

Behavioral Relativity And Cognitive Economics:



applied to

UNDERSTANDING CRIMINAL/INMATE STRATEGIES & TACTICS



**A MATTER OF SAFETY/SECURITY
AND
STRESS INOCULATION**

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CRIMINAL STRATEGIES & TACTICS

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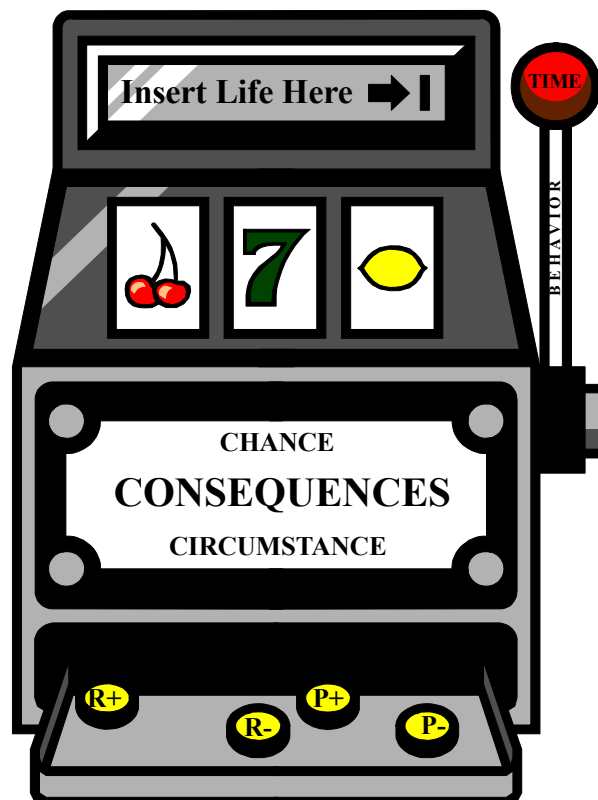
HUMAN NATURE AND LEARNED BEHAVIOR

WHY DO PEOPLE BEHAVE THE WAY THEY DO?

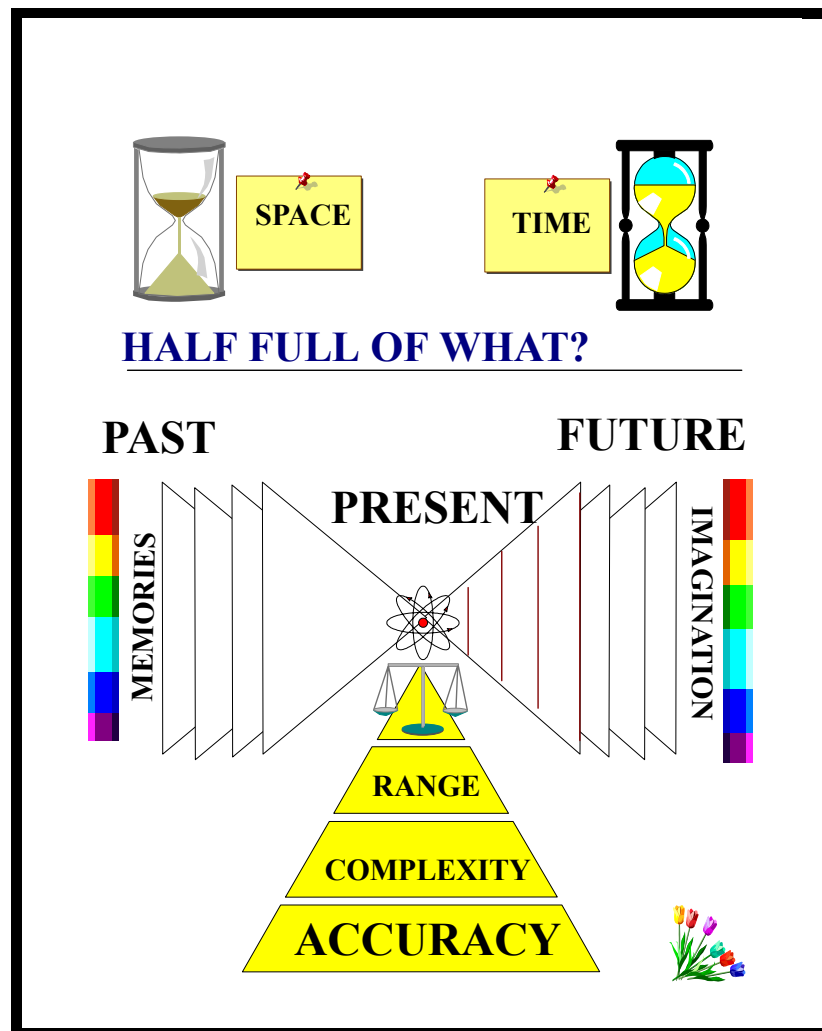
People “behave” or act the way they do because of

- ◆ their genetic makeup or heredity (developmental predispositions present at birth; a quality or trait transmitted genetically from parent to offspring),
- ◆ their learning history (past experiences- memory, associations, habits, self-discipline, behavioral hierarchies, emotions, response predispositions, beliefs, values...),
- ◆ their current physical/cognitive state (arousal, awareness, efficiency...), and
- ◆ their current life situation (attention, expectation, motivation...).

In brief, people behave the way they do because of what they can experience/do ... have experienced/done ... are experiencing/doing ... and expect/want to experience/do.



In a scientific sense, all learned behavior is lawful and rational, even those behaviors that are apparently self-destructive or completely irrational. Understanding is the key to behavior problem solving, and the key to understanding such behavior is to first understand the “laws” which govern their development and maintenance (i.e. the basic principles of learning), then to **discover how those laws are currently operating for the individual(s) in question.**



Humans appear to be driven to diminish uncertainty and to seek control. Behavioral Relativity contends that this “drive” is directed and expressed through the equally powerful, complementary, mutually exclusive, dynamic **cognitive forces of generalization (similarities) and discrimination (differences)** — the “I am ... not” of human experience. Combine the drive or need to diminish uncertainty and to seek control with the **natural desire to increase pleasure/comfort and decrease pain/discomfort** and you have the essence of Behavioral Relativity and Cognitive Economics.

EXCERPTS:

In the same sense that the laws of physics are amoral, **the principles of learning have no value system** — the principles of learning are amoral— they not concerned with anyone’s rights or responsibilities. As far as Behavioral Relativity is “concerned,” any learned behavior (adaptive or maladaptive, moral or immoral, legal or illegal) can be modified, and any behavior that can be learned can be taught through the application of learning principles. Similarly, any external consequence can be made contingent on any behavior (i.e., when the behavior occurs the consequence follows- the consequence may be the occurrence or nonoccurrence of any combination of reinforcers or punishers, which also may be adaptive/maladaptive, moral/immoral, legal/illegal). **The basic principles of learning do not make value judgments --- people make value judgments.**

All behavior is rational from the **point of view** of the person engaging in it — **behavior which serves no function ceases to occur** due to costs as measured in terms of energy, time or resources. In fact, understanding the relationship of costs to benefits is the key to most behavior problem solving. But what is considered to be a cost and what is considered to be a benefit is an **individual matter** based on past experience and current circumstance (including one’s learning history and expectations). Point of view is critical to understanding and preventing interpersonal behavior problems — and most behavior problems are **interpersonal** in nature and require interpersonal solutions.

The current training package describes patterns of maladaptive behavior, but the focus is also on **adaptive responses** to such behavior. It is designed to help others recognize and **avoid common pitfalls** related to criminal and inmate strategies and tactics. It also provides an applied framework to teach the basic principles of learning and to further **operationalize the term “adaptive.”**

It is critical that those who work in law enforcement and corrections be persuaded that bending, breaking or making up one’s own rules generally **feeds patterns of criminal conduct and reinforces criminal thinking**. When staff (or parents) get drawn into the same patterns of

thought and behavior that criminals display, the criminals win ... and somebody always ends up paying the price, now or later. In general, *when people understand* how their own behavior affects others, they **stop intentionally doing things to make matters worse**. People do not want to be part of the problem. Good law enforcement, good custody, and good parenting are a matter of good discipline, and **good self management is a matter of basic safety and security** — for everyone, including the criminals. “Good” is a value judgment, which is defined for public employees in public law and related policies and procedures.

“Good” discipline is firm, fair and consistently implemented. "Effective" discipline is **sure, timely**, and consistent with both the letter and spirit of the law (which includes policy and procedure). Good discipline is well reasoned --- **reasonable and relevant**, but not necessarily easy. It is stable and predictable, but **requires active effort to establish and maintain**. Good discipline is essential for both good management, good treatment decisions, and adaptive personal development.

Good discipline requires **self-control** and a high degree of communication and coordinated effort. Good discipline is **instructional rather than retaliatory**. It may not give the immediate sense of gratification as emotional displays of anger and violent retributions, and it will not provide the immediate and easy relief which follows undue negotiations and easy compromises. But good discipline will decrease behavior problems, increase safety and security, and fulfill the mission of teaching progressively more adaptive behavior.


After-the-fact crisis intervention must be combined with **before-the-fact crisis prevention** in order to:

- manage, decrease, and prevent patterns of maladaptive behavior,
- minimize the adverse impact such behavior has on others,
- decrease the costs of such behavior in terms of injury, energy, time, other resources,
- and • create opportunities for the development of relatively adaptive alternatives.

The following outline was originally designed to teach prison staff many of the traditional games that inmates play — except it's no game. The patterns of thought and conduct are those of criminals. **Part I** consists of eight behavioral strategies, each with seven tactics, that inmates use **to get** what they do want. **Part II** consists of eight behavioral strategies, each with seven tactics, that inmates use **to avoid** the consequences of their own behavior and personal responsibilities. A total 16 strategies and 112 tactics are presented, with multiple examples designed to stimulate discussion. It can be an effective program for establishing a “**meeting of the minds,**” boosting morale, systematic behavior problem solving, and stress prevention. The focus is on the criminal, the inmate, the “bad guys,” but the principles of learning are universal, do not discriminate, and are equally applicable to each of us.

- ☑ Knowledge is still **power** —
- ☑ **control** is a matter of being able to predict the course of events based on currently available information,
- ☑ patterns of criminal behavior are **learned**,
- ☑ **prison is not a good place to start** learning or teaching values, and
- ☑ **staff training** will always be the key to safety & security ... and stress prevention.

THE MIND MATTERS



✓ <u>THE GOOD</u>	★ <u>THE BETTER</u>
<ul style="list-style-type: none"> ■ A sound body. ■ Good nutrition. ■ Physical exercise. ■ Relaxation Training. ■ Facts & Information. ■ Self-esteem. ■ Stable sleep patterns. ■ Coping skills. ■ Realistic Objectives. 	<ul style="list-style-type: none"> ■ A sound mind. ■ Good judgement. ■ Mental exercise. ■ Self-discipline. ■ Understanding. ■ Self-respect. ■ Generative Sleep. ■ Prevention skills. ■ Relevant Goals.

THE MALADAPTIVE STRATEGIES AND TACTICS INMATES USE

**Part I: Active (to emit or do something) and Passive (to inhibit or not do something)
Approach (to get or increase) and Maintenance (to continue or keep) Behaviors**

THE MALADAPTIVE STRATEGIES AND TACTICS INMATES USE

**Part II: Active (to emit or do something) and Passive (to inhibit or not do something)
Escape (to terminate or decrease) and Avoidance (to avoid or decrease) Behaviors.**

**[NOTE: the 60 slide Microsoft PowerPoint presentation includes all of the 16 strategies
and 112 tactics.]**



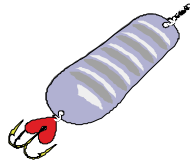
Ill-, Un-, Mal- & Other Anti- Con Pros (for when you want something too bad to be honest)



Seven Basic Maladaptive Approach Behaviors Eight Ways To Offend Again

- 1. Maladaptive Approach Strategy # 1 ... FLATTERY
Boost The Ego & Seduce For Gain.**
- 2. Maladaptive Approach Strategy # 2 ... BARTER
Make Yourself Useful & Start Bending The Rules.**
- 3. Maladaptive Approach Strategy # 3 ... BRIBE
Exchange Payment For Values & Increase The Ante.**
- 4. Maladaptive Approach Strategy # 4 ... DISOBEY
Be Noncompliant & Then Comply For Gain.**
- 5. Maladaptive Approach Strategy # 5 ... DISTRESS
Create Distress & Negotiate Relief For Gain.**
- 6. Maladaptive Approach Strategy # 6 ... OBLIGATE
Create A Problem To Solve & Deceive For Merit.**
- 7. Maladaptive Approach Strategy # 7 ... BLACKMAIL
Show Your Concealed Hand & Threaten To Expose.**
- 8. Maladaptive Approach Strategy # 8 ... EXTORTION
Use Violence To Persuade & Destruction To Force.**

FLATTERY



1. **Boost the ego and praise low self-esteem.**
2. **Study to be sensitive to issues and sympathetic to pains.**
3. **Give undivided attention, unconditional positive regard, and indiscriminate praise.**
4. **Be quick to support anger and show no disapproval.**
5. **Play on dependency and give liberal approval and support to the needy.**
6. **Manipulate guilts and feed fears to become a source of safety and security.**
7. **Seduce the naive, exploit the simple, and make foolish all those greedy of gain.**