Test Bank for Criminal Behavior A Psychological Approach 11th Bartol

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Criminal Behavior: A Psychological Approach, 11e **(Bartol and 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: 28
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: 28
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: 29
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Intermediate

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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: 37
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: 54
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: 39
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: 41
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime

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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: 42
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: 53
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: 36
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: 30
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

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C) Supportive caregivers
D) Poverty
Answer: C
Page Ref: 30
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: 33-35
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: 30
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: 44
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
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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: 48
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Intermediate

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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: 53
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: 51
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: 54
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: 49
Objective: Stress the connection between cognitive abilities and delinquency and crime
Level: Intermediate

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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: 34
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: 45
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 locust of control.
D) a lax style of parenting.
Answer: D
Page Ref: 41
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
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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: 42
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: 54
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: 47
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: 56
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.

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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: 32-33
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: 34
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: 49
Objective: Stress the connection between cognitive abilities and delinquency and crime
Level: Basic

2) The cause of ADHD is unknown.
Answer: TRUE
Page Ref: 53
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: 29
Objective: Demonstrate how early preschool experiences can lead to a life of antisocial behavior
Level: Intermediate

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4) It is rare for an individual to possess both affective and cognitive empathy.
Answer: FALSE
Page Ref: 47
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: 33
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: 49
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: 52
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: 44
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: 47
Objective: Stress the connection between cognitive abilities and delinquency and crime
Level: Intermediate

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10) Several studies have found a strong association between animal cruelty and violent behavior.
Answer: TRUE
Page Ref: 48
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: 48
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: 52
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: 53
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: 30
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: 40
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 _____

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that may be littered with risk factors.
Answer: path; or trajectory
Page Ref: 28
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: 29
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: 30
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: 30
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: 32
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: 33
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

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Page Ref: 52
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: 34
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: 34
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: 35
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: 36
Objective: Demonstrate how early preschool experiences can lead to a life of antisocial behavior
Level: Intermediate

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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: 37
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: 39
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: 42
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: 48
Objective: Stress the connection between cognitive abilities and delinquency and crime
Level: Basic

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2.4 Matching Questions

Match the terminology below to items 1-10.

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: 32
Objective: Introduce cumulative risk and developmental cascade models
Level: Intermediate

2) Parental practices
Page Ref: 39
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Intermediate

3) Cognitive empathy
Page Ref: 47
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Intermediate

4) Psychometric
Page Ref: 49
Objective: Stress the connection between cognitive abilities and delinquency and crime
Level: Basic

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5) Dynamic cascade model
Page Ref: 30
Objective: Introduce cumulative risk and developmental cascade models
Level: Basic

6) Conduct disorder
Page Ref: 54
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: 45
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Basic

8) Parental styles
Page Ref: 41
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Basic

9) Affective empathy
Page Ref: 47
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Intermediate

10) Self-regulation
Page Ref: 53
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

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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: 29-32
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: 51-56
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

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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: 33-36
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 when they are not.
• In many communities, people living in pockets of poverty or poverty-stricken families may be unfairly targeted by police. Minor aggressive behavior is overlooked in more advantaged neighborhoods and families.
• 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: 32-33
Objective: Identify social, family, and psychological developmental risk factors that lead to delinquency and crime
Level: Difficult

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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: 48-49
Objective: Stress the connection between cognitive abilities and delinquency and crime
Level: Difficult

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