assumes that changing attitudes and thoughts can affect behaviour, but the biological treatment believes drugs work by suppressing testosterone and reducing sexual drive (1), whereas social skills training works on improving poor social skills through training (1).
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| 11.             | Compare biological and social explanations of crime. | • One mark each for any appropriate similarity and or difference between the two explanations of crime.  
• One mark for each comparison point identified and one mark for each application of that point to the explanations.  
**Similarities**  
• Both SFP and Eysenck have supporting evidence in explaining criminal behaviour (1).  
• Rosenthal and Jacobsen found that children labelled bloomers improved performance due to behaviour of teachers and Gran *et al.* (1999) found that 48% of ex-offenders rated as psychotic were likely to reoffend compared to those not rated as highly psychotic (1).  
**Differences**  
• SFP is less scientific than the XYY syndrome explanation (1), as it is based upon non-scientific methodology and uses correlational data which cannot infer cause and effect, whereas the XYY syndrome is more objective and testable and is based on scientific research (1).  
• The biological explanations are more reductionist than the social ones (1) as they reduce criminality down to brain injury and problems with the amygdala, whereas the social explanation focuses on a number of factors within the environment such as labelling, imitation and vicarious learning (1). | (6) |
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<td>12.</td>
<td>Governor Gwanzura has recently had problems in managing the behaviour of his prisoners. The prison service has recommended using CBT as a technique to control behaviour. Evaluate the effectiveness of one cognitive behavioural treatment you have studied. You must refer to how Governor Gwanzura might implement this treatment with his prisoners in your answer.</td>
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**CBT**

**AO1**
- CBT aims to improve cognitive functioning and these programmes work on the basis that if you change the cognitive patterns of criminals, then they will change their behaviour.
- Reasoning and rehabilitation therapy targets moral development, encourages creative thinking, and teaches offenders to take a social perspective on life.
- It focuses on medium- to high-risk offenders, especially those who exhibit antisocial behaviours or have committed violent crimes.
- These force offenders to address a problem from different perspectives and attempt to understand another person’s point of view.
- Enhanced thinking skills is another cognitive behavioural treatment which aims to boost pro-social behaviour by working on interpersonal skills and self-control.
- This is the prison service’s most widely used programme and applicable to a large proportion of offenders.

**AO2**
- The governor will aim to reframe thoughts and alter their behaviours by teaching the prisoners lateral thinking and social skills.
- The social skills Governor Gwanzura will focus on include conflict resolution and skills on assertiveness and negotiation.
- The governor will use enhanced thinking skills to identify and alter the elements of thinking associated with criminal behaviour.

(6, AO1, 4, AO2, 6 AO3)
The governor will focus on flexible thinking, impulse control, social perspective, values and moral reasoning and solving inter-personal problems.

CBT does not focus on past problems in the way that, say, counselling does, which means its focus is purely on the present so may not have immediate results.

A commitment from the offender is required in order for it to be effective and as it is a talking therapy this may be difficult for some offenders.

Wilson et al. (2005) found CBT was effective in reducing recidivism up to 30% more than controls which suggests it may be helpful in overcoming emotional difficulties with offenders.

However, other meta-analyses show variation in results and effectiveness, so it is difficult to determine which aspect of the therapy works on what type of offender.

Research evidence suggests that the more successful offending behaviour programmes are those that feature a cognitive-behavioural approach and focus on cognitive skills training (McGuire, 1995).

There has been a sustained annual increase in the number of prisoners participating in accredited reasoning and rehabilitation and enhanced thinking skills programmes in the UK, and additional courses have also been introduced into the Prison Service’s repertoire of accredited cognitive skills programmes.

Social skills training

Social skills training is a cognitive behavioural programme which assumes that attitudes and thoughts (cognitions) affect behaviour.

Social skills are important in life. It is thought that we absorb them in childhood then have the ability to implement them in adulthood. They are things which we take for granted.

The rationale for social skills training is that offenders have poor social skills that either make them more likely to end up in situations where offending is possible (e.g. being unable to
resist peer pressure) or which tend to exacerbate bad situations (e.g. managing potentially aggressive encounters poorly).

- They act so violently because they lack any other methods of dealing with conflict.
- These skills must be acquired in order for us to function in society, and many offenders are often lacking these skills, so by improving the skills we are aiming to improve competence in social interactions.
- There is no specific list of social skills to be learnt but the idea is that they develop the skills that make them less likely to reoffend, for example micro-skills such as eye contact, appropriate distance during discussions, and macro-skills such as assertiveness, negotiation, etc.

AO2

- The Governor could give out a questionnaire is given to find out what skills offenders already possess.
- The Governor would then use modelling, instruction, role play and rehearsal in order to teach the offenders relevant skills. They then attempt to re-enact these skills themselves in various arranged situations.
- They will then receive feedback from the Governor on their performance with the emphasis being on social reinforcement, such as praise. Offenders are given praise when skills are learnt and repeated successfully.
- They will also be given homework assignments by the Governor that allows the clients to apply the skills that they have learnt to a variety of situations or real-life settings if they are not incarcerated.

AO3

- Spence and Marzillier (1981) reported improvements in a range of micro-skills, such as eye contact, head movement and speech content following social skills training. It is, however, less clear whether these improvements remain in the long term.
- Spence and Marzillier found that improvements were present after three months, but disappeared after six months.
- Goldstein et al. (1989) reported that, on average, only 15–20%
of offenders who had completed social skills training programmes generalised their skills to other situations.

- However, self-report data from trainees are more promising, with many reporting fewer social problems after training.
- Sarason (1978) carried a study comparing social skills training with a discussion-based programme. Both were compared with a control group who received no treatment. 31% of the control group reoffended within five years, compared to 15% of the social skills training group.
- However, the discussion-based programme was just as effective as social skills training. The results suggest that the benefits apparent in both groups were the result of the additional attention arising from being on a treatment programme.

**Anger management**

- Anger management is a cognitive-behavioural technique based on a model by Ray Novaco (1975) which seeks to change both behaviour and thinking, unlike behaviour modification which only changes behaviour).
- It is used to help individuals control and manage their anger in order to help them make good choices as opposed to being driven to aggressive ones.
- Therapists from this approach believe that problems such as anger, anxiety or depression are caused by faulty cognitions, and so to change behaviour is not enough – people need to change their thinking first.
- Anger management can be used in prisons, and offenders may take part voluntarily or as part of their sentence. Although it focuses on one emotion, it can be applied to many offenders and can be used in prison or in the community while the offender is on probation.
- It is usually conducted in small groups and a course will include about ten sessions. The aim is to identify triggers which may cause aggressive outbursts. By preventing aggression, the likelihood of crimes being committed is lessened.
It is believed that anger had three elements: physiological (increased heart rate), behavioural (shouting or throwing objects) and cognitive (are you looking at me?).

Governor Gwanzura will first use cognitive preparation, where offenders examine their own patterns of anger: the types of situations that make them angry and the thought processes that accompany their anger.

He may identify irrational thinking processes that lead to or maintain heated outbursts.

The governor will then focus on skills acquisition where skills are developed to help the offender manage their anger. These might include relaxation, avoidance or social skills, such as assertiveness and conflict resolution.

Finally, the governor will use these skills in an applied controlled and non-threatening environment. This could include role-play, so safety is ensured in typically angry situations with other offenders.

Psychologists question the assumption that anger causes aggression. Loza and Loza-Fanous (1999) found no relationship between anger and violent and non-violent offenders.

Dowden (1999) showed reduced recidivism after anger management in high-risk offenders.

Ireland found significant behavioural improvements in violent offenders using the programme/lower anger scores.

It can only be used on offenders self-motivated and willing to change their behaviour.

There is a real change in behaviour due to cognition change, so underlying issues are addressed.

Anger management may help offenders control their emotions to commit more calculated and controlled acts.