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TRAINER MANUAL

SENTENCE PLANNING TRAINING



This project is funded by the European Union

**CAPACITY BUILDING OF THE LAW ENFORCEMENT AGENCIES
FOR APPROPRIATE TREATMENT OF DETAINED AND SENTENCED PERSONS**

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MINISTRY OF JUSTICE
Directorate for Execution of Sanctions

TRAINER MANUAL

Sentence Planning Training

Peter Nelissen, PhD
2015

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FOREWORD

Essentially, imprisonment is about depriving other human beings of their liberty. It is a well-documented fact that the experience of imprisonment does considerable harm to prisoners in multiple and subtle ways. Moreover, the prison is a system that nurtures those very qualities it claims to deter. These facts have been an important incentive for prison reform initiatives. In democratic societies under the Rule of Law, these initiatives have resulted in principles and standards that ensure the treatment of prisoners in the most decent and humane way as possible. In the prison systems of these democracies, reducing the pain of imprisonment and providing prisoners with opportunities to make positive use of their time in captivity are important values. But even in our daily efforts to make core values and human rights standards work, it is important to remember that prison by its very nature is a harmful system. That is why in any decent and democratic society the imposition of imprisonment should always be an instrument of last resort. And when there is no other option than imposing imprisonment, we are obliged to create prison regimes that are most conducive to assisting prisoners to see desistance from crime as being both desirable and possible and, to become actively engaged in a process of change.

The current Trainer Manual to Sentence Planning Training has been explicitly designed to contribute to this aim of creating optimal conditions and effective tools for the resettlement and re-socialisation of sentenced prisoners. As to these optimal prison conditions, the academic research shows that the adoption and implementation of innovative evidence-based practices of sentence planning, may be undermined by failing to create a supportive organizational milieu in prisons. In this milieu, behaviour change of offenders and improving the likelihood of post-release success is viewed as both desirable and possible. Research suggests for instance, that evidence-based programmes such as cognitive-behavioural therapy, can operate independently, but individuals within the prison organization often change as a result of reinforcements from their environment. The major reinforcers within a prison are the supportive behaviours of the staff, case-managers, and other routine actors.

Obviously, when routine actors in prison do not understand, endorse and act in accordance with the underlying values and goals of sentence planning, a supportive organizational climate will be lacking and sentence planning cannot flourish.

With this important caveat in mind, the Trainer Manual starts with addressing the fundamental “Why” questions related to sentence planning. This part of the training provides the participants with the materials and skills to operate within their own prison as a confident and effective advocate for a broad and loyal support of the aims of sentence planning. Using the latest academic and practical insights, the second part of the Trainer Manual addresses the “What” question or the main aspects of effective sentence planning. First, this part of the Manual enables the participants to become familiar with the concept of desistance from crime, best practices and relevant concepts such as needs, strengths and risk. Next, it focuses on ways to develop both the prisoners’ human and social capital. The third part of the Manual addresses the “How” question of sentence planning and offers a lot of exercises to become familiar with the various instruments and techniques needed for effective sentence planning practice.

As a short-term penitentiary consultant for the Council of Europe, I have both developed and tried out the training Sentence Planning in cooperation with members of the national prison organization. Evaluation of the trial sessions with members of the professional staff of national prisons shows that the programme worked well in terms of the clarity and relevance of the content, effectiveness and impact of the exercises and, time needed to cover all the relevant topics. Especially the combination of brief lecturing with a variety of exercises enabled the participants to become actively engaged in their own learning. The comprehensive programme of the Training Sentence Planning seemed to offer the participants plenty of goal-oriented, relevant and practical experiences in order to get the most from teaching.

I would like to thank the Council of Europe in Skopje and in particular Donche Boshkovski and his team, Dusica Zafirovska and Beti Miloshoska, for all of their support in the organization and delivery of the whole programme from the outset to the completion,

I would also like to thank the members of the Working-Group established by the Directorate for the Execution of Criminal Sanctions: Ana Boshkoska, Elisaveta Sekulovska, Gjorge Todorov and Ivana Stojanovska and the participants of the trial sessions.



It was an honour and great pleasure working with you!

I further wish the future trainers, the Department for Execution of Sanctions and the Council of Europe a lot of success with moving forward sentence planning practice in the prisons in the country.

Peter Nelissen
Maastricht, 2015



INTRODUCTION

The process of rehabilitation is a fundamental objective of the prison sentence in the country. For a successful rehabilitation of the convicts, several preconditions should be met, such as high quality individual treatment programmes for the sentenced persons, or individual prison sentence plans. The sentence planning is an activity implemented by a professional team during the admission of the new arrivals in the penitentiary institutions.

Considering the significance of the sentence planning, it was identified that there is a need for drafting a special Training Programme for the employees in the Rehabilitation Sector, and also a Trainer Manual for its successful implementation. The drafting of the Programme and the Manual are part of the activities of the 2009 IPA Project “Capacity Building of the Law Enforcement Agencies for Appropriate Treatment of Detained and Sentenced Persons”, implemented by the Council of Europe.

The Trainer Manual was prepared by Peter Nelissen from Maastricht, international Council of Europe consultant, in cooperation with the working group established by the Directorate for Execution of Criminal Sanctions composed of: Ana Boshkoska – Member, Elisaveta Sekulovska – Member, Gjorge Todorov – Member, and Ivana Stojanovska- Secretary of the WG.

The objective of this Manual is to assist the trainers in the implementation of sentence planning training, or in other words, to increase the staff's knowledge and skills for giving presentations and implementing trainings on the subject. The Manual is composed of structured Programme for 3-day training on sentence planning, organized in twelve sessions.

STRUCTURE OF THE PROGRAMME:

DAY ONE

Why do we need sentence planning?

Session 1. Introduction to sentence - planning in prisons: sharing knowledge and experience

Session 2. Why should we promote the social rehabilitation of prisoners through sentence planning?

Session 3. The moral performance of prisons and enlightened leadership

Session 4. The Caring Prison Officer

DAY TWO

What are the main aspects of effective sentence planning?

Session 5. Introduction, sentenced persons, criminal careers and desistance from crime

Session 6. Best practices, needs, strengths and risk

Session 7. Developing human capital: pro-social modelling, practicing skills, communication and participation in structured programmes

Session 8. Developing social capital. Involving the families of the persons sentenced for crimes in the reintegration process

DAY THREE

How is the sentence planning process implemented?

Session 9. The process of sentence planning: overview, initial stages of engagement and assessment

Session 10. The preparation and implementation of sentence plan

Session 11. Interviewing, reporting and writing skills

Session 12. Collaborative approach of Motivational Interviewing

DAY ONE

Why do we need sentence planning?

PROGRAMME

Morning

- Welcome and Introductions
- Learning Expectations
- Objectives

Session 1. Introduction to sentence - planning in prisons: sharing knowledge and experience

Session 2. Why should we promote the social rehabilitation of prisoners through sentence planning?

Lunch break

Afternoon

Session 3. The moral performance of prisons and enlightened leadership

Session 4. The Caring Prison Officer

Review and evaluations

Required materials:

- Flipchart and Easel
- Paper, pens for exercises
- Power point slides etc.
- Written copies
- Hand-outs

SESSION 1. INTRODUCTION TO SENTENCE-PLANNING IN PRISONS: SHARING KNOWLEDGE AND EXPERIENCE

Objective: At the end of this session participants will:

- Have an overview of the aim and structure of the training sentence planning (10 minutes)
- Be familiar with the concept of sentence-planning in prisons (20 minutes)
- Be familiar with both ethical normative and instrumental reasons for promoting the social rehabilitation of prisoners through sentence-planning (30-40 minutes)

Introduction to the training sentence-planning in prison

Trainer explains the structure and aims of the three days training on sentence planning.

Introduction to the concept of sentence planning in prisons

In this first session we want to spend some time thinking about what Sentence-Planning in prison is and why we have introduced this concept in the modern prison.

Let us start with the first word of the concept of sentence-planning: the sentence imposed by the *sentence* court. It is a sentence that sends the convicted person to a prison where he/she is deprived of his/her liberty by way of punishment. The second word *planning* implies that, during the judicially decreed deprivation of freedom, the prisoner is not supposed to simply undergo his detention and spend his time in idleness. Apparently, during a prison term, the prisoner is supposed to engage in a range of activities that need to be organized in a systematic, purposeful and planned way.

Now, let us start with some reflection on these activities and the purpose served by them.

TRAINERS NOTE:

Trainer asks the group what the term sentence planning in prison means to them. What experience do the group has with sentence planning in prison?

Brainstorm with the group what they consider basic activities or provisions to be included in a prisoner's sentence plan and what purpose these provisions serve.

The trainer summarizes the results of the preceding discussion and shows a slide with a list of basic activities related to sentence planning and the ultimate goal that is served by sentence planning, that is: the goal of resocialisation and the social reintegration of sentenced persons.

Activities related to sentence - planning in prisons

Activities related to sentence planning may include: education, vocational guidance and training, social casework, work in the prison industries, brokerage to employment, counselling, physical and mental health care provisions.

Sentence planning and its contribution to the goal of personal reform and social rehabilitation of prisoners

Sentence-planning can be in particular linked to the goal of personal reform and the social rehabilitation of prisoners.

In human rights standards, the essential principles with regard to sentence planning emphasize that in their treatment of prisoners, prison authorities should encourage the personal reform and social rehabilitation of prisoners. In addition, the prison regime should help prisoners to lead law-abiding and self-supporting lives after their release.

Through constructive activities, sentence-planning contributes to the goal of the social rehabilitation and personal reform of prisoners.

TRAINERS NOTE:

Ask the group to write down individually three reasons for promoting the personal reform and social rehabilitation of prisoners (+/- 5 minutes). Then ask group members to share their ideas and write down all suggestions at a flip over.

Continue with a group discussion, 20 - 30 minutes

EXERCISE: Social rehabilitation of prisoners

Task: Think about reasons for promoting the personal reform and social rehabilitation of prisoners.

Write down three reasons:

- 1...
- 2...
- 3...

Arguments in defence of promoting the personal reform and social rehabilitation of prisoners may refer to feelings of solidarity, humanitarian motives, legal ethics, retributive penal theory, the rule of law, human rights, principles imposed by the law. These arguments are *ethical-normative* in nature because they all refer to moral/ethical values and normative principles. These values and principles emphasize that promoting the personal reform and social rehabilitation of prisoners is *intrinsically good* or of worth in itself.

These ethical – normative arguments can be distinguished from utilitarian (or instrumental) arguments that view the rehabilitation of prisoners as a means to the end of producing *utility* in terms of more crime reduction and a safer society.

After the pause, in session two we take a closer look at what happens when a person is deprived of his freedom by imprisonment and why it is therefore good or useful to pay attention to his/her social rehabilitation through sentence-planning.

SESSION 2. WHY SHOULD WE PROMOTE THE SOCIAL REHABILITATION OF PRISONERS THROUGH SENTENCE PLANNING?

Objective: At the end of this session participants will:

- Be familiar with the concept of human rights and its relationship with the deprivation of freedom
- Be aware of the consequences of the deprivation of freedom
- Have a more detailed knowledge of the normative and utilitarian arguments in defence of the social rehabilitation of prisoners through sentence planning

Human rights and the deprivation of freedom

In the democratic constitutional state (or under the rule of law) citizens have a *legal position* with human rights. The term 'human rights' implies that certain rights and freedoms are fundamental to human existence. They are inherent entitlements that come to every person as a consequence of being human. They are founded on respect for the dignity and worth of each person.

Every citizen has a moral right to life, physical and psychological integrity, freedom of speech and religion, to engage in work, contacts with other citizens and political participation. The moral right to psychological integrity implies, for instance, the respect for the individual's moral agency and the capacities and motivations included in this agency.

These rights must be respected even in the case of the execution of a judicially decreed deprivation of freedom. They cannot be denied, nor can they be forfeited because an individual has breached the law. The sentenced individual has all the same rights as all other citizens.

During an imprisonment, restriction or denial of these fundamental, moral rights need to be based on legitimized argumentation by the state. You need a reason to deny a sentenced offender these other basic human rights, not to grant them.

Therefore an important principle of legal punishment is that restriction of liberty is the only right that is lawfully curtailed by the judge of the sentence court: *the punishment is the restriction of freedom*. This is also known as: "Men are sent to prison as a punishment, not for punishment" (Paterson, 1951) which means that no-one shall serve his/her sentence under stricter circumstances

than necessary for the security in the community. Of course this *principle of normality* cannot be fully implemented for reasons of security, order in the institution, and available personnel, infrastructural and financial resources.

Consequences of being restricted in one's liberty: the intended harms of imprisonment

Now let us see what happens in terms of *intended harms* when a person is restricted in his liberty or right to freedom of movement.

TRAINERS NOTE:

Trainers ask the group to reflect on what an imprisoned person will lose by the sheer fact of being restricted in his/her right to liberty and freedom of movement. Trainer explains that the group should think of aspects of our daily life and the quality of our life that people will not any longer be able to do or enjoy when they are deprived of their freedom.

Ask the group to write down individually some aspects (+/- 5 minutes). Then ask group members to share their ideas and write down all suggestions at a flip over.

EXERCISE: The intended harms of imprisonment

Question: What are the harms of the sheer loss of liberty?

Write down some aspects:

- 1...
- 2...
- 3...
- 4...
- 5...

After this exercise the trainer summarizes as follows:

The mere loss of liberty entails considerable *intended harm* or losses in *quality of life*. The possibility for positive development through social interaction with important others, the need for privacy, the availability of material goods and services, the possibility to gain a normal salary and satisfaction through

a job, the need for autonomy, personal development and recreation are seriously curtailed by depriving an imprisoned citizen of his/her of freedom (Sykes, 1958).

Consequences of being restricted in one's liberty: the unintended harms of imprisonment

Part of the harm produced by imprisonment however, is produced by features of imprisonment which do not overtly intend harm.

TRAINERS NOTE:

Trainer asks the group to brainstorm on features of imprisonment which produce unintended harms. This exercise will be done in couples.

EXERCISE: The unintended harms of imprisonment

Question: The unintended harms of imprisonment

Write down some aspects:

- 1...
- 2...
- 3...
- 4...
- 5...

After this exercise the trainer summarizes as follows:

Part of the harm produced by imprisonment however, is produced by features of imprisonment which do not overtly intend harm.

These features include: coercion into repetitive, excessively reduced routines; exposure to permanent control, prisonisation processes, loss of agency, assaults on the self, damage to one's sexual orientation, conditions that may fuel anger, frustration and sense of injustice; and, the overall negative impact of imprisonment over time.

It is a well-documented fact that the pains of imprisonment may impede the development of prisoners, undermine their overall well-being, negatively affect their potential for post-prison adjustment and make the factors associated with reoffending worse. When exiting prison, prisoners not only face stigma and societal barriers, they also have to come to terms with the past and develop a sense of purpose for the future. Even when having undergone treatment, prisoners may leave prison with the burden of their own *experiential* responses to confinement in terms of identity crises, withdrawal, estrangement, loss of sense of purpose and direction, inability to settle and loss of capacity for intimacy. This type of unintended harm creates (long term) damage in constricting the life chances of released prisoners. As a result, offenders may leave prison in a state of being psychologically, morally, socially and economically crippled by their imprisonment for some substantial time after their release or indefinitely so. While being physically outside the cell after release, it can still be difficult for ex-prisoners to think outside the cell because of a profound sense of existential displacement and inability to find a sense of purpose for the future. This means that their punishment continues after their release from prison. This phenomenon of unintended after-effects of imprisonment is also known as “*the punishment after the punishment*”.

The obligation to counteract the (un)intended harms of imprisonment by promoting the social rehabilitation of offenders through sentence-planning

The harms of imprisonment we discussed imply a serious threat to most of the moral rights that prisoners are presumed to retain and that must be respected under the rule of law. In addition, they also pose a problem from the perspective of *retributive legal punishment*.

In retributive legal punishment imposition of the punishment is legitimated because offenders are recognized as autonomous moral beings with a capacity for responsible conduct. The only fit subjects of retributive legal punishment are *rational moral agents* who have genuine options for attaining their ends other than offending, but who nonetheless elect to commit crimes. To the extent that these assumptions of respect for the *moral personality* of the individual are not satisfied in the real world, the legitimacy of their punishment is undermined. And, when the sanction is executed, for example by depriving offenders of their liberty, this should be done in ways **consistent** with retributive sanctioning, that is, by recognizing their status as autonomous moral beings with a capacity for responsible conduct.

TRAINERS NOTE:

Trainer asks the group to reflect on the consequences of poor prison conditions for the prisoner. First write down individually, then group discussion.

EXERCISE:

Consequences of poor prison conditions

Reflect on the following situation. Prisoners who are: ill, hungry, cold, or living in constant fear of violence, treated in a degrading, inhumane way, deprived of the opportunity to fashion independent, meaningful lives with positive contributions to self, others and society, bureaucratically controlled in arbitrary, unpredictable and unfair ways.

How will they feel?

...

How will they behave?

...

After discussion the trainer summarizes as follows: under these restrictive conditions of confinement, the willingness of prisoners to act responsibly as rational moral beings will be compromised or undermined. Instead, by such conditions they will be too distracted or made too desperate or resentful to function effectively as moral beings and to respond as morality requires.

Also the *inherent* unintended, after-and by-effects of imprisonment pose a serious problem from the viewpoint of retributive legal punishment. In fact, retributive legal punishment requires that offenders should be punished proportionally to the seriousness of their crimes. If offenders leave prison in a state in which their capacities to re-enter civil society and being law-abiding citizens are seriously undermined, their punishment continues well after their sentences. This situation of 'punishment after the punishment' is contrary to the retributive principle of proportionality.

An important conclusion is therefore that retained moral rights and the aims of retributive legal punishment will be *unlawfully* undermined if prisons do not take action to accommodate and facilitate the exercise of retained rights and structure imprisonment in ways that are consistent with the aims of retributive legal sanctioning.

Part of these actions should be aimed at encouraging the social rehabilitation of prisoners through sentence-planning. Promoting the social rehabilitation of prisoners is inherent to humane, legal punishment which includes an obligation to prevent or reduce (lasting) damage to prisoners' capacities and opportunities to live a crime-free life with positive contributions to self, others and society.

Under the rule of law therefore, the principle is that *because we punish, we must rehabilitate offenders*. From this principle it follows that we must address the personal reform and social re-integration of prisoners by sentence-planning and by creating *normalized* prison conditions of minimal confinement that will resemble life outside as much as possible.

Utilitarian (instrumental) arguments for promoting the social rehabilitation through sentence planning

To care for the social rehabilitation of prisoners through sentence-planning activities that contribute to the well-being and personal development of prisoners is not only required on moral or normative grounds. There is a growing body of research indicating the *usefulness* of addressing the well-being and social rehabilitation of prisoners through sentence-planning because it contributes to *the aim of crime reduction* by diminishing the risk of misconduct during detention and reoffending after release.

SESSION 3. THE MORAL PERFORMANCE OF PRISONS AND THE IMPORTANCE OF ENLIGHTENED LEADERSHIP

Objective: At the end of this session participants will:

- Be familiar with the concept of the moral performance
- Be aware of the importance of enlightened leadership for reducing the harms of imprisonment

The moral performance of prisons (or what prison ought to be)

Legal punishment under the rule of law and the principle that restriction of liberty *is* the punishment are best served by creating **minimum conditions of confinement** that allow prisoners to live as much as possible like regular citizens. This principle of normality implies that we must create a prison environment with a certain **quality of life**.

TRAINERS NOTE:

Trainer asks the group what in their view, really matters for the quality of life in prison (or what prison ought to be). He emphasizes that in answering this question two dimensions are of importance: 1) human relationships and 2) the prison regime defined as the regulated system of activities and services in a prison.

First let the group members work individually, and then continue with a group discussion.

EXERCISE: Quality of life in prison

Question: What are important aspects regarding quality of life in prison?

Regarding human relations:

...

...

...

Regarding prison regime:

...

...

...

After the groups' presentation of views, trainer summarizes and gives the following input.

Empirical research (Liebling, 2005) shows that when we ask inmates or prison staff what, in their view, really matters for the quality of life in prison (or what prisons ought to be) we get a very informative picture reflecting the empirically based requirements for the *moral performance of prisons*.

Human Relations

As to the relationships dimension of the experienced quality of life in prison, both prisoners and staff (independently of each other) emphasize the importance of:

Respect: an attitude of consideration; to pay proper attention to and not violate. Regard for the inherent dignity and value of the human person;

Humanity: an environment characterized by kind regard for the person, mercy, and civility, which inflicts as little degradation as possible;

Staff-prisoner relationships: the manner in, and the extent to which, staff and prisoners interact during rule-enforcing and non-rule-enforcing transactions;

Trust: reliance on the honesty, reliability, and good sense of a person; the level of responsibility or confidence invested in and experienced by individuals;

Support: to help, carry the weight of or bear the pressure; to give aid or courage; approval and strength; to ease the strain.

Prison regime

As to the *regime dimension* of the experienced quality of life in prison, both prisoners and staff (independently of each other) emphasize the importance of:

Fairness: free from dishonesty or discrimination; to be treated clearly, consistently, impartially, in conformity with rules or standards, with access to redress and courteously.

Order: the degree to which the prison environment is structured, stable, predictable and acceptable.

Safety: a feeling of security or protection from harm, threat, or danger, and of physical and psychological trust in the environment.

Well-being: the condition of being contented, and psychologically healthy; the provision of an atmosphere or environment in which the welfare and adaptation of prisoners is achievable.

Personal development: the extent to which provision is made for prisoners to spend their time in a purposeful and constructive way, opportunities are available for self-development and prisoners are enabled to develop their potential, gain a sense of direction, and prepare for release.

Family contact: the degree to which prisoners are encouraged to maintain links and develop their relationships with their family.

Decency: the extent to which prisoners can keep themselves and their living area clean, spend time out of their cells, and have access to privacy.

Below we find an overview of poor and good moral performance in prisons (Liebling, 2005).

	Poor performance	Good performance
Qualities	<p>Lack of respect Inhumanity Poor relationships</p> <p>Lack of fairness (formal justice, staff fairness and clarity) Laxity and disorganization Weak management</p>	<p>Respect Humanity Good/right staff-prisoner relationships Fairness (formal justice, staff fairness and clarity)</p> <p>Security and management systems</p> <p>Strong leadership</p>
Symptoms	<p>Poor industrial relations Demoralized staff Uncertain identity No 'care' in delivery Threats to safety Disorder Distress</p>	<p>Meets performance targets High morale and job satisfaction</p> <p>Clear identity Professional standards of delivery</p> <p>Safety Order Well-being</p>
Underlying causes	<p>Changes of management Confusion of function Lack of trust in management Absent or imbalanced values Power imbalance Dilapidated or unsuitable physical conditions</p>	<p>Stability of competent management Clarity of function and direction Trust in line and senior management</p> <p>Value balance</p> <p>Power balance Reasonable physical, architectural conditions</p>

Enlightened leadership matters

Ideas about what prisons ought to be under the rule of law question the popular, stereotypic notion of the prison as an institution designed to effect physical behaviour control. They question in particular the idea that the behaviour of inmates can be governed by obsessively squelching misbehaviour and that one can do this without concern for the motives and causes underlying this behaviour. Moreover they point to the negative, hurtful impact on prison inmates of this control-oriented custodial approach of imprisonment.

Strategies for attenuating this hurtful impact by creating minimum conditions of confinement and good moral performance are a salient feature here and there in progressive prisons around the world. By these conditions, one attempts to create more humane and constructive prison settings that transcend inmate supervision and control and are designed to both retain and reintegrate its inmates.

To achieve this goal, one needs *enlightened leadership* or sophisticated managers who are willing to take risk and do not hesitate to do the right thing in terms of courses of action that promote more humane, less hurtful prisons (Toch, 2005).

TRAINERS NOTE:

Trainer asks the group to brainstorm on courses of action that, without much preparation, can have an immediate, attenuating effect on the climate in the prison where they work.

Stimulate the group to list as much ideas as possible.

EXERCISE:

Actions to reduce the harm of imprisonment

Question: What actions can be taken to reduce the harmful impact of imprisonment?

List as much ideas as possible:

...

...

...

...

In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.

(Theodore Roosevelt)

- As prison administrators one provide officers with responsibilities and job descriptions that transcend custodial functions;
- One can encourage officers to get to know individual inmates;
- One can promote teamwork and group activities linking prisoners with staff-placing officers in autonomous charge of such activities;
- One can involve civilians and outsiders as members of inmate-staff communities;
- One can encourage prisoners to participate in making informed decisions about their own prison involvements;
- One can operate prisons on the assumption that bad people can become good people given the benefit of the doubt and appropriate support;
- One can avoid collective punishment when one does not know who is responsible for a problem;
- One can instruct officers to discontinue power contests with inmates over trivial issues;
- One can deploy disciplinary sanctions in strict moderation, always as a means to an end;
- In assessing inmate behaviour one can keep in mind that mental health and mental non-health are a continuum rather than easily differentiated categories;
- In taking significant action, one can try to share one's thinking and underlying assumptions with inmates. *(Source, H. Toch, 2005).*

SESSION 4. THE CARING PRISON OFFICER

Objective: At the end of this session participants will:

- Be familiar with the notion of care in prisons and the Caring Prison Officer.

The notion of the Caring Prison Officer

With regard to the notion of ‘care’ in the prison some have argued forcefully that care should be the focus of prison officer work for the benefit of prisoners and officers (Tait, 2008). Others have doubted that meaningful, respectful and supportive relationships can develop in the prison as a fundamentally coercive and control-oriented institution. Despite these different views, care has been positioned as a central value of the correctional service in some countries where it is placed alongside other aims of imprisonment such as control and security.

Caring can be integrated with other officer responsibilities: it helps prisoners cope with imprisonment, supports maintenance of order and may be supportive for the process of behaviour change and desistance. An accepted definition of care is: *“care responds to (felt, if not expressed) need of a person and promotes positive change and well-being in the person who is cared for”*. (Tait, 2008)

Well-meaning action on the part of the ‘carer’ however, does not constitute ‘care’ unless it is experienced as ‘caring’ by the person who is cared for. Within the context of care it is therefore important to raise the question how care is experienced and what care means to people and in particular, to prisoners when they interact with prison personnel.

TRAINERS NOTE:

Ask the group members to read and analyse the next case of a prisoner.

EXERCISE: Case of prisoner Peter

Task: Read the case below and underline important aspects

Case

Peter is in prison with a history of misconduct on the wing on various occasions. He is sitting on his bed in his cell. The door of his cell is open because it is recreation time during which detainees can move freely on the wing. The recreation time is about to terminate and for the rest of the afternoon, evening and night the detainee will be locked up in his cell. He is very upset because of a telephone conversation with his wife, ten minutes ago. She told him that she is scared because she and her children have been threatened by one of his old criminal companions. In the meantime, his parents in law have begun exerting pressure on their daughter to get a divorce. She says that she has had enough of this whole situation and that getting a divorce is may be better. She is in panic and after mutual reproaches, they end the conversation.

Peter does not know what to do now. He is both desperate and angry.

Only the next day, in the afternoon, there will be an opportunity for him to ask advice to someone and to make a phone call with his wife. Moreover he has not enough money to buy a new phone card. This makes him feel still more hopeless, angry and worried.

A prison officer who is about to lock up appears at his door.

The prison officer is hurried today because he and his colleagues are well behind schedule. He notices that Peter is upset and suspects that he has a problem.

What important aspects did you identify?

- 1...
- 2...
- 3...
- 4...
- 5...

Trainer asks the group to share their analysis of the case (15 minutes)

TRAINER NOTE:

Continuation of the above exercise. Trainer invites the group to write down how they would react on the above described situation, first individually, then group discussion.

EXERCISE:

The Caring Professional

Question: How would you react to Peter as a prison officer?

1...

2...

3...

Research shows that for prisoners, caring interactions with staff were founded on relationships characterised by respect, fairness and sociability (Tait, 2008). This includes daily civilities, like saying ‘good morning’, casual conversation about family, sport, or the local area, and physically integrating with prisoners (playing pool, chatting on the wing). Caring interactions demonstrated institutional empathy, or an appreciation of the structural constraints faced by prisoners for instance, overcrowding, canteen problems, failing systems for contacting friends, family or other important persons (workers). These interactions communicated to prisoners that officers viewed them as of equal moral worth and status.

This type of relationships built *trust* over time, enabling prisoners to approach an officer or to accept an approach by an officer and facilitated the disclosure of emotional and practical problems. Meaningful approach by an officer is marked by discretion, interest, providing practical help and affective presence. The experience of being noticed, a sense of safety, agency and self-determination are highly significant features that remain intact during caring interactions.

Caring interactions mitigate feelings of powerlessness, isolation, and worthlessness engendered by the prison environment. They promote cooperative attitudes of prisoners and their renewed hope for the futures. For prisoners ‘uncare’ means being treated with indifference, being treated as of lower status and moral worth, and being treated unfairly. ‘Uncare’ tends to intensify need (anger, hopelessness, low mood, isolation, etc.) rather than leaving need unmet.

Prison officers differ in their approaches to care:

True carers, Limited carers and Old School officers are able to integrate the provision of care and the maintenance of order (Tait, 2008). They recognize that responding to prisoners needs is integral to keeping the peace and promote more cooperative and constructive attitudes of prisoners. *Conflicted officers* find it difficult to reconcile care with their pre-occupation with control and tend to conceptualize care as ‘teaching’ prisoners to be better people. For them, the provision of care is conditional on the respect and conduct of ‘deserving’ prisoners.

Review and Evaluation of Day one

TRAINER NOTE:

ask the group about their opinion of the first day.

Questions:

What was positive?

What needs improvement?

Remarks for the trainer; suggestions.

Remarks about the group atmosphere.

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Appendix: Human rights and sentence-planning

The term 'human rights' implies that certain rights and freedoms are fundamental to human existence. They are inherent entitlements that come to every person as a consequence of being human. They are founded on respect for the dignity and worth of each person. With regard to sentence-planning human rights standards for instance provide that: The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation (article 10, **International Covenant on Civil and Political Rights**).

- According to the **Standard Minimum Rules for the Treatment of Prisoners**:

65. The treatment of persons sentenced to imprisonment or a similar measure shall have as its purpose, so far as the lengths of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.

66. (1) To these ends, appropriate means shall be used, including religious care where this is possible, education, vocational guidance and training, social casework, employment, counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.

- According to **European Prison Rules**:

25.1 The regime provided for all prisoners shall offer a balanced programme of activities.

25.2 This regime shall allow all prisoners to spend as many hours a day outside their cells as are necessary for an adequate level of human and social interaction.

25.3 This regime shall also provide for the welfare needs of prisoners.

26.1 Prison work shall be approached as a positive element of the prison regime and shall never be used as a punishment.

26.2 Prison authorities shall strive to provide sufficient work of a useful nature.

26.3 As far as possible, the work provided shall be such as will maintain or increase prisoners' ability to earn a living after release.

28.1 Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations.

28.7 As far as practicable, the education of prisoners shall:

- a. be integrated with the educational and vocational training system of the country so that after their release they may continue their education and vocational training without difficulty; and
- b. take place under the auspices of external educational institutions.

72.3 The duties of staff go beyond those required of mere guards and shall take account of the need to facilitate the reintegration of prisoners into society after their sentence has been completed through a programme of positive care and assistance.

Human rights protection and empathy

Exercise (30 minutes)

Prison staff works with individuals who are lawfully deprived of their liberty. They work in a situation of lawful limitations of freedoms and rights and at the forefront of human rights protection on a daily basis, experiencing them and putting them into practice; respecting them and enforcing their respect.

Adequate performance of this role requires that prison officials show empathy and are able to put themselves in the position of a citizen who is deprived of his liberty.

The Loss Exercise

TRAINERS NOTE:

Ask participants to completely clear their desks of everything except a sheet of paper and pen or pencil. Tell them to number 1 to 6 on their papers. Explain them that you are going to read five statements, and they will respond to those statements on their papers. It is very important to emphasize that no one else in the room will see their papers - they will not be collected. They will not be used later at any time –the papers are their own personal property.

Do this exercise slowly and seriously. Participants should feel the full impact of this discussion. One by one read off the statements and tell the participants to write their responses on their papers. Reinforce that it will not be shared with others.

1. Write down the name of the personal possession that you love the most. May be it is your money, house, car, motorcycle, dog, mobile telephone, laptop, jewellery, clothing, etc. What one thing that you own means the most to you? Write that thing on point 1.
2. Write down the name of the activity you most enjoy doing in your leisure time. Maybe it is going out with your friends or any other activity. What do you most enjoy doing in the whole world? Write that activity on point 2.
3. Write down the activity of your job you most enjoy or an aspect you are most proud of. Write that activity or aspect on point 3.
4. Write down a very confidential thing about yourself that no one else in the world or only one other person knows about. Write that personal private piece of information down on point 4 (remind the group that no one will see this sheet but themselves).
5. Write down the name of the person whose company, love and support means the most to you in the world on point 5.

After everyone has finished, explain that you will now go through the list again. As you go through each statement, they should imagine that they are living through what you are saying.

1. Imagine that something terrible happens that causes you to lose the material possession that you love the most. You will never again see the thing listed on point 1. Take your pen or pencil and cross out point 1.

2. Imagine that an unfortunate occurrence makes it impossible for you to do your favourite leisure time activity ever again. Take your pen or pencil and cross out point 2.
3. Imagine that this same unfortunate occurrence makes it impossible for you to continue your job and enjoy the accompanying pleasurable experiences ever again. Take your pen or pencil and cross out point 3.
4. Imagine that because of all the above situations, the very confidential things about you have been exposed. Everyone knows what you wrote on point 4. It has become public knowledge.
5. Take your pen or pencil and cross out point 4.
6. Lastly, because of all these changes (losing possessions, favourite activities, privacy) the person that you love most in the world leaves you forever. You will never again see this person that you love and who is your most important source of support. Take your pen or pencil and cross out point 5

Allow a few silent moments for the participants to truly feel what you have just said. People are usually a bit upset and uncomfortable at this point. Give them some time to think about this.

Now, ask participants to describe in one word or phrase the emotions they are feeling. Write the words on a blank board or flip chart. Keep brainstorming until all of the possible ideas are exhausted. Your list may include: sadness, grief, feeling like killing myself, hopeless, alone, miserable, depressed, angry, blaming others, no reason to continue.

Ask participants to take a look at the list you have created. Ask them to imagine how these feelings might relate to imprisonment. Discuss the links between the exercise and the deprivation of freedom. Remind the group that they have placed themselves in the position of an imprisoned person and allowed themselves to experience the very powerful emotions that such a person might be living with every day.

DAY TWO

What are key ingredients of effective sentence - planning?

PROGRAMME

Morning

- Welcome and Introductions

Session 5. Introduction, prisoners, criminal careers and desistance

Session 6. Best practices needs, strengths and risk

Lunch break

Afternoon

Session 7. Development of human capital: pro social modelling, skill practice, communication and participation in structured programming

Session 8. Development of social capital: Engaging offenders' family in the re-integration process

Review and evaluations

Required materials:

- Flipchart and Easel
- Paper, pens for exercises
- Power point slides etc.
- Written copies
- Hand-outs

SESSION 5. INTRODUCTION, PRISONERS, CRIMINAL CAREERS AND DESISTANCE

Objective: At the end of this session participants will:

- Be aware of background characteristics of prisoners (20 minutes)
- Be familiar with the concept of criminal careers and desistance (55 minutes)

Key ingredients of sentence-planning: introduction and overview

Understanding why we need sentence-planning in prisons is one step.

In the sessions of Day Two we take a second step of understanding what we should do to let sentence-planning effectively contribute to the aim of promoting the personal reform and social rehabilitation of prisoners. This ‘what’ aspect encompasses the content or key ingredients of sentence-planning.

Key ingredients encompass the personal and environmental factors related to the offending behaviour of the prisoner. These factors must be targeted to promote change and the social rehabilitation of prisoners. Moreover, factors related to the ‘what’ of effective sentence-planning also includes the attitudes, and specific behaviours of practitioners who interact with prisoners. Attitudes and behaviours of staff can have a very important role in shaping and changing offender behaviour.

Science has a lot to tell us about the factors related to effective sentence planning. The sessions of today will highlight the most important of these factors.

First we spend some time thinking who our prisoners are and about their background characteristics.

We focus on why people develop pathways into (persistent) offending and why, sooner or later, they develop a pathway out of crime and stop with offending. This process of terminating a criminal career is also known as desistance. We will highlight the factors and concepts that are related to pathways both into and out of crime, i.e. needs, strengths and risks.

We also discuss the concepts of human and social capital which must be addressed to speed up the offender’s movement away from crime. Best practices for work with offenders will be discussed. After the lunch break we prac-

tice with aspects of human and social capital that are relevant to effective sentence-planning practice.

Background characteristics of prisoners

In this session we spend some time thinking about who our prisoners are.

TRAINERS NOTE:

This exercise is about the prison population. Who are likely to be found in prison? We will continue with a short quiz. The questions that I pose are derived from research findings about the characteristics of ex-prisoners in a North-western European country. These findings (McNeill & Whyte, 2007) correspond with the wealth of research findings into the background of prisoners of many other countries.

EXERCISE:

Who are our prisoners? (Printed hand-out)

Task: What do you think?

How many times more likely is it that prisoners compared to the general population:

1. Have been in care and received special attention by care providers as a child?
2. Have been a regular truant from school?
3. To be unemployed
4. To have a family member convicted of a criminal offence
5. To have been a young father
6. To be HIV positive?

What do you think?

How many per cent of prisoners has:

1. The writing skills of an 11 year old?
2. The numeracy skills of an 11 year old?
3. The reading skills of an 11 year old?

4. Used drugs before coming to prison?
5. Suffered from at least two mental disorders?
6. Previously attempted suicide as a male person?
7. Previously attempted suicide as a female person?

TRAINERS NOTE:

Trainer briefly collects the answers and shows the correct answers (see Appendix)
Trainer summarizes as follows: These characteristics demonstrate the serious and chronic disadvantage and social exclusion of (ex) prisoners. Moreover, these characteristics are related to their pathways into persistent offending with multiple reconvictions and detentions.

Criminal careers and desistance from crime

Let us start with some facts about the dynamics of criminal careers. It is a criminological fact that sooner or later criminal careers come to an end because offenders stop with offending or desist from a life in crime. Desistance may be defined as “the movement from the behavior of non-offending to the assumption of the role of a ‘changed person” (Maruna et al., 2004).

Sooner or later, virtually all people who commit crime will desist from crime and stop with offending. By the time they reach the age of 28 most offenders seem to stop offending (Blumstein & Cohen, 1987). Even high risk, serial offenders cease with offending often spontaneously, that is, without treatment.

It is also a criminological fact that when people desist from crime, they mostly do so without formal intervention. Very few people actually desist as a result of formal professional interventions alone. In general, offenders spend only a tiny fraction of their lives undergoing treatment. Most of the hard work involved in behavior change takes place outside therapy or other formal interventions. This suggests that in desistance from crime, a larger process of recovery is at work. Professionally driven rehabilitation, re-entry or reintegration is part or an adjunct of this larger process of recovery which includes self-restorative forces.

Let us take a look at this the natural process of desistance or recovery from a life in crime.

There is consensus in the literature that the movement away from crime and growing commitment to conformity is initiated by the experience of criminal activity or criminal solutions as less attractive.

Question: What are the reasons why offenders would stop with offending and terminate a criminal career?

TRAINERS NOTE:

Trainer asks the group to come up with and write down some reasons why an offender would stop with offending and terminate a criminal career. First individually, then start a groups discussion (20 minutes). After this exercise the trainer shows a slide with factors related to the movement away from crime.

EXERCISE: Desistance from crime

Question: Come up with some reasons why an offender would stop with offending?

Reasons:

- 1...
- 2...
- 3...
- 4...

Crime may become less attractive by:

- 1) Structurally induced events or finding new pro social interests (a partner, a child, a good job, a new vocation) that are valued by the individual because they add to the quality of life. The fact that by these attainments people have something to lose and to be guarded makes crime less attractive.
- 2) The accumulation of the legal, social, personal and moral costs of continued offending and incarceration. These costs can *deter* offenders and trigger a *change in criminal calculus* which involves a changed appraisal of the relative costs and benefits of criminal activity, including repeated incarceration.
- 3) Developmental changes that may reduce the attractiveness of criminal options by the maturing into adulthood and an increased cognitive capacity to assess the long term negative consequences of continued offending or incarceration. (Nelissen, 2011).

It is also argued that, more often than not, reaching the end state of desistance and personal reform is preceded by a so-called zig-zag process with stops and restarts in criminal activity (Piquero, 2004).

Because this zig-zag process takes far too long and leaves to many victims in its wake, it is important to speed up the natural process of desistance or recovery from a life in crime.

During the past decade we have witnessed a growth of research calling for an intervention practice that speeds up desistance from crime by working in partnership with the self-restorative forces of the natural process of desistance or recovery.

Trainers Note:

Trainer ask the group to give examples of their own practical work and experiences with detainees, which reflect the concept of desistance and the dynamic character of criminal career development.

EXERCISE:

The movement away from crime

Question: Think about examples of desisting offenders from your own practice.

1. Who do you remember? Describe offender...
2. What did you see? ...
3. What did he say? ...

Now let we take a more precise look in session six at the mechanism of change that need to be addressed to help prisoners to see desistance from a life in crime as being both desirable and possible.

Appendix: Correct answers for the Quiz

EXERCISE: Who are our prisoners?

What do you think?:

How many times more likely is it that prisoners compared to the general population:

1. Have been in care and received special attention by care providers as a child? (13 times more likely)
2. Have been a regular truant from school? (10 times more likely)
3. To be unemployed (13 times more likely)
4. To have a family member convicted of a criminal offence (2,5 times more likely)
5. To have been a young father (6 times more likely)
6. To be HIV positive? (15 times more likely)

What do you think?

How many percent of prisoners has:

1. The writing skills of an 11 year old? (80 %)
2. The numeracy skills of an 11 year old? (65%)
3. The reading skills of an 11 year old? (50 %)
4. Used drugs before coming to prison? (70%)
5. Suffered from at least two mental disorders? (70%)
6. Previously attempted suicide as a male person? (20%)
7. Previously attempted suicide as a female person? (37%)

SESSION 6. BEST PRACTICES, NEEDS, STRENGTHS AND RISK

Objective: At the end of this session participants will:

- Be familiar with the characteristics of best practices (30 minutes)
- Be familiar with the concepts of needs, strengths and risk (45 minutes)

Best practices

Best practices in terms of effective sentence-planning mean that we engage in research-based planning and delivery of (multimodal and multisystem) interventions that assist offenders in viewing desistance from crime as both desirable and possible.

Of crucial importance for this intervention process are offenders who need *motivation* to change or *want* to change, have *capacities* to be and act differently and *opportunities* (or external resources) to do so.

Also of importance are *practitioners* who need motivation, skills and opportunities to be effective in working with offenders and build an effective working alliance with the offender.

All this means that the delivery of effective interventions is organized around three components: *human capital*, *social capital* and *effective working relationships* between the practitioner and the offender.

Human capital of the offender involves:

- personal skills and capacities;
- individual motivation;
- knowledge.

By now, it is an accepted idea that the practice of merely assessing offenders as bearers of risks and of managing groups of offenders through participation in training programmes reducing their identified skill-deficits is too simplistic.

TRAINERS NOTE:

The trainer asks the group to consider the observations of a practitioner.

He invites the group to brainstorm about what this crucial aspect might be.

EXERCISE:

Observation of a practitioner

Task: What do you think that is the crucial aspect?

Observation:

"Here in this forensic clinic we treat addicted offenders with mental disorders. What we often observed in the past is that even when we successfully treated these offenders in terms of reducing their skills-deficits and, helping them to abstain from drug- and alcohol misuse, find accommodation, improve their educational/vocational skills, most of our them sooner or later relapsed in their old habits and a life in crime. We did everything that is recommended by the literature on best practices. Still, we saw many clients relapse. Apparently we forgot something that is crucial for a successful social rehabilitation of offenders. After some time we discovered this crucial aspect which, in my view, is absolutely indispensable for promoting the personal reform of these offenders."

The practitioner also said this: *"And then, after all these efforts you have a motivated client who abstains from substance abuse, shows positive behaviours, practices the right skills, has a meaningful day time activity and a place to live. But after all, he is not happy because of his isolation and loneliness. He is missing important other persons with whom he can share his new identity and way of life. After some time, we saw most of these offenders return to the margins of society; seek the company of 'old friends' or former partners in crime and relapse in their old habits."*

An important factor that influenced the relapse of these offenders is lack of social capital in terms of social isolation caused by absent or damaged social networks with pro social other persons (family, friends) who may inspire them, offer support to stay on track and consolidate change.

The offender's social capital is an important factor and resides in:

- the relationships within families and wider communities through which we achieve participation and inclusion in society.
- social circumstances and relationships with others which are both the object of the intervention and the medium through which change can be achieved.

An important conclusion is therefore that

- it is certainly not enough to build capacities for change by merely removing skill deficits.
- change also depends on building social capital in terms of *access to opportunities* to exercise capacities.

The delivery of interventions therefore, should also be organized around social capital or:

- The development of the social networks and relationships within families and wider communities that can create and support social opportunities for change (*social capital*).

It is further acknowledged in the literature that achieving enduring change is preceded by a *highly individualized process* that requires an *individualized approach* through building an effective working relationship between the offender and the practitioner.

An effective working alliance is viewed as an indispensable source of support and guidance that helps offenders:

- shape positive behaviours;
- practice skills,
- generate strengths (including motivation);
- build *social capital*.

For this reason the delivery of effective interventions should be organized around:

- The promoting of effective working relationships between correctional workers and the prisoner (Who Works).

Key dimensions of establishing an effective working alliance relate to the *quality of the interpersonal relationship* including:

- the ability of practitioners to convey empathy, respect, warmth, genuine interest and mutual understanding and agreement.

Of further importance is the *effective use of*:

- authority,
- motivational interviewing
- modelling and reinforcing pro social attitudes,
- teaching concrete problem solving skills
- advocacy/brokerage of family support and community resources

Ambivalent motivation as a recurring experience

Empirical evidence shows that although a majority of (imprisoned) offenders wants to go straight, only a minority thinks they will definitely be *able* to go straight (Burnett, 2004). Many offenders show low efficacy expectations and difficulties in generating sufficient personal agency to control their destiny. As a consequence, the personal meaning of crime as a (socially) rewarding activity remains intact and conflicts with incentives or attempts to change.

This state of *motivational ambivalence* with conflicting motivations results in offenders being stuck in a state in which they are unable to change despite shifts towards desistance and then towards persistence and back (see for instance Maruna, 2001; Farrall, 2002; Burnett, 2004; Piquero, 2004). In addition, ambivalent motivation is an abiding or recurring experience among incarcerated offenders.

Ambivalent motivation of offenders arises from opposing drives and desires or a state in which one is pulled toward two opposing goals.

Needs

On the one hand there is a desire of offenders to engage in criminal behaviour. More often than not, this desire is rooted in the personal meaning of crime as an attractive means or device to solve one's problems. The process of becoming interested and invested in criminal solutions to one's problems is linked to a background of difficulties in the satisfaction of (basic) needs (and difficulties with skills and capacities). The difficulties in need satisfaction that are associated with criminal behaviour/history are defined as *criminogenic needs* (or *risk factors*), which include problems in the following areas:

1. Accommodation
2. Employment/educational achievement and stability
3. Financial management and income
4. Relationships
5. Lifestyle and associates
6. Alcohol and drug use
7. Emotional well-being
8. Cognitive-behavioural skills (thinking and behaviour)
9. Attitudes

Criminogenic needs refer to background influences that hinder desistance from crime, e.g. they represent obstacles to personal reform. They feed into

the evaluation of crime as a positive choice.

The Risk-Need and Responsivity - Model for instance, identifies obstacles such as antisocial attitudes, antisocial associates, a history of antisocial behaviour, antisocial personality pattern, problematic circumstances at home (family, marital stressors), difficulties at work or school, problems with leisure activities and substance abuse to be specifically linked to recidivism.

TRAINER NOTE:

Have the group address and discuss specifically how these criminogenic needs might affect (re)offending behaviour. Split the group in 4 subgroups. Let every group discuss 2 needs or risk factors. How could these aspects affect offending behaviour?

EXERCISE:

How do criminogenic needs affect (re)offending?

Question: Think about the effects of the criminogenic needs below.

Group 1:

Accommodation

Employment/educational achievement and stability

Group 2:

Financial management and income

Relationships

Group 3:

Lifestyle and associates

Alcohol and drug use

Group 4:

Emotional well-being

Cognitive-behavioural skills (thinking and behaviour)

Trainer shows slide with information about the relationship between criminogenic needs and (re)-offending behaviour.

- Broken or disrupted social relationships, exclusion from school, loss of employment involve weakened social control.
- Weakened social controls leave people free to engage in anti-social acts for their own profit or pleasure;

- Unemployment, lacking qualifications and living in parents' home result in lack of resources (money) to maintain access to a (youth) subculture (money to go out with friends, buy clothes, alcohol or drugs)
- 'Life problems' such as relationships problems, violent victimisation, social isolation or problems with mental health, alcohol and drugs result in positively valued goals that are blocked, lack of positive emotions and negative feelings, which in turn lead to offending.
- Through anti-social bonds or the influence of anti-social peers offenders learn to value offending as a sociable and rewarding activity.
- Low self-control and personality traits such as aggression, not thinking, thrill-seeking predispose to anti-social behaviour.

Strengths

On the other hand, the life of most offenders is also marked by forces or *strengths* (protective, inhibitory factors) by which they are (temporarily) pulled in the direction of conformity. Strengths are situated at the individual, family and community level and refer to a resilience-perspective.

TRAINER NOTE:

Trainer asks the group to give examples of strengths that might facilitate and contribute to a law-abiding life. Stimulate the group to come up with as much ideas as possible.

EXERCISE: Strengths

Question: What strengths facilitate a law-abiding life?

Individual

...

...

Family

...

...

Community

...

For the individual, strengths encompass varied cognitive, affective, psychological, moral and behavioural capacities:

- motivation,
- self-efficacy,
- positive coping,
- practical knowledge,
- special talents,
- persistence.

For families and communities, strengths encompass:

- providing useful roles,
- facilitating meaningful relationships,
- setting valuable goals;
- facilitating a positive sense of belonging etc.

Over time, ambivalent offenders gradually succeed in resolving or reducing the (motivational) conflict between crime as an attractive (socially) rewarding activity on the one hand, and incentives or attempts to change on the other. Over the life-course criminal modes of dealing with problems are more and more devalued by offenders as *dysfunctional* and they become more and more motivated and able to overcome obstacles to change and develop their strengths or positive forces in the service of positive contributions to self, others and society.

Eventually they stop with offending or desist from crime. We can speed up this process by addressing both needs and strengths.

Risk

Risk of (re)-offending refers to a person's potential for harmful behaviour toward himself or others.

Strengths, criminogenic needs and risk of (re)-offending vary from individual to individual and group to group, for instance by age and gender. The dynamic character of criminal careers and its patterns over the life-course of offenders shows that with age, criminal behaviour and the *risk* of re-offending tends to decline.

We can assess risk by determining this potential for harmful behaviour. Risk is a function of a person's opportunities and abilities to pursue a rewarding, pro-social lifestyle (Ward & Maruna, 2007).

Assessment of risk and protective factors is carried out by (structured) clinical and actuarial methods to assess the likelihood that an offender will re-offend (Risk of reoffending) and the likelihood of possible, serious harm (Risk of harm).

The use of risk assessment in sentence –planning is in particular recommended by the Risk-Need-Responsivity Model (McGuire, 1995). This model submits that the most intensive interventions should be directed at those whose risk of re-offending is highest (high, medium-risk offenders versus low-risk offenders). It is assumed that directing more intensive interventions at high-or medium risk offenders will yield better results in terms of reducing re-offending.

Trainer note:

Introduce the following case to the group. Invite them to answer the questions below. Group discussion about the answer.

**EXERCISE:
Analyse the case**

An offender has a positive relationship with a supportive partner who discourages offending. He has a certain wish to stop with offending because he understands that by continued offending he will jeopardize his relationship with his partner. At the same time he remains emotionally attached to a deviant peer group with a lifestyle of heavy substance abuse and risky, violent behaviours during the weekends.

Questions:

How would you characterize the motivational development of the offender?

...

What are strengths that pull in the direction of conformity?

...

What are risks/ criminogenic needs that pull in the direction of continued offending?

....

Trainer summarizes

To effectively *speed up distance* from crime and promote the social rehabilitation of offenders it is important that we address the human and social capital of offenders and that practitioners build an effective working relationship with the offender. Moreover, this implies a focus on:

1. Criminogenic needs (risk factors that promote criminal behaviour or obstacles to desistance);
2. Strengths or protective (desistance) factors referring to internal resources (including motivation) and external resources that support desistance;
3. The risk of harm and reoffending;
4. Narrative subjective aspects (the story of the offenders about him/herself and his/her (future) identity).

SESSION 7. DEVELOPMENT OF HUMAN CAPITAL: PRO-SOCIAL MODELLING AND STRUCTURED PROGRAMMING

Objective: At the end of this session participants will:

- Be familiar with the concept of human capital and its development (5 minutes)
- Be familiar with the use of pro social modelling, skill practice and communication (35 minutes)
- Be familiar with the use of structured training programmes (35 minutes)

Introduction: the development of human capital

Human capital relates to the personal skills, capacities and knowledge that individuals possess and facilitate their development in terms of education, employment and other important social goods and resources.

In sentence-planning, the concept of human capital involves the development of motivation, skills, resources and qualities of the *individual* that he or she might need in achieving change and desistance.

Development of human capital in sentence-planning often occurs both in one to one contacts with a practitioner and in a group setting involving participation in a structured training programme. This session addresses the development of *skills* through 1) pro social modelling, skill practice and communication in one to one contacts with a practitioner and 2) participation in structured training programmes.

Development of human capital through pro-social modelling, skill practice and communication

Being motivated to change will not be sufficient to change. Offenders also need a *repertoire of skills* and personal resources to enable desistance.

One way to develop positive behaviours and skills is through interactions that follow from a supervisory working relationship between the practitioner and the individual. Of special importance for shaping positive behaviours is the use of social learning theory's principles.

Social learning theory asserts that people learn and adopt new behaviours through positive and negative reinforcement, observation and skill practice.

- Positive and negative reinforcement involves the rewards and sanctions (expressing dissatisfaction) that shape human behaviour;
- When trying to change behaviour: positive reinforcement should be applied more frequently than negative reinforcement;
- Offenders have long histories of negative reinforcement: they are more or less insensitive to the pain of sanctions;
- Offenders are more likely to repeat behaviours and attitudes that are recognized, acknowledged and affirmed;
- A ratio of 4 positive reinforcements for every negative reinforcement.
- This formula enhances offenders' motivation to continue exhibiting pro-social behaviours.

Positive reinforcement does not have to be costly or difficult to administer.

TRAINER NOTE:

Trainer asks the group to reflect on ways to reward and affirm pro-social behaviour.

Trainer summarizes the responses with examples of strategies of reward and affirms:

- Words of praise;
- Assignment of tasks that demonstrates confidence in the individual's abilities and level of responsibility;
- A token of appreciation (certificate, written note);
- Praise in public;
- Reduced drug testing and more desirable working assignments.

Failure to express dissatisfaction/disapproval when anti-social behaviours/attitudes are exhibited may convey implicit approval of these behaviours

Effective responses to offenders' non-compliant behaviours include:

- Knowledge of offenders of what behaviours are desired and not desired;
- Clear consequences of negative behaviours;
- Timely responses to link the behaviour to the response;

- Responses should not be harsh or more punitive than necessary;
- Fair and equitable responses

Role modelling, skill practice, rapport and communication

- Role modelling: learning through observation of the behaviours of correction professionals;
- Insight alone is not enough to change behaviour: learning new ways to behave also occurs through *skill practice*;
- Practicing new ways of responding to situations also generates new ways of thinking about these situations;
- Skill practice: observing others, practicing new behaviours, receiving feedback and continual improvement;
- Skills to build rapport in terms of trust between staff and offenders;
- Trust is built upon genuine interest, sincere and effective communication/ action, a meaningful working alliance with directive, structured, solution focused and non-blaming responses.

Development of human capital through structured training programmes

Another way to develop positive behaviours and skills is through participation of offenders in structured training programmes.

Effective structured programmes share some common elements such as targeting criminogenic needs, intervening with a duration and intensity appropriate to risk level, responding to unique traits of offenders and implementing programming with integrity (based on sound cognitive behavioural, and social learning theory, appropriate delivery, etc.). Adult programs that reduce recidivism involve:

- vocational and general education in prisons;
- cognitive behavioural therapy in prison/community (problem solving, self-management, anger management, coping skills, conflict management, communication skills, recognize risky thinking and feeling, alternative identity/ thinking patterns);
- reduction of association with anti-social others;
- life style factors;
- drug treatment in the community;
- intensive supervision combined with treatment.

Example from the Netherlands: the Method of “Giving up Crime”

The Method of Giving up Crime (Nelissen & Schreurs, 2008) is an evidence-based method that has been successfully implemented in all Dutch Prisons. It refers in particular to the finding that in pathways out of crime, offenders’ *motivational self-regulation* and a process of *intentional self-change* are powerful determinants of improvement and recovery. The method of Giving up Crime’s aim is to speed up this process of intentional self-change.

Development of intentional self-change includes offenders’ own capacity and self-activity or *human agency*. Human agency in pathways out of crime involves an active, individual pursuit including the gradual discovery of one’s own good reasons to change, goal-setting and transformative actions. Mostly, successful desistance requires *personal agency* and hard work in terms of self-motivation, self-generated activity and self-recovery that occurs in part *outside* therapy or other formal interventions (Maruna & Immarigeon, 2004; Gideon, 2011).

The method of Giving up Crime addresses these factors by using a workbook with a lot of exercises and assignments. In combination with training, the workbook is used as a technique to generate prisoners’ self-motivation and self-change. Giving up Crime is carried out *in collaboration* and dialogue with a trainer and/or others members of the staff (including the mentoring prison officer). By the workbook and its framework, ‘*the ownership*’ of the change-process is, almost literally, given back to offenders. The workbook not only assists prisoners in discovering and steering the power of *self-directed learning* toward the mobilization of personal agency and autonomous motivation for change. It also motivates them to utilize and tailor what *outer* resources (therapy, training of (risk-related) skill-deficits, education, employment and social support by significant others and/or services) provide to address their problems. Outer resources become yet other resources that motivated clients utilize to mobilize personal agency in the service of positive contributions, to self, others and society.

How intentional self-change is initiated

- Swinging motivational ambivalence in the direction of desistance. This is done by inviting detainees to find out for themselves what exactly the costs and gains of their life in crime are (the use of a decisional balance sheet);
- In order to help offenders to see crime as dysfunctional and devalue action outcomes related to the satisfaction of short-term immediate emotional well-being by criminal solutions, they are invited to focus on the lived experience of their criminal involvement. This involves life review of the present in terms of the current situation of imprisonment and review

of the past in terms of problems in living, unsatisfied needs and events leading to current criminal solutions and arrest;

- Next, offenders are introduced to the concept of identity and they are assisted in becoming aware of the notion of ‘a real me’ or ‘true self’;
- The ‘real me’ is connected to the discovery of personally meaningful life goals that have high relative value to the individual and involve his/her own good reasons to abandon a life in crime and to approach a life in which commitment to a stable conformist identity and behavior is supported by positive contributions to self, others and society;
- Becoming aware of obstacles and strengths that may either block or promote the attainment of valued life-goals and developing clear and realistic expectations about what behavior change can do for the person, is also an important feature of the phase of initiation of self-change;
- Initiating self-change also involves the development of a plan and strategy to implement the desired end-state of a crime-free life sustained by positive contributions to self, others and society.

How intentional self-change is implemented and maintained

Implementation of intentional self-change involves enacting on intentions and plans by the use of the workbook that also enables prisoners to engage in self-directed learning and self-activity through multiple exercises and assignments. Implementation involves:

- Building domain specific competencies to achieve positive contributions to self, others and society. This involves engaging in self-activity and self-directed learning aimed at the execution of necessary and productive actions on the life domains of accommodation, relationships with significant others, physical and mental health, education/employment, financial matters and balance in life.
- Self-directed learning leads to further enhancing awareness of strengths and obstacles in these domains.
- Self-activity on life domains enables offenders to further experience success which, in its turn, improves self-efficacy in terms of expectancies that (a) specific actions will bring the individual closer to a better life and (b) one is capable of identifying, organizing, initiating, and executing courses of action that will bring about the desired end state.
- Implementation of intentional self-change also includes self-activity aimed at connecting with relevant networks of social support and aftercare. Especially

a supportive context with opportunities to build social capital in terms of giving back to others/society and informal help, social support and social control is considered a critical factor in the movement away from crime.

- Maintenance of self-change: involves the use of relapse prevention techniques which contributes to risk reduction.

Here are two examples of exercises of the workbook

So almost naturally, everyone is a member of a network. Detention however may damage your social networks and result in disturbed relationships and broken contacts. Therefore, in this chapter we scrutinize your social network. If later on you are released, it is important that you do not have to do everything alone without the support and interactions of a social network.

EXERCISE: Good contacts

Who belongs to your network? Who supports you? Do you think they really want to support you? How can you make contact with these persons already now to see if they are willing to help you if necessary?

Write down the names and annotate what they could possibly do for you.

Family

Name, relationship	What could they do for you?	How to make contact (again)?
Peter, brother (Example)	Help me with odd jobs	Calling the person as soon as possible

(Also for friends, colleagues, neighbours...)

EXERCISE: What do I offer?

What can you do for others? As an example, you can start with writing down the things you have done for others in the past.

What have you done?	For whom?
<i>Example:</i> I often let out the neighbour's dog when they were on vacation.	Neighbours

SESSION 8. DEVELOPMENT OF SOCIAL CAPITAL: ENGAGING OFFENDERS' FAMILY IN THE RE-INTEGRATION PROCESS

Objective: At the end of this session participants will:

- Be familiar with the concept of social capital and its development (10 minutes)
- Be aware of the impact of incarceration on the family (10 minutes)
- Be familiar with the role of the family as a resource for enhancing re-entry efforts (20-30 minutes)
- Be familiar with strategies to engage families in the reintegration process (30 minutes)

Development of social capital

Essentially, social capital is about the social networks and relationships within families and wider communities that can create opportunities for change. The literature, for example shows the important role of relationships with family and attachment or access to the labour force in the process of desistance and the movement away from a life in crime. Also generativity or a growing need to be of significance to others and give back to society and produce something that will outlive the self and benefit the next generation, tends to make continuation of criminality pointless or too risky.

In the literature the concept of social capital is refined by distinguishing three types of social capital: bonding, linking and bridging social capital.

Bonding social capital denotes ties between people in similar circumstances: families, close friends and neighbours. Families include the family of origin (parents and siblings) and the family of formation (spouses, partners, and children). Ties in terms of bonding social capital are strong and serve both expressive and instrumental purposes.

Bridging social capital includes more distant social ties: acquaintances, loose friendships, relations with colleagues. These ties are weaker and serve mainly instrumental purposes (for instance job-seeking).

Linking social capital involves connections with people unlike ourselves placed in dissimilar social situations. These connections allow access to a much wider range of resources, external to our own immediate social environment.

Relationships between offenders and their families as a form of bonding social capital are often damaged during the course of a criminal career and may be in need of repair. And, even when their relationships with their families are positive and strong, the resources that they offer are restricted because more often than not, also these families struggle with multiple problems. In addition, the ties to 'old friends' with a criminal lifestyle may be stronger and obstruct desistance.

Research shows that, although for many offenders the social capital needed in accessing new opportunities, new identities and social mobility is limited, assisting offenders in developing stronger relationships with families and participation in constructive, creative activities (work, paid employment, civic volunteering) is worthwhile. Evidence-based services that target the development of social capital can significantly contribute to desistance. In addition, these findings point to the importance of wider strategic priorities such as to prepare and engage communities and the wider social context in the service of enhancing the social capital of (ex)-offenders.

Engaging offenders' family in the re-integration process

TRAINERS NOTE:

Ask the group to brainstorm about the impact of incarceration on the family.

EXERCISE: Impact on families

Task: answer the following questions..

What is the impact of incarceration on the family? ...

What is the role of the family during re-entry of the ex-prisoner? ...

From research we know that strategies targeting stronger relationships between offenders and their families correlate with better offender outcomes. Corrections agencies and their partners therefore, are becoming increasingly interested in the role families can play in promoting successful reintegration of prisoners.

The impact of incarceration on families

- Families experience significant losses during a family member's incarceration: loss of wage-earning household members, parenting partners, sources of emotional support;
- Losses extend beyond the period of incarceration: stigmatization and social inclusion after release may also impact other family members;
- Impacts on children of parental incarceration: trauma, anxiety, shame guilt and fear.
- Impact of parental incarceration is another challenge to overcome when growing up in difficult environments (poverty, drug abuse, family violence, etc.);
- Incarcerated fathers and mothers are impaired and limited in their ability to effectively fill their roles as caregivers, providers, teachers, supporters and role models;
- Also the organizational context of imprisonment produces barriers to stay in touch with family members (geographical distance, visiting regulations and conditions, visitation, etc.);
- Impacts on the family and the ex-prisoner return home: experiencing a sense of strain related to limited resources to offer support, relationship problems, changes in the family dynamic, feelings of fear for relapse of the offender, taking up new responsibilities as a result of the offenders' criminal justice status (compliance to parole conditions).

The role of families as a resource for enhancing re-entry efforts

At initial re-entry shortly after release:

- Families are the major provider for housing for offenders upon release
- Families are the most common source of financial support
- Many offenders use family and friends to find a job
- Offenders rely heavily on their family for transportation needs
- Family members take over responsibilities for child rearing in the absence of the offender
- Family members offer emotional support during a stressful transition period
- Family support helps ex-offenders to stay on track and avoid reoffending

Intermediate and long term re-entry outcomes in terms of overcoming an addiction, finding employment and reduced reoffending are related to

- The real and perceived positive support of family members
- More contact with their families while incarcerated
- Completion of a Multi- Family Group intervention
- Whether ex-prisoners felt loved by, close to and supported by family members.

TRAINER NOTE:

Ask the group to reflect on strategies to engage families in the reintegration process.

EXERCISE:

Strategies to engage family members

Task: answer the following questions.

What are strategies to engage families during the incarceration phase?

What are strategies to engage families shortly before release (transition phase)?

Strategies to engage families during the incarceration phase

These strategies include:

- Assessment domains about family, pro-social supports and offender strengths
- The use of information about offenders' family support / life and its relationship with criminogenic needs (anti-social peers, family conflict, anti-social values) in the development of a case plan;
- Reinforcement of positive family ties; encourage offenders to maintain and restore contact with family and other members of the social network;
- Coaching and guiding of incarcerated parents with their concerns, and responsibilities for child rearing; arrange visits from their children;

- Development of an agency policy that recognizes a family-focused approach by facilitating optimal family visitation in prison and, informing and encouraging families to stay engaged with their confined family member.

Strategies to engage families during the transition phase

These strategies include:

- Development of partnerships with other relevant service and care providers to ensure continuity-of-care in family matters;
- Enhanced commitment of family members in the case-planning process;
- The use of classes or resources to help prepare family members for the changes that will occur when the offender returns to the community;
- The use of parenting classes for offenders.

Strategies to engage families during the community phase

These strategies include:

- Targeting efforts to engage families;
- Review of case plans and assessment domains about current family strengths to determine how families might assist in promoting desistance from crime;
- Exploration of potential sources of support to strengthen offenders' case plans;
- Conduct sessions for offenders and their families emphasizing the importance of family support to successful re-entry, answer questions, and address any concerns;
- Reinforce offenders' positive relationships with family members and other pro-social supports.

Review and Evaluation of Day Two

Trainer note: ask the group about their opinion of the second day.

Questions:

What was positive?

What needs improvement?

What needs more elaboration?

Remarks for the trainer; suggestions.
Remarks about the group atmosphere.

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DAY THREE

How is the process of sentence-planning carried out?

PROGRAMME

Morning

- Welcome and Introductions

Session 9. The process of sentence-planning: overview, initial stages of engagement and assessment

Session 10. The preparation and implementation of a Sentence-plan

Lunch break

Afternoon

Session 11. Interviewing, reporting and writing skills

Session 12. Collaborative approach of Motivational Interviewing

Review and evaluations

Required materials:

- Flipchart and Easel.
- Paper, pens for exercises.
- Power point slides etc.
- Written copies
- Hand-outs

SESSION 9. THE PROCESS OF SENTENCE-PLANNING: OVERVIEW, INITIAL STAGES OF ENGAGEMENT AND ASSESSMENT

Objective: By the end of this session participants will:

- Be familiar with the process of sentence-planning (20 minutes)
- Be familiar with the initial stages of engagement and assessment (55 minutes)

Introduction

At day three of the training we discuss the ‘how’ of the process of sentence-planning. We start with a brief overview of the sentence-planning process. Next we focus on skills that are relevant to carry out assessment, an interview, preparation of a sentence plan, writing, reporting and ensuring that sentence-planning is delivered in the intended manner.

Overview of sentence planning as a management, supervisory and administrative process

Sentence planning can be divided in three processes: a *management, supervisory and administrative process*.

Supervision involves the formation and maintenance of a trusting working relationship with the offender. The supervisor offers encouragement, support, coaching, and he/she models pro-social behaviour. Motivating the detainee to both co-operate and to change is a key feature of the day-to-day and face-to-face tasks and activities of supervision.

The sentence plan is turned into reality through the *supervisory process*.

Sentence planning is bound up in a complex *administrative process*. Reliable administration is required if all of the objectives of sentence-planning are to be met.

The literature indicates that continuity of contact with one lead person and a small team of other staff is essential to building confidence and rapport with the offender. Thus it is wise to combine both the management-process and supervisory process in one role performed by a case manager who carries out *the management-process* by performing case management tasks.

In a nut-shell, *the management process* of sentence –planning involves the following tasks:

Engage - Assess - Sentence Plan – Implement – Review - Evaluate

Engaging prisoners in a change process involves the offer of an interesting intervention with a content that makes sense to offenders.

The assessment process starts with gathering information, from different sources, including from the own prison organisation, including from the offender him/herself, and including from other external parties/providers.

Empirically based assessment also involves the development of a view on risks, the reasons for the offending behaviour (criminogenic needs) and of the available resources within and around the prisoner (desistance factors).

The sentence plan (or Case Plan) is formulated by setting the assessments alongside 1) the requirements of the sentence (or other legal requirements); 2) applicable policies and priorities and 3) the resources available.

In the Sentence Plan you may find information about the selected targets, activities and programme-based interventions, temporary release for home and resettlement leave, the movement from a closed setting into a (semi)-open setting, conditional release and relevant information of external partners about the detainee.

The scope of the plan may span the institutional phase (pre-release planning), a transitional phase shortly before and after release, and a post-release phase during which external partners will take over the implementation of the plan.

Ensuring the **implementation of the sentence plan** requires the setting in place of the arrangements for its implementation. This is a task for the case-manager who has overall responsibility for the detainee/sentence in question. The concept of case management refers in general to the role, tasks and skills of one lead person who is responsible for deciding how the organisation will go about meeting its objectives to a single service user (Mc Neill & White, 2007).

Review involves comparing the view on new, incoming information to the current assessment and plan. Main objective of review is to check that assessment and the plan are still relevant or should be revised.

Evaluation is targeted at gathering evidence –based knowledge about both the functioning and effectiveness of sentence-planning.

Sentence-planning: relevant actors

The process of sentence-planning starts at day one of the period of imprisonment. From that moment on a process of gathering information about the prisoner and decision-making is initiated. A range of actors is involved in this process of fact-finding and decision-making and the case-manager as a lead person must collaborate with these other actors to carry out the management-process.

TRAINERS NOTE:

Trainers ask the group to identify the range of other actors who contribute to the process of sentence-planning in a prison and why their contributions are of importance. Trainer elicits responses that start with the admission phase and the following period.

EXERCISE:

Actors involved in the sentence planning process

Question: what actors are involved in the sentence planning process?

- 1...
- 2...
- 3...
- 4...
- 5...

Relevant actors who must perform fact-finding and reporting tasks during the first month of the detention period.

1. Nurse (fact-finding first 24 hours)
2. Psychologist (fact-finding first week)
3. Personal or Mentoring Prison Officer (fact-finding first 24 hours)
4. Case manager (fact-finding first week)
5. Administrative assistant (fact-finding first week)
6. Teacher
7. Officer of the local prison industries
8. Trainer

9. Head of Department of the detainee 's prison unit (first week)
10. Other members of the Senior Staff.

On a regular (weekly) basis these actors participate in and report for instance, to a Multi-Disciplinary Round Table meeting of the prison wing where the detainee stays. The Head of the Department of this wing holds the chair of the meeting.

Engage (ambivalent) offenders in the change process: ensure that your rehabilitation offer is interesting and makes sense to offenders!

TRAINERS NOTE:

Ask the group members to think about the case below and answer the two questions.

**EXERCISE:
what motivates or demotivates a detainee?**

Task

Now, imagine for a moment that you are a detainee with an awful lot of problems. On the one hand you have a certain wish to stop offending, on the other hand however, you are rather fatalistic and don't think that you would definitely be able to desist. Nevertheless you decide to give it a chance and make use of the possibility to participate in a rehabilitation programme guided by correctional practitioners from the prison.

Question: By what kind of message from the side of the correctional practitioners about the purpose of your participation in this programme, you would become more curious about what change could mean for you?

...

Question: What kind of message about the purpose of participation would achieve the opposite effect, i.e., produce certain distaste for participation in such programmes?

...

...

When you interview prisoners and probationers about the possibility of change they mostly talk about going straight, self-change, recovery. None will tell you that they need to be rehabilitated or assisted in reducing their risk of reoffending. Moreover the literature shows that prisoners and probationers are in particular resistant to treatments that try to compel them to change for the benefit of others (“the community who wants to feel safe”). In this type of treatment, the rehabilitation client is not the real focus of the intervention, only his outward risky behaviour is the problem to be managed. The offender is a problem to be managed rather than a person in need of advice, guidance and assistance and also a key resource in the change process. Instead of as a source of solution to his/her problems, the client and his deficits are seen as the source of a problem that can only be fixed by experts.

This type of compelled treatment is not about helping clients to find their own good reasons for change and getting access to the possibility of their living a better life. Treatment of this kind is ‘done to’ or “prescribed” for passive participants. As a result, this approach fails to engage and empower them. Empowerment is a crucial aspect because in the end the development of a strong sense of self-direction, self-control and self-efficacy is essential for successful outcomes. Rehabilitation options offered to prisoners therefore, must make sense to prisoners in terms of the possibility of finding attractive alternatives to a life in crime. Otherwise there is little chance that individuals will gain anything useful from correctional workers’ well-intentioned efforts.

Assessment: ensure a research-based assessment practice targeted at gathering relevant information

The assessment process starts with gathering information, from different sources, including from the own prison organisation, including from the offender him/herself, and including from other external parties/providers. The gathered information refers to the areas of:

1. Legal requirements
2. Safety and security issues related to the offenders imprisonment;
3. Criminogenic needs (factors related to re-offending)
4. Strengths (factors in support of desistance: resources, including motivation)
5. Risk of harm and reoffending

Assessment encompasses much more than the mere skill of finding relevant information in a structured way through empirically –based assessment instruments (questionnaires).

Assessment requires the development of clear understandings both of the reasons for the offending behaviour (criminogenic needs) and of the available resources within and around the prisoner (desistance factors).

Of particular importance is the development, on the basis of the best available research, of a small, individualized theory or strategy for change that both the practitioner and the offender think might best promote the reduction of reoffending in this particular situation.

To develop such an individualized strategy or theory of change requires the *forming of a view* about what the gathered information means in terms of the prisoner’s readiness for change, sources of motivation, factors that either obstruct or facilitate change, testable theories of change and the objectives of the organization.

In forming this view, the practitioner also considers and analyses the current situation in terms of the influence of other persons or groups in the direct environment of the prisoner, his/her norms and values and the story or the narratives that the prisoner tells about his/her personal situation.

A major goal for instance is to find, in partnership with the prisoner, his/her *own good reasons for change* and identify positive qualities that might contribute to change.

The results of assessment are summarized in an *assessment report*.

The trainer poses the following question: *why is it important to carry out the assessment in dialogue and collaborative partnership with the prisoner?*

Question / answer - assessment

Trainer summarizes and highlights the importance of creating a relationship of sufficient trust. Trust is important to gather reliable and accurate information about risks and to ensure that at the end of the assessment process the prisoner *considers change at its least as relevant, appropriate and viable*.

TRAINERS NOTE:

Trainer hands out cards with a text about four criminogenic needs out of multiple criminogenic needs of a client. Trainer asks four subgroups to determine the level of risk in the area in question (low, medium or high risk). Trainer also asks

the groups to identify strengths. Trainer writes down the answers and compares them with the actuarial assessment outcomes or actual risk profile of this client (written copy Appendix 1). He also discusses the strengths.

EXERCISE:

How accurate are you in assessing risk?

Life domain 1

John is known as a frequent offender. Most of his offences are committed in companionship with others. It seems to be easy for those others to engage John in their criminal activities. They seduce John into crime by offering him in advance a part of the gains of their criminal activities. John cannot explain very well why he seeks the companionship of these 'friends'. He thinks that he is easily lured by other people. Outside the small group of criminal associates he has practically no other friends. John says that he has only one good friend with a pro-social non-criminal lifestyle and who never had police contacts. John has difficulties in understanding the effect of his contacts with criminal 'friends' on his behaviour and life.

Behaviour change requires that John will sever his contact with criminal associates and build up a pro social network.

Question: What is the risk of reoffending in this life-area? Low / Medium / High

What are possible strengths?

...

Life domain 2

John has completed primary school for children with special needs. He left secondary school after one year. During this year he had some experience with work as a builder, but he lost this placement because of not being able to comply with the regulations. Next, he had some temporary jobs mostly in the catering service. In the past years he was unemployed and got a social welfare payment because of his reduced mental capacities. At this moment he has no meaningful day time activities. John expresses a need for help with finding meaningful activities.

Question: What is the risk of reoffending in this life-area? Low / Medium / High

What are possible strengths?

...

Life domain 3

During his life, John has permanently lived with his foster parents. He has never lived on his own. His parents are reluctant to give him shelter after he will be released from detention. John however, thinks that he can stay with them until he has found a room for his own. The frequent visits by the police at his parent's home have had a negative influence on his relationship with his parents. Because of his troubles with the police they forced him to leave home. Therefore, he stayed some time in an asylum.

Question: What is the risk of reoffending in this life-area? Low / Medium / High

What are possible strengths?

...

Life domain 4

John finds it difficult to deal with social situations. He has problems with reacting in an assertive way. He often reacts with impulsivity which tends to worsen his situation. He has little problem awareness. Now he seems to realize that his behaviour brings him into trouble. He also understands that he lacks the skills to cope with challenging events/situations. His poor problem-solving skills will be of permanent concern because of his reduced mental capacities.

Johns says that he has grown older and wiser and that he wants a future life without criminality and with a job, a partner and children. But, he does not know how to achieve these life goals.

Question: What is the risk of reoffending in this life-area? Low / Medium / High

What are possible strengths?

...

SESSION 10. THE PREPARATION AND IMPLEMENTATION OF A SENTENCE-PLAN

Objective: By the end of this session participants will:

- Be familiar with the preparation of a sentence plan (35 minutes)
- Be familiar with the implementation of a sentence plan and the concept of case-management (35 minutes)

The preparation of a sentence plan

A (draft) sentence plan is formulated by setting the assessments alongside 1) the requirements of the sentence (or other legal requirements); 2) applicable policies and priorities and 3) the resources available.

An adequate sentence plan is characterized by balance between volition (wanting to change), ability to change and, practical realistic possibilities/opportunities.

Next it is decided who is to do what and when in order to achieve all the objectives applicable to the case. In the Sentence Plan you may find information about the selected goals, activities and programme-based interventions, temporary release for home and resettlement leave, the movement from a closed setting into a (semi)-open setting, conditional release and relevant information of external partners about the detainee.

In a sentence-plan *control based approaches* that follow from short-term surveillance and risk-reduction considerations or requirements, are best combined with change based approaches. Control-based strategies target the avoidance of re-offending in the short term mainly through the use of threats and rewards, incentives). They last only as long as the control is sustained. It is of importance therefore, to complement control-based strategies with *change-based strategies* that focus on lasting change through promoting approach goals targeted at offenders' positive contributions to self, others and society.

The *scope of the plan* may span the institutional phase (pre-release planning), a transitional phase shortly before and after release, and a post-release phase during which external partners will take over the implementation of the plan.

In the case of longer sentences the details of the latter stages of the plan will need to be developed as the sentence progresses. Bigger challenges and large achievements should be broken into more manageable smaller objectives and concrete steps.

The *plan may need to be re-shaped* as a result of changes in the attitudes/behaviour of the detainee, circumstances or risk factors.

It is very important to *engage the detainee as an “active collaborator”* in the process of setting objectives, planning and implementation of the plan.

Also the *allocation of resources* of the own organisation and those of relevant other parties or local strategic partnerships is an important feature of sentence-planning. The resources and the level of services (intensity, length, dosage) should be matched to the individual characteristics of offenders (level of risk, needs, strengths, responsivity). Resources in terms of participation in structured programs should preferably use cognitive behavioural techniques.

Trainer explains that the preparation of a sentence-plan always involves a structured approach.

In the first place you should report the assessment findings. This assessment report contains information from various sources such as the client who is interviewed with the aid of an empirically based assessment instrument, files, reports, and other sources.

The trainer should say that with this assessment report the case-manager develops, on the basis of the best available research, a small, individualized theory or strategy for change that both the practitioner and the offender think might best promote rehabilitation and reduction of reoffending in this particular situation.

Next, the trainer should say that this view is translated in a sentence plan with:

- an ultimate goal;
- steps to be taken;
- goals to achieve by these steps;
- resources to be allocated;
- a time schedule;
- an implementation plan (who does what and when).

To give an impression of this structured approach the trainer hands out three copies of an example of an assessment report, a sentence plan and a part of a sentence plan. (*Written copies see Appendix 2, 3 and 4*).

He/she discusses the structure and content.

EXERCISE: Goals and steps of a sentence plan

Case

Peter shows a cooperative attitude during assessment. He expresses a certain wish to change his life and live a law-abiding, crime-free life. He also expresses a need for help because he realizes that he is not very well able to achieve this ultimate goal.

Peter's difficulties to effectively self-regulate in the service of change, his lack of problem insight and limited cognitive capacity to assess the long term negative consequences of his behavior, pose a serious barrier to be able to stop with offending. He has a tendency to underestimate his problems. He thinks for instance that once he has tackled the problem of his boredom and lacking meaningful day time activities, he will be able to stop with reoffending. He underestimates for instance his daily and frequent use of soft drugs as a major cause for his lack of money, financial problems and attraction to crime. He supposes that after his release he can return home and stay with his parents. Because of his criminal, troublesome life style, his parents want him to live on his own, while obviously Peter's current capacities for achieving independency and self-reliance are limited. Probably, also in the future his 'criminal friends' will continue exerting pressure on Peter who will have problems to resist these pressures. He has problems with reacting in an assertive, and effective, solution focused way in complex situations of adversity and threat. In these situations, Peter tends to react with impulsivity.

Question: What is the ultimate goal of the sentence plan for Peter?

...

Question: What are the steps to be taken?

...

Question: What goals are related to these steps?

...

Ensuring the implementation of the Sentence Plan: the importance of case-management

Implementation of multimodal interventions and complex plans require the setting in place of the arrangements for its implementation by the case-management method.

This method is carried out by the case-manager who has overall responsibility for the detainee/sentence in question. The case-manager is also the person who is responsible for the assessment process, the drawing up of the sentence- or case plan. The case manager task of 'brokerage' involves the process of securing and deploying the right services and securing access to relevant facilities.

The case-manager cooperates within a multidisciplinary team of professionals from both the prison organisation and from external organisations with knowledge of and responsibility for the same offender.

An important task of the team is to plan and monitor the process of through care and progress.

Monitoring progress requires that reliable and timely information flows are set up between the case-manager and all the other professionals working with the offender.

TRAINERS NOTE:

Trainer ask the group to imagine that they are a case-manager in a prison and encourages the group to brainstorm and on key features of this role. What would you view as of importance for and do in this role as a case-manager?

Exercise - the role of the case-manager

The literature (McNeill & White, 2007) suggests that the task of implementing interventions so as to promote and sustain desistance is not an administrative one. It is in particular a therapeutic one with the role of the case-manager as an active part of the change-process rather than a coordinator of services. Trainer shows a slide with a short description of the 5C's.

Consistency

- Is a vital ingredient of seamless service delivery
- Allows the worker to promote and reinforce effective learning
- Learning occurs by providing opportunities to exercise new skills
- Is an essential element of a positive working relationship
- Therefore it supports and enhances motivation for change

Continuity

- Continuity across all phases and aspects of the intervention

- Ensures that the offender experiences supervision as an integrated holistic process
- Key part of integration: provision of one stable and supportive relationship throughout the supervision experience

Consolidation

- Consolidation of the learning
- Is achieved when the case-manager allows the offender to reflect upon the learning produced during the supervisory process
- Also requires accessing opportunities for community reintegration where strengths can be employed and confirmed

Commitment

- Commitment of the case-manager to the offender
- Commitment to the supervisory process
- Commitment promotes desistance

Compliance management

- Promoting the enforcement and preventing the offender's breach of rules imposed by the criminal justice system.

SESSION 11. INTERVIEWING, REPORTING AND WRITING SKILLS

Objective: By the end of this session participants will:

- Be familiar with the interviewing technique (20 minutes)
- Know what elements to include in a report. (15 minutes)
- Be able to conduct a brief interview with a detainee and write a brief report about the results (40 minutes).

Interviewing skills

Assessment tasks imply the use of (semi)-structured questionnaires with open and closed questions to be administered by a case-manager/ interviewer and answered by a client/interviewee. Obviously, assessment activities require interviewing skills. These skills are pivotal because they influence the accuracy, consistency and reliability of the assessment process.

An interview is a systematic way of gaining information derived from the statements of an interviewee. Essentially, an interview is a guided dialogue to gain information and includes the aid of an interview guide. As an interviewer you must perform three important steps:

8. Preparation: produce an interview schedule and interview guides
9. Execution: conduct the interview
10. Review: write up the interview notes

Preparation involves questions like who you are going to interview, why, when and where. It also includes the questions you are going to ask.

The execution of an interview involves:

- The use of guidelines for structuring an interview
- Ensuring task-oriented and social-emotional control of the interview
- The introduction of the interview: build rapport with the interviewee
- Asking questions in an appropriate, neutral way
- Evaluating responses
- Eliciting more useful responses if necessary: probe questioning

Review includes the use of interview notes of the results obtained and information found.

TRAINER NOTE:

Ask the group to prepare an interview with a detainee in couples. Write down important elements/ characteristics of the introduction and the interview questions.

**EXERCISE:
preparation of an interview**

Task: Prepare an interview with a detainee who has just arrived in prison. What should you do to effectively introduce the interview to the detainee?

...

What is important for the way you ask your interview questions?

...

...

What is important for the way you evaluate responses?

...

Instructions for preparing and conducting an interview

- Ensure appropriate material conditions for carrying out the interview and conditions that put the interviewee at ease
- Ask the interviewee if they agree to you taking notes
- Be aware of your verbal and non-verbal communication; use your communication to reassure the interviewee that you are listening
- Introduce yourself and provide clear information about the purpose of the interview, the agency that initiated the interview, the conditions regarding consent, anonymity and confidentiality
- Allow the interviewee to ask questions
- Confirm the timeframe

- Use open and closed questions that are formulated in an appropriate, neutral way, without influencing the reactions of the respondent
- Adjust your style to suit a nervous interviewee, non-talker, the angry hostile interviewee
- Evaluate responses on validity (social desirability of responses), completeness, clarity and usefulness
- When responses lack usefulness, elicit more useful responses by probe questioning and the use of specific remarks or questions: I don't understand what you mean; Can you be more specific about this? Is that all? How does that happen? Why did you do this? etc.

TRAINER NOTE:

Ask the couples to improve their interview preparation, with the above instructions.

Reporting and writing skills: write a short report

The format for a brief report has usually 4 parts.

- 1) Summary
- 2) Introduction
- 3) Body (main contents)
- 4) Conclusion

Summary: Summarize the report without giving the details.

Introduction: Write the context of the idea or task and, who is involved, so the reader can know what is going on.

Give information about the task you carried out and its subject and purpose. Use short uncomplicated sentences.

Body: The main content includes a description of the facts you have found. More complex sentences are acceptable in the body of the communication.

Conclusion: conclude what this means in the light of the problem or phenomenon you examined.

Of further importance is being aware of your audience and the selected writing style.

Consider to whom the written communication is being directed and what type of position this reader(s) hold. Your communication must be shaped to make it most effective for the audience. Writing style includes four primary elements.

1. Vocabulary: choice of words (appropriate spelling, write in a style that comes naturally)
2. Message clarity: the conciseness of the message (avoid overwriting, avoid overstating an idea)
3. Tone: the writer's attitude towards the subject (identify which tone is appropriate, for instance a formal or informal tone)
4. Organization: the flow of thoughts and ideas or the way you work from a suitable design and a writing process that matches your individual style and circumstances.
5. Conduct an interview and write a short report about your findings.

TRAINERS NOTE:

Ask the couples to practice an interview. One will be the interviewer and the other is the interviewee. The interviewee takes the role of a detainee who has just arrived in prison and has a first interview with his mentoring prison officer. Take one of the life domains: accommodation, employment, financial matters, social relations alcohol or drug use etc., prepare the introduction and questions on the chosen life domain, conduct the interview and write a short report.

EXERCISE: Interview a detainee

Task: take the role of interviewer or interviewee

Prepare the introduction and questions on one life domain and conduct a 5 minutes interview with the detainee.

Take notes during the interview.

Afterwards, discuss how the interview went.

Write a short report about the results.

SESSION 12. THE COLLABORATIVE APPROACH OF MOTIVATIONAL INTERVIEWING OF A SENTENCED PERSON (INPUT OF NATIONAL WG MEMBERS)

Objective: By the end of this session participants will:

- Be familiar with the principles of Motivational Interviewing (30 minutes)
- Be familiar with Motivational Interviewing Skills (45 minutes)

Motivational Interviewing as an important method in the reintegration process

“At the end of the day you rehabilitate yourself” is a truism that is frequently expressed by successful desisters (Ward and Maruna, 2007). Research shows that in the perception of successful desisters themselves, participation in formal interventions by the criminal justice system, is seen as insufficient to successfully recover from a life of addiction and crime (Gideon, 2010). Level of motivation, the genuine desire ‘to make’ it on your own, self-generated activity and self-recovery are perceived by them as factors that are critical to pull oneself out of a life in crime.

Without motivation, change is less likely to occur. Motivation refers to helping offenders identify obstacles to change, identify positive life goals, their own good reasons for change, confidence (self-efficacy) and hope to take the necessary steps to successfully transform their lives.

Motivating the detainee to both co-operate and to change through Motivational Interviewing is therefore a key feature of the day-to-day and face-to-face tasks and activities of supervision. Motivational Interviewing is one of the most research-based treatment model ever developed.

An important assumption of Motivational Interviewing MI is that people have different levels of motivation and that it is much easier to help them when their motivation to make a change is high.

The rationale behind MI is that perhaps we can develop collaborative (not confrontational) therapeutic techniques that would help us to help people raise their motivation levels. This would, in turn help them to get better.

Researchers discovered that people actually go through five separate stages in the change process and they move through these stages in different ways.

Stages of change

These stages of change include:

- Pre contemplation (the possibility of change is not considered at all, lack of awareness of the risks of one's behaviour)
- Contemplation (the possibility of change is contemplated, balancing the pro's and con's, ambivalence)
- Preparation/ Planning (wants to change but does not know how, has taken initial steps to change but without success)
- Action (firm belief in the need for change, new behaviours are implemented)
- Maintenance (new behaviours have become a daily routine or habit).

Ambivalence about change is normal. A process of behaviour change is often nonlinear. Readiness for change is not static and it is important to address readiness for change in your work. Helping the client with his or her motivational level starts with learning to “meet the client where he/she is at the time”. Each individual will be at a different point with their motivation to change. Clients or prisoners may feel more or less hopeless about the possibility of recovery. MI provides hope when the client has none.

Foundational principles of MI

MI uses four foundational principles:

- Express empathy (show respect, acceptance, avoid judging, criticizing)
- Develop discrepancy (between current, risky behaviours and important personal goals/alternative behaviours)
- Roll with resistance (avoid discussion, counteracting resistance, imposing alternative courses of action)
- Support self-efficacy or expectancies that (a) specific actions will bring the individual closer to a better life and (b) one is capable of identifying, organizing, initiating, and executing courses of action that will bring about the desired end state.

Motivational Interviewing Skills

Developing discrepancy is the one that actually gets things resolved. It is the client who resolves the discrepancy and not the practitioner. It is only the client's reasons for making the change that matter, not the practitioner's.

MI is a collaborative approach not a confrontational approach. MI accomplishes its goal through empowerment of the client/prisoner.

The MI skill sets involve:

- Identifying the stage of change
- Using the four foundational principles through the use of the following motivational skills:

- **Eliciting/evoking change talk** (What would you like to see different about your current situation? What makes you think you need to change? What will happen if you don't change? What would be the good things about abandoning your life in crime?)

- **Open-ended questions** (Tell me what you like about your life in crime? What makes you think it might be time for a change? Tell me more about when this first began? What's happened since your last detention?)

- **Reflective listening:** making a reasonable guess about what a client is saying (Is this what you mean?) by responding in terms of: "It sounds like you are feeling upset at not getting a job", "What I hear you saying is that your offending behavior is not much of a problem right now. "I get the feeling that there is lot of pressure on you to change, and you are not sure you can do it because..."

- **Normalizing:** communicate to clients that having difficulties while changing is not uncommon by saying for instance "A lot of people are concerned about changing their alcohol use".

- Statements supporting self-efficacy/self-confidence: having clients give voice to changes they have made for instance by saying: "It seems you have been working hard to pass your Fork Truck Certificate last months. That is different than before. How have you been able to do that? How do you feel about those changes?

- **Affirmations** are used to recognize client's strengths, successes and efforts to change for instance by saying: "It is clear that you are really trying to stop with using drugs"; "With all the obstacles you have right now it is amazing that you have been able to pass your Fork Truck Certificate". "By the way you handled that situation; you showed a lot of insight and skill".

- **Summaries:** are used judiciously to relate or link what clients have already expressed, especially in reflecting ambivalence, and to move them

on to another topic. For instance: “It sounds like you are concerned about your cocaine use, because it is costing you a lot of money and there is chance that you will end up in jail.”

TRAINERS NOTE:

Ask the group to read the statements of prisoners described below, and identify the stage of change. How would you react as a professional trained in MI?

EXERCISE:
Identifying stages of change

Task. Read the statements of prisoners and decide in what stage of change the prisoner is.

How would you react as a professional?

1. I am here in this prison because of a set up by other people. How do you mean problems? When I am free everything is all right, I have no problems at all...

Stage of change:

My reaction in terms of an appropriate motivational skill:

2. During my previous detention I tried to arrange a lot of things on my own. I tried to get my financial situation arranged and find a job. I had accommodation because I lived with my parents. But sooner or later you become distressed because you have no money. And then things may go wrong. I think that this detention will be the last one, because now I have found a job where I can start immediately after my release. It is job in my old profession as a bricklayer/pointer...

Stage of change:

My reaction in terms of an appropriate motivational skill:

3. Now look, as an ex-con you will never find a job. When you are free, you get your unemployment benefit. You live with your wife and kids and you do some odd jobs. You know what I mean; with these jobs you can earn a daily income that is higher than a monthly income from regular work. But now I

have a bit enough of these odd jobs. They make me end up in jail and it is distressing.

I want another, quieter, normal life. But I don't know what to do to change my life...

Stage of change:

My reaction in terms of an appropriate motivational skill:

Exercise:

Open ended questions

Situation: During an assessment a client tells you that he uses cocaine and that he is a bit concerned about his use. You want to gather more information about the client's drug use by allowing him to tell his story. What kind of open-ended questions can you use here?

Exercise:

Reflective listening

Situation: You are walking on the wing as a mentoring prison officer and you have a short conversation with a detainee/pupil who will be released within a few weeks.

Detainee: "I wish I knew other kinds of people after my release."

Possible reaction in terms of reflective listening:

- "It is difficult for you to make new friends".
- "You would like to be more popular."
- "People tend to ignore you."

Exercise:

Roll with resistance with a reflection

React with a reflection in the following situations of resistance:

Detainee: "I cannot stop with offending! What would my friends think of me 'going straight'?"

(Possible reflection: "You would not know what to say to your friends when you stop with offending")

Detainee: "If I would stop with offending now, this would make little sense. I know from the past that even if I tried to stop with offending I reoffended again".

(Possible reflection: "You lack the courage to give it a chance again")

Detainee: "I know that you are trying to help me, but I won't cooperate!"

(Possible reflection: "On the one hand you know that you have quite a lot of serious problems. You also know that I try to help you with these problems. On the other hand however, it seems difficult for you to accept help".)

Exercise:

Affirmations

React with an affirmation in one of the following situation:

Situation: Detainee: "I want to stay clean. But, I guess that after my release I won't find a job. Then I will spend most of my time with my friends who drink a lot."

Review and Evaluation of Day Three

TRAINER NOTE:

ask the group about their opinion of the third day.

Questions:

What was positive?

What needs improvement?

What needs more elaboration?

Remarks for the trainer; suggestions.

Remarks about the group atmosphere.

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APPENDIX

APPENDIX 1: RISK SCORING PROFILE

Criminogenic needs		Score			Intervention indicated?
		Low	Medium	High	
1	Offence History		X		Yes
2	Current offence		X		Yes
3	Accommodation		X		Yes
4	Education, employment, learning			X	Yes
5	Financial management and income		X		Yes
6	Relationships with partner, and family	X			No
7	Relationships with peers			X	Yes
8	Drug use		X		Yes
9	Alcohol use	X			No
10	Psycho-emotional well-being				No
11	Thinking and Behaviour		X		Yes
12	Attitudes		X		Yes
RISC Total score					
Intervention indicated: yes					

APPENDIX 2: THE FORMAT OF AN ASSESSMENT REPORT

Assessment Report	
General information Reporting officer: Name Sources of information used: client, files, reports, diagnostic instruments, etc. (delivery by other actors) Names of client: Date of birth: Country and place of birth: Nationality: Address: Residence: Detained in: Date:	
Criminal Justice Information	
1. Offending history and pattern 2. Convicted/pre-trial status 3. Offence(s) related to current detention 4. Sentence information/requirements 5. Information about behaviour/risks during previous and current detention	
Accommodation, educational achievement/ employment, financial management and income, social relationships, life style and associates, alcohol and drugs, psychological and emotional well-being, physical health	
Previous development/problems Current situation/problems Background and causes of problems Extent to which client feels troubled by problems Client's need for treatment, counselling, help (SWOT)	
Attitudes	
Anti-social attitudes, opposition to formal institutions, blaming others, etc. (SWOT)	
Thinking and behaviour	
Impulsivity, risk/thrill-seeking behaviour, self-control, problem insight, active and passive coping behaviour, difficulties in setting long term life goals (SWOT)	
Motivation	
Stages of motivation for change, sources of motivation (SWOT)	
SWOT-analysis	

<p>Strengths Aspects of the client's background and functioning that support desistance</p> <p>Opportunities Opportunities that support desistance</p>	<p>Weaknesses Problems/aspects that pull into the direction of continued offending (obstacles to desistance)</p> <p>Threats Offending scenarios and risk (low, medium, high)</p>
--	--

Outcome of assessment

Development, on the basis of the best available research, of a small, individualized theory or strategy for change that both the practitioner and the offender think might best promote the reduction of reoffending in this particular situation. Of further importance is a balance between volition (wanting to change), ability to change and, practical realistic possibilities/opportunities.

APPENDIX 3: THE FORMAT OF A SENTENCE-PLAN

Sentence plan	
Ultimate goal:	
Steps to be taken to achieve the ultimate goal	
Step 1:	
Step 2:	
Step 3:	
Etc.	
Goals of each step	
Goal of Step 1:	
Goal of Step 2:	
Goal of Step 3:	
Etc.	
Allocation of resources for each step	
Step 1: resources needed	
Step 2: resources needed	
Step 3: resources needed	
Etc.	
Time-schedule of each step:	
Step 1: What must be done during incarceration phase, transition phase, community phase?	
Step 2: What must be done during incarceration phase, transition phase, community phase?	
Step 3: What must be done during incarceration phase, transition phase, community phase?	
Implementation of each step:	
Step 1: who does what and when?	
Step 2: who does what and when?	
Step 3: who does what and when?	
Etc	
Name case manager	Name client
Signature	Signature
Date	Date

APPENDIX 4: AN EXAMPLE OF STEP 3 OF A SENTENCE PLAN

Step 3/ intervention	
Description	Finding appropriate accommodation
Criminogenic need	Accommodation
Goals/sub-goals	Client has found and is able to keep appropriate accommodation after detention
Allocation of resources	Special accommodation services with guidance (household management) during post-release phase
Time-schedule	Immediately after release
Optimal setting	Post-release
Who is responsible	Hestia Foundation

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