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PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (P.A.C.T.)

Developed by the
Center for Law Enforcement and Corrections
College of Human Development
The Pennsylvania State University
University Park, Pennsylvania

A Training Module for Trainers of Personnel
in the Administration of Criminal Justice

Designed as Part of the Statewide Training Program for
Executive and Managerial Correctional Personnel

THE DYNAMICS OF HUMAN BEHAVIOR

Training Module 6910

June, 1969

The Statewide Training Program
for Correctional Personnel is supported
by a grant from the Law Enforcement

Assistance Act, U.S. Department of Justice No. 357-(222)

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A FORWARD TO THE INSTRUCTOR

The training module, "The Dynamics of Human Behavior." was developed at a Pennsylvania Adult Correctional Training (P.A.C.T.) workshop held in February of 1969. The participants included administrative, managerial, and training personnel from State and local administration of justice agencies. The intent was to design cross-agency curriculum materials in the form of curriculum units. The training module series which resulted from the workshop are intended to provide participants with the following:

1. An understanding of the administration of justice as a system, the interdependence of its elements, and the implications of their role performance for the successful operation of the system;
2. An understanding of the goals of the system and the role-relevancy of universally applicable principles, concepts, and procedures in providing protection for the community and rehabilitative services to the offender;
3. An understanding of the ways in which they may improve role performance consistent with the system's needs for increased understanding, cooperation, coordination, and improved service capabilities.

This training module on human behavior can be used independently as a short course of several hours' duration or it can be incorporated into the full series which P.A.C.T. has produced. This module would be the tenth course presented when the entire series is used. The series would begin with "History of Law Enforcement and Correction in Pennsylvania" (T.M.No.6901), followed by "The Administration of Justice" (T.M.No.6902), and then "Criminal Law, The Laws of Arrest, and Detention" (T.M.No.6903), "The Police--Its History and Contemporary Place in Society" (T.M.No.6904),

"Pennsylvania Judicial System: The Courts, The Judge, The Jury" (T.M.No.6905), "Sentencing--Two Views"(T.M.No.6906), "Probation and Parole" (T.M.No.6907), "Jails and Prisons" (T.M.No.6908), "Capital Punishment" (T.M.No.6909), and finally, "The Dynamics of Human Behavior" (T.M.No.6910). Following this suggested order a cohesive picture of the offender, the arrest, sentencing, punishment, and corrections would be presented.

In order that each module be utilized to its fullest potential, the trainer or instructor first should have a sound background, preferably with field experience in the area in which he will be instructing. Secondly, he should have in-depth knowledge of the bibliographical material listed at the end of the training module, as well as other literature sources. With this basic preparation, the trainer can be in a position to employ the training module as a "road map" for the direction and substance of the course. Throughout the preparation and presentation of the course, the trainer should keep in mind the general objectives of the course as set forth at the outset of the outline.

As the course is presented, each heading and subheading should be treated by the instructor as a theme for expansion. The headings are meant only to provide the structure to the trainer, who should then build on them, expanding and enlarging as the needs of the class are demonstrated and as his time and ability permit. Many examples and illustrations should be provided to the class. An abundance of case material and other examples carefully prepared by the instructor is essential. It is the illustrative material that concretize concepts and enhance learning. The trainer should draw upon his own professional experience as well as the bibliographical material for

much of this expansion. Obviously, the trainer should capitalize on the experiences of his class in order to make the material more viable.

While the trainer is preparing for the course, certain chapters and sections of the readings will suggest themselves to him as so basic or important that he will want to assign them to the class. Therefore, the bibliography will serve two purposes: preparation of material for the instructor, and training material for the class. No attempt was made on the part of those developing the training modules to dictate what, if any, the class assignment should be. The trainer will know his class and its needs better than anyone else, and should have full discretionary power on assignments, drawing from the bibliographical references or any other sources which he deems relevant.

We of the staff of the Center for Law Enforcement and Corrections hope that these training modules can serve an effective role in providing assistance to those who have the responsibility for training operating personnel. If the material has the potential to serve as a catalyst, it is, nevertheless, the instructor who stands before the class who carries the burden of teaching success. It is to him that we say, "Good luck."

Charles L. Newman, Project Director

William H. Parsonage, Associate Project Director

Barbara R. Price, Assistant Project Director

Training Module 6910

THE DYNAMICS OF HUMAN BEHAVIOR

- Objectives: (1) To present basic factors contributing to the recognition of behavioral problems and disorders. Both environmental influences and sociocultural determinants are examined in relation to behavior.
- (2) To better prepare line personnel to pursue appropriate responses in care and custody of offenders as a result of understanding the causes of behavior.

I. General Dynamics.

A. Behavior.

1. All behavior is purposive and can be traced to underlying reasons on the part of the actor.
2. Behavior meets the needs of actors.
 - a. Physical needs--shelter, food, clothing.
 - b. Psychological needs--psycho-social adjustment (a pattern of interpersonal relations) related to the varying needs for approval, belonging, affection, etc.

B. Normal behavior--socially acceptable behavior.

1. Execution of physical or psychological needs within an approved structure.
2. Behavior used as defense mechanisms.
 - a. Purpose is to mask true feelings of the actor.
 - b. Aggressive behavior on part of insecure person is one example.
3. Maturity of behavior.
 - a. On the social level
 - b. In emotional control.

- c. In physical responses.
- 4. Techniques for handling frustration and conflict.
 - a. Awareness of and ability to utilize socially acceptable methods.
 - b. Utilization of psychologically effective techniques-- behavior which gains desired ends and is also socially acceptable.
- 5. Perception
 - a. The action of the mind by which it refers its sensations to an external object as their cause.
 - b. Perception is to be distinguished from sensation, conception (imagination), and judgment (inference).
- C. Abnormal behavior--unacceptable socially.
 - 1. Character disorders.
 - a. Personality traits and patterns.
 - b. Sociopath--an individual suffering from a personality disorder expressed through inability or unwillingness to conform to prevailing mores and dictates.
 - c. Dysocial reaction--behavior of a psychopath with asocial and amoral trends.
 - d. Sex deviates--one who departs from the sexual standards upheld by the community at large.
 - e. Addiction--drugs, alcohol.
 - 2. Neurotic--psychoneurosis; partially disorganized mind.
 - a. Neurotics usually succumb to their conflicts submissively and are therefore less likely to be law offenders.
 - b. Recognizes the abnormality of his behavior and

attitudes.

- c. Anxiety is the most usual symptom of a neurosis.
- d. Need for accurate diagnosis.
- 3. Psychotic--"insane" behavior; reality is ignored or shut out.
 - a. "Insanity" is a legal and not a medical term.
 - b. Psychosis is more serious and dangerous than neurotic behavior.
 - c. Less amenable to treatment--psychiatrist needed to handle case.
 - d. Danger signals.
 - 1. Marked character changes.
 - 2. Withdrawal from others and from activities formerly enjoyed.
 - 3. Undue exhilaration or depression--potential suicide.
 - 4. Expressed fear of going insane.
 - 5. Fear of being controlled by outside forces.
 - 6. Persecution ideas.
 - 7. Fantastic delusions (false ideas).
 - 8. Hallucinations--false sensory perceptions.
- 4. Organic causes of behavior.
 - a. Brain damage.
 - b. Retardate.
 - c. Epileptic.

II. Environmental Influences.

- A. All environmental relationships and social institutions

with which the individual comes in contact contribute to or alter his behavior.

1. Positive effects--integrative influences on adjustment.
 - a. Sense of belonging--purpose.
 - b. Responsibilities--obligations.
 - c. Development and reinforcement of moral values.
 - d. Sense of self-worth and respect for others.
 - e. Accept authority and use one's own authority effectively.
 - f. Sublimate unacceptable impulses and thoughts.
 - g. Handle competition from others effectively.
 - h. Forego immediate pleasures and work towards long-range goals.
 - i. Make sacrifices, compromises.
 - j. Take direction, learn, acquire skills.
2. Negative effects--disintegrating influences.
 - a. All of the above positive effects have the potential for the reverse effect, for influencing behavior negatively.
 1. Interpersonal relations, for example, can lead to dependency, lack of confidence, strong aggressive and hostile response patterns.
 2. Social institutions can contribute to sense of worthlessness and impotence of the individual rather than fostering a sense of self-worth.
 - b. Conflicting values, both within social institutions and from institution to institution, have their disintegrating effects.
 - c. Goals which are unattainable for segments of the

population, but which the dominant culture uphold, have their disintegrating effects.

- d. Values to which lip service is paid but which in practice are not upheld have a disintegrating effect, particularly on the young.

B. Types of interpersonal relationships.

1. Family of orientation.

- a. Parents.
- b. Siblings.
- c. Grandparents.
- d. Extended family relationships; i.e., uncles, aunts.

2. Family of procreation.

- a. Spouse.
- b. Children, natural and adopted.
- c. Dependent parents or other relatives.

3. Peer group.

- a. School gang.
- b. Fellow workers.
- c. Recreational or social group.

C. Social institutions.

1. All individuals come in contact with and are influenced by one or more of the social institutions which society has developed for its own stability and perpetuation. Each specific institution is a microcosm of the larger society in that the institution is governed by rules, represents authority, and treats the individual impersonally on the basis of roles that he plays within that institution.

2. The School.
 - a. Almost every individual in society has some contact... with a formal learning situation.
 - b. The school develops content knowledge and skills.
 - c. Reinforces basic social mores--middle class standards of behavior.
 - d. Influences individual behavior and attitudes toward self and others.
3. The church.
 - a. Direct contact both limited and on the decline.
 - b. Frequently contributes to the prevailing norms of society.
 - c. Has a consolidating effect on social standards and attitudes.
4. Government.
 - a. Armed services.
 - b. Local, state, and federal laws affect all citizens.
 1. Restrictive--delineate proscribed behavior.
 2. Protective--civil rights to protect the individual from the behavior of both the state and other individuals.
 - c. Justice system.
 1. Police.
 2. Courts.
 3. Institutional custody.
 4. Probation and parole agencies.

III. Socio-cultural Determinants.

A. The meaning of culture.

1. Folkways--general ways of thinking, feeling, acting, common to a social group or people.
 - a. Behavior accepted as appropriate, but not insisted upon.
 - b. Regional folkways encompass attitudes and behavior which vary geographically; examples are southern hospitality, western dress of ten-gallon hat and boots, patterns of speech, etc.
 - c. Economic class attitudes are sometimes of the folkway variety; i.e., lower class attitude of success based on luck or "breaks."
2. Mores--morally binding customs.
 - a. Rules or norms which are considered essential to the welfare of society and so through general observance develop the force of law.
 - b. The Ten Commandments, sexual mores are prime examples.
 - c. Sanctions for violating mores involve moral disapproval and frequently positive action.
3. Law.
 - a. Strongest sanctions applied to violators.
 - b. Formally prescribed rules of conduct enforced by a controlling authority.
 - c. Impersonal--binding on the entire society.
 - d. General consensus necessary for the maintenance of law.

B. Socio-economic class attitudes and values.

1. Attitudes toward school.

- a. Depending on class orientation, school is viewed as a positive activity with rewards built in (middle class attitude) or as a period of enforced attendance to be endured (lower class attitude).
- b. Length of stay correlates with class membership, with stronger emphasis on staying at all levels above the lower class.
- c. Motivation and performance varies with class, among other factors.

2. Attitudes toward police.

- a. Middle class has traditionally taught its young that police are men to turn to in time of trouble--this view is in the process of change.
- b. Within some segments of the population the police are losing their traditional symbol of authority and respect--true particularly of emerging upper middle class youth.
- c. Type of contact varies with class.
 1. Protector of status quo to some (those with vested interests in society).
 2. Obstacle to outwit and overcome to others (those intent on radical social change--the "new left," militant movements).

3. Symbolic rewards vary with class.

- a. Money the only meaningful reward to some.

- b. Job satisfaction. E.g., creative expression; vehicle for controlling people.
- c. Humanitarianism--serving mankind.
- d. Vicarious rewards--working for a better life for offspring.

C. Perspective of the dominant culture.

- 1. The image which the dominant culture projects is variously interpreted depending on the socio-cultural location of the individual.
- 2. The attitudes of the dominant culture toward the various outgroups or subcultures vary with a variety of factors:
 - a. Historical accident--when the subgroup arrived and how.
 - b. Degree of conformity of subgroup to dominant culture standards.
 - c. Functions performed by outgroup in contributing to the stability and perpetuation of the dominant culture.
- 3. Behavior of subculture toward dominant group.
 - a. Emulation--strive to copy and become part of the dominant culture.
 - b. Assimilation--become effectively integrated into the dominant culture.
 - c. Rejection--rebel against and set up different or conflicting standards.
 - d. All behavior toward the dominant culture implies some adjustment by the subgroup since a pattern of behavior is adopted vis-a-vis the dominant culture.

D. Subculture groups and differences.

1. Historical base.

- a. Factors contributing toward emergence of a subculture.
- b. Wars, economic conflicts, territorial factors, ideological conflicts.

2. Movements.

- a. Specific groups dedicated to certain goals.
- b. Political, social, religious, economic orientations are all possible factors in the creation of a movement.

3. Prejudices.

- a. Attitudes based on fact, fear, fantasy, preconceived notions, group survival (real or imagined).
- b. Related in part to overt differences between subcultures; e.g., dress, speech, moral standards.

4. Age Groups.

- a. Social privileges accorded by age; e.g., voting, driving, holding public office.
- b. National youth worship and emulation.
- c. Respect for elderly--deference to age, less prevalent today.

5. Ethnic groups.

- a. Made up of persons who share a common cultural tradition which unites them in a social group.
- b. Groups set off to some degree by practices, values, speech patterns, religion, appearance.
- c. Visibility varies with ethnic group's facial characteristics, skin pigment, ghetto living, dress

habits, geographical location.

6. Rural-urban.

- a. Distinctions slowly but steadily disappearing due to mass media, modern technology, and high-speed transportation.
- b. Variations which do exist related to relative abundance of primary groups in rural environment while urban areas consist predominantly of secondary relationships or groups.

1. Primary group. An emotional, rather than rational, relationship based on a general and personal familiarity with individuals; contact encompasses behavior in many contexts and the group is an end in itself rather than an instrument for the achievement of other ends; the family relationship is the best example but other primary groups consist of friends, neighbors, playmates, and co-workers.

2. Secondary group. A compartmentalized relationship based on contact with individuals in only one specific role which the individual plays; examples of secondary groups are trade unions, business corporations, factories, universities, religious groups.

7. Economic groups.

- a. Variations in life styles related to disposable incomes.
- b. Attitudes on money management and behavior related

to spending, working, and accumulation.

1. Example: Middle class income bracket generally values saving for long-range goals.
2. Lower income spends readily, overcommits resources; attitude of "enjoy it while you have it."

8. Regional groups.

a. Historical factors.

1. Southern traditions related to life style.
2. Western--pioneer attitudes which affect behavior based on such cliches as rugged individualism, backbone of nation.

b. Land use and economic development influence regional group behavior.

1. Northeastern industrial complex--quick-tempered, impersonal way of life--development of inner city slum and ghetto life, bedroom towns surrounding cities, extremes of income highly visible.
2. Natural resources in southwest--valley farming, influx of unskilled workers; e.g., grape pickers from Mexico, other migrant workers.

9. Religious groups.

- a. Influence on work habits, family cohesiveness, educational values, size of family, attitudes toward recreation.
- b. The second half of the twentieth century has witnessed a distinct decline of religiosity and concomitant decline in its influence on behavior and attitudes.

10. Criminal--the professional.
 - a. Distinct subculture--highly pragmatic values.
 - b. Behavior varies from that of the dominant culture in degree rather than kind; e.g., more distrustful of others, of established institutions; little or no adherence to traditional moral values.
 - c. Some regard for dominant culture exists among upper strata of the subgroup.
 1. Example: Big-time professional in organized crime puts up a facade of legitimacy for their offspring--sends them to the "right" private schools, summer camps, contributing to charities, etc.
 2. Illegally derived funds are funneled into Swiss banks and "clean" money is withdrawn and reinvested into legitimate business.
 3. Efficient use of business techniques and organizational structure derived from dominant culture.

IV. Summary.

- A. A general understanding of the dynamics of human behavior involves an awareness of the entire continuum of behavior ranging from normal to abnormal.
 1. Acceptable behavior patterns and techniques for interpersonal relations.
 2. Responses based on character disorders involving socially unacceptable behavior.
 3. Neurotic activity which may have implications for socially unacceptable behavior.

4. Psychotic behavior is the most serious and dangerous form of abnormal behavior.

B. Behavior is continually influenced by outside as well as internal (physical and emotional) stimuli.

1. Environment which affects behavior is a product of interpersonal relations, social institutions, and culture of the society which touches the individual.

2. The characteristics of social culture are never wholly static but can generally be categorized into the dominant culture and subculture groups.

3. The dominant culture is that cluster of traits, attitudes, and values held by the majority of the members of the society.

4. The subculture is comprised of a variety of unique groups representing various economic, ethnic, racial, and ideological bases.

a. Each is comprised of separate interests, attitudes, goals, and behavior patterns.

b. The subculture groups react to and interact with the dominant social culture in varying degrees.

C. Individual behavior, in sum, is a product of a multiplicity of factors each contributing to and in turn affected by dynamic human behavior.

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FILMS*

Everybody's Prejudiced. (NFBC) 22 min., 20001. \$5.10.

A comparison between different types of prejudice, both rational and irrational.

I Wish I Knew How It Would Be To Be Free. (YALEU) 20 min., 20843.
\$4.60.

Candid interviews with black people living in New Haven, Connecticut. Intimate scenes in a poolhall, barbershop, and on the street. Opinions of black power advocates and black law enforcement agents.

The Troublemakers. (CINEMA 16) 54 min., 50181. \$10.70.

Precedes the Newark riots by one year, yet carries a danger warning for the future because of the complete lack of hope among the ghetto people. Community efforts to improve living conditions are met with failure.

Hooked. (Churchill) 1967, 20 min., 20504. \$4.60.

Experience of drug addiction told in the words of a group of young former addicts. It is recommended that this film be used by those who have a preventative program in mind in which to enlist community support.

Belonging to the Group. (EBF) 16 min., 301-2. \$3.50.

Need for people to respect and accept one another in a free society, vital role of groups in the community; importance of the "feeling of belonging" to each member of the community. Points up community values and their relation to the democratic way of life.

Feelings of Depression. (PCA) 1950, 31 min., 2051. \$6.65.

National Film Board of Canada dramatized case study. Depression stems from guilt feeling over jealousy toward younger brother. Shows depression due to complicated causes and should be treated with insight.

Feelings of Hostility. (PCR) 1948, 31 min., 2019. \$6.65.

National Film Board of Canada case history of Clare, whose childhood frustrations cause feeling of resentment toward others and failure in personal relationships. Development of problem through childhood, school, college, and business is presented, showing how feeling of hostility is directed into constructive effort. Clare achieves apparent "success," but there are doubts as to adequacy of adjustment.

Feeling of Rejection. (PCR) 1948, 23 min., 2016. \$4.60.

National Film Board of Canada Documentary. Dramatic case study of girl whose feelings of rejection are manifested in maladjustment and physical symptoms. Psychiatrist assists her in understanding origins and development of problem. Girl shown progressing toward mature adjustment through psychotherapy.

*Films available from Audio-Visual Services. The Pennsylvania State University, 6 Willard Bldg., University Park, Pa. 16802. (Phone 814-865-6315). Prices refer to rental as of 1969.